### SESSION PLAN

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

**ELEMENT: Element 3 – Managing Innovation and its Impact on Business Performance**

## **LEARNING OUTCOME 3**

**3. Assess the information requirements needed to manage the levels of innovation within an organisation (20%)**

**Assessment Criteria**

3.1 Appraise the characteristics of an innovative organisation

3.2 Assess the impact of innovation on overall business performance

3.3 Evaluate some of the common methods of measuring the extent and successes of innovation in a business

**NUMBER OF SESSIONS:** Two Approximately 15 hours in total, plus self-study

**SESSION TOPICS:** Session 1: The characteristics of an innovative organisation

Session 2: Impact of innovation on overall business performance; measuring the extent and successes of innovation in a business

**Note to tutors: this is the recommended session plan for Element 3, learning outcome 3 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 – The characteristics of an innovative organisation

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 8 hours in total | Introduction to course, learning outcomes and session | Use filename: **5UIBP Tutor Presentation E3**  Introduction to element 3, expectations of independent learning and examination standards.  **Assessment criterion 3.1**: Appraise the characteristics of an innovative organisation | 1-3 | Learners will be expected to review academic articles and summarise notes in activity sheet for each section. References will be supplied by the tutor.  There is also individual review of case studies and preparation for discussion in this element. |  |
|  | The Innovation Value Chain | Introduction to the value chain and how businesses can make the most of innovative opportunities within the workplace.  Linking with element 2 – sources of innovation, tutor will review these and discuss the innovation chain, linking with communication within the workplace to encourage innovation.  Tutor to teach the 6 steps in the innovation chain.  Tutors to encourage learners to review the article in HRB The Innovation Value Chain.  Hansen and Birkinshaw 2007 Harvard Business Review:  This review provided students with a clear explanation of the 3 stages of the innovation value chain, together with contemporary examples.  . | 4-6 | Review of sources of innovation by learners and review of element 2.  The Innovation Value Chain  Hansen and Birkinshaw 2007 Harvard Business Review  This review provided students with a clear explanation of the 3 stages of the innovation value chain, together with contemporary examples.    Learners to look for innovation competitions open to their region and feedback to class using Activity 1. | **5UIBP E3 LO3 Activity 1 –** Innovation Competition |
|  | Innovation Competitions | Tutors will discuss the benefits and drawbacks of innovation competitions.  To match these the class will have a competition for a product ‘innovated’ by tutor. All groups enter the competition and pitch for the title of ‘winner’.  Learning supported by the article:  ‘To encourage innovation, make it a competition.’  This article in the Harvard Business Review is an interesting read on how innovation can be supported and encouraged with internal and external competitions.  <https://hbr.org/2014/11/to-encourage-innovation-make-it-a-competition> | 7 | Using feedback from case study, recorded in Activity 2, groups will pitch in an innovation competition.  ‘To encourage innovation, make it a competition.’  This article in the Harvard Business Review is an interesting read on how innovation can be supported and encouraged with internal and external competitions.  <https://hbr.org/2014/11/to-encourage-innovation-make-it-a-competition>  Preparation for innovation competition to be completed on Activity 2. | **5UIBP E3 LO3 Activity 2 –** Preparing for entry into competition |
|  | Organisational culture and Innovation | Tutor to lead discussion before teaching element:  Culture, leadership, communication, business model polices and intrapreneurship.  Case study: 3M – A model of innovation.  Case study: Looking at how motivating staff can reap results.  This article on innovation in 3M (famous for the ‘unexpected’ invention of the Post It) provides an interesting insight into working practices in this German company.  Adam Brand, (1998) "Knowledge Management and Innovation at 3M", Journal of Knowledge Management, Vol. 2 Issue: 1, pp.17-22. (This article will be available in your online student resources.) | 8 | In addition to discussion learners to choose an innovative organisation in their area and discuss the conditions for innovative working.  A review of the case study on 3M will assist  Case study: 3M – A model of innovation  Case study: Looking at how motivating staff can reap results.  Learners to record their findings on Activity 3  This article on innovation in 3M (famous for the ‘unexpected’ invention of the Post It) provides an interesting insight into working practices in this German company.  Adam Brand, (1998) "Knowledge Management and Innovation at 3M", Journal of Knowledge Management, Vol. 2 Issue: 1, pp.17-22. (This article will be available in your online student resources.) | **5UIBP E3 LO3 Activity 3 –** 3M A model of Innovation |
|  | Further Open Innovation | The tutor will use the two listed reports and evidence of pharmaceutical companies to lead a discussion on adoption of open innovation. Learner will review and gain own examples.  Resources - Innovation in Hong Kong – A report looking at the Open Innovation Model  Yan Xu, Chun Yu Calvin, (2013) "Strengths and weaknesses of Hong Kong's technology and innovation industry with reference to the extended open innovation model", Journal of Science and Technology Policy in China, Vol. 4 Issue: 3, pp.180-194. (This article will be available in your online student resources.)  University of Cambridge – Institute for Management - How to implement open innovation  This report details lessons from large multinational companies and provides a good insight into differing sectors and the problems and benefits of OI. Using exampled ranging from the pharma sector to electronics, methodology for OI and lessons learnt provide a good background for students.  www.ifm.eng.cam.ac.uk/Resources/Reports/OI\_Report.pdf | 9-10 | Reviewing two reports (below), learners will highlight and record on Activity 4 the KSF for innovation and provide further examples from research to present back to class.  Resources - Innovation in Hong Kong – A report looking at the Open Innovation Model  Yan Xu, Chun Yu Calvin, (2013) "Strengths and weaknesses of Hong Kong's technology and innovation industry with reference to the extended open innovation model", Journal of Science and Technology Policy in China, Vol. 4 Issue: 3, pp.180-194. (This article will be available in your online student resources.)  University of Cambridge – Institute for Management - How to implement open innovation.  This report details lessons from large multinational companies and provides a good insight into differing sectors and the problems and benefits of OI. Using examples ranging from the pharma sector to electronics, methodology for OI and lessons learnt provide a good background for students.  [www.ifm.eng.cam.ac.uk/Resources/Reports/OI\_Report.pdf](http://www.ifm.eng.cam.ac.uk/Resources/Reports/OI_Report.pdf)  Learners summarise learning points on Activity 5. | **5UIBP E3 LO3 Activity 4 –** Key success factors for innovation  **5UIBP E3 LO3 Activity 5 –** Open Innovation Studies |
|  | Core competencies for innovative environment | Using the model by Prahalad and Hamel (1990) – the tutor will continue the discussion of the organisational environment for innovation.  Introduce the concept of failure for innovation – provide local examples. | 11-13 | Learners to independently research failed innovations and explain why and what could be done to prevent failure with the knowledge they now have.  Complete Activity 6 and note the link to LO2 Activity 7 | **5UIBP E3 LO3 Activity 6 –** Failed Innovation |

### SESSION 2 – Impact of innovation on overall business performance; measuring the extent and successes of innovation in a business

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 7 hours in total (inc. 2 hours’ debate) | Introduction to session | **Assessment criteria**:  3.2 Assess the impact of innovation on overall business performance  3.3 Evaluate some of the common methods of measuring the extent and successes of innovation in a business  Use filename: **5UIBP Tutor Presentation E3** |  |  |  |
|  | The impact of innovation | Using Apple Inc. and a local business as examples, tutor to lead on the impact of a successful innovation on the company.  Using a debate format the class will discuss both the success and failures of Apple with the topic ‘Why innovation failure is good for business.’  Tutor to discuss organisations who have encouraged ‘thinking’ or ‘dabble’ time to foster innovation. | 14-17 | Learners to research Apple Inc.’s successes and failures in innovations and be prepared to debate.  ‘**Why innovation failure is good for business’**  Learners must be prepared to talk about either view point using Activity 7 for their extensive research notes.  Learners will review WL Gore and Google to see the impact of their innovation policies. | **5UIBP E3 LO3 Activity 7 –** Why failure is good for success |
|  | Measuring tangible and intangible results in innovation | Tutor to discuss the need and difficulties with performance measuring innovation and intangible effects on an organisation.  Learners’ to provide ideas in class, followed by tutor-led learning using the NESTA report.  NESTA: Measuring sectoral innovation capability in 9 areas of the UK economy.  [www.nesta.org.uk/sites/default/files/measuring-sectoral-innovation.pdf](http://www.nesta.org.uk/sites/default/files/measuring-sectoral-innovation.pdf)  Tutor to ensure all 9 areas are covered by allocating topics to learners. | 18-19 | Learners to discuss both tangible and intangible performance measurement.  Review the NESTA report and learners will discuss the measurement metrics for one areas and discuss in class.  NESTA: Measuring sectoral innovation capability in 9 areas of the UK economy.  www.nesta.org.uk/sites/default/files/measuring-sectoral-innovation.pdf |  |
|  | Reviewing the process of Innovation | Tutor to review issues as learnt throughout the element. |  | Learners will review section and check their understanding of this element. |  |