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## Course Package “Corporate Innovation Systems”

<b>Work Package</b>	WP3: Development of Course Materials for the Reformed MA Programmes, Deliverable 3.1
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## Document History

Version	Date	Author(s)	Description
1	02.12.2018	Alla Levitskaia	First draft
2	1.02.2019	Alla Levitskaia	Second draft
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## 1. General information about the course

Explanation: Please fill in the table below.

<b>Title of the course (as specified in the reformed curriculum)</b>	“Corporate Innovation Systems”
<b>Name of the teacher</b>	Alla Levitskaia
<b>Novelty of the course (please select as appropriate)</b>	New course
<b>Year of the course in the curriculum</b>	1
<b>Semester of the course in the curriculum</b>	2
<b>Language of instruction of the course</b>	Russian, English
<b>Number of ECTS credits</b>	5

## 2. Learning outcomes of the course

### Learning outcomes:

1. Summarizing methods of socio-economic forecasting in correlation with a modern national and regional innovation concept.
2. Analysing data base for the economic calculations and preparation of financial plans for making management decisions.
3. Using the methods of Work Breakdown Structure (WBS) planning in the process of the innovations projects development.
4. Evaluating the effectiveness of investment innovation projects in the context of the development trends on the local, national and global levels.
5. Identification and assessment of risk factors affecting on the creating alternative design solutions of innovation projects.

### 3. Syllabus of the course

Explanation: Please provide a detailed syllabus of the course (broken down in weeks) – maximum 2 pages

**Title of the course:** "Corporate Innovation Systems"

**Semester:** II

**Number of ECTS credits:** 5

**Language of instruction:** Russian

**Type of course:** optional

Brief summary of course contents:

This course describes on the concept of 'corporate innovation system' and examines a number of organizational management issues, judged to be highly prominent for "catch up" economics, e.g. technology acquisition and diversification, internationalization of R&D, IP management and commercialization of new technologies.

Corporate Innovation System course pursue the goal of shaping common vision of integration innovation processes on the national, regional and corporation levels. This course based on the studying the types of innovations applicable at the enterprise level, the development of innovative policies at the regional level and the country as a whole.

Features of this course consist in the needs for students to develop professional skills to substantiate of innovation investment projects. In order to achieve the maximum applied compliance of the proposed course, close cooperation is planned with professional business associations, small and medium enterprises, and corporations including residents of innovation incubator.

This course includes 2 Blocks (4 and 3 topics for each) reveal the essence of the Theory of Innovations; concepts of the National, Regional and Corporate Innovation Systems; Corporate business processes for managing innovation investment projects etc. This course has close links with programs courses: Corporate finance, Strategic Financial Management, Financial risk management.

**Course content:**

**Module 1.**

**1. Theory of innovations.**

- 1.1. Definitions and types of innovation.
- 1.2. Models of innovation process
- 1.3. Innovation networks.

1.4. Knowledge as input and output of innovation process.

**2. Concepts of the National and Regional Innovation System**

2.1. The state policy in the field of innovation development

2.2. National and Regional Innovation Systems (EU context)

2.3. Problems of innovation development in emerging market economies

**3. Development of the state innovation policy**

3.1. Objectives, principles and mechanisms of the development process

3.2. Directions of development of the state innovation policy at the regional level

3.2.1. Institutional development

3.2.2. Innovation development of economy

3.2.3. Development of cooperation between the main “actors” of innovations

3.3. Development of business support infrastructure

**4. Regional innovation system: in focus UTA Gagauzia**

4.1. Innovation networks

4.2. Innovation potential of SMEs and IDEs

4.3. Business Support Infrastructure

4.4. Clustering processes

**Module 2.**

**5. Corporate innovation system (CIS)**

5.1. Typology of CIS

5.2. Corporate Innovation Project Structure

5.3. Work Breakdown Structure (WBS)

**6. Managing continuous innovation in corporation**

6.1. Basic Innovation Strategies

6.2. Commercialisation of new technologies

6.3. Diversification and internationalisation of R&D

6.4. Intellectual Property Rights

**7. Corporate business processes for managing innovation projects**

1. Corporate innovation project: life cycle and evaluation criteria

2. Investing in innovation-related activities

3. Economic content of corporate innovation risks

**Form of assessment:** exam

**Teacher(s) of the course:** Levitskaia Alla, Dr. (habil.), Associate Professor,

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### ADMINISTRATION OF THE DISCIPLINE

Code of discipline of the study plan	Title of the course	Responsible for discipline	Semester	Total hours				Assessment	Number of ECTS credits	
				Total	inclusive					
					C	S	L			IW
<b>S.02.A.07</b>	CIS	Levitskaia Alla	2	150	20	20		50	ex.	5

### TIMETABLE AND DISTRIBUTION OF HOURS

Nr	Content units	Number of hours per week		
		Lecture	Seminars	Individual Work
1	Theory of innovations	4	4	15
2	Concept of the National Innovation System	2	2	15
3	Development of the regional innovation policy	2	2	15
4	Regional innovation system: in focus UTA Gagauzia	4	4	15
5	Corporate innovation system (CIS)	2	2	15
6	Managing continuous innovation in corporation	2	2	15
7	Corporate business processes for managing innovation projects	4	4	20
<b>Total</b>		<b>20</b>	<b>20</b>	<b>110</b>

## 4. Teaching methodology of the course

The learning process is based on a combination of three main forms of learning activity:

- **Interactive lectures and seminars.**

The CIS is a semester based module with weekly classes of 4-6 lecturing hours each. Lecture session will handle the most challenging subjects using problem based learning using technical means (Moodle platform <https://elearning.kdu.md/moodle/>)

Lecturer will provide guidance either by explaining the subjects requested by students or by helping them solving the cases and problems. Problem solution and feedback will be provided by students during the class hours.

The purpose of the seminars is to examine the concepts, to solve problems related to the topics and case studies, tested on the students' level of learning, the presentation of the individual work.

- **Independent students work**

Independent students work includes study of the educational materials, filling of the certification tasks and tests; students are required to do the class preparation that consists of: 1) reading the study materials; 2) suggested assignments which could be used to assess understanding of the topic; 3) doing homework reading or business cases preparation.

Outside the lecturing hours, students need to spend at least 10 hours per week to prepare the tasks and study materials.

- **Discussion of questions proposed for independent study (Essay and Case Study)**

Discussion of questions proposed for independent study is an important part of the results of individual research work. Individual presentations, group conferences and individual counselling including the results of Case study method allows developing multiple perspectives (to form groups for 3-4 students) to discuss comprehension of the situation. If necessary, the student has the possibility to get a personal teacher's consultation.

In the teaching are mainly used interactive methods: problem-solving, case study, heuristic methods by which the student is stimulated to find solutions through the outcome of his own learning activity, interactive-creative learning, brainstorming, blended learning, graphic representations and comparison.

## **5. Labour market relevance of the course**

The peculiarities of national economy based on small and medium enterprises leads to the need to prepare financial specialists with a large range of skills and abilities. Expansion of internalization processes requires economic entities to be more competitive on international markets, that is why it is important to adapt the teaching process to new international trends in innovations.

Regional enterprises and professional associations, elements of the innovation infrastructure (industrial parks, business incubators, technology transfer agencies, business support funds, etc.) as potential employers have high innovative activity and play a significant role in the creation new job.

During the meeting with employers at Comrat State University on 12.12.2017, the main stages of the REFINE project were presented. The discussion focused on the recommended to strengthen the knowledge, skills or competences in the field of corporate innovations, relevance of education and training system; tools of financing innovations.



## 6. Assessment and grading

### Form of assessment:

- Diagnostic forms of control, questioning and discussions with students;
- Preparation of abstracts and a presentation on the selected research topic;
- Delivery 2 written tests in the middle (after finishing Block 1<sup>st</sup> and at the end of the course (after finishing Block 2<sup>nd</sup>);
- Case study elaboration with final presentation
- Preparation for the exam on the approved list of issues.

### 1. Evaluation of the product of individual work

At the end of the course, the average value of Practical Diagnostic forms (A) are calculated (including case study elaboration with final presentation and prepared of abstracts on the selected research topic). Maximum number of points is 10.

In the middle at in the end of the course students attend 2 colloquiums (written tests), which includes the studied material. At the end of the course, the average value of all colloquiums (B) is calculated.

2. Final assessment - is done through the written exam, using the institutional test, consisting of 2 theoretical questions and 1 task. The maximum number of points for each question is 3 points. The maximum number of points for the task is 4 points. The total maximum points for the exam is 10 (C). Final exam covered materials provided during the class and questions proposed for self-study.

The final grade in the discipline is calculated according to the Academic Performance Evaluation Regulation: Semester grade (60%) + Examination note (40%)

The total points at the end of the course (Y) are calculated using the following formula:

$$Y = \frac{A+B}{2} \times 0,6 + C \times 0,4$$

## 7. References

### Main references and reading:

1. Abuzyarova M. Corporate innovation system management as a competitiveness factor: Methodological approaches/Vol. 38 (N 12). 2017. P. 18.
2. Breschi, S. And F. Malerba (1995), Sectoral Innovation Systems. Technological Regimes, Schumpeterian Dynamics and Spatial Boundaries. Paper prepared for the Conference 'Systems of Innovation Research Network', Söderköping, Sweden Sept. 1995.

3. Corporate Innovation Systems A Comparative Study of Multi-Technology Corporations in Japan, Sweden and the USA. Ove Granstrand Chalmers University of Technology Industrial Management and Economics, Sweden. January 2000.
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5. Gutsu C. Developing regional development models through cluster formation ". Scientific report. - ASEM, Chisinau, 2009.
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9. Government of the Republic of Moldova. Innovation Strategy of the Republic of Moldova for the period 2013-2020 "Innovation for Competitiveness". Chisinau. 2013
10. Levitskaia, A. Directions for Development of the State Innovation Policy at the Regional Level. Policy Paper. Project «Increasing the Civic Participation of Youth and Civil Society belonging to National Minorities (2016)». OSCE Mission.
11. Lundvall, B.A. National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning / B.-A. Lundvall (eds). – London: Pinter Publishers, 1992. – 317 p.

## **8. Course assignments**

### **8.1 Assignment 1**

#### *Essay*

Essay have become a major part of formal education and often used as a way of assessing the performance of students before final exams. Essay writing allows an author to learn to clearly and correctly formulate ideas, organize information, use the Basic concepts to allocate causal relations, to illustrate the experience of relevant examples to argue their conclusions. Signs that the essay should have:

- The presence of a specific narrow topic or question (30%)
- Strengthening the topic disclosure by expression of individual experiences (30%)
- New, subjective opinion and views on a particular subject or issue (40%)

An economic essay can start with the formulation of the main problem an innovations development. It can take a narrative and a descriptive type of essay or can even become an argumentative essay if the author feels the need.

After the introduction, the author has to do his or her best to expose the economic matter at hand, to analyze it, evaluate it, and draw a conclusion. The essay (max 5 pages) will be presented to the audience and structured according to requirements and should be based on recommended references.

## **8.2 Company Case Study Form (Annex 2)**

**Annex 1: Case Study Form**

**Annex 2: Presentation slides**