

School of Management

MMBA565 INNOVATION AND ENTREPRENEURSHIP

Trimester 1, 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator

Sally Davenport

Room: RH911, Rutherford House

Phone: 463 5144

Email: sally.davenport@vuw.ac.nz

Website: www.vuw.ac.nz/som

Programme Administrator

Amanda Cunningham

Room: RH1004

Phone: 463 5367

Email: amanda.cunningham@vuw.ac.nz

NB. Sally tends to keep office hours of 9am-5pm but as she is currently seconded to a half-time role as a Commissioner at the NZ Productivity Commission, she will not always be available. If you would like to meet with her it would be best to email her to set up an appointment.

Trimester Dates

Teaching Period: Monday 3rd March – Friday 6th June

Study Period: Monday 9th June – Thursday 12th June

Examination Period: Friday 13th June – Wednesday 2nd July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 14th March 2014.
2. The standard last date for withdrawal from this course is Friday 16th May. 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

Day: Monday

Time: 5.40-7.30pm

Venue: Government Buildings, Lecture Theatre 4 (GBLT4)

Note: There is no class on Monday 2 June. The course content that would otherwise be covered in this class will be included in other sessions.

Course Delivery

The course will meet once per week and each session will be guided by themes linking the assigned textbook reading, lecturer-led presentation and discussion, case studies, visitors and other supporting activities. Whilst theory and international thinking on innovation and entrepreneurship will inform the course, its focus will be on comparing and contrasting this with the actual experiences of New Zealand innovators and entrepreneurs and those involved in supporting their activities (e.g. IP lawyers, policy managers etc.) who will be guest lecturers and subjects of the assignment. Blackboard will be used for course communication.

Group Work

The second assignment consists of group work based on the first individual assignment and other material gathered by the group. Given this report is to be prepared during the second half of the course, it is expected that students will need to devote at least 4 hours per week to the group project during those weeks in addition to commitment during the mid-trimester break.

Expected Workload

Workload expectation for this course is 150 hours, spread over preparation for class and completion of assignments (about 10 hours per week and 30 hours during the mid-trimester break). It is also expected that every student will be an active and constructive member of class, including participation in class discussions and engagement with visitors as well as respecting fellow students (listening to other views, prompt arrival at class etc).

Prescription

Creativity with innovation, leadership, critical thinking and action oriented research are some of the most crucial dimensions of strategic management facing business executives, policy makers and, of course, entrepreneurs, in New Zealand.

Course Learning Objectives

On successful completion of the course students should be able to:

- Understand the different sources of innovation and main influences on how innovations evolve;
- Appreciate the economic, social and political contexts within which innovative and entrepreneurial activity take place;
- Select appropriate management strategies and frameworks as they apply to innovative/entrepreneurial activity;
- Articulate and critique innovation issues and strategies as exposed in case studies and readings;
- Understand the 'lived experience' of those undertaking innovative/entrepreneurial activity in New Zealand.

Readings

The course text is: Innovation and Entrepreneurship (2nd edition) by John Bessant and Joe Tidd (B&T), Wiley, 2011. The associated website www.iande.info contains extra resources. Also included at the end of the outline, is a list of electronic references for those of you who would like to delve deeper into the academic background of some of the topics.



Further Reading (Optional)

All should be available electronically. If you have problems with access please email me for a copy.

- Franke, von Hippel & Schreier, Finding Commercially Attractive User Innovations : A Test of Lead-User Theory, *J. Product Innovation Management*, 2006, 23, 301-315.
- Jeppesen & Fredericksen, Why Do Users Contribute to Firm-Hosted User Communities? The Case of Computer-Controlled Music Instruments, *Organization Science*, 2006, 17, 45-63.
- Brabham, Crowdsourcing as a Model for Problem Solving : An Introduction and Cases, *Convergence*, 2008, 14, 75-90 (Available through Google Scholar)
- Danneels, Disruptive Technology Reconsidered : A Critique and Research Agenda, *Journal Product Innovation Management*, 2004, 21, 246-268.
- Kaplan & Tripsas, Thinking about Technology: Applying a Cognitive Lens to Technical Change, *Research Policy*, 2008, 37, 790-805.
- Markides, Disruptive Innovation : In Need of a Better Theory, *Journal Product Innovation Management*, 2006, 23, 19-25.
- Sarasvathy, Causation and Effectuation : Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency, *Academy of Management Review*, 2001, 26 (2), 243-263.
- Nahapiet & Ghoshal, Social Capital, Intellectual Capital and the Organizational Advantage, *Academy of Management Review*, 1998, 23, 242-266.
- Boschma, Proximity and Innovation : A Critical Assessment, *Regional Studies*, 2005, 39, 61-74.
- Gilsing, Lemmens & Duysters, Strategic Alliance Networks and Innovation : A Deterministic and Voluntaristic View Combined, *Technology Analysis & Strategic Management*, 19, 227-249.
- Luk, Yau, Sin, Chow & Lee, The Effects of Social Capital and Organizational Innovativeness in Different Institutional Contexts, *Journal of International Business Studies*, 2008, 39, 589-612.
- Shane & Venkataraman, The Promise of Entrepreneurship as a Field of Research, *Academy of Management Review*, 2000, 25, 217-226.
- Alvarez & Barney, Discovery and Creation : Alternative Theories of Entrepreneurial Action, *Strategic Entrepreneurship Journal*, 2007, 1, 11-26. (Not on ProQuest but through VUW Library electronic access)
- Cools & Van den Broeck, The Hunt for the Heffalump Continues : Can Trait and Cognitive Characteristics Predict Entrepreneurial Orientation?, *Journal of Small Business Strategy*, 2207/08 18, 23-41.
- Cassiman, Chiara Di Guardo & Valentini, Organising R&D Projects to Profit From Innovation: Insights From Co-opetition, *Long Range Planning*, 2009, 42 (2), 216-233. (available through ScienceDirect)
- Woiceshyn & Daellenbach, Integrative capability and technology adoption: Evidence from oil firms, *Industrial & Corporate Change*, 2005, 14(2), 307-342.
- Royer, Why Bad Projects are so Hard to Kill, *Harvard Business Review*, 2003, February, 49-56.
- Maguire, Hardy & Lawrence, Institutional Entrepreneurship in Emerging Fields : HIV/AIDS Treatment Advocacy in Canada, *Academy of Management Journal*, 2004, 47, 657-679.
- Hargreave & Van de Ven, A Collective Action Model of Institutional Innovation, *Academy of Management Review*, 31, 864-888.

Assessment

A student's overall grade in the course will be determined in the following manner:

Understanding the Experiences of Innovative/Entrepreneurial New Zealanders 50%

The intent of this assignment is to interact with an active entrepreneur or innovator in order to enable you to gain an understanding of the realities and practicalities of innovative/ entrepreneurial activity in New Zealand and to allow you to compare this with the material that is covered in the classroom and your own reading/experience. We will also make use of the “Leading Edge” exhibition currently showing at the National Library. There are to be several speaking events associated with this exhibition in coming months of which I will alert you via Blackboard. I hope to have one class session at the National Library but it is strongly suggested that you also visit this exhibition in your own time as, not only is it very interesting, it has a wealth of information relevant for your assignment, particularly your group report.

The assignment is split into two parts: the first being a case study and reflective commentaries based on several interviews with an entrepreneurial New Zealander, the second is a group report which draws on these interviews and integrates this with further research into the NZ context for innovation and entrepreneurship. (This assignment addresses the second and fifth learning objectives specifically.) Assignments are to be emailed to Sally Davenport no later than 5pm on the due date.

Part A: Entrepreneurship Case Study/Reflection, max 4000 words 35%

This assignment will be based on data collected directly from entrepreneurs/innovators. Each student will be paired with a suitable and willing entrepreneur/innovator. You may nominate your own candidate, such as someone from your own organisation who is or has been an innovator or from your social networks that fits the ‘entrepreneur/innovator’ criterion. However, if you do not have access to a suitable person then candidates are available through Sally Davenport’s networks. Your selection needs to be discussed (in person or by email) with Sally Davenport and **confirmed by the beginning of the third week of term.**

You should meet with the entrepreneur/innovator preferably weekly for an interview of up to 1 hour, at least 3 times. The interviews are entirely open-ended conversations but your topics/questions should be based on the material covered in class and/or the experiences that the interviewee wishes to talk about. In addition, interviewees will be asked to complete a standard risk management questionnaire (this will be discussed in week 2).

This assignment has ethics approval from VUW, so you must use the information sheet provided to inform your entrepreneur about the project and a consent form to gain their approval for you to use the interview data for your assignment. These will be discussed further in the first class, but it is most important that you abide by the confidentiality aspect of the agreement and not discuss the interviews in a way in which the entrepreneur can be identified with anyone other than the course coordinator.

Your assignment should consist of two parts; a case study summary of the process by which the entrepreneur/innovator developed their idea, and a set of succinct reflective commentaries on each interview (suggest a max of 300 words each) as an appendix to the case study. The case study should cover aspects such as the background of the entrepreneur and how they came up with their idea, the process they followed/are following to commercialise the idea, the market they are targeting and an assessment of their competition and barriers to commercialisation etc. You might

find the framework used as the structure of the Bessant & Tidd text useful for structuring your case study.

It is suggested you give a draft of your case study to the subject to make sure you have all your facts correct and, if possible, gain permission to use their name/company name for the assignment if they are happy with what you have written. You should submit this permission with your assignment. If they do not give this permission, then you should use a pseudonym for your interviewee in any written material and for your group project.

The three commentaries must be more than just a summary of interview content – they should include personal reflection based on the course work and/or your own experience. These commentaries are to be appended to the case study and do not need to be shown to the subject.

This report is to be submitted by email by **Friday April 11th**.

Part B: Group Project Report, max 4000 words

15%

The group report for this project will build upon all the case studies/reflections and material covered in class. Discuss your case study and commentaries with your group (anonymously if you do not have permission from your subject) comparing and contrasting your experiences interviewing the subjects, to form a platform upon which to produce a summary report. It will also require further investigation into the topic, such as through secondary data searching of media sources or the writing of other commentators on the topic. The report is to be a summary of your group's research/views of what it takes to be an innovator or entrepreneur in New Zealand. It is likely that you will need to focus the report on 2 or 3 themes rather than try to cover all the topics in the course. It is suggested that you include in the report:

- A summary of pertinent themes/issues from your reading of the general literature on innovation and entrepreneurship (textbook and other sources as appropriate) that are relevant to your report;
- Coverage of the relevant New Zealand context, for example, historical trends and/or the structure of the economy and how this might influence innovative/entrepreneurial activity;
- Illustration of your points using data (eg anonymised quotations) from your individual interviews, from guest lecturers or from the media;
- A succinct one-page (max) executive summary of key points, as well as an introduction and conclusion. The executive summary should be suitable for sending to your interviewees.

This report is to be submitted by email by **Friday 16 May 2014**

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance

	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance
	C-	50%-54%	Adequate evidence of learning
Fail	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

Penalties

In fairness to other students, assignments submitted after the respective deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Unless prior arrangements have been made with the course coordinator, assignments more than one week late will not be accepted and will receive zero marks. In the event of unusual or unforeseen circumstances (e.g., serious illness, family bereavement, major work pressures), students should discuss a submission extension with the course coordinator **PRIOR** to the due date.

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.

Examination

3 hour closed book

50%

The examination will cover material covered in class and the textbook but will be aimed at assessing your ability to synthesise and reflect upon issues including using your own experience within and outside of the course. The format will be discussed in week 11.

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:

Friday 13th June – Wednesday 2nd July (inclusive)

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must:

- a. Submit the case study/reflections assignment by the due date;
- b. Submit the group project report by the due date; and
- c. Obtain at least 40 per cent of the marks available (ie 20 marks out of the 50) for the final examination.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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.

Communication of Additional Information

Additional information, e.g. of material of potential interest or changes to classes, will be conveyed to students via class announcements and through announcements on the Blackboard site for MMBA 565. Email notifications will be usually sent when an item is loaded onto Blackboard. However, it is important that students visit the course Blackboard site regularly in case this does not occur, and also check which email address is being used by Blackboard. It is probably sensible to use your VUW address as your default communication address, to avoid any communications being 'spammed' in the system.

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Course Content and Schedule

Lecture	Date	Topic	Readings/Key Tasks
1.	3/3	Course Introduction: Key Concepts Societal Context New Zealand Context	B&T Chapter 1 Assignment Discussion
2.	10/3	Entrepreneurship & New Ventures Entrepreneurial Traits & Styles Developing the Venture	B&T Chapter 4, 7, 10 Selection of Interviewee
3.	17/3	Sources of Innovation Lead Users Open Innovation/Crowd Sourcing	Confirmation of interviewee Start interviews B&T Chapter 5
4.	24/3	Models of Innovation Disruptive Innovation	B&T Chapter 6
5.	31/3	Exploiting Networks Proximity and Social Capital	B&T Chapter 8
6.	7/4	Value Creation Capabilities Causation & Effectuation	B&T Chapter 9,12 Case Study Assignment due Friday 11 April
7.	14/4	Value Capture Knowledge Management Managing Intellectual Property	B&T Chapter 11
Mid-Trimester Break – 18 April – 4 May 2014 Course case study will be posted on Blackboard on Thursday 17 April for class 8.			
8.	5/5	Case Study Session: Class discussion of insights from students' case studies and course case study.	Compare your case study with the course case study and prepare to discuss.
9.	12/5	Managing Innovation Building an Innovative Organisation Leading Innovation	B&T Chapter 13 Group report due Friday May 16
10.	19/5	Discourse and Innovation Institutional Entrepreneurship Social Entrepreneurship	B&T Chapter 2, 3
11.	26/5	Course Debrief Examination Briefing	Be prepared to discuss exam papers from 2012 and 2013.
12.	2/6	No class, Queen's Birthday	Prep for Exam

School of Management
MMBA 565 INNOVATION & ENTREPRENEURSHIP

Trimester 1, 2014

Understanding the Experiences of Innovative/Entrepreneurial New Zealanders

Part A Entrepreneurship Case Study/Reflection (35%)

Mark Sheet

Name:

Case study exhibits a good understanding of entrepreneurial/innovative issues	← Excellent	→ Poor	Case study does not address the topic of the assignment
Context/background of entrepreneur/innovator described	← Excellent	→ Poor	Lack of information on background/context.
Idea generation/opportunity recognition phase explained	← Excellent	→ Poor	Origin of opportunity not explained
Implementation/resourcing process well described	← Excellent	→ Poor	Implementation process not described
Value creation/target market/competition well covered	← Excellent	→ Poor	How value is created not indicated.
Commentaries show interesting personal reflection on interviews	← Excellent	→ Poor	Commentaries lack personal reflection/are purely descriptive
Case study has logical flow and generates reader interest	← Excellent	→ Poor	Case study is disjointed and hard to follow
Word limit (4000 word max) adhered	← Excellent	→ Poor	Too long or very short

General Comments:

Grade: _____ **Out of 100%:** _____

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Understanding the Experiences of Innovative/Entrepreneurial New Zealanders

Part B: Group Project Report (15%)

Mark Sheet

Names:

Report exhibits a comprehensive understanding of the NZ innovation/entrepreneurship environment	← Excellent	→ Poor	Report does not address the topic of the assignment
Good summary of pertinent themes from relevant literature & textbook	← Excellent	→ Poor	No evidence of input from general reading
Wide coverage of the relevant NZ context and how this influences innovative/entrepreneurial activity	← Excellent	→ Poor	Report contains no material about the NZ context
Well illustrated using examples from individual entrepreneur/innovator interviews and Leading Edge exhibition	← Excellent	→ Poor	No use of data from entrepreneur/innovator interviews or Leading Edge exhibition
Conclusions are clearly drawn from group discussion of collated material (data and secondary sources)	← Excellent	→ Poor	Conclusions do not appear to relate to material presented
Succinct and topical executive summary for interviewees	← Excellent	→ Poor	Executive summary not present or not a good summary
Word limit adhered to (4000 words +/- 10%)	← Excellent	→ Poor	Too long/too short

General Comments:

Grade: _____ **Out of 100%:** _____