SYLLABUS

Basic data of the subject matter	
Academic Unit:	**Faculty Management** **Program: Entrepreneurship and Innovation Management**
Title of subject:	**The human factor in innovation**
Level:	**Master**
Status of the subject:	**Obligatory**
Year of studies:	**I**
Semester:	**II**
Number of hours per week:	**3**
Value in credit:	**5**
Time/location:	
Subject Teacher:	
Contact details:	
Description of the subject	The Human Factor in Innovation is a master's leveling course that focuses on the role and influence of the human factor in the innovation process. This course will provide a deep understanding of innovation, innovation and innovative processes, focusing on the contribution of individuals and teams to the success of innovative projects.
Purposes of the subject:	Understand the critical role of the human factor in the creation and development of innovation, analyze psychological processes and motivation that affect creativity and innovation, develop students' knowledge about team management strategies and leadership in the context of innovative projects, use information technologies to support and improve innovative processes, to assess the impact of cultural context and ethics on innovation processes.
Expected results of the lesson:	Students: 1. They will be able to analyze and evaluate the human factor in innovation through a multidisciplinary perspective. 2. Develop the skills needed to manage innovative teams and lead innovation processes. 3. They will explain the role of information technology in advancing innovative processes. 4. Apply the knowledge gained in case analysis and innovative project development.

Contribution to student's load (which should correspond to the student's learning scores)			
Activity	**Hours**	**Day/week**	**Total**
Law	2	15	30
Theoretical exercises/tasks	1	15	15
Practical work	3	3	9
Contact with teachers – consultations	1	4	4
Field exercises			
Kollokuium – seminar			
Homework	2	2	4

Student's time of study (in the library or at home)	2	10	20
Final preparation in the exam	2	14	28
Time spent in assessment (tests, quizzes, final exam)	1	3	3
Projects, presentations etc.	3	4	12
Total			**125**

Teaching Methodology (and Learning)	The teaching and learning methodology is a structured and organized plan for the implementation of the teaching processes in the subject "Human Factor in Innovation" at master level. This methodology can include a wide range of activities that encourage student involvement, critical reflection and practical skills development. Here is a possible methodology: **Purposes of teaching:** 1. **Understand the role of the Nerve Factor:** Through lectures and literature study, students will develop deep knowledge about the role of the human factor in innovation. 2. **Developing criticism and analysis of case studies:** Through the analysis of case studies, students will be able to apply concepts and explain the impact of the human factor on invention and innovation. 3. **Stimulate creativity and innovative project development:** Using techniques and exercises to stimulate creativity and develop innovative projects. 4. **Improve the ability to collaborate:** Through joint projects and group activities, students will develop their skills to work as part of an innovative team. **Teaching tools and activities:** 1. **Lectures and discussions:** • The lectures will focus on the main concepts of innovation and the role of the human factor. • Classroom discussions will encourage students to share their views and analyze concrete successful and failed innovation cases. 2. **Case studies and group analyses:** • Students will study various innovative cases and prepare group analyses on the impact of the human factor. • Presentations will include critical evaluations and suggestions for improvements. 3. **Innovative projects of individuals/group:** • Small groups to develop innovative projects. • The full project development cycle, including the stages of planning, implementation, and presentation. 4. **Creative and stimulating exercises:** • Exercises and examples designed to increase creativity and the skills of choosing innovative solutions.

	5. **Analysis of literature:** • Use reading materials to conduct analysis and link theory to practice in the field of innovation and human factor. **Evaluation Tools:** 1. **Innovative group projects:** • Evaluate innovative projects based on creativity, application of learned concepts, and potential impact in the field studied. 2. **Case studies analysis:** • Evaluation of case studies analysis, including critical analysis of methods and conclusions achieved. 3. **Contribution to the discussion:** • Evaluate active participation in discussions and ability to share views with colleagues. 4. **Written exams and exercises:** • Evaluation of general knowledge through written exams and other exercises prepared. **Advantages of this methodology:** 1. **Student involvement:** Creating an interactive and inclusive learning environment where students feel they actively contribute. 2. **Develop practical skills:** Stimulating practical skills and experimenting with innovative technologies and projects. 3. **Prepare for market reality:** • Prepare students to apply the concepts and skills acquired in real innovation environments in the market. 4. **The combination of theory and practice:** Ensuring a proper balance between theory and practice through case analysis, innovative projects and the application of information technologies. This methodology aims to prepare students to understand, analyze and apply the knowledge gained in the subject.
Methods of evaluation (passability criteria)	The assessment and construction form of the note for students will be based on the following three activities: **1. Activity and engagement in learning – is rated 20 points out of 100 possible points,** Activity in learning – means that the student is active and involved in interactive discussions professor-students, students-students, opening new topics that are related to the subject, giving ideas, opinions, critical thoughts in order to stimulate the debate during lectures. Commitment - means that the student performs and presents the tasks assigned at the end of each lecture and then discussed at the beginning of the following lecture. **2. The design and presentation of a task, the seminary project/work, is evaluated with 30 points out of the possible 100 points,**

	Within the semester the student (there can be a group of students – no more than 3 students) must prepare a task, workshop project/work (Word and PowerPoint), the same paper should be presented during the given hours for presentation. The topic of the paper can be proposed by the professor and the student – the topic proposed by the student must be approved by the professor, and the same must be in full correlation with the subject matter. **3. The final exam test is assessed with 50 points out of the possible 100 points,** The student will be subjected to the final exam test after completing the course lectures and is organized in the exam deadlines, determined by the University Senate. The purpose of the exam is to assess the student's knowledge, ability, skills and competences, related to the results of the pre-designed learning for the lectured subject material. The test (question form) must be completed individually by the student and the same contains: • Objective questions with multiple alternative choices, the same ones will be used to assess the student's ability to re-remember and recognize the concepts and material of the course, • Subjective questions of the type of essay/written task for which the student himself should be able to provide answers related to the material of the lectured subject, the same answers will be used to evaluate the student's understanding and abilities to apply the acquired knowledge in analysis, synthesis and problem assessment. After the exam, students will build the final grade: • **Max 20 points** - activity and engagement in learning, • **max 30 points**- drafting and presentation of task, project, paper/research, • **max 50 points** - final exam (or from two tests), **The student passes the exam if he collects 50 points from all the evaluation criteria,**
Concrete Tools – YOU	Use table, Internet, wireless, computer, projector, PowerPoint, Use of online platforms and tools to support communication and team collaboration, etc.
The relationship between the theoretical and practical part of the study	70% Theory, 30% Exercise,
Literature	
Basic Literature	1. Bislim Lekiqi, 2023, The Human Factor and Innovation, Aurorized Lectures 2. Bernhard Rosenberger, Modernes Personalmanagement, Strategisch – operative – systemisch, Springer Fachmedien

		Wiesbaden GmbH, 2017 3. Peter Drucker, 1985/2015, Innovation and Entrepreneurship, First published in Routledge Classics 2015 by Routledge Online sources: • https://www.book2look.com/embed/9781317601357 • https://www.google.com/books/edition/Innovation_and_Entrepreneurship/NyqDBAAAQBAJ?hl=sq&gbpv=1&dq=Innovation+and+Entrepreneurship:+Practice+and+Principles+Peter+F.+Drucker&printsec=frontcover 4. Dietmar Vahs/Alexander Brem, 2015, Innovationsmanagement, Schäffer-Poeschel Verlag Stuttgart
Additional literature		5. Stavroula Demetriades, Franz Ferdinand Eiffe, 2017, Eurofound (2017), Innovative changes in European companies: Evidence from the European Company Survey, Publications Office of the European Union, Luxembourg. 6. Peter Oeij, et all, 2014, Workplace innovation in European companies, Publications Office of the European Union, Luxembourg
Designed lesson plan:		
Java		**The law that will evolve**
	Week One	**Presentation – notification of students with the subject syllabus,** • Announcement with students • Students will be presented with the syllabus in detail. The expected result No. **1, 2, 3, 4**
	Week two	**Introduction to Innovation and the Role of the Human Factor:** • The basic concept of innovation. • The role of the human factor in invention and innovation. The expected result No. **1, 2**
	Week Three	**Psychology of Innovation:** • Motivation and stimulation of creativity. • Ways to manage stress and increase productivity. The expected result No. **1, 2**
	Week Four	**Innovation Teams** • Formation and management of the team. • Effective collaboration and communication in the team. The expected result No. **1, 2**
	Week Five	**Leadership and Innovation** • The role of leadership in encouraging innovation. • Leadership style and effect on creativity. The expected result No. **1, 2**
	Week six	**Cultural Diversity and Innovation:** • The impact of diversity on creativity and innovation. • Diversity management in the context of innovation. The expected result No. **1, 2**
	Week Seven	**Technology and Innovation:** • Interaction of the human factor with technology. • Dissemination of knowledge and use of technology to improve innovation. The expected result No. **3**
	Week eight	**Ethics and Innovation:** • Ethical considerations in the field of innovation.

		• Manage ethical challenges and responsibilities in developing innovations. The expected result No. **1, 2**
	Week nine	**Innovation strategies and change management:** • Develop strategies to promote innovation. • Management of change in organizations. The expected result No. 1, 2, 3
	Week ten	**Finance and Investment in Innovation:** • Financing innovative projects. • Cost-advantage analysis and long-term investments in innovation. The expected result No. **2**
	Eleventh week	**Case Studies and Practical Projects:** • Analysis of case studies in the field of innovation. • Develop practical projects with an emphasis on the human factor. The expected result No. **1, 2, 3, 4**
	The Twelve week	**Research Project** • Formulation of the problem • Setting research purpose • Formulating hypotheses/research questions • Methodological part of the project: • Selection of the general method of organization of research, • operational definition of variables, • the selection of data collection techniques, • The sample (sample) determination, • development of the data processing plan; • Developing a plan for the implementation of research. The expected result No. **4**
	Thirteenth week	**Selecting research instrument/program** • Data input • Logical analysis The expected result No. **4**
	Week fourteen	**Analysis of results** • Quantitative analysis • Quality analysis, • Interpretation of results (treatment of hypotheses/research questions) • Conclusions and recommendations The expected result No. 4
	Fifteenth week	**Summary Lecture** **Project Research** Discussion about the topics lectured, opinions, comments and assessments. Project preparations by students The expected result No. 1, 2, 3, 4
Academic policies and etiquette:		
The student is obliged to attend the lectures in a regular manner and to have the correct behavior of colleagues and staff of the University, maintaining calm and active engagement in lectures and exercises is obligatory. During lectures and exercise hours, food is prohibited, whispers that hinder classroom work and the use of mobile phones. At the same time, mobile phones should be turned off or		

put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, using unauthorized exam aid, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work presented, the teacher has the right to ask the student to verify his/her work. This can be done through: repetition of the work, written or oral testing, unexpected quiz or any other action deemed necessary by the lecturer.