



Academic Year 2026-2027

Syllabus

Management of Innovation

CFU 6

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Course Description

The course explains what innovation mean and how companies are managing the innovation process highlighting how innovation can leverage on digital technologies and boost sustainability.

The course will include also a focus on the specificities of innovation related to circular economy.

The innovation management concepts are put in practice with the support of a practice-based innovation management comprehensive model.

This course aims to develop pragmatic and action-oriented analytical skills supported by a mix of innovation management standard framework coupled with illustrative cases and managerial tools.

The objectives of the course are:

- to develop an understanding of the innovation management process;
- to understand and apply the analytical tools and lenses used by managers for moving innovation projects throughout the organization into the market;
- to understand how and why innovation decisions are taken;
- to present key methodologies for managing innovation projects (from the creative idea to the market launch);
- to understand how sustainability shapes innovation management;
- to recognize and understand the role of systems in sustainable innovation and how they work;
- to critically distinguish transformative innovation from unsustainable practices;
- to understand and apply specific tools and approaches to realize sustainable innovation.

Learning Objectives

Knowledge and Understanding

Know the basics concepts of innovation management and understand the different elements required in order to successfully implement innovation within organization. Know the role of sustainability as driver of innovation and embrace complexity as a part of sustainable innovation.

Applying Knowledge and Understanding

Understand the basics concept of innovation management and sustainable innovation management and follow all the main steps for managing an innovation process through a structured Design Thinking approach.

Making Judgments

Understand how and why the innovation process and the sustainable innovation process are managed and apply judgement in the business cases analysis using a practice-based framework.

Communication Skills

Summarize and present an innovation plan, including sustainability.

Learning Skills

Analysing critically innovation and sustainable innovation projects and discuss the key steps in their implementation path.

Teaching Method

The course employs a blended teaching approach, combining in-person, synchronous sessions with asynchronous digital learning through a dedicated platform that offers a wide range of materials, including videos, transcripts, PowerPoint presentations, readings, and additional resources. It also features interactive in-class activities and a project-based assignment with peer review, all grounded in active and collaborative learning principles aimed at enhancing competencies in systems thinking, critical thinking, and design thinking.

Schedule of Topics

Topic 1	Innovation management approaches
Topic 2	Innovation management process
Topic 3	Design Thinking
Topic 4	Defining sustainability, regeneration and circularity and embrace complexity
Topic 5	Innovation for sustainability and management
Topic 6	Critical analysis of real business strategies
Topic 7	Tools for supporting the “search” phase [asynchronous]
Topic 8	Tools for supporting the “selection” phase [asynchronous]
Topic 9	Agile project management [asynchronous]
Topic 10	Digital innovation [asynchronous]
Topic 11	Sustainable Business Model Innovation [asynchronous]
Topic 12	Tools and approaches for Sustainable Business Model Innovation [asynchronous]
Topic 13	Circular Inputs, Resource Recovery, Product Life Extension [asynchronous]
Topic 14	Sharing Platforms, Product Service System [asynchronous]

Topics 1-3 and 7-10 are taught by Prof. Corrado Cerruti and topics 4-6 and 11-14 are taught by Prof. Natalia Marzia Gusmerotti. The innovation project is jointly managed.

Textbook and Materials

Attending students are required to study the slides, the videos and the selected readings (available on the Rome Tor Vergata e-learning platform)

Non-attending students, in addition to slides, videos and selected readings, have to prepare four chapters of the textbook: J. Tidd, and J. Bessant, *Managing Innovation. Integrating Technological, Market and Organizational Change*, John Wiley & Sons Ltd, 2024 (8th edition), namely

4. Developing an Innovation Strategy
5. Building the Innovative Organization
8. Innovation Networks
9. Decision Making Under Uncertainty

Remark for non-attending students: Earlier editions are also fine as they all report these four chapter with their key elements. The latest edition gives much more emphasis on digital innovation but in case you refer to an earlier edition, the contents on the course platform will allow you to cover this gap.

Assessment

The assessment evaluates both students' knowledge of the theoretical models covered in the course and their ability to apply these models to the analysis of business cases.

For attending students, the assessment is based on:

- a written test made of four open questions from the slides and the videos/readings (60% of the final mark)
- a group assignment on innovation for sustainability (40% of the final mark)

For non-attending students, the assessment is based on:

- a written test made of four open questions: three questions from the slides/videos/readings and one question from the textbook (100% of the final mark)

Students who do not meet the attendance requirements may nevertheless be assessed under the 60% written test–40% group assignment formula only if they have formally joined a project group by the deadline established by the instructor and have actively and continuously contributed to the project activities throughout the course.

Eligibility for this option is subject to verification on the basis of registration in the project group, participation in intermediate activities, identifiable individual contributions, and confirmation by the other group members and the instructor. Merely joining a group or contributing only to the final submission does not qualify a student for this assessment option.

Office hours

On demand – to be booked by e-mail

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NOTE: If you are an **Erasmus or a non - Global Governance student** who would like to attend one or more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is required from the very first lesson and you need to attend at least 75% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.
