



# INNOVATION AND BUSINESS MODELS

## Docente titolare dell'insegnamento

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**Orario ricevimento:** Mercoledì 10.30-12.30. Su appuntamento con richiesta di incontro via mail.

Consultare sezione Avvisi nella pagina del docente sul sito del Dipartimento

## OBIETTIVI FORMATIVI

**Competencies** (according to EQF standard of the European Union). Students will be able to develop and boost at least four of the 8 key competencies for lifelong learning provided by the EU. Specifically, the four competencies are: (a) *communication in foreign language*; (b) *digital competence*; (c) *learning to learn*; (d) *sense of initiative and entrepreneurship*. Indeed, the course is entirely taught in English and attending students will become more familiar with English as a second language (a). The use of social media to discuss posted articles or news in a small dedicated group on Facebook and the utilization of Power Point (or similar applications) for presentations in class will enhance the existing digital competencies of students (b). Case studies to be analyzed in class or at home through short assignments and presentations/discussions in class will boost both the learning to learn and the sense of initiative and entrepreneurship (c and d)

**Knowledge and skills** (according to the Descriptors of Dublin).

- *Knowledge and understanding.* Students will be able to learn the most important theoretical and conceptual categories which illustrate a strategic management approach to technological innovation: industry dynamics of technological innovation, formulation of technological innovation strategy, and implementation of technological innovation strategy. In addition, they will be able to learn the concept of business model and that of business model canvas
- *Applying knowledge and understanding.* Student will be able to apply what they have learned using examples and cases which illustrate the strategic management approach to technological innovation. In addition, they will be able to use business model canvas as a visual thinking method to illustrate how firms create, distribute and get back value generated for customers, suppliers, employees and other stakeholders
- *Making judgements.* By means of presentations in class, contributions to class discussions and home/class assignments, students will be able to understand whether firms use innovation or not to create value for customers and other stakeholders; how innovation is used to increase competitiveness at a firm-level; which are the innovation areas within the business model of a firm represented through the business model canvas.

- *Communication skills.* Thanks to presentations and discussions in class, students will be able to boost their oral communication skills, also in a non-native language
- *Learning skills.* Students will be able to learn how to learn, since innovation is by definition a topic that continuously changes and evolves.

## PREREQUISITI RICHIESTI

The course is entirely taught in English. So, a previous good knowledge of English as second language is required.

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## FREQUENZA LEZIONI

Attendance is a requirement, even if it's not a mandatory. Each class will consist of a presentation and of a discussion from two opponent groups, while the rest of students has to intervene in discussion with questions about issues and contents. Occasionally, testimonials from companies can be invited to do a presentation in class.

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## CONTENUTI DEL CORSO

1. Introduction: A Strategic Management Approach to Technological Innovation (from the textbook)
2. Source of Innovation (from the textbook)
3. Types and Patterns of Innovation (from the textbook)
4. Standards Battles and Design Dominance (from the textbook)
5. Timing of Entry (from the textbook)
6. Defining the Organization's Strategic Decision (from the textbook)
7. Choosing Innovation Projects (from the textbook)
8. Collaboration Strategies (from the textbook)
9. Protecting Innovation (from the textbook)
10. Organizing for Innovation (from the textbook)
11. Managing the New Product Development Process (from the textbook)
12. Managing New Product Development Teams (from the textbook)
13. Crafting a Deployment Strategy (from the textbook)
14. Business Models and Business Model Canvas (from the on line readings)

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## TESTI DI RIFERIMENTO

- Textbook: Melissa Schilling, *Strategic Management of Technological Innovation*, 5th edition, McGraw Hill Education, 2017.
- On line Readings: What are business models and how are they built? - Creating value through business model innovation - Business models as models.
- On line Readings: Business Model Canvas (available from Business Model Generation website)

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## PROGRAMMAZIONE DEL CORSO

Argomenti	Riferimenti testi
1 Team Building and Orientation in Class (Oct 10 and 11)	On line Reading
2 A Strategic Management Approach to Technological Innovation (Oct 17 and 18)	Schilling, Chapter 1
3 Sources of Innovation (Oct 24 and 25)	Schilling, Chapter 2
4 Types and Pattern of Innovation (Oct 31)	Schilling, Chapter 3
5 Standards Battles and Design Dominance (Nov 14)	Schilling, Chapter 4
6 Timing of Entry (Nov 15)	Schilling, Chapter 5
7 Defining the Organization's Strategic Decision (Nov 21)	Schilling, Chapter 6
8 Choosing Innovation Projects (Nov 22)	Schilling, Chapter 7
9 Collaboration Strategies (Nov 28)	Schilling, Chapter 8
10 Protecting Innovation (Nov 29)	Schilling, Chapter 9
11 Organizing for Innovation (Dec 5)	Schilling, Chapter 10
12 Managing the New Product Development Processes (Dec 6)	Schilling, Chapter 11
13 Managing New Product Development Teams (Dec 12)	Schilling, Chapter 12
14 Crafting a Deployment Strategy (Dec 13)	Schilling, Chapter 13
15 Business Models and Business Model Canvas (Dec 19, 20, 21)	On line Readings

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## MATERIALE DIDATTICO

See the course website: <https://innovationandbusinessmodels.com> and also the FB page

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## PROVA D'ESAME

### MODALITÀ D'ESAME

*For those students attending regularly the course, the final grade will be the result of Class Participation and Group Activities (60%) and Final Exam (40%). Class Participation will be evaluated on the basis of a regular attendance in class and an active and smart contribution to class discussions. Occasional home/class assignments will be considered as well. Group Activities will be evaluated according to the quality of working projects; such projects cover the contents of the book that will be presented and/or discussed in class. Students will be organized in small teams that will present in class a chapter drawn from the textbook and will discuss another chapter presented by a different group. The Final Exam will*

consist of an oral conversation about the topics of the class and the contents of the textbook and the assigned readings.

*For the other students, the Exam will consist of an oral conversation about the contents of the textbook and the assigned readings. The fluency in English will be considered as a part of the final grade in addition to the quality, the effectiveness and the technicalities of the discussion. Students are expected to answer "discussion questions" posted at the end of each chapter of the textbook and to debate on the contents of the assigned readings.*

## **DATE D'ESAME**

[Link to the Exams Calendar](#)

## **PROVE IN ITINERE**

There is no Mid-term exam

## **PROVE DI FINE CORSO**

The Final Exam will be reserved only to those students who have regularly attended the course and have presented a chapter in class and discussed another chapter presented by a different group. The Final Exam will consist of an oral conversation based on topics discussed in class and the contents of the textbook and the assigned readings. The fluency in English will be considered as a part of the final grade in addition to the quality, the effectiveness and the technicalities of the discussion.

## **ESEMPI DI DOMANDE E/O ESERCIZI FREQUENTI**

A sample of Discussion Questions posted at the end of each chapter

1. Why innovation is so important for firms to compete in many industries? (from Chapter 1)
2. What are some of the advantages and disadvantages of (a) individuals as innovators, (b) firms as innovators, (c) universities as innovators, (d) government institutions as innovators, (e) non profit organizations as innovators? (from Chapter 2)
3. Are well-established firms or new entrants more likely to (a) develop and/or (b) adopt new technologies? Why? (from Chapter 3)
4. Are dominant designs good for consumers? Competitors? Complementors? Suppliers? (from Chapter 4)
5. What are some advantages of entering a market early? Are there any advantages to entering a market late? (from Chapter 5)
6. What makes an ability (or set of abilities) a core competency? (from Chapter 6)
7. Why might a firm use both qualitative and quantitative assessment of a project? (from Chapter 7)
8. What are some advantages and disadvantages of collaborating on a development project? (from Chapter 8)
9. What are the differences between patents, copyrights, and trademarks? (from Chapter 9)
10. Are there particular types of innovation activities for which large firms are likely to outperform small firms? Are there types for which small firms are likely to outperform large firms? (from Chapter 10)
11. What are the benefits and costs of involving customers and suppliers in the development process? (from Chapter 11)
12. What are the trade-offs in choosing a team's size and level of diversity? (from Chapter 12)

13. What factors will (or should) influence a firm's pricing strategy? (from Chapter 13)

Questions about open business models, business models as models and the business model canvas of Osterwalder

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