



## **COURSE TITLE: CREATIVITY, INNOVATION AND ENTREPRENEURSHIP**

**Bachelor course (for students in the final year of study) & Master course**

**ECTS credits: 7**

### **Lecturers:**

- Andrea Barbero, Mg., Associate Professor at Universidad Nacional del Sur, Argentina
- Silvina Elías, Mg., Universidad Nacional del Sur, Argentina

**Contact:** [abarbero@uns.edu.ar](mailto:abarbero@uns.edu.ar)

### **Aims of the course:**

How can we prepare ourselves to be leaders of innovation? Which tools can we use to generate ideas? How can we test our ideas?

Actual business context requires a degree of adaptation to change which requires the acquisition of new skills and abilities to seize opportunities and improve productivity and economic performance. This course deals with the study of innovation. Students are expected to understand and identify strategies to promote ideas on innovative products or services and necessary actions to implement them successfully. It also seeks to promote entrepreneurial culture.

### **Specific Objectives:**

- Understand the concept of innovation, its components and its importance for the company and organizations in general.
- Develop a practical framework for the design and implementation of a systematic innovation strategy.
- Incorporate adequate tools for formulation of a business model and a business plan.
- Connect the theoretical issues with the concrete reality through work on actual experiences of companies that have a culture in innovation and studying successful study cases.
- Encourage students to develop their own business.

### **Course syllabus:**

#### **I. The concept of innovation**

Defining innovation

Differences between invention and innovation

Product innovation and process

Radical and incremental innovation

Technological innovation, commercial or organizational  
Innovation indicators  
Characteristics of innovation in different sectors  
Innovation in Latin America and Argentina

## **II. Economics and Management of Innovation**

Main literature Schumpeter and creative destruction  
The evolutionary theory of Nelson and Winter  
The model of the dynamic capabilities of David Teece  
Porter and competitive advantages: the model of the five competitive forces or extended rivalry  
The value chain  
Drucker and the systematic innovation  
The role of von Hippel user  
Rodgers and the innovations diffusion  
Speed Adoption.

## **III. Innovation and Knowledge**

Tacit and explicit knowledge  
Knowledge as a public good  
National Innovation System.  
Regional Innovation System.  
Joint state, private sector, science and technology sector: the model of the triple helix  
Innovation and regional development  
The R & D system in Latin America and Argentina

## **IV. Instruments**

Innovation as a systematic practice  
Key elements in managing innovation  
Learning Cycle  
The roles of the innovator  
The generation of ideas: brainstorming  
Creativity Business model: vs classical approach. Current focus  
The evolution of the business model  
The Business Model Canvas by Alex Osterwalder  
Principles and applications  
Business Plan

## **V. Innovation and entrepreneurship**

The entrepreneur  
Profile analysis, behaviour and motivations  
Lean Start -up  
The entrepreneurial ecosystem  
Entrepreneurs and strategic decisions

**Bibliography:**

- Etzkowitz, H. y Leydesdorff, L. (2000) "The dynamics of innovation: From national systems and "Mode 2" to a Triple Helix of university-government- industry relations" Research Policy 29: 109-123
- Osterwalder, A and Pigneur, Y; Business Model Generation, Alexander Oster & Yves Pigneur Publishers', 2009.
- Ries, E; The Lean Startup, Crown Business, New York, 2011.
- Rogers, E, M. (1995) Diffusion of innovations. Free Press: NY. 1-37.
- Schumpeter, Joseph, (1978), Teoría del Desarrollo Económico, FCE, México.
- Teece, T.C. Pisano, G. y Shuen, A. (1997) "Dynamic capabilities and strategic management" Strategic Management Journal, Vol18.
- Tidd, J and Bessant, J; Managing Innovation. Integrating technological market and organizational change. 4ª Edición, 2009.
- Von Hippel, E (2005) Democratizing Innovation. MIT Press: Cambridge, Massachusetts. Cap. 1.
- Von Hippel, E. (1976) "The dominant role of users in the scientific instrument innovation process" Research Policy 5: 212-239.
- Specific bibliography about successful innovation cases in Argentina and Latin America

**Teaching methods:**

This seminary combines theoretical sessions with diverse group dynamics. Theoretical and methodological frames will be used for a better comprehension of innovation process. The technique teaching and learning will be used with a high degree of student participation. Case studies and sharing the knowledge of the participants, trying to recreate real world situations will also be used.

A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in:

- Problem solving
- Analytical tools, quantitative and/or qualitative, depending on the case
- Decision making in complex situations
- Coping with ambiguities

**Prerequisites:**

None

**Examination methods:**

Two aspects will be considered for the students' evaluation: Class participation and presentation of case studies (40%) as well as final practical work (60%).

Final practical work: The seminar will be approved with a presentation of a monograph on an innovation project. The project can be on a product innovation, service, organizational, or otherwise. It may refer to:

- a) Case: analysing a real innovation that has already occurred.

b) Project: a proposal outlining a project for innovation or improvement to a new or existing company. It may be alone or in small groups (2-4 students)

*Note: This course is officially accredited at the Faculty of Economics, University of Ljubljana as the course Innovation Management (ECTS: 7).*