

# Semester Plan

**MSc. In Innovation, Knowledge and  
Economic Dynamics (MIKE-E)**

&

**MSc. In Innovation, Knowledge and  
Entrepreneurial Dynamics (MIKE-B)**

2nd semester

Spring 2016

Version (18.01.16 hkka)

Aalborg University

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**Welcome to the MSc programmes MIKE-B and MIKE-E  
2<sup>nd</sup> term (8<sup>th</sup> semester):  
Dynamics in organizations and systems of innovation**

Welcome to the MSc Programme in Innovation, Knowledge and Entrepreneurial Dynamics (MIKE-B for short) and to the MSc programme in Innovation, Knowledge and Economic Dynamics (MIKE-E for short). Students at the two ‘sister programmes’ follow course activities together and this semester plan describes the 2nd semester activities for both programmes in the spring 2016. The first half of the semester is primarily devoted to intensive course work and lectures, while the second half is dominated by project-work in groups.

By bringing the two groups of students and staff members together we want to stimulate a much needed dialog between micro and macro perspectives on knowledge, innovation and entrepreneurship. We also strongly urge you to form project groups involving some members with a bachelor background in economics and others coming from business economics/administration.

Most innovations come through step-by-step building on interactive learning and constructive feedback between users and producers. We hope you – as was the case in the first semester - will continue to be constructive users so we as staff and students together can make necessary adjustments to the programme in time.

Helle K. K. Arenshøj  
Secretary

Jacob R. Holm  
Study Coordinator

## **Overview of MIKE-B and MIKE-E 2<sup>nd</sup> semester**

The European Credit Transfer System (ECTS) is used to indicate the workload of a study activity. For full time studies, students must have a minimum of 30 ECTS credits per semester.

### **2<sup>nd</sup> term (8<sup>th</sup> semester): Dynamics in organizations and systems of innovation**

Courses/seminars/assignments:

- Module 6: Systems of innovation in regional, national and global context (5 ECTS)
- Module 7: Evolution of organizations and business models (5 ECTS)
- Module 8: Elective (5 ECTS)
- Module 9: Project work (15 ECTS): Project within the theme of the semester, “Dynamics of organizations and systems of innovation.

## **MIKE coordinators, secretary and academic staff**

### **Study coordinator:**

Jacob R. Holm (JRH), Fib11, room 101a. Email: [jrh@business.aau.dk](mailto:jrh@business.aau.dk)

### **Secretary (both MIKE-E & MIKE-B):**

Helle K. K. Arenshøj (HKKA), Fib. 4, room 101A. email: [arenhoej@business.aau.dk](mailto:arenhoej@business.aau.dk)

### **Lecturers and supervisors:**

Annemarie Østergaard (AØ), Fib11 room 107, email: [aoe@business.aau.dk](mailto:aoe@business.aau.dk)

Bengt-Åke Lundvall (BÅL), Fib11 room 144, email: [bal@business.aau.dk](mailto:bal@business.aau.dk)

Björn Johnson (BJ), Fib. 11, room 112b, email: [bj@business.aau.dk](mailto:bj@business.aau.dk)

Christian Richter Østergaard (CRO), Fib11 room 120, email: [cro@business.aau.dk](mailto:cro@business.aau.dk)

Daniel Stefan Hain (DSH), Fib11 room 97b, email: [dsh@business.aau.dk](mailto:dsh@business.aau.dk)

Eunkyung Park (EKP), Fib11 room 146, email: [eunkyung@business.aau.dk](mailto:eunkyung@business.aau.dk)

Ina Drejer (ID), Fib11 room 99, email: [id@business.aau.dk](mailto:id@business.aau.dk)

Letícia Antunes Nogueira (LAN), Fib11 room 91, email: [lan@business.aau.dk](mailto:lan@business.aau.dk)

Louise Brøns Kringelum (LBK), Fib 2 room 42, email: [kringelum@business.aau.dk](mailto:kringelum@business.aau.dk)

Marija Rakas (MR), Fib11 room 91, email: [rakas@business.aau.dk](mailto:rakas@business.aau.dk)

Nazanin Eftekari (NE), Fib11 room 140, email: [ne@business.aau.dk](mailto:ne@business.aau.dk)

Poul Houman Andersen (PHA), Fib11 room 97a, Email: [poa@business.aau.dk](mailto:poa@business.aau.dk)

Roman Jurowetzki (RJ), Fib11 room 142, email: [roman@business.aau.dk](mailto:roman@business.aau.dk)

Yariv Taran (YT), Fib10, room 3-210, email: [yariv@business.aau.dk](mailto:yariv@business.aau.dk)

+ Guest lectures

## Facilities

### IT facilities

IT facilities, incl. printers are located in Fibigerstræde 11 and Fibigerstræde 2.

The IT facilities give access to various programmes, E-mail and the Internet, see <http://www.en.its.aau.dk/> for more information.

### AAUcard - multifunctional card

Enrolled students will receive an AAUcard. The AAUcard is a multifunctional card serving as:

- Student card/id card
- Admission card for the relevant buildings
- Library card

Before you can use your AAUcard it needs to be activated. Read here for further information about the AAUcard: <http://www.aau.dk/aucard/index.php?sprog=eng>

### Copying service:

Copying machines all over campus, AAUcard can be used.

### Group rooms:

For user name and password for booking group room you have to contact the secretary or look into Moodle.

### Library

The University Library (AUB) is located: Langagervej 2, see <http://www.aub.aau.dk> for further information.

### Book Store

The University Book Store (FACTUM Books) is located: Fibigerstræde 15, see <http://www.factumbooks.dk> for further information.

### International Office

The International Office is located: Frederik Bajers Vej 5, see <http://studyguide.aau.dk> for further information.

### MIKE Moodle site

Updated information related to the semester activities will be available from the MIKE Moodle site at <http://www.moodle.aau.dk>. The information contained in this semester catalogue is up to date at the beginning of the semester. Any changes during the semester will be advertised via Moodle.

## **Textbooks and other reading materials**

The main textbooks are available at the University Bookstore ("Centerboghandel") situated in the Fib15. All other literature (articles, book-chapters and notes) will be posted on the MIKE Moodle site, <http://www.moodle.aau.dk/>. Articles published in online journals are also available from the University Library online, <http://www.aub.aau.dk>.

## Important dates and deadlines

(version 18.01.16 hkka)

Introduction to the 2 <sup>nd</sup> semester and assignment hand out for module 7	February 1, 10.00-12.00 (Fib. 11- 115) Welcome and Introduction to 2 <sup>nd</sup> semester by Jacob Rubæk Holm
Intro and group formation to semester project	February 8, 08.15-09.30, Fib.11, room 115 (JRH)
Hand in of subject and groups for semester project	February 12, 8.00 by email to semester coordinator <a href="mailto:jrh@business.aau.dk">jrh@business.aau.dk</a>
Submit assignments Module 8	March 30, 10.00, upload in Moodle and hand in 2 set to the secretary
Exam, Module 6: Hand out of assignments	April 13, at 10.00 by Moodle
Exam, Module 6: Submit the assignment	April 15, at 10.00, one digital copy on Moodle and 2 hard copies at the secretary, not later the 10.30
Exam: Module 8	April 19 and 20, detailed plan to follow
All module 7 assignment groups must be formed and group lists send	March 10, 16.00 by email to Jacob R. Holm <a href="mailto:jrh@business.aau.dk">jrh@business.aau.dk</a>
Submit assignments Module 7	April 11, 10.00, upload in Moodle and hand in 2 set to the secretary
Hand in Semester project	May 31, 10.00 at the secretariat, 2 set and receipt for uploading on <b>digital library</b>
Exam: Module 7	April 25 and 26, detailed plan to follow
Exam: Module 9, Semester project	June, Week 25, detailed plan to follow



## Exams

There are four exams during the semester. These will appear on your final certificate.

1. Module 6: A written internal examination covering the course curriculum for the module. From the time the exam is distributed, students have 48 hours to complete the exam and hand in their paper. The grading is given according to the Danish 7-point marking scale. The examination weighs 5 ECTS.
2. Module 7: An oral internal group examination covering the course curriculum for the module. The examination is based on an oral presentation and an ensuing discussion with written student assignments as its point of departure. At the examination your course lecturer and a second internal examiner participate. The course lecturer chairs the session. The duration of the examination is approximately 30 minutes per student. The grading is given according to the Danish 7-point marking scale. The examination weighs 5 ECTS.
3. Module 8: An oral internal examination covering the course curriculum for the module. The point of departure for the exam is the assignment, which students have submitted. At the examination your course lecturer and a second internal examiner participate. The course lecturer chairs the session. The duration of the examination is approximately 30 minutes per student. The grading is given according to the Danish 7-point marking scale. The examination weighs 5 ECTS.
4. Module 9: An oral external group examination covering the semester project work. The examination is based on an oral presentation and an ensuing discussion with the group's written project report as its point of departure. At the examination your supervisor, a second external examiner and the entire project group participate. Your supervisor chairs the session. The duration of the examination is approximately half an hour per student in the group. For a group of 4, for example, the examination is two hours. Evaluation and grading are strictly individual based on each student's performance at the exam. The grading is according to the Danish 7-point marking scale. The examination weighs 15 ECTS.

Foreign *guest* students (foreign students who are only here for one or two semesters) are awarded a certificate showing the grades as well as the list of courses attended. The Certificate serves as the basis for transferring credits to the home university.

# Module 6: Systems of Innovation in Regional, National and Global Context

(version 261115jrh)

Christian Richter Østergaard (CRO), [cro@business.aau.dk](mailto:cro@business.aau.dk) (Course coordinator)  
Bengt-Åke Lundvall (BAL), [bal@business.aau.dk](mailto:bal@business.aau.dk)  
Björn Johnson (BJ), [bj@business.aau.dk](mailto:bj@business.aau.dk)

## Objectives

The main aim of the course is to define and discuss different types of innovation systems and clusters theoretically as well as empirically emphasising the relations between institutions, institutional change and innovation. Spatial aspects are emphasized. Secondly the course draws implications for management strategies and for public policy.

## Contents

- Innovation systems as analytical approach
- National Systems of Innovation (NSI), Regional Systems of Innovation (RIS), clusters, and Sectoral - and Technological Systems of Innovation (SSI/TSI)
- Innovation policy and policy learning
- Innovation indicators and innovation system performance
- Role of institutions in innovation systems
- Innovation systems and development

## Learning outcomes

Upon successful completion of the course the student will have gained

- knowledge
  - of relevant theories within the field of innovation systems and economic development
  - of the characteristics of national and regional innovation systems
- skills
  - to analyse how different innovation systems affect processes of economic development
  - to analyse the impact of management strategies and public policy in innovation systems
- competences
  - to conduct, structure and report the results of research on how different innovation systems affect processes of economic development at the national and regional level and the implications for management strategies and for public policy.

## Teaching methods

Combination of lectures and seminars in which the students have to prepare small literature presentations.

## Exam

48 hour written internal exam. Exams will be distributed by email and must be submitted by email as well as in hard copy.

## Evaluation criteria

The grade '12' is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.

## Literature

- Archibugi, D., M. Denni, and A. Filippetti, (2009) "The technological capabilities of nations: The state of the art of synthetic indicators", *Technological Forecasting and Social Change*, Volume 76, Issue 7, September 2009, Pages 917-931
- Bergek, A., S. Jacobsson, B. Carlsson, S. Lindmark, and A. Rickne, (2008) "Analyzing the functional dynamics of technological innovation systems: A scheme of analysis", *Research Policy*, Volume 37, Issue 3, April 2008, Pages 407-429,
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- Dahl, M. S., Østergaard, C. R., and Dalum, B., (2010), "Emergence of regional clusters: the role of spinoffs in the early growth process"; in *The Handbook of Evolutionary Economic Geography*. Boschma, R. & Martin, R. (red.). 2010 Cheltenham, UK : Edward Elgar Publishing s. 205-221. (Moodle)
- Edquist, C. and Johnson, B. (1997), "Institutions and organisations in systems of innovation" in Edquist, C. (ed), *Systems of Innovation*, Pinter. (Moodle).
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- Gu, S. and Lundvall, B.-Å- (2005), "Policy learning as a key process in the transformation of the Chinese Innovation System", Tsinghua University, Contribution to Pataparong, Vang and Lundvall (eds.), *Asia's innovation systems in transition*. (Moodle)
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- Johnson, B., Andersen, A D. (2012) "Learning, Innovation and Inclusive Development" Björn Johnson and Allan Dahl Andesen (eds), *Globelics Thematic Report 2011/12*, Aalborg Universitetsforlag.(can be downloaded from [GlobeLics.org](http://GlobeLics.org))
- Lundvall, B.-Å. (2007), Innovation system research; where it came from and where it might go, *GlobeLics Working Paper No 07-01*, [www.globelics.org](http://www.globelics.org).
- Lundvall, B.-Å. and Borrás, S. (2005), 'Science, technology and innovation policy - old issues and new challenges', in Fagerberg, J., Mowery, D. and Nelson, R.R. (eds.), *Handbook of Innovation*, Oxford University Press. (Moodle).

- Lundvall, B.-Å. (2008a), “Innovation and competence building in the learning economy – Implications for innovation policy” (Kunnskapsdugnaden 2008, Delprojekt om Kunnskap og læringsøkonomi), Aalborg University / Sciences Po, Paris. (Moodle)
- Lundvall, B.-Å. (2008b), “A note on characteristics of and recent trends in National Innovation Policy Strategies in Denmark, Finland and Sweden. 10 s. Download from: [http://www.kunnskapsdugnad.no/portal/page/portal/kunnskapsdugnaden/rapporter/artikkel?p\\_document\\_id=746506](http://www.kunnskapsdugnad.no/portal/page/portal/kunnskapsdugnaden/rapporter/artikkel?p_document_id=746506)
- Lundvall, B.-Å., Vang, J., Joseph, K.J. and Chaminade, C. (2009), “Innovation system research and developing countries”, in Lundvall, B.-Å., Joseph, K. J., Chaminade, C. and Vang, J. (eds.) (2009), *Handbook of Innovation Systems and Developing Countries – Building Domestic Capabilities in a Global Setting*, Edward Elgar. (Moodle)
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- Mudambi R. and Swift T. (2012) Multinational Enterprises and the Geographical Clustering of Innovation, *Industry & Innovation* 19, 1-21.
- Nelson, R. and Sampat, B.N, (2001) “Making sense of institutions as a factor shaping economic performance”, *Journal of Economic Behaviour and Organisations*, Vol. 44, pp 31-54. (AUB online)
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- Oinas, P. and Malecki Edward J. (2002). The Evolution of Technologies in Time and Space: From National and Regional to Spatial Innovation Systems. *International Regional Science Review* 25, 1: 102–131.
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- Tödting, F. and Tripl, M. (2005), “One size fits all? Towards a differentiated regional innovation policy approach”, *Research Policy*, 34, pp. 1203-1219. (AUB online)
- Verspagen, B. (2005), “Innovation and Economic Growth”, in Fagerberg, J., Mowery, D. and Nelson, R. (eds.), *Handbook of Innovation*, Oxford University Press. (Moodle).
- Østergaard, C.R. and Park,E. (2015), "What Makes Clusters Decline? A Study on Disruption and Evolution of a High-Tech Cluster in Denmark.", *Regional Studies*, Vol. 49, No. 5, pp. 834-849.
- Østergaard, C.R., Reinau, K.H. and Park,E. (2016), " The dual role of multinational corporations in cluster evolution: when you dance with the devil, you wait for the song to stop", in Fiorenza Belussi and Jose Luis Hervás Oliver (2016) *Unfolding cluster Evolution*, Routledge

## Schedule

Lect.	Subject	Literature
6-1 (BAL)	Innovation systems as analytical approach. Focus on national systems of innovation	Lundvall (2007) Oinas and Malecki (2002)
6-2 (BAL)	Innovation policy and knowledge politics	Lundvall and Borrás (2005), Lundvall (2008a)
6-3 (BAL)	National strategies for innovation and Policy learning	Lundvall (2008b), Gu and Lundvall (2005)
6-4 (BJ)	The role of institutions in innovation systems: institutions and institutional change	Edquist and Johnson (1997), Hodgson (1998), Nelson and Sampat (2001)
6-5 (BJ)	The role of institutions in innovation systems: institutions, innovations and growth	Nelson and Sampat (2001), Verspagen (2005), Rodrik (2006)
6-6 (BJ)	Systems of innovation: growth and development. North and South	Johnson and Andersen (2012) Lundvall et. al (2009), North (2005), Rodrik (2006)
6-7 (CRO)	Sectoral and technological systems of innovation	Malerba (2002), Bergek et al. (2008) Figueiredo (2010) (S)
6-8 (CRO)	Clusters, proximity and innovation	Enright (2001), Boschma (2005)
6-9 (CRO)	Evolution of regional clusters	Dahl et al. (2010) Menzel and Fornahl (2010)
6-10 (CRO)	Regional innovation systems, regional lock in and cluster decline	Tödting and Trippel (2005) Østergaard and Park (2015)
6-11 (CRO)	Global innovation systems, multinationals and clusters	Mudambi and Swift (2012) Østergaard et al. (2016)
6-12 (CRO)	Innovation system performance	Furman et al. (2002), Archibugi et al. (2009)

# Module 7: Evolving organizations and business models (5 ECTS) (24.11.15 JRH)

## Lecturers

Jacob Rubæk Holm (JRH), [jrh@business.aau.dk](mailto:jrh@business.aau.dk) (coordinator)

Yariv Taran (YT), [yariv@business.aau.dk](mailto:yariv@business.aau.dk)

Nazanin Eftekhari (NE), [ne@business.aau.dk](mailto:ne@business.aau.dk)

## Objective

The objective of this course is to provide students with an evolutionary perspective on the founding, transformation, innovation and disbanding of organizations. In addition, we will introduce the students to concepts like change management and business models that provide ways in which managers can deal with some of these challenges. By following this course, students will be able to comprehend how internal and external social relations, and social institutions, enable and constrain organizations in the pace of this organizational evolution. Given the complexities involved in these transformational processes, focus will also be given for clarifying the business model concept, and its innovation challenges.

Topics that will be discussed in this course are:

- The evolutionary perspective on organizations
- The entrepreneur and the emergence of the organization
- The development of organizational boundaries
- Organizational routines and competences and how they shape the organizational form
- The transformation of organizations and organizational change
- Change management processes and challenges
- Clarifying business models and the role in the development of businesses; and
- Population perspective on organizations.

Learning outcomes:

Upon successful completion of the course the student will have gained

- knowledge
  - of an evolutionary understanding on the founding, transformation, and disbanding of organizations.
  - of the key concept and theories that have been introduced in the course
- skills
  - to apply these theories and concept in their managerial, executive, entrepreneurial and/or academic career
- competences

to consider the public policy implications of the information provided in the main textbook and lectures.

## Teaching methods

Combinations of lectures and seminars in which the students have to prepare in order to actively participate in class discussions.

## Exam

An oral internal individual examination covering the assignment and the course curriculum for Module 7. The examination is based on an oral presentation and an ensuing discussion written student assignment as its point of departure. The duration of the examination is approximately half an hour per student. The grading is given according the Danish 7-point marking scale. The examination weights 5 ECTS.

### Evaluation criteria

The grade '12' is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.

### Assignments

During the first lecture, the students will be introduced to the assignments that are part of the course.

### Required literature

Aldrich H.E., and Ruef, M. (2006) *Organizations Evolving*, Second Edition. London: Sage Publications.

### Additional reading

Check Moodle to see the additional reading material connected to the different lectures.

### Lectures and exercises (based on 9 lectures and 6 exercises).

M7-1 (JRH)	Lecture 1: Evolutionary Approach to Organizations <i>Aldrich and Ruef: Chapters 1, 2 and 3</i>
M7-2 (NE)	Lecture 2: Entrepreneurship: Founding and disbanding of organizations <i>(See literature on moodle)</i>
M7-3 (NE) With the above	Exercises
M7-4 (YT)	Lecture 3: Change management processes in organizations <i>(See literature on moodle)</i>
M7-5 (YT) With the above	Exercises
M7-6 (YT)	Lecture 4: Clarifying business models and their innovation processes (theory focus) <i>(See literature on moodle)</i>
M7-7 (YT)	Lecture 5: Business model innovation in practice, continuous innovation challenges, and network based business model innovation <i>(See literature on moodle)</i>
M7-8 (YT) With the above	Exercises
M7-9 (YT)	Lecture 6: Decision making under uncertain and complex conditions <i>(See literature on moodle)</i>
M7-10 (YT) With the above	Exercises
M7-11 (JRH)	Lecture 7: Organizational Boundaries <i>Aldrich and Ruef: Chapter 5</i>
M7-12 (JRH)	Lecture 8: Organizational Forms <i>Aldrich and Ruef: Chapter 6</i>
M7-13 (JRH) With the above	Exercises
M7-14 (JRH)	Lecture 9: Organizational Transformation <i>Aldrich and Ruef: Chapter 7</i>
M7-15 (JRH) With the above	Exercises
Course exam	

## Module 8: Elective:

### Module 8: Innovation in Globalization and Economic Development

(version 2015-12-17)

Eunkyung Park (EKP), [eunkyung@business.aau.dk](mailto:eunkyung@business.aau.dk) (Course coordinator)

Bengt-Åke Lundvall (BAL), [bal@business.aau.dk](mailto:bal@business.aau.dk)

Björn Johnson (BJ), [bj@business.aau.dk](mailto:bj@business.aau.dk)

Jacob Rubæk Holm (JRH) [jrh@business.aau.dk](mailto:jrh@business.aau.dk)

Dmitrij Slepnirov (DS) [ds@business.aau.dk](mailto:ds@business.aau.dk)

#### Objectives

*The global north-south division illustrates that there is marked difference in the level of economic development and living standards among different nations in the world. On the one hand, globalization of economic activities seems to intensify the polarization of this division as more advanced activities are conducted in the North and the less advanced activities in the South. On the other hand, the global networks of economic activities provide opportunities for less developed countries to learn and build capabilities through the interaction with the north.*

*The course takes a point of departure in the concepts and frameworks related to innovation and economic development, and introduce the students how they can be applied in the operations of firms in the context of the north and the south. The aim is to allow students to make connection between macro and micro perspective in understanding innovation and economic development in the globalized world.*

#### Contents

- Catching-up and economic development
- Inclusive/ sustainable development
- Innovation system
- Global value chain and operations of firms in the global context
- Emerging economy multinationals

#### Learning outcomes

Upon successful completion of the course the student will have gained

- *knowledge*
  - *on various concepts and theories on globalization, innovation and economic development*
  - *on the context of the global north-south division and the implications of this division for the operations of firms*
- *skills*



- *to apply the concepts and theories of innovation in understanding the operations of firms in different global context*
- *to assess relevant innovation and development strategies for the south*
- *competences*
  - *to pinpoint relevant research questions in relation to innovation and economic development in the north and the south and conduct structured analyses for the research question put forward*

### **Teaching methods**

Combination of lectures, exercises and assignment.

### **Exam**

Oral internal examination based on submitted assignment. Individual exam based on the group assignment.

### **Assignment**

The assignment will consist of a case study and the students will be asked to study a number of predefined problems in the case based on concepts and theories from the lectures.

The assignment will be prepared in groups. These groups can be the same as the groups for the semester project. Students will have to notify the course coordinator about their group composition.

The seminar on the assignment case will be based on a specific question that the students need to answer and discuss. This question will not be a part of assignment questions, but will be used in the seminar to facilitate the students in reflecting upon assignment questions and writing the assignment.

### **Evaluation criteria**

The grade ‘12’ is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.

### **Literature**

Will be available on Moodle in January

### **Schedule**

Lect.	Date	Subject
8-1 (BAL, BJ, EKP)	<b>8/2</b> 13-15	Intro to the course and the assignment.  Firm strategies, Global Value Chain (GVC), and Innovation Systems

8-2 (BJ)	<b>15/2</b> 9-12	The concept of development. How can it be defined and how can it be measured?  Notions of <i>sustainable</i> development and <i>inclusive</i> development and innovation.
8-3 (JRH)	<b>19/2</b> 9-12	Development as a process of catching-up when commodities, capital knowledge, competences and institutions move between countries.
8-4 (EKP)	<b>22/2</b> 9-12	Catching-up of Korea as a late-comer economy and upgrading of Korean firms in the global network.
8-5 (BAL)	<b>24/2</b> 9-12	China's innovation system as host and home base for foreign direct investments
8-6 (EKP)	<b>1/3</b> 9-12	Emerging economy multinationals (EMNEs) and their role in processes of catching-up
8-7 (Guest)	<b>3/3</b> 9-12	Company presentation on the operations of firms in the global context
8-8 (DS)	<b>9/3</b> 9-12	Global production network of Danish firms
8-9 (EKP, DS)	<b>16/3</b> 13-16	Seminar on the assignment case

**Module 9:**  
**Semester project within the theme:**  
**Dynamics of organizations and systems of innovation**  
**(15 ECTS)**

**Objective**

The purpose of the semester project is to analyze a finite research question within the area of knowledge economics, innovation- and competence systems and firm development in a context of change and uncertainty. The project can focus on a theoretical and/or a practical-theoretical problem.

**Learning outcomes**

After a successful completion of the project work the student will be able to:

- Identify and define a relevant research question within the key focus of the semester
- Document and reflect upon the applied research methods
- Analyse the research question using relevant literature and data
- Evaluate the results and discuss implications
- Provide a written and oral academic presentation of the research question, methods, analysis and conclusions.

**Exam**

An oral external group examination covering the semester project work. The examination is based on an oral presentation and an ensuing discussion with the written project report as its point of departure. The duration of the examination is approximately half an hour per student. The grading is according to the Danish 7-point marking scale. The examination weights 15 ECTS.

**Evaluation criteria**

The grade '12' is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses. (Karakterbekendtgørelsen, § 2)

**Group formation and supervision**

Each student is expected to choose a topic of interest during February/March. Students with common topic/interest then discuss among themselves and with the lecturers and supervisors the specific issues on which they would like their projects to be based and form groups accordingly. Each group submit a short subject formulation to the programme co-ordinator Jacob Rubæk Holm (jrh@business.aau.dk) no later than **February 12, 8.00**. Subsequently a supervisor is assigned for each group.

**Submission deadline for semester project**

Deadline for hand in of the semester project is **May 31, 10.00** at the secretariat. More detailed information will be handed out.