



Business Administration

Course Outline

COURSE NUMBER:	BUAD 307
COURSE TITLE:	MANAGING FOR INNOVATION
CREDITS:	3
CALENDAR DESCRIPTION:	Innovation is a basic element of business growth and success. Innovation, like many business functions, is a management process that requires specific tools, rules and discipline. It requires measurement and incentives to deliver sustained, high yields. Organizations can use innovation to redefine an industry by employing combinations of business model innovation and technology innovation. This course goes beyond ideas and inspiration to offer practical, tested advice on how to create value from the innovation investment on the level of day-to-day processes, as well as at the strategic level.
SEMESTER & YEAR:	Winter 2011
PREREQUISITE:	Minimum 3 rd year standing
CO-REQUISITE:	None
PREREQUISITE TO:	None
FINAL EXAM:	No
HOURS PER WEEK:	3
GRADUATION REQUIREMENT:	Elective – BBA, Management option
SUBSTITUTABLE COURSES:	None
TRANSFER CREDIT:	
SPECIAL NOTES:	Students with credit for BUAD 339 Special Topic: Managing for Innovation cannot take BUAD 307 for further credit.
DEVELOPMENT DATE:	November 2005
REVISION DATE:	Dec. 2010

DEPARTMENT CHAIR'S SIGNATURE: *(Approval on file)*

PROFESSOR:

David Cram 762-5445 #4339 Kelowna: C138 dcram@okanagan.bc.ca
250-861-8890 (off campus)

COURSE DESCRIPTION:

Innovation is a basic element of business growth and success. Innovation, like many business functions, is a management process that requires specific tools, rules and discipline. It requires measurement and incentives to deliver sustained, high yields. Organizations can use innovation to redefine an industry by employing combinations of business model innovation and technology innovation. This course goes beyond ideas and inspiration to offer practical, tested advice on how to create value from the innovation investment on the level of day-to-day processes, as well as at the strategic level.

Students will be required to complete both individual and group assignments and are encouraged to be innovative in their learning.

REQUIRED TEXTS:

Davila, Tony; Epstein, Marc J.; and Shelton, Robert. 2006. *Making Innovation Work*. Pearson Education Inc. ISBN.0-13-149786-3.

Silverstein, David; Samuel, Philip; and DeCarlo, Neil; 2009. *The Innovator's Toolkit*. John Wiley & Sons Inc. ISBN 978-0470-34535-1

While the texts are available online through Amazon, significant numbers are available through the bookstore at close to the online prices. This is the first time the text has been used so no/limited used books will be available.

EVALUATION PROCEDURE:

Mid-term Exam	30%
Individual Project	35%
Team Lesson	20%
Class Participation & Misc. Assignments	<u>20%</u>
Total	100%

COURSE SCHEDULE:

Date:		Topic	Text (Davila)	Text (Silverstein)
Jan	7	Introduction	Intro.	
	14	How You Innovate Determines What You Innovate What is Innovation and How Do We Leverage It Innovation Artifact Assignments begin	Ch 1 & 2	
	21	How to Design a Winning Innovation Strategy Organizing for Innovation	Ch 3 & 4	
	28	Designing the Process of Innovation	Ch. 5	Intro.
Feb	4	How to Measure Innovation Lesson Plan Proposal due – Groups of 3	Ch. 6	
	11	Rewarding Innovation Individual Project Proposal due	Ch 7	
	18	Learning Innovation The Ten Faces of Innovation discussion My Innovation Assignments begin	Ch 8	
	21 - 25	<i>Reading Break</i>		
Mar	4	Cultivating Innovation My Innovation Assignments Presented	Ch 9	
	11	Applying the Innovation Rules My Innovation Assignments Presented	Ch 10	
	18	MID-TERM EXAM – take home format Due midnight March 17 (distributed previous class) My Innovation Assignments Presented		
	25	Student Team lead Lessons 1, 2, & 3		Tech.1-11
Apr	1	Student Team lead Lessons 4, 5, & 6 Bonus for early hand-in of individual project		Tech. 12-29
	8	Student Team lead Lessons 7, 8, & 9 Projects Due		Tech 30-46
Apr	11 - 21	FINAL EXAM PERIOD		

EVALUATION DETAILS:

Mid-term Exam (30%): There is no final exam in this course.

Individual Project (35%):

The final 10 - 15 page paper will give students the chance to more closely examine an innovation topic from the course. **The final paper may take one of two forms and do not be afraid to be innovative:**

i) Case Study

- Illustrate how experiences in a company relates to one or more of the innovation topics, or alternatively do something innovative and report on it
- Company background information can come from personal experience or public documents
- Think about important facts, events, people, decisions, and turning points in the case
- Key evaluation criteria for the case study will be how well you focus on and apply the course material.

ii) Critical Essay

- Write an analytical assessment of a related innovation topic
- Think about exceptions to the rule, competing hypotheses, and generalizability of ideas
- Key evaluation criteria for critical essay is a unique perspective on managing innovation

A one page proposal outlining your topic, form of report you have chosen, methodology, and some preliminary research choices are due in class by... A 5% bonus for early hand-in of final project on... is available.

Team Lesson (20%)

In groups of 3 you will be responsible for a putting together and delivering a 45 minute lesson on one of the techniques from the Innovator's toolkit that you will select. You must have a lesson plan submitted for approval by... Team lessons will commence on March 25 and run for 3 classes. You will be advised as to your group's lesson date by...

5/20 of the grade will be a peer evaluation. You will be required to submit a self-evaluation of the lesson after completion that assesses how well you achieved your lesson objectives and anything you would do differently next time. Refer to the lesson plan template attached.

Class Participation and Misc. Assignments (20%):

Students can earn up to 20 marks for their contribution to the course including but not limited to attendance, participation, and the completion of small term assignments such as:

i) Innovation Artifact Assignment

Students are expected to share an innovation artifact which may include but is not limited to a newspaper article, website, product, real/fictional scenario in which you have participated or know of someone else's experience, etc. These artefacts are intended to generate discussion and provide an opportunity to draw from your own experience in our attempts to link theory and practice. There will be time for 3-4 students to share their artifact during each class prior to Reading Break. **A bonus will be given for Canadian innovations and or innovations that are of a process rather than product nature.**

ii) My Innovation Assignment

Provide brief details of an innovation you have come up with and used personally. Outline the process you went through, benefits derived, lessons learned, and any application to course. It should be submitted in oral (10 minute max.) and written form and is due in class as per the sign-up schedule.

SKILLS ACROSS THE BUSINESS CURRICULUM

The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

STUDENT CONDUCT AND ACADEMIC HONESTY

What is the Disruption of Instructional Activities?

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

What is Cheating?

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the professor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

What are the Students’ Responsibilities to Avoid Plagiarism?

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format www.okanagan.bc.ca. Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “*Plagiarism Avoided; Taking Responsibility for your Work*”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 5th edition (2001)). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension or expulsion from OC.

BUAD 307 Managing Innovation Lesson Plan Format

Title of Lesson (technique name and #):		Date: Cram Assigns
Possible Plan B:		
Teachers: 1. 2. 3.	Team Leader	Tech.1-11: March 25 Tech. 12-29: April 1 Tech. 30-46: April 8
Subject Area(s):		Total Time allotted: 45 minutes.(max)
Stated Objective(s)	What is the stated objective, purpose, or goal of the lesson? Why will the other students be engaged in your lesson? How does this lesson fit in with the topic of Managing Innovation and what has preceded it this semester?	
Anticipatory Set (Focus)	What activity or piece of information will focus attention on the subject matter of the upcoming lesson, establishing a mental set to pique the students' interest? <i>There should be a bridge from earlier lessons. Any Homework the students need to do prior to lesson.</i>	
Explanation	What approach will be used to provide information (explain) the lesson to the students? <i>May be direct instruction, discovery learning, inquiry approach, or other forms of instructional, such as: a lecture, a reading assignment, a case study, a video, guest speaker, a field trip.....</i>	
Student Activity	What type of student activity will you employ to encourage engagement, understanding, deeper learning, reinforcement, practice, retention (should appeal to different learning styles)?	
Assessment or Evaluation	What check(s) will be used to determine if learners have understood the material and activities of the lesson? <i>May be group or individual check. The more responses the better. Frequent checks give teacher information needed to plan next steps</i>	
Enrichment	Something for the superstars to take them higher or give them something to contemplate.	
Closure	Brief Summary, Q & A(should be encouraged throughout), Conclusions and Bridge to the Next lesson. Any homework for next lesson.	
Materials	<p><u>Technology Resources:</u> <i>URLs, Software, AV requirements, etc...</i></p> <p><u>Other Resources:</u> <i>Book Titles, Supplies, etc....</i></p>	

Teacher Team Leader Signature

Mentor Teacher Signature

Date