

Innovation in Value Networks (INV)

Course Syllabus

*University of Southern Denmark
Innovation and Business – Spring 2011
Instructor: Dr. Marcel Bogers*

Course Description:

This course will introduce you to concepts and theories related to innovation in value network (INV). Innovation in value networks is an umbrella term that covers a number of recent developments in practice and academia that relate to various theoretical frameworks and practical tools related to open and distributed innovation models, such as “open innovation”, “user innovation”, “crowdsourcing” and “business model innovation”. Such models often entail a combination of technical and managerial competences, thus making it highly relevant for students of Innovation and Business who will need to combine their understanding of engineering with business skills as future managers of innovation.

The language of the course is English. This course is 10 ECTS and scheduled in the spring semester for 1st year Master students of the Innovation & Business program. The time that students are required to spend on this course will be divided into preparation for class, in-class discussions of cases, development of your own case, and other meetings related to the course. Further and updated information about the course will be announced on Blackboard.

Learning Objectives:

The intended learning outcome of this course is to make you familiar with a number of theories and practices in the context of open and distributed innovation, and to increase your analytical and decision-making skills in the face of innovation challenges. In order to reach this objective, the pedagogical approach of the course is based on the use of teaching cases. The case method allows you to develop a deep understanding of the actual challenges and problems that companies have been facing and will face in practice. Hereby, you will also be able to understand theories underlying such practices as well as to apply concepts and tools to practical cases. By providing the relevant skills and knowledge that managers also need and develop in practice, the course offers you the basic principles and tools that are required when evaluating different approaches and opportunities for open and distributed innovation performance, which you are likely to face in your future jobs.

Instructor:

Marcel Bogers
Alsion, 4th floor, block E, office 226 (Interaction Innovation Studio)
Phone: +45 6550 1284; E-mail: bogers@mci.sdu.dk
Office hours: by appointment

About the Instructor:

Marcel Bogers is a post-doc in Innovation Management at the University of Southern Denmark in Sønderborg. His research relates to innovation management in general and the distributed sources of innovation in particular. More specifically, he focuses on the sources of product and process innovation by investigating how different internal and external stakeholders contribute to firms' innovativeness. Marcel holds a Ph.D. in Management of Technology from Ecole Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology). He has a M.Sc. degree from Eindhoven University of Technology, and also studied at University of California at Berkeley and Chalmers University of Technology.

Course Administration:

The course follows a seminar format in which each session is centered on the discussion of the assigned case and readings. You can prepare the sessions by analyzing the case and the assigned readings, and by doing the assignment, which needs to be submitted on Blackboard before each class.

The readings are accessible through the SDU library unless otherwise stated. In particular, journal articles can be found by searching for the particular electronic journal or by going directly to the journal's website. The cases will be provided to you by the instructor.

In class, the instructor will act as lecturer, facilitator or moderator, and will ask you to discuss and give your assessment of the case based on reading the material in particular and based on your knowledge and experience in general. You will moreover work in groups to do write your own case and case analysis, and it is moreover recommended to discuss your individual insight in the case with your project group.

You need to listen carefully and respectfully to others and you are encouraged to suggest supporting or alternative views. Because participation in the discussions is an integral part of the learning process, a thorough preparation of the discussions and assignments is essential for your individual learning performance and for the success of the course at large. You will therefore benefit from attending each class and from actively participating in each class. If you do have to miss a class, it is your responsibility to find out from classmates what was discussed in class and to get hold of any handouts or notes.

You are requested to arrive on time so that the class can start promptly without any disruptions. You are also requested to stay until the end of each class. The use of electronic equipment inside the classroom is not allowed, except when used directly for the course (e.g. to make notes). Please do not use cell phones within the class room.

The final evaluation will be based on short analyses of assigned cases (individual), case (group), analysis of your own case (group), and case reflection (individual). In these different assignments, you need to apply the concepts and frameworks that are discussed in the course to the case.

Case Method:

The pedagogical approach is based on the use of teaching cases as a way for the students to extract/apply theoretical concepts from/to a real practical case by developing a detailed understanding of the actual constraints and opportunities faced in a particular organization. A case requires you to imagine yourself in the position of a particular stakeholder (e.g. manager or decision maker). This method also entails challenging the existing theories and practices, based on the students' knowledge about certain theories and practices (from the course and from other experiences). A critical reflection will be required to fully appreciate the relevance of some practices and theories.

The cases used in this course provide insight in the boundary between innovation and business. They will improve your ability to combine your understanding of engineering and innovation management, and thereby to become better managers in the future when facing similar problems.

Active participation in class discussions and exercises will help you to apply the concepts and frameworks of the course material. All students are encouraged to pro-actively contribute to the in-class discussions but the instructor can also call upon you to provide your own interpretation.

It is important that you come prepared to class. As the learning outcome of each class depends on your contribution, you should to study the cases in advance and participate in the class discussion. To help you with preparing each case, the instructor will provide you with a number of questions that will help you to structure the case. You are also required to prepare and submit your own interpretation of and answer to these assignment questions before each class. In your individual preparation of the case, you have to become familiar with the information in the case and then analyze this information as well as possibly solve any issue that might come up. If theoretical concepts are relevant for the case, additional reading might be helpful in understanding and analyzing the case. Your aim should not be to understand every single detail of the case and the readings but you should rather be focused and selective by identifying and analyzing the relevant information. Also, when discussing the case, you do not always have to memorize every detail but it will be helpful to know where to find information (e.g. in the case or in your notes).

It is recommended that you first only read the beginning and the end of the case to get familiar with what the case is about, then quickly look at the exhibits and headings, then skim the body of the case, and reflect on the assignment questions. After this you can read and analyze the case in more detail. Besides individual preparation of each case, it is strongly recommended that you meet with your group members before each class (e.g. for one hour or so) to share your answers on the questions. However, you should not necessarily discuss the case per se, as we will do that in class, but it will be useful to just share your ideas and answers. In other words, you can anticipate the in-class discussion and thus be better prepared to contribute effectively to the discussion in class.

Course Overview and Schedule:

Class #01 – Introduction to course and case method (Case: Threadless)

Week 5: Wednesday, February 2, 09:00-12:00, U304

Submission deadline: Project groups

Week 6: Wednesday, February 9, 12:00

Class #02 – Game session: Playing open innovation

Week 7: Wednesday, February 16, 09:00-12:00, U304

Class #03 – Co-opetition and Complementary Assets (Case: Pixar)

Week 8: Wednesday, February 23, 09:00-12:00, U304

Class #04 – Introduction to Proposed Cases

Week 9: Wednesday, March 2, 09:00-12:00, U304

Class #05 – Users as innovators (Case: 3M)

Week 10: Wednesday, March 9, 09:00-12:00, U304

Class #06 – Meetings with project groups

Week 11: Wednesday, March 16, 09:00-12:00, U304

Class #07 – Crowdsourcing and broadcast search (Case: InnoCentive)

Week 12: Monday, March 21, 09:00-12:00, U304

Class #08 – Open innovation in low-tech SMEs (Case: Quilts of Denmark)

Week 13: Monday, March 28, 09:00-12:00, U304

Class #09 – Managing the ecosystem (Case: SAP)

Week 14: Wednesday, April 6, 09:00-12:00, U304

Class #10 – Meetings with project groups

Week 15: Wednesday, April 13, 09:00-12:00, U304

Easter Holidays

Week 16-17: April, 18-25

Class #11 – Case presentations by project groups

Week 18: Wednesday, May 4, 09:00-12:00, U304

Submission deadline: Case and case analysis (group)

Week 20: Wednesday, May 18, 9:00

Submission deadline: Individual case reflection

Week 22: Monday, May 30, 9:00

Note: The course schedule is subject to change.

Class #01 – Introduction to course and case method (Case: Threadless)

Week 5: Wednesday, February 2, 09:00-12:00, U304

Today's topics:

- Introduction to the course.
- Introduction to the case method.
- Group formation.
- Opening up the business model (Threadless case)

Today's case:

- "Threadless in Chicago" (Afuah, 2009)

Study questions for Threadless case:

1. What is new ("open") about Threadless' business model?
2. How has this contributed to the firm's performance?
3. What should Threadless do next?

Submission deadline: Project groups

Week 6: Wednesday, February 9, 12:00

Submit your project groups by email to bogers@mci.sdu.dk.

Class #02 – Game session: Playing open innovation

Week 7: Wednesday, February 16, 09:00-12:00, U304

Jointly with Henrik Sproedt.

Today's topics:

- Understand open innovation concepts by using a game.
- Experiencing what open innovation means within and across project groups.

Readings:

- Afuah, A. 2009. *Strategic Innovation: New Game Strategies for Competitive Advantage*. New York, NY: Routledge. Chapter 4: Creating and Appropriating Value Using New Game Strategies (pages 91-116). (Note: You could check out Chapter 1 for an introduction to the book and some of the definitions that are used in the book.) *Electronic version available at SDU Library*.
- Chesbrough, H. 2007. Why companies should have open business models. *MIT Sloan Management Review*, 48(2): 22-28.
- Dahlander, L., & Gann, D. M. 2010. How open is innovation? *Research Policy*, 39(6): 699-709.

Class #03 – Co-opetition and Complementary Assets (Case: Pixar)

Week 8: Wednesday, February 23, 09:00-12:00, U304

Today's case:

- "Pixar Changes the Rules of the Game" (Afuah, 2009)

Study questions for Pixar case:

1. What are the advantages of movie making using digital animation technology?
2. Who got more from the alliance between Pixar and Disney?
3. Was Pixar better off as a separate company, rather than being accepted to be bought by Disney?

Readings:

- Afuah, A. 2009. *Strategic Innovation: New Game Strategies for Competitive Advantage*. New York, NY: Routledge. Chapter 5: Resources and Capabilities in the Face of New Games (pages 117-144). *Electronic version available at SDU Library*.
- Chesbrough, H. W. 2006. Open innovation: A new paradigm for understanding industrial innovation. In H. W. Chesbrough, W. Vanhaverbeke, & J. West (Eds.), *Open Innovation: Researching a New Paradigm*: 1-12. Oxford: Oxford University Press. *Electronic version available at SDU Library*.

Class #04 – Introduction to Proposed Cases

Week 9: Wednesday, March 2, 09:00-12:00, U304

Today's topics:

- Introduction to proposed cases.
- Meetings with case contacts.

Presentations by:

- Hans-Erik Kill from Danfoss PolyPower.
- Sam Kondo Steffensen from MillionBrains.
- Kasper M. Paasch from the Sunrise-PV project.

Class #05 – Users as innovators (Case: 3M)

Week 10: Wednesday, March 9, 09:00-12:00, U304

Today's case:

- "Innovation at 3M Corp. (A)" (HBS 9-699-012)

The case describes how 3M Corp. introduces and learns a new and innovative methodology called Lead User research to understand future customer and market needs. A team from 3M's Medical-Surgical Markets Division applies the Lead User methodology to the field of surgical infection control and discovers not only new product concepts but also a very promising new business strategy. The case focuses on: (1) 3M's approach to the management of innovation and understanding market needs, (2) an in-depth description of the Lead User method and its potential as applied to the medical business, and (3) the managerial challenges of introducing novel methods into a successful organization.

Study questions for 3M case:

1. How has 3M's innovation process evolved since the company was founded? Why, if at all, does 3M, known as a "hothouse" of innovation, need to regain its historic closeness to the customer?
2. How does the Lead User research process differ from and complement other traditional market research methods?
3. Has the Medical-Surgical team applied the Lead User research process successfully? Why or why not?
4. What should the Medical-Surgical Lead User team recommend to Dunlop: the three new product concepts or a new business strategy? What are the risks to the new Lead User process at 3M? What are the risks to the Medical-Surgical business unit?

Readings:

- Bogers, M., Afuah, A., & Bastian, B. 2010. Users as innovators: A review, critique, and future research directions. *Journal of Management*, 36(4): 857-875.
- Lüthje, C., & Herstatt, C. 2004. The Lead User method: An outline of empirical findings and issues for future research. *R&D Management*, 34(5): 553-568. (Optional)
- von Hippel, E. 2005. *Democratizing Innovation*. Cambridge, MA: MIT Press. Chapter 5: Users' Low-Cost Innovation Niches (pages 63-76). *Freely available at <http://web.mit.edu/evhippel/www/democ1.htm>.*

Class #06 – Meetings with project groups

Week 11: Wednesday, March 16, 09:00-12:00, U304

Meeting schedule will be announced.

Today's topics:

- Discussion with project groups about their case.
- Meeting schedule will be announced.

Class #07 – Crowdsourcing and broadcast search (Case: InnoCentive)

Week 12: Monday, March 21, 09:00-12:00, U304

Today's case:

- "InnoCentive.com (A)" (HBS 9-608-170)

InnoCentive.com, a firm connecting R&D labs of large organizations to diverse external solvers through innovation contests, has to decide if they will enable collaboration in their community. The case covers the basics of a distributed innovation system works and the advantages of having external R&D. It links how concepts of open source are applied to a non-software setting. Describes the rationale for participation by solvers in innovation contests and the benefits that accrue to firms. Raises the issue if a community can be shifted to collaboration when competition was the basis of prior interaction.

Study questions for InnoCentive case:

1. Why do companies refer problems to InnoCentive? What's their motivation?
2. For what kind of problems would you use InnoCentive?
3. What motivates solvers to participate?

Readings:

- Jeppesen, L. B., & Lakhani, K. M. 2010. Marginality and problem solving effectiveness in broadcast search. *Organization Science*, 21(4): 1016-1033.
- Howe, J. 2006. The Rise of Crowdsourcing. *Wired Magazine*: 14.06. Available at <http://www.wired.com/wired/archive/14.06/crowds.html>. (Optional)
- Poetz, M. K., & Schreier, M. 2010. The value of crowdsourcing: Can users really compete with professionals in generating new product ideas? *Journal of Product Innovation Management*: forthcoming. Available at Blackboard.

Class #08 – Open innovation in low-tech SMEs (Case: Quilts of Denmark)

Week 13: Monday, March 28, 09:00-12:00, U304

Joint with Prof. Wim Vanhaverbeke.

Today's case:

- "Quilts of Denmark" (ECCH 810-063-1)

Quilts of Denmark is a start-up company that has the ambition to produce functional quilts and pillows. They want to provide a healthy sleep. The case shows different management challenges related to open innovation. It describes how the founders started a new venture based on this simple idea and using competencies of other organizations and companies to launch successfully the first functional quilt in the world. The case provides a nice setting to think about how open innovation can be applied in low-tech SMEs. It focuses in particular on: (1) the role of the vision of the founders; (2) the strengths and liabilities of a SME, when it starts developing a new business with external innovation partners; (3) the problems in differentiating a functional quilt from other ordinary quilts; (4) and the strategy the company can develop when it launches a new generation functional quilts? The case is a textbook example how open innovation is also valuable for SMEs in a low-tech environment.

Study questions for Quilts of Denmark case:

1. What is the role of the vision of the founders in this case?
2. What are the strengths and liabilities of a SME, when it starts developing a new business with external innovation partners? How easily competitors can copy TEMPRAKON?
3. Why did the company still experience problems in differentiating TEMPRAKON from other, ordinary quilts? What did Quilts of Denmark do to further differentiate TEMPRAKON? What could they do in your opinion?
4. What strategy should QOD follow with respect to the new TEMPRAKON which will be launched in September 2010?

Readings:

- Chesbrough, H., & Crowther, A. K. 2006. Beyond high tech: Early adopters of open innovation in other industries. *R&D Management*, 36(3): 229-236.
- van de Vrande, V., de Jong, J. P. J., Vanhaverbeke, W., & de Rochemont, M. 2009. Open innovation in SMEs: Trends, motives and management challenges. *Technovation*, 29(6-7): 423-437.

Class #09 – Managing the ecosystem (Case: SAP)

Week 14: Wednesday, April 6, 09:00-12:00, U304

Today's case:

- "SAP AG: Orchestrating the Ecosystem" (HBS 9-609-069)

Business ecosystems require careful orchestration and strategic choices regarding make/buy/partner decisions and membership access. This case examines the strategic and technological issues related to managing SAP's thriving ecosystem of user communities, software vendors, integration partners and technology providers. It details how the ecosystem gets developed and the challenges in meeting the needs of the internal organization, large partners, and small up and coming firms. SAP executives, in this case, have to make a decision if a relatively small startup firm should be elevated to the highest strategic partnership level, normally reserved for very large firms.

Study questions for SAP case:

1. Why did SAP decide to implement an ecosystem for their software and how did they realize it? What was crucial for its success?
2. Can you describe the further value creation process of the SAP platforms in comparison to traditional ones? Do you think it can be applied to other business fields?
3. Besides new software products, which other outcomes and benefits arise for SAP by using the ecosystem?

Readings:

- Bogers, M., & West, J. 2010. *Contrasting Innovation Creation and Commercialization within Open, User and Cumulative Innovation*, Working Paper. Available at <http://ssrn.com/abstract=1751025>.
- Vanhaverbeke, W. 2006. The inter-organizational context of open innovation. In H. Chesbrough, W. Vanhaverbeke and J. West (Eds.), *Open Innovation: Researching a New Paradigm*: 205-219. Oxford: Oxford University Press. *Electronic version available at SDU Library.*

Class #10 – Meetings with project groups

Week 15: Wednesday, April 13, 09:00-12:00, U304

Meeting schedule will be announced.

Today's topics:

- Discussion with project groups about their case.

Easter Holidays

Week 16-17: April, 18-25

No class.

Class #11 – Case presentations by project groups

Week 18: Wednesday, May 4, 09:00-12:00, U304

Today's topics:

- Presentation of (preliminary) cases.
- Feedback from case contacts.

Submission deadline: Case and case analysis (group)

Week 20: Wednesday, May 18, 9:00

Submission deadline: Individual case reflection

Week 22: Monday, May 30, 9:00

Evaluation:

The evaluation of this course will consist of a numbers of elements:

Short case analyses

Individual assignments – Part of final grade 25% (5% per assignment)

You have to submit a short analysis of each of the cases that we will discuss in class. The analysis should consist of an elaboration of each of the study questions that are assigned to the particular case. This analysis does not necessarily have to give definite answers to each of the questions but can also provide your insights in the relevant issues and concepts that play a role in the context of each question. The main learning objectives of this assignment are to reflect on the case and the readings, to apply the relevant concepts to the case, and to be better prepared for the discussion.

The deadline for each assignment is before the class starts, i.e. day of class at 09:00. You have to submit the assignment on Blackboard. As we will be discussing particular cases in classes 03, 05, 07, 08 and 09, it is before these classes that you have to submit your individual assignment. Note that you are not required to submit an assignment for the Threadless case, which we will discuss in class #01.

You will not receive immediate feedback on your submission. It will only be evaluated at the end of the course, when a grade is determined for each of the case analysis. The only way to get feedback on your assignment is by attending the class and using your arguments in the discussion.

Formal requirement for each assignment:

- Each case analysis should be between 2 and 4 pages long.
- Be sure to address each of the study questions.
- Use Times New Roman, 12-point font size, single line spacing, (approximately) 2.5 cm margins, A4 paper format, MS Word (.doc or .docx).
- You can use figures and tables (exhibits) to illustrate your argument but these do not count for the page limit.
- Include your first and last name in the file name. Also, include your name and the case title on the first page of your submission.

Grading: you can obtain a maximum of 5 points for each assignment. Points will be assigned to each assignment according to the following guideline:

- 0 points: not submitted or not meeting any requirement
- 1 point: shows a minimum understanding of the case.
- 2 points: shows a fair understanding of the case.
- 3 points: shows a good understanding of the case and relevant concepts.
- 4 points: shows a very good understanding of the case and relevant concepts, while also addressing the assigned readings.
- 5 points: shows an excellent understanding of the case, concepts and underlying theory, while also going beyond the narrow scope of the case and/or using additional literature.

Written case and case analysis

Group assignment – Part of final grade: 60% (case and case analysis combined)

As a group, you have to submit a case and an analysis of your case. The case should describe (a) the innovation model of a particular company, organization, project or institution, and (b) a particular situation faced a relevant stakeholder. In other words: “A case is a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization.”¹

The group should consist of 4 or 5 student. The group formation process will start will start during the first class. You can form your own groups but it is advisable to seek diversity of group members as that will increase your ability to learn from the case you write as well as from the cases we discuss in class (as you can use your project group to discuss your ideas about the cases). However, one constraint in composing the groups is that it is your collective responsibility that every student is part of a group.

The instructor will propose a number of cases, although the students are also welcome to propose their own case. The proposed cases will be related to Danfoss PolyPower, which seeks external commercialization opportunities for its technology (<http://www.polypower.com/>), MillionBrains, which is a Danish crowdsourcing platform (<http://www.millionbrains.com/>), and Project SunRise-PV, which aims at making the region of Southern Denmark leading within photovoltaic solar power cells (http://www.sdu.dk/Om_SDU/Institutter_centre/C_CPD/Forskning/Forskningsprojekt_er/SunRise+PV). Each of the groups needs to submit the order of their preferences (top 3) by email to the instructor by February 14 at 12:00 noon.

There will be two mandatory meetings of the project groups with instructor, namely on March 16 (class #06) and on April 13 (class #10). There will moreover be a mandatory presentation on May 4 (class #11) in which you will present the preliminary case to the instructor and other interested people, including people from the cases. One member of the project group has to submit the final document on Blackboard before Wednesday, May 18 at 9:00.

Formal requirement for the case and case analysis:

- The case should be between 4 and 10 pages long.
- The case analysis should be between 5 and 15 pages long.
- Use Times New Roman, 12-point font size, single line spacing, (approximately) 2.5 cm margins, A4 paper format, MS Word (.doc or .docx).
- You can use figures and tables (exhibits) to illustrate your argument but these do not count for the page limit.
- You should submit the case and case analysis as one document.
- Include the name of your case in the file name. Also, include the case title as well as the first and last name of the group members on the first page of your submission.

¹ Leenders, M. R., Mauffette-Leenders, L. A., & Erskine, J. A. 2001. *Writing Cases* (4th ed.). London, Ontario: Richard Ivey School of Business. Page 3.

Grading: you can obtain a maximum of 60 points for each assignment. Points will be assigned to the combined case and case analysis. The grading is gradual (i.e. can take any integer value) but the following guideline will be considered:

- 0 points: not meeting any requirement
- 10 points: describes the case and has some analysis but not sufficient to meet the minimum requirements of what is expected from a case (analysis).
- 20 points: has a minimum amount of case description and the analysis shows a minimum understanding of the underlying concepts.
- 30 points: has a fair amount of case description and the analysis shows a fair understanding of the underlying concepts.
- 40 points: has a good case description and the analysis shows a good understanding of the underlying concepts and theories.
- 50 points: has a very good case description and the analysis shows a very good understanding of the underlying concepts and theories, while possibly also using additional literature to support the argument.
- 60 points: has an excellent case description and the analysis shows an excellent understanding of the underlying concepts and theories, while also using additional literature to support the argument.

Individual case reflection

Individual assignment – Part of final grade: 15%

Each of you has to submit an individual case reflection, which should consist of three elements: (1) “Case Methodology”: Which method did you use to develop the case and what was your role in this. You should provide a general reflection on the methodology you adopted as a group but may also particularly emphasize the part you were responsible for. (2) “What is Next?”: Describe likely scenarios of what will happen next in this case as well as your suggestions and recommendations for the involved stakeholders. (3) “Teaching the Case”: Describe the learning objectives of the case and how it can be used to teach others.

You have to submit your case reflection on Blackboard before Monday, May 30 at 9:00.

Formal requirement for the case and case analysis:

- The case reflection should be between 2 and 10 pages long.
- Use Times New Roman, 12-point font size, single line spacing, (approximately) 2.5 cm margins, A4 paper format, MS Word (.doc or .docx).
- Include the name of your case in the file name. Also, include the case title as
- Include your first and last name in the file name. Also, include your name and the case title on the first page of your submission.

Grading: each of the 3 elements of the case reflection adds equally to your score of 15 points. Accordingly, you will obtain 0 points for any of the elements if it does not meet any requirement, while you will get 5 points if it shows an excellent comprehension of that particular part of the assignment.

Overall grade

The scores for the three main elements as described above and thus the final grade will be based on external censorship. The final grade will be according to the Danish 7-point system, using the following rules:

Grade	Points
12	85-100
10	70-84
7	55-69
4	40-54
02	30-39
00	1-29
-3	0

Re-exam

If you need to do a re-exam for this course, you will have to write a different case (i.e. you are not allowed to use the same organization/topic or build on the initial case).

A Note on Academic Integrity

There are strict norms and rules about using information in students' assignments. Academic fraud (cheating, plagiarism) will not be tolerated. It is of crucial importance in any academic exercise to use the work of others in a constructive manner but also to give proper reference to the work that is used. You are also expected to use a coherent style for (in-text) citations and references (list at end of assignments and final paper). Two possible guidelines for citing and referencing other work can be found in Colin Fischer's "Researching and Writing a Dissertation: A Guidebook for Business Students" and in the Academy of Management Journal style guide (see last two pages of http://journals.aomonline.org/amj/style_guide.pdf). Whichever style is used for citations and references, it is important that they are used in a correct and consistent way.

The importance of proper referencing is also described on the SDU website: "The University has strict rules about exam cheating or plagiarism which may lead to expulsion. Plagiarism is the presentation of another's work as one's own. This includes copying portions of texts from textbooks and articles without quoting the source, but also presenting others' ideas as one's own. [...] If the University discovers plagiarism or "cheating", students will not be given any grade for the particular course as the mildest consequence. The ultimate consequence is expulsion from the University."

http://www.sdu.dk/Information_til/Internationale_studerende/Academic_Matters/Exam_cheating.aspx (accessed January 22, 2010)

For more information, see:

http://www.sdu.dk/Information_til/Studerende_ved_SDUEksamen/snyd.aspx