

Innovation and Project Management

Single subject and programme course

15 credits

Innovation and Project Management

722A40

Valid from: 2013 Autumn semester

Determined by

The Quality Board at the Faculty of Arts
and Sciences

Date determined

2012-09-11

Revision date

2014-12-19

Main field of study

Business Administration

Course level

Second cycle

Advancement level

A1N

Course offered for

- Master's Programme in Business Administration - Strategy and Management in International Organisation

Entry requirements

Bachelor's degree in Business Administration or Economics of at least 180 ECTS or equivalent. Alternatively, a bachelor's degree with/and at least 60 ECTS (two semesters of full-time study) of Business Administration-related courses (for example Accounting, Marketing, Organization Theory, Strategy, Finance, HRM).

English corresponding to the level of English in Swedish upper secondary education (English 6/B).

Exemption from Swedish 3/B.

Intended learning outcomes

Knowledge and understanding

After having successfully completed the course, the student should, on an advanced level, be able to

- synthesize knowledge gained through reading, discussions, experiences and cases, and express it orally and in writing.

Skills and abilities

After having successfully completed the course, the student should, on an advanced level, be able to

- analyze complex situations, identify patterns and problems in order to propose solutions in the field of innovation and project management,
- reflect on the outcomes of different choices on the basis of the theoretical perspectives in the field.

Values and attitudes

After completion of the course, the student should have developed a critical and reflective attitude towards what they read and experience within the field of innovation and project management.

Course content

This course takes its point of departure in the knowledge-based theory of the firm to suggest that the ability of firms to integrate the knowledge of various specialists is vital for innovative and new product development activities to be successful. From such a point of departure research on knowledge integration in and between development projects are discussed. Further, the particular challenges of project-based organizations, which are commonly used to organize innovative and new product development activities, are discussed. So far, the focus has been on innovation and new product development which takes place within the boundaries of a single firm. However, during the last decade many firms have opened up their innovative activities to include e.g. customers, suppliers or even competitors and we therefore discuss the implications of this development and particularly discuss and analyze different kinds of collaborative R&D projects and how they can be governed and coordinated. In the last part of the course we focus on radical innovation and dynamics of innovation to take a more critical approach to the possibilities of managing innovation and acknowledge the fact that some of the most radical innovations have not been generated in carefully managed projects where specialists have integrated their knowledge.

Teaching and working methods

The basic learning pillars of this course are;

- Lectures, complemented by individual reading to introduce the students to the research areas and lay a theoretical foundation.
- Cases, where the students will apply what they have learned during lectures and reading to show their ability to analyse complex situations and propose relevant solutions.
- Interactive seminars where the above-mentioned cases are discussed and critically reflected upon.

The course is designed to encourage active participation and the students are involved in interactive and dialogue-based learning situations.

Language of instruction: English

Examination

The course will be examined through a number of exercises that are spread out over the duration of the course.

- Written tests (individual)
- Casework (teams)
- Research proposal (pairs)

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it. If the coordinator has instead recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

Department

Institutionen för ekonomisk och industriell utveckling