

Organizing Innovation

Course Objectives

The aim of this course is to provide students with a combination of theoretical and applied knowledge on organizing innovation. While successful innovation are highly visible (including products such as Apple's iPhone and process innovations such as Ryan Air's low-cost airfares), such success stories sometimes obscure the challenges and risks associated with innovation. Therefore, the course focuses on both the challenges and opportunities firms face when organizing for innovation and engaging in new product or service development. The course also examines the challenge to building and maintaining an innovative organization, the role of creativity and prototyping, and how individuals can successfully innovate in organizations. Students also learn about recent insights on key concepts relevant for the course, such as design thinking, and user driven or open innovation. It combines traditional lectures with case studies, in-class exercises, and group work. The course should be of interest to students aspiring to work in industry, public sector, non-profits, or startups.

Course Material

- Schilling, M. (2013). Strategic Management of Technological Innovation. Fourth Edition, McGraw-Hill.
(depending on availability, you can also use the Fifth edition published in 2016)
- Other course readings (papers and cases)

Teaching Method

One of the principal aims of this course is to teach you how to think about organizing innovation. The focus of the course therefore is on understanding different frameworks to analyze innovation, rather than providing set answers. To achieve this we use a combination of materials (including textbook, papers, videos, and cases), assignments (involving both group work and individual assignments), in-class exercises, and guest lectures.

This course involves a combination of groupwork and individual assignments.

Case Analysis(group)	5
Innovation Project (group)	10
Final Written Exam (individual)	12
Class Participation (individual)	3

1. Case Analysis

The case analysis will help you better understand how real-world firms are engaged in organizing innovation, in particular the difficult choices they face when introducing a product or process innovation.

The cases are made available online. Cases and assignment questions will be posted 1 week in advance. To be able to successfully participate in class, everyone needs to have carefully read and considered the case and the questions before class.

Each group is randomly assigned to a case included in the syllabus. This group assignment involves the following two parts: (1) presentation of the assigned case and (2) leading and managing class discussion for the assigned case session after the case presentation. The group presentation and class discussion should follow the discussion questions posted on the website for the case study analyzed. The group is responsible for stimulating class discussion. Therefore, credit will be given for raising issues and questions that go beyond what is obvious and for creativity in involving the class. You can use notes during presentation, but merely reading while presenting will negatively affect your evaluation.

2. Innovation Project

The Innovation Project work will be conducted by the same group assigned at the beginning of the semester. Each group faces the following scenario:

You have been requested to develop an innovation that addresses unmet consumer or industrial needs in a market of your choosing. This innovation can take the form of a product or process innovation, where you identify the opportunity, develop a launch strategy, and a market plan for this product/service or process, including details of how you would carry out concept development and testing. You can also include a preliminary financial plan.

You should apply the knowledge and understanding acquired in lectures, class discussions and your textbook. You will be assessed on the feasibility and relevance of your project, as well your ability to demonstrate that you understand and can apply key concepts introduced during the course. You are encouraged to be creative and, where possible, not just describe the innovation, but also visually depict it (e.g. as a prototype).

You are free to pick an innovation in any kind of market. Innovation Project choices should not overlap between groups. I will provide examples of topics in the first lecture.

The report should contain at least the following elements:

- Executive Summary
- Introduction
- Market Analysis and Opportunity Identification
- Idea Generation
- Product Concept Development
- Product Launch Planning
- Financial Analysis (optional)

Where possible, groups are strongly suggested to get first-hand information (e.g. interviews) about the innovation, and present a mix of qualitative and quantitative information about the innovation analyzed. Using a range of data sources (books, academic and non-academic articles) is highly encouraged.

Students are required to hand in a 25-30 page paper including all figures, tables, and references (12 point Times New Roman, double spaced, regular margins,) that covers the above mentioned points, and give a presentation in class.

3. Final Written Exam

The format of the exam will be an in-class set of written questions. The questions will draw on the key concepts discussed in the textbook, papers/articles, case analyses, and guest lectures.

4. Class participation

An important aspect of learning by the case method is class discussion of the issues, problems, and solutions. This approach, however, depends on students being thoroughly familiar with the details of the case under consideration. The quality of individual preparedness in case discussions is important. Attendance at all classes is expected. If you are not present, you cannot participate. Criteria which will be used to judge case preparedness include:

- Are the discussion points relevant to the case?
- Do the points go beyond recitation of the case facts?
- Are comments linked to those of others?
- Do comments further the class understanding of issues discussed during lectures and case discussion?
- Do comments raise interesting questions?
- Does the analysis make use of concepts from the readings or lectures?
- Are comments made in a respectful, professional, and constructive manner?

Please do not allow mobile phones/communication devices to disrupt class. Unnecessary class disruption of this kind will negatively impact your participation grade. To obtain the maximum score, you need to attend the classes regularly and consistently make insightful and meaningful contributions to class discussions.

Course outline & schedule

Organizing Innovation	Time	Date
Week 1	17:00 - 20:00	Wednesday 12-09-2018
1.1 Ch1: Introduction 1.2 Ch2: Sources of innovation Amabile (1998)		
Week 2	17:00 - 20:00	Wednesday 19-09-2018
2.1 Ch3: Types and patterns of innovation Henderson and Clark (1990) 2.2 Ch4: Standard battles and design dominance Shapiro and Varian (1999)		
Week 3	17:00 - 20:00	Wednesday 26-09-2018
3.1 Ch6: Defining the organization's strategic direction Ch7: Choosing innovation projects 3.2 Ch8: Collaboration strategies Chesbrough and Teece (1996) (optional)		

Week 4	17:00 - 20:00	Wednesday 03-10-2018
4.1 Ch5: Timing of entry Suarez and Lanzolla (2005)		
4.2 Business Simulation Exercise		
Week 5	17:00 - 20:00	Wednesday 10-10-2018
5.1 Ch9: Protecting innovation Ch10: Organizing for innovation		
5.2 Ch11: Managing the new product development process Ulrich (1995) (optional)		
Week 6	17:00 - 20:00	Wednesday 17-10-2018
6.1 Case 1		
6.2 Case 2		
Week 7	17:00 - 20:00	Wednesday 24-10-2018
7.1 Case 3		
7.2 Case 4		
Week 8	17:00 - 20:00	Wednesday 31-10-2018
8.1 & 8.2 Midterm break		
Week 9	17:00 - 20:00	Wednesday 07-11-2018
9.1 & 9.2 Interim Presentations		
Week 10	17:00 - 20:00	Wednesday 14-11-2018
10.1 Case 5		
10.2 Case 6		
Week 11	17:00 - 20:00	Wednesday 21-11-2018
11.1 Ch12 Managing the new product development teams Von Hippel et al., (1999)		
11.2 Ch13 Crafting a development strategy		
Week 12	17:00 - 20:00	Wednesday 28-11-2018
12.1 Report presentations		
12.2 Wrap-up		

Course Policies

You must abide by University policy on academic dishonesty, including plagiarism, sabotage, falsification of material or information, bribery, as well as theft, damage, or misuse of University resources. Plagiarism and cheating indicate a lack of respect for ethical considerations and peer responsibilities and will result in an immediate failure grade for the course.

Being prepared for class: You should be ready to discuss any assigned readings and to answer any assigned questions for each class session, including being ready to open a case assigned for that day. Attendance for the entire session at every class is mandatory; should an emergency situation arise, students must notify me as soon as possible; attendance problems do not exempt you from turning in work on the due date; your grade for participation will be affected by absences and late arrivals.

Minimizing disruptions: All cell phones and other electronic devices should be turned off during class. You should not leave and re-enter the class. You should avoid engaging in side conversations during class.