University of the
West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Innovation and High Performing Teams				
Module Code	UMODJM-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL		Field	Business and Management	
Department	BBS, Business and Management		Module Type	Standard	
Contributes towards	MSc Innovation and Applied Entrepreneurship				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements	N/A	
First CAP Approval Date	3rd June 2015		Valid from	September 2015	
Revision CAP Approval Date			Revised with effect from		

Review Date	September 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Gain deep and critical insight into the application of approaches to creativity and innovation and their relevance for entrepreneurship and team performance (A) • Demonstrate a critical appreciation of the range of theories and approaches to high performance teams, group processes and team dynamics and their implications for practice and taking up team roles (A2, B) • Reflect critically on the challenges and benefits of team working and collaborative practice to bring added value to customers (All) • Advance a critical understanding of learning processes and the underpinning theory (B) • Show a critical appreciation and awareness of the role of diversity in effective teams (A2, B) • View complex situations from different perspectives and observe and interpret qualitative and conversational patterns (All) • Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All) • Understand the ethical implications and sustainability of practice of business decisions taken (All)

Syllabus Outline	The learning on this module is experiential and enquiry-based; is guided through coached training sessions (see learning and teaching methods below for fuller explanation); and does not follow a set syllabus. Instead team coaching sessions ("training sessions") work with experience gained on projects and the learning taken from readings and from reflecting on these projects. As such the precise content will be tailored to meet the needs of individual students, their project teams and the cohort. To meet the learning outcomes, there will be particular emphasis in this module on providing students with guidance, readings and coaching in the following areas: • Team roles and organisational role analysis • Readings and guided reflections on group processes and team dynamics • Readings and guided reflections on team development and team building • Readings and guided reflections on creativity and innovation in teams • Learning processes • Collaborative practice • Team working diagnostics, tools and techniques • Resourceful and high-performing team work • Diversity and difference in teams • Cross-cultural team working
Contact Hours	Formal contact hours with staff will take the form of team coaching – or "training" - sessions, comprising 72 hours over the 30 week learning block (in total there will be 144 hours of team coaching across the 60 credits/two modules studied through training sessions). There is an expectation that students will attend all team coaching sessions. In addition, students may have access to support from an 'Assistant Coach' who is a recent graduate of a similar programme. Students on the programme will typically spend more time on campus, working in their project team and training cohort than would typically be the case and the programme will have its own dedicated space within the 'Team Entrepreneurship' hub. At least one of the Team Coaches will typically be present in the Hub during normal working hours. The programme is supported by the Blackboard and Pebble virtual learning environments and makes extensive use of this technology to support discussion groups, share project reports, etc. Taken together, a student will typically receive 77 contact hours on this module.
Teaching and Learning Methods	The MSc Innovation and Applied Entrepreneurship programme takes an integrative approach to learning and teaching. 'Classroom' learning on this module is based around training sessions, supplemented by coach support and giving and receiving peer feedback. During this learning block there will be three x 3 hour team coaching sessions per fortnight, shared with the 'Leadership and Managing People' (xx3-30-M) module. After the initial few weeks, 2 of the 3 fortnightly training sessions are led by the students (usually in groups of 2-4) and facilitated/coached by the team coach. The students leading the session will work closely with the team coach to agree and prepare the content of the training session, which will vary according to the needs and priorities of the cohort. Once a fortnight, the training session will typically take the form of a 'Flash Report' where students present a progress report and their updated 'elevator pitch' to the cohort and the team coach. In being held accountable and receiving regular feedback in this forum, they rapidly develop their presentation and pitching skills and gain new insights into their strengths and development opportunities as entrepreneurs. Students will also work with the Team Coach and their peers to develop and refine their Team Contract as projects and the module unfold.

	Students will undertake team meetings, strategy and planning sessions in their project team, alongside their projects. They will select appropriate texts that support their practice and deepen their learning from these activities. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.

The study time on this module for a typical student will be:

Team coaching/training sessions	72 hours
Coaching/mentoring support	5 hours
Team meetings	30 hours
Peer coaching and feedback	18 hours
Project planning	20 hours
Reading	45 hours
Undertaking projects	50 hours
Learning contract/reflective logs	20 hours
Assessment	40 hours
Total	300 hours

Scheduled learning on this module includes participation in team coaching sessions and professional workshops

Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, peer coaching and feedback sessions, project planning sessions, undertaking projects and recording learning, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the needs of the cohort.

Placement learning: includes client visits, external mentoring, etc.

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

This is a PG programme and KIS data are provided for guidance.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	77	205	18	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not

	necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage	0.0%	
Coursework assessment percentage	75.0%	
Practical exam assessment percentage	25.0%	
	100%	

Reading Strategy	The reading strategy on this module is designed to encourage students to read relevant and challenging books and refereed journal articles at a point in time when they can apply ideas and concepts learned to thinking about their leadership and learning journey. Readings are selected from the programme reading handbook, supported by readings identified and retrieved independently. In accessing reading materials in this way, the reading strategy aims to support students in making strong connections between theory and its application in practice and in developing their skills in identifying, sifting and selecting information sources. They will be supported in the selection process by their Team Coach and their peers.

The programme reading handbook provides an extensive book list across the whole programme. Updated annually to ensure currency, the programme reading handbook is available on Blackboard, as well as in hard copy. It is organised by broad topic area to improve ease of access, whilst still permitting students to select the readings of most relevance to them |
| Indicative Reading List | Indicative texts for this module include:

Belbin, R.M. (2010) *Team Roles at Work*, 2nd ed. Oxford: Butterworth Heinemann

Berger, W. (2014) *A More Beautiful Question? The Power of Inquiry to Spark Breakthrough Ideas*, New York: Bloomsbury

Catmull, E. (2014) *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration,* London: Transworld.

Chauvel, D. (ed) (2011) *Leading Issues in Innovation Research,* Reading, UK, Academic Publishing International.

Edmondson, A.C. (2012) *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy* San Francisco: Jossey Bass.

Gilley, A. & Kerno, S.J. (2010) Groups, teams, and communities of practice: a comparison. *Advances in developing human resources*, 12 (1) pp. 46 – 60

Gray, D, Brown, S and Macanufo J (2010) *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers*. Sebastopol, O'Reilly Media

Hohmann, L (2007) *Innovation Games, Creating breakthrough products through collaborative play*. Boston, Pearson

Katzenbach, J.R. and Smith, D. K. (2005) *Wisdom of Teams: Creating High Performance Organizations.* Maidenhead: McGraw- Hill

Lumsden, G., Lumsden, D. And Weithoff, *C.* (2010) *Communicating in Groups and Teams* Boston: Cengage Learning |

Part 3: Assessment

Assessment Strategy	In keeping with the learning strategy for the module, the assessment strategy has been developed to encourage students to reflect deeply on their experience and their learning and to make strong connections between theory, ideas and concepts and their application in practice.

The emphasis on collaborative learning and working is reflected in the assessment strategy. Group assignments are completed in project teams and for each group assignment, team members will rate each other member of the project team on a scale of poor - outstanding (1-5) against key criteria. Where an individual's average overall score falls below satisfactory' (3), this will be discussed with the team coach and the rest of their team and their mark for that assignment may be adversely affected.

Critical reflection places the emphasis on developing a good level of critical self-awareness and students may, for example, reference 360 feedback, results from diagnostics and other similar exercises, Johari window and critical incidents/key moments in their team's development.

Summative assessment will require the student to enquire into and reflect critically on their leadership and learning journey on the programme, through a storyboard presentation and the development of their personal 'leadership and management manifesto'. The manifesto will draw on feedback and diagnostics to identify strengths, personal values and areas for development and will be a creative presentation of their leadership and management aspirations and plan for meeting them.

As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients. Students will be encouraged to seek formative feedback on their storyboard from peers in their peer coaching sessions and diagnostics will be appropriately debriefed.

Identify final assessment component and element	Component A2	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Creative presentation of map of project innovation journey (group)	50%
2. Critical reflection on team development and diagnostics (1,500 words)	50%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Case study of four pivotal team learning and formation 'events' (group) (4,000 words)	50%
2. Reflective essay (3,000 words)	50%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Critical reflection on feedback and diagnostics and reflection on assignment feedback (2,500 words)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Revised case study, with commentary (commentary 1,500 words)	50%
2. Reflective essay (3,000 words)	50%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.