

PEOPLE, ORGANIZATION AND INNOVATION

Course code	<i>GRAI020</i>
Compulsory in the programme	<i>Innovation and Technology Management</i>
Level of studies	<i>Graduate</i>
Number of credits	<i>6; 10 hours of theory and 24 hours of practice, 128 hours of self-study, 2 hours consultation</i>
Course Coordinator	<i>Prof. dr. Vida Skudiene, e-mail: vidsku@ism.lt</i>
Prerequisites	<i>Undergraduate diploma</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

Digital transformations and changing environment led to emergence of new ways of organizing companies' management strategies. The purpose of this course is to provide a basic knowledge of people management in organizations with the focus on building the innovative organization of a digital world. This course surveys issues pertaining to people in the context of organizations that seek to create innovative management, including processes related to individuals, teams and organizational systems. During this course students will address the key themes of the subject material: an individual's attitude and effective management of motivation, group's behavioral dynamics, and leading for innovation via theoretical, practical discussions and case analysis' workshops.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES, ASSESSMENT AND TEACHING METHODS

Course learning outcomes	Degree level learning objectives (Number of LO)	Teaching methods	Assessment methods
CLO1. Knowledge and its application. Demonstrate and apply critical understanding of the contemporary management knowledge and identify opportunities for competitive advantage through innovation.	LO1.1. LO1.2.	Interactive class and group discussions, workshops, debates, video and movie clips' analysis.	Examination.
CLO2. Research skills. Gain skills how to synthesize theoretical knowledge of innovative management and undertake a sustained piece of empirical research aiming to identify possibilities for innovation.	LO3.2.	Business case analysis: theoretical framework development, relevant scientific research examination, the solution proposition aiming to design new possibilities of innovation.	Business case analysis.
CLO3. Special abilities. Be able to analyze the organizational capability to innovate and provide recommendations for innovation and technology management opportunities.	LO3.1.	Business case in groups and class discussion, debates with guest speakers from leading innovative universities and organizations.	Business case analysis.
CLO4. Social abilities. Adhere to the principles of professional ethics and citizenship participating in discussions on relevant academic issues. Be able to lead the team and be accountable for its performance.	LO2.1.	Group presentations, group discussions, and participation in class and group projects, undertaking team leadership responsibilities and accountability for the team performance.	Business case analysis presentation and active participation in discussions on theoretical and business cases' issues.
CLO5. Personal abilities. Develop personal and professional abilities, critical thinking, and creativity.	LO1.3.	Critical evaluation of the theories and group members' opinion, management of complicated social situations during business case analysis discussions.	Demonstration of professional behavior, creativity and critical thinking during the class and group discussions.

ACADEMIC HONESTY AND INTEGRITY

Interactive teaching methods, interim knowledge assessment and self-evaluation, case study, workshops, and whole class discussions, individual and group work assignment will be employed to enhance the quality of studies. Lectures will consist of interactive discussions, case analysis, class discussions, group project work, article analysis discussions, group presentations and individual final class exam.

AI USE POLICY

AI literacy is a core competency for modern innovation professionals, and this course treats AI tools as an integral part of the innovation process. Students are encouraged to use AI assistants (e.g., ChatGPT, Claude, Gemini, Perplexity, DeepSeek, Midjourney, v0) throughout all phases of the project, including market research and trend analysis, brainstorming and ideation, rapid prototyping and code generation, data analysis and visualization, drafting and refining presentation materials, and summarizing interview transcripts or secondary sources. Learning to critically evaluate, adapt, and build upon AI-generated outputs is itself a valuable skill that mirrors how AI is used in professional innovation and consulting environments. Any AI-generated outputs incorporated into deliverables must be clearly disclosed and critically evaluated by the team.

However, certain activities must remain entirely human-driven because they represent the core competencies being assessed. AI tools may not be used to fabricate customer interviews, validation data, or experimental results — the validation evidence component (25% of the final grade) specifically evaluates the rigor of real-world research and the ability to triangulate authentic data sources, which cannot be replicated by AI generation. Students must not submit AI-generated text as their own original analysis in the validation evidence report or innovation business case without substantial human interpretation and critical assessment, as these deliverables are designed to test independent analytical judgment and financial reasoning. The peer and self-evaluation must be completed entirely without AI assistance, since it serves as a confidential, personal reflection on team dynamics and individual accountability. In all cases, students remain fully responsible for the accuracy, originality, and integrity of their submitted work.

COURSE OUTLINE

No	Topic	Class hours		Readings
		T	P	
	September 4			
12:30-14:00	Introduction into the program. Q & A session.	2		
14:15-15:45	Introduction into the course. Team building and study groups' formation.	1	1	
16:45-20:00	Module 1 <u>Individuals and innovation.</u> Fundamental assumptions. Personality, perception, and innovative behaviour.	2	2	Textbook. Chapters 1- 3 Articles 1 & 2
	September 5			
9:00 - 10:30	Module 2 <u>Individuals and innovation.</u> Motivation, job satisfaction, organizational commitment, and individual innovativeness.	1	1	Textbook. Chapter 4 Articles 3,4, 5 & 6
10:45-12:15	Module 3 <u>Teams and innovation.</u> Groups and teams in the organization. Team creativity and knowledge-sharing.	1	1	Textbook. Chapters 5 Articles 7, 8, 9, 10 & 11

13:15-14:45	Module 4 <u>Organization and innovation.</u> Leading for innovation.	1	1	Textbook. Chapter 6 Articles 15, 16, 17 & 20
15:00-16:30	Module 5 <u>Organization and innovation.</u> Organizational culture, creativity, and innovation.	1	1	Textbook. Chapter 9 Articles 14 & 18
September 11				
12:30-14:00	<u>Case analysis workshop 1.</u> Case 1. <u>Amazon as an employer</u>		2	Modules 1-5, articles
14:15-15:45	<u>Case analysis workshop 2.</u> Case 2. <u>Leading change in talent at L'Oreal</u>		2	Modules 1-5, articles
16:45-18:15	<u>Case analysis workshop 3.</u> Case 3. <u>Kathy Fish at Procter & Gamble: navigating industry disruption by disrupting from within</u>		2	Modules 1-5, articles
18:30-20:00	<u>Case analysis workshop 4.</u> Case 4. <u>Sony Computer Science Laboratories: sustaining a culture and organization for fundamental research</u>		2	Modules 1-5, articles
September 12				
9:00-10:30	<u>Case analysis workshop 5.</u> Case 5. <u>Tony Hsieh at Zappos: Structure, Culture and Change</u>		2	Modules 1-5, articles
10:45 – 12:15	<u>Case analysis workshop 6.</u> Case 6. <u>Google's project oxygen: Do managers matter?</u>		2	Modules 1-5, articles
13:15-14:45	<u>Case analysis workshop 7.</u> Case 7. <u>The Linda Dor: building culture of customer satisfaction</u>		2	Modules 1-5, articles
15:00-16:30	<u>Case analysis workshop 8.</u> Case 8. <u>FINRA: moving financial regulation to the cloud</u>		2	Modules 1-5, articles
September 18				
12:30 – 14:00	Examination		2	
	Total class hours (34):	10	24	
	CONSULTATIONS		2	

	FINAL EXAM		2	
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FINAL GRADE COMPOSITION

Type of assignment	Percentage of the total grade
<i>Group Components 40%</i>	
Business case analysis and presentation (consultants' role 20%; managers' role – 20%)	40
<i>Individual Components 60%</i>	
Final Exam	60
Total	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

- **Business case analysis.** In business case analysis you seek to explain “why” certain behaviors happened and how companies could solve the problems. The business case analysis counts 40% of the final grade. Each team will take consultants' and managers' roles. Every team will have to analyze two cases: one case in consultants' role and one case in managers' role.
- **Consultants** must prepare 30 min. Power Point Presentation of the assigned case, send the case analysis slides to the managers at least **2 days** before the case discussion workshop, and upload the slides **on e-learning platform no later than 1 day (23:59)** before the assigned date of the case analysis workshop.
- **Managers** must challenge the consultants' case analysis and prepare for the discussion referring to all the main parts: situation analysis, problem identification, applicability of theories, evaluation of alternatives, solution, conclusion. After the discussion the managers will have to evaluate the consultants' case analysis based on the provided criteria. The evaluation (the form provided on e-learning) will have to be send to the consultants and course instructor no later than **two days** after the workshop.
- **Workshop procedure.** Consultants open the discussion by presenting their case analysis. After the presentation of the consultants' team, the managers will have to challenge the consultants by raising the issues related to the main case analysis parts. After the consultants and managers' discussion the whole class discussion is welcome.
- **Important.** Each member of the **consultants' team** must present a part of the case and know everything about the case, be able to explain and be competent to answer any questions the experts, lecturer or class members may ask. Saying things like „I don't know what this means because my teammate did this part“ or „this part is not done because my teammate was supposed to do it“ will only get you penalty points. A large part of the educational benefit of teamwork is learning by explaining to others and finding common ground, so make sure to plan enough time for team meetings. **Case analysis will be evaluated as a team performance.**

The case analysis presentation should include these main parts:

1. **Introduction (1 slide).** The introduction should include a brief discussion of the relevance and the significance of the case main discussion topic from management perspective. The analysis problem, aim and tasks should be clearly defined. The introductory part may also include the description of the sequence in which the intended case analysis has been carried out and provide an overview of the key structural parts of the analysis. The names of the students must be provided on the slide with the part of the case analysis they have done.
2. **Situation analysis (2 slides).** **Company background:** Here you describe the background information about the company: its history, size, founders, mission and vision, overall business strategy, the position in the market, offering in the market, and how the company create value for the employees. **People management challenges:** Describe the challenges in the company. What are the main challenges this company is facing by developing innovative approach to management? What the company has done to tackle these challenges? Here you present and analyze many aspects of the management issues of this company in both merits and shortcomings. Internal issues (SWOT: managing innovative individual work behavior,

managing virtual teams, innovative organizational issues: culture, leadership) vs. external issues (PESTLE: political, economic, social, technological, legal, and environmental situations that impact human capital management).

3. **Problem identification & application of a theory (1 slide).** Decide on **ONE** main problem related either to individual innovation management, team innovation management or organizational innovation management. **Present the problem based on the chosen theoretical framework.** Complement the framework by the facts/evidence from the case to justify the existence of the identified problem. **The problem relevance to the innovative management challenges should be highlighted.**
4. **Evaluation of the alternatives (1 slide).** Provide **2 alternative recommendations** based on the chosen theoretical framework. Evaluate costs and benefits of each alternative.
5. **Suggested solution (2 slides).** Tell what your solution is, the possible consequences, and why you selected the solution (based on the evaluation of the alternatives). In this part you provide the concrete suggestions how to solve the challenges that the company is facing regarding that particular issue (individual innovation management, team innovation management, organizational innovation management). **Provide the preliminary plan how to implement the solution (time and financial evaluation, human resources, etc.).** The suggested solution should be relevant to the theoretical framework.
6. **Conclusion (1 slide).** Provide answers to the questions: 1. What did you learn by analyzing the case? 2. What innovative management practice/s you would recommend to employ in your work environment?

Plagiarism is incompatible with academic ethics of ISM University of Management and Economics community. The plagiarism prevention embraces the norms of respect for intellectual propriety and failure to comply with this principle of academic honesty is considered to be a serious breach of academic ethics. In case of the violations of academic ethics (plagiarism) have been identified by the Committee of Ethics, the team may be denied the right to continue course.

Case analysis & discussion evaluation criteria

Consultants (evaluated by the managers)

<u>Introduction.</u> Presentation of all the required parts.
<u>Situation analysis.</u> Company background, SWOT and PESTLE (optional) focused on people management issues.
<u>Problem identification & applicability of theories.</u> Provided structured analysis of ONE problem <u>based on the chosen theory framework</u> and justified by evidence from the case.
<u>Alternatives</u> are based on the chosen theoretical framework and properly evaluated.
<u>Solution</u> is based on the same theoretical framework and provided the plan of implementation.
<u>Conclusion.</u> Answers to the three questions provided.
Answers to the experts' questions are supported by references.

Managers (evaluated by the course instructor)

Referred to all the parts of the case analysis.
Developed a constructive and engaging discussion.
Provided the evaluation properly justified by the feedback.

Final exam. The examination (open questions) is an individual assignment and counts 60% of the final grade. It will cover topics of Modules 1-5, related theoretical issues presented and discussed in the class, workshops, articles, and business cases.

Re-take of the exam. Students who receive a failing final grade shall have the right to re-take the exam during the re-sit week, which will comprise 60% of the final grade. Business case analysis (presentation) cannot be retaken at a later time.

Required reading

E-textbook. Paul E. Smith, Wendy Yellowley, & Christopher J. McLachlan (2021). Organizational Behaviour: Managing People in Dynamic Organizations. UK

Articles

Individual & Innovation

1. Tomayo, J., Doumi, L., Goel, S., Kovacs-Ondrejko, O., Sadun, R. (2023). Reskilling in the Age of AI. Harvard Business Review.
2. Frankiewicz, B. & Chamorro-Premuzic, T. (2020). Digital Transformation is about talent, not technology. Harvard Business Review.
3. Wu, T.J. & Wu, Y.J. (2019). Innovative work behaviors, employee engagement, and surface acting. *Management Decision*, www.emeraldinsight.com/0025-1747.htm
4. Hayne, J.J., Flynn, C.B. & Mauldin, S. (2017). Proactive personality, core self-evaluations, and engagement: the role of negative emotions. *Management Decision*, Vol. 55 No.5, 450-463
5. Wang, J.R. & Xue, Y.J. (2017). Subjective well-being, knowledge-sharing and individual innovation behavior: the moderating role of absorptive capacity. *Leadership & Organization Development Journal*, Vol. 38 No.8, 1110-1127
6. Bellmann, L. & Hübler, O. (2020). Working from home, job satisfaction and work-life balance – robust or heterogeneous links? *International Journal of Manpower*, 0143-7720

Team and Innovation

7. Yadav, S. & Lenka, U. (2020). Diversity management: a systematic review. *Equity, Diversity and Inclusion: An International Journal*. <https://www.emerald.com/insight/0969-9988.htm>
8. Morrison, J. & Chirside, A. (2020). Building high-performing and integrated project teams. *Engineering, Construction and Architectural Management*, <https://www.emerald.com/insight/0969-9988.htm>
9. Mockaitis, A.I., Zander, L. & De Cieri, H. (2018). The benefits of global teams for international organizations: HR implications. *The International Journal of Human Resources Management*, Vol. 29, No. 14, 2137-2158
10. Zacher, H. & Rosing, K. (2015). Ambidextrous leadership and team innovation. *Leadership & Organization Development Journal*, Vol. 36, No. 1, www.emeraldinsight.com/0143-7739.htm
11. Dulebohn, J. H., & Hoch, J. E. (2017). Virtual teams in organizations. *Human Resource Management Review*, 27(4), 569-574.
12. Harvard Business review on virtual meetings (2021). HBR

Organization and Innovation

13. Haefner, N. Wincent, J., Parida, V. Gassmann, O. (2021). Artificial Intelligence and innovation management: A review, framework, and research agenda. *Technological Forecasting & Social Change*, 162, doi.org/10.1016/j.techfore.2020.120392
14. Yams, N.B., Richardson, V., Shubina, G.E., Albrecht, S., Gillblad, D. (2020). Integrated AI and innovation management: the beginning of a beautiful friendship. *Technology Innovation Management Review*, Vol. 10, Issue 11
15. Caligiuri, P., De Cieri, H., Minbaeva, D., Verbeke, A. & Zimmermann, A. (2020). International HRM insights for navigating the COVID-19 pandemic: implications for future research and practice. *Journal of International Business Studies*, Academy of International Business
16. Cennamo, C., Dagnino, G.B., Di Minin, A., Lanzolla, G. (2020). Managing Digital Transformation: scope of transformation and modalities of value co-generation and delivery. *California Management Review*, Vol. 62(4), 5-16
17. Bourdeau, S., Aubert, B. & Bareil, C. (2020). The effects of IT use intensity and innovation culture on organizational performance: the mediating role of innovation intensity. *Management Research Review*, <https://www.emerald.com/insight/2040-8269.htm>
18. Atitumporn, A. & Badir, Y.F. (2018). Leader-member exchange, learning orientation & innovative work behavior. *Journal of Workplace Learning*, Vol.30, No.1, 32-47
19. Nedelko, Z., Potocan, V. (2013). The role of management innovativeness in modern organizations. *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. 7, No. 1
20. OECD research "Productivity gains from teleworking": <http://www.oecd.org/coronavirus/policy-responses/productivity-gains-from-teleworking-in-the-post-covid-19-era-a5d52e99/>
21. Leading virtual teams (2021), HBR

Business cases are provided on e-learning platform.

ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Competency goals and learning objectives for the Master of Business Management

Programs:

Global Leadership and Strategy

Innovation and Technology Management

International Marketing and Management

Competency Goal	Learning Objectives
Students will demonstrate advanced disciplinary knowledge.	LO1.1. Students will demonstrate advanced discipline knowledge through the independent development of a Master's thesis, showing a deep understanding and appropriate application of theories, concepts, and methods relevant to their field of study.
Students will be digitally competent.	LO 2.1. Students will demonstrate digital agility competencies by selecting and applying appropriate tools, platforms or technologies, integrating digital insights into business decision-making, and adapting digital approaches in response to evolving project requirements and contextual changes.
Students will be critical thinkers	LO3.1. Students will be able to define the business problem and develop innovative solutions
	LO3.2. Students will be able to demonstrate critical thinking in problem solving
Students will be independent learners	LO4.1. Students will become independent learners and develop their own comprehension of scientific theories, models, and concepts.
Students will be socially responsible leaders	LO5.1. Students will be able to evaluate past and current practices in their discipline from an ethical perspective.
Students will be effective communicators	LO6.1. Students will develop and deliver a coherent oral presentation
	LO6.2. Students will develop and deliver a coherent written research paper