

## **MODULE DESCRIPTOR**

<b>TITLE</b>	ENTREPRENEURIAL MARKETING AND INNOVATION			
<b>SI MODULE CODE</b>	25-7C06-00S			
<b>CREDITS</b>	15			
<b>LEVEL</b>	7			
<b>JACS CODE</b>	N500 - Marketing			
<b>SUBJECT GROUP</b>	MARKETING - SBS			
<b>DEPARTMENT</b>	Management			
<b>MODULE LEADER</b>	Kiefer Lee			
<b>NOTIONAL STUDY HOURS BY TYPE</b>	Tutor-led	Tutor-directed	Self-directed	Total Hours
	24	18	108	150

## **MODULE AIM(S)**

The aim of the module is to enable students to reflect on their entrepreneurial marketing capability, to develop skills in identifying and assessing opportunities for innovation and to understand the different management decisions and challenges that are faced in the development and implementation of innovations in small and large international organisations.

## **MODULE LEARNING OUTCOMES**

**By engaging successfully with this module a student will be able to**

1. Apply appropriate theories and frameworks that underpin entrepreneurial marketing and innovation
2. Understand the innovation process, options and the strategic decisions that are considered in commercializing an idea
3. Apply a number of tools and techniques for identifying, assessing and effectively commercializing new opportunities.
4. Demonstrate knowledge and understanding of the challenges faced by organizations in implementing innovative approaches (across borders)

## **INDICATIVE CONTENT**

**These are examples of the content of the module**

- Entrepreneurial marketing
- Sources of innovation
- Nurturing and capitalising on creativity
- Strategic options and decision making
- Value proposition and competitive advantage
- Implementation, overcoming the barriers and assessing effectiveness

## **LEARNING AND TEACHING METHODS**

**Students will be supported in their learning, to achieve the above outcomes, in the following ways**

The module adopts an approach that is based on enquiry based learning (EBL) as students are encouraged to pursue their own investigations into entrepreneurial marketing and innovation and reflect on their learning throughout the course. This is supported by direct input to assist students to acquire knowledge of good practice in the management of innovation and a series of exercises, tools and frameworks to build skills in these areas. Although the student's learning is based on individual learning and assessment peer support groups are used to broaden and deepen the individual

student's learning. Within the seminar and small group discussions, formative feedback will feature as a key progress indicator and motivator.

In addition to the above the Blackboard system will be used to communicate and support students. This will be to distribute supporting learning materials and literature and act as a hub for information exchange across the module. Within the areas of EBL (which is guided but student led) it may be that wikis and goggle apps are used to allow sharing of information and on-line interactions to occur to support learners.

### **ASSESSMENT STRATEGY AND METHODS**

The assessment for this course comprises two individual assessment tasks. The second task has two components. The first task comprises an individual presentation that demonstrates understanding of the knowledge, tools and techniques presented on the course and their application in a specific context.

The second written task includes a first component, which records the student's reflection of their learning of the concepts and their application. The second component enables the student to apply their learning on the course to the innovation process from opportunity identification and assessment through to the evaluation of the implementation challenges.

<b>Task No.</b>	<b>Task Description</b>	<b>Task Type</b>	<b>Task Weighting %</b>	<b>Word Count / Duration</b>	<b>In-module retrieval available</b>
1	Individual Presentation	Coursework	20	15mins	No
2	Learning Portfolio	Portfolio	80	4,000 words	No

### **ASSESSMENT CRITERIA**

Presentation

<b>Content Areas</b>	<b>Quality of Work</b>				<b>How to Improve Your Work: Quality Indicators</b>
<b>Market Context</b>  Using the Project Proposition template, produce an overview of the market context within which the innovation takes place.  This is submitted in hardcopy to the tutor during the presentation.	Weak	Satisfactory	Good	Excellent	A clear market context would provide good details of the industry/market within which the innovation is proposed.  By using the Project Proposition template to guide your work, you are able to provide a visible impression that your work is underpinned by a good understanding of the existing industry/market e.g. customer segments and competitors etc.

<b>Rationale for Innovation</b>  A brief introduction of your innovation, supported by an explanation of its rationale.					A good introduction would be short and sharp, and you are able to engage/fascinate your audience with your proposed innovation.  A good rationale for a proposed innovation would provide good details of a clear justification on how and why there is a market need/opportunity for the proposed innovation. It will explain how the proposed innovation will be able to fulfil/exploit that market need/opportunity.
	Weak	Satisfactory	Good	Excellent	
<b>Originality of Proposed Innovation</b>  A brief explanation of how the proposed idea seeks to create a value innovation in the market/industry, supported by a graphical demonstration on a Strategic Canvas.					An innovation with high level of originality will clearly demonstrate, in a creative way, how it seeks to re-invent the market/industry by seeking to create a new value innovation. This is clearly demonstrated in a Strategic Canvas, supported by a good explanation of your selection of: (a) value factors; and (b) Blue Ocean strategy used to create a value innovation.
	Weak	Satisfactory	Good	Excellent	
<b>Quality of Presentation, Poster and Supporting Materials</b>  Oral presentation of presenter and the visual impact of poster + other materials.					A high quality oral presentation would be coherent and well-articulated, and supported by a well-designed Poster and/or other materials to create high level of visual impact.
	Weak	Satisfactory	Good	Excellent	
<b>Answers to Questions</b>  Delivery of answers to questions.					Presenter is able to answer with good level of confidence and competence.
	Weak	Satisfactory	Good	Excellent	

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## Project Portfolio

### Assessment Criteria

<b>Learning Outcome</b>	<b>Below 40%</b>	<b>40-49%</b>	<b>50-59%</b>	<b>60-69%</b>	<b>70% +</b>
Apply appropriate theories and frameworks that underpin entrepreneurial marketing and innovation	Inadequate and confused knowledge of theories, concepts and frameworks studied. Unable to recognise the theoretical underpinning of entrepreneurial learning, marketing and innovation.	Correct but limited use of theories, concepts and frameworks associated with entrepreneurial learning, marketing and innovation. Limited use of examples.	Clear explanation and use of appropriate theories and frameworks, concepts and frameworks associated with entrepreneurial learning, marketing and innovation. Relevant use of examples.	Detailed explanation and use of wide-ranging theories, concepts and frameworks associated with entrepreneurial learning, marketing and innovation. Good use of examples.	Comprehensive explanation and application of wide-ranging theories, concepts and frameworks associated with entrepreneurial learning, marketing and innovation. Excellent use of examples.
Understand the innovation process, options and the strategic decisions that are considered in commercialising an idea	Incomplete, confused, and/or inappropriate understanding of the innovation process. Little or no adequate consideration of strategic options and decisions.	Limited, basic understanding of the innovation process. Limited but appropriate consideration of some strategic options and decisions.	Fair understanding of the innovation process. There are visible efforts in the consideration of most strategic options and decisions associated with innovative ideas.	Very good understanding of the innovation process. Clear and focused consideration of most strategic options and decisions associated with innovative ideas.	Exceptional understanding of the innovation process. There are competent, unique insights into the complexity in the consideration of strategic options and decisions associated with innovative ideas.
Apply a number of	Inadequate and confused	Limited, basic use of	Fairly good use of	Very good use of	Effective and creative use

tools and techniques for identifying, assessing and effectively commercializing new opportunities	knowledge of appropriate tools and techniques for identifying, assessing and commercialising new opportunities. Little or no ability to apply them.	appropriate tools and techniques for identifying, assessing and commercialising new opportunities. Limited ability to apply them.	appropriate tools and techniques for identifying, assessing and commercialising new opportunities. Fair ability to effectively apply them.	appropriate tools and techniques for identifying, assessing and effectively commercialising new opportunities. Able to confidently apply them to optimum effect.	of appropriate tools and techniques for identifying, assessing and effectively commercialising new opportunities. Able to effectively apply them to maximum effect.
Demonstrate knowledge and understanding of the challenges faced by organisations in implementing an innovation	Inadequate and confused knowledge of implementation. Little familiarity with the challenges.	Limited, basic understanding and knowledge of challenges faced by organisations in implementing an innovation.	Fairly accurate understanding and knowledge of challenges faced by organisations in implementing an innovation. Evidence of some adequate approaches to implementation.	Very good insights and understanding of challenges faced by organisations in implementing an innovation. Able to effectively apply innovative approaches to implementation.	Exceptional insights and understanding of challenges faced by organisations in implementing an innovation. Evidence of very innovative approaches to implementation.
Evidence of additional Reading	Little or no evidence of additional reading.	Some additional material introduced.	Appropriate use of a reasonable level of further material.	Introduction of a wide range of additional supporting material.	Appropriate use of a comprehensive range of relevant additional material.

## **FEEDBACK**

### **Students will receive feedback on their performance in the following ways**

Summative written feedback is provided for both tasks. In addition formative feedback for the first task (the presentation) is provided by the tutor during a peer group meeting to encourage wider learning and peer support. Further guidance is provided to the peer groups to ensure that they contribute effective feedback to each member of the group.

## **LEARNING RESOURCES (INCLUDING READING LISTS)**

A variety of learning resources are provided including short lecture sessions, directed reading and exercises based on the use of frameworks, tools and techniques during seminar sessions. In addition direction for self study is given to students using offline and online sources. Blackboard will be used as a virtual learning environment to provide additional direction, stimulate thinking and to provide alternative core learning materials and approaches

No individual text covers all the relevant contexts and for this reason no single one has been recommended. You are encouraged to follow your own learning needs in the pursuit of your particular interest and enquiry. The following are provided as suggested sources for you to explore the subject matter.

Afuah A (2003), *Innovation Management*, Oxford University Press.

Baron R A and Shane S A (2005), *Entrepreneurship A process perspective* , Thomson: South Western.

Barrow C, Burke G, Molian D Brown R (2005), *Enterprise Development: The Challenges of Starting, Growing and Selling Businesses* , Thomson.

Bilton C and Cummings S (2010), *Creative Strategy: Reconnecting Business and Innovation*, Jon Wiley and Sons.

Birley S and Muzyka D F (2000), *Mastering Entrepreneurship* , FT Pitman.

Bolton B and Thompson J (2000), *Entrepreneurs: Talent, Temperament, Technique* , Butterworth Heinemann.

Bolton B, and Thompson J (2003), *The entrepreneur in focus: Achieve your Potential*, Thomson Learning

Bridge S, O'Neill K and Cromie S (1998), *Understanding Enterprise, Entrepreneurship and Small Business*, Macmillan Business.

Burns P (2001), *Entrepreneurship and Small Business* , Palgrave.

Burns P (2005), *Corporate Entrepreneurship: Building an Entrepreneurial Organisation* , Palgrave.

Carter S, and Jones-Evans D, (2000) *Enterprise and Small Business* , FT Prentice Hall

Chaston I (2000), *Entrepreneurial marketing* , Macmillan Business.

Chell E, (2001) *Entrepreneurship: Globalisation, Innovation and Development* . Thompson Learning

Conway S and Steward F (2009), *Managing and Shaping Innovation*, Oxford University Press.

Cooper R G (1994), "New Products: The factors that drive success", *International Marketing Review* , Vol:11 No:1, pp 60-76.

Crainer S, and Dearlove D, (2000) *Generation Entrepreneur*, Pearson Education Ltd.

Crainer S, and Dearlove D, (2001) *Firestarters*, Pearson Education Ltd

Deakins D, Freel M, (2002) *Entrepreneurship and Small Firms* , 3<sup>rd</sup> edition McGraw Hill

Doole I and Lowe R (2005), *Strategic Marketing Decisions in Global Markets* , Thomson. (This text is also used on the Reflective Practitioner course).

Doyle P and Bridgewater S (1998), *Innovation in Marketing*, Butterworth Heinemann.

Drucker P F(1985), *Innovation and Entrepreneurship*, Heinemann.

Drucker P, (1999) *Innovation and Entrepreneurship: Practice and Principles* Butterworth-Heinemann.

Greiner L (1972), " Evolution and revolution as organisations grow", *Harvard Business Review* , July-August.

Handy C, (1999) *The New Alchemists*, Hutchinson

Hisrich R D and Peters M P (2002), *Entrepreneurship* , International Edition, 5<sup>th</sup> Edition, McGraw Hill.

Kao J, (1989) *Entrepreneurship, Creativity and Organisation* , Prentice Hall

Kaplan J.M., (2003) *Patterns of Entrepreneurship* , John Wiley and Sons

Kirby D A, (2003) *Entrepreneurship* McGraw Hill Education

Koratko D F and Hodgetts R M (2007), *Entrepreneurship: A Contemporary Approach* , eds. Dryden.

Lee K and Carter S (2005), *Global Marketing Management* , Oxford University Press. (You can access Chapter One (i.e. the relevant chapter) of this book electronically on SHU's Student Portal for this module.

Lowe R and Marriott S (2006), *Enterprise: Entrepreneurship and Innovation* , BH.

Piercy N F (2009), *Market-Led Strategic Change* , 4<sup>th</sup> Edition, Butterworth Heinemann.

Smith D (2006), *Exploring Innovation* , McGraw-Hill. Tushman M L and Anderson P (2004), *Managing Strategic Innovation and Change* , Oxford University Press.

Tolin K and Caru A (2008), *Strategic Market Creation*, Jon Wiley and Sons.

Wickham P A, (2004) *Strategic Entrepreneurship* , 3rd edition, FT/Prentice Hall.

W. Chan Kim and Mauborgne R (2005), *Blue Ocean Strategy*, Harvard University Press.

## SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

### **MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

#### **MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	No
EXISTING MODULE - NO CHANGE	Yes
Title Change	No
Level Change	No
Credit Change	No
Assessment Pattern Change	No
Change to Delivery Pattern	No
Date the changes (or new module) will be implemented	n/a

#### **MODULE DELIVERY PATTERN**

<b>Module Begins</b>	<b>Module Ends</b>
07/01/2013	29/04/2013

<b>Is timetabled contact time required for this module?</b>	Yes
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<b>Are any staff teaching on this module non-SHU employees?</b>	No
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#### **MODULE ASSESSMENT INFORMATION**

<b>Does the Module Require Either</b>	
<b>Overall Percentage Mark of 40%</b>	Yes
<b>Overall Pass / Fail Grade</b>	No

#### **FINAL TASK**

<b>According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)</b>	<b>Task No.</b> 2
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#### **MODULE REFERRAL STRATEGY**

<b>Task for Task (as shown for initial assessment strategy)</b>	Yes
<b>Single Referral Package for All Referred Students</b>	No