Corporate Innovation
Teaching guide 2026-27

INTRODUCTION

Course description

The new global economy makes markets change extremely fast. In this context organizations need to master the methodologies which allow them to grow sustainably. Traditional Research & Development, and New Product Development methodologies are no longer sufficient. Organizations must structure its innovation processes in order to deliver breakthrough products and services

Corporate Innovation describes the architectural elements (structure, organizational design and internal processes) that make a difference in the innovativeness skills of an organization. Companies must be able to self-diagnose the state of these architectural elements, and how to drive the appropriate improvements that foster the way it innovates.

There is no perfect organizational set up for innovation, hence companies need to understand the importance of experimentation and continuous learning, as well as how to iterate until achieving the best design matching its needs and maximizing the value they deliver to customers.

- **Degree: MARKETING**
- **Module/subject:** module V: Innovación y emprendimiento/ subject: Innovación
- **Year**: 4th
- **First semester:** 3rd September 2025 - 26th November 2025 (13 lectures)
- **Lectures schedule**: Thursdays from 17:30 to 19:15
- **Classroom**: Aula 6. Facultad de Comunicación.
- **Credits**: 3 ECTS.
- **Language**: English.
- **Approx. number of students**: 80.
- **Lecturer**: Francisco Javier Zambonino Vázquez, profesor invitado (fzambonino@external.unav.es)

LEARNING OUTCOMES (Competencies)

BASIC COMPETENCIES

CB1 - Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences typically demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

GENERAL COMPETENCIES

GC3 - Knowing the tools and techniques of innovation and entrepreneurship processes that occur in marketing management.

GC4 - Apply marketing tools based on an in-depth analysis and understanding of the functioning of markets and consumer behaviour.

GC5 - Apply leadership, teamwork, planning and time management skills to responsible decision-making and problem-solving in marketing.

SPECIFIC COMPETENCIES

CE19 - Knowing the fundamentals of innovation processes in organisations and the people management tools for the correct application of marketing plans.

CE20 - Knowing the main creative methods of innovation development applied to the generation of business ideas and marketing of products and services.

CE21 - Knowing and applying the tools and techniques necessary to present sales and negotiation actions.

PROGRAM

- Introduction
- Architecture of corporate innovation
- Diffusion and irruption of innovations
- Strategy & Tactics
- Systems & Structure
- Leadership Style
- Team Culture & Shared Values

EDUCATIONAL ACTIVITIES

Setup

Lectures and seminars: 30 hours approx.

Regular submissions: 15 hours approx.

Team project, personal reading & study time: 30 hours approx.

Classroom activities

Lectures are organized to combine several learning methodologies:

1. Business case analysis and group discussions.
2. Workshops.
3. Teamwork activities.
4. Master classes (sharing of theoretical concepts).

Students will be allocated to learning groups for debate and reflection purposes. Student will typically complete individual activities (reflections and tasks) previous to the lectures, and they will join team activities in the classroom (debates and knowledge sharing within their teamates).

Exam

Open book exam.

Tutorials

Students interested can contact the professor to agree with how to interact.

ASSESSMENT

Criteria to pass the course

- Students who have passed the exam (5 points or more), and whose final grade (exam+class activities+optional project) is 5 points or more will pass the course.
- Students who have not passed the exam (below 5 points) will not pass the course and will be graded as *Suspenso*.
- Students whose final grade (exam+class activities+optional project) is below 5 points will not pass the course and will be graded as *Suspenso*.
- Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

FIRST CALL

To calculate the final grade, course performance and grading will be determined by summing the following three parts:

1) Final exam: 40%

2) Class activities, attendance & regular submissions: 40%

3) Team project: 20%

[40%] Final exam (open book)

- Open book exam about theoretical concepts and its practical application in real scenarios. **Passing the exam is necessary to pass the course.**
- Material of study including slides, articles, papers, and documents handed out in and after the lectures.

[40%] Class activities, attendance & regular submissions

- Class attendance & participation (learning log, weekly individual submission)
- Practical cases pre-worked (pre-class activity, weekly individual submission)
- Group work (in-class discussions, weekly submissions in teams)

[20%] Team project

- **Grade to be calculated** based on **project evaluation and peer-to-peer evaluation** (students grading each other).

SECOND CALL

Those students who do not pass the course, or did not take the exam (grades Suspenso or No presentado) will have the chance to complete an extraordinary exam in June which will account for 100% of the final grade.

[100%] Exam

- Open book exam about theoretical concepts and its practical application in real scenarios
- Material of study including slides, articles, papers, and documents handed out in and after the lectures.

FIRST CALL

- December 2026

SECOND CALL

- June 2027

Students with special educational needs

Students with special educational needs must contact the Academic Coordination Office of the (faculty/school) in advance to obtain the corresponding authorization for any adaptations (for example, extra time in exams). This authorization must then be sent by the student to the professor. It is recommended that this procedure be completed at the beginning of the semester.

SUPPORT TO STUDENTS

To get assistance from your lecturer, please email fzambonino@external.unav.es

BIBLIOGRAPHY

Papers, articles and books to be handed over regularly as the lectures progress.

Texts to be read on an ongoing basis before and after each lecture (no need to study in advance).

Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review*. Localízalo en la Biblioteca

Blank, S. (2023). McKinsey's three horizons model defined innovation for years. Here's why it no longer applies. *Steve Blank Website*.

Buxton, B. (n.d.). Innovation calls for I-shaped people. Localízalo en la Biblioteca

Channon, D. F., & Caldart, A. A. (2015). McKinsey 7S model. In C. L. Cooper, J. McGee, & T. Sammut–Bonnici (Eds.), *Wiley Encyclopedia of Management* (Vol. 12: Strategic Management). Wiley. https://doi.org/10.1002/9781118785317.weom120005

Chesbrough, H. (n.d.). *Open innovation: A new paradigm for understanding industrial innovation.* Localízalo en la Biblioteca

Christensen, C. M., Raynor, M. E., & Anthony, S. D. (2003). Six keys to building new markets by unleashing disruptive innovation. *Harvard Business Review*, 81(12), 97–106. Localízalo en la Biblioteca

Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). What is disruptive innovation? *Harvard Business Review*, 93(12), 44-53. Localízalo en la Biblioteca

Finlay, E. (n.d.). *Ansoff matrix: What it is, and how to use it.*

Google. (n.d.). *Design sprint methods.*

Huston, L., & Sakkap, N. (n.d.). Connect & develop. *Harvard Business Review*. Localízalo en la Biblioteca

International Journal of Innovation Science. (n.d.). *The innovation funnel fallacy* (White paper). Localízalo en la Biblioteca

Kaminski, J. (n.d.). *Diffusion of innovation.* https://cjni.net/journal/?p=1444

Kim, W. C., & Mauborgne, R. (2005). *Blue ocean strategy: How to create uncontested market space and make the competition irrelevant.* Harvard Business School Press. Localízalo en la Biblioteca

Kotter, J. (n.d.). *Accelerate.* Localízalo en la Biblioteca

Kouzes, J. M., & Posner, B. Z. (n.d.). *The five practices of exemplary leadership.*

Liedtka, J. (n.d.). Why design thinking works. *Harvard Business Review*. Localízalo en la Biblioteca

McKinsey. (n.d.). *What is leadership?*

Moen, R., & Norman, C. (n.d.). *Evolution of the PDCA cycle.*

Nagji, B., & Tuff, G. (2012). Managing your innovation portfolio. *Harvard Business Review*. Localízalo en la Biblioteca

O'Reilly, C. A., & Tushman, M. L. (n.d.). The ambidextrous organization. *Harvard Business Review*. Localízalo en la Biblioteca

Popli, R., & Chauhan, N. (n.d.). *Scrum: An agile framework.*Localízalo en la Biblioteca

Prahalad, C. K., & Hamel, G. (n.d.). The core competence of the corporation. *Harvard Business Review*. Localízalo en la Biblioteca

Somers, M. (n.d.). *Intrapreneurship explained.*

Tannenbaum, R., & Schmidt, W. H. (n.d.). How to choose a leadership pattern. *Harvard Business Review.*Localízalo en la Biblioteca

Tannu Tuva Initiative. (n.d.). *High-end disruption: Using affordability to measure innovation.*

Williams, S. (n.d.). *7 types of organizational structures.*

World Intellectual Property Organization. (n.d.). *Understanding industrial property.*