

## **MODULE DESCRIPTOR**

<b>TITLE</b>	<b>ENTREPRENEURSHIP AND INNOVATION IN PRACTICE</b>			
<b>SI MODULE CODE</b>	44-6928-00L			
<b>CREDITS</b>	20			
<b>LEVEL</b>	6			
<b>JACS CODE</b>	N211 - Strategic Management			
<b>SUBJECT GROUP</b>	STRATEGIC MANAGEMENT - SBS			
<b>DEPARTMENT</b>	Management			
<b>MODULE LEADER</b>	Matthew Willett			
<b>NOTIONAL STUDY HOURS BY TYPE</b>	Tutor-led	Tutor-directed	Self-directed	Total Hours
	36	72	92	200

## **MODULE AIM(S)**

This module aims to introduce students to the skills, attitudes, knowledge, and techniques needed to sustain innovation in organisations. By considering a broad range of situations, and more modest levels of innovation and entrepreneurial achievement as well as the traditional transformational examples, students will gain insight of how entrepreneurship capabilities can be acquired and applied to many situations: new starts, small and large firms, private, public and not-for profit sectors. Through reflecting on the contexts in which entrepreneurship and innovation arise, and on their own abilities and attributes, students will be encouraged to consider how, as managers, they might create a climate in which innovation can flourish, and how they might themselves learn how to become more innovative, self reliant, and opportunistic.

## **MODULE LEARNING OUTCOMES**

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

1. Comment upon the nature of innovation and appreciate its role in entrepreneurial activity;
2. Assess the different contexts in which innovative skills and behaviours arise;
3. Evaluate the relationship between individual and organisational enterprise;
4. Assess and comment upon the personal factors that influence entrepreneurial activity in a range of different contexts;
5. Analyse the nature of the macro-environmental context for entrepreneurial activity and analyse the responses of entrepreneurial organisations as opposed to more predictable strategic approaches;
6. Evaluate the different strategies that are used by entrepreneurial organisations at start up, and during periods of growth, consolidation and underperformance;
7. Reflect discursively upon the thinking and analytical techniques that can be used to identify opportunities, and recognise the alternative commercial approaches to exploiting an opportunity; and
8. Make an argument for how entrepreneurial capacity can be developed, and evaluate the role that the development of a robust creative approach to learning capability has in the successful identification and implementation of entrepreneurial strategies.

## **INDICATIVE CONTENT**

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

In this module we focus on enterprising behaviour, and individuals who make a difference – what entrepreneurs and innovative people are like and what they do. We explore a range of contexts in which they introduce new perspectives, and have the self-confidence to back their judgement with action. We look at how they learn as individuals and how the organisations they work for develop the learning capability to help them sustain entrepreneurial strategies. In doing this, we examine the skills, attitudes, knowledge, and techniques necessary to create new organisations, sustain innovation in existing organisations, and turn around the ones that are failing. Students will have the opportunity to compare their own capabilities and motivations against those of others, enabling them to develop an understanding of the innovation process and acquire the personal and professional skills to manage it effectively.

## **LEARNING AND TEACHING METHODS**

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

The module aims to focus on student skills in reflection, innovation and making creative decisions to develop entrepreneurial solutions to address a variety of challenges.

Lectures and directed reading will be used to introduce and discuss key entrepreneurship and innovation concepts and provide practice in the application of the concepts in different organisational situations.

Seminars will build on the lecture programme, and will be highly interactive with students leading as well as participating in the discussion of articles, self-evaluation exercises, and the analysis of videos and case studies.

Assessment will be formative as well as summative, with self and peer assessment forming a part of the teaching and learning strategy. This will be built in to the reflective framework that students will use as part of the portfolio element of the coursework.

## **ASSESSMENT STRATEGY AND METHODS**

<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	Coursework	CW	40%	2,000 words	No
2	Coursework	CW	60%	3,000 words	No

## **ASSESSMENT CRITERIA**

### **FEEDBACK**

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

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

## 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

Module Begins	Module Ends
17/Sep/2012	30/May/2012

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

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

#### FINAL TASK

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)	Task No.2
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#### MODULE REFERRAL STRATEGY

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