# Syllabus

## Course description

<table>
<thead>
<tr>
<th>Course title</th>
<th>INNOVATION MANAGEMENT</th>
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<tbody>
<tr>
<td>Course code</td>
<td>27182</td>
</tr>
<tr>
<td>Scientific sector</td>
<td>SECS-P/08</td>
</tr>
<tr>
<td>Degree</td>
<td>Master Entrepreneurship and Innovation</td>
</tr>
<tr>
<td>Semester and academic year</td>
<td>1st semester, ay 2017-18</td>
</tr>
<tr>
<td>Year</td>
<td>2nd</td>
</tr>
<tr>
<td>Credits</td>
<td>7</td>
</tr>
<tr>
<td>Modular</td>
<td>No</td>
</tr>
<tr>
<td>Total lecturing hours</td>
<td>42</td>
</tr>
<tr>
<td>Total lab hours</td>
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</tr>
<tr>
<td>Total exercise hours</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>suggested, but not required</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>not foreseen</td>
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### Specific educational objectives

The course refers to the typical educational activities and belongs to the scientific area of Business Administration. To learn models, tools, methods to manage innovation within organizations. To develop critical and analytical reasoning about firms innovation management. To analyze and solve problems that arise in organizations that work on innovative projects. To learn how read, summarize and present scientific papers on innovation management.

### Lecturer

Alessandro Narduzzo, E508, anarduzzo@unibz.it; lecturer’s page [https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125-alessandro-narduzzo](https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125-alessandro-narduzzo)

### Scientific sector of the lecturer

SECS-P/08

### Teaching language

English

### Office hours

[https://www.unibz.it/en/timetable/?department=26&degree=12835](https://www.unibz.it/en/timetable/?department=26&degree=12835)

### Lecturing assistant

Not foreseen

### Teaching assistant

Not foreseen

### Office hours

21

### List of topics covered

- Innovation in a systemic view
- Sources of innovation
- Types of innovation
- Patterns and models of innovation
- Timing of entry
- Technological cycles
- Technological speciation
- Management innovation
- Design Thinking
- Managing innovation in open and close innovation systems
- Innovation management in complex systems
- Managing innovation through
experimentation - Managing innovation through improvisation - Championing innovation- Building innovative organizations.

Teaching format
The course is based on both theoretical lectures and the discussion of case-studies and other empirical materials, and it requires the active participation of students in class discussions.

Learning outcomes
Knowledge and understanding of innovation as a systemic phenomenon involving the creation and the development of novel organizational knowledge that is commercialized into innovative products and services. Applying knowledge and understanding to confront and analyse different models, to suggest the proper tools for specific situations, to understand how new products, organizational knowledge and managerial approach to innovation may create new value for the customers and new opportunities for the firm.

Making critical and autonomous judgments in the analysis of empirical cases of innovation and in the comparison of theoretical models and perspectives. Communication skills to describe concepts and models and to present in a persuasive and proper way the results of critical analyses of innovation cases.

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Learning skills to deepen in an autonomous way a critical understanding of theoretical models on innovation and of the complex interaction between entrepreneurship and innovation.

Assessment
All students are regarded as attending students, unless they explicitly ask (by email to the professor within December 1, 2015) to be treated as non-attending students.

<table>
<thead>
<tr>
<th></th>
<th>WORKLOAD FOR ATTENDING STUDENTS</th>
<th>WORKLOAD FOR NON-ATTENDING STUDENTS</th>
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<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>#</td>
</tr>
<tr>
<td>Lectures</td>
<td>3</td>
<td>14</td>
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<tr>
<td>Readings</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Presentation and Workshop</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Wrap-up report</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Exam preparation</td>
<td>2</td>
<td>14</td>
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<td></td>
<td></td>
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<tr>
<td>TOTAL (hours)</td>
<td>165</td>
<td></td>
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<tr>
<td>Standard effort (hours)</td>
<td>175</td>
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Assessment language
English

Evaluation criteria and criteria for awarding marks
Attending students’ evaluation. The program covers the required readings ONLY:
- Final exam: 50%
- Class leadership: presentation, workshop and post-class wrap-up report: 30%
- Class participation (class discussion, questions, answers to “cold” questions): 20%
**Class leadership:** During the first class, each student is assigned to a group that is in charge of one of the lectures (from L5 to L14) of the course. Each group is expected to perform the following tasks:

a) **Key-concepts Review.** to summarize and to comment the readings marked with (P);

b) **Key-concepts Use.** to design and to manage a workshop to foster the class understanding on the topic of the day.

c) **Wrap-up Report**

**Key-concepts Review.** The presentations assume that all the students in class have read in advance the readings. The suggested time for presenting the assigned readings is about 15’ (with obvious exceptions). Slides of the presentations need to be sent to prof. Narduzzo at least two days before the class date.

To evaluate the presentations the following criteria are considered:

1. **Completeness.** The presentations covered all the major topics introduced in all the readings.
2. **Clarity.** The presented topics were understandable.
3. **Connections.** Connections among the readings and with other contents of this course.
4. **Time management.** The assigned time was well organized and balanced.

**Key-concepts Use.** We want to practice these concepts, to understand their analytic power, their impact on decision making. Any type of exercise/simulation/discussion that allow to understand how the key-concepts can be used is appropriate. To design the exercises/workshops you are invited to consult prof. Narduzzo in advance, during the office hours. To evaluate this task the following criteria are used:

1. **Relevance of the topic selected for the exercise/workshop.**
2. **Ability to stimulate and enable insightful reasoning on the selected topic.**
3. **Ability to involve the class.**
4. **Time management.**

**Wrap-up report:** At the end of the led class, each group writes a short document (about 2,000 words) about a selected topic, to upload to Wikipedia. It can be either an integration of an existing W. article, or a new one.

At the end of the led class, each group writes a short report (about 2,000 words) that summarizes the main issues (e.g. concepts, problems, phenomena) presented and discussed. This report should document the design and the implementation of the Key-concepts Use workshop. The report should be a stand-alone document (i.e. please include references and other details that makes meaningful the document).

**Non-attending students’ evaluation.**

Non-attending students do not have to write any report or assignment. Final exam: 100%. The program covers both required and supplementary readings listed in this syllabus. To evaluate non-attending students preparation, final exams for attending and non-attending students do not have exactly the same questions.
**Required and supplementary readings**

Schilling M. 2013. Strategic management of technological innovation. 4th ed. McGraw-Hill. **ONLY the Selected Chapters** indicated for each topic of this course. List of readings for each topic of the course is provided below. **For each topic, readings are listed in the suggested order of reading.**

For each topic readings are listed in the suggested order of reading.

### 1. Innovation, innovative firms, innovation management – An introduction ()

Why does innovation matter? How practitioners and scholar think about innovation? Why and how do organizations want to manage the innovation journey.


**Supplementary readings:**


**Additionally suggested readings:**


### 2. Innovation: background and conceptualizations ()

In this class we introduce and discuss standard definitions, conceptualizations and models. The Kodak case assigned for this class will be used to comment and discuss the concepts. In general we are going to refer to the cases also in later classes: so, do not forget them and bring your copy of the cases in next classes.

- Schilling 2013, **Chapter 3.**
- CASE: KODAK (6 documents).

**Supplementary readings:**


### 3. Innovation management: problems, myths, traps ()

This class offers a problematic perspective to frame innovation management and to provide a model for further theorizing.

- CASE: Google.

**Supplementary readings:**


**Additionally suggested readings:**

4. Managing innovation as exaptation ()

Innovation management through an evolutionary perspective. Innovation management consists of managing a system of interdependent and evolving components. Innovation as exaptation will be discussed.

**Supplementary readings:**

**Additionally suggested readings:**

**Laboratory on Complexity and Innovation Dynamics ()**

We introduce Agent-based modeling (ABM) to explore and reflect on the complex dynamics that characterizes the management of innovation. We start analyzing the interdependencies, then we discuss the diffusion processes.

5. Innovation management: techniques and tools ()

We review a repertoire of tools traditionally associated to innovation management. We discuss to what extent they cope with the problems introduced in Class 3. In particular, we wish to focus on those tools that deal with complexity and uncertainty.

**Additionally suggested readings:**

6. Innovation management measurement ()

Measuring innovation is a tricky issue. On the one hand, there is a need to assess the impact of innovation; on the other hand, the complexity of the phenomenon suggests avoiding simplistic solutions. The most common measures of innovation look at input (e.g. intensity of R&D investment) or output (e.g. number of patents). The approach proposed for this class is radically different and is grounded on the conceptualization of innovation as a process.
- Gamal D. 2011. How to measure organizational innovativeness? An overview of Innovation framework and Innovation audit. TIEC. (P)

**Additionally suggested readings:**


7. Management innovation ()
Management innovation is the invention and implementation of a management practice, process, structure, or technique that is new to the state of the art and is intended to further organizational goals.


Supplementary readings:

Additionally suggested readings:

8. Managing innovation through experimentation ()
Innovation is conceived as a process of trial and error. Its effectiveness depends on the organizations’ ability to adapt to this logics/practice.


9. Building innovative organizations ()
Firms may adopt organizational arrangements that are support innovation. Through the concepts of organizational ambidexterity and organizational bricolage we discuss how firms may combine exploration and exploitation.


Supplementary readings

Additionally suggested readings:

10. Managing innovation and creativity ()
We discuss how organizations may succeed in fostering innovativeness: If ad wow individuals and organizational creativity can be managed.

Additionally suggested readings:

11. Design Thinking ()
This approach to innovation combines creative and analytical approaches, and requires collaboration across disciplines. This process—which has been called design thinking—draws on methods from engineering and design, and combines them with ideas from the arts, tools from the social sciences, and insights from the business world.

Supplementary readings
- https://dschool.stanford.edu/groups/designresources/wiki/de476/Project_Topic_Wallet_GiftGiving_or_other.html
- http://dschool.stanford.edu/use-our-methods

12. Open and closed innovation systems ()
To innovate, firms often need to draw from a wide number of different sources of knowledge from outside their organization. At the same time as firms need to be open to external sources, they also need to be focused on capturing returns to their innovative ideas. This gives rise to a paradox of openness - the creation of innovations often requires openness and commercialization of innovations requires appropriability.

Supplementary readings:

Additionally suggested readings:
- van de Vrande V., J. P. J. de Jong, W. Vanhaverbeke, & M. de Rochemont.

13. Managing Technological Innovation()

Additional suggested readings:

14. TBD()
- Topic and related readings will be decided together with the students to take into consideration special interests.

Additionally suggested readings: