



UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business

London Campus

**Developing Innovation and Creativity
for Business Advantage
BMSK6002**

MODULE CODE:	BMSK6002
TITLE:	Developing Innovation and Creativity for Business Advantage
DATED:	21/03/2017
LEVEL:	6
CREDITS:	20
JACS CODE:	N200

AIM(S)

- to provide students with a clear understanding of the importance of innovation to business development, and the ability to critically review models and characteristics of the innovation process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically reflect on the innovation concept;
- recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- critically explore and differentiate between different models of innovation;
- critically assess characteristics of organisational knowledge and organisational knowing.

INDICATIVE CONTENT

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- Closed and open innovation models, including Schumpeterian and post-Schumpeterian views.
- The process of innovation management.
- The role of creativity within the innovation process, including emergent and prospective models of innovation.
- Individuals as innovators, including creativity and personal traits, social interaction, experimentation and play.
- Innovation in groups including the factors that drive group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design.
- The seven stage model of new product development and trends in Research and Development.
- The concepts and processes of closed v. open innovation.
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- The impact of increasing costs and complexity of Research and Development.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment: Coursework

Essay or report format (5,000 words or equivalent) 100%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate an understanding of the importance of innovation to business development and the ability to critically review models and characteristics of innovation. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: Student interested in sport and exercise

Use the coursework formative projects focussing on interdisciplinary good practice in terms of innovative thinking as a model. Select a particular sporting activity and devise a series of exercises/skills originally intended for another activity – physical, psychological or intellectual – but which might provide an innovative approach to training for your chosen sport.

Demonstrate that you have an understanding of the concept and importance of critical reflection on the innovation concept. You should be able to demonstrate that you can recognise, analyse and apply creative thinking at the individual, team, organisational and industry level. You should include a critical exploration of the topic and differentiate between different models of innovation. You should also provide a critical assessment of characteristics of organisational knowledge and organisational knowing.

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	
The development of innovation and creativity is at the heart of sustainable development. Embedding sustainability in leadership skills are critical for driving processes of change in organisations. It is widely recognized that corporate sustainability requires innovative practices to drive change. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK6002	
Module Title	Developing Innovation and Creativity for Business Advantage	
Classification		Electronic*
Essential	Tidd, J. and Bessant, J. (2009), Managing Innovation: Integrating Technological, Market and Organizational Change, 2nd ed, Chichester: John Wiley.	☐
Essential	Trott, P. (2008), Innovation Management and New Product Development, 4th ed, Harlow: FT Prentice Hall.	☐
Further	Bratnicka. (2015). Relationship Between Leadership Styles and Organizational Creativity. Management and Business Administration. Central Europe, (1(128)), Management and Business Administration. Central Europe / Management and Business Administration. Central Europe, 2015, Issue 1(128).	☐
Further	Brunswick, S., & Van de Vrande, V. (2014). Exploring Open Innovation in Small and Medium-Sized Enterprises. In New Frontiers in Open Innovation (p. New Frontiers in Open Innovation, Chapter 7). Oxford University Press.	☐
Further	Clegg, B. and Birch, P. (2002). Crash Course in Creativity. London: Kogan Page	☐
Further	Cook, P. (2016). Leading innovation, creativity and enterprise. Industrial and Commercial Training, 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.)	☐
Further	Drucker, P. (2007) Innovation and Entrepreneurship: practice and principles.	☐
Further	(Online) Amsterdam; London: Butterworth-Heinemann. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Foss, N., & Saebi, T. (2015). Business Model Innovation The Organizational Dimension. Oxford: OUP Oxford	☐
Further	Gryskiewicz, Taylor, Gryskiewicz, Stanley S, & Taylor, Sylvester. (2011). Making Creativity Practical Innovation That Gets Results (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Higgins, J. M. (1994). 101 Creative Problem Solving Techniques: The Handbook of	☐

Further	New Ideas for Business. Winter Park, Fla: New Management Pub. Co. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Proctor, T. (2005). Creative Problem Solving for Managers: Developing Skills for	☐
Further	Decision Making and Innovation. 2nd ed. London: Routledge.	☐
Further	Entrepreneurship: Theory & Practice European Journal of Innovation Management International Journal of Entrepreneurial Behaviour and Research International Small Business Journal International Small Business Journal Journal of Business Communication Journal of Business Strategy Journal of Business Venturing Journal of Entrepreneurship Journal of Management Journal of Organisational Change Management Journal of Management Development Journal of Small Business and Entrepreneurial Development Journal of Small Business Management Organisational Studies Strategy & Leadership	☒
Further	Chesbrough, Vanhaverbeke, West (2006), Open Innovation: Researching a New Paradigm, Oxford University Press (available on line: http://www.openinnovation.net/Book/NewParadigm/Chapters/index.html)	☒
Further	Chesbrough (2006), Open business models, Harvard Business School	☒
Further	Lessig (2006), Code 2.0, Basic Books (book available online: http://pdf.codev2.cc/Lessig-Codev2.pdf)	☒
Further	Raymond (2001), The cathedral and the bazaar, Rev Ed (book available online: http://www.catb.org/~esr/writings/cathedral-bazaar/)	☒
Further	Von Hippel (2005), Democratizing innovation, MIT Press (book available online: http://web.mit.edu/evhippel/www/democ1.htm)	☒