Communication Policy
Email - Email received will be responded to within 24 hours, unless notified otherwise.

Why you should take this course?

Managing International Innovation

COURSE PROGRAM

We are constantly being told that the 21st century is the age of "global innovation" but, what does it mean? Leading away from the academic discourse, GE's global development of wind turbines is a good example: the design and integration was done in New York, the microprocessor to control the pitch of the blades was designed in Shanghai, Bangalore was responsible for mathematical models to maximize materials efficiency, while a team in Munich designed a system to deliver optimal blade pitch to produce maximum electricity.

The increasing diversity and dispersion of knowledge, the growth of new markets, and the emergence of new competitors require a different way how firms innovate. They need to transform themselves into global innovators.

This course provides a holistic framework to approach the global innovation challenge, going from the most strategic aspects involved in the design of a global innovative perspective to the most managerial ones implicit in managing global innovation projects. Real-world examples and experiences of leading organizations will help us to pursue such objectives.
COURSE LEARNING OBJECTIVES

At the end of the course, students should be able to:

1. To understand the challenge of global innovation
2. To know how to design a global innovative strategy and implement it through processes and new capabilities
3. To know how to build an innovation network and how to access new knowledge globally
4. To know strategies and tactics for managing global projects from inception to delivery, including through collaboration with external partners

SPRING 2019 Agenda:

1. Pre-trip, on campus meetings:
   a. Friday, February 1, 2019, 6:00 - 8:00 pm
   b. Friday, February 15, 2019, 6:00 - 8:00 pm
   c. Friday, March 1, 2019, 6:00 - 8:00 pm
   d. Friday, March 29, 2019, 6:00 - 8:00 pm

2. Activities
   a. Innovation introduction
   b. Readings – technology and innovation (see evolving list at the end of syllabus)
   c. Workshops at ESADE
   d. Company visits in Barcelona
   e. Pre-visit research and CASE studies
   f. Postings on Blackboard each day
   g. Final Project – in Barcelona
   h. Final paper

DELIVERABLES: (This will definitely change)

- Introduction to class, assignments and innovation. February 1st.
- Pre-trip assignment - research on companies – done in teams– presented in class, February 15th, and posted in discussion board – before arriving in Barcelona
  o Create a short summary – no longer than 2 pages
  o Create a presentation – no longer than 5 slides
  o Must contain:
    ▪ A brief description of the company’s business
    ▪ A brief description of the company’s history – you may want to include influential individuals.
    ▪ Specific issues/concerns/advantages for the company
- March 1st – Pre-travel orientation
- Participation
  o Questions for meetings – posted in discussion board by team researching the company – before arriving in Barcelona–
  o however – each of you should prepare at least one question for the Q&A session for EACH of the companies visited and add it to the discussion board.
  o Engagement in class discussions.
• **Postings on meeting** – individually - your thoughts and take-aways – *daily after company visit* - not after travel – posted in Blackboard – one to two paragraphs.

• **Presentation** – last day at ESADE – Project presentation.

• **Post-trip assignment** - after returning - update your initial slide set and report. Use the knowledge you have gained during the visit to the company to evaluate your previous findings. Add to your report the answer to the following questions: *Due March 29th for presentation also.* This increases the length of the original paper and adds 1-2 presentation slides.

• **Final Paper** – Due *April 12th* – individual paper – topic – TBA – flexible depending upon activities during visit.

A TYPICAL DAY ON THE BARCELONA TRIP:

- Meet at a designated location (differs with daily activity)
- Workshop at ESADE or Company visits
- Cultural visits
- Debrief for the day – 30 minutes
- Set meeting time for following day
- Dinner – several together, most often on your own – free time

EVALUATION: *(This will change as the workshops at ESADE may be modified)*

• **Company research, presentation and questions** 20%
  - You will be well informed about the organization hosting the class and be ready to ask questions related to the firm.
  - You will also provide a 5 minute briefing on the bus before the actual company visit. This will refresh memories.

• **Daily reflections** 20%
  - Your take-away and thoughts about the company visit(s) that day while they are still in your memory. These reflections also help plan visits for another year.

• **Participation during company visits** 10%
  - Not everyone will be able to participate in every visit, however, you should contribute to the discussion even if the company was not ‘your’ responsibility.

• **Final Project in Barcelona – presentation included** 30%

• **Final papers and presentations** 20%
  - You may have a choice of topics. The paper will be about 5-8 pages, with brief presentations on the last meeting day.

READINGS *(These change yearly):*

• The innovation incubator, university business incubator and technology transfer strategy: The case of Thailand Jarunee Wonglimpiyarat College of Innovation, Thammasat University

• Government policies towards Israel's high-tech powerhouse Jarunee Wonglimpiyarat College of Innovation, Thammasat University

• Where Good Technologies Come From, *December 2010* Compiled And Edited By: Jesse Jenkins, Devon Swezey And Yael Borofsky, Original Research And
Writing By: Helen Aki, Zachary Arnold, Genevieve Bennett, Chris Knight, Ashley Lin, Teryn Norris,

Readings on Barcelona and Innovation


CASE: Junghee Han, Chang-min Park, (2017) "Case study on adoption of new technology for innovation: Perspective of institutional and corporate entrepreneurship", Asia Pacific Journal of Innovation and Entrepreneurship, Vol. 11 Issue: 2, pp.144-158

CASE: Zipcar

CASE: Football Club, Barcelona
RUBRICS FOR EVALUATION:

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<tr>
<th>Participation</th>
<th>Rating</th>
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<td><strong>10%</strong></td>
<td>☐ Exemplary</td>
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<td>• Attends all classes. Is on-time. Has prepared for class. Regularly contributes interesting, insightful comments to class discussion, both in the classroom and on Blackboard. Relates material read to actual practice and presents good examples of concepts discussed. Builds on comments of others and responds appropriately to others’ questions, contributions, concerns, or reactions. Raises good questions. Assists in moving class discussion forward. Encourages differences of opinion and healthy debate. • Poses thoughtful questions during company visits</td>
<td>☐ Proficient</td>
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<th>Daily Reflections</th>
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<td>• Posted on BlackBoard – daily</td>
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<td>• Thoughts about company visits(s) or activities for that day.</td>
<td>☐ Competent</td>
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<td>• What you learned/take-aways</td>
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<td>• 1-2 paragraphs</td>
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<td>• Well written, thoughtful</td>
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<td>Company Research and Presentation</td>
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<td><strong>PreVisit and PostVisit (20%)</strong></td>
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<td>• <strong>Organization.</strong> Draws the audience in, clearly includes the</td>
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<td>o A brief description of the company’s business</td>
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<td>o Specific issues/concerns/advantages for the company</td>
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<td>• Demonstrates research into the company – good references</td>
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<td><strong>Presentation skills.</strong> All group members contribute significantly to the presentation. Prepared to present the topic and answer questions. Delivered with poise and comfort with the material. Engages the class. Good eye contact while presenting.</td>
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<tr>
<td><strong>Mechanics.</strong> Spelling and grammar are accurate and appropriate for a scholarly presentation. Quality of citations used is appropriate for a scholarly presentation. Correct use of APA format for all citations and references. If used, graphs/tables are succinct, easy to understand, and well formatted.</td>
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<th>Final Project in Barcelona</th>
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<td><strong>30%</strong></td>
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<td>• <strong>Organization:</strong> Well organized to create a logical, focused argument so that topics that need to be discussed together are presented together. Transitions are smooth, thoughtful, and clearly show how ideas relate to one another.</td>
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<td>• <strong>Presentation Skills</strong></td>
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<td>Final Paper</td>
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| • **Organization.** Clearly addresses all these issues and questions:  
  • Topic – TBA | ☐ Exemplary ☐ Proficient ☐ Competent ☐ Developing | ___/5 |
| • Well organized to create a logical, focused argument so that topics that need to be discussed together are presented together. Transitions are smooth, thoughtful, and clearly show how ideas relate to one another. | ☐ Exemplary ☐ Proficient ☐ Competent ☐ Developing | ___/5 |
| • Is the paper interesting to read?  
  • Does the paper convey new knowledge – researched or experiential? | ☐ Exemplary ☐ Proficient ☐ Competent ☐ Developing | ___/5 |
| • **Mechanics.** Spelling and grammar are accurate and appropriate for a scholarly presentation. Quality of citations used is appropriate for a scholarly presentation. Correct use of APA format for all citations and references. If used, graphs/tables are succinct, easy to understand, and well formatted. | ☐ Exemplary ☐ Proficient ☐ Competent ☐ Developing | ___/5 |
Number of contact (face-to-face) hours:

- 4 class meetings – 10 hours
- Workshop at ESADE – 8 hours
- Final Presentation at ESADE – 3 hours
- Lectures at Barcelona Football and Chocolate Museum 4 hours
- 4-6 company visits – 8-12 hours
- 5 daily debriefings – 5 hours

Number of virtual contact hours:

- 4-6 hours – CASE preparations and discussions
- 4-6 company reflections – 30 minutes each – including comments on others