



## COURSE SYLLABUS

# Strategic Entrepreneurship and Innovation, 15 credits

*Strategic Entrepreneurship and Innovation, 15 högskolepoäng*

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<b>Course Code:</b>	JSER25	<b>Education Cycle:</b>	Second-cycle level
<b>Confirmed by:</b>	Council for Undergraduate and Masters Education Aug 10, 2015	<b>Disciplinary domain:</b>	Natural sciences (95%) and social sciences (5%)
<b>Revised by:</b>	Council for Undergraduate and Masters Education Mar 29, 2021	<b>Subject group:</b>	FE1
<b>Valid From:</b>	Aug 23, 2021	<b>Specialised in:</b>	A1N
<b>Version:</b>	3	<b>Main field of study:</b>	General Management

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### Intended Learning Outcomes (ILO)

Upon completing the course the student shall be able to:

Knowledge and understanding

1. Explain the core theories and models within the field of entrepreneurship, innovation and strategy, with specific reflection on the role of technology and manufacturing.
2. Outline crucial aspects of entrepreneurial and innovative processes, specifically reflecting on the role of technology and engineering for product development and change.
3. Explain the role and significance of innovation and entrepreneurship in both new ventures and ongoing businesses, specifically in engineering contexts.

Skills and abilities

4. Discuss technical issues with proper terminology of entrepreneurship, innovation and strategy.
5. Assess, audit and develop innovative capabilities in an engineering-based business organization, including the role of manufacturing choices and capacity.
6. Independently use reference literature, scientific publications, applied trade articles in relevant journals, consultant reports, and the internet to analyze, evaluate and synthesize problems within the subject of entrepreneurship and innovation.

Judgement and approach

7. Ability to use a scientific approach by seeking, critically judging and applying academic as well as professional knowledge.

### Contents

*"Innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced."* (P. Drucker, *Innovation and Entrepreneurship*, Elsevier, Butterworth-Heinemann, Burlington, Mass, USA, 2007, Classic Collection)

This course examines the theory and practice of promoting and managing entrepreneurship and innovation in engineering context, where such development is closely related to technology and manufacturing. It explores successful frameworks, strategies, techniques, business models, risks, and barriers for introducing incremental improvements as well as break-through products and services. Students are required to integrate their specific engineering knowledge to develop these issues beyond theory and into practice.

The course is divided in three highly integrated themes;

The entrepreneurial **individual**

The **organizational** prerequisites for entrepreneurship and innovation

The **strategic** assessment of innovations

- **The entrepreneurial individual** As entrepreneurship is a human characteristic the course starts from the individual perspective. The aim is to enhance the understanding of different aspects and contexts of entrepreneurship as a basis for crafting the students 'entrepreneurial selves'. This is done through learning that is based on practical experimentation and critical reflection. Students draw on their engineering backgrounds to contextualize...
- **The organizational prerequisites for entrepreneurship and innovation** In most cases individual's entrepreneurial activities take place in organizations. It is therefore essential to understand the organizational context. In this part we analyze both the external and internal context from the perspective of entrepreneurship and innovation. Further we examine organizational solutions of how to organize innovation processes where engineering plays a central role (solutions as product development, open innovation, business development, corporate venturing, and change management).
- **The strategic assessment of entrepreneurship and innovation** The purpose of entrepreneurial and innovative activities is to create a value whether expressed in financial terms, employment, sustainability or improvement of welfare. In this the third part of the course the aim is to focus on what values that are to be in focus in the entrepreneurial and innovative processes and assess if these values are created. The aim of this part is both to develop a capability of assessing organizational processes and assessment of specific innovations.

All three themes are contextualized to engineering-intense situations and organizations. The development of each theme is depending on students to build on and bring into the discussion their various engineering backgrounds.

### Connection to research and practice

In this course, students are required to integrate their specific engineering knowledge with the research-based content discussed above when addressing business-relevant challenges. All three

themes presented in the content section are based on up-to-date research and in line with research being conducted at JIBS, as all readings in the course consist of articles published in highly recognized research journals.

This research-based foundation is then practiced in the extensive course project where students based on real company challenges are to develop new innovative solutions. Here the students are exposed to all phases in an innovative project (inspiration, ideation, and implementation ( *Brown, T. (2008). Design thinking. Harvard business review, 86(6), 84.*

### **Type of instruction**

The means to facilitate an experienced based learning process are a combination of lectures; seminars/critical reflections and project work.

The teaching is conducted in English.

### **Prerequisites**

Bachelor's degree (i.e the equivalent of 180 credits at an accredited university) with at least 90 credits in engineering (or the equivalent).

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

Individual examination (ILOs: 1, 2, 3 and 4) representing 7.5 credits

Group assignments (ILOs: 5, 6 and 7) representing 7.5 credits

Registration of examination:

Name of the Test	Value	Grading
Individual examination <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F
Group assignments <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> All parts of compulsory examination in the course must be passed with a passing grade (A-E) before a final grade can be set. The final grade of the course is determined by the sum total of points for all parts of examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy.

### **Course evaluation**

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### **Other information**

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during

### **Course literature**

To be announced