TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

MMIM582 Special Topic:
IT Innovation & Entrepreneurship

Trimester 2, 2016

COURSE OUTLINE

Prescription
Students will develop the skills of bringing IT innovations to market. Students will develop a mastery of entrepreneurial actions, such as developing IT-enabled business models, mobilizing resources, and scaling up. Particular attention will be put on the creation, design, and implementation of IT-enabled business models. Students will also learn about the contexts in which entrepreneurial action takes place, such as start-up teams and corporate venturing.

Course Learning Objectives
By the end of the course, you should be able to:
1. Understand the stages of entrepreneurial action with IT in the contexts of start-up teams and corporate venturing
2. Identify and evaluate the viability of an opportunity to develop new business models with IT
3. Select a mobilization and launch strategy for IT-enabled business models
4. Identify and assemble the required resources and organization to bring an IT-enabled business model to fruition
5. Elaborate and present a business plan to stakeholders who are potentially interested in supporting a new IT-enabled venture
6. Develop and better articulate their own entrepreneurial intentions

The course objectives include the Faculty learning objectives which are the development of critical and creative thinking, leadership, effective oral and written academic communication, and a global and multicultural perspective. Selected Faculty learning objectives will be assessed along with the following specific outcomes based on the statutory statement of course learning objectives above.

Course Content

Weekly Case Discussion Topics	Case – Refer to Talis for full list of required readings
Week 1: July 16/23 Understanding entrepreneurial action in the contexts of digital technology, start-up teams, and corporate venturing	Steve Jobs Evan Williams, part A
Week 2: August 2 Valuing opportunities; Understanding how innovation alters industry dynamics	Uber + Clayton Christensen's cases

Week 3: August 16 Launching, scaling, and dethroning platform-based digital business models	Spotify
Week 4: September 6 Leveraging open innovation; Developing sustainable business models	3D Robotics
Week 5: September 20 Leading and managing creative teams	e-Types A/S
Week 6: October 4 Leading strategic renewal through innovation and entrepreneurship	Blackberry
Week 7: October 14/15 Putting it all together & Project Presentations	No case

Trimester Dates
Teaching Period: Monday 11th July – Saturday 15th October (Wellington CRN 9653)
Teaching Period: Monday 18th July – Friday 14th October (Auckland CRN 28179)

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016 (Wellington) and Friday 29th July 2016 (Auckland).

2. The standard last date for withdrawal from this course is Friday 30th September 2016 (Wellington) and Friday 7th October 2016 (Auckland). 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 or online.

Names and Contact Details

	Staff	Contact Details	Room	Office Hours
Course Coordinator & Lecturer	Jean-Grégoire "JG" Bernard	jean-gregoire.bernard@vuw.ac.nz 04 463 9742	RH 518	After class or Mondays 1pm-3pm, unless otherwise specified in class
MIM Tutor and Administration Support Team	Kathryn Oxborrow, Tutor	kathryn.oxborrow@vuw.ac.nz 04 463 6557	RH 512	
	Sally Pewhairangi, Tutor	sally.pewhairangi@vuw.ac.nz 027 270 2222	Auckland	
	Usha Varatharaju, Administrator	usha.varatharaju@vuw.ac.nz 04 463 5309	RH 521	

Class Times and Room Numbers

Date/s	Start	End	Location
Saturday July 16 (Wellington group only)	9:00 am	2:50 pm	AM103
Saturday July 23 (Auckland group only)	9:00 am	2:50 pm	KS50/410
Tuesdays Aug 2, Aug 16, Sep 6, Sep 20, Oct 4	5:40 pm	8:30 pm	AM103 & KS50/410
Friday Oct 14 (Auckland group only)	5:40 pm	8:30 pm	KS50/410
Saturday Oct 15 (Wellington group only)	12:00 pm	3:50 pm	AM103

Course Delivery
The first and last class session of this course are conducted in face-to-face seminars. There will be 5 "blended" class sessions where the Auckland and the Wellington groups are linked through videoconference. The instructional design of this course relies on three principles.

Case-based teaching
This course will combine traditional deductive approaches (e.g. lecturing) with inductive approaches (e.g. case reading, class discussions) with which you may be less familiar. Specifically, we will employ case-based teaching extensively. In practice, this means that the course "take aways" will be developed, refined, and extended during class discussion. For this reason, regular class attendance will likely lead to a more complete understanding of course content and to a much more enjoyable learning experience.

This means that you have to read and prepare the assigned weekly case to make this course a success. Without such reading, you will not be able to contribute to or follow the activities that are going to take place in class.

Norms
I expect you to adhere to certain norms this trimester, so that the course is a success for all who will participate.

Mutual respect
Mutual respect is essential for a course like this where teamwork will be required in class. One of the biggest problems to arise when time becomes scarce and pressure rises, either in an academic context or in a business context, is the loss of consideration for others and indifference to our mutual obligations. It is important to treat each individual with respect at all times. Respecting others does not mean having the same opinions. It rather means to be polite to anyone at anytime and to take the perspective of others about our behaviour and to consider the consequences of our actions.

Personal responsibility
It is sometimes possible to influence the behaviour of others. However, if there is a person definitely possible to influence, it is our own self. We are responsible for our actions. For many courses, the student role is often passive, especially in regard for the responsibility for their own learning. As an adult, you are responsible for your learning and your results for this course. You are also accountable to accomplish the work agreed with your teammates in a timely and high-quality manner.

Autonomy
Many students develop the idea that the teacher is responsible for "making me learn", and maybe to entertain at the same time. I don't agree with these premises, simply because the actions of teaching and learning are not the same thing. Learning is what the student does. Teaching is what the teacher does. My role as a teacher is to be your "personal coach". I will do my best to provide you with the tools and context necessary to facilitate your learning and your success. But this means that learning remains your responsibility.

Fun
Most of the businesses that have success and that are ranked among the best employers are also work environments where people have fun working together. Learning has to be pleasant and

motivating; I hope this course will be both. By "fun", I do not mean "easy" however. To have fun, it is important to be well organized, to respect deadlines and the schedule, and to contribute in class.

Readings
Readings will consist of cases of real business situations that will be used as the basis of class discussions and activities. The cases will be supplemented by frameworks and techniques drawn from academic and professional literature (e.g., Harvard Business Review, MIT Sloan Management Review, MISQ Executive, etc.). Required readings for each week will be indicated via the Talis and the Harvard Business School portals which are found on Blackboard.

Some cases will have to be purchased through the Harvard Business School portal. You will need to use a debit/credit card to purchase copyrighted materials, which you will then download in PDFs and be able to print as is convenient. Please be sure to use this link, not the main HBSP website, so that you get the discount associated with the course. The total cost of the cases is approximately $16 NZD.

In addition, you will need to purchase the following book from VicBooks or an online retailer of your choice such as bookdepository.com (cost varies between $22 and $31). This book will be the basis of discussion in week 6 (October 4). It's a riveting read.

- McNish, J., Silcoff, S. (2015). *Losing the Signal: The Spectacular Rise and Fall of Blackberry*. Toronto, Canada: Harper Collins Publishers. ISBN: 9781847941725 (paperback ed.)

Mandatory course requirements
To pass the course, you must gain a weighted average of 50% across all assessments.

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

Expected Workload
This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15 point course. You are expected to attend all course, read assigned materials, and contribute to class. You are expected to spend 3 to 6 hours in class, and about 7 hours preparing for class on average (additional time of about 30 hours spread over the trimester will be required for completion of the course assignments).

Assessment Requirements   Due dates

1	Individual Written Assignments (x3, 1000 words each)	30%	Weekly, w2-w6
2	Individual Oral Presentation	10%	14 Oct - Auckland 15 Oct – Wellington
3	Individual Business Plan Project (3000 words)	35%	14 Oct – Auckland 15 Oct - Wellington
4	Group Activities (in class)	15%	All weeks
5	Individual Class Participation	10%	All weeks
		100%	

Specific instructions about each assessment will be communicated in class and through Blackboard.

The Assessment Handbook will apply to all VUW courses: see
http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Penalties

The penalty for late submission of work without a prior extension arrangement is a reduction of 10% of the available marks each calendar day, starting from the due date and time, up to 5 days after the due date. At the course coordinator's discretion, work handed in after 5 days may be assessed and feedback provided, but no grade will be assigned. If a word limit is imposed, the examiner will only mark the assignment up to the word limit.

Extensions

Personal extensions are granted only in special circumstances and supporting evidence such as a medical certificate may be requested by the course coordinator or the MIM support team.

Group Work

Group work will take place in class. It will involve team presentations, discussions, and class activities that require to produce an outcome. Some group work will be marked as *Group Assessment* (in terms of par. 2.2(b), p.8, of the University's "Assessment Handbook 2014" as published on
https://intranet.victoria.ac.nz/academic/academic-office-documents/assessment-handbook-2013.pdf

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Materials and Equipment

You are strongly expected to make extensive use of the University Library print and electronic resources to elaborate your business case. As a starting point, among the relevant resources we find:

- Proquest
- LexisNexis
- Factiva
- Gale Databases
- RDS Business Suite
- Index New Zealand, NewztextPlus
- On the internet: Google Finance, CIO Magazine, Wall Street Journal, InformationWeek, The Economist, BusinessWeek, The New York Times, and SEC's Edgar are good starters, but there are many others.

Student feedback

This is a new course in 2016, therefore no previous student feedback is available for this course. Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php

Communication of Additional Information

Additional information or changes will be conveyed by means of in-class announcements and e-mail. Please ensure that you check these communication channels regularly.

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.

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