

GMGT 7370 (G01) (3.0 CH)
MANAGING INNOVATION
SUMMER 2022

INSTRUCTOR

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Office Location: 410 – 100 Innovation Dr.
Office Hours: By appointment
Class Room: Room 106 Drake
Class Time: Wednesdays 6:15

COURSE DESCRIPTION

GMGT 7370 will focus on the tools, techniques, and concepts necessary to the design, development, and management of innovation processes. The various types of innovation and their management, design and application using a variety of tools and techniques will be examined. 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. This course is intended for a broad audience including entrepreneurs, managers, and executives in both the public and private sectors.

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, you should 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:

- Distinguish and know when to use various types of innovation management
- Recognize the conditions required for innovation in a particular situation
- Use and apply tools for innovation management (including design thinking, business model canvases, and intellectual property 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.

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.

	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.	✓	This is the basis of the course. Case studies, readings and real-world company evaluation assignments will be used to demonstrate and evaluate strategic thinking
	A. Students are able to identify situations where strategic thinking is necessary.	✓	
	B. Students are able to identify different strategies.	✓	
	C. Students are able to perform a basic strategic analysis.	✓	
	D. Students are able to recommend strategic alternatives and their implementations.	✓	
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	✓	Readings and case studies
	B. Students have an awareness of different global perspectives.	✓	
	C. Students have been exposed to global business environments through course materials	✓	
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.	✓	Ethics and policy class, readings
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	Real-world evaluation assignments
	B. Students demonstrate an understanding of ethical decision making.	✓	
	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.	✓	
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.	✓	Real-world evaluation assignments
	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:

- *A laptop or desktop computer with camera and access to the internet.*
- *Readings will be assigned in class and are available through the U of M Libraries*

Optional:

Ten Types of Innovation, The Discipline of Building Breakthroughs, Keeley et al, 2013 (highly recommended)

As an Experiential Learning course, students are expected to take their innovation learnings and apply these to their own real-life and career experiences, and that of their team and classmates, to create viable solutions.

COURSE ASSESSMENT

Student progress will be assessed through:

- Assignment 1: identifying different types of innovation* (10%)
- Assignment 2: Reflection on creativity* (10%)
- Assignment 3: Video Assignment** (15%)
- Assignment 4: Annotated bibliography* (10%)
- Assignment 5: Innovation strategy** (25%)
- In class participation (20%)

*- Individual Assignment

** - Group assignment

Class participation (20%): 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.

Types of Innovation (10%)

Pick two recently launched products/services and describe the types of innovation that were used as part of their strategy. Maximum 2 pages double spaced.

Creativity Reflection (10%): Attend a creative event (art gallery, music performance, dance, art class, etc) that is outside of your comfort zone. Prepare a maximum two-page, double spaced reflection on what types of creativity you encountered as well as some of the ways what you observed could be translated to the business world. Also, discuss your approach to creativity.

Innovation video assignment (15%): 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.

Annotated Bibliography (20%): The course readings, while highly relevant to the innovation topic, will not always be covered in detail during class time. To encourage reading of the course materials and to provide a future reference source for students, an annotated bibliography of all readings will be due weekly (1 article per week starting on class 2). The annotated bibliography should summarize each article in less than two pages (double spaced) and should discuss how it might apply in real-world situations. Due by 6PM on day of class. Late submissions are not accepted.

Innovation strategy (25%): Select a company/organization of interest to your group and detail their current innovation strategy (or lack of one) and some problems that they currently face. Describe how the company fits into the greater innovation ecosystem of their industry along with 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. Develop an innovation strategy along with an assessment of risks, timeline, and areas of intended focus. Discuss the various innovation options available to the company, which ones are most appropriate and why. Also consider the resources required and discuss the impact on current operations. Include a completed business canvas model (or other innovation tool) and metrics for success. Prepare a presentation (10-15 min) and upload an executive summary (max 2 pages, double spaced) and full innovation strategy (max 15 pages, double spaced) to UMLEARN. In addition, a two page, double spaced personal reflection on the assignment that covers personal learnings is required.

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).

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: 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

Session	Date	Topics	Reading
1	May 4	Introduction <ul style="list-style-type: none"> • Course overview / Introductions • Innovation overview / definitions • Models of Innovation • Types of innovations • Individual, Organizational, Societal perspectives 	See UMLEARN
2	May 11	Social and Economic Dimensions of Innovation <ul style="list-style-type: none"> • International innovation indices • Innovation management process • Radical vs incremental innovation • Business model innovation • Productivity vs competitiveness 	See UMLEARN
3	May 18 (online delivery)	No class	
4	May 25	Creativity- Seeds of innovation <ul style="list-style-type: none"> • Opportunity creation/identification • Ideation • Gamification • Evaluating ideas Assignment 1 due	See UMLEARN
5	June 1	Culture of Innovation <ul style="list-style-type: none"> • Fostering innovation in the firm • Creativity in the organization • Knowledge within the organization 	See UMLEARN
6	June 8	Strategy of Innovation <ul style="list-style-type: none"> • Dynamic capabilities • Corporate venturing • Networks and open innovation • National and Regional Systems 	See UMLEARN
7	June 15	Selecting and Screening Innovations <ul style="list-style-type: none"> • Innovation analysis • Business model canvas • Acquiring IP and Patent strategies Assignment 2 due	See UMLEARN

8	June 22	Managing Risk <ul style="list-style-type: none"> • Risk management and ERM • Opportunities from risk • Change management 	See UMLEARN
9	June 29	Diffusion of Innovation <ul style="list-style-type: none"> • Stakeholder management • Sustainable innovation • Productive and unproductive innovation Assignment 3 due	See UMLEARN
10	July 6	Ethics and policy considerations <ul style="list-style-type: none"> • Environmental and social constraints • Ethical dilemmas 	
11	July 13	Class presentations - final project Assignment 5 due	

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.

If you will be collecting data only from other students in the class, you do not need REB approval. 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	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 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 Behavior

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 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:

- 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 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.

FACULTY BIOGRAPHY

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

Darren Fast, Ph.D.

Director, Partnerships & Innovation
University of Manitoba

Dr. Fast has spent his career bringing innovative technologies to the marketplace. In 2012, he joined University of Manitoba as Director, Partnerships & Innovation, where he leads a team that is responsible for assessing and moving research-based technologies into the private sector, as well as facilitating collaborative research partnerships with industry. He is also leading the Lab2Market program and other initiatives focused on bringing an entrepreneurial culture to the University of Manitoba.

Previously, Darren was the Senior Intellectual Property Advisor at the Public Health Agency of Canada. He was also President of Solalta Advisors, providing market and business development services for early stage, technology-based companies. Prior to that, Darren was Chief Technology Officer for the Western Life Sciences Venture Fund, where he created new companies based on licensed technologies. Darren has also served as manager, Product Planning and Development at Viventia Biotech, where he was responsible for the development of several human therapeutic antibody projects.

Darren has a Ph.D. in biochemistry from the University of Alberta and a M.Sc. in chemistry from the University of Manitoba.