### SESSION PLAN

**COURSE: ABE Level 5 Innovation and Business Performance**

**ELEMENT: Element 2 Adopting Innovation**

## **LEARNING OUTCOME 2**

**2. Discuss the sources, drivers and patterns of adoption of innovation in goods, services and ideas (30%)**

**Assessment Criteria**

2.1 Explore the concept of innovation and assess its relevance to business performance

2.2 Examine the theories and models of innovation

2.3 Examine the phases in the Innovation life cycle of a typical product or service.

2.4 Compare and contrast the different adoption patterns of innovation

2.5 Appraise the environmental factors that are relevant to an innovative business undertaking.

**NUMBER OF SESSIONS:** ThreeApproximately 18 hours in total, plus self-study

**SESSION TOPICS:** Session 1 Explore the concept of innovation and assess its relevance to business performance

Session 2 Examine the theories and models of innovation

Session 3 Phases in the innovation life cycle; different adoption patterns of innovation; relevant environmental factors

**Note to tutors: this is the recommended session plan for Element 2, learning outcome 2 of ABE Level 5 Innovation and Business Performance**

**You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1 – Explore the concept of innovation and assess its relevance to business performance

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 6 hours in total | Introduction to session & learning outcomes | **Assessment criterion 2.1**: Explore the concept of innovation and assess its relevance to business performance  Use filename: **5UIBP Tutor Presentation E2**  Introduction to element 2, expectations of independent learning and examination standards. | 1-3 | Learners will be expected to review academic articles and summarise notes in activity sheets for each section. References will be supplied by the tutor.  There is also independent learning, case study review and preparation for class activities. |  |
|  | Introduction to terms on programme | Basic terminology of Innovation,  Invention and improvement.  The 4 Ps of Innovation  Tidd and Bessant (2013)  Link to Schumpeter and Drucker studied later in the course  . | 4-5 | In small groups research and agree examples for each of the 4Ps and explain why they fall into this category.  Using activity sheet Activity 1. | **5UIBP E2 LO2** Activity 1 – The 4 Ps of Innovation |
|  | Incremental and Radical Innovation | Tutor to ensure learners know the difference between Incremental and Radical Innovation.  Introduction to risks of innovation (to be further followed later in sessions)  Introduction to the S Curve.  Learners to review work by Clayton Christensen and summarise information on Activity 2 for discussion in class.  Detailed understanding of the S curve and the concept of Disruptive Innovation.  To prepare for debate, recommend reading of Brian Leavy, (2004) "Practicing disruptive innovation: The Innovator's Solution", Journal of Fashion Marketing and Management: An International Journal, Vol. 8 Issue: 4, pp.452-454. (This article will be available in your online student resources.) | 6 | Learners to review work by Clayton Christensen (Innovator’s Dilemma 1997) and summarise information on Activity 2 for discussion in class.  Learners will benefit for the following case study with notes recorded in Activity 3.  Brian Leavy, (2004) "Practicing disruptive innovation: The Innovator's Solution", Journal of Fashion Marketing and Management: An International Journal, Vol. 8 Issue: 4, pp.452-454. (This article will be available in your online student resources.) | **5UIBP E2 LO2 Activity 2 –** Adopting Innovation  **5UIBP E2 LO2 Activity 3 –** Practising Disruptive Innovation |
|  | Disruptive Innovation | Class debate on the growth of Disruptive innovation. | 7 | Debate title – ‘Disruptive innovation – Fact or fiction?’  Learners to prepare for both arguments and selected to argue the case in a debate. |  |
|  | Trends in Global Innovation | Tutor to locate local region on Global Innovation Index (GII) and lead discussion of its latest results – published each June.  This leads to discussion and learning on global innovation:   * Issues * Overcoming national issues * Using Japan as an example | 8 | Learners to research GII and changes over years.  Completion of Activity 4 on examples of local and Japanese innovations in past 15 years using background for following case study.  Masaharu Ota, Yohsuke Hazama, Danny Samson, (2013) "Japanese innovation processes", International Journal of Operations & Production Management, Vol. 33 Issue: 3, pp.275-295. (This article will be available in your online student resources.) | **5UIBP E2 LO2 Activity 4 –** Japanese Innovation Processes |

### SESSION 2 – Examine the theories and models of innovation

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4 hours in total | Session overview | **Assessment criterion 2.2**: Examine the theories and models of innovation  Use filename: **5UIBP Tutor Presentation E2** |  |  |  |
|  | Theories of Innovation over time | Learners to be taught Schumpeter and, Rothwell, developing an understanding of the rate of change of innovation. | 9 | Learners to complete worksheet Activity 5 on development of Innovation theories. | **5UIBP E2 LO2 Activity 5 –** Innovation Theories |
|  | Open innovation | Leading with the theory of Chesbrough, the tutor will introduce the concept of shifting ideas, IP and cost of innovation. | 10-12 | Learners will research examples of open innovation local to their region and compare with the development of Linux or other open innovation models using Activity 7. | **5UIBP E2 LO2 Activity 7 –** Zune, Linux and LocalInnovation |
|  | Inbound Open Innovation | Looking at inbound and outbound innovation, tutor will ensure learners understanding of this area and support with case studies  For example, Allan Ya-Huan Wu, Victoria Janine Little, Brian Low, (2016) "Inbound open innovation for pharmaceutical markets: a case study of an anti-diabetic drug in-licensing decision", Journal of Business & Industrial Marketing, Vol. 31 Issue: 2, pp.205-218. (This article will be available in your online student resources.)  Classroom activity includes understanding the KSF for open innovation and where closed innovation still occurs. | 13 | Learners will use case studies to understand the importance today of open innovation. Summarising knowledge with Activity 6.  Allan Ya-Huan Wu, Victoria Janine Little, Brian Low, (2016) "Inbound open innovation for pharmaceutical markets: a case study of an anti-diabetic drug in-licensing decision", Journal of Business & Industrial Marketing, Vol. 31 Issue: 2, pp.205-218. (This article will be available in your online student resources.) | **5UIBP E2 LO2 Activity 6 –** Inbound Open Innovation |
|  | Diffusion of Innovation | Using a case study of Zune or a product local to the region, the tutor will discuss the 4 stages of adoption using Roger’s (2003) theory and how the uptake of the invocation process. | 14-15 | Continuing with Activity 7, learners will confirm learning of these theories. |  |

### SESSION 3 – Phases in the innovation life cycle; different adoption patterns of innovation; relevant environmental factors

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 8 hours in total | Session overview | **Assessment criteria:**  2.3: Examine the phases in the Innovation life cycle of a typical product or service.  2.4 Compare and contrast the different adoption patterns of innovation  2.5 Appraise the environmental factors that are relevant to an innovative business undertaking.  Use filename: **5UIBP Tutor Presentation E2** |  |  |  |
|  | The innovation lifecycle | Using Abernathy and Utterback (1978) theories, tutor will apply the life cycle to well-known products and introduce the idea of complementary products.  Introduction to managing innovation will cover ambidextrous organisations. | 16-18 | Learners complete Activity 8 in complementary products for innovations and how they have grown in the market place. | **5UIBP E2 LO2 Activity 8 –** Complementary Products |
|  | Summary of innovation types and terms | Tutor to run a plenary session to review types and terms of innovation including:   * Breakthrough * Disruptive * Discontinuous * Radical * Continuous * Invention | 19-20 | Learner contribute to the plenary session. |  |
|  | Further theories | Peter Drucker’s Seven Sources of Innovation will be discussed with examples provided by students for each area. | 21 | Learners will discuss in groups and produce examples for all areas covered in Activity 9. | **5UIBP E2 LO2 Activity 9 –** Seven Sources of Innovation |
|  | Innovation Competitions | Tutor will facilitate a debate  Innovation – **Incremental or Radical.**  **Resources:** Everything the same, but nicer September 09, 2011 Bain Brief  By Karen Harris, Austin Kim and Andrew Schwede. www. Bain.com/publications | 22 | Using feedback from case study, recorded in Activity 10, groups will debate:  **Innovation – Incremental or Radical.**  Resources: Everything the same, but nicer September 09, 2011 Bain Brief By Karen Harris, Austin Kim and Andrew Schwede.  www. Bain.com/publications | **5UIBP E2 LO2 Activity 10 –** Innovation -Incremental or Radical |
|  | Finding new innovations | Tutors complete this element with scanning the external environment, showing how organisations conduct analysis through SWOT and PESTLE to see any gaps in the market. | 23-25 | Learners to use the SWOT and PESTLE common techniques but apply to innovation and how this can be used.  Activity 11 will be used to analyse the future market for mobile phones. | **5UIBP E2 LO2 Activity 11 –** The future of mobile phones |