

School of Management

MGMT 317
ORGANISATIONAL INNOVATION AND CHANGE

Trimester One 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator

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Programme Manager

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Luisa Acheson

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Trimester Dates

Teaching Period: Monday 5 March – Friday 8 June

Study Period: Monday 11 June – Thursday 14 June

Examination Period: Friday 15 June – Wednesday 4 July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 16 March 2012.
2. The standard last date for withdrawal from this course is Friday 18 May 2012. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Lecture Room: GB LT3

Day: Monday

Time: 1.40 – 3.30pm

Tutorial Signup Instructions

Tutorial signup is done through the online programme, 'S-Cube'. Here you can also find information about when and where the tutorials take place. You should already have been notified by email about your sign-up to a tutorial:

- Go to the signup website at <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system.
- Click on MGMT317 and follow the instructions.
- If you have been unable to sign up by the end of the second week of the course please contact the Programme Manager, Garry.Tansley@vuw.ac.nz

Course Content

MGMT317 concerns the management of innovation in an organisational context. The course focuses on the interplay between technology and innovation on the one hand and strategy and organisation on the other hand.

The goal of the course is to make students familiar with theories and tools used for strategic management of innovation and R&D. Besides theoretical understanding, a major ambition of the course is to teach students how to analyze and deal with complex innovation related challenges typically faced by managers. This is accomplished through lectures, case tutorials and project work.

Course Learning Objectives

MGMT 317 has five learning objectives. The achievement of these will be evaluated through the course assessments: tutorials, assignments and the final exam. By the end of this course, students should be able to:

1. Manage a process to generate creative ideas; this is accomplished through lectures and tutorials.
2. Lead a process of innovation and implement ideas through all phases from idea conception to adoption and diffusion – 'making ideas happen'; this is done by acquiring knowledge from the textbook and from lectures.
3. Design an environment that helps build a creative and task focused culture; key aspects of doing so are covered in the assignments.
4. Critically analyse information, ideas, problems and questions, synthesise the data and come up with specific recommendations for action; this is being done both through assignments and tutorials.
5. Investigate and critically review research to discover 'what it takes to be a successful entrepreneur in New Zealand', this skill is developed by reading the course literature.

	By the end of this course, students should be able to:	Major Attributes
1	Manage a process to generate creative ideas;	MA1, MA2, MA3, MA5
2	Lead a process of innovation and implement ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’;	MA1, MA3, MA5, MA7, MA8
3	Design an environment that helps build a creative and task focused culture;	MA5, MA8
4	Critically analyse information, ideas, problems and questions, synthesise the data and come up with specific recommendations for action;	MA1, MA2, MA4, MA6
5	Investigate and critically review research to discover ‘what it takes to be a successful entrepreneur in New Zealand’.	MA2

Course Delivery

The course is delivered through lectures and tutorials. Students are expected to attend and participate in these sessions. Attendance at tutorials is part of the mandatory course requirements (see later). Participation is not assessed.

Expected Workload

A total of 150 hours of work is expected from students in this course. This consists of 29 hours of classes, approximately eight or nine hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 20 hours revising during the mid-trimester break and study week.

Readings

The *required* textbook for this course is:

Schilling, M. (2009). Strategic Management of Technological Innovation, 3rd ed, McGraw Hill, Boston.

Some additional articles will be uploaded to Blackboard.

Materials and Equipment

Students will not be allowed to use machines such as computers or electronic calculators in examinations.

Assessment Requirements

	Title	Weight	Date/Due
1	Tutorials	10%	Start March 21
2	Assignment 1	15%	Tues Apr 3 rd – 3PM
3	Assignment 2	15%	Mon 21 May – 1PM
4	Final Examination	60%	Fri 15 June – Wed 4 July (inclusive)
	TOTAL	100%	

2. Tutorial participation (10%)

The cases for the tutorials and respective questions are distributed online via the blackboard system. In order to pass the course students need to attend at least 5 tutorials. The tutorials are

designed to train students in applying the contents covered in class and in the textbook and to provide opportunities to present case work. As a significant part of the exam will test students' abilities to apply what they've learnt, tutorials will therefore help you to score a higher result on the exam.

Room	Start	Finish	Day
RWW414	13:40	14:30	W
RWW223	15:40	16:30	W
RHG03	11:30	12:20	F
RHG03	12:40	13:30	F
RHG03	13:40	14:30	F

Soteri Katsougiannis will be running the tutorials: katsousote@myvuw.ac.nz

3. Examination

The examination is closed book and is 3 hours. It is worth 60% of the total marks available for this course. The exam will both test students' knowledge of key concepts and their ability to *skillfully apply their knowledge to real-world problems*. It addresses all learning objectives for this course. All distributed material covered during the course are examinable.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period .

The final examination for this course will be scheduled at some time during the period from Friday 15 June – Wednesday 4 July (inclusive).

Mandatory Course Requirements

In order to pass the course, students need to fulfill the following requirements:

- Attendance of at least 5 tutorials (10% of the final grade)
- Submission of both assignments
- At least 40% on the exam

Assignments

Throughout the course, students will perform two assignments, one individual and one performed in groups. Both concern cases where students will learn how to apply the contents covered in the course. More information will be distributed once the assignments are introduced. The first assignment should contain a maximum of 1500 words and be handed in no later than April 3rd. The second assignment should be handed in no later than the 20th of May and not exceed 10 slides. This one is performed in groups of 3-4 students.

Assignments should be placed, in hard copy form, in the **MGMT 317 box (no. 26)** on the mezzanine floor of Rutherford House by the due time on the due date.

All assignments must include an Assignment Cover Sheet (see Annex B) stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page.

Students must:

- prepare two copies of each hand-in and keep the second copy for their own reference
- keep an electronic copy of their work archived in case the original assignment goes missing

- keep the marked hard copy of their assignment after it is returned to them until the grades are finalized at the end of the course

Failure to do so could jeopardise claims to your work and/or its grade in the rare cases where your work goes astray.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site.

<http://library.victoria.ac.nz/library/resources/guides/referencingstyles.html#guidesection.1169>

Quality Assurance

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" across all the assessment

Penalties

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 40% or 40 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (For example if an assignment is out of 40 and the assignment receives 50% then one day late means the mark will be out of 38 and the student will receive 50% of 38). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements.**
- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory

requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.

- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **Programme Manager**, providing documentary evidence of the reasons of their circumstances. All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (available on Blackboard) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at the Reception Desk on the 10th floor of Rutherford House, where your assignment will have the time, date and signature noted on the front cover by the person receiving it.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Email Contact

Students wishing to contact staff by email should follow these instructions:

- Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g. MGMT317_Smith_Pauline_3000223344_Ass1 Query
- All students must use their VUW SCS email account and ID. Otherwise, email may be classified as Spam and dumped without being read.

Communication of Additional Information

Information on course-related matters will be announced in class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

<http://www.victoria.ac.nz/tpa/>

Annex A: Content Outline for Lectures and Tutorials

Week	Lecture – Mondays	Main topics	Textbook Reading	Tutorials
1	5 March	Introduction	Schilling, Ch. 1	
2	12 March	Sources of innovation Types and patterns of innovation <i>Introduction of Assignment 1</i>	Schilling, Ch. 2-3	
3	19 March	Standards Battles Timing of entry	Schilling, Ch.4-5	Mini-cases, distributed online
4	26 March	Innovation strategies	Schilling, Ch. 6	Mini-cases, distributed online
5	2 April	Blue Ocean strategy Business model innovation	Kim and Mauborgne Osterwalder	
BREAK				
Week	Lecture		Textbook Reading	Tutorials
6	23 April	Choosing innovation projects Collaboration strategies <i>Introduction of Assignment 2</i>	Schilling, Ch. 7-8	Workshop
7	30 April	Protecting innovation	Schillig, Ch. 9	Presentations of Assignment 1
8	7 May	Innovation and organisational change	Schmidt Hitt et. Al	Mini-cases, distributed online
9	14 May	Organising for innovation	Schilling, Ch. 10	Mini-cases, distributed online
10	21 May	Processes for new product development	Schilling Chap 11-13	Presentations of Assignment 2
11	28 May		Course review and summary	

Victoria Management School

MGMT 317 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day: _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

Written Communication Skills Rubric

	#1 Exemplary	#2 Satisfactory	#3 Not Satisfactory
#G Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> Logical flow; style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive <input type="checkbox"/> some variety in sentence construction <input type="checkbox"/> Generally flows well <input type="checkbox"/> Some awareness of audience and genre	<input type="checkbox"/> Overly repetitive or simplistic sentence structure <input type="checkbox"/> Consistently disjointed, lack of flow <input type="checkbox"/> Style/structure inappropriate for audience
#H Clarity and conciseness: Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed. <input type="checkbox"/> Highly focused on the question <input type="checkbox"/> Easily understood.	<input type="checkbox"/> Argument reasonably clear <input type="checkbox"/> Occasionally misses the point but answers the question <input type="checkbox"/> Not over-elaborate or over-complicated	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.
#I Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> Correct punctuation, <input type="checkbox"/> Grammatically correct, <input type="checkbox"/> Complete sentences.	Occasional lapses in: <input type="checkbox"/> Spelling, <input type="checkbox"/> Punctuation, <input type="checkbox"/> Grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> Non-existent or incorrect punctuation, <input type="checkbox"/> Severe errors in grammar that interfere with understanding.
#J Vocabulary: Originality, breadth, appropriateness, variety.	<input type="checkbox"/> Highly appropriate, well chosen, precise and varied vocabulary. <input type="checkbox"/> Consistently uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Generally appropriate vocabulary; <input type="checkbox"/> Not overly repetitive. <input type="checkbox"/> Generally uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Excessively limited or inappropriate or repetitive vocabulary. <input type="checkbox"/> Misuses discipline-specific terminology.
#K Academic Integrity: Appropriate use of references.	<input type="checkbox"/> Appropriate use of others' work acknowledged via in-text citations. <input type="checkbox"/> Uses APA referencing system consistently and correctly.	<input type="checkbox"/> Other sources acknowledged. <input type="checkbox"/> Generally uses APA referencing system.	<input type="checkbox"/> Unattributed work from other sources. ¹ <input type="checkbox"/> Does not attempt to use APA referencing system.
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.

Note: ¹A 'not satisfactory' in this criteria will render the complete report 'unsatisfactory' resulting in a **fail** grade for this assignment. Other courses of action may also follow. Please refer to the sections on plagiarism and *Turnitin* earlier in the course outline.