

## **Organization & Innovation**

**WS 2015/16**

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### **Einführung / Introduction**

This course is offered both in English and in German. In the German language course most of the literature is in English. You can choose among English and German for the written exams.

### **Course concept**

The question of how to develop scientific criteria in order to help practitioners designing more effective, efficient, equitable and innovative organizations, in other words the issue of Organizational Design and Change, has been at the centre of Organization and Management Theory from its inception. In the last thirty years, however, the problem of Organization Design has lost its centrality in the academic field of organization and management. Consultants, managers, and trade union representatives have been left more or less alone in pursuing the redesign of organizations. Managers, and practitioners more generally, have to struggle with waves of new design fashions that promise the moon but have meagre and sometimes detrimental effects (e.g. business process reengineering, team based organization, ...).

While the terms 'innovation' and 'innovativeness' are heavily used in public and political discourse, it is not so clear what they mean in the first place. Often innovation is used as a label to make a rather traditional service or product more attractive for customers or funding bodies. Most researchers would agree that both terms involve some degree of newness and change. However, there is intensive debate regarding the reach of newness and the level on which the induced change takes place in order to make an activity or result an innovation.

We take a critical perspective on innovation and innovativeness and analyse the antecedents, contextual factors and results on the individual, organizational and societal level. While we focus on the economic effects of innovation, our analysis also takes into account the social and ethical dimensions. On these levels, we address the issues of organization design, change and innovation in two ways: 1. We reassess the classical contributions of organization and management theory; 2. We propose an original integration with recent theories on institutional and cultural fields and logics, process of categorization of markets and organizational identities.



## Course objectives

At the end of the course students will have a better understanding on how practically use contemporary organizational and management theories for the resolution of design and innovation issues.

## Timetable and course contents

Nr.	Day	Schedule	Room	
1				Introduction, Assignments of Topics and Demonstration of Work on Exercises or Cases, Reading Technique, How to Develop a Storyline, How to find a focus for the presentation.
2				Short Test, Presentation and Discussion-Meetings on <b>Innovation Topics</b> (Matthias Fink)
3				Short Test, Presentation and Discussion-Meetings on <b>Organization Topics</b> (Johannes Lehner)
4				Make Up Exam (optional), Wrap Up

## Teaching Methods

Lectures; discussions; autonomous reading of academic literature; group work; student presentation and student moderation

## Grading

- Results Based Evaluation by Instructors (50%)
  - Short Test (50% minimum)
  - Thematic Group Work T
  - In-Class Group Work G
  - Quality of Peer Evaluation through In-Class Group G
  - Bonuspoints
- Peer Evaluation (50%) of
  - Individual Presentation (Ti) and
  - Moderation of In-Class Group Work

## Attendance

Attendance is mandatory at session 2 and 3!!! Attendance in Session 4 is strongly advised and supported through bonus points.

## Presentation and Discussion-Meeting

All Students responsibility is to read all mandatory readings (bold in the list, Session 2 on Innovation, Session 3 on Organization). This will be examined through a short test at the beginning

of sessions. Students which do not pass the minimum requirement (50% of points in test) will have to do a long exam in Session 4. Others do not have to show up in Session 4.

Thematic Student-groups (T) will be assigned in the first meetings. The students' responsibility for their topic is

to produce a presentation of maximum 15 minutes,  
plus an example for group work and discussion (25 minutes).

A sufficient grade is achieved when the students are able to summarize the main topics of the assigned papers in a coherent form. Better grades can be achieved by looking for other sources, academic papers or books on the respective subject. The presentation plus the example has to be sent to the respective instructor.

How the Meetings (Session 2 and 3) will be structured:

1. Short Test for all on mandatory readings (15 min)
2. Presentations will be done in small discussion groups (G). That implies that each member of the presenting group ( $T_i$ ) will be assigned to one of the discussion groups (G) to present his/her group's topic. (15 min)
3. After the presentation  $T_i$  moderates the discussion of the chosen example/case (selected and prepared before). Results of the discussion will be documented on flip-charts (or electronically), at the end photographed and uploaded on the assigned web-space. (25 min)
4. G evaluates  $T_i$  on pre-defined scales (provided by instructor) in regard to quality of presentation and moderating the discussion, which will be part of  $T_i$ 's grading (anonymous for T). The quality of G's evaluation<sup>1</sup> will be part of grading (not anonymous for instructors, see above)

Instructors will walk around group meetings and will follow presentations and discussions selectively. Questions which cannot be resolved within the group can be collected and addressed to instructor when present in the group.

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<sup>1</sup> The details of the method for evaluation of quality of grading can be explained by request, but require some advanced statistical knowledge (on Variance-Analysis and F-tests). Students will have to sign up in moodle for electronic evaluation, details will be explained in the first session.