

## 8001 - Innovation, Entrepreneurship and Strategic Management

General Information	
<p> <b>Degree:</b> University Master's Degree in Entrepreneurship and Innovation  <b>Course:</b> First  <b>Quarter:</b> First  <b>ECTS credits:</b> 6  <b>Course Coordinator:</b> Valeria Bernardo, Ph.D.  <b>Teaching Theory:</b> Valeria Bernardo, Ph.D. and Ismael Hernández, Ph.D.  <b>Teaching Workshops:</b> Giovanni Giusti, Ph.D.  <b>Teaching language:</b> English / Spanish         </p>	
1.- Objectives	
<p><b>General objectives</b></p>	<p>The general objective is to provide a holistic vision of Innovation and acquire the basic knowledge, skills and competences to develop innovative business projects from creation to marketing through collaborative work and innovative tools.</p>
2.- Competences	
<p><b>2.1.- Basic competences</b></p>	<ul style="list-style-type: none"> <li>• CB1.- Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.</li> <li>• CB2.- That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study</li> <li>• CB4.- That the students know how to communicate their conclusions and the latest knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way</li> <li>• CB5.- That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous</li> </ul>

<b>2.2.- Transversal competences</b>	<ul style="list-style-type: none"> <li>• CT2.- Lead a team and work multidisciplinary teams, actively participating in the tasks and negotiating before dissenting opinions until reaching consensus positions</li> <li>• CT3.- Recognize the diversity of points of view, understand multiculturalism and be able to make their own opinions known in respect to divergent opinions</li> <li>• CT4. Develop the ability to assess gender inequalities to design solutions</li> </ul>
<b>2.3.- Specific competences</b>	<ul style="list-style-type: none"> <li>• CE1.- Plan and manage events, seminars and congresses related to entrepreneurship and innovative business creation.</li> <li>• CE2.- Apply planning and control tools for entrepreneurial projects of local or international character and in real and virtual environments</li> <li>• CE3.- Apply competitive intelligence to detect signs of change, analyze trends, reactions and strategies of current and / or potential competitors.</li> <li>• CE7.- Know how to apply and adapt technology for the creation of entrepreneurial projects.</li> <li>• CE9.- Integrate an innovative project in one or more parts or processes of an existing organization to improve its competitiveness</li> </ul>
<b>3.- Methodology</b>	
<b>Theoretical sessions</b>	<ul style="list-style-type: none"> <li>• <b>Master class:</b> Expository class sessions based on the teacher's explanation in which all students enrolled in the subject attend</li> <li>• <b>Presentations:</b> Multimedia formats that support classroom classes</li> </ul>
<b>Directed learning</b>	<ul style="list-style-type: none"> <li>• <b>Seminars:</b> Face-to-face format in small work groups. Face-to-face sessions of the subject that allow offering a practical perspective of the subject and in which student participation is key</li> <li>• <b>Debates and forums:</b> Face-to-face or online conversations, according to the objectives that the teacher responsible for the subject pursues. The debates have a start and end date and are energized by the teacher</li> <li>• <b>Case study:</b> Dynamics based on the study of a case that serves to contextualize the student in a specific situation, the teacher can propose different activities, both individually and in groups, among his students</li> </ul>

<p><b>Autonomous learning</b></p>	<ul style="list-style-type: none"> <li>• <b>Resolution of exercises and problems:</b> Non-face-to-face activity dedicated to the resolution of practical exercises from the data provided by the teacher</li> <li>• <b>Tutoring:</b> for which the student will have telematic resources such as email and the intranet resources of the ESCSET</li> </ul>
<p><b>4.- Assessment of the subject</b></p>	
<p><b>Evaluation system:</b></p> <p>ES1. Participation in the activities raised within the classroom - 20%</p> <p>ES2. Individual or group work - 20%</p> <p>ES3. Exhibitions - 20%</p> <p>ES4. Workshops - 40%</p>	
<p><b>5.- Contents</b></p>	
<p><b>1. Introduction</b></p> <p>1.1. The concept of Innovation</p> <p>1.2. Difference between improvement and innovation</p> <p>1.3. Types of Innovation</p> <p>1.4. Preparing the organization to innovate</p> <p>1.5. Permanent innovation and the forces of change in organizations</p> <p><b>2. General scheme of innovation</b></p> <p>2.1. Development of the phases of the innovation management System</p> <p>2.2. Detect and structure opportunities</p> <p>2.2.1. Technological surveillance</p> <p>2.2.2. Technology Prospective</p> <p>2.2.3. Benchmarking</p> <p><b>3. Design Thinking</b></p> <p>3.1. Methodology</p> <p>3.2. The 'insight' concept of the customer and common methods to discover new 'insights'</p> <p>3.3. Real intervention:</p> <p>3.3.1. Definition of the problem to be solved</p> <p>3.3.2. Insights Extraction</p> <p>3.4. Generation of new opportunities from insights</p> <p><b>4. Ideas generation and evaluation</b></p> <p>4.1. Ideas generation techniques</p> <p>4.2. Ideas evaluation techniques used in organizations</p> <p>4.3. Criteria of evaluation of ideas: cards of evaluation of ideas</p> <p>4.4. Portfolio of innovation projects in the organization</p>	

## 5. Project planning

- 5.1. Project definition: scope, objectives
- 5.2. Business innovation project plan
- 5.3. Work Breakdown Structure:
  - 5.3.1. Decomposition of the project into tasks
  - 5.3.2. Innovation project schedule and budget
- 5.4. Risks associated with innovation projects:
  - 5.4.1. Risks evaluation
  - 5.4.2. Response plan

## 6. Integral marketing of innovations

- 6.1. Financial concepts: Payback curve
- 6.2. Industrial and intellectual property
- 6.3. Exploitation of innovations: Assignment, license
- 6.4. System of indicators of innovation in organizations

## 6.- Didactic Resources

### References:

Cornella, Alfons (2019) Cómo innovar: ... sin ser Google. Profit.

Olivella, Jordi (2020) Gestión eficiente de proyectos de innovación. Profit.

Goffin, Keith and Mitchell, Rick (2016) Innovation Management: Effective Strategy and Implementation.

Elsbach, K. D., & Stigliani, I. (2018). Design thinking and organizational culture: A review and framework for future research. *Journal of Management*, 44(6), 2274-2306.

Micheli, P., Wilner, S. J., Bhatti, S. H., Mura, M., & Beverland, M. B. (2019). Doing design thinking: Conceptual review, synthesis, and research agenda. *Journal of Product Innovation Management*, 36(2), 124-148.

### Further Reading:

Beckman, S.L. and Barry, M. (2007) Innovation as a Learning Process: Embedding Design Thinking. *California Management Review*, 50, 25–56.

Brown, J.S., Duguid, P., "Organizational Learning and Communities of Practice : Toward a Unified View of Working, Learning and Innovation", *Organization Science*, Vol.2, N.1, 1991.

Brown, Tim (2008). Design Thinking: Thinking like a designer can transform the way you develop your products, services, processes- and even strategy. *Harvard Business Review*.

Brown, Tim (2009). *Change by Design. How design thinking transforms organizations and inspires innovation*. Harper Business. Nueva York. <http://tinyurl.com/oljttez>

IDEO. Human Centered Design Toolkit. <http://www.ideo.com/work/human-centered-design-toolkit/>

Johnson, Steven (2010). Where Good Ideas Come From. The Natural history of Innovation. Riverhead Books. Nueva York.

Pardo Kuklinski, Hugo (2014). Opportunity Valley. Lecciones <aún> no aprendidas de treinta años de contracultura digital. Outliers School. Barcelona. Capítulo 7. [www.opportunityvalley.net](http://www.opportunityvalley.net)

Rosenthal, S.R. and Capper, M. (2006). Ethnographies in the Front End: Designing for Enhanced Customer Experiences. *Journal of Product Innovation Management* 23(3):215–237

Valls et al. (2012) *Causas del fracaso de los emprendedores*. Netbiblo S.L. [https://www.redemprendia.org/sites/default/files/descargas/causas\\_de\\_fracaso\\_de\\_los\\_emprendedores.pdf](https://www.redemprendia.org/sites/default/files/descargas/causas_de_fracaso_de_los_emprendedores.pdf)

*Review*, Vol.72, N.4.

Johnson, Steven (2010). Where Good Ideas Come From. The Natural history of Innovation. Riverhead Books. Nueva York.