



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
INNOVATION MANAGEMENT	

Academic staff	Core academic unit(s)
Coordinating: Prof. Dr Edmundas Jasinskis Other: Aistė Kukytė	Kaunas faculty Institute of Social Sciences and Applied Informatics

Study cycle	Type of the course unit
First <input type="checkbox"/> Second <input checked="" type="checkbox"/>	Compulsory Course <input checked="" type="checkbox"/> Optional Course <input type="checkbox"/> Course Unit (Module) of the General University Studies <input type="checkbox"/> Course Unit (Module) of Individual Studies <input checked="" type="checkbox"/> Interdisciplinary Studies Course Unit (Module) <input type="checkbox"/>

Mode of delivery	Semester or period when it is delivered	Language of instruction
Auditorium, online	1st semester	English

Requisites	
Prerequisites: -	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	34	96

Purpose of the course unit		
To develop an understanding of the concept of innovation. To examine the possible ways of classifying innovations to introduce diversity of viewpoints. To reveal the complexity of innovation management and master the principles of classification. To examine the management models of innovative activities and their advantages and disadvantages to determine how innovative activities can be developed in organizations. To analyze the state, problems, and prospects of innovative activities.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Able to effectively present business and management ideas and justify innovative and original solutions to problems, considering the changing environment and societal needs.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).
Able to creatively and innovatively apply knowledge and information in various critical situations to find and implement optimal managerial solutions.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of

	Innovation Council (EIC) call and an in-class presentation of the proposal).	the written project and project presentation in the seminar).
Knows classical and modern management theories and methodologies and can compare and critically evaluate the advantages and disadvantages of their application in practice.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).
Knowledge of and ability to apply methods for analyzing the international and domestic business environments.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).
Able to select a business location and market, plan the necessary resources, and apply business analysis methods and tools to design and implement management innovation.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).
Able to assess business money, risks, and available resources (human, financial, infrastructural, etc.) when making international business development decisions.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).
Ability to initiate and manage international business development projects. Able to improve the practice of international business management by integrating classical and modern knowledge of management science, considering new opportunities for international business development.	Lectures. Seminars (simulation of situations, performance of practical tasks and case studies). Project (simulated innovation project through a written proposal for the European Innovation Council (EIC) call and an in-class presentation of the proposal).	Exam and colloquium. Evaluation of practical tasks, presentations, and participation in discussions during the seminar. Evaluation of project task assignment (evaluation of the written project and project presentation in the seminar).

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
Introductory lecture. Discussion of the subject description, explanation of the assessment strategy, and presentation of the subject assignments.	1						1		
1. Concept and classification of innovation. Concept of innovation; Innovation activity; Classification of innovations; Participants in the process of creating and using innovations;	2		2				4	6	Students will be assessed for the theoretical course delivered during lectures. Students

Innovation life cycle; Innovation system in the state; Innovation infrastructure; State support for innovation; Innovative organization characteristics.									also have to prepare for projects (analysis of an innovative organization).	
2.The significance of innovation for competitiveness at the macroeconomic level. Competition in a free market economy; Cooperation; Factors determining the competitive advantage of an economy; Basic factors of production; Economic productivity; Importance of high added value; Industrial policy; State support measures; Stages of national competitiveness growth; Innovative activities trends.	2		2					4	6	Theoretical lectures will be delivered by applying a problem-based teaching method, and seminars will be dedicated to presenting student projects, discussions, and case analyses.
3.Necessary conditions for creating innovations in a company. Sources of competence development; Characteristics of innovation strategies; Innovation models in companies.	2		1					3	6	
4.Management of innovative activities in businesses. Risky business; Sources of investment; Scientific-research associations; International inter-firm cooperation; Prospective models of innovative activity management; Innovative activity groups; Reasons for resistance to innovation; Strategies for combating resistance to innovation; Features of the manager's role in innovative in business.	1		2					3	6	
5.Value innovation and strategy. Types of strategies according to the market space; Value innovation; Strategic step, Strategic path; Reshaping Market Boundaries.	2		1					3	5	
Preparing for the midterm examination.								0	20	
6.Innovation risk management. Innovative risk identification; Innovative risk analysis; Innovative risk management response selection and their control.	1		1					2	5	Students will be assessed for the theoretical course delivered during lectures. Students also have to prepare for projects (analysis of an innovative organization).
7.Economic evaluation of innovations. Innovation implementation budget; Scoring methods; Application of financial methods to economic evaluation; Payback period; Return on investment; Internal rate of return.	2		1					3	6	Theoretical lectures will be delivered by applying a problem-based teaching method, and seminars will be dedicated to presenting student projects, discussions, and case analyses.
8.Innovation leadership. New rules of competition; Innovation leadership development methods; Innovation value method determination; Market leadership development; Innovation Leadership Support.	1		2					3	6	
9.Managing incremental innovation. Improving existing products, services, or processes within existing markets; The Stage-Gate Process; Organizational Alignment.	1		2					3	6	
10.Managing radical innovation. Products or technologies that create entirely new markets; Design Thinking;	1		2					3	6	

Ambidextrous innovation portfolio management.									
Preparing for the final examination.							0	20	
Total	16	0	16	0	0	0	32	98	
Note: Up to four contact hours may be replaced by guest lectures given by social partners or educational visits to social partner organizations.									

Assessment strategy	Weight %	Deadline	Assessment criteria
Colloquium (midterm exam)	30%	Weeks 10 to 11 (from 1 – 5 course topics)	<p>Written midterm exam with multiple-choice and open-ended questions.</p> <p>The evaluation is as follows:</p> <ul style="list-style-type: none"> - 3 points: excellent knowledge and skills. 90% to 100% correct answers. - 2.5 points: good knowledge and skills, and nonessential mistakes are allowed. 70–89% correct answers. - 2 points: average knowledge and skills; mistakes were present. 50%–69% of correct answers. - 1.5 points: knowledge and skills are below average, and there are some (essential) mistakes. Knowledge application level: 30–49% of correct answers. - 0.5 points: knowledge and skills still meet the minimum requirements. A lot of mistakes. 10–29% of the correct answers. - 0 points: minimum requirements were not met. 0–9% correct answers.
Project	30%	At a set time, according to a pre-arranged schedule	<p>The innovation project will be simulated through a written proposal for the European Innovation Council (EIC) call and an in-class pitch of the proposal. The student will need to put an innovative idea into the written proposal (long-term vision, impact, quality, efficiency of the implementation, deliverables, etc.) and then present it in the class.</p> <p>The following aspects of the project assignment will be evaluated:</p> <ul style="list-style-type: none"> - 0.6 points, 20% of grade: structure and scope of the work (the structure of the written work is clear and logical, all the necessary parts are present, and the work is of an appropriate scope). - 0.9 points, 30% of the grade: vision and ambition of the project (the vision, impact, and implementation are clearly articulated and logically planned). - 0.6 points, 20% of the grade: writing style and research culture (appropriate behavior with sources and citations; wording and style meet the requirements of a scientific paper). - 0.9 points, 30% of grade: project presentation (the quality of the presentation and the answers to the questions are evaluated). <p>Students will be asked to fill out generative artificial intelligence (AI) disclosure statements and submit them in addition to the written project. The lecturer has the right to ask follow-up questions to ensure that the student did not use AI tools (ChatGPT, etc.) to prepare the assignment (i.e., if AI tools generated the content/text of the work) and, if necessary, to modify or cancel the evaluation of the work.</p>
Exam	30%	On the day of the exam (from 6 – 10 course topics)	<p>Written exam with multiple-choice and open-ended questions.</p> <p>The evaluation is as follows:</p> <ul style="list-style-type: none"> - 3 points: excellent knowledge and skills. 90% to 100% correct answers. - 2.5 points: good knowledge and skills, and nonessential mistakes are allowed. 70–89% correct answers.

			<p>- 2 points: average knowledge and skills; mistakes were present. 50%–69% of correct answers.</p> <p>- 1.5 points: knowledge and skills are below average, and there are some (essential) mistakes. Knowledge application level: 30–49% of correct answers.</p> <p>- 0.5 points: knowledge and skills still meet the minimum requirements. A lot of mistakes. 10–29% of the correct answers.</p> <p>- 0 points: minimum requirements were not met. 0–9% correct answers.</p>
Active participation in seminars	10%	During the semester	It is necessary to attend all seminars, actively participate in discussions, and solve tasks during seminars.

REGARDING THE EXTERNAL EXAMINATION OF THE COURSE UNIT

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input type="checkbox"/>	Permitted	<input checked="" type="checkbox"/>	When reporting a subject externally, an individual written project is prepared in accordance with the requirements for this task (40%), which is uploaded to the e-learning environment no later than five days before the exam, and an exam is taken (60%). The same criteria are applied when assessing the task and the exam as when studying the subject regularly.

REGARDING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) TOOLS (SUCH AS "CHATGPT", ETC.) WHEN STUDYING THE COURSE UNIT

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input type="checkbox"/>	Permitted	<input checked="" type="checkbox"/>	<p>GenAI may only be used if the lecturer specifies that a particular assignment may be completed using GenAI; otherwise, it will not be graded.</p> <p>According to the module's GenAI usage policy, students must fill out a GenAI disclosure statement and submit it as an annex to their assignments if they are allowed to use GenAI tools. The lecturer has the right to ask additional questions to ensure that the student did not use GenAI tools unethically in preparing the assignment (i.e., whether the content/text of the work was generated by AI tools) and, if necessary, to change or cancel the assessment of the work.</p> <p>If GenAI tools are permitted for completing assignments, the citation requirements set forth in the Guidelines for the Use of Artificial Intelligence at Vilnius University must be strictly followed.</p>

REGARDING ACADEMIC PROGRESS

A student who (1) **throughout the semester consistently** fails to demonstrate **progress in achieving the expected learning outcomes of a subject (module)** during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description is not allowed to participate in the examination session.

Students' knowledge and skills throughout all tests and examinations are assessed on a scale of 1 to 10 points. The marks are presented no later than four days after the examination. The course is passed if:

- The results for the colloquium were not lower than 5 points.
- The project assignment results were not less than 5 points.
- The examination score was not less than 5 points.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Hartmann R K.	2025	Innovation Management: Foundations and Futures (1st ed.)	ISBN 9781009431576	Cambridge University Press. https://doi.org/10.1017/9781009431576

Haneda, S., & Ono, A.	2022	R&D Management Practices and Innovation: Evidence from a Firm Survey (SpringerBriefs in Economics).	ISSN 2191-5504	Singapore: Springer Nature https://doi.org/10.1007/978-981-16-9797-5
Zhu, L.	2021	Coopetition: How interorganizational collaboration shapes hospital innovation in competitive environments	ISSN 2515-4303	Cambridge University Press. DOI: 10.1017/9781108966634
Lindgren, P	2018	The multi business model innovation approach	ISBN 9781003339755	John Wiley & Sons, Incorporated.
Kim, W. C., & Mauborgne, R.	2017	Blue ocean shift: Beyond competing-proven steps to inspire confidence and seize new growth	ISBN 978-0-316-31405-3	Hachette Books.
Recommended reading				
Kerzner, H.	2023	Innovation project management: methods, case studies, and tools for managing innovation projects (Second edition.).	ISBN 9781119931249	Hoboken, New Jersey : Wiley
Chan, H. K.	2022	Responsible innovation management	ISBN 981-19-4480-6	Singapore : Springer
Niosi, J	2018	Innovation Systems, Policy and Management	ISBN 9781108529525	Cambridge University Press