1. BASIC INFORMATION

Course	INNOVATION MANAGEMENT
Degree program	DEGREE IN BUSINESS MANAGEMENT
School	SOCIAL SCIENCES FACULTY
Year	FOURTH
ECTS	6 ECTS
Credit type	ELECTIVE
Language(s)	ENGLISH
Delivery mode	ON SITE
Semester	2nd SEMESTER
Academic year	2025-2026
Coordinating professor	CANAN CEYLAN
Professor	CANAN CEYLAN

2. PRESENTATION

The Innovation Management subject is part of the Degree in ADE and is fed by different subjects of the Degree. Its objective is for the student to understand how to promote innovation as a constant source of competitive advantage, and the need to be in constant evolution to adapt permanently to the evolution of the environment and changes in consumer behaviour, as well as openings to new demands and markets.

To do this, a tour of the different models and lines of business innovation will be carried out, knowing the transition from closed innovation to open innovation, knowledge transfer models, conditioning factors, systems and results. The student will learn how the European Union creates environments that favor innovation, providing technical support, financing, and links between different entities to promote collaboration and results, as well as learn about other innovation ecosystems in the world. Finally, the student will have the knowledge to protect the different aspects of innovation through trademarks, patents, utility models and copyright.

In this sense, the student must understand how the correct management of the generation of new products/services, processes, forms of marketing or organization is vital in the current economic environment. In the future, students will face the resolution of problems related to the technology / business relationship, and the interaction of both parameters with the environment. Students will learn to integrate technology and innovation strategy as a central part of a corporate business strategy.

3. LEARNING OUTCOMES

- **LEARNING OUTCOMES OF THE DEGREE PROGRAMME**

Knowledge

CON04: Ability to recognize technological and innovation strategies, as well as tools for technological analysis and the technological capabilities of the company as a means for growth, development, and improving its competitiveness.

Competencies

CPT01: Create new ideas and concepts based on known ideas and concepts, reaching conclusions or solving problems, challenges, and situations in an original way.
CPT06: Integrate analysis with critical thinking in a process of evaluating different ideas or possibilities and their potential for error, relying on evidence and objective data to make effective and valid decisions.
CPT07: Adapt to adverse, unexpected, and stressful situations, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

- **LEARNING OUTCOMES OF THE SUBJECT**

Students must understand how proper management of the generation of new products/services, processes, marketing methods, or organizational forms is vital in the current economic environment. In the future, students will face the challenge of solving problems related to the relationship between technology and business, as well as the interaction of these two parameters with the CE environment.

Students will learn to integrate strategy and technology as a central part of corporate business strategy. Additionally, they will gain an in-depth understanding of various legal tools for the protection of innovations (trademarks, patents, utility models, industrial designs, etc.), the applicability of each, and their impact on the business model. Finally, students will be able to design implementation strategies in different international environments, maximizing value generation for the customer and benefits for the company.

4. CONTENT

- Introduction
- Business Innovation Lines and Models
- Trademarks and Community Trademark
- Patents and Utility Models
- Copyright and Software
- Innovation in the European Union

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Masterclasses
- Case Study Method
- Cooperative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning
- Field Experiences (through visits to companies, institutions, etc.)

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
Master Classes	30
Autonomous work	40
Oral presentations	10
Case analysis and problem solving	15
Works/ Projects	15
Participative group activities	20
Knowledge test	5
Tutoring	15
TOTAL	**150**

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
Knowledge Test	50%
Case analysis and problem solving	25%
Reports and Written Works	15%
Oral Presentations	10%
TOTAL	100%

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
Individual essay	Week 3
Report	Week 5
Simulation case	Week 7
Case study 1	Week 9
Case study 2	Week 11
Group essay	Week 13
Oral presentations	Week 15
Knowledge test (Exam)	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. BIBLIOGRAFÍA

The main reference works for this subject are:

Tidd, J. & Bessant, J. (2013). Managing Innovation: Integrating Technological, Market and Organizational Change. 5ed. Published by John Wiley & Sons.

Shields, K. (2022). Leading Innovation. 1st Ed. Published by eCampusOntario. Creative Commons. https://ecampusontario.pressbooks.pub/leadinginnovation/

The recommended Bibliography is:

Articles:

Baudry, M. & Dumont, B. (2017). Patents: Prompting or Restricting Innovation? Volume 12. Wiley.

Dru, J.-M. (2015). The Ways to New: 15 Paths to Disruptive Innovation. Wiley.

Gibson, R. (2015). The Four Lenses of Innovation: A Power Tool for Creative Thinking Wiley-Blackwell.

Griffin, A.; Noble, C. H.; & Durmusoglu, S. S. (2014). Open Innovation: New Product Development Essentials from the PDMA. Wiley.

Keeley, L. et alt. (2013). Ten types of innovation: The discipline of building breakthroughs. Published by John Wiley & Sons.

Messina, M.E & Baer J.C. (2016). Decoding Silicon Valley. Ed. Decode Publishers, LLC, Redwood City California.

O'Loghlin, J. (2016). Innovation is a State of Mind: Simple strategies to be more innovative in what you do. Wiley.

Ratten, V. (2022). Managing Innovation in Organisations. Fostering an Entrepreneurial Approach. Springer.

Wirtz, B. W. (2020). Business Model Management. Design-Process-Instruments, 2nd Ed. Springer.

Readings:

Agrawal, A. & Gallasso, A. (2018). How to Navigate the Innovation Ecosystem, rotmanmagazine.ca/, 27-31.

Chesbrough, H. (2012). GE's Ecomagination Challenge: An Experiment in Open Innovation, California Management Review Volume: 54(3), 140-154.

Cote, C. (2022). Product innovation: What business leaders need to know, Harvard Business School Online.

Drucker, P. (2002). The discipline of innovation, Harvard Business Review, 80(8), 95-103.

Elizabeth J. Altman, E. J. and Nagle, F. (2020). Accelerating Innovation Through a Network of Ecosystems, MIT Sloan Management Review, 23-31.

Gibson, K. (2024). How AI can drive innovation in your industry, Harvard Business School Online.

W. Chan Kim, W. C.; Mauborgne, R.; & Ji, M. (2024). Green innovation shows new markets don't have to be disruptive, Harvard Business Review, 1-6.

Landry L. (2020). 3 types of innovation you should know, , Harvard Business School Online.

Nagle, F. (2023). Free and Open Source Software and Hardware, Industry and Background Note, Harvard Business School, 1-4.

Pidun, U.; Reeves, M.; & Zoletnik, B. (2023). How to Become an Ecosystem Player, rotmanmagazine.ca/, 59-64.

Reports:

European Commission: Directorate-General for Research and Innovation, European Innovation Scoreboard 2025, Publications Office of the European Union, 2025, https://data.europa.eu/doi/10.2777/3239776

European Commission: Directorate-General for Research and Innovation, Regional Innovation Scoreboard 2025, Publications Office of the European Union, 2025, https://data.europa.eu/doi/10.2777/2313906

European Commission: Directorate-General for Research and Innovation, EU eco-innovation index 2025, Publications Office of the European Union, 2025, https://projects.research-and-innovation.ec.europa.eu/en/statistics/performance-indicators/european-innovation-scoreboard/eis#/eii

European Commission: Joint Research Centre, 2024 EU industrial R&D investment scoreboard, Publications Office of the European Union, 2024, https://data.europa.eu/doi/10.2760/0775231
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EU EUROSTAT Science, Technology, and Innovation.
https://ec.europa.eu/eurostat/web/science-technology-innovation/overview

OECD/Eurostat (2018). Oslo Manual 2018: Guidelines for Collecting, Reporting and Using Data on Innovation, 4th Edition, The Measurement of Scientific, Technological and Innovation Activities, OECD Publishing, Paris, https://doi.org/10.1787/9789264304604-en

10. EDUCATIONAL GUIDANCE AND DIVERSITY 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:
unidad.diversidaduev@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.