



University of the  
West of England

## MODULE SPECIFICATION

**Code:** UMSCUJ-15-M      **Title:** Innovation, Creativity and Enterprise      **Version:** 1  
**Level:** M      **UWE credit rating:** 15      **ECTS credit rating:** 7.5

**Module type:** Project

**Owning Faculty:** FBL      **Field:** Strategy and International Business

**Faculty Committee approval:** QMAC      **Date:** 18/6/09

**Valid from:** 1 September 2009      **Discontinued from:**

**Contributes towards:** MSc Management

**Pre-requisites:** none

**Co-requisites:** none

**Excluded combinations:** none

### Aim of module

This module aims to:

- Develop an understanding of the significance of innovation, creativity and enterprise within the individual, the organisation and society as a whole.
- Allow students to gain a critical appreciation of the tensions between creativity and day-to-day processes of organising.
- Equip students with an awareness and understanding of the challenges of managing the innovation process within an organisational context.
- Encourage students to reflect on their own creativity and ability to manage processes involving innovation and creativity.

This module supports the area of "Pervasive Issues" (business innovation and creativity), as set out in the QAA Subject Benchmark Statement for *Master's Degrees in Business and Management* (QAA 158 02/07), para 3.9.

### Learning outcomes:

On successful completion of this module students will be able to:

- Critically reflect on the significance of enterprise, entrepreneurship and intreprenurship within society.
- Illustrate and critically evaluate theories for managing creativity and innovation.

- Appreciate the complex nature of creativity within the individual, team and organisational context.
- Critique multiple perspectives on the innovation process and the organisational implications of that process.
- Assess and reflect on their own abilities to manage creativity and innovation processes.
- Critically evaluate a body of academic literature.

All of the above outcomes are assessed

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

- Working and learning as a team member.

### **Syllabus outline**

An indicative syllabus outline is below, showing how the module develops:

- The nature of innovation, creativity and enterprise
- Sources of innovation and creativity
- Creativity and the individual: cognition, perception and emotion
- Organizational creativity: culture and climate
- Creativity, innovation and new product development
- New product development: teams, technology and design
- Social networks and creative alliances
- Clusters, national innovation systems, and enterprise policy
- Paths, paradigms and trajectories
- Intellectual property rights
- Profiting from innovation
- Social enterprise and innovation

### **Teaching and learning methods**

• **Teaching Strategy** – This module will be taught by classes that integrate elements of tutor provided lectures, class exercises and especially through the discussion of case studies and academic articles. In addition students will be expected to contribute using their own research material and experience where possible.

• **Learning Strategy** – Students will need to complete the necessary preparatory reading and exercises prior to class, along with studying any set case material. Their learning will be enhanced by class discussion. Students will be expected to put forward, rationalise, substantiate and defend points of view on controversial matters in class.

This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on Further Reading within the module

handbook/outline. The BBS Study Skills web page provides support and guidance in a range of areas and students will be guided to this resource where appropriate.

## Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue.

• **Essential Reading** – The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of the essential reading for this module may include:

Bessant, J. and Tidd, J. (2007) *Innovation and Entrepreneurship*. Chichester: Wiley.

• **Further Reading** – Further reading will be required to supplement the set textbook and other provided readings (see above). The purpose of this further reading is to ensure students are familiar with current research, classic works, and material specific to their interests from the academic – often journal – literature. Suggested further reading by topic will be indicated in the module handbook/outline provided at the start of the module. However students are also expected to employ their own initiative and discretion in selecting appropriate further reading that will support their study. It is expected that students will engage with the academic journal literature on this subject, and as such are likely to use articles from academic journals as well as using more practitioner focused material found in publications such as the *Harvard Business Review* and *MIT Sloan Management Review*. Access to all these publications is available through the library, and most are available electronically.

• **Indicative Reading List** – To supplement the guidance on reading given above, the following list is offered to provide students, potential students, validation panels and accrediting bodies with an indication of the type and level of information that those enrolled on the module may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via other more frequently updated mechanisms.

### **Indicative Reading List:**

Amabile, T. (1996) *Creativity in Context: Update to the Social Psychology of Creativity*. Boulder, Colorado: Westview Press.

Christensen, C.M., (1997) *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Boston, MA: Harvard Business School Press.

Csikszentmihalyi, M. (1990) *Flow: The Psychology of Optimal Experience*, New York: Harper and Row.

Drucker, P. (1985) *Innovation and Entrepreneurship*, New York: Harper and Row.

Florida, R.(2002) *The Rise of the Creative Class: and How it's Transforming Work, Leisure, Community and Everyday Life*. New York: Basic Books.

Henry, J. (2006) *Creative Management and Development*, 3rd ed. Thousand Oaks: Sage. Sage Publications.

Sauber, T. and Tschirky, H. (2006). *Structured Creativity: Formulating an Innovation Strategy*. Basingstoke: Palgrave Macmillan.

Sawyer, R.K. (2006). *Explaining Creativity: The Science of Human Innovation*. Oxford: OUP.

Tidd, J. and Bessant, J. (2009) *Managing Innovation: Integrating Technological, Market and Organizational Change*, 4th ed., New York: Wiley.

Trott, P. (2008) *Innovation Management and New Product Development*, 4th ed., Harlow, Essex: FT Prentice Hall:

Von Stamm, B. (2008) *Managing Innovation, Design and Creativity*. Wiley: Chichester, West Sussex.

### Assessment

The assessment strategy is driven by the need to encourage students to strive to work at the higher ends of Bloom's (1956) taxonomy. Formative assessment is provided from the start of the module through the class exercises, discussion and through the in-class case based analysis. As students will prepare and lead discussion, they will benefit from class-wide debate and commentary and feedback from the tutor. Summative assessment takes place at the end of the module through an individual project. The project is designed such that students can apply the academic literature to a current example or problem with innovation, creativity and enterprise at its core. Hence students are able to demonstrate the linkages between theory and practice. While a word limit is stated, given the nature of the module the assessment media may be negotiated with the module leader, and hence "or equivalent" is included below. The assessment mechanism is chosen to assess the full range of student abilities, the assessment criteria being driven by Bloom's (*ibid*) taxonomy. The assessment type is deemed suitable and equitable for all modes of attendance.

Specific assessment criteria will be published in the module handbook / outline each year. These will be constructed with reference to the generic *BBS Master's Level Assessment Criteria*, which will also be appended to the module handbook / outline.

Percentage split

Weighting between components A (controlled component) and B                      N/A

ATTEMPT 1

#### First Assessment Opportunity

<b>Component A</b> <b>Description of each element</b>	<b>Element weighting</b>
1 Project of 3,000 words (or equivalent)	100%

**Second Assessment Opportunity** (further attendance at taught classes is not required)

<b>Component A</b> <b>Description of each element</b>	<b>Element weighting</b>
1 Project of 3,000 words (or equivalent)	100%

**SECOND (OR SUBSEQUENT) ATTEMPT: Attendance at taught classes is required.**

Specification confirmed by .....Date

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(Associate Dean/Programme Director)