# Management of innovation (EM145M44)

<table>
<thead>
<tr>
<th>Program</th>
<th>PGE</th>
</tr>
</thead>
</table>
| Module / ECTS / Path / Specialisation | Module : Environnement économique et financier des projets : Innovation et évaluation : 11 ECTS.  
Entrepreneurship |
| Discipline    | Management |
| Year          | 2017 |
| Semester      | A |
| Open for visitors | yes (4 ECTS) |
| Available places | 35 |

## Coordinator

Julien PENIN

## Lecturers

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Population</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julien PENIN</td>
<td>Population</td>
<td><a href="mailto:penin@unistra.fr">penin@unistra.fr</a></td>
</tr>
</tbody>
</table>

## Course format

<table>
<thead>
<tr>
<th>Working language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume of contact hours</td>
<td>24 h</td>
</tr>
<tr>
<td>Workload to be expected by the student</td>
<td>72 h</td>
</tr>
</tbody>
</table>

## Course track

Track : Attendance

**"Attendance" track :**
Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

**"Autonomous" track :**
Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.
Contribution of the course to the educational objectives of the programme

How the course contributes to the programme:

**LEARNING GOAL 1**: Students will master state-of-the-art knowledge and tools in management fields in general, as well as in areas specific to the specialized field of management.

- Students will identify a business organization’s operational and managerial challenges in a complex and evolving environment.
- Students will understand state-of-the-art management concepts and tools and use them appropriately.
- Students will implement appropriate methodologies to develop appropriate solutions for business issues.

**LEARNING GOAL 2**: Students will develop advanced-level managerial skills.

- Students will work collaboratively in a team.
- Students will participate in a decision-making process in a critical way.
- Students will communicate ideas effectively, both orally and in writing, in a business context.

**LEARNING GOAL 3**: Students will demonstrate their understanding of practices reflecting ethical, diversity and sustainable development values in business organizations.

- Students will identify and analyze issues relating to diversity, ethics and sustainable development in their business context.

**LEARNING GOAL 4**: Students will study and work effectively in a multicultural and international environment.

- Students will demonstrate written and oral competency in two foreign languages.
- Students will analyze business organizations and problems in a multicultural and international environment.

**Description**

Innovations are generally regarded as prerequisites for the long-term survival of companies. This assumption, however, is not a new phenomenon but has been present since the dawn of economic activity. In the framework of innovation research, the past decades have offered a number of insights regarding successful innovation management. Nevertheless, many companies fail in practice. The main problem lies in the unpredictability of the future. The main goal of this lecture is to present methods and instruments through a strategic innovation perspective, which would enable a company to prepare better for and face the unknown and ambiguous future. First of all, the interplay of innovation (in the sense of new products or new services) and an appropriate strategy increases the probability of future success. Thus, innovations can be compatible with the existing strategy and, at the same time, bring about a new strategy. If strategy is considered a starting point for innovations, employing strategic innovation (in other words, an innovative strategy) makes it also possible to reach new markets with already existing products and services.

**Educational organisation**

In class

**Lectures**

**Learning outcomes**

Upon completion of this course, students should be able to:

- **Recognize** the importance of innovation management
- **Use** methods and instrument through archetype of innovation perspective
- **Prepare** an innovative strategy. Innovations are generally regarded as prerequisites for the long-term survival of companies
- **Apply** the main concepts of innovation in a perspective of Business Plan creation

**Outline**

Introduction
Managing innovation in a knowledge-based economy

Chapter 1
Modeling the innovation process: From the linear model to open innovation

Chapter 2
Innovation cycles and the diffusion of technology

Chapter 3
Innovation strategies and their determinants

Chapter 4
Economic intelligence and technology watch

Chapter 5
Innovation within the firm: Structures, incentives and financing

Chapter 6
The valorization of innovation: Appropriation vs. diffusion strategies

Chapter 7
Strategic management of patents

Chapter 8
The shapes of open innovation: Market for inventions technologies, R&D alliances, crowdsourcing and open source innovation

Chapter 9
The management of technology transfer: Transaction costs and tacit knowledge

Chapter 10
Cases of start-up creation in biotech

**Prerequisites**

**Key concepts to understand:**

None

**Knowledge of:**

Basic economic concepts and strategy

**Teaching material**

**Documents in all formats**
- Syllabus
- Newspaper articles
- Books
- Case studies
**Recommended reading**

**Major works**:


**Articles published in scientific journals**

Further reading:


Breese P. (2002), Stratégies de propriété industrielle, Dunod.


Corbel Pascal (2010), Technologie, innovation, stratégie : de l’innovation technologique à l’innovation stratégique, Gualino ed.


Foray D. (2004), The economics of knowledge, MIT Press.

Gawer A. (2010), Platforms, markets and innovation, elgar ed.


Hope J. (2008), Biobazaar : The open source revolution and biotechnology, Harvard University Press.

Jaffé A., Lerner J. (2006), Innovation and its discontents: How our broken patent system is endangering innovation and progress and what to do about it.


Marcon C., Moinet N. (2006), L’Intelligence Economique, Dunod, les Topos.


Le financement des stratégies d’innovation - Jean Lachmann - économia (technique de gestion “T6”).

Research works by EM Strasbourg:

Assessment

Intermediate evaluation / continuous assessment 1 : last session
oral (30 min) / in group / English / weighting : 40%

Final assessment : last session
Grounds for expulsion from classes

Behaviors such as

- arriving late, leaving early, or exiting the classroom at inopportune moments during class
- ostentatiously eating or drinking in class
- using smartphones or laptops for non-class-related purposes
- reading texts unrelated to the course
- discussing topics unrelated to the course
- disrespecting the lecturer

may lead to expulsion from the class/course.