



MODULE SPECIFICATION

Code: UMSCD5-15-M Title: Creativity and Innovation Version: 2

Level: M UWE credit rating: 15 ECTS credit rating: 7.5

Module type: Project

Owning Faculty: FBL Field: Strategy and International Business

Valid from: 1 September 2002 Discontinued from:
(Revised 1 September 2008)

Contributes towards: MBA

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

This module will enable students to enhance their understanding of innovation and creativity in a variety of contexts and from perspectives that include the individual, the organisation and society at large. Using current academic research we reflect upon the practice of innovation and creativity, and explore the potential of applying theories to foster sustainable competitive advantage for both new and existing organisations.

Together with Entrepreneurial Decision Making, this module forms the pathway-specific taught component of the MBA (Entrepreneurship).

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:

- Demonstrate a systematic understanding of the theories of managing innovation and creativity.
- Assess their ability to manage innovation and creativity.
- Explain creativity and innovation in the individual, team, organisational and societal context.
- Examine perspectives on the creativity and innovation process and the organisational implications of that process.

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

1. Sources of innovation and creativity
2. Creativity and the individual: cognition, perception and emotion

3. Organizational creativity: culture and climate
4. Creativity, innovation and new product development
5. New product development: teams, technology and design
6. Paths, paradigms and trajectories
7. Intellectual property rights
8. Profiting from 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 (Essential Reading). 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.

The study skills web pages provides support and guidance in a range of areas and students will be guided to this resource where appropriate.

Reading Strategy

- **Access and Skills** – 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. Students will be presented with opportunities within the programme curriculum to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.
- **Blackboard** – 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. Direct links to information resources will also be provided from within Blackboard.
- **Essential Reading** – Materials that are deemed Essential Reading (required) for this module will be given to the students. These materials may be in the form of a textbook and/or a module resource pack, the latter of which may be printed or electronically retrievable via Blackboard or from the library directly. This Essential Reading is subject to change – possibly at short notice – but an example of recent Essential Reading is:

Tidd, J., Bessant, J. and Pavitt, K. (2005) *Managing Innovation: Integrating Technological, Market and Organizational Change*. 3rd ed. Chichester: Wiley. [658.514 TID]

- **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. All the following books can be found in the UWE library, and the classification number in square brackets follows each reference.

Bessant, J. and Tidd, J. (2007) *Innovation and Entrepreneurship*. Chichester: Wiley. [658.421 BES]

Boutellier, R., Gassmann, O. and von Zedtwitz, M. (2008) *Managing global innovation: uncovering the secrets of future competitiveness*. 3rd ed. Berlin: Springer. [on order]

Henry, J. (2001) *Creative management*. 2nd ed. Thousand Oaks: Sage. [658.403 HEN]

Henry, J. and Mayle, D. (2001) *Managing innovation and change*. Thousand Oaks: Sage. [658.406 HEN]

Lowe, R. and Marriott, S. (2006) *Enterprise, entrepreneurship and innovation: concepts, contexts and commercialization*. Oxford: Butterworth-Heinemann. [658.421 LOW]

Price, R. (2005) *The eye for innovation: recognizing possibilities and managing the creative enterprise*. New Haven: Yale University Press. [338.761004 PRI]

Sauber, T. and Tschirky, H. (2006) *Structured creativity: formulating an innovation strategy*. Basingstoke: Palgrave Macmillan. [658.314 SAU]

Sawyer, R.K. (2006) *Explaining creativity: the science of human innovation*. Oxford: OUP. [E Book]

Smith, D. (2005) *Exploring Innovation*. Maidenhead: McGraw-Hill. [on order]

von Stamm, B. (2003) *Managing innovation, design and creativity*. Chichester: Wiley. [658.514 VON]

Assessment

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 creativity and innovation 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.

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

Component A

Description of each element

1 Project of 3,000-4,000 words (or equivalent)

Element weighting
100%

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

Component A

Description of each element

1 Project of 3,000-4,000 words (or equivalent)

Element weighting
100%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required