

Faculty of Commerce and Administration

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



**VICTORIA
MANAGEMENT SCHOOL**

Te Kura Whakahaere

International MBA Programme

2008

<p>IMBA 565</p>

<p>Innovation and Entrepreneurship</p>

COURSE OUTLINE

Start Date	12 January 2008
Format	12 two hour sessions over two weekends.
Lecture Times	12 January 2:00pm-6:00pm & 7:00pm-9:00pm 13 January 11:00am-2:00pm & 3:00pm-6:00pm 16 February 2:00pm-6:00pm & 7:00pm-9:00pm 17 February. 11:00am-2:00pm & 3:00pm-6:00pm
Location	Room 803, MMW Engineering Building, CUHK
Teaching Staff	Associate Professor Dai Gilbertson FANZAM, JP, PhD, B.Com (Hons), M.S. Director, New Zealand Innovation and Action Research Clinic. Past President, Australia-New Zealand Academy of Management
Telephone	0064 4 463-5145
E-Email:	dai.gilbertson@vuw.ac.nz Make sure that you insert your student number,name and IMBA in the subject line of your email.
Home phone	0064 4 589 5011 (call evenings up to 9pm NZ Time).

Books and Cases

The **required** course text books:

Burns, P. (2005). *Corporate Entrepreneurship*. New York: Palgrave.

The **required** internet based cases:

Log on to the **Better By Design** Case site

<http://www.betterbydesign.org.nz/casestudies/homegrown/>

Please note that the cases on the website may change in the next six months so an update may need to be issued closer to the course time.

Course Objectives

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.

This is a graduate applied course in the IMBA Programme. Participants in this course come from a wide range of backgrounds and this provides fertile ground for the exchange of ideas and experiences from many different perspectives.

The course aims to *stretch* the student towards forming their own conclusions and insights and to thereby produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Therefore, **restating the work of others or the texts is not a valued outcome**. Personal insight based on reflexive thought and sound critical analysis is highly valued.

This course is case-based and, as an elective, will require a high degree of commitment from all parties. The course will use many strategies to achieve the learning objectives – on-line case studies and a highly involving, applied project. Students will be jointly responsible for their learning that will occur largely in our weekend seminars.

When you have completed this course you should be able to:

- Manage a process to generate creative ideas by actually doing so and then reflecting within the group on the processes used. This will demand personal *creativity* and group *creativity*. Managing *creative processes* will be vital.
- Understand, by experiencing, the process of innovation and *leading* ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’ by completing a project and presenting it to a panel of distinguished practitioners.
- Create an environment that helps build a creative and task focused culture that builds on the notion of ‘Black Magic’ by contributing to the weekly sessions. This will demand personal *leadership* and a willingness to confront one's own assumptions and behaviours. This will demand *courage*.

- *Critically analyse* information, ideas, problems and questions, synthesise the data and come up with specific recommendations.
- Learn, practice and enhance personal and managerial skills by completing and presenting a project. Weekly feedback about academic content, presentation skills and insights will be given in the class sessions. *Communicating* to multiple audiences will require planning, practice and presentation skills.
- Be able to investigate and report on our research to discover ‘*what it takes to be a successful entrepreneur*’ by synthesising all of the textbook and cases and of course, your own experiences. *Critical analysis and critical thinking* will be demanded in this process.

Key is the notion that from doing or action comes theory, which linked to action will again drive the wheel of insight forward.

Session content will blend discussion of case histories, presentation and discussion of issues, lectures, and other material. The case method will be the dominant pedagogy.

You will be working in your assigned groups for all of the sessions.

Assessment

Individual Assignment	20 %	Due 26 January 2008
Group Assignment	30%	Due 17 February 2008
Final Examination	50 %	Due 9 March 2008

1. **Individual** - Case Question: Question 3 on page 58 of the Burns text concerning Richard Branson. **(20%)**
2. **Group** – As a group of professional MBA graduate students you have accepted an invitation to make a 30 minute power-point presentation to the Hong Kong Chamber of Commerce on the topic ‘*Growing innovators and entrepreneurs: the key to China’s future economic success!*’ Develop your power-point presentation making particular reference to BOTH internationally known entrepreneurs such as Richard Branson and others as well as Chinese entrepreneurs who can serve as role models. Ensure that you incorporate the lessons from the text and cases from the first workshop. Develop notes to go with your power-point slides. **(30%)**
3. **Final examination** – A final three-hour open book examination at a time and place notified by APIB during which students will be expected to apply their knowledge to a case study. In accordance with University policy, students must obtain a minimum of forty percent (40%) of the marks available on the final examination in order to pass the course. **(50%)**

Course Terms of Reference

Late Assignments

Given the modular nature of the course delivery and relatively short time for marking and return, it is imperative that assignments are handed in on time. Late assignments will incur a 50% penalty on the assigned mark. Assignments more than two weeks late will not be accepted. In addition, late assignments will not be available by the agreed-to return date.

Obtaining Terms

To obtain terms to sit the final examination in this course, students are required to participate in both weekend modules and submit both written assignment reports.

Passing the Course

In order to pass this course, students are required to obtain at least forty percent of the final examination marks available, and obtain at least fifty percent of the overall course marks available.

Victoria IMBA Grading Standards

Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

Individual Work

While the Victoria IMBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed. Please do not work together to formulate a response and do not loan out your completed assignments.

Plagiarism

The Victoria IMBA programme views plagiarism as a serious offence. Students who plagiarise put themselves at risk of expulsion from the programme. Plagiarism is defined as representing someone else's work as your own. It includes: cutting and pasting material from websites, typing in sentences and paragraphs from books and journals, copying from other assignments and materials, and taking quotes that others have used without recognising the originator. It also includes writing verbatim from a textbook in an open-book examination situation without recognising the source of your material. If you use other peoples' materials, then you must give them credit and recognise the source. This includes making the material explicit by putting it in quotations and placing a footnote at the bottom of the page or back of your document to indicate complete details of the author and source.

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GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the VUW website.

The University Statute on Student Conduct and Policy on Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the APiB Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct

Academic Grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the IMBA Director. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct

Reasonable Accommodation Policy

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible.

disability@vuw.ac.nz

The name of the Disability Liaison Person can be obtained from the IMBA Programme Director.

Appeals / Concerns / Statute on Conduct

If you have any concerns with your courses, you should first talk to the lecturer concerned and, if you are not satisfied with the result of that meeting, contact the Director of the IMBA. The University has developed independent procedures for dealing with academic grievances and complaints. These procedures are set out in the Statute on Academic Grievances in the University Calendar.

Session Schedule – IMBA 565 - 2008

1. Introduction, Orientation and Expectations

An overview lecture giving his paradigm or way of viewing innovation and change – *the Black Magic recipe!*

Part 1 Entrepreneurial DNA

2. Entrepreneurial DNA

**Read and list key insight (same for each set of readings in the other class sessions):*

Burns Text: Chapters 1 and 2

**Prepare list of key insights that you can stand up and present to the class (same for each set of readings in the other class sessions):*

On-Line Case: 42 Below

3. Entrepreneur Spiderman

Burns Text: Chapters 3 and 4

On-Line Case: F&P

Part 2 Leading and managing the entrepreneurial organisation

4. Entrepreneurial Leadership/ Creating the Entrepreneurial Culture

Burns Text: Chapters 5 and 6

On-Line Case: Formway/OBO

5. Building the Entrepreneurial Organisation

Burns Text: Chapters 7 and 8

On-Line Case: Funware

6. Managing the Entrepreneurial Organisation/ Entrepreneurial Strategies

Burns Text: Chapters 9

On-Line Case: Glidepath

Part 3 Strategies for entrepreneurial organizations

7. Life Cycle and Portfolio Strategies/Growth

Burns Text: Chapters 9, 10 and 11

On-Line Case: Icebreaker

Part 4 Encouraging creativity and innovation

8. Entrepreneurial Innovation

Burns Text: Chapters 12
On-Line Case: Living Nature

9. Encouraging Creativity

Burns Text: Chapters 13
On-Line Case: MACPAC

10. Encouraging Marketing and Product Innovation

Burns Text: Chapters 14

11. Innovation and its impact

On-Line Case: Methben

Part 5 Conclusions and implications - both personal and organisational

Each student will present their key insights from the course.