



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus

2025 - 2026

## FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
Subject name	Creatividad e Innovación/ Creativity and Innovation
Subject code	FCEE-BA23-222
Mainprogram	<a href="#">Grado en Análisis de Negocios / Business Analytics por la Universidad Pontificia Comillas</a>
Involved programs	Grado en Análisis de Negocios/Bachelor in Business Analytics y Grado en Relaciones Internacionales [First year] Grado en Análisis de Negocios/Bachelor in Business Analytics y Grado en Derecho [First year] Grado en Análisis de Negocios/Bachelor in Business Analytics [First year] Grado en Admin. y Dirección de Emp. y Grado en Análisis de Negocios/Bachelor in Business Analytics [First year] Grado en Ing. en Tecnologías de Telecom. y Grado en Análisis de Negocios/Bachelor in Busi. Analytics [Second year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	3,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Miryam Martín
Schedule	Refer to the schedules of the differet academic groups and programs in which the courses are taught
Office hours	Request an appointment in advance via email with the professor who teaches the subject
Course overview	This course aims to uncover what innovation and creativity truly mean and why they are more essential than ever for organizational survival and success. Students will learn that building an intellectually diverse team is key to fostering creativity, as well as explore work philosophies and methodologies specifically designed to generate and share ideas for new products, services, processes, and business models (such as Design Thinking, Lean Startup, and the Agile philosophy). The course will examine the importance of cultivating a psychological environment that encourages creativity and risk-taking, as well as the role of the physical environment in supporting innovation. Students will apply divergent thinking techniques to generate ideas and, in contexts characterized by multiple options and constant change, learn how to determine when and how to focus on the most promising solution. The course will also include a review of different types of innovation and explore the practical impli

Datos del profesorado	
Teacher	
Name	Miryam Martín Sánchez
Department	Departamento de Gestión Empresarial
Office	Alberto Aguilera 23 [OD 201] (Appointment in advance via email)
EMail	mmartins@icade.comillas.edu
Teacher	
Name	Miguel Fernando Morillas García
Department	Departamento de Gestión Empresarial



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026**

Office	Alberto Aguilera 23 [OD 435] (Appointment in advance via email)
EMail	mfmorillas@icade.comillas.edu
<b>Teacher</b>	
Name	Nicolás Santamaría Vega
Department	Departamento de Gestión Empresarial
Office	Alberto Aguilera 23 (Appointment in advance via email)
EMail	nsantamaria@icade.comillas.edu

## DATOS ESPECÍFICOS DE LA ASIGNATURA

### Contextualización de la asignatura

#### Aportación al perfil profesional de la titulación

Creative problem-solving is increasingly recognized as the most sought-after skill in business. The ever-changing business environment heightens the need for companies to continuously evaluate their competitive performance and critically review their past assumptions while looking toward the future. Entrepreneurs, employees, managers, and leaders are all required to identify valuable opportunities, generate and develop new ideas, and then trial and implement innovative solutions. To succeed, they all must move beyond surface-level assumptions and delve deeper into change. Change is ubiquitous and permeates all aspects of the organization, including strategy, products, processes, and even a variety of socio-technical systems. Managing these changes is central to the repositioning of organizations. Through innovative and creative approaches, companies can rewrite patterns of competition, become rule-makers and rule-breakers, or develop new ways of operating. Therefore, businesses require not only the ability to embrace change but also the knowledge of how to initiate and implement it.

### Competencias - Objetivos

#### Competencias

#### Resultados de Aprendizaje

RA1	Creatividad e Innovación/ Creativity and Innovation (3 ECTS). RA1 Enunciar las claves individuales y los elementos de contexto que pueden promover e incentivar la creatividad y la innovación.
RA2	Creatividad e Innovación/ Creativity and Innovation (3 ECTS). RA2 Aplicar metodologías de trabajo especialmente orientadas a la generación de cambio e innovaciones.
RA3	Creatividad e Innovación/ Creativity and Innovation (3 ECTS). RA3 Distinguir todos los tipos de innovaciones, así como las claves en el proceso de su comercialización, adopción y difusión.

## BLOQUES TEMÁTICOS Y CONTENIDOS

### Contenidos – Bloques Temáticos

#### PART 1: Creating the Context for Corporate Creativity and Innovation

Topic 1: Relevance of Corporate Creativity and Innovation: the Challenge of Changing Business Environment



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026**

## PART 2: Linking Corporate Creativity to Strategic Innovation. Frameworks and Emerging Trends.

Topic 2: Applied Corporate Creativity

Topic 3: The Process of Innovation

## METODOLOGÍA DOCENTE

### Aspectos metodológicos generales de la asignatura

#### Metodología Presencial: Actividades

**Master Class Lessons with Student Interaction.** The professor's main objectives will be to define and clarify specific concepts and terminology, identify key elements and lines of thought related to the subject, and provide illustrative explanations. Throughout the sessions, the professor will actively engage with the students, encouraging their participation in discussions and nurturing their critical and analytical thinking.

The dynamics of each session will vary, with some requiring spontaneous input from students, while others may involve pre-session preparation. Students may be expected to come prepared to discuss the assigned readings, videos, and other materials provided in advance. This proactive approach ensures active student involvement and meaningful contributions to class discussions.

**Cooperative Learning:** The goal of this activity is to foster collaborative work in groups. The purpose is to promote autonomy and motivation in learning through shared responsibility.

**Individual or Group Resolution of Cases or Corporate Problems during the In-Person Sessions.** Throughout the sessions, and with the aim of facilitating knowledge acquisition, the professor may present students with business cases or problems to solve, followed by subsequent discussions.

**Public Presentation of Topics or Projects:** This activity offers students the chance to present and defend their work in front of the professor and their peers. Presentations can be conducted either individually or as a group. Students are encouraged to concentrate on several key elements, including conceptual organization, subject matter mastery, clarity in presentation, and displaying respect and rationality throughout all phases of their presentation. For group exercises, active collaboration from each team member is essential and expected.

#### Metodología No presencial: Actividades

**Individual Study by the Student.** Deepening into the content and extension of documentation. As part of their educational process, the student is required to work independently and autonomously to understand and retain the scientific content provided by the professor and even to develop or expand upon it with a specific focus on its application in their future profession. Within the educational platform hosting the course, the student will find the necessary materials and documentation. Additionally, individual reading of the recommended bibliography in this teaching guide is highly encouraged.

**Academic Tutoring.** The purpose is to address any doubts or difficulties that may arise during the learning process of the subject or in acquiring the corresponding skills. It is equally suitable for monitoring the student's progress in their work.

**Analysis and Resolution of Corporate Cases or Problems Proposed by the Professor:** This component of the course entails analyzing and resolving cases/problems that are provided by the professor. These cases/problems are typically derived from brief readings, specially prepared materials, or various datasets and information, enabling students to practically apply the theoretical knowledge they have acquired throughout the course. Moreover, these exercises aim to nurture the development of critical thinking skills among students. By engaging in this process, students will gain valuable experience in tackling real-world problems and cultivating their abilities to effectively address unforeseen situations and different approaches.



## RESUMEN HORAS DE TRABAJO DEL ALUMNO

CLASSROOM HOURS			
Exposición pública de temas o trabajos	Lecciones de carácter expositivo	Otras actividades, seminarios, talleres, simulaciones, dinámicas de grupo, etc	Ejercicios y resolución de casos y de problemas
6.00	14.00	2.00	8.00
NON-PRESENTIAL HOURS			
Estudio y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos	Sesiones tutoriales	
15.00	25.00	5.00	
ECTS CREDITS: 3,0 (75,00 hours)			

## EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
<b>Final Exam</b> on the theoretical and practical foundations studied, explained and worked on during the course (presentations, debates, supplementary articles, practical cases, guest experts, etc.). It must be passed in order to be averaged with the other components that make up the assessment of the subject.	<ul style="list-style-type: none"><li>Students should be able to answer clearly and precisely different sorts of questions.</li></ul>	50
<b>Individual work.</b> Student involvement and performance in the various dynamics proposed in class (debates, presentations, quizzes...) .	<ul style="list-style-type: none"><li>Proactivity</li><li>Appropriateness</li><li>Critical Thinking</li></ul>	15
<b>Collaborative resolution of business cases or problems.</b> It is proposed that groups develop and further explore corporate, creative solutions, applying theoretical and practical knowledge.	<ul style="list-style-type: none"><li>Analytical ability and critical reasoning</li><li>Depth of analysis</li><li>Management of teamwork</li><li>Information search and presentation</li></ul>	15
<b>Active student participation in sessions, dynamics and activities.</b> Quality of attitude and performance towards individual and/or collaborative work in scheduled learning activities.	<ul style="list-style-type: none"><li>Clarity</li><li>Practical application</li><li>Depth of analysis</li><li>Synthesis ability</li></ul>	10



**Student participation in group work activities and presentations.**

- Proactivity
- Rigor in presentation
- Teamwork and time management

10

## Calificaciones

### GENERAL GUIDELINES:

Students must pass each of the activities that are part of the final grade. A minimum grade of 5/10 is considered passing for each activity.

Exercises that are NOT submitted under the exact conditions of place, date, and time scheduled for each exercise will receive a grade of 0/10.

Group work, which is part of the teaching methodology, may be subject to co-evaluation by the members of each group, following a model proposed by the teacher.

The use of electronic devices, when not planned, will be negatively considered, and plagiarism will also be penalized.

### USE OF GENERATIVE ARTIFICIAL INTELLIGENCE:

In the course Creativity and Innovation, **Level 4 (Full AI) of the AI Assessment Scale** (Perkins, Furze, Roe & MacVaugh, 2024) will be applied exclusively to group assignments (never in exams or individual assessments). This means that the extensive use of generative artificial intelligence tools is permitted and encouraged as part of the learning process and the development of academic work. However, such use must always be critical, responsible, and well justified. Specifically, students may use AI to generate and develop ideas and/or as a technical support tool (e.g., for multimedia production, particularly video). Nevertheless, they must clearly and thoughtfully demonstrate how they have developed, refined, and internalized those ideas, and how they have gone beyond the initial suggestions produced by AI. Superficial or mechanical use of these tools will not be rewarded; what will be valued is the ability to integrate them meaningfully into one's own thinking.

Students will be required to thoroughly document their use of AI, including: (1) the tools employed; (2) the prompts or instructions used; and (3) the specific sections of the assignment where AI contributed. In addition, all prompts must be explicitly justified, explaining their purpose, their alignment with the task objectives, and their contribution to the creative process. Particular emphasis will be placed on the students' ability to use a range of AI tools, to compare them, and to critically evaluate their contributions and limitations. This approach aims not only to develop technical competencies, but also to promote a deep and reflective understanding of the role of AI in innovation processes, thereby strengthening autonomous thinking and grounded creativity.

### ATTENDANCE:

Continuous assessment reflects the student's commitment to learning the course. It is measured through the student's participation, diligence, and proactivity in the programmed learning activities in the classroom (individual and/or collaborative): for example, in the presentation and defense of solutions to given problems, in quizzes, etc.

Class attendance and participation (whether in-person or virtual) are necessary to evaluate each participant's performance. This is monitored and verified by the faculty through various records (Moodle platform reports, attendance sheets, self-records, etc.).



According to Article 93.1 of the University's General Regulations, students who fail to attend at least one-third of the total class hours for a subject will not be allowed to take the ordinary exam.

## STUDENTS WITH AN ATTENDANCE WAIVER:

Students who have been granted an attendance waiver must communicate their situation via email to the corresponding professor during the first month of the course.

Students with an attendance waiver will only need to take the final exam to pass the course.

## EXTRAORDINARY EXAMINATION:

Students will have to re-sit the evaluation activities under the following circumstances:

- They have not passed the final exam. In this case, they must take a written exam during the re-sit exam period. The final grade will be based on the components and weightings mentioned above.
- If any of the other graded components have not been passed, the student will be required to sit the extraordinary (resit) examination.

## PLAN DE TRABAJO Y CRONOGRAMA

Activities	Date of realization	Delivery date
Individual and collaborative resolution of business cases or problems	As planned on the course schedule.	As planned on the course schedule.
Oral presentations	As planned on the course schedule.	As planned on the course schedule.
Quizzes	As planned on the course schedule.	As planned on the course schedule.
Final exam	The date will be determined by the academic head of the Faculty.	The date will be determined by the academic head of the Faculty.

## BIBLIOGRAFÍA Y RECURSOS

### Bibliografía Básica

Goller, I., & Bessant, J. (2024). Creativity for Innovation Management. Tools and Techniques for Creativity Thinking in Practice. Routledge. 2nd Edition.

Pagani, M. & Champion, R. (2024). Artificial Intelligence for Business Creativity. Routledge. 1st Edition.

Dawson, P & Andriopoulos, C. (2021). Managing Change, Creativity & Innovation. SAGE.4th Edition.



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

## Syllabus 2025 - 2026

Goodman, M. & Dingli, S.M. (2017). Creativity and Strategic Innovation Management. Directions for Future Value in Changing Times. Routledge. 2nd Edition.