

# *Course Descriptions*

## **Cand.soc. in Organisational Innovation and Entrepreneurship**



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## **New Study Program at Copenhagen Business School: MSocSc in Organizational Innovation and Entrepreneurship**

One of the most important challenges facing organizations today is to get ready and fit for the post-industrial modes of value creation. Throughout society leaders are realizing that in order to stay at the front in a globalized economy organizations need to build a capacity for innovation and entrepreneurship.

### **Organizational Innovation and Entrepreneurship (OIE)**

The OIE program is a new 2-years master's degree developed as a cross-disciplinary response to the challenges of the post-industrial society. The program puts focus on how to create and lead processes of innovation and entrepreneurship within the context of formal organizations. This means that the OIE program takes the post-industrial mode of value creation as its point of departure and builds competencies that are entirely focused on how to create, manage and lead processes of innovation within the context of formal organizations.

### **A Cutting-edge Learning Opportunity**

As an OIE student you will learn how to create and lead heterogeneous groups; you will learn how to analyze and provide solutions to challenges of innovation; and you will learn how to develop and maintain organizational capacities for creativity, innovation and entrepreneurship. In other words, becoming an OIE graduate will give you a highly valuable set of analytical, communicative and organizational competencies all centered around bringing your thoughts and learning process to the forefront of the post-industrial economy.

The OIE program is also a demanding learning process. OIE students are expected to be highly participative and the teaching style throughout the OIE courses reflects this ambition.

As an OIE graduate you will most likely build your career in organizations that have a recognized need for building their organizational capacity within innovation and entrepreneurship. Consequently, examples of positions are found in private as well as public sector organizations. Such examples could be project entrepreneurs/managers in innovation and organization development departments, innovation analysts, product or service portfolio managers, business development managers and similar types of positions that require the strong cross-disciplinary business skills that characterize OIE-graduates.

### **Who are we?**

The international OIE-faculty includes Daniel Hjorth, Robert Austin, Susana Borrás, Finn Hansson, Maja Horst, Kai Hockerts, Sigvald Harryson and Mette Mønsted plus a number of international guest teachers. We are all highly experienced researchers eager to challenge you at the OIE programme. Our teaching philosophy is to combine analytical rigour with case-based discussions in order to ensure a high degree of student participation. Therefore, we expect you to engage actively in class-room discussions and to push us to our best teaching performance.

### **Open House Events**

We have planned three Open House events where you may visit us and learn more about the OIE-program. The first event is February 20 at 1pm-6pm . The second event is April 24 at 14pm-17pm and the third event, which is an exclusive OIE-event is April 29 at 2pm-4pm. Please read more about the Open House events at [www.cbs.dk](http://www.cbs.dk). If you have any questions regarding the content of the program, please feel free to contact Nicolaj Tofte Brenneche ([ntb.lpf@cbs.dk](mailto:ntb.lpf@cbs.dk)). For information about enrollment contact: CBS Student Guidance Service, between 10.00-14.00, at phone nr. +45 3815 2710.

Please note that the information about OIE-courses provided in this document are not final. Therefore, the course descriptions must be read as preliminary descriptions which are further developed before the program starts in September 2009.

### Master of Social Science Program (MSocSc):

#### *Organizational Innovation and Entrepreneurship (OIE)*

#### **Purpose and profile of the program**

Cand.soc.(OIE) will provide the means for the student to develop competences that enable him/her to:

- Act as innovator and entrepreneur primarily in contexts of formal organizations.

This overall purpose is pursued by focusing on three primary areas of competence:

- *Analytical competence*: The student learns to independently identify, analyze and provide adequate solutions for innovational and entrepreneurial problems/challenges within organizational settings. The student will learn to master the language of organizational entrepreneurship and to apply this in actual organizational contexts.
- *Communicative competence*: The student learns to promote entrepreneurial ideas and arguments in ways that take managerial decision-making as a necessary but insufficient point of departure for organizational innovation and entrepreneurship.
- *Organizational competence*: The student learns to analyze and understand the organizational conditions under which organizational creativity takes shape. This involves a clear understanding of the organizational landscape (i.e. organizational politics, governance, power-relations and the role of informal decision-making) but also an ability to promote, create and facilitate the conditions necessary for organizational innovation and entrepreneurship (i.e. managing and leading heterogeneous groups, promoting and creating entrepreneurial modes of production and collaboration).

These areas of competence will be achieved by giving the student the following knowledge:

- The student learns to analyze, promote and organize organizational innovation and entrepreneurship on the conceptual/theoretical basis of: Innovation, Management, Entrepreneurship, Knowledge Creation, Leadership and Organization Studies.

This conceptual architecture, combined with the cross disciplinary point of departure characterizing the OIE student body, acts as the knowledge frame-work for building skills such as

- Independently applying concepts and methods on concrete case studies focused on entrepreneurial modes of productions and value creation, organizational creativity, managing and leading innovation projects in organizations etc.
- Promote entrepreneurial ideas, arguments and methods in an academically as well as a business oriented manner
- Perform in and make creative use of the dynamics of heterogeneous (i.e. multidisciplinary, multicultural and diverse) organization
- Writing with academic rigour so as to become skilled in analyzing and presenting complex problems in a clear and logically structured manner

Having acquired the above mentioned knowledge, skills and competencies the OIE student is well suited to take on positions within a wide range of both traditional and more experimental positions across the private, public and non-profit sectors. Examples hereof could be:

- Idea and business development
- Organizational development
- Innovation management departments (best-practice development, leadership and creativity development etc.)
- Management Consultancy
- Personal Assistant to Executive Directors
- Various analyst and project management positions

The program is team- and case-oriented and aims at qualifying the student to immediately assume the responsibilities of assisting, coordinating and leading projects within organizational innovation and entrepreneurship and to help build organizational, managerial and leadership competencies within these fields.

### Structure, content and progression of the program

The 1st and 2nd year on the OIE program comprise the following courses:

	Course	ECTS
1 <sup>st</sup> Semester	Management and Organization in the Creative Society	7,5
	Innovation and Art/Aesthetics	7.5
	Innovation and Management	7.5
	Entrepreneurship	7.5
	Knowledge Creation in Society	7.5
2 <sup>nd</sup> semester	Entrepreneurship as Social Creativity	7.5
	Leadership in Creative Organizations	7,5
	First Year Project (in groups)	7.5
	Electives	30
3 <sup>rd</sup> Semester		
4 <sup>th</sup> Semester	Master thesis	30

The underlying principle structuring the first year of OIE is as follows: During the 1<sup>st</sup> semester students are introduced to the founding conceptual architecture of the OIE program. Thus, the 1<sup>st</sup> semester puts focus on the central concepts and generic models of the program (innovation, entrepreneurship and management) while introducing the societal challenges and tendencies characterizing the post-industrial society.

Building on this conceptual framework, all courses during the 2<sup>nd</sup> semester put focus on specific ways of analyzing, approaching and solving concrete organizational problems of innovation and entrepreneurship. Consequently, the overall learning structure of the first study-year is characterized by a learning process starting in general concepts and societal diagnostics (1<sup>st</sup>

semester) striving towards building still more concrete organizational and entrepreneurial skills and methods (2<sup>nd</sup> semester).

During 3<sup>rd</sup> semester students will complete electives at CBS or at other business schools and universities in Denmark or abroad.

The master thesis is completed during the 4<sup>th</sup> semester.

### **Introduction to individual courses on 1<sup>st</sup> and 2<sup>nd</sup> semester**

#### *Management and Organization in the Creative Society*

*Course responsible: Professor Daniel Hjorth, Dept. of Management, Politics and Philosophy*

The course lays the foundation for understanding and dealing with the challenges of an innovation economy (including the immaterial- and the experience economy) in a creative society. This foundation takes its point of departure in the conceptual language of business administration, with particular focus on management- and organization theory. This includes a particular analytical strategy and method that characterizes business administrative analyses, which in this course is also reflexively identified and problematised. The course identifies, defines, and elaborates on the basic approach applied in the OIE program. Students are introduced to problems that characterize organizational innovation and entrepreneurship and initiate the development of skills needed in analyzing and dealing with such problems.

#### **The aim of this course is to enable students to**

- Get familiar with basic concepts within management- and organization studies
- Understand how these are applied in analysis of problems related to organizational innovation and entrepreneurship
- Get familiar with and understand the specific approach and method used in analysis of such problems
- On the basis of this conceptual language and analytical approach, identify issues and opportunities related to innovation and entrepreneurship
- Understand the particular level of analysis central to OIE – the organizational (meso) level, and grasp the implications of this

The course introduces the student to the emphasis on experimentation and active participation that will characterize the OIE program. This is backed up by using cases and by inviting the students to a dialogical participation in lectures. Lectures (classroom-) will thus be mixed with workshops, small assignments and student presentations.

### *Innovation and Art/Aesthetics*

*Course responsible: Professor Daniel Hjorth, Dept. of Management, Politics and Philosophy*

This course will contextualize a recent shift towards an aestheticised business, i.e., towards a situation where globalization has forced our economy to look for new means of differentiation and found aesthetics as an important way forward. The course interests the students in the learning potentials identified in the crossing of business and art, such as on how to organize collective creation processes. The recent emphasis on branding, on design, and on the experience as adding value to the customer/citizen is also analyzed in order to learn how this crossing provide means for strengthening the innovative/entrepreneurial capacity of organizations.

#### **The aim of this course is to enable students to**

- Understand the role of aesthetics in business competitiveness
- Understand the role of aesthetics in business creativity
- Identify the methods and forms that the 'conversation' between aesthetics and economy take in organizational practices (such as in design intensive companies), and understand how this conversation can be explored for innovative purposes
- Understand how to apply this in organizing innovation processes in organizational contexts

Teaching takes place in large classes, but is driven by cases from design intensive companies. Guest lectures from representatives of design intensive companies and from art are given priority. Experimentation in workshops will support the learning process, and students presentations will provide training of skills.

### *Knowledge creation in society*

*Course responsible: Associate Professor Finn Hansson and Associate Professor Maja Horst, Dept. of Management, Politics and Philosophy*

The course will introduce students to central themes in understanding the relation between scientific knowledge production and society as it has evolved since ww2. Since the dawn of large scale experimental based research, scientific knowledge production has found its way by a variety of routes into ordinary life situations.

The perceived objectivity of scientific research often depends on the functionality of the technology that permeates all of society but is increasingly challenged by society. The course will follow key themes from the classic Merton/Popper understanding of science through the critical laboratory studies to the recent debate on social constructivism in science and the theories on new relationships between science and society such as Mode 2 and Triple Helix and new forms of governance of science and innovation policy.



The historical perspective on scientific knowledge production presented by the course will provide students with a much needed platform for understanding the changing role of key areas of scientific knowledge in society, like the role of expert knowledge, the relationship between scientific knowledge and applied knowledge and innovation, especially in the high tech areas of science.

The course will use a series of selected but related cases in order to have students to participate in discussions in class.

**The aim of the course is to enable the student to:**

- Understand the historical background for the role and function of expertise and the use of scientific knowledge in modern society,
- To be able to analyze discourses behind different positions in arguments supported by scientific knowledge claims,
- To identify and analyze different knowledge claims and their relationship to application (innovation) and governance,
- To identify and analyze the relations between different theoretical positions in the understanding of the science – society relationship.
- To evaluate and apply relevant scientific methods in relation to problems of organizational innovation and entrepreneurship

***Entrepreneurship***

***Course responsible: Associate Professor Sigvald Harryson, Dept. of Innovation and Organizational Economics***

This course introduces the study of entrepreneurship. It acquaints students to entrepreneurship as a phenomenon in society and economy and the evolution of entrepreneurship as practice. This includes the starting up of companies, intra- and corporate forms of entrepreneurship, and entrepreneurship as social change. In addition the students will be introduced to the history of entrepreneurship as an academic discipline: main theorists, schools of thought, debates, and state of the art. Introduction to contemporary understandings of entrepreneurship opens dialogues with management and political economy as the recent renaissance of entrepreneurship in society and in businesses and organisations is analysed. Of particular interest are openings towards change management, innovation management, organisational creativity, and social entrepreneurship. The purpose of those openings is to lay the foundation for further knowledge creation and learning within these fields as part of coming courses within the programme.

**The aim of this course is to enable students to**

- relate new theoretical perspectives to practical tools and approaches in the context of entrepreneurship and innovation leadership within and across organisations

- identify, discuss, and analyse theories, models, and perspectives on innovation and creation which are valuable for entrepreneurial processes to happen and succeed
- acquire mastery in (1) identifying, combining and developing new knowledge networks to support the creation of innovation and (2) building and developing the most critical relationships to secure exploitation within or beyond the organization

Interactive class assignments with high practical relevance will be used in the course and provide students with the ability to apply their new learning in practice, as well as to reflect upon the context-independent nature of this knowledge and how it is applicable in novel contexts. The learning objectives are to develop an ability to combine and relate fundamental theories to practical tools and examples within the domains of individual entrepreneurship (and its reliance on network theory), organisational entrepreneurship (and its reliance on management- and organisation studies), and regional entrepreneurship (and its reliance on strategic intelligence and industry-university collaboration for growth through innovation).

### *Innovation and Management*

*Course responsible: Professor Susana Borrás, Center for Business and Politics and Professor Mette Mønsted, Dept. of Management, Politics and Philosophy*

The course will focus on organizational and managerial challenges concerning innovative processes in organizations. For innovative processes to take place a variety of knowledge, technologies and competencies need to be present. In this setting, managerial challenges concerning how to foster heterogeneity, guide creative processes and manage the autonomous processes of innovation become apparent.

Additionally, as the needed variety of knowledge does not always exist inside a single organization, it is essential that the innovative organization open its borders and provide for an inflow and outflow of knowledge. This results in the configuration of a number of new organizational forms that are to be designed and managed properly. Throughout the course, we will examine the more traditional ways of organizing for innovation; i.e., either as an internal process inside the firm (hierarchy) or as a process where the needed knowledge is searched for externally (in the market). But more importantly, we will look at a range of hybrid forms of organizing for innovation, such as allying with external partners, collaborating with users or suppliers, or making use of the external network of the enterprise in general.

The students will be introduced to contemporary literature on innovation, knowledge networks and entrepreneurial processes. Due to the course's strong emphasis on case studies, the students will get the opportunity to work in a more practical manner with the managerial challenges that innovation poses on the enterprise.

**The aim of the course is to enable students to:**

- get acquainted the key concepts and dimensions of the innovation process;
- identify, analyze and apply appropriate business models (such as open innovation models, user driven innovation, knowledge networks, public-private partnerships etc.) for developing and managing innovations, and to evaluate the strengths and weaknesses of different organizational forms;
- critically analyze and employ methods for dealing with innovation in or between organizations;
- understand specific challenges related to management of innovation in a highly uncertain business environment;
- Acknowledge the importance of innovation to modern entrepreneurship practice and profitability

***Entrepreneurship as Social Creativity***

***Course responsible: Professor Daniel Hjorth, Dept. of Management, Politics and Philosophy and Associate Professor Kai Hockerts, Dept. of Intercultural Communication and Management.***

Entrepreneurship is here taken beyond the limits of the start-up process and the owner-manager image that historically has dominated the societal understanding of entrepreneurship. Entrepreneurship is presented as a driver of innovation and contextualized by the formula: Invention + Entrepreneurship = Innovation. In addition, entrepreneurship is understood as primarily creation of sociality that has the effect of increasing the possibilities for and values of living for people. This value enhancement includes products that serve consumer needs, but it also includes services that serve citizen needs. Examples of entrepreneurship, understood this way, are taken from arts (theatre, literature, film...), science (creation of new knowledge; scientific discoveries), and business (innovation of products/services; creation of new markets).

**The aim of this course is to enable students to**

- Understand entrepreneurship beyond the limited image provided by reference to business start-up and owner-manager identities
- Understand the role and function of entrepreneurship in innovation processes
- Identify and understand the nature of value-creation needs on various arenas of society, including business
- Identify and understand the parallels between art, science, and business when it comes to initiating and organizing innovation processes
- Understand and analyze the contextual conditions of innovation and entrepreneurship in these various milieus (art, science, business)

- Identify and understand how different skills and methods used in these various contexts can be utilized by them as becoming experts on organizational innovation and entrepreneurship

Teaching takes place both in large classes and in workshop groupings. Guest lectures from practitioners representing the various contexts are given priority. Possible visits to milieus where ‘live case data’ can be generated is also sought after.

### *Leadership in the Creative Organizations*

*Course responsible: Professor Robert Austin, Dept. of Management, Politics and Philosophy*

This final course of the first year provides students with an opportunity to synthesize the ideas and concepts they have encountered throughout the year into a coherent, if tentative and evolving, set of theories of practice, and to refine these in the crucible of practical application. To accomplish this, we will proceed pedagogically using an inductive approach, the “case method” (sometimes called “the Socratic method”). Conceptual and theoretical material will be introduced during class discussion of a series of applied cases, each centered on a problem facing a real creative organization. Theory development and critique will happen *in class*, not in the literature assigned as reading for the course, and students will be encouraged to take and defend positions, based on their mastery of conceptual material from this and other courses. Because of this pedagogical approach, *class attendance will be particularly important*. Reading will not be an alternative way of acquiring understanding of the content that is the subject of the course, which will emerge, instead, in class discussion. Students will be evaluated not according to their adherence to a uniform set of ideas, but rather according to the quality of their arguments in defense of their own personal theories as they apply to practical situation.

#### **The aim of this course is to enable students to:**

- Apply theoretical ideas and materials from this and other courses to resolve problems and develop opportunities in practical settings
- Take initiative in forming actionable frameworks in areas where theory is not yet complete, or where the contingency that underlies the relevance of a theory to a particular real situation is unclear
- Persuasively critique available theory in terms of its relevance to a given applied situation
- State and defend their own frameworks and formulations, by referencing, as appropriate, the theoretical and conceptual materials in the Innovation and Entrepreneurship literature, whether from this course or another
- Demonstrate an ability to identify which facts in a case are relevant to a decision facing the subject company, to use appropriate analytical tools and relevant theory to analyze those facts, and to arrive at clearly stated recommendations justified by sound logic

and which take into account the factors important to the firm's circumstances, such strategy, competitive situation, operational risk, and firm capabilities

The course assumes that students have, by this time, fully engaged in the active participation that will characterize the OIE program. Students will be expected to contribute thoughts of value to their fellow students during the course.

### *First-year Group Project*

The purpose of the project is to let groups of students combine, integrate and otherwise improve their ability to analyze and approach case based problems of organizational innovation and creativity. Also, an important purpose of the project work is to train students in suggesting and defending solutions and ideas in an academic as well as a business oriented manner.

Giving students an opportunity to independently draw upon the full scope of theoretical and methodological framework of OIE, the project functions as a way of further developing the basic OIE competencies (as described under §1).

The project work, which is carried out in groups of students and examined individually, takes shape in close connection with the teaching in Leadership in the Creative Organizations. This will ensure a continuous focus and feed-back from fellow students and teachers.

### **The aim of the project is to enable students to:**

- Select and build a relevant case of organizational innovation and entrepreneurship
- Select and defend the use of scientific methodology
- Select and defend the use of theories and concepts necessary to approach and analyze the chosen case
- Integrate empirical findings with relevant theoretical perspectives and models.
- Independently present and defend a case-based project work in a logically structured and business oriented manner.
- Present and defend strategic recommendations and ideas of how to understand and approach a specific (set of) problem(s) of innovation, entrepreneurship and organizational creativity.
- Demonstrate an ability to build creative group processes and to describe and defend these processes as a part of the final project paper.