Санкт-Петербургский филиал федерального государственного автономного образовательного учреждения высшего образования "Национальный исследовательский университет "Высшая школа экономики"

Факультет Санкт-Петербургская школа экономики и менеджмента

Департамент финансов

Рабочая программа дисциплины
Инновационный менеджмент
(преподается на английском языке)

для образовательной программы «Международный бизнес и менеджмент»
направления подготовки 38.03.02 «Менеджмент»
уровень бакалавриат

Разработчик программы
Липатников В.С., к.э.н., lipatnikov@hse.ru

Согласована начальником ОСУП в бакалавриате по направлению «Менеджмент»

«_____»_____ 2018 г.

К.А. Бойко _____

Утверждена Академическим советом образовательной программы «Международный бизнес и менеджмент»

«___»_____ 2018 г., № протокола _____

Академический руководитель образовательной программы «Международный бизнес и менеджмент»

Дж. Д. Даунинг _____

Санкт-Петербург, 2018

Аннотация

<table>
<tr><td>Название дисциплины</td><td colspan="3">Инновационный менеджмент</td></tr>
<tr><td>Образовательная программа</td><td colspan="3">Международный бизнес и менеджмент</td></tr>
<tr><td>Тип дисциплины</td><td colspan="3">Обязательный</td></tr>
<tr><td>Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)</td><td colspan="3">Курс разработан для студентов, которые изучили следующие дисциплины: «Менеджмент», «Экономические основы менеджмента», «Международный менеджмент», «Корпоративное управление», «Этика бизнеса»</td></tr>
<tr><td>Объем з.е.</td><td colspan="3">6</td></tr>
<tr><td rowspan="2">Объем в часах</td><td>Аудиторная работа</td><td>Самостоятельная работа</td><td>Всего</td></tr>
<tr><td>54</td><td>174</td><td>228</td></tr>
<tr><td>Краткое описание курса</td><td colspan="3">Курс посвящен стратегическому управлению инновациями. Общая цель этого курса - знакомство студентов с основами управления инновациями и изучение его инструментария. Он направлен на создание компетенций в следующих областях:
• Поиск источников инноваций и генерации идей.
• Определение типов и моделей инноваций.
• Определение инновационных стратегических решений в организациях.
• Управление процессами разработки нового продукта.
• Развитие путей сотрудничества для инновационных проектов.
Курс направлен главным образом на корпоративный уровень управления инновациями, хотя также рассматриваются другие области этой очень важной части экономической и социальной жизни.</td></tr>
<tr><td>Образовательные результаты по дисциплине</td><td colspan="3">Этот курс был создан для достижения следующих целей обучения:
• Умение применять свои знания об инновациях и динамике инноваций в реальных условиях.
• Развитие навыков совместной работы и умение использовать некоторые из соответствующих инструментов в этом отношении.
• Развитие навыков сбора и анализа данных.
• Развитие навыков командной работы.</td></tr>
<tr><td>Краткое содержание дисциплины</td><td colspan="3">Раздел 1. Теоретические основы менеджмента инноваций.
Раздел 2. Управление инновациями на уровне компании.
Раздел 3. Управление развитием инновационной деятельности.</td></tr>
<tr><td>Образовательные технологии</td><td colspan="3">При реализации учебной работы предполагается рассмотрение разнообразных практических примеров в рамках теоретических и семинарских занятий, использование информационных ресурсов на английском языке, изучение документации крупнейших мировых компаний на английском языке, выполнение командного домашнего задания.</td></tr>
<tr><td>Формы контроля</td><td colspan="3">Домашнее задание, экзамен</td></tr>
<tr><td>Литература</td><td colspan="3"><u>Основная литература:</u>
• Trott, P. Innovation Management and New Product Development.</td></tr>
</table>

	3rd Edition. Pearson, 2005. Дополнительная литература: • Chesbrough, H.W. Open Business Models: How to Thrive in the New Innovation Landscape. Harvard Business Press, 2006. • Lazonick, W. Management Innovation: Essays in the Spirit of Alfred D. Chandler, Jr. Oxford University Press, 2012 • Schilling, M.A. Strategic Management of Technology Innovation. 3rd Edition. McGraw-Hill, Irwin, 2010. Ресурсы «Интернет»: • www.innovation-portal.info
Преподаватель	Липатников Виталий Сергеевич

The Government of the Russian Federation
Federal State Autonomous Institution for Higher Education
National Research University Higher School of Economics
St. Petersburg Branch
St. Petersburg School of Economics and Management

Course Syllabus

Innovation Management

Areas of Studies: 38.03.02“Management”

Level: Undergraduate

Bachelor’s Programme “International Business and Management Studies”

Author

Vitalii Lipatnikov, Associated Professor, lipatnikov@hse.ru

Recommended by the Head of the Undergraduate Programme in Management, Curriculum Support
Boyko K.A. _____ “___” _____ 20__

Approved by the Academic Council of Bachelor’s Programme “International Business and Management Studies”
Chair: Downing J._____ “___” _____ 20__
Protocol №

St. Petersburg, 2018

Course Syllabus

Title of the course	**Innovation Management**		
Title of the Academic Programme	Bachelor's Programme "International Business and Management Studies"		
Type of the course	Required		
Prerequisites	The course is developed for students, who have completed the following courses: Management; Economic Foundations of Management; International Management; Business Ethics; Corporate Governance.		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	54	174	228
Course Overview	The course is devoted to strategic management of innovation. General purpose of this course is students' acquaintance with fundamentals of Management of Innovation and studying its toolkit. It is aimed at the creation of competencies in the following fields: • Search of the sources of innovation and ideas generating. • Defining types and patterns of innovation. • Defining innovation-related strategic decisions within organizations. • Managing the processes of new product development. • Developing the paths of co-operation for innovation-based projects. The course is aimed mostly at corporate level of Management of Innovation, though other fields of this very important part of economic and social life are also considered.		
Intended Learning Outcomes (ILO)	This course has been created with the following learning objectives in mind: Make students apply their knowledge on innovation and innovation dynamics to real case. Make students develop their online collaborative working skills and learn how to use some of the appropriate tools to that extent. Make students develop their data collection and analysis skills. Make them work on their teamwork skills.		
Teaching and Learning Methods	The course is based on the active learning technologies, mostly at case studies. Each topic includes one large case and a couple of small cases illustrating the main concepts of the topics, methods and technologies used by leading companies, factors influencing successes and market failures of innovation-based strategies. Students are asked to fulfill the comparative analysis of domestic companies and leading innovators and apply it to the specific situation described in each case.		

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	The Theoretic Foundations of Innovation	24	2	4	18
2	Types and Patterns of Innovation	24	2	4	18
3	Sources of Innovation	24	2	4	18
4	Market Adoption	26	2	4	20

5	Timing of Entry	26	2	4	20
6	Managing Innovation within Firms	26	2	4	20
7	Protecting Innovation	26	2	4	20
8	Collaboration Strategies	26	2	4	20
9	Innovative Financial Technologies	26	2	4	20
Total study hours		228	18	36	174

Indicative Assessment Methods and Strategy

The assessment will be based on workshops and home tasks. Also making presentation of each home task will be obligatory. Assessment of students' knowledge is based on a point system with accordance to results of the activities in workshops and homework. The maximum number of points that can be achieved for this course is 10.

Assessment

Type of testing	**Form of testing**	**Parameters**
Current (50%)	Homework	Presentations the results of doing home tasks
Final (50%)	Exam	Final presentation of student team's project

Tasks to seminars:

1. Describing and explaining of what are the main sources of innovation for your startups?
2. Describing and explaining of what are the potential collaborative networks for your startups?
3. Describing and explaining of what are the potential technological spillovers for your startups?
4. Describing and explaining of what is the situation with design dominance on your startups' markets?
5. Describing and explaining of what is the situation with network externalities on your startups' markets?
6. Describing and explaining of what is the situation with governmental regulation on your startups' markets?
7. Describing and explaining of what is the situation with entrants on your startups' markets?
8. Describing and explaining of what is your startups' type of entrant?
9. Describing and explaining the results of making External Analysis for your startups?
10. Describing and explaining the results of making Internal Analysis for your startups?
11. Describing and explaining the results of identifying core competencies and capabilities for your startups?
12. Describing and explaining of your startups' choices in using protection mechanisms.
13. Describing and explaining of your startups' choices between following open innovation's conception or closed innovation.
14. Describing and explaining of your startups' choices between going solo and collaborating
15. Describing and explaining of your startups' choices in using innovative financial technologies.

<table>
<tr><td>Readings / Indicative Learning Resources</td><td colspan="3">Mandatory
Trott, P. Innovation Management and New Product Development. 3rd Edition. Pearson, 2005.
Optional
Chesbrough, H.W. Open Business Models: How to Thrive in the New Innovation Landscape. Harvard Business Press, 2006.
Lazonick, W. Management Innovation: Essays in the Spirit of Alfred D. Chandler, Jr. Oxford University Press, 2012
Schilling, M.A. Strategic Management of Technology Innovation. 3rd Edition. McGraw-Hill, Irwin, 2010.
Internet resources
www.innovation-portal.info</td></tr>
<tr><td rowspan="9">Indicative Self- Study Strategies</td><td>Type</td><td>+/–</td><td>Hours</td></tr>
<tr><td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td><td>+</td><td>58</td></tr>
<tr><td>Assignments for seminars / tutorials / labs</td><td>+</td><td>58</td></tr>
<tr><td>E-learning / distance learning (MOOC / LMS)</td><td>-</td><td></td></tr>
<tr><td>Fieldwork</td><td>-</td><td></td></tr>
<tr><td>Project work</td><td>+</td><td>29</td></tr>
<tr><td>Other (please specify)</td><td>-</td><td></td></tr>
<tr><td>Preparation for the exam</td><td>+</td><td>29</td></tr>
<tr><td>Academic Support for the Course</td><td colspan="3">For achieving targets of discipline teachers need to be integrated into an interconnected set of content of lectures, seminars and independent work of masters. The aim of the discipline, as mentioned earlier, is the formation of universal and professional competences in the field of strategic and technology development of companies.</td></tr>
<tr><td>Facilities, Equipment and Software</td><td colspan="3">For the successful development of the discipline, the student uses the following software: Microsoft Office package (Word, Excel, PowerPoint), Acrobat Reader, LCD projector</td></tr>
<tr><td>Course Instructor</td><td colspan="3">Vitalii Lipatnikov</td></tr>
</table>

Annex 1

Course Content

Topic 1. The Theoretic Foundations of Innovation
Shumpeterian Theory. Conceptual Framework of Innovation. Linear Models of Innovation. Development of Innovation Model.
Topic 2. Types and Patterns of Innovation
Technology Innovation. 4 Types of Innovation. 4P Approach . Disruptive Innovation. Strategy of Innovation. Management of Innovation. Organization of Innovation. Impact on Society.
Topic 3. Sources of Innovation
Macroeconomic Context of Innovation. Creativity. Translating Creativity into Innovation. Innovation in Collaborative Networks. Reasons for Entering a Strategic Alliance.
Topic 4. Market Adoption
Technology S-Curves. Discontinuous Innovation. Tushman and Rosenkopf's Technology Cycle. Why Dominant Design Are Selected. Diffusion of Innovation and Adopter Categories. Multiple Dimensions of Value. Are Winner-Take-All Markets Good for Consumers?
Topic 5. Timing of Entry
Entrants. First-Mover Advantages and Disadvantages. Factors Influencing Optimal Timing of Entry. Strategies to Improve Timing Options.
Topic 6. Managing Innovation within Firms
Assessing the Firm's Current Position. External Analysis: Porter's Five-Force Model, Stakeholder Analysis. Internal Analysis. Identifying Core Competencies and Capabilities.
Topic 7. Protecting Innovation
Appropriability. Patents, Trademarks and Copyrights. Trade Secrets. The Effectiveness and Use of Protection Mechanisms.
Topic 8. Collaboration Strategies
Reasons for Going Solo. Advantages of Collaborating. Types of Collaborative Arrangements. Choosing s Mode of Collaboration. Choosing and Monitoring Partners.
Topic 9. Innovative Financial Technologies
Nature of FinTech. Technological Basis of FinTech. Cryptocurrencies. FinTech Market Players. FinTech: Traditional and non-Traditional Institutions.
A SAMPLE PLAN OF TUTORIALS
Tutorial 1. The Theoretic Foundations of Innovation
The discussion on the choice of startups' conception for future tasks.
Tutorial 2. Types and Patterns of Innovation
We discuss the types of startups' innovations and their markets' positions.
Tutorial 3. Sources of Innovation
Analysis of startups' main sources of innovation in different spheres.
Tutorial 4. Market Adoption
We analyze practical aspects of different startups' markets and their government regulation.
Tutorial 5. Timing of Entry
The discussion of different startups' timing strategies.
Tutorial 6. Managing Innovation within Firms
Discussion of startups' strategies and assessing current positions.
Tutorial 7. Protecting Innovation
Analysis of startups' general situation with protecting innovation in different countries.
Tutorial 8. Collaboration Strategies
The discussion of different startups' collaboration strategies.
Tutorial 9. Innovative Financial Technologies
We analyze practical aspects of different FinTech models' potential using.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation			*	
	Project			*	
	In-class Participation			*	
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam			*	

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some

	points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.

2) *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3) *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.