

Course Syllabus

«Management of Innovation Project»

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1 Course Summary

Nowadays, deep and wide project management knowledge is one of the core competitive advantages of a manager. Besides learning of general project management theory, there is a necessity to study some narrow, but deep aspects of project management. Thus, getting knowledge in the sphere of innovation project management permits to enhance competences of students, who obtain a Master's degree.

Innovation project management (IPM) can be separated out as an independent discipline. Though IPM is based on conventional project management methodology, theory of innovation management is strongly connected with this discipline. The way of such projects' planning, implementation and closure essentially depends on type of innovation. IPM substantially difficult next to conventional project management and it has a lot of differences: high degree of uncertainty, risk propensity (ambiguity). That's why there is a necessity to possess extra knowledge and skills to provide effective coordination of innovation project planning and implementation.

On the basis of increasing popularity and demand of experienced innovation managers and innovation project managers specifically, learning of IPM theory and case studies is necessary for creation of project manager competitions pull.

There are discussions and definitions of IPM are presented in the course, which lets to systematize knowledge and practical skills.

2 Area of Application and Regulatory References

This Course Program establishes minimum requirements for student's skills and knowledge and determines content and the forms of educational activities and reporting.

The Course Program is designed for lecturers, teaching assistants for Master Program 080200.68 "Management", Program "Project Management", Course "Innovation Project Management"

The Course Program has been developed in accordance with:

National curriculum standard FGROS-3

Education Program 080200.68

University Academic Plan of the Education Program 080200.68 (approved in 2011)

3 Course Goals

The course is designed to give students a focused, relevant and utilizable body of knowledge in innovation project management, useful for people who's got an interest in starting and managing innovative projects both in existing structures and by implementing new endeavors. The detailed purpose of the course includes the next elements:

1. Introduction in general questions of IPM: its role in company development, elaboration of innovation management environment etc.
2. Discovering of the differences between conventional and innovation project management.
3. Learning the innovation project management meaning: adoption of project managers standards for IPM; managing projects by subject areas, role of ideas portfolio in IPM etc.
4. Analysis of innovation project management case studies, by the example of real innovation projects.

4 Course Results

The student is supposed to:

Know major approaches to management of an innovation project

Be able to analyze and audit innovation projects regards its correspondence to common im-plementation practices

Gain skills in using of project methodology and innovation project management tools to create universal and instrumental competencies

5 How the Course Fits in with the Curriculum

The Course is a part of a Cyclical Syllabus as well as a cycle of Courses providing Master Pro-gram "Project Management".

For Specialization "Project Management" the present Course is Elective.

The Course is to be based on the acquisition of the following Courses (at the bachelor level):

Project management

Innovation management

General (strategic) management

Major approaches and tools of project management and innovation management

6 Forms and Types of Testing

Type of testing	Form of testing	Parameters
Current	Home assignment Presentations (reports) on the course topics extended problems analysis	Reading and in-class discussion of the articles on the course topics, according to the list of questions, provided by the lecturer. (Preparation time – 1 week) The problem is chosen by the student or offered by the lecturer
Intermediate	Group oral and written presentation	Performed in small groups (2-4 people). Discussion, individual questions (Preparation time – 1 module)
Final	Quiz	Written exam - test 90 min

6.1 Grading Criteria

The evaluation criteria for current control:

Individual participation in seminars and lectures is strongly required and includes:

- Individual oral presentations.
- Answers to the Professor's questions addressed to the general audience.
- Answers to the Professor's questions addressed to a particular students.
- Students' questions to the professor.
- Mutual discussion between several students.
- During the discussions not only quantity, but the quality of discussion is assessed. The quality includes, among other things:
- Deep and assertive analysis of the problem (related problems).
- Ability to use productively the course's materials and students' experience.
- Ability to sharpen and to enhance the discussion, including the willingness to propose or to support unpopular opinions, use of logic and arguments in defending his/her position.
- Professionalism of student's behavior (preparedness, quality of oral speech, respect to the teacher and to the colleagues and to their input to the common work).

Grading Table			
ECTS Grades		10-points scale	Criteria
A+	Excellent	10	This grades can be given only when consistent with work all the requirements and the highest rating for all criteria.
A	Very good	9	These grades can be given only under the condition of all compliance requirements and high scores for all criteria.
A-	Very good	8	
B+	Good	7	This grade can be given only under the condition of full compliance with four criteria and requirements one criterion can be done in part.
B-	Good	6	This grade can be given only with the full compliance of homework 3 of 4 criteria requirements.
C+	Satisfactory	5	This grade can be given only with the full compliance of homework 2 of 4 criteria and requirements one criteria can be met in part.
C-	Satisfactory	4	This grade can be given only with the full compliance of analytical review 2 of 4 criteria requirements one criteria can be met in part..

F	Fail	3	The work does not meet the requirements for most of the criteria
F	Fail	2	
F	Fail	1	

The evaluation criteria for intermediate control:

Oral presentation of a group of students (2-4 persons) must include real innovation project analysis. The presentation should meet the following requirements:

1. Project presented should be fulfilled not earlier than 10 years ago
2. Implementation of general project subject areas must be discussed
3. Students should demonstrate deep understanding of all project management areas; good skills of presentation; answers to the professor's questions or to the general audience questions.
4. Public defense – 10-15 min

The presentation of each student of the group is assessed individually.

Given the above basic criteria for evaluation of presentation the teacher evaluates it on a 10-point scale.

Grading Table			
ECTS Grades		10-points	Criteria
		scale	
A+	Excellent	10	This grades can be given only when consistent with work all the requirements and the highest rating for all criteria.
A	Very good	9	These grades can be given only under the condition of all compliance requirements and high scores for all criteria.
A-	Very good	8	
B+	Good	7	This grade can be given only under the condition of full compliance with four criteria and requirements one criterion can be done in part.
B-	Good	6	This grade can be given only with the full compliance of homework 3 of 4 criteria requirements.
C+	Satisfactory	5	This grade can be given only with the full compliance of homework 2 of 4 criteria and requirements one criteria can be met in part.
C-	Satisfactory	4	This grade can be given only with the full compliance of analytical review 2 of 4 criteria requirements one criteria can be met in part..
F	Fail	3	The work does not meet the requirements for most of the criteria
F	Fail	2	
F	Fail	1	

The evaluation criteria for final exam:

Grading Table			
ECTS Grades		10-points scale	Criteria
A+	Excellent	10	The student is able to give a comprehensive and nuanced explanation of all the aspects of innovation project management discussed during the course. The student also needs to know the specific methods and tools of innovation project management; general principles of innovation project portfolio management and selection; must comprehend innovation project manager's propensity and personal traits to be able to participate in innovation project management or to appoint an appropriate person for this position.
A	Very good	9	
A-	Very good	8	
B+	Good	7	The student is able to explain the essence of innovation project management in most of the project areas discussed during the course. The student is also able to know some details of the studied areas.
B-	Good	6	
C+	Satisfactory	5	The student is able to explain the main outlines, without any details, of innovation project management in most of the areas discussed during the course.
C-	Satisfactory	4	
F	Fail	3	The student is unable to explain the most central aspects of innovation project management.
F	Fail	2	
F	Fail	1	

7 The Course Content

This part of the Course may be represented in any suitable form (a table, list, etc). The content is divided into topics or major concepts and may be distributed into lectures and workshops.

1. Part 1 Introduction to project management

- Survey of innovation projects management approaches
- Conventional and innovation projects: general issues and peculiarities Readings:

Cooper R. G. Stage-gate systems: a new tool for managing new products //Business horizons. – 1990. – Т. 33. – №. 3. – С. 44-54. Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Cooper+R.+G.+Stage-gate+systems%3A+a+new+tool+for+managing+new+products+&btnG= , свободный

Cooper R. G., Edgett S. J. Stage-Gate® and the critical success factors for new product development //BP Trends, July. – 2006. – Сайт компании BPTrends [Электронный ресурс]– Режим доступа: <http://www.bptrends.com/bpt/wp-content/publicationfiles/07-06-ART-Stage-GateForProductDev-Cooper-Edgett1.pdf> , свободный

Filippov S., Mooi H. Innovation project management: A research agenda //6th International Conference for Innovation and Management (ICIM2009). – 2009. – [Электронный ресурс] - Режим доступа: <http://collections.unu.edu/view/UNU:1214#viewAttachments>, свободный

Pons D. Project management for new product development //Project management journal. – 2008. – Т. 39. – №. 2. – С. 82-97. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1002/pmj.20052> - ЭБД Willey Online Library

2. Part 2. Variety of definitions and classifications of innovation projects

- Core definitions
- Innovation project classifications
- Innovation projects in SME and large companies

Cooper R. G. Stage-gate systems: a new tool for managing new products //Business horizons. – 1990. – Т. 33. – №. 3. – С. 44-54. Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Cooper+R.+G.+Stage-gate+systems%3A+a+new+tool+for+managing+new+products+&btnG= , свободный

Cooper R. G., Edgett S. J. Stage-Gate® and the critical success factors for new product development //BP Trends, July. – 2006. – Сайт компании BPTrends [Электронный ресурс]– Режим доступа: <http://www.bptrends.com/bpt/wp-content/publicationfiles/07-06-ART-Stage-GateForProductDev-Cooper-Edgett1.pdf> , свободный

Filipov S., Mooi H. Innovation project management: A research agenda //6th International Conference for Innovation and Management (ICIM2009). – 2009. – [Электронный ресурс] - Режим доступа: <http://collections.unu.edu/view/UNU:1214#viewAttachments>, свободный

Malach-Pines A., Dvir D., Sadeh A. Project manager-project (PM-P) fit and project success //International Journal of Operations & Production Management. – 2009. – Т. 29. – №. 3. – С. 268-291. URL: <https://www.emeraldinsight.com/doi/abs/10.1108/01443570910938998> - ЭБС Emerald

Du Preez N., Katz B. R. Case study: The implementation of a radical innovation project //Proceedings of the International Conference on Competitive Manufacturing. – 2007. [Электронный ресурс] – Режим доступа: http://www.indutech.co.za/attachments/135_Case%20study_The%20Implementation%20of%20a%20Radical%20Innovation%20Project.pdf , свободный

Pons D. Project management for new product development //Project management journal. – 2008. – Т. 39. – №. 2. – С. 82-97. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1002/pmj.20052> - ЭБД Willey Online Library

3. Part 3. Principles and approaches to innovation project management

- Innovation projects and manager competencies

Malach-Pines A., Dvir D., Sadeh A. Project manager-project (PM-P) fit and project success //International Journal of Operations & Production Management. – 2009. – Т. 29. – №. 3. – С. 268-291. URL: <https://www.emeraldinsight.com/doi/abs/10.1108/01443570910938998> - ЭБС Emerald

Mathews S. H. Innovation Portfolio Management //Research Technology Management. – 2013. – Т. 56. – №. 5. – С. 9. URL: <https://search.proquest.com/openview/30e808b59010db26e19ffdade44f46d1/1?pq-origsite=gscholar&cbl=37905> - ЭБС Proquest

Du Preez N., Katz B. R. Case study: The implementation of a radical innovation project //Proceedings of the International Conference on Competitive Manufacturing. – 2007. [Электронный ресурс] – Режим доступа: http://www.indutech.co.za/attachments/135_Case%20study_The%20Implementation%20of%20a%20Radical%20Innovation%20Project.pdf , свободный

4. Part 4. Project management standards in innovation project management

- Comparative analyses of the most frequently used project management standards and innovation project management: PMBok, P2M, PRINCE-2, ICB (HTK) in regards with the project subject areas:
 - # project integration management
 - # scope management

human resource management

cost management etc.

Robert G. Cooper (2011) *Winning at new product, creating value through innovation: completely revised and updated fourth edition, 4th edition.*

PMBok Edition P. F. A guide to the project management body of knowledge //Project Management Institute. – 2016. – URL: <http://web.b.ebscohost.com/pfi/detail/detail?vid=0&sid=484da2a2-8cf8-4885-bdc2-746f8aad2fe2%40pdc-v-sessmgr05&bdata=JnNpdGU9cGZpLWxpdmU%3d#AN=edp15164858&db=edspub> - ЭБС Books 24x7

Bentley C. Prince2: a practical handbook. – Routledge, 2012. – Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Prince2%3A+a+practical+handbook&btnG=, свободный.

Ahn M. J., Zwikael O., Bednarek R. Technological invention to product innovation: A project management approach //International Journal of Project Management. – 2010. – Т. 28. – №. 6. – С. 559-568. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0263786309001227> - ЭБД Science Direct

Erner M., Presse V. (2010) Financial Evaluation of Innovations: Structure and Implementation. An Analysis Using a Case Study from the Telecommunications Industry. In: Schmeisser W., Mohnkopf H., Hartmann M., Metze G. (eds) Innovation performance accounting. Springer, Berlin, Heidelberg URL: https://proxylibrary.hse.ru:2184/chapter/10.1007/978-3-642-01353-9_2#citeas

5. Part 5. Project portfolio management and innovation

- Innovation portfolio and innovation portfolio management

Cooper R. G. Stage-gate systems: a new tool for managing new products //Business horizons. – 1990. – Т. 33. – №. 3. – С. 44-54. Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Cooper+R.+G.+Stage-gate+systems%3A+a+new+tool+for+managing+new+products+&btnG=, свободный

Cooper R. G., Edgett S. J. Stage-Gate® and the critical success factors for new product development //BP Trends, July. – 2006. – Сайт компании BPTrends [Электронный ресурс]– Режим доступа: <http://www.bptrends.com/bpt/wp-content/publicationfiles/07-06-ART-Stage-GateForProductDev-Cooper-Edgett1.pdf> , свободный

Mathews S. H. Innovation Portfolio Management //Research Technology Management. – 2013. – Т. 56. – №. 5. – С. 9. URL: <https://search.proquest.com/openview/30e808b59010db26e19ffdade44f46d1/1?pq-origsite=gscholar&cbl=37905> - ЭБС Proquest

6. Seminar 1.

- Analysis of innovation project case study, discussion

7. Seminar 2.

- Analysis of innovation project case study, discussion

8 Educational Technologies

interactive lectures;

analysis of practical problems and readings;

discussion on the lecture materials research (articles and other scientific publications);

9 Methods and Materials for Current Testing and Attestation

9.1 Questions for Assessment of Quality of the Course Acquisition

The questions for the discussions of the articles are the follows:

1. Questions for the article “Portfolio management of R&D projects: implications for innovation management” (J.H. Mikkola) *Technovation* 21 (2001) 423-435:

- 1) What is the pitch of the article? How do you find its topicality?
- 2) What are the functions of the product portfolio matrix and it can be applied to innovation port-folio?
- 3) How the author of the article systematize the factors of successful project implementation?
- 4) How the complexity of the project is interconnected with the project characteristics?
- 5) How the author of the article defines the principles of balanced portfolio?
- 6) How the company should manage its technological assets using R&D project portfolio matrix?
- 7) Which stages of evaluation the process of R&D project portfolio matrix creation contains?
- 8) How the projects matched in each matrix quadrant can be characterized?
- 9) How the projects evolution influence on their relocation in the matrix?
- 10) Give an example of the presupposed using of the matrix in a company. (In case of availability of such example).*

2. Questions for the discussion of the article “Project portfolio management - There's more to it than what management enacts” (B.S. Blichfeldt, P. Eskerod), *International Journal of Project Management* 26 (2008) 357–365:

1. Which are the core problems of PPM? Describe them in details.
2. What's the role of enacted projects?
3. Which the resource-related problems were revealed during the interview?
4. What are the features of the renewal projects, included in portfolio of enacted projects?
And which are the basic contradictions between NPD and enacted projects?
5. How the author of the article describes the projects which are not part of enacted projects?
And which are their properties?
6. What are the main problems concerned with the distribution of the resources between enacted projects and other smaller projects?
7. Is it possible to use Cooper's methodology to manage smaller projects?
8. What are the recommendations for the implementations of smaller projects? Which differences can manager face during fulfilling of the applications, presented in the article?

During the lectures the questions have optional character.

9.2 Examples of assignments for the intermediate / final testing

Intermediate presentation must contain innovation project analysis according to the following issues:

1. Defining of innovation project group classification
2. Characteristic of a company, where innovation project was fulfilled
3. Characteristics of PMBook tools used in innovation project management, concerning each knowledge area.
4. Problems which project faced during its implementation.

The final testing - exam is conducted in writing and consists of tasks that require knowledge and skills for all sections of the course.

There are some examples of the questions:

1. Which are the principal differences between innovation and conventional projects?
2. What is NPD? Why this kind of innovation project is mostly popular today?
3. Describe the common features and differences between PMBook tools in management of innovation and conventional projects according its knowledge areas:
project integration management,
scope management,
time management,
cost management etc.
4. What is the core idea of innovation portfolio creation?

10 Grading Procedures

The grading procedure includes three elements: current control, intermediate control (presentation) and final control (quiz).

The teacher assesses the performance of students at seminars and lectures: class participation during discussions and class attendance - $O_{classattendance (lectures)}$, $O_{classattendance (seminars)}$. The grades for participation during seminars and lectures the teacher puts in a work sheet. The resulting score (10-point scale) for their work at seminars and lectures is calculated prior to an intermediate or final testing and reflected as a part of $O_{current}$.

The teacher assesses the students' independent work (self-study): the accuracy of homework, assignments for which are given during seminars (the homework is connected with the current topics of the lecture and includes reading the recommended articles from the list of "readings" and preparation of the individual oral and written presentations in correspondence with the topic of the lecture or seminar - optionally), the quality of the presentation during discussions - $O_{participation in discussions}$.

The grades for independent work (self-study) the teacher puts in the work sheet. The resulting score (10-point scale) for their work at seminars and workshops is calculated prior to an intermediate or final testing – and reflected as a part of $O_{current}$.

The resulting estimate for the current control takes into account the students' results of the current control as follows:

$$O_{current} = 0.2 \cdot O_{classattendance (lectures)} + 0.3 \cdot O_{classattendance (seminars)} + 0.2 \cdot O_{presentations} + 0.3 \cdot O_{participation in discussions};$$

The resulting estimate for the intermediate control is presented by $O_{intermediate}$ - assessment of the presentation.

The resulting estimate for the final control is presented by O_{final} - assessment of the exam.

At the exam re-taking a student doesn't have an opportunity to get an extra point to his grade so that to compensate the grade for current testing.

The Diploma Certificate contains the Course final grade, which is calculated by the following formula:

$$O_{Course} = 0.3 \cdot O_{current} + 0.3 \cdot O_{intermediate} + 0.4 \cdot O_{final}$$

11 Teaching Methods and Information Provision

11.1 Required Reading

Cooper R. G. Stage-gate systems: a new tool for managing new products //Business horizons. – 1990. – Т. 33. – №. 3. – С. 44-54. Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Cooper+R.+G.+Stage-gate+systems%3A+a+a+new+tool+for+managing+new+products+&btnG= , свободный

Cooper R. G., Edgett S. J. Stage-Gate® and the critical success factors for new product development //BP Trends, July. – 2006. – Сайт компании BPTrends [Электронный ресурс]– Режим доступа: <http://www.bptrends.com/bpt/wp-content/publicationfiles/07-06-ART-Stage-GateForProductDev-Cooper-Edgett1.pdf> , свободный

PMBok Edition P. F. A guide to the project management body of knowledge //Project Management Institute. – 2016. – URL: <http://web.b.ebscohost.com/pfi/detail/detail?vid=0&sid=484da2a2-8cf8-4885-bdc2-746f8aad2fe2%40pdc-v-sessmgr05&bdata=JnNpdGU9cGZpLWxpdmU%3d#AN=edp15164858&db=edspub> - ЭБС Books 24x7

Bentley C. Prince2: a practical handbook. – Routledge, 2012. – Сайт гугл-академия [Электронный ресурс] – Режим доступа: https://scholar.google.ru/scholar?hl=ru&as_sdt=0%2C5&q=Prince2%3A+a+a+practical+handbook&btnG= , свободный.

Ahn M. J., Zwikael O., Bednarek R. Technological invention to product innovation: A project management approach //International Journal of Project Management. – 2010. – Т. 28. – №. 6. – С. 559-568. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0263786309001227> - ЭБД Science Direct

Filippov S., Mooi H. Innovation project management: A research agenda //6th International Conference for Innovation and Management (ICIM2009). – 2009. – [Электронный ресурс] - Режим доступа: <http://collections.unu.edu/view/UNU:1214#viewAttachments>, свободный

Erner M., Presse V. (2010) Financial Evaluation of Innovations: Structure and Implementation. An Analysis Using a Case Study from the Telecommunications Industry. In: Schmeisser W., Mohnkopf H., Hartmann M., Metze G. (eds) Innovation performance accounting. Springer, Berlin, Heidelberg URL: https://proxylibrary.hse.ru:2184/chapter/10.1007/978-3-642-01353-9_2#citeas

Erner M., Presse V. Financial evaluation of innovations: structure and implementation. An analysis using a case study from the telecommunications industry //Innovation performance accounting. – Springer, Berlin, Heidelberg, 2010. – С. 19-39. – Режим доступа: https://link.springer.com/chapter/10.1007%2F978-3-642-01353-9_2, свободный ЭБС Springer

Malach-Pines A., Dvir D., Sadeh A. Project manager-project (PM-P) fit and project success //International Journal of Operations & Production Management. – 2009. – Т. 29. – №. 3. – С. 268-291. URL: <https://www.emeraldinsight.com/doi/abs/10.1108/01443570910938998> - ЭБС Emerald

Mathews S. H. Innovation Portfolio Management //Research Technology Management. – 2013. – Т. 56. – №. 5. – С. 9. URL: <https://search.proquest.com/openview/30e808b59010db26e19ffdade44f46d1/1?pq-origsite=gscholar&cbl=37905> - ЭБС Proquest

Du Preez N., Katz B. R. Case study: The implementation of a radical innovation project //Proceedings of the International Conference on Competitive Manufacturing. – 2007. [Электронный

ресурс] - Режим доступа:
http://www.indutech.co.za/attachments/135_Case%20study_The%20Implementation%20of%20a%20Radical%20Innovation%20Project.pdf , свободный

Pons D. Project management for new product development //Project management journal. – 2008. – Т. 39. – №. 2. – С. 82-97. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1002/pmj.20052> - ЭБД Willey Online Library

All the readings are obligatory for students

11.2 Supplementary reading

Articles in the journals:

Artto K. et al. The integrative role of the project management office in the front end of innovation //International Journal of Project Management. – 2011. – Т. 29. – №. 4. – С. 408-421. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0263786311000172> - ЭБС Sciencedirect

Biedenbach T. The power of combinative capabilities: Facilitating the outcome of frequent innovation in pharmaceutical R&D projects //Project Management Journal. – 2011. – Т. 42. – №. 2. – С. 63-80. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1002/pmj.20221> - ЭБД Willey Online Library

Brettel M. et al. Cross- functional integration of R&D, marketing, and manufacturing in radical and incremental product innovations and its effects on project effectiveness and efficiency //Journal of Product Innovation Management. – 2011. – Т. 28. – №. 2. – С. 251-269. URL: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-5885.2011.00795.x> - ЭБД Willey Online Library

Kapsali M. Systems thinking in innovation project management: A match that works //International journal of project management. – 2011. – Т. 29. – №. 4. – С. 396-407. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0263786311000044> - ЭБС Sciencedirect

Ko K. K. B. et al. Analytic collaboration in virtual innovation projects //Journal of Business Research. – 2011. – Т. 64. – №. 12. – С. 1327-1334. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0148296311000208> - ЭБС Sciencedirect

Maurer I. How to build trust in inter-organizational projects: The impact of project staffing and project rewards on the formation of trust, knowledge acquisition and product innovation //International journal of project management. – 2010. – Т. 28. – №. 7. – С. 629-637. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0263786309001367> - ЭБС Sciencedirect

Peters K., Maruster L., Jorna R. J. The evaluation of knowledge claims in an innovation project: A case study //Management Learning. – 2011. – Т. 42. – №. 5. – С. 537-563. URL: <https://journals.sagepub.com/doi/abs/10.1177/1350507611406062> ЭБД Sage

Oke A., Idiagbon-Oke M. Communication channels, innovation tasks and NPD project outcomes in innovation-driven horizontal networks //Journal of Operations Management. – 2010. – Т. 28. – №. 5. – С. 442-453. URL: <https://www.sciencedirect.com/science/article/abs/pii/S0272696310000069> - ЭБС Sciencedirect

All the articles are available on HSE electronic library resources.

The Internet Sources:

Official website of Robert G. Cooper and Scott J. Edjett [Электронный ресурс]. – Режим доступа: www.prod-dev.com , свободный

Martha Russell - Innovation Ecosystems [Электронный ресурс]. – Режим доступа: <https://www.youtube.com/watch?v=ZbNn59ljuEc> , свободный

11.3 Software

No special software is required.

12 Technical Provision

Present course is conducted with the use of following equipment: laptop and projector for lectures and group project presentations.

13 Academic Integrity

- 13.1 Each student in this course is expected to abide by the Higher School of Economics' Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed in the following instances: preparation of the group presentation, group discussions in the class.
- 13.2 You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
- 13.3 During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

14 Accommodations for Students with Disabilities

The Higher School of Economics is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design, and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.