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UNIVERSITAT POLITÈCNICA  
DE CATALUNYA  
BARCELONATECH

# **GLOBAL EXECUTIVE MASTER IN BUSINESS ADMINISTRATION**

## **TEACHING GUIDE FOR INNOVATION**

**[2023-24]**

## GENERAL DETAILS

<b>Course name:</b>	INNOVATION
<b>Academic year:</b>	2023-24
<b>Degree:</b>	Global Executive Master in Business Administration
<b>Number of credits (ECTS):</b>	5
<b>Date of latest revision:</b>	May 2023
<b>Lecturers in charge:</b>	Raúl Sánchez Adell

## 1. GENERAL DESCRIPTION

The Innovation course offers students a comprehensive view of innovative methodologies and approaches in the business environment. Throughout the course, participants will acquire key skills and knowledge to drive innovation and lead change processes in organizations.

A study of the different innovation methodologies will be covered, among which Doblin's 10 Innovation Methods stand out. These methodologies give companies the ability to differentiate themselves from their competitors and to adapt effectively to the future work environment.

Within the framework of creativity and idea management, Design Thinking will be another key aspect of the course. Students will learn to empathize and define challenges, immersing themselves in projects and understanding customer needs. Idea generation, prototyping and testing techniques will also be explored, allowing students to develop innovative solutions and improve them through iteration.

Innovation management will be addressed highlighting the identification of challenges and project portfolio management. Students will learn how to map the innovation space, establish innovation strategies and collaborations with other agents of the innovation ecosystem.

In addition, agile methodologies, such as Scrum and Kanban, will be introduced to project management. Students will understand agile principles and practices, applying Scrum ceremonies and roles in practical exercises. Throughout the course, collaboration and teamwork will be encouraged, recognizing that innovation arises from the synergy of

diverse ideas and perspectives. Students will participate in hands-on activities that will promote creativity and critical thinking, stimulating their ability to generate novel solutions to complex problems.

To enrich learning, companies recognized for their innovative approach will be analyzed to understand how they have successfully applied the methodologies and principles studied. This will allow students to acquire practical knowledge and concrete examples that will enrich their understanding of the innovation process.

Upon completion, students will be prepared to face current and future challenges in the workplace, equipped with the necessary tools and skills to lead change processes and generate value through innovation.

## 2. OBJECTIVES

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- Understand the importance of innovation in the business environment and its role in differentiation and adaptation to change.
- Become familiar with various innovation methodologies and be able to apply them effectively in problem solving and idea generation.
- Develop leadership skills to manage change processes and promote innovation within organizations.
- Mastering design thinking techniques, including empathy, problem definition and creative solution generation.
- Acquire knowledge in innovation management, including challenge identification, project portfolio management and collaboration with other external entities.
- Acquiring the skills necessary for efficient product management, including requirements gathering, data analysis, prioritization and roadmap creation.
- Become familiar with agile methodologies, such as Scrum and Kanban, and be able to apply them in the management of innovation projects.
- Develop teamwork, effective communication and decision-making skills in innovation environments.

### 3. CONTENTS

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#### UNIT I. FUNDAMENTALS OF INNOVATION

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#### UNIT II. FROM IDEA TO PRODUCT

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### UNIT I. FUNDAMENTALS OF INNOVATION

#### Learning outcomes

After studying the topics in the unit and completing exercises, the student will be able to:

- Identifying the processes and innovation methods needed to excel in a highly competitive environment. They will also learn to manage talent effectively, recognizing the importance of adapting to the future of work.
- Apply a customer-centric approach, using empathy as a key tool to understand customer needs and generate innovative solutions. Through the "Define" stage, they will reach fundamental conclusions and establish a Point of View (POV) that will act as the basis for the ideation phase.
- Implementing practical tools to map the innovation space and consider the challenges associated with implementing innovation in the business environment.
- Recognizing the importance of diversifying collaboration methods and adapting to different contexts and resources.
- Applying innovation tools and methodologies effectively, managing innovation processes in organizations and make strategic decisions based on an ethical and sustainable approach.

#### TOPIC 1. INNOVATION METHODOLOGIES

##### Content

- 1.1 The future of work.
- 1.2 Doblin's 10 Innovation Methods.
- 1.3 Leading change processes in the organization.

## TOPIC 2. DESIGN THINKING: EMPATHIZING, DEFINING, IDEATING AND PROTOTYPING

### Content

- 2.1 Definition and origins of Design Thinking.
- 2.2 Phases of the design process.
- 2.3 Research and empathy techniques
- 2.4 Synthesis of the collected information and creation of user personas.
- 2.5 Generation of ideas through divergent thinking techniques.
- 2.6 Prioritization and selection of ideas using evaluation tools and prioritization matrix.
- 2.7 Prototyping to visualize and test ideas.
- 2.8 Testing and feedback to iterate and improve prototypes.
- 2.9 Final presentation of the proposed solution.

## TOPIC 3. INNOVATION MANAGEMENT: IDENTIFICATION OF CHALLENGES AND PORTFOLIO MANAGEMENT

### Content

- 3.1 What is innovation?
- 3.2 Types of innovation.
- 3.3 Innovation strategy.
- 3.4 Roles of innovation teams.
- 3.5 Innovation models and mechanisms.

## UNIT II. FROM IDEA TO PRODUCT

### Learning outcomes

After studying the topics in the unit and completing exercises, the student will be able to:

- Develop the ability to apply agile methodologies, such as Scrum, Kanban and Lean, to effectively manage projects and improve workflows.
- Learn how to adapt these methodologies to different contexts and projects, maximizing efficiency and value delivery.
- Work with various tools used in product management.
- Understand the importance of data in product improvement.

- Use various ways to prioritize requirements to meet customer needs.

## TOPIC 4. AGILE METHODOLOGIES: SCRUM, KANBAN AND LEAN

### Content

- 4.1 Agile Manifesto: Principles and creators.
- 4.2 Agile methodologies most commonly used in project management.
- 4.3 Introduction to Scrum: Project Management Cycle and Roles
- 4.4 Introduction to Kanban: Principles and practices for workflow visualization and management.
- 4.5 Lean Methodology: Concept and application in the improvement of value streams.
- 4.6 Lean Value Stream Map: Identification of value-adding activities and elimination of waste.

## TOPIC 5. PRODUCT MANAGEMENT: INSTRUMENTATION, ROADMAPS AND POSTMORTEM ANALYSIS

### Content

- 5.1 The role of vision and business objectives.
- 5.2 Collection of requirements.
- 5.3 Information management and prioritization methodologies.
- 5.4 Creation of a roadmap.
- 5.5 Post Mortem Analysis.

## 4. TEACHING AND LEARNING METHODOLOGY

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The Global Executive Master in Business Administration (GEMBA) is organized in such a way that students can acquire knowledge from different subjects, apply it in practice, and develop a proactive attitude and critical thinking towards them.

The virtual program offers a flexible and progressive curriculum that allows participants to choose their learning pace. Due to this, the teaching methodologies employed are:

**LEARNING RESOURCES.** This space provides the main materials for each subject, as well as other sources of information relevant to the study. While each student sets their own study pace, a suggested timeline is provided to adequately follow the assessment established for the subject.

**MICRO LEARNING.** Audiovisual materials that introduce, complement, or expand on key concepts in a simple and practical manner.

**LEARNING CHALLENGES | LEARNING BY DOING.** Learning oriented towards solving real practical cases that encourage the practical application of theoretical content covered in different blocks of each subject. The resolution of these business scenarios is presented to verify that the objectives of the subject have been achieved.

**FORUM.** A consultation space for students to clarify any concepts that may not have been clear during individual study or work on the subject.

**DEBATES.** A discussion space promoted by the faculty to comment on current topics.

**MASTERCLASS.** Sessions delivered in streaming format by expert professionals, aimed at delving into specific topics within the business field, applying theoretical knowledge to practical situations, and promoting learning.

## 5. ASSESSMENT

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The Global Executive Master in Business Administration is based on a competency-based assessment model, in which the student's progress in achieving the objectives set in the

master's program is evaluated. It relies on validating the knowledge acquired through tests and learning challenges.

- **TESTS.** At the end of each unit corresponding to a course, the student will demonstrate the assimilation of the contents by completing a multiple-choice test.
- **LEARNING CHALLENGES.** This involves the analysis, reflection, and resolution of real practical cases individually, contributing to business decision-making. The situations presented aim to contextualize the training activities and are based on competencies and learning outcomes to be achieved.

The final grade for each course is obtained by adding the arithmetic mean of the scores from the tests and learning challenges. The grade will be expressed, for each student, on the following scale, with the corresponding qualitative grade mention:

- 0-49: Fail
- 50-69: Pass
- 70-89: Good
- 90-100: Excellence/ Distinction

Failing a course prevents the attainment of the Master's degree; therefore, the student must re-enroll in that subject.

## 6. BIBLIOGRAPHY

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