

GMGT 7370 (G01) (3.0 CH)
MANAGING INNOVATION
SUMMER 2021

Please note: This course will be offered on-line. Computer, internet connection and webcam will be required to take part in this course.

INSTRUCTOR

Name:	Nathan S. Greidanus	Office Location:	zoom
		Office hrs	By Appointment
Email:	Nathan.greidanus@umanitoba.ca	Class Room:	On-line (Zoom; see UMLearn for link)
		Class Time:	W 6:15pm (length of weekly on-line class will vary depending on additional weekly communication)

COURSE DESCRIPTION

GMGT 7370 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/projects, 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

AACSB Assurance of Learning Goals and Objectives.			
<p>The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.</p>			
	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	X	Lectures; readings; assignments
	B. Students are able to identify different strategies.	X	Cases; discussions
	C. Students are able to perform a basic strategic analysis.	X	Cases; assignments
	D. Students are able to recommend strategic alternatives and their implementations.	X	Cases; assignments
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.		
	B. Students have an awareness of different global perspectives.	X	Readings; cases
	C. Students have been exposed to global business environments through course materials	X	Readings; lectures; cases
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Lectures; readings
	B. Students demonstrate an understanding of ethical decision making.	X	Cases; discussions
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.	X	Cases; discussions
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	X	Forecasting / diffusion
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

Required readings will be posted on UMLearn; most readings can be accessed through the library databases; the occasional case may be required for purchase

COURSE ASSESSMENT

Student progress will be assessed through:

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

**Grade may be adjusted dependent on peer evaluation of contribution to the project

Class participation: To enhance the learning experience, all students are expected to participate in class discussion and online 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 cases analysis, video review exercises, and on-line discussion of the assigned readings.

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 lead the class through your findings (use of videos etc. is encouraged); 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.

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.

Individual assignment grades will be posted on UMLearn

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).

Final grades will be assigned as follows:

Marks	Letter Grade
94 and above	A+
88 – 93.9	A
82 – 87.9	B+
76 – 81.9	B
70 – 75.9	C+
64 – 69.9	C
50 – 63.9	D
Below 50	F

NOTE: On-line Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

COURSE SCHEDULE

Class Date	Topic	Readings	Deliverable
Class 1 May 5	Introduction <ul style="list-style-type: none"> • Course overview / Introductions • Innovation overview / definition 	see UMLearn for readings;	
Class 2 May 12	Facets of Innovation <ul style="list-style-type: none"> • Models of Innovation • Radical and incremental innovation • Disruptive technology, S-curve and dominant design 	see UMLearn for readings	

Class 3 May 19	Innovation strategy <ul style="list-style-type: none"> • Dynamic capabilities • Corporate venturing • Networks and open innovation 	see UMLearn for readings	<i>IT context presentation</i>
Class 4 May 26	Risk and innovation <ul style="list-style-type: none"> • Risk management and ERM • Opportunities from Risk 	see UMLearn for readings	<i>Transportation Innovation Context</i>
Class 5 June 2	Culture of Innovation <ul style="list-style-type: none"> • Fostering innovation in the firm • Creativity in the organization • Knowledge within the organization 	see UMLearn for readings	<i>Health/Medical innovation context</i>
Class 6 June 9	Design Thinking <ul style="list-style-type: none"> • Design tools and processes • Cases in Design thinking 	see UMLearn for readings	<i>Energy Innovation Context</i>
Class 7 June 16	Seeds of innovation <ul style="list-style-type: none"> • Opportunity creation • Information and change 	see UMLearn for readings	<i>Public/NGO innovation context</i> Video Assignment due
Class 8 June 23	Selecting and Screening <ul style="list-style-type: none"> • Forecasting and diffusion • Assessing and auditing • Acquiring IP and Patent strategies 	see UMLearn for readings	<i>Food/Agriculture innovation context</i>
Class 9 June 30	Innovation Value capture <ul style="list-style-type: none"> • Diffusion of Innovation • Value from failure • Social & Sustainable innovation 	see UMLearn for readings	<i>Service Innovation Context</i>
Class 10 July 7	<ul style="list-style-type: none"> • Final Presentation Videos • Peer feedback and discussion 		Organization analysis presentations (write up due July 9)

ACADEMIC REGULATIONS AND STUDENT SERVICES

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	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	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 Behaviour

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

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 dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- 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
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- 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 dishonesty. 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 dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitob

Nathan S Greidanus
Entrepreneurship and Innovation
Asper School of Business

Nathan holds undergrad degrees in Psychology and Finance, an MBA in Entrepreneurship and a PhD in Strategic Management. He is the Academic Director for Manitoba's Corporate Directors' Education Program and the Manitoba representative for the Canadian Global Entrepreneurship Monitor team.

Professor Greidanus' research and teaching intersect the broad areas of Entrepreneurship, Sustainable Development and Governance. He is a seven-time award winning teacher, former chair of the Asper MBA committee and current lead for the Sustainability and Entrepreneurship themes in the MBA program. Dr. Greidanus' recent research projects range from developing the behavioral assumption of Bounded Reliability (BRel) to offer better governance of firm and individual level commitments to entrepreneurship's relationship with positive failure; the natural environment; subjective well-being; indigenous people; and economic inequality. His publications include a book on the adoption of Telework, articles in leading journals such as the Journal of International Business Studies, and over 30 conference presentations

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.