



## **CIEE Global Institute - Santiago de Chile**

<b>Course name:</b>	Innovation Management in Chile
<b>Course number:</b>	BUSI 3101 STCH
<b>Programs offering course:</b>	Santiago de Chile Global Internship/ Open Campus
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

Developing countries or new emerging economies have been criticized that they do not bring about genuine, i.e. autochthonous, innovation within their markets, but rather import it from developed economies. This course challenges current theories that claim that Latin American markets suffer from a lack of innovation, looking at the case of Chile. The approach taken is two-pronged: We will firstly investigate local evidence in Chile that efforts towards innovation in the wine, agriculture, mining and service sectors are yielding impressive results. Secondly, we will look at the theoretical and political meta-levels by analyzing new management practices and innovation policies in Chile. The results of these investigations will be analyzed against different parameters that have been used to measure innovation. Site visits in Santiago include local companies considered innovative as well as state and associational institutions and interest groups invested in innovation promotion.

### **Learning Objectives**

By completing the course, students will:

- Differentiate theoretical approaches towards management innovation, economic innovation and technological innovation.
- Demonstrate their understanding of current topics in innovation management
- Use case studies to evaluate and identify the relationship between innovation and environmental issues
- Distinguish the innovation potential of the Chilean economy as compared to that of other economies in the world

### **Course Prerequisites**

Students should have completed a 2000 level course in business management and/or marketing prior to taking this course.

### **Methods of Instruction**



This course is based on interactive lecture sessions, with weekly assignments/cases (individual and group) to be discussed during the session. Invited guest speakers who are experts in various theoretical and practical aspects of innovation will add to the learning experience of this course. The students will also participate in 4 field trips to innovative Chilean firms.

### **Assessment and Final Grade**

1.	3 Individual Assignments	20%
2.	1 Group Case Study Report	20%
3.	Group Presentation of the study case	20%
4.	Final Research Project	20%
5.	Class Participation:	20%
	TOTAL:	100%

### **Course Requirements**

**Individual Assignments:** Every student will elaborate a case of business innovation given by the teacher in the local context and compare it with a US case.

**Group Case Study Report/Presentation:** On one successful case of innovation company in the Latin American context with market data about assets increase in the innovation period.

**Group Presentation Case Study** Students will organize in teams of 3 or 4 people. Each team will choose a topic covered in class. The presentation should not last more than 20 minutes, include a Power Point presentation and will be followed by a Q&A session. Of utmost importance is to give examples and illustrate them with real-life financial examples.

**Final Research (group work):** 15-page illustrative description of an innovation case showing all the stages of the innovation process. Origins, research process, cost analysis, market trade off, and final production in the market and its consumption impacts.



### **Class Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

#### **Week 1**

##### **Class 1:1**

Introduction to the course. Students in this class will review the importance of innovation and creativity-barriers. A general analytical framework will be provided and throughout the session we will work with the concepts creativity and innovation.

Assigned reading: *Innovation Management*, chapter 2

Individual assignment due second class of second week

##### **Class 1.2.**

In this session we will review “Recombinant Innovation” as well as answering the question: Why is there no such thing as a “new idea”?

Assigned reading: *Innovation Management*, chapter 2



**Class 1.3**

In this session students will study the technological innovation, they will be exposed to facts to contrast incremental and radical innovation.

Individual assignment due next session: Recombinant innovation examples

**Week 2**

**Class 2.1**

In this session students will study innovation networks, the importance of networking within the firm and beyond its boundaries.

Group assignment due in session 2.3 will be given: Nespresso case. Conduct a written analysis of the Nespresso case and highlight the innovative components of the managerial branch of the product.

**Session 2.2**

Site Visit 1. Start-Up Chile. This is a program developed by Corfo which looks to turn Chile into an innovation and entrepreneurial pole in Latin America.

**Session 2.3.**

This session will have a look in general terms to innovation policies in Chile. The aim in the class to review these policies is to help the understand the innovation phenomenon in Chile to a certain extent.

Group writing assignment due in first session of week 4.: Pick an issue of significant local or national importance that also has need of innovative solutions. Define the problem in terms of a need for innovation, and describe specific actions that public leaders should take.

**Week 3**

**Session 3.1.**

Chile, being a mining country, therefore this session will be devoted to review innovation within the mining sector in Chile: clustering.

**Session 3.2.**

In this class students will study innovation and entrepreneurship in the private sector in Chile



**Session 3.3.** Site visit 2. COESAM. Rose Hip cosmetic producer doing business in more than 40 countries in the world. Named Best Chilean Exporter among small and medium enterprises in 2002.

#### **Week 4**

**Session 4.1.** In this session two concepts will be analyzed to try to understand how innovation is perceived in different countries: “Culture and Innovation”. In this session we will come to an agreement to answer these questions: What is culture?, Its variables. How does it impact in the country’s development, entrepreneurship and innovation.

Reading: “Innovation Management“ chapter 9

Group assignment due in session 5.1. Case: At 3M, A Struggle Between Efficiency And Creativity (Businessweek)

**Session 4.2.** In this session we will explore the role of women in Innovation in Chile. Public Policies and known company cases presented in class by the professor.

**Session 4.3.** Site visit 3: Fundación Chile, a private corporation that promotes innovation in Chile. Its partners are the State of Chile and BHP Billiton.

#### **Week 5**

**Session 5.1.** Students in this class will examine innovation in a global context. How globalization impacts transparency in the innovation market and finally some commercial conflicts will be discussed.

Reading: “Innovation Management“ chapter 10

**Session 5.2.** Students in this class will examine social innovation in Chile and Latin America.

**Session 5.3.** Site visit 4: Szot Brewery in Talagante. Named the Best Chilean Brewery in 2016 by ratebeer.com.

## Week 6

- Session 6.1.** Guest speaker from Avonni , Institution that grants every year several awards in different categories in innovation, such as food, environmental, energy, education, mining , etc
- Session 6.2.** This session will have a look at “Funding innovation”. The sources and public policies related to it and cross institutional analysis.
- Session 6. 3.** Final session used to see and comments on the final group presentations.

## Readings

- Ahmed, Pervaiz and Sheperd, Charlie (2010) *Innovation Management: Context, strategies, systems and processes*. Ed. Pearson
- Kleiner, Art (2004) *Recombinant Innovation. The best new product ideas are hatched by collaboration, not soloists*. Strategy Business. 37.
- Alvarez, R; Bravo Ortega, C and Navarro, L (2010) *Innovation, R&D Investment and Productivity in Chile*. BDI Working Paper No. 64
- Alvarez-Códova, D and Castro-Castillo, A. (2017) *Social innovation in Chile: three outstanding cases and an initial proposal to show its effectiveness*. Revista Gestión de las Personas y Tecnología. 29
- Maggi, C (2011) *Innovation in the Mining Industry: Recent Business and Public Policy Strategies in Chile*. Revista de Ingeniería.
- Agosin, M and Bravo, C (2009) *The Emergence of New Successful Export Activities in Latin America: The Case of Chile*. BDI Working Paper No. 236.
- Satell, G. (2013) *How to Manage Innovation*. Digital tonto magazine
- Leon, C (2015) *El Difícil Camino de la Innovación en Chile*. La Tercera Newspaper. (English Translation available)