ISM UNIVERSITY OF MANAGEMENT AND ECONOMICS

APPROVED BY
THE STUDY COMMISSION
Minutes No. 02-12-2025-01
as of 8th January 2025

SOCIAL AND SUSTAINABLE BUSINESS INNOVATION

Course code	*GRAB015*
Level of studies	*Graduate*
Number of credits	*6 ECTS*; *36 class hours, 124 hours of self-study, 2 hours of consultation*
Course coordinator (title and name)	*Prof. Dr. Ieva Martinaitytė*
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Prerequisites	*Undergraduate diploma*
Language of instruction	*English*

THE AIM OF THE COURSE

In today's business landscape, companies must navigate social and environmental challenges while remaining competitive. This module explores business sustainability as a driver of innovation and competitive advantage, helping students understand how sustainability can fuel creativity and business success.

While the majority of leaders agree that innovation is in their top 3 business priorities (BCG, 2021), the same majority (90%) admit to not having the tools to drive creativity and innovation in their organisation (McKinsey & Company, 2020). A study of 30.000 individuals, including entrepreneurs, artists and sportsmen, revealed that the biggest challenge in creativity is not knowing how to develop it.

Students will gain knowledge and skills to drive creativity and innovation for sustainable success. They will learn research-based frameworks and practical methods of organizational creativity, applying them to develop business solutions that balance profit, people, and the planet. The module equips students with tools to enhance creative capabilities in complex and uncertain business environments.

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Understand key theoretical frameworks in workplace creativity and innovation applied in the context of sustainability.	Lectures,business case analysis, in-class tasks and individual study.	Group project. Individual assignement.
CLO2. Think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements.	Lectures,business case analysis, in-class tasks and individual study.	Group project. Individual assignement.
CLO3. Apply principles of design thinking as a problem solving method to solve sustainability challenges.	Team collaboration in class and an independent work.	Group project.
CLO4. Research a topic or problem, apply qualitative and quantitative methods to make evidence-based decisions.	Lectures, group work, discussion.	Group project.
CLO5. Communicate effectively: written and oral, as well as effective use of data, and new collaboration tools.	Team collaboration, in- class presentations, individual study.	Group project. Individual assignement.
CLO6. Design thinking, creative problem solving, creative collaboration and presentation skills.	Lectures, team collaboration in class and field work, individual study	Group project. Individual assignement.

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction to the course. Setting the scene to social and sustainable business innovation, module approach, key methods and assessment.	4	Lewis, M. W. (2000). Exploring paradox: Toward a more comprehensive guide. *Academy of Management review*, *25*(4), 760-776.
Sustainable products, servives, solutions Part 1 Design thinking method for sustainable solutions: challenge reframing, user research, solution generation, prototyping.	4	Rosca, E., Reedy, J., & Bendul, J. C. (2018). Does frugal innovation enable sustainable development? A systematic literature review. *The European Journal of Development Research*, *30*(1), 136-157.
Sustainable products, servives, solutions Part 2. Design thinking method through the lense of social and environmental pilars: idea refinement prototyping.	4	Leal Filho, W., Fritzen, B., Ruiz Vargas, V., Paço, A., Zhang, Q., Doni, F., ... & Wu, Y. J. (2021). Social innovation for sustainable development: assessing current trends. *International Journal of Sustainable Development & World Ecology*, 1-12.
Sustainable humans at work. Part 1 Daily Innovation Practice method: A research - backed framework for sustainable productivity, creativity and wellbeing.	4	Nijstad, B. A., De Dreu, C. K. W., Rietzschel, E. F., & Baas, M. (2010). The dual pathway to creativity model: Creative ideation as a function of flexibility and persistence. European Review of Social Psychology, 21, 34–77 Oppezzo, M., & Schwartz, D. L. (2014). Give your ideas some legs: the positive effect of walking on creative thinking. Journal of experimental psychology: learning, memory, and cognition, 40(4), 1142.
Sustainable humans at work. Part 2 Daily Innovation Practice method: A research - backed framework for sustainable productivity, creativity and wellbeing.	4	Carmeli, A., Dutton, J. E., & Hardin, A. E. (2015). Respect as an engine for new ideas: Linking respectful engagement, relational information processing and creativity among employees and teams. Human Relations, 68(6), 1021-1047. Eschleman, K. J., Madsen, J., Alarcon, G., & Barelka, A. (2014). Benefiting from creative activity: The positive relationships between creative activity, recovery experiences, and performance-related outcomes. Journal of occupational and organizational psychology, 87(3), 579-598.
Sustainable communities. Biomimicry, Art tools and unlocking creativity with AI.	4	Practical workshop. Additional readings will be provided during class.
Driving Innovation in Organisation: HR systems, organisational climate and innovative beahviour.	4	Anderson., Potocnik, K. and Zhou, J. (2014). Prospective Commentary, and Guiding Framework Innovation and Creativity in Organizations: A State-of-the-Science Review. Journal of Management DOI: 10.1177/0149206314527128 Martinaityte, I., Sacramento, C., & Aryee, S. (2019). Delighting the customer: Creativity-oriented high-performance work systems, frontline employee creative performance, and customer satisfaction. *Journal of Management*, *45*(2), 728-751.

Group project presentations and assessment.	4	N/A
Group project presentations and assessment.	4	N/A
	Total: 36 hours	

FINAL GRADE COMPOSITION

Type of assignment	**Self-study hours**	**% of the total grade**
Group project and presentation	100	60%
Individual project	24	40%
Total:	**124**	**100**

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Assessment 1. Group project.

As a group, you will be asked to apply design thinking or another method to generate a solution to the chosen challenge. The 'challenge' will differ from team to team, however, all challenges will be related to social or environmental sustainability.

You will be asked to deliver a 15-minute presentation with up to 12 slides, taking the audience through each design thinking process. The ultimate aim is to work towards hypothesis testing and present learning outcomes of your experiments or prototype testing.

Marking criteria:

- Originality and sustainability value of the design/solution presented (20% of the marks)
- Application of design thinking and/or other innovation methods (40%)
- Application of at least one research-backed framework or tool to your proposed idea (20%)
- Presentation skills: (15 % of the marks)
- Structure and Flow: (5 % of the marks)

Assessment 2. Thought leadership on sustainable and social innovation.

Students are encouraged to experiment in new ways of working and living. The sustainability challenge concept will be proposed in class. Marking criteria will be provided based on the points' system.

Note: Full details of the assessments will be introduced to students during the module introduction week.

RETAKE POLICY

In case of failing the module or due to exceptional circumstances the group assessment retake opportunity is available for the students in the form of an individual assignement. The assessment brief will be prodived to the students during the reassessment period.

ADDITIONAL REMARKS

Class Participation: It is expected that you will actively participate in class discussion, debates and other activities.

Assistance: Do not ever hesitate to request assistance with anything you do not understand.

Class Conduct/Professional Behavior: Students are expected to behave in a manner conducive to an educational setting in the classroom. Inappropriate behavior will result in the student being asked to leave the class. In addition, students contacting the public (including, but not limited to, research for your project) are expected to act in a professional manner – keeping appointments, dressing appropriately if personal interview, being respectful of the publics' time, etc.

Deadlines and Details: Meeting deadlines and taking care of details are of extreme importance. Therefore, for assignments that are not turned in on time a grade of "0" will be given.

SUGGESTED READINGS

Purvis, B., Mao, Y., & Robinson, D. (2019). Three pillars of sustainability: In search of conceptual origins. *Sustainability science*, *14*(3), 681-695.

Nunes, B., Alamino, R. C., Bennett, D., & Brem, A. (2023). An introduction to product essentiality: Conceptualisation and measurement. *Technology Analysis & Strategic Management, 36*(12), 4247-4264.

Lewis, M. W. (2000). Exploring paradox: Toward a more comprehensive guide. *Academy of Management review*, *25*(4), 760-776.

Rosca, E., Reedy, J., & Bendul, J. C. (2018). Does frugal innovation enable sustainable development? A systematic literature review. *The European Journal of Development Research*, *30*(1), 136-157.

Leal Filho, W., Fritzen, B., Ruiz Vargas, V., Paço, A., Zhang, Q., Doni, F., ... & Wu, Y. J. (2021). Social innovation for sustainable development: assessing current trends. *International Journal of Sustainable Development & World Ecology*, 1-12.

Anderson, N., Potocnik, K., & Zhou, J. (2014). Innovation and Creativity in Organizations: A State-of-the-Science Review, Prospective Commentary, and Guiding Framework. *Journal of Management, 40*(5), 1297-1333. https://doi.org/10.1177/0149206314527128

Martinaityte, I., Sacramento, C., & Aryee, S. (2019). Delighting the customer: Creativity-oriented high-performance work systems, frontline employee creative performance, and customer satisfaction. *Journal of Management*, *45*(2), 728-751.

Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of business research*, *67*(8), 1609-1621.

Unsworth, K. L., Dmitrieva, A., & Adriasola, E. (2013). Changing behaviour: Increasing the effectiveness of workplace interventions in creating pro-environmental behaviour change. *Journal of Organizational Behavior*, *34*(2), 211-229.

Carmeli, A., Dutton, J. E., & Hardin, A. E. (2015). Respect as an engine for new ideas: Linking respectful engagement, relational information processing and creativity among employees and teams. *Human Relations, 68*(6), 1021-1047.

Eschleman, K. J., Madsen, J., Alarcon, G., & Barelka, A. (2014). Benefiting from creative activity: The positive relationships between creative activity, recovery experiences, and performance-related outcomes. *Journal of occupational and organizational psychology, 87*(3), 579-598.