



## UNIVERSITY OF CAGLIARI

COURSE: INNOVATION MANAGEMENT (9 ECTS/54 H)  
A.Y. 2022–2023 |2<sup>nd</sup> Term

| GENERAL INFORMATION   | DAYS & ROOM   |
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| <p><b>Prof. Manuel Castriotta</b><br/><u>Email:</u> <a href="mailto:manuel.castriotta@unica.it">manuel.castriotta@unica.it</a><br/><u>Office:</u> Baffi Building, 2<sup>nd</sup> Floor, Room 8<br/><u>Office Hours:</u> Tuesday 5:00 PM – 6:00 PM,<br/>and upon email request</p> | <p><u>Classes:</u> Mondays, Tuesdays, and Wednesdays<br/><u>Hours:</u> 8:15 AM – 9:45 AM<br/><u>Room:</u> Campus Aresu, 3th Floor, Room CM1</p> |

### COURSE DESCRIPTION

The course examines the organizational theories, research, tools, and experiences of innovation management in multiple contexts such as startups, small and medium-sized enterprises, large private companies and public organizations. It introduces concepts and frameworks for analyzing how organizations can create, commercialize and capture value from new products and services. Further, the course will focus on the creativity tools, design thinking techniques, and concepts necessary to the development, and management of innovation processes. The course is intended not solely for future in-house R&D departments' members but for a broad range of business careers in which innovation is critical to the development of new products and services, e.g., entrepreneurial startups, management consulting, and senior positions in R&D, marketing or strategic planning. Accordingly, depending on the situation, students will be assuming the organizational role of team manager, project manager, functional manager, general manager, or startup CEO. This array of managerial roles suggests how fundamental innovation is to firms at every level and business area, and how awareness in its management is critical to competitiveness.

### PREREQUISITES

Familiarity with the general topic related to economics and business management, with a special focus on creativity, organizational culture, strategy, organizational management, and entrepreneurship.

### COURSE CONTENT

1. Innovation – what it is and why it matters
2. Types of innovation

3. Standard battles, modularity, and platform competition
4. Timing of entry
5. Defining the organization's strategic direction
6. Exploiting open innovation and other collaboration strategies
7. Protecting innovation
8. Organizing for innovation
9. Business model innovation and lean startup

## **Learning objectives**

In line with the Dublin Descriptors and the goals of the Innovation Management course, students are stimulated to develop:

- 1) specific knowledge related to the management of the innovation strategy;
- 2) analytical skills and critical sense of organizational tools that are available to manage innovation;
- 3) taking decisions based on a critical analysis of examples and real cases, by contextualizing what they have learned.

Specifically, the general objective is articulated in the following training objectives:

- I. Knowledge and understanding skills: The aim is that students develop principles and methodologies to define and implement an effective innovation strategy in a highly competitive global context.
- II. Usability and understanding: The aim is that students learn how to use challenges competition-based strategies to unfold effective innovation strategies based on associative knowledge building. Students will be able to apply the knowledge in the analysis of real case studies.
- III. Judgment autonomy: The aim is that students learn to recognize whether the innovation strategy of a firm is appropriate to the competitive contest. During classes, students are involved in problem-solving and decision making and are asked to interpret the firm's innovation strategy in the analysis of real case studies.
- IV. Communication Skills: The aim is that students learn to communicate with experts from different fields (technical and managerial) by using an appropriate language; in private and public, showing to be able to sustain their positions related to the innovation strategy in different contexts.
- V. Learning Skills: The aim is that students develop conceptual tools allowing them to recognize new economic developments at the international level.

## **TEACHING METHODS**

The course takes place through participatory and frontal lessons (100% of the scheduled time), for which active participation from students is required through questions, examples, and interventions aimed at deepening the specific contents of the program.

Teaching activities include the analysis of relevant cases, interviews with entrepreneurs and managers, creativity and problem-solving exercises, that will allow students to develop specific competencies related to the content of the program, such as communication and learning skills, autonomous judgment, by enhancing the ability to adopt the acquired knowledge.

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| <b>EVALUATION AND GRADING CRITERIA</b> |
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Students are encouraged to attend classes regularly and to participate actively. They are expected to read the assigned cases and additional materials before the class and to be prepared for discussion. Nevertheless, attendance is not mandatory.

The exam is written, with open questions (including case and examples to be analyzed). These questions aim at verifying the acquisition of a proper language; the ability to correctly adopt and use what students have learned during the course. The autonomy of judgment is verified through critical analysis of cases and real examples.

- A. The course assessment for **attending students** (Students who have attended at least 50% of class sessions) is the following:
  - 50% Midterm written exam with three open questions (Part I - chapters 1 to 6);
  - 50% Final exam (Part II):
    1. Teamwork (written startup pitch simulation + oral presentation).
    2. Individual or collaborative essay (academic writing 4.000 -7.000 words + oral presentation);

More information about individual essay and teamwork will be provided during class.

- B. The course assessment for **non-attending students** or attending students that fail the midterm exam is the following:
  - Final written exam that consists of five open questions and a discussion of a case study (Chapters 1, 2, 3, 4, 5, 6; 8, 9, 10, 11, 12 + additional readings) counting for 100 % of the final grade.

In case of COVID-19 emergency, all exams will be performed orally and remotely through online platforms such as Zoom or Microsoft TEAMS.

The evaluation criteria are as follows:

- Accuracy and rigor;
- Completeness in describing and discussing the key elements related to the topic;
- Ability to discuss, connect key elements of the topic originally and appropriately.

Grades are on a 30/30 basis, and the assessment logic is summarized in the table below.

| <b>Assessment Logic</b> |  |
|-------------------------|--|
| <b>30/30</b>            | <i>Excellent</i> – Students know in depth the topic that is described in details and rigorously. They prove to have a comprehensive view of what is learned allowing them to make innovative and appropriate theoretical connections. They discuss the topic in coherence with the questions, and their answers are accurate and complete. |
| <b>27/30– 29/30</b>     | <i>Good</i> – Students show to know all contents appropriately. In their discussion, they make interesting connections, and they are accurate in developing their answers.   |
| <b>24/30 - 26/30</b>    | <i>Quite good</i> – Students show to know the contents and the have understood principles surrounding the topic, even if their discussion presents some weakness and inaccuracy (the ability to create connections among theoretical concepts).  |

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| <b>21/30 - 23/30</b> | <i>Sufficient but poor discussion</i> – Students know the basic definitions. However, there are some gaps in the critical analysis to support the discussion of cases and the formulation of examples. |
| <b>18/30 - 20/30</b> | <i>The basic knowledge is acquired</i> – Students know the basic definitions but the answers present relevant gaps, and the discussion is absent, or inaccurate, poor, and incomplete.                 |
| <b>0 - 17/30</b>     | <i>Not sufficient</i> – More learning efforts are required to learn better and understand the course's contents.   |

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| <b>TEXTBOOK AND ADDITIONAL MATERIALS</b> |
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Strategic Management of Technological Innovation 6th Edition Melissa A. Schilling - McGraw Hill  
(chapters 1-6; 8-12)

Burton, et al. (2020) Organizational Design: A step by step approach (selected readings)

Additional materials such as slides, cases, papers, etc. will be provided during the course

**Note:** Slides do NOT replace the textbook; they support for active learning, but they are insufficient to pass the exam. I will upload the slides on TEAMS platform 20 minutes before or after the lesson.