



SDNY BUSN 3386

Innovation and Entrepreneurship

CAPA SYDNEY PROGRAM

Course Description

This course introduces students to the nature and characteristics of entrepreneurship and innovation and explores the interrelationship between the two within global and contemporary economies. The nature of enterprise behaviour and the characteristics of entrepreneurs in both large and small organisations in Asia-Pacific and Western-based organisations are examined, as are the policy issues associated with encouraging enterprise and innovation within the wider community. The fundamentals of opportunity recognition and screening of new venture ideas are examined from both a local and global perspective.

Course Aims

By taking this course, you will develop the skills to:

1. Generate ideas to solve a business problem and address a customer need
2. Validate your business idea;
3. Pitch your business idea to attract funding;
4. Work as a team to commercialise your business idea.

Requirements and Prerequisites

Students with a high degree of motivation and desire to learn about innovation and entrepreneurship in Asia-Pacific and Western style organisations will benefit from this course. Students must be studying business majors or minors.

Learning Outcomes

- a. Interpret successful entrepreneurship and small business initiatives in the context of the social and economic situations from which they emerged.
- b. Critically assess the economic contribution of innovative activity within its specific context.
- c. Analyse the theoretical links between creativity, innovation and entrepreneurship, by using real cases from Asia-Pacific / Western countries.
- d. Implement entrepreneurial business management models to different types of organisations.
- e. Compare and contrast leadership and management strategies in entrepreneurial contexts first within large corporations, and second, as a small firm evolves and grows; in global organisations.
- f. Work effectively with colleagues to prepare funding proposals for innovations across different countries and product/service types.

Developmental Outcomes

This course will provide students with an opportunity to develop the Graduate Attribute(s) specified below:

1. Critical thinking and problem solving;
2. Teamwork and communication skills;
3. Deep discipline knowledge;
4. Career and leadership readiness;
5. Intercultural and ethical competence;
6. Self-awareness and emotional intelligence.

Class Methodology

The course uses a combination of in-class sessions, case studies, presentations by entrepreneurs/innovators and discussion panels to provide both theory and shared experience with practitioners.

Assessment and Grading

| Assessment Task | Grade % | Learning Outcomes | Due Date |
|--|---------|-------------------|------------|
| 1. Participation in weekly discussion forums (individual). | 20% | All | Weeks 2-8. |

| | | | |
|---|-----|-----|-----------------------|
| 2. Case Study Report (individual) | 20% | All | Week 5 |
| 3. Case Study Presentation (individual) | 20% | All | Week 9 |
| 4. New venture funding: report and presentation (group) | 40% | All | Weeks 12 (final week) |

Assessments

1. Participation – Discussion Forums (20%)

Participation involves students' comments and engagement in class as well as discussion postings on the weekly topics posted on CANVAS. Students are encouraged to be a regular contributor to classroom and online discussion forums, offering original thought and analysis.

2. Case Study Report (20%)

Students will complete a written assignment focused on the real-life business challenge faced by an innovating company. The aims of the assignment are:

- to analyse the innovation challenge using concepts and frameworks discussed in the class, and
- to offer an original and practical solution to the challenge that can be implemented by the company.

The case study will be assigned from the textbook (Bessant & Tidd (2015) and will be announced in the Week 1 class:

No. of words: 2,000 words

Marking Rubric: Posted onto CANVAS

Due Date: Week 5

3. Case Study Presentation (20%)

Students will create a presentation based on someone who you think is an "Entrepreneur". That is, someone who has been in business for at least 5 years – who has been growth orientated – and exhibited innovation in its products / services / systems / processes. Present how they seek opportunities; marshal resources (people, financial, technology) and implement/deliver their plans.

Time: 10 minutes per presentation (max.).

Marking Rubric: Posted onto CANVAS

Due Date: Week 9

4. New Venture Funding Project (40%)

Students will form a group (of 3 to 4 people) and based on one of “their innovative ideas” will form a new “start-up” venture. Students will develop a report which provides sufficient information to allow a potential investor to make an informed decision to invest / not invest in this new venture. The student groups will also present and pitch their idea in the final class. This scenario is similar to the television show “Dragons Den” / “Sharks Tank”. Information regarding the report and presentation will be posted onto CANVAS.

No. of words for the Report: 2,000 words.

Time: 10 minutes per group presentation (max.). Worth 15%

Marking Rubric: Posted onto CANVAS for both the report and presentation

Due Date: Week 12 (final class).

OVERALL GRADES DESCRIPTION

| DESCRIPTOR | ALPHA | NUMERIC | GPA | REQUIREMENT/EXPECTATION |
|-----------------------------------|-------|---------|-----|--|
| Outstanding (High Distinction) | A | 93+ | 4.0 | Maximum grade: In addition to description for grade “A-”, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner. |
| Excellent (Distinction) | A- | 90 – 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation. |
| Very good (High Credit) | B+ | 87 – 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives. |
| Good (Credit) | B | 83 – 86 | 3.0 | The work is well organised and contains coherent or logical argumentation and presentation. |

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|------------------------------------|----|---------|-----------|--|
| Good (Credit) | B- | 80 – 82 | 2.7 | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading. |
| Average (Good Pass) | C+ | 77-79 | 2.3 | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |
| Adequate (Pass) | C | 73 – 76 | 2.0 | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter. |
| Below Average (Borderline Pass) | C- | 70-72 | 1.7 | Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter. |
| Inadequate (Borderline Fail) | D+ | 67 – 69 | 1.3 | Fails to show a clear understanding or much insight into the material in the textbook and notes |
| Poor (Fail) | D | 60 – 66 | 0.7 – 1.0 | Besides the above for D+, student has not shown interest or engagement in the class work or study. |
| Poor (Fail) | F | <60 | 0 | Shows little or no understanding of any of the material |
| Incomplete | I | | | Please see CAPA policy in the Faculty Handbook. |

Course Materials

Required Readings:

Bessant, J. and Tidd, J. (2015). *Innovation and Entrepreneurship*. 3rd Edition. John Wiley & Sons, Hoboken.

Recommended Reading(s):

The following are suggested readings and indicative only. Further references will be provided via CANVAS.

- Chesbrough, H., 2003. The logic of open innovation: managing intellectual property. *California Management Review*, 45(3): 33-58.
- Chesbrough, H. 2010. Business Model Innovation: Opportunities and Barriers. *Long Range Planning*, 43(2): 354-363.
- Christensen, C. M., Baumann, H., Ruggles, R., and Sadtler, T. M. 2006. Disruptive Innovation For Social Change. *Harvard Business Review*, 84(12): 94.
- Frederik, H., O'Conner, A. and Kuratko, D.F. 2013. *Entrepreneurship Theory, Process, Practice*, 3rd Ed, Cengage, Melbourne, Australia.
- Möller, K., Rajala, R. and Westerlund, M., 2008. Service innovation myopia? A new recipe for client-provider value creation. *California management review*, 50(3): 31-48.
- Normann, R. and Ramirez, R. 1993. From Value Chain To Value Constellation: Designing Interactive Strategy. *Harvard Business Review*, 71(4): 65-77.
- Osterwalder, A. and Pigneur, Y. 2010. *Business Model Generation: A Handbook For Visionaries, Game Changers, And Challengers*: Wiley.
- Prahalad, C. K., and Ramaswamy, V. (2004). Co-creation experiences: The next practice in value creation. *Journal of interactive marketing*, 18(3), 5-14.
- Shah, S. K., and Tripsas, M. (2007). The accidental entrepreneur: The emergent and collective process of user entrepreneurship. *Strategic Entrepreneurship Journal*, 1(1?2), 123-140
- Von Hippel, E., 2005. *The Democratization of Innovation*. Cambridge, Massachusetts.

Students will also be provided with further readings that will be uploaded to Canvas on a week by week basis. The course section on Canvas will also contain a summary of the weekly content and the main discussion themes for the seminars. You are encouraged to bring in your laptops to class to make your notes and update the soft copy of the Course Pack.

It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

Weekly Course Schedule

The framework below indicates the weekly based sessions at CAPA. The schedule may be revised as the term progresses to incorporate guest speakers. Weekly class material slides, explanatory notes and relevant additional readings will be posted online. The students are expected to review these materials prior to the weekly session. Weekly chapter references are from the required textbooks.

| WEEK 1 | |
|-------------------|--|
| Topic | Introduction to Innovation and Entrepreneurship |
| In-class activity | Introductions, student interests, relevant prior coursework & experience Overview of the unit. Brief Case study (report) and the other assessment items. Class discussion on what innovation and entrepreneurship is? Provide examples. |
| Readings | Textbook Ch 1 |
| Assignments | Start on the Case Study Report |

| WEEK 2 | |
|-------------------|--|
| Topic | Entrepreneurial Goals and Context: Innovation, Globalization and Development |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 3 |
| Assignments | Start on the Case Study Report |

| WEEK 3 | |
|-------------------|---|
| Topic | Recognizing the Opportunity: Entrepreneurial Creativity |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 5 |
| Assignments | Work on the Case Study Report |

| WEEK 4 | |
|-------------------|---|
| Topic | Recognizing the Opportunity: Sources of Innovation. |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 6 |
| Assignments | Work on the Case Study Report |

| WEEK 5 | |
|-------------------|--|
| Topic | Recognizing the Opportunity: Search Strategies for Innovation. |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 7 |
| Assignments | Case Study Report to be submitted. Start working on the Case study presentation. |

| WEEK 6 | |
|-------------------|---|
| Topic | Finding the Resources: Building the Case. |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 8 |
| Assignments | Work on the Case study presentation. |

| WEEK 7 | |
|-------------------|--|
| Topic | Finding the Resources: Leadership and Teams: Exploiting Networks |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 9 and 10 |
| Assignments | Work on the Case study presentation. |

| WEEK 8 | |
|-------------------|--|
| Topic | Developing the Venture: Developing New Products and Services |
| In-class activity | Discussion questions / forum |
| Readings | Textbook Ch 11 |
| Assignments | Work on the Case study presentation. |

| WEEK 9 | |
|-------------------|---|
| Topic | Developing the Venture: Creating New Ventures. |
| In-class activity | Case study presentations |
| Readings | Textbook Ch 12 |
| Assignments | Start working on the group new venture project. |

| WEEK 10 | |
|-------------------|---|
| Topic | Developing the Venture: Developing Businesses and Talent through Corporate Venturing. |
| In-class activity | Work on the group new venture project. |
| Readings | Textbook Ch 13. |
| Assignments | Work on the group new venture project. |

| WEEK 11 | |
|-------------------|---|
| Topic | Creating Value: Business Models and Capturing Value |
| In-class activity | Work on the group new venture project. |
| Readings | Textbook Ch 16 |
| Assignments | Work on the group new venture project. |

| WEEK 12 | |
|-------------------|---|
| Topic | Group new venture project. |
| In-class activity | Group new venture project presentation |
| Readings | None |
| Assignments | Group new venture project: Report and Presentation due this week. |

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" (F) for any assignments in which they have duplicated their own work.

All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments

of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless students have express permission from the faculty, or they have been instructed to do so. If they require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.