Dr. Claudia Werker October, 3rd, 2022 **Trial Exam I: MOT1412 Technology Dynamics**

| Exercise | Assessment Criteria | Points |
|----------|--|--------|
| 1a | Major concepts with definitions: | |
| | Proximity, particularly personal proximity/ | 3 |
| | agglomerations/strategic alliances/social networks | 6 |
| | Research Question (citation in quotation marks and with page number): | |
| | " is there a positive relationship between personal and business links?" (p. 3), preferably in own words (else -1 point) | 3 |
| | Resolution (citation in quotation marks and with page number): | |
| | "The results suggest a positive and highly significant relationship between personal and business relations in high-tech clusters | 5 |
| | in the context of an emerging economy, Personal relations can overcome certain problems when generating new | |
| | collaborations between firms – such as transaction costs, monitoring costs, or information asymmetries – generating trust | |
| | between two organizations. Personal relations can therefore be considered an important resource in the creation of links between | |
| | firms" (p. 28), preferably in own words (else -1 point). | |
| | The study also highlights a possible negative effect of relationships, as if personal and social proximities are too strong firms | 3 |
| | tend to generate cliques, which get trapped in old strategies that are detrimental for the generation of new knowledge and the | |
| 4.1 | growth of clusters and their firms. Full sentences with explanation | 2 |
| 1b | "a cluster is a geographically bounded system with multiple interacting actors (Porter 1998)" (p. 842), preferably in own words | 3 |
| | (else -1 point) | |
| | Both the innovation system's approach (give definition) and the cluster's approach are frameworks used to analyse and | 4 |
| | understand the actors and their relationships within a system. The main differences between the two approaches are | 4 |
| | • that in the cluster approach we define system of geographically close innovative agents' and analyse their relationships | 3 |
| | within in this context Full sentences with explanation | 3 |
| 1 | • that the innovation systems approach explicitly focuses on institutions (give definition) <u>Full sentences with explanation</u> | 4 |
| 1c | The paper suggests a positive impact of personal and business relations, as they can overcome certain problems (e.g., transaction | 4 |
| | costs) and generate trust among organizations. Full sentences with explanation | 1 |
| | However, relying too much on personal and social proximities can generate bad outcomes in the long term, as described by | 4 |
| | Boschma (2015) and Ooms et al. (2015). Full sentences with explanation | 1 |
| | The study also outlines how it is difficult to analyze the effect of personal and social proximity, because the indicator personal | ¬ |
| | relations contains both types of proximities. Full sentences with explanation | 3 |
| | Through a statistical analysis support for the hypothesis that geographical proximity enhances collaboration. (Full) | |

| Exercise | Assessment Criteria | Points |
|-----------|---|--------|
| 2a | Examples of five innovation indicators or groups of innovation indicators to discuss (full answer includes what they measure, | 3 for |
| | what advantages and disadvantages they have): | each |
| | • human resources indicators = input indicators: cover a broad spectrum with doctorate graduates, population with tertiary | |
| | education and lifelong learning but might miss that you need engineers more than other highly educated employees for innovation and technological change | |
| | • patent application = output indicator: gives good indication of output of mostly large firms of applied research but not about basic research output in the academic sector | |
| | • innovative SMEs collaborating with others: measure relationships between stakeholders but only those involving SMEs, | |
| | • broadband penetration measures digitalisation but is only about physical infrastructure, missing out on the use of it | |
| | • R&D expenditure in the business sector = input indicator covering only the business but not the academic sector | |
| 2b | The summary innovation index gives blurry information as it | |
| | includes all indicators with the same weight | 1 |
| | mixes input and output indicators | 1 |
| | Edquist et al 2018 suggest an efficiency indicator relating input to output indicators instead | 3 |
| 2c | Following the paper by Marxt et al. and the innovation scoreboard, Switzerland comes out as a country with: | 10 |
| | • A great academic environment, composed of top-in-the-world Universities (like ETH Zurich, ETH Lausanne, etc.) | |
| | Good and well-funded, research facilities (like CERN, PSI, etc.) | |
| | Very R&D intensive businesses (Private business account for more than 70% of R&D expenses) | |
| | • High spending by central government on education, a commission of Technology and Innovation (CTI), and cantons that promote economic growth in their region with specific targeted policies | |
| | Strengths: very favourable for multinational companies, both from an institutional point of view (low taxation), and from a human resources point of view, with a highly skilled workforce. | 5 |
| | Weaknesses are the innovative collaboration of SMEs with others scores very low, the low governmental support to business R&D, low willingness to take the entrepreneurial risk by citizens. All: full sentences with explanation | 5 |
| 2d | Actively support (the emergence) of innovative SMEs, e.g. by firm incubators at universities specialized on technology-oriented | 5 |
| | start-ups, provide funding for networking activities between SMEs, large firms, academia etc., e.g. for conferences or for seed- | |
| | funds that enable them to apply for external funding. <u>Full sentences with explanation</u> | |
| Total | Number of Points realized | |
| Calculate | Number of Points realized divided by 90 points, multiplied by 100 | |
| Calculate | Round up or down to full or half marks (two digit after the dot, e.g. 0.8-1.2 = 1; 1.3-1.7 = 1.5; fill in final mark (>=5.75 is pass) | |