GMGT 7370(G01) (3.0 CH)
MANAGING INNOVATION
SUMMER 2023

INSTRUCTOR

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Office hours: By Appointment

Class location: Drake 530
Class Time: Wednesday 6:15pm-9:30pm

COURSE DESCRIPTION

Managing Innovation will focus on the tools, techniques and concepts necessary to the design, development, and management of innovation processes. Emphasis is on organizational and technological innovation to facilitate the development of new products or processes or to implement change in existing products or processes. The course materials cut across functional boundaries, with a focus on the managerial skills and capabilities needed for effective practice.

The primary learning methodologies are case analysis, student presentations, lectures and an intensive project in which students analyze and audit a company's innovation processes and capabilities.

COURSE OBJECTIVES

At the completion of this course students will be able to analyze and communicate the importance and implications of innovation to management based on an understanding of: 1) social and technological change and how it affects both new and existing organizations; 2) strategies for organizations to foster and manage the innovation process; 3) the societal, environmental, and economic effects that innovation may produce.

Specific learning outcomes include the ability to:

- Recognize the conditions for innovation
- Distinguish radical and incremental innovation
- Explain the main models of innovation (including create, convert, capture)

- Use and apply tools for innovation management (including design thinking, option portfolios, and patent strategies)
- Diagnose different innovation challenges and make recommendations for resolving them
- Summarize key components of innovation management within an organization

COURSE MATERIALS

Readings will be drawn from a variety of professional and academic business journals. These can be accessed through the University Library system (free of charge for UofM students).

For some assignments, students may need to purchase access to a simulation or popular press book (e.g. biography of an innovation leader).

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained

COURSE ASSESSMENT

Description	Weight
Class participation	20%
Industry innovation assignment	25%
Innovation video assignment / Research paper	25%
Real world organization innovation analysis**	30%
	100%

**Dependent on peer evaluations, subject to instructor modification.

Class participation: To enhance the learning experience, all students are expected to participate in class discussion and in-class exercises. Quantity and quality of questions, comments, contributions and insights offered during class is important to the success of the course and you will be graded for your overall engagement and participation. Absences will significantly impact your class participation grade. Specific grades will be assigned for in-class assignments such as the innovation lab, video review exercises, and discussion board posts on assigned readings.

NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:
1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);

3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

Industry innovation assignment: Select an industry of interest to you or your company. Drawing on secondary and/or primary sources of data describe the major sources of change and opportunities within the industry. Provide an analysis of what specific innovations (e.g. products, services, processes) that are likely to dominate or change the industry in the coming years. What is needed to capture value from these innovations and what are the risks associated with their adoption. Prepare a presentation of your findings and upload to UMLearn an executive summary (2 pages single spaced max) summarizing your findings.

Innovation video assignment: Students will create a short video (approx. 5-7 minutes) that further explores a topic from the course. Students are encouraged to pick a topic of interest to them within the broader innovation subject area. Leads for topics may come from your place of employment, the media, professors and/or local firms dealing with innovation issues. You are expected to make reference to the relevant course literature where applicable as well as draw on additional research. Projects are due .mp4 format uploaded to UMLearn. In lieu of the video assignment students have an option to write a research paper (approximately 15-20 pages) that draws on data to explore a specific topic related to innovation (please discuss this option with the professor in advance of starting the project).

Real world innovation analysis: Details on this experiential project will be provided on UMLearn. Working in groups students will tackle a real world innovation project/assessment for an existing organization or community. Findings from the project will be presented both orally and in a written report. Written individual self-reflection on the project will also comprise the student's final grade.

Late Submission Policy
Late assignments will have 10% deducted per day late.

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

Marks	Letter Grade
93 and above	A+
86 – 92.9	A
80 – 85.9	B+

72 – 79.9	B
65 – 71.9	C+
60 – 64.9	C
50 – 59.9	D
Below 50	F

COURSE SCHEDULE

Topics are tentative and may be adjusted as the term progresses.
See UMLearn for assigned readings for each class

Class Date	Topic	Deliverable
Class 1 May 3	Introduction • Course overview / Introductions • Innovation overview / definition • Models of Innovation	
Class 2 May 10	Facets of Innovation • Radical and incremental innovation • Disruptive technology, S-curve and dominant design Innovation strategy • Dynamic capabilities • Corporate venturing	
Class 3 May 17	Risk and innovation • Risk management and ERM • Opportunities from Risk	*IT context presentation*
Class 4 May 24	Culture of Innovation • Fostering innovation in the firm • Creativity in the organization Knowledge within the organization	*Transportation Innovation Context*
Class 5 May 31	Design Thinking • Design tools and processes Cases in Design thinking	*Health/Medical innovation context*
Class 6 June 7	Seeds of innovation • Opportunity creation • Information and change	**Video Assignment due** *Energy Innovation Context*
Class 7 June 14	Innovation in practice	

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Class 8 June 21	Selecting and Screening - Forecasting and diffusion - Assessing and auditing - Acquiring IP and Patent strategies	*Public/NGO Service innovation context*
Class 9 June 28	Innovation Value capture - Diffusion of Innovation - Value from failure Social & Sustainable innovation	*Food/Agriculture innovation context*
Class 10 July 5	Wrap up - Individual, Organizational, Societal perspectives - Model of innovation	**Organization analysis presentations (write up due July 10)**

FINAL WRITTEN PROJECTS ARE DUE 5pm ON July 10 UMLearn Dropbox.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at: http://umanitoba.ca/research/orec/ethics/guidelines.html

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

a) Projects where students are conducting the research on themselves during class time;
b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on…	**…follow this link**
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	[Asper Graduate Student Resources](#)
Exam Rescheduling Policy - *Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook*	[MBA Student Handbook](#)
Help with research needs such as books, journals, sources of data, how to cite, and writing	[Library Resources](#)
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	[Writing and Learning Support](#)
Support and advocacy for students with disabilities to help them in their academic work and progress	[Student Accessibility Services](#)
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	[Copyright Office](#)

Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	[Academic Integrity](#)
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	[Student Discipline](#)
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	[Student Advocacy](#)
Your rights and responsibilities as a student, in both academic and non-academic contexts	[Your rights and responsibilities](#)
Full range of medical services for any physical or mental health issues	[University Health Service](#)
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	[Health and Wellness](#)
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	[Student Counselling Centre](#)
Support services available for help regarding any aspect of student and campus life, especially safety issues	[Student Support Case Management](#)
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	[Live Well @ UofM](#)
Help with any concerns of harassment, discrimination, or sexual assault	[Respectful Work and Learning Environment](#)
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	[Violent or Threatening Behavior](#)

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- o using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words

- o duplicating a table, graph or diagram, in whole or in part, without referencing the source

- o paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source

- o copying the answers of another student in any test, examination, or take-home assignment

- o providing answers to another student in any test, examination, or take-home assignment

- o taking any unauthorized materials into an examination or term test (crib notes)

- o impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination

- o stealing or mutilating library materials

- o accessing tests prior to the time and date of the sitting

- o changing name or answer(s) on a test after that test has been graded and returned

- o submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

Nathan S. Greidanus
Entrepreneurship and Innovation
Asper School of Business

Professor Greidanus' research and teaching intersect the broad areas of Entrepreneurship, Sustainable Development and Governance. He is an award winning teacher, former chair of the Asper MBA committee and current lead for the Sustainability and Entrepreneurship themes in the MBA program. Nathan also serves as the Academic director for the Institute of Corporate Directors-Rotman Director Education Program in Manitoba.

Dr. Greidanus' recent research projects range from exploring the relationship between ADHD and Entrepreneurship to entrepreneurship's relationship with positive failure; the natural environment; subjective well-being; indigenous people; and economic inequality. His foundational research on the behavioral assumption of Bounded Reliability (BRel) to offer better governance of firm and individual level commitments continues to be widely cited.   His publications include a book on the adoption of Telework, and articles in leading journals such as the Journal of Business Venturing and Journal of International Business Studies.

Nathan's professional experience includes working in the investment banking industry, owning and managing two franchises, and running his own business development consulting company (including developing a comprehensive business case that resulted in the establishment of the National Canadian Centre for Unmanned Vehicle Systems). Nathan has also spent a year as a volunteer in Costa Rica and Nicaragua and holds both Canadian and Dutch citizenship.