BAA613
ORGANISING FOR INNOVATION

Semester 2, 2019
Unit Outline

Unit Coordinator
Clive R Boddy
## CONTACT DETAILS

### Unit coordinator

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Clive R Boddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
<td>Sandy Bay</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Clive.Boddy@utas.edu.au">Clive.Boddy@utas.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>03 62262917</td>
</tr>
<tr>
<td>Room location and number:</td>
<td>Room 409, Centenary Building</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Wednesday 10am to 12.30pm</td>
</tr>
</tbody>
</table>
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS THE UNIT ABOUT?</td>
<td>2</td>
</tr>
<tr>
<td>Unit Description</td>
<td>2</td>
</tr>
<tr>
<td>INTENDED LEARNING OUTCOMES</td>
<td>2</td>
</tr>
<tr>
<td>GRADUATE QUALITY STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ALTERATIONS TO THE UNIT AS A RESULT OF STUDENT FEEDBACK</td>
<td>3</td>
</tr>
<tr>
<td>PRE-REQUISITE UNITS, PRIOR SKILLS AND KNOWLEDGE</td>
<td>3</td>
</tr>
<tr>
<td>HOW WILL I BE ASSESSED?</td>
<td>4</td>
</tr>
<tr>
<td>ASSESSMENT SCHEDULE</td>
<td>4</td>
</tr>
<tr>
<td>ASSESSMENT DETAILS</td>
<td>4</td>
</tr>
<tr>
<td>HOW YOUR FINAL RESULT IS DETERMINED</td>
<td>7</td>
</tr>
<tr>
<td>SUBMISSION OF ASSIGNMENTS</td>
<td>7</td>
</tr>
<tr>
<td>ACADEMIC REFERENCING</td>
<td>8</td>
</tr>
<tr>
<td>ACADEMIC MISCONDUCT</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT BEHAVIOUR</td>
<td>11</td>
</tr>
<tr>
<td>WHAT LEARNING OPPORTUNITIES ARE THERE?</td>
<td>12</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>12</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>15</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>16</td>
</tr>
<tr>
<td>CONCERNS AND COMPLAINTS</td>
<td>17</td>
</tr>
<tr>
<td>FURTHER INFORMATION AND ASSISTANCE</td>
<td>17</td>
</tr>
<tr>
<td>UNIT SCHEDULE</td>
<td>18</td>
</tr>
<tr>
<td>ACCREDITATION</td>
<td>24</td>
</tr>
<tr>
<td>AACSB ACCREDITATION</td>
<td>24</td>
</tr>
</tbody>
</table>
WHAT IS THE UNIT ABOUT?

Unit description

This unit is being offered within the ‘Master of Entrepreneurship and Innovation’ (MEI) degree (and as an elective unit in other higher degrees). The MEI degree is designed to give individuals the creative, intellectual, and motivational skills necessary to create and identify new opportunities and to start their own businesses, or initiate new ventures within existing companies. Students will engage with the teaching material in the classroom, and through entrepreneurial project work and relationships with mentors.

Context: Other Units Taught in This Degree are;


Entrepreneurship and innovation, by their very natures, require unique skill sets and capabilities involving creativity, collaboration, negotiation and "out of the box" thinking. Oftentimes, they involve cross-border relations as well as expanding into international markets such as in sourcing materials across the globe. Entrepreneurial organisations require quick response and extensive market awareness. Their leaders must be able to work with a diverse set of people as they grow and develop their businesses. This unit explores the concepts and principles underpinning the behaviour of individuals and teams in an entrepreneurial environment.

This unit will develop students’ knowledge of entrepreneurial organisational behaviour in dynamic and uncertain settings. It will develop students’ knowledge and skills to understand, analyse and apply principles of organisational behaviour to build relationships and effectively mobilise people resources through aspects of leadership, negotiation, teams and motivation. The unit will have a self-exploration dimension so that the participant emerges with a stronger awareness of his or her capabilities to lead and manage an entrepreneurial enterprise.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Explain the concepts and theories underpinning entrepreneurial and innovative organisational behaviour and apply them to practice.
2. Evaluate entrepreneurial organisational problems with negotiations and innovation and propose solutions to these problems.
3. Develop, communicate and justify a plan for designing and leading a diverse team in a start-up, entrepreneurial or innovative firm.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

This will be a research-led unit and as such student feedback on the perceived relevance of academic papers related to entrepreneurship and innovation will be sought as a guide to the future use of academic papers in the course and as reading material.

Pre-Requisite Units, Prior Skills and Knowledge

N/A
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: 2 in-class assignments</td>
<td>In each class</td>
<td>20</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Assessment Task 2: Organisational Assessment &amp; Presentation</td>
<td>Week 7</td>
<td>30</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Assessment Task 3: Organisational Plan Report</td>
<td>Week 12</td>
<td>50</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: 2 in-class assignments

<table>
<thead>
<tr>
<th>Task description</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to discussions.</td>
<td>Students are expected to contribute to workshop activities by providing input and asking pertinent questions of their classmates and teaching staff.</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Engage with knowledge and peers.</td>
<td>The workshop activities represent an opportunity for students to relate the knowledge and skills developed in the unit to address specific discussion questions, exercises and cases. The workshop activities will focus on the activities taking place within the seminars and readings and directly apply these activities to the assigned tasks for the workshop.</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Display a grasp of how theory relates to practice in innovation and entrepreneurship.</td>
<td>Students should combine both theory and practice in providing solutions to problems relating to entrepreneurship and innovation.</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
**Assessment task 2: Organisational Assessment & Presentation**

**Task description**
Case study analysis and presentation of results. You will form groups of three or four peers and work jointly on analysing a case study in innovation. Your group will be given a case that describes a start-up or new venture organisation.

Your group is to critically evaluate the following aspects of the organisation: Why did it succeed or fail? What contributed to its longevity? This may include looking at the company’s structure, what the central start-up team looked like in terms of skill sets, personal backgrounds, diversity and approach to running the firm. You may also mention relevant elements such as what the company’s approach to leadership was, how were employees motivated, what the company’s culture was like and how effective it had been at negotiations.

You need to justify/provide a rationale for why certain aspects of the case organisation were or were not of concern. You need to offer an oral presentation of this assessment in weeks 7. You must develop your presentation as if you were addressing a business audience.

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group-work, analysis and presentation.</td>
<td>1,2,3</td>
</tr>
<tr>
<td>You will be assessed on how accurate your answers concerning idea generation, creativity, entrepreneurialism and organisational innovation are.</td>
<td></td>
</tr>
<tr>
<td>Teamwork and presentation skills</td>
<td>1,2,3</td>
</tr>
<tr>
<td>You will also be assessed on how effectively you work together to give a coherent presentation.</td>
<td></td>
</tr>
<tr>
<td>Task length</td>
<td></td>
</tr>
<tr>
<td>A 15 minute presentation with five minutes of questions from your peers.</td>
<td></td>
</tr>
<tr>
<td>Due by date</td>
<td>27th August 2019</td>
</tr>
</tbody>
</table>
Assessment Task 3: Organisational Plan Report

The task for Assessment item 3 is to prepare a comprehensive 4000 word start-up organisational plan including details of how a new company or a new innovation unit in an existing company (your choice) should structure and run itself to become a creative, innovative and entrepreneurial start-up.

Decide on product/service and the destination market. Your written report should be in the form of a formal organisation plan for the entrepreneurial team to move forward with this. This report will include a brief situational analysis, recounting of the company’s goals and objectives, and a short description of the company’s strategies.

The majority of the report will concentrate on proposing an “ideal organisation” for the company moving forward. This will propose how, given what the current state of the organisation is, it should change to better meet future challenges. You are recommended to justify your recommendations by drawing upon material covered in this unit and making multiple references to academic papers on innovation, creativity and success. The organisational plan is an individual written business report.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You will be assessed on how informed, appropriate, insightful and accurate your suggestions concerning idea generation, creativity, team composition, market characteristics, entrepreneurialism and organisational innovation are.</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

**Task length**

Week 12

**Due by Date**

4pm on Thursday 17th October
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;

(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

**Penalties**

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

**Review of results and appeals**

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. If you have passed the unit you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:


**Academic referencing**

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The
Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

---

**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings

You will need to read the following:


Other readings can be chosen from the following:


**Reading Lists**

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

**Equipment, materials, software, accounts**

Please bring a pen and paper to each seminar.

**Activities**

**Learning expectations**

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

**Details of teaching arrangements**

Teaching will be weekly via a three hour seminar delivered by the unit coordinator and incorporating guest speakers and the use of critiqued, external, on-line lectures. Current delivery is scheduled at 5pm to 8pm every Tuesday in room SB.AL14 – Law 132 Seminar Room, Sandy Bay Campus.
**Specific attendance/performance requirements**

As in-class assignments will be given you are expected to attend all classes.

In this unit, your active engagement will be monitored in the following way:

1. Your attendance and participation in class discussions.
2. Your completion of in-class activities.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](https://example.com) and policy.

---

**Communication**

**To keep up with announcements regarding this unit**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**When you have a question**

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**When you have an issue that will impact on your studies or the submission of an assessment task**

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.
Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
</table>
| 3 | 30 July | Challenges of Entrepreneurial Leadership  
Succeeding and Growing Beyond Small  
The Importance of Networking  
Strategies and Tactics for Growth  
Growing Internationally  
Avoiding Toxic Leadership appointments | Lectures and discussions | 'The relationship of entrepreneurial traits, skill, and motivation to subsequent venture growth' (Baum and Locke, 2004)  
'Entrepreneurial Leadership in the US' (Eggers and Leahy, 1994)  
'Entrepreneurial leadership in the context of company start-up and growth' (Freeman and Siegfried, 2015)  
'External linkages and innovation in small and medium-sized enterprises' (Rothwell and Dodgson, 1991)  
'Networking in organizations: developing a social practice perspective for innovation and knowledge sharing in emerging work contexts' (Garcia-Lorenzo, 2006)  
'Product innovation and small business growth: a comparison of the strategies of German, UK and Irish companies'. (Roper, 1997)  
'Beyond survival: Achieving new venture growth by building legitimacy' (Zimmerman and Zeitz, 2002)  
'What do we know about small firm growth?' (Davidsson et al., 2006)  
'Building the born global firm: developing entrepreneurial capabilities for international new venture success' (Karra et al., 2008)  
'The young and the clueless’ (Bunker et al., 2002)  
‘Toxic leadership: When grand illusions masquerade as noble visions’ (Lipman-Blumen, 2005)  
‘Organisational psychopaths: a ten year update’ (Boddy, 2015) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>20 August</td>
<td>Team dynamics in Start-ups Team building for success</td>
<td>Lectures and discussions 'Transformational leadership and project success: The mediating role of team-building' (Aga et al., 2016)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>27 August</td>
<td>Success and Failure in Innovation and Entrepreneurship</td>
<td>Organisational Assessment: Student group oral presentations (group assignment) this Tuesday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10 September</td>
<td>Analysis of papers on innovation and entrepreneurship.</td>
<td>On a pro-forma document (questionnaire) you will critique two academic papers – of your choice – on innovation and entrepreneurship and may be asked to communicate to your peers what you believe to be the strengths and weakness of the papers.</td>
</tr>
<tr>
<td>9</td>
<td>17 September</td>
<td>Negotiation for Start-ups: negotiation skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>24 September</td>
<td>Disruptive and Incremental Innovation</td>
<td>Lecture and discussion Watch Amazon Example, (Bezos, 2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kodak Example</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dyson Example</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>8 October</td>
<td>Seminar on Organisational Cultures in Start-ups and Innovations&lt;br&gt;Entrepreneurial start-up organisation culture and structure: Internal Barriers to Innovation&lt;br&gt;Lecture and discussion&lt;br&gt;Third assignment, the report plan is due this week.&lt;br&gt;‘What holds the modern company together?’ (Goffee and Jones, 1996)&lt;br&gt;‘Building a climate for innovation through transformational leadership and organizational culture’ (Sarros et al., 2008)&lt;br&gt;‘The right stuff: Identifying and developing effective champions of innovation’ (Howell, 2005)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>13-15 October</td>
<td>Final Project and Unit Wrap-up</td>
<td>Lecture and discussion</td>
<td></td>
</tr>
</tbody>
</table>

Examination Period: 26 October to 12 November (inclusive)

- ‘Overcoming the barriers to effective innovation’ (Loewe and Dominiquini, 2006)
- ‘Sustained product innovation in large, mature organizations: Overcoming innovation-to-organization problems’ (Dougherty and Hardy, 1996)
- ‘Implementing radical innovation in mature firms: The role of hubs’ (Leifer et al., 2001)
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.