

Bachelor Degree in Business Administration and Management and Business Transformation

Course: Product service innovation and creation

Subject: Business

Credits: 6 ECTS

Program: Bachelor

Modality: On-Site

Year: Fourth

Semester: First

Academic Year: 2026–2027

1. Index

1.	Index.....	2
2.	Presentation	3
3.	Learning outcome of the degree	3
4.	Learning outcomes of the subjects	4
5.	Contents	4
6.	Methodology	6
7.	Evaluation.....	6
8.	Bibliography	8

2. Presentation

Transforming a business requires a lot of innovation. This subject provides methodologies for the design of products and services, applying tools and creative thinking techniques in which observation, immersion and experimentation are key to innovation. In addition, it aims to improve the experience of the consumer, suppliers and stakeholders of the company by introducing innovation, technological innovation, business processes and models, digitization and major digital technologies, Moonshot Thinking, sessions of Creativity and generation of ideas, Design Thinking in order to put all the pieces together to design a product/ service and reach towards the transformation of the business.

3. Learning outcome of the degree

- RAT1 - The graduate will be able to recognize the tasks of the different functional areas within a company or organization, taking into account previous theoretical learning about business structures.
- RAT4 - The student will describe the techniques of management in the development of business organizations by means of different written tests.
- RAT5 - The graduate will describe the characteristics of the institutions and procedures of the Spanish and European legal system and their impact on the business environment, by means of a written or oral test.
- RAT6 - The graduate will be able to understand the different data analysis techniques used to assess the feasibility of a business project.
- RAT7 - The student, after completing the Degree, will be able to identify the HR principles and practices of organizations through real-world case study learning
- RAT8 - The graduate will be able to provide a detailed description of the principles of occupational risk assessment as well as the action plans required to implement them in a company.
- RAT9 - The student will be able to provide clear and precise explanations of any knowledge/information, both orally and in writing, in Catalan, Spanish and a third language, particularly English.
- RAT10 - The student will be able to apply digital technologies (at the right time) in his/her field of expertise.
- RAT11 - After completing the Degree, the student will be able to apply the teamwork techniques in an autonomous way.
- RAT12 - The graduate will be able to develop both traditional and digital marketing and promotional projects in a business environment.
- RAT13 - The graduate will be able to analyze the economic operations of companies, which have been carried out in the financial markets.
- RAT16 - The graduate will be able to understand the economic-financial information of business entities and institutions in relation to their environment.
- RAT17 - After completing the degree, the graduate will be able to apply techniques to analyze and solve problems in changing business environments through the implementation of challenges and problem-solving methods.

- RAT18 - The student will be able to provide innovative, creative and entrepreneurial solutions in professional situations.
- RAT19 - The student will be able to evaluate the sustainability and social impact of the proposals presented, with ethical, environmental and professional responsibility.
- RAT20 - The student will be able to apply the gender perspective in the professional tasks.
- RAT21 - The graduate will be able to verify the economic-financial information of business organizations and institutions with regard to their environment, by analyzing the companies' profit and loss accounts.
- RAT23 – The graduate will be able to actively propose a plan for the implementation and support of information and communication systems for the digital transformation of the organization, according to a project based on a real business case.
- RAT24 – After completing the degree, the student will be able to design projects for IT services and systems in all business fields.
- RAT25 - The graduate will be able to prioritize the operational tasks of the different functional areas of a company or organization.

4. Learning outcomes of the subjects

- RAM2 – The student will be able to use in a solvent way the tools provided by the project management in the business reality.
- RAM5 – The student will be able to organize a team, a business project in which all departments of a company participate.
- RAM7 – The student will be able to properly relate the fundamental concepts of current business to obtain a broad vision of the economic reality that affects the company.

5. Contents

This subject analyzes the importance of innovation in the company, whether it is related to innovations in the product, in the process or in business models. It analyzes the characteristics that companies or their products have to have in order to be qualified as innovative in order to implement them in an innovative business model that responds to the demands of customers and the market. It will address issues such as:

- The neoclassical and evolutionary theory:
 - Neoclassical theory explains innovation through market efficiency and equilibrium between supply and demand, assuming rational agents and linear processes.
 - Evolutionary theory: emphasizes dynamic change, organizational learning, uncertainty, and firm heterogeneity as key to understanding how innovations emerge, develop, and survive.
- Innovation models
 - Closed innovation relies solely on internal R&D, whereas open innovation integrates internal and external flows of ideas, knowledge, and technologies.

- Science push,
 - demand pull: Closed innovation relies solely on internal R&D, whereas open innovation integrates internal and external flows of ideas, knowledge, and technologies.
 - Innovation can be driven either by technological advances (“science push”) or by market demand (“demand pull”).
 - Effective innovation strategies often combine both perspectives.
 - Crowdsourcing and collaboration with experts to create new products: Crowdsourcing leverages collective intelligence from the public to generate ideas, solve problems, or validate products.
 - When complemented by structured collaboration with technical, scientific, or design experts, it enhances the ability to develop differentiated and market-responsive solutions.
- Expert technology services
 - Expert technology services so that the ideas and technologies of certain companies transform and expand the business properly:
 - Firms can access specialized capabilities through technology providers, universities, or innovation centers.
 - The transfer of technology and knowledge enables ideas or latent assets to be turned into scalable products, services, or business models aligned with market opportunities.
- Innovative activities and innovative enterprises and their process
 - Innovative firms develop a culture focused on change, structured processes for idea generation and selection, and mechanisms to reduce the risk of failure.
 - Innovation is not a one-time act but a continuous process that includes technology scanning, prototyping, user testing, and iterative learning.
- Product innovation: design thinking:
 - Design Thinking is a user-centered approach that enables product innovation through empathy, precise problem definition, idea generation, prototyping, and validation.
 - It aligns real customer needs with feasible and desirable solutions.
- Process innovation: Lean manufacturing:
 - Process innovation focuses on improving efficiency, eliminating waste, and maximizing customer-perceived value.
 - Lean Manufacturing plays a key role by redesigning operations to enhance agility, quality, and resource optimization without compromising adaptability.
- Impact of innovation on company results in search of transformation or expansion
 - Innovation acts as a strategic growth engine by enabling entry into new markets, redefining business models, increasing profitability, or boosting customer loyalty.
 - Performance should be measured not only by revenue, but also by organizational learning, cultural adaptation, and long-term sustainability.

Application through examples and exercises of Corporate Social Responsibility to ensure a better sustainable community and continuity in awareness of its importance. Integrating CSR into innovation helps generate shared

value. Practical exercises and case studies explore how new products and services can embed social, environmental, and ethical criteria to ensure legitimacy, positive impact, and acceptance by a conscious and engaged community.

6. Methodology

Learning outcomes developed	Teaching methodology	Training activities
Knowledge	Master class	Teacher's presentations
	Instructional sessions	Student's presentations
	Tutoring	Meetings for the resolution of doubts
	Learning based on readings	Reading and analysis of documents
Skill	Learning based on projects	Problem solving
	Learning based on audio-visual	Audiovisual analysis
	Case-based learning	Search and processing of information. Problem solving
Competence	Project-based work	Reporting Submissions of reports or papers

7. Evaluation

Evaluation system	Weight
Continuous evaluation: exercises, problems, reporting, papers, case studies	40 %
Mid-term exam	20 %
Final exam	40 %

The regulations include the obligation of 75% attendance.

- Absences are divided into two categories: justified and unexcused. Excused absences are those that can be demonstrated with a proof. All other absences are considered unjustified absences.

- The supporting documents must be delivered within a maximum period of 7 days to the teaching staff and clearly include the student's personal data as well as the date and time in which the student did not attend to a class.

Continuous assessment

The final grade for the subject is calculated based on the weighting of three evaluation blocks, divided into evaluable activities:

A. Midterm exam: 20%

B. Exercises, problems, preparation of reports, assignments, presentations: 40%

1. Four evaluable activities: 5% each
2. A group assignment or report: 10%
3. A group presentation: 10%

C. Final exam: 40%

These three blocks will only be weighted if the final exam grade is equal to or greater than 4.0. If the final exam grade is less than 4.0, the subject cannot be passed.

In the event that the subject is failed and, in turn, the final exam grade is less than 5.0, the student can recover the final exam with an additional test. If the weighted grade for the activities in section B is less than 5, this is also recoverable. With the result obtained, the final grade for the subject will be calculated according to the previous criteria.

Students who do not attend evaluative activities with a weight greater than 50% will receive an overall course grade of "Not presented."

Single Evaluation

The single evaluation consists of a single exam that is equivalent to 100% of the course grade. The exam, and therefore the subject, is passed with a grade of 5 out of 10 in this final test. In case of obtaining a grade lower than 5.0, the student has the right to a make-up exam.

To benefit from the single evaluation, it is necessary to send a written request to the coordination during the first 15 business days of the course.

The regulations establish a mandatory attendance requirement of 75%.

Regular attendance at in-person teaching activities is a fundamental academic requirement for the proper acquisition of the competencies and learning outcomes of the course. In this regard, a minimum attendance of 75% of the total scheduled sessions is mandatory.

Failure to meet this minimum attendance percentage will result in the loss of the right to sit the final exam for the course. Consequently, the student will be graded as a fail, with no possibility of reassessment or second-chance opportunities, in accordance with the University's current academic regulations.

1. Absences are divided into two categories: justified and unjustified. Justified absences are those that can be supported by documentation. All other absences are considered unjustified.

2. Supporting documents must be submitted to the teaching staff within a maximum period of 7 days, and must clearly include the student's personal details, as well as the date and time during which attendance at class was prevented.

8. Bibliography

- Garcia, R. (2014). *Creating and marketing new products and services* (1st ed.). Routledge.
- Beausoleil, A. M. (2022). *Business Design Thinking and Doing*. Springer International Publishing.
- Cross, N. (2023). *Design thinking: Understanding how designers think and work*. Bloomsbury Publishing.
- Chitale, A. K., & Gupta, R. C. (2023). *Product design and manufacturing*. PHI Learning Pvt. Ltd..
- Magistretti, S., Dell'Era, C., Verganti, R., & Bianchi, M. (2022). The contribution of design thinking to the R of R&D in technological innovation. *R&D Management*, 52(1), 108-125.
- Balakrishnan, B. (2022). Exploring the impact of design thinking tool among design undergraduates: a study on creative skills and motivation to think creatively. *International Journal of Technology and Design Education*, 32(3), 1799-1812.
- Milton, A., & Rodgers, P. (2023). *Research methods for product design*. Hachette UK.
- Baron, J. (2023). *Thinking and deciding*. Cambridge University Press.
- Cross, N. (2023). *Design thinking: Understanding how designers think and work*. Bloomsbury Publishing.
- Stark, J. (2022). Product lifecycle management (PLM). In *Product Lifecycle Management (Volume 1) 21st Century Paradigm for Product Realisation* (pp. 1-32). Cham: Springer International Publishing.
- Lopetcharat, K., Paredes, D., & Beckley, J. H. (Eds.). (2022). *Product innovation toolbox: a field guide to consumer understanding and research*. John Wiley & Sons.
- Tidd, J., & Bessant, J. (2018). *Managing innovation: Integrating technological, market and organizational change* (6th ed.). Wiley.