

## 1. BASIC INFORMATION

<b>Course</b>	Innovation Management
<b>Degree program</b>	Bachelor's degree in International Bsuiness
<b>School</b>	School of Social Sciences and Communication
<b>Year</b>	4th
<b>ECTS</b>	6
<b>Credit type</b>	Elective
<b>Language(s)</b>	English
<b>Delivery mode</b>	On-campus
<b>Semester</b>	S8
<b>Academic year</b>	2024-25
<b>Coordinating professor</b>	Asaf Levi Alfaroviz
<b>Professor</b>	Asaf Levi Alfaroviz

## 2. PRESENTATION

Innovation Management is a course where students learn how to manage novelty and innovation within a company, how to foster the development of new ideas within an enterprise whether product, process, marketing or organizational innovations. In addition, they are taught how to protect those innovations using different strategies through patents, trademarks, copyright, etc. and to carry out competitive and technological vigilance/intelligence. Students also learn how innovation affects different areas of the company that are often interrelated.

Specifically, the role of innovation as a driver and support for the creation of competitive advantage will be studied, as well as modern tendencies and techniques. Additionally, students are expected to develop an innovative product or service idea, evaluate the best protection alternatives, and create different strategies that hinder other companies from competing in the same market. Thus, this course provides the necessary knowledge for students to complete their understanding about business processes related to innovation.

Finally, the student will learn how the European Union creates environments that favor innovation, providing technical support, financing and links between different entities to promote innovation through collaboration.

## 3. COMPETENCIES AND LEARNING OUTCOMES

**Core competencies:**

- BS2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.
- BS3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.
- BS4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.

#### **Cross-curricular competencies:**

- CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CS7: Awareness of ethical values: The ability to think and act according to universal principles based on the value of the individual, directed towards his or her full development and involving a commitment to certain social values.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CS12: Critical reasoning: The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- CS17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

#### **Specific competencies:**

- SS2: Ability to define, design, explain and apply the international business process and its different phases: planning, organising, managing and controlling.
- SS4: Ability to identify and analyse the economic aspects of globalisation in relation to: the internationalisation of business, foreign trade and the world economy.
- SS7: Ability to use the management tools available in the field of marketing and commercial management in an international business environment.
- SS8: Ability to use available administrative and financial management tools in an international business environment.
- SS10: Ability to use production management tools including planning, sales forecasting, stock management and quality control of the production process.
- SS24: Ability to identify technology and innovation strategies, as well as technology analysis tools and the company's technological capabilities.
- SS25: Ability to apply new trends in business administration such as knowledge management, innovation management, etc., which will allow one to achieve greater professional development and business success.

#### **Learning outcomes:**

- LO1: Design an innovation process for an international company.
- LO2: Understand the relationship between innovation and entrepreneurial context, and the key role of quality.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
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BS2, BS3, BS4, CS4, CS8, CS12, SS2, SS4, SS7, SS8, SS10, SS24, SS25	<ul style="list-style-type: none"> <li>LO1: Design an innovation process for an international company.</li> </ul>
BS2, BS3, BS4, CS7, CS12, CS17, SS2, SS4, SS24	<ul style="list-style-type: none"> <li>LO2: Understand the relationship between innovation and entrepreneurial context, and the key role of quality.</li> </ul>

## 4. CONTENT

- Types of innovation. Technological innovation. Process innovation.
- Knowledge management and information systems.
- The role of technologies in business. Technology protection and exploitation strategies. Technological surveillance and competitive intelligence. Cooperation and technology transfer.
- Process optimization. Developing new products and/or services. Value creation.
- Designing, managing, assessing and implementing innovation projects. Risk management.
- Funding innovation. Public policies to promote innovation.
- Innovation to improve competitiveness in international environments.
- Leadership and motivation to promote innovation.
- Implementing R+D+i in an international business

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be applied are indicated below:

- Master class
- Case method
- Cooperative learning
- Problem-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Masterclasses	37 h
Case studies	15 h
Group Activities	20 h
Tutoring	10 h
Autonomous work	30 h

Formative assessment	10 h
Problem solving	25 h
Asynchronous masterclasses	3 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Comprehensive knowledge exams	50%
Written reports	10%
Oral presentations	10%
Case Studies and Problem-solving	20%
Performance Observation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Weeks 1-7
Activity 2	Week 8-13
Activity 3	Weeks 14-17
Exams	Week 16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- European Commission (2014) Horizon 2020 Online Manual. Available in html format in: <http://ec.europa.eu/research/participants/portal/desktop/en/funding/guide.html>
- Horizon Europe Framework programme for research and innovation 2021–2027
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- European Parliament Think Tank -<https://www.europarl.europa.eu/thinktank/en/home.html>
- Regulation (EU) 2017/1001 of the European Parliament and of the Council of 14 June 2017 on the European Union trade mark (Text with EEA relevance) <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568149823491&uri=CELEX:32017R1001>

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.



