1. **Title of the module**

BUSN9099 (CB9099) Delivering Innovation

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Masters of Business Administration

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically evaluate key innovation management approaches and tools for improving management practice within a global context

8.2 Apply comprehensive knowledge and a systematic understanding of recent innovation management research and practice to address specific organisational challenges, including the creation and growth of new ventures, and sustainable organisational performance

8.3 Develop and critically reflect on an implementation plan for an innovation management project.

8.4 Develop a systematic understanding of ethical and responsible approaches to the management of innovation

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically analyse and research problems systematically and creatively

9.2 Self-manage work in a complex and interdisciplinary context

9.3 Plan and implement project that delivers actionable results

9.4 Learn through reflection on practice

9.5 Communicate effectively both orally and in writing

1. **A synopsis of the curriculum**

Delivering Innovation is an exploration of the conception, creation and diffusion of new products and services within modern economies. It examines the many challenges faced by firms and others in the process and the solutions and management practices that have been developed to deal with potential innovation barriers. The module also explores the evolving nature of innovation itself and outlines how firms and others can benefit from new and different forms of emerging opportunity.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Core Texts

* Cameron, S. (2011), *The MBA Handbook: Academic and Professional Skills for Mastering Management* 7th Ed, Harlow: Pearson Education (ISBN-13: 978-0273749998)
* Flowers, S, Meyer, M., Kuusisto, J (2017) *Capturing the Innovation Opportunity Space: creating business models with new forms of innovation*, Cheltenham: Edward Elgar (ISBN-13: 978-1783475513)
* Tidd, J. and Bessant, J. (2013), *Managing Innovation: Integrating Technological, Market and Organizational Change*, 5th Edition. London: John Wiley & Sons Ltd (ISBN-13: 978-1118360637)
* Trott, P. (2012), *Innovation Management and New Product Development*, 5th Edition, London: Pearson, (ISBN-13: 9780273736561)
* Von Hippel, E, (2016) Free Innovation, Boston, MA: MIT Press (ISBN-13: 978-0262035217)

1. **Learning and teaching methods**

Contact hours: 36

Private Study hours: 114

Total hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Group presentation, 20 minutes (20%)

Examination, open book, 2 hours (80%)

13.2 Re-assessment method

100% examination.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures & Seminars* | **X** | **X** |  | **X** | **X** |  | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Group presentation* | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |
| *Open book examination* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

BUSN9099 Delivering Innovation is concerned with issues concerning the creation and diffusion of new products, services and other constructs and is, by its very nature, international in outlook and content. Modern processes and outcomes of innovation are often highly complex and will tend to be international in nature, involving many actors (firms and consumers) and be associated with extended supply chains that cross many national boundaries. As a result, the dominant context for the exploration of innovation within this module tends to be international, with specific national contexts being explored within the case material discussed in class.

The syllabus of this module deals with the key stages in the innovation process and draws on a range of sources and other relevant literature drawn from international sources. As a result, the perspectives, frameworks and examples within this literature tends to global in nature, containing examples from many countries around the world. The module supports global, national and regional economic success, including those related to an understanding of international business practices and, also seeks to foster cross-cultural understanding.

A good example of this highly international approach can be found in a recent student presentation for a proposed real-time language translation device, called TING-KAN (the name being derived from the characters for See Hear in Mandarin Chinese). This device was developed within a small student group that contained two students from mainland China, a student from Taiwan and a resident of Las Vegas in the USA. The problem that was identified related to the challenge of understanding different languages encountered during international travel, and the proposed solution explored the challenges of production and market diffusion in several international contexts. This is a good example of an approach to innovation that is, in its very essence, international in its conception and delivery.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/01/2018 | Major | January 2019 | 8, 10 ,11, 12, 17 |  |
| 27/01/2019 | Major | September 2019 | 13, 14, 17 |  |