

Embracing The Challenge:

Reflections On Teaching *Innovation Management* Through Live Business Projects

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Presenter:

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In This Session...



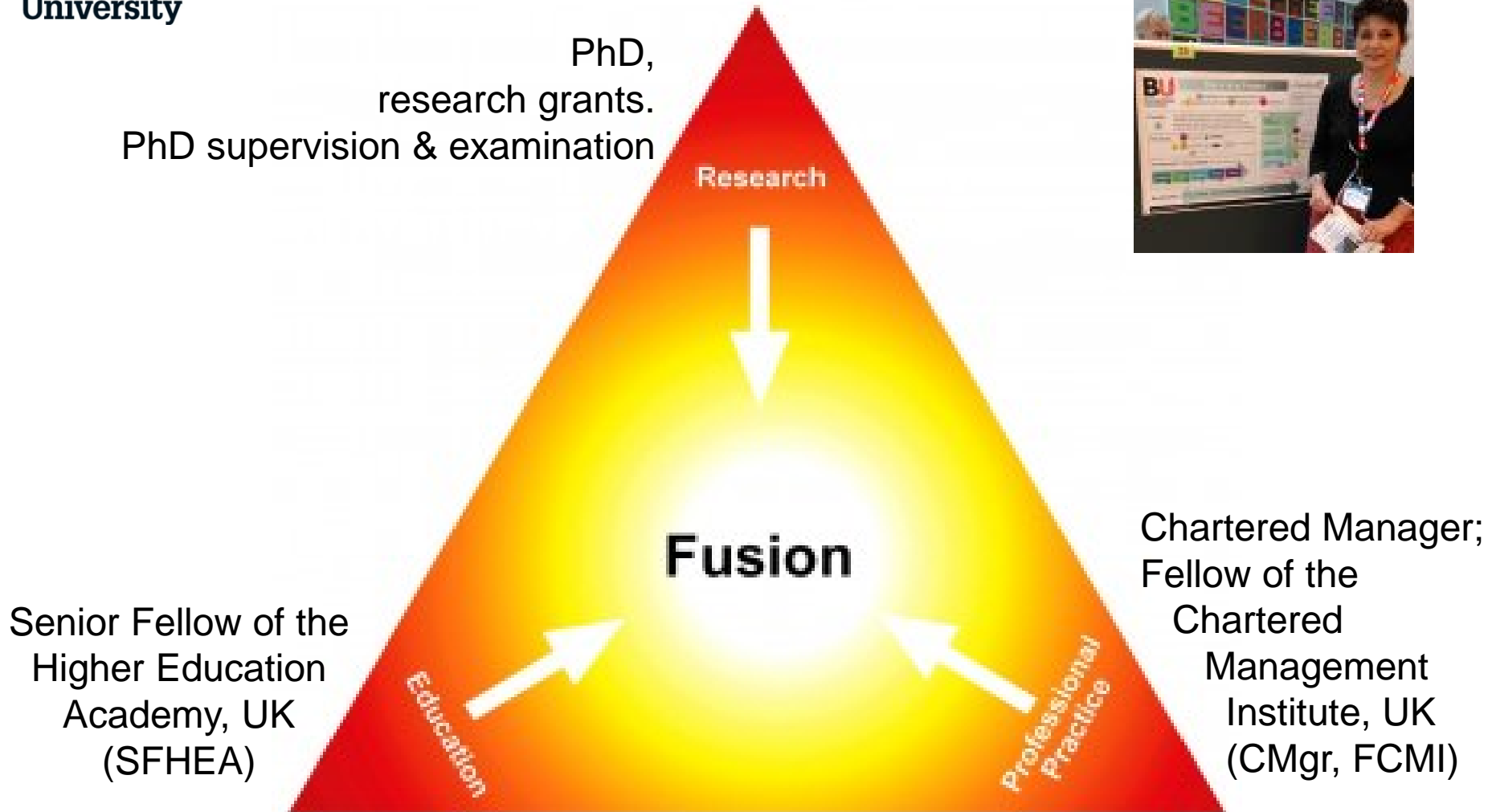


“To Learn is to Change”



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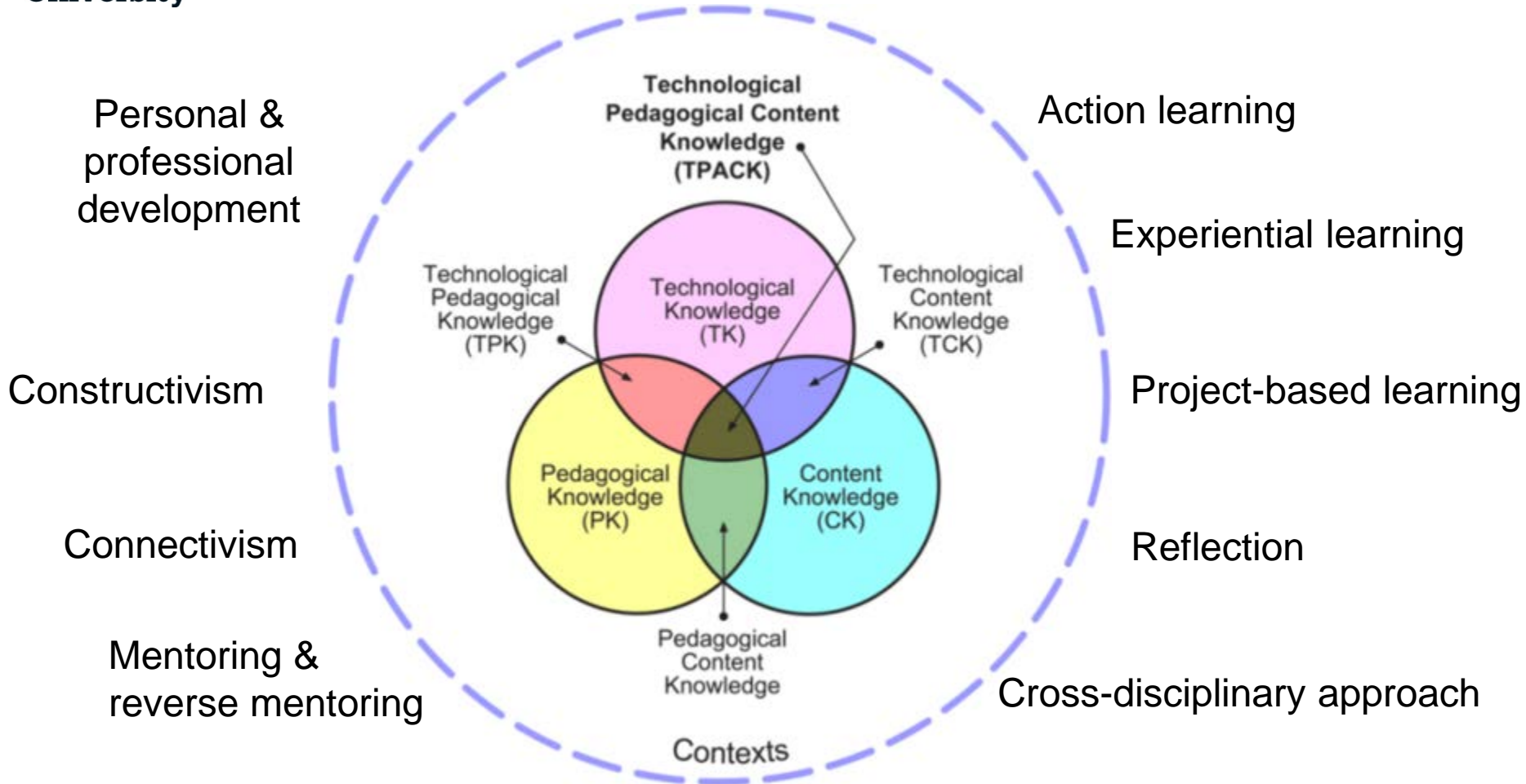
A Fusion Perspective





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Fusion Praxis



The TPACK model (Mishra and Koehler, 2006)

The 70:20:10 Model



(Jennings 2013, 2016) Image source: <https://www.702010forum.com/about-702010-framework>

Pedagogies and Learning

The Cone of Learning

sparkinsight.com

After 2 weeks,

we tend to remember ...

I see and I forget.

I hear and I remember.

I do and I understand.

— Confucius

VAK

**Project-
Based
Learning**

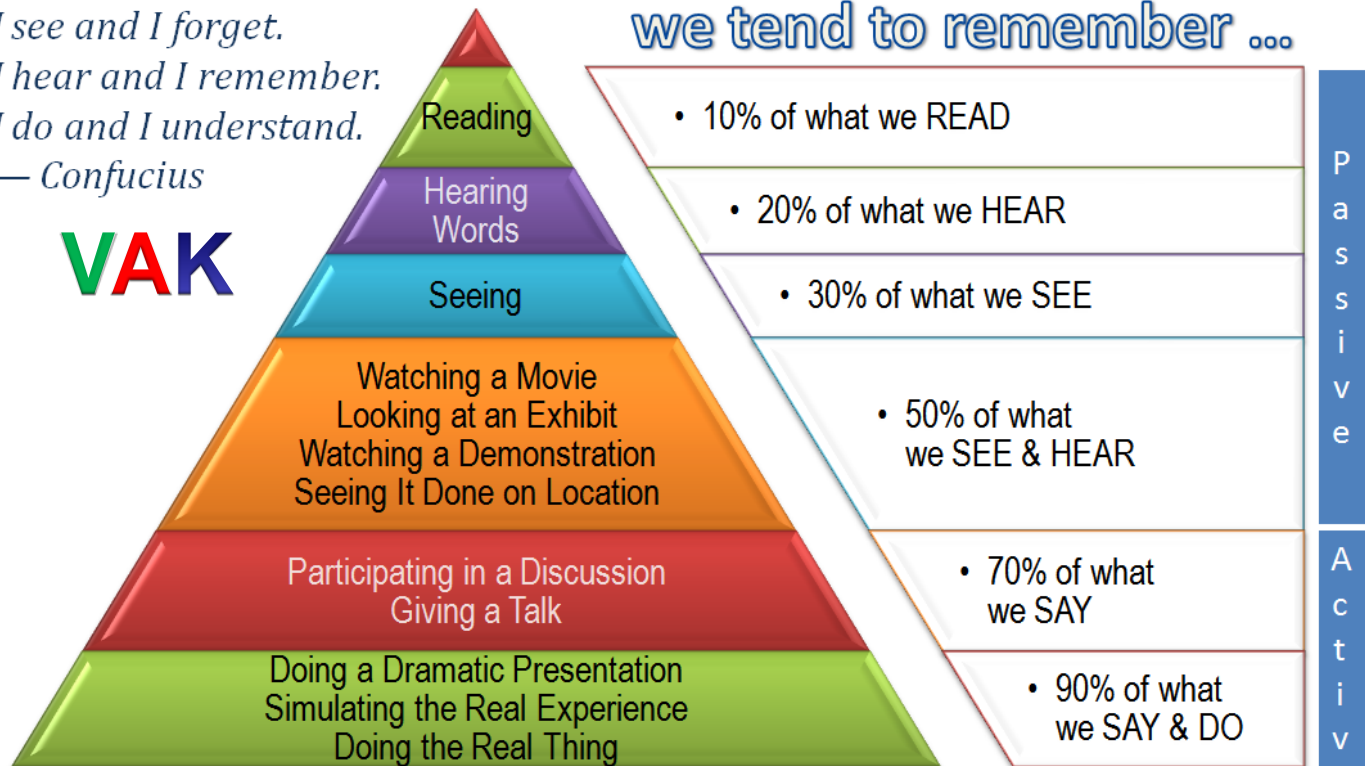


Image source: <http://www.sparkinsight.com/factlets>

source: Edgar Dale (1969)



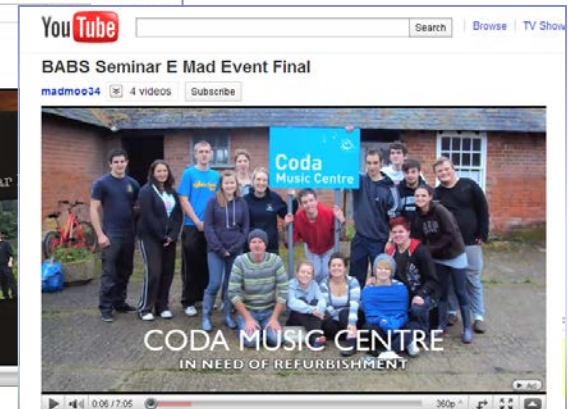
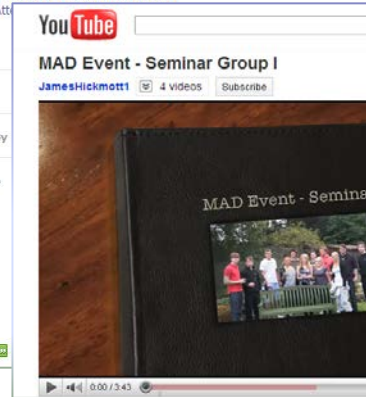
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Project-Based Learning (PBL)

Final year:
Consultancy projects,
app. 20 p.a.



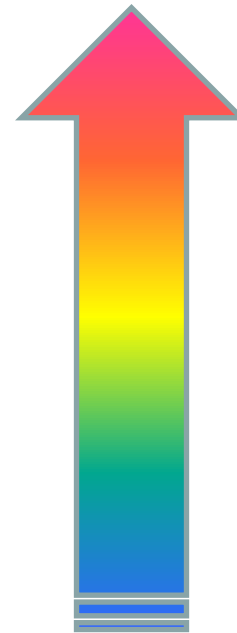
Large cohorts:
Community projects,
50-70 projects p.a.



A New Challenge:

Applying PBL for developing Innovation Management competencies

**Managing
Innovation,
Creativity
and
Design**



The Context

Innovation Management Courses

- In the United Kingdom (UK) there are 445 Business and Management courses for a course entry in September'17, of which 250 are at postgraduate level (UCAS, 2017).
- Top 10 Masters worldwide (InnovationManagement.se, 2014):
 - 4 are delivered in France,
 - the Netherlands,
 - China, Denmark and Spain.





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The Course Content

- **Systematic (not systemic) critical analysis**, from strategic, technical, financial, legal, project- and change-management perspectives of innovation and its ecosystem.
- Understanding the **level** at which innovation occurs, i.e. local, national and international level
- Recognition of the **specifics of the innovation ecosystem** (Adner, 2006).

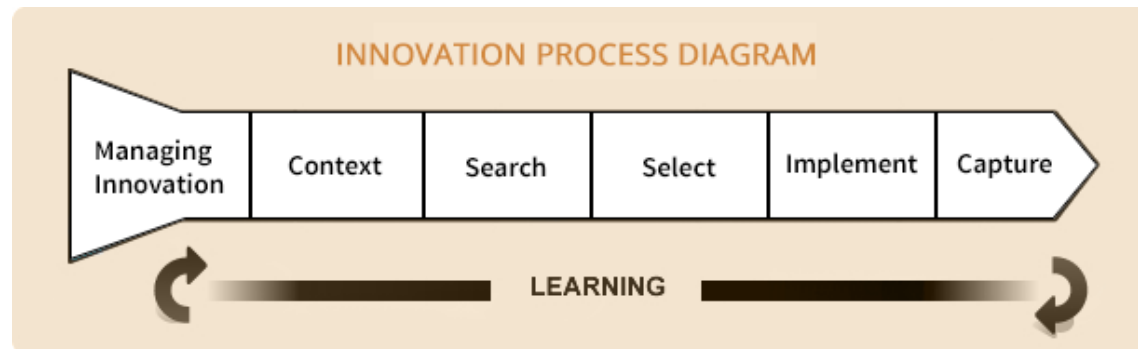
Innovation Frameworks



The Innovation Pentathlon (Mitchell, 2010)



(Van Wulfen, 2013)



(Tidd and Bessant, 2017)

Pedagogies For Teaching Innovation Management

Level of immersion



- Experiential learning
- Situated learning
- Business simulation
- Case studies
- Workshops
- Seminars
- Lectures
- Recommended reading

Type of engagement

- Individual project
- Team-based learning
- Collaborative learning

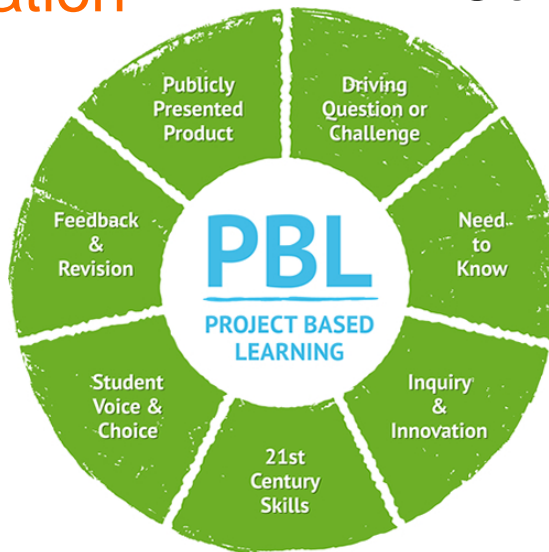
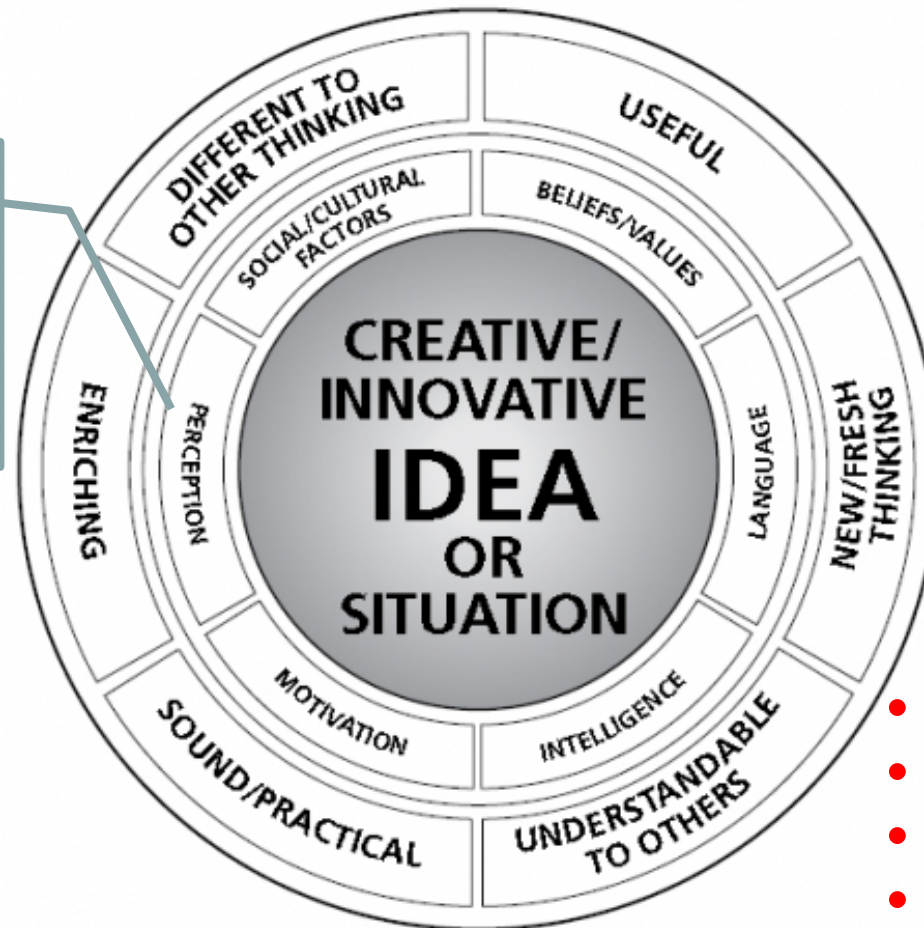


Image source: <http://imgarcade.com/project-based-learning.html>

“Innovation is a highly context-sensitive process”

6 pre-conditions:
'mental filters'
through which
individuals see
their world



- Elective course;
- 6 weeks x 3h pw
- 2 intakes (Sept,Jan);
- 1st unit for Jan intake

(Warner, J. 2012. *Is Context the Key to Greater Creativity and Innovation?*. Available from: <http://blog.readytomanage.com/is-context-the-key-to-greater-creativity-and-innovation> [30 Jan 2014])



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Student Profile

	2014-15	2015-16	2016-17
Nationality / Total	15	12	12
British	0	0	1
European *	2	3	1
Other nationalities **	13	9	10

* Finnish, French, Turkish (European part)

** Afghan, Bangladeshi, Cambodian, Colombian, Emirati, Indian, Indonesian, Kenyan, Lebanese, Mauritanian, Nigerian, Sri Lankan, Taiwanese, Thai, Vietnamese

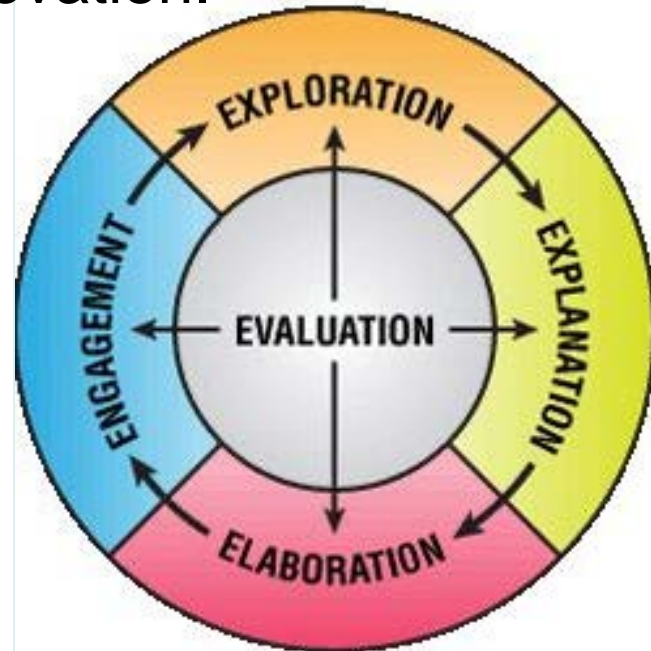
	2014-15	2015-16	2016-17
Nationality / Total	15	12	12
Female (Miss, Ms, Mrs)	5	7	5
Male (Mr)	10	5	7



The Task: To provide a creative solution for resolving a challenge outlined by the organisation and/or for reviewing how the company manages innovation.

Assessment:

- Consultancy report (70%)
- Presentation to client and academic tutors (20%)
- Project performance review (10%) – individual work



Constructivist approach; Image source:
<http://enhancinged.wgbh.org/research/eeeeee.html>

Individual Assessment Element: Project Performance Review

- Evaluating the approach taken for the project.
- Evaluating the management approach (project, risk performance, stakeholders, innovation)
- Evaluating self- and peers on:
 - professionalism, teamwork, motivation and communication skills, using a framework of their choice
- Recommending development opportunities
- Using relevant theories
- Agreeing and adopting a framework for evaluating team members
- Writing style, syntax, grammar
- Recognition of the project being an innovation management project.

The Projects

The Task: To provide a creative solution for resolving a challenge outlined by the organisation and/or for reviewing how the company manages innovation.

In 2016: Dorchester Marathon 2017
(Promoted by Dorchester Casterbridge Rotary Club in association with White Star Running)
“Looking for a brand which captures the essence of the event and the location, and also provides the focus for visual materials.”

In 2017: Crimson Guitars
“We are looking for a complete logo redesign it needs to capture what our brand is about.”





The Action Cycles

Cycles	1 (2014-15)	2 (2015-16)	3 (2016-17)
Number of students	15	12	12
Planning: Client & project task	SME, Digital Marketing Consultancy	Charity organisation + Legal firm (sponsor) + Rotary society	SME Guitar manufacturer
Application	3 teams	4 teams Interim project progress introduced	4 teams Interim project progress + visit to expo
Observations	2 teams misunderstood the task and focused on web design for the client	-A visit to a business exhibition was a catalyst for ideas - Interim feedback from client	-Shared interest: Guitars -Having young, competent, ambitious client makes communications easier
Reflections	-An interim milestone reviewing student work would improved the final product -	- Keep the business expo event as part of the unit delivery; - Initial focus on the creativity task, missing on process	The individual critical review could be tailored around innovation governance and feedforward to the individual assessment on the course



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Client Feedback

“I was delighted I was able to join you all and watch the presentations. I thought the work of the students was really eye catching and judging by the positive 'buzz' in the room, it seemed clear participants and audience alike were thoroughly enjoying the exercise.

I'm really pleased this introduction proved so worthwhile and thank you for approaching the proposal with such a proactive, 'can do' attitude - very much appreciated!”

Mark Painter, Business Development manager

“Thanks for allowing us to work with your students.

As we all said, we were most impressed with the work they supplied.

I walked into the room fresh, having not seen the work before hand. I was most impressed with the way the students had picked up the brief and taken it into directions we had not explored.

The use of colour, style and grabbing a feel for the event was great.

thanks for all the efforts much appreciated.”

Andy Palmer, White Star Running (www.whitestarrunning.co.uk)



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Student Evaluation (MUSE*)

* MUSE – Mid-Unit Student Evaluation

MUSE Question 2016-17	2016-17	2015-16	Question 2015-16
1.3) Staff are good at explaining things	n=8 av.=1.9 md=2.0 dev.=0.8	n=11 av.=1.9 md=2.0 dev.=1.0	1.6) Staff are good at explaining things
1.5) I have been able to contact staff when I needed to	n=8 av.=1.9 md=2.0 dev.=0.8	n=10 av.=2.2 md=2.0 dev.=0.9	1.7) I have received sufficient advice and support with my studies
1.6) Criteria used in marking were made clear in advance	n=6 av.=2.2 md=2.0 dev.=0.4	n=9 av.=2.4 md=2.0 dev.=1.3	1.8) Assignment briefs have been clear to me
1.7) I have received helpful comments on my work	n=9 av.=1.8 md=2.0 dev.=0.4	n=9 av.=1.7 md=2.0 dev.=0.7	1.3) Feedback on my work has helped me clarify things I did not understand

Student Feedback (MUSE*)

* MUSE – Mid-Unit Student Evaluation



- A interesting revise,
- creative exercises provided a different way to learn that was fun
- Not all the classes were lectures which was refreshing
- Different concepts introduced that were interesting

Great.



Need to be more organized, sometimes I feel lost in class.
Also need more focus.

Feedback from the Internal Moderator (the 2nd marker)

- The **feedback from the industry professionals boosted students' motivation**
- The group-based project **provides opportunity for students to learn from one another:**
The dynamic and fast changing style of the project facilitated conversations, encouraged members to share ideas, and decisions were based on unity.
- Contributed to **development of students' organisational, leadership and communication skills**
- **Enhances students' technological skills** such as WhatsApp, cloud platforms (Google Drive).
- Contributed to **development of student's social skills**



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The E-PBL* Checklist v1

* E-PBL – Experiential Project-Based Learning

Stages:

Planning

- Recognising 3 innovation angles: client, student, course
- Adopting Risk Management strategies
- Preparing a pedagogic toolkit of short exercises with different focus
- Engaging with the businesses and communities: client recruitment

Delivery

- Motivating for Project-Based Learning & flipped classroom studies
- Introducing basic project management toolkit (RACI matrix, Gantt charts, Risk management strategies, Minutes of meetings)
- Permission for using student work, images and videos
- Using Activities for fast-track group formation: forming–storming–norming–performing (Tuckman, 1965), e.g. a field event
- Demonstrating student work from previous years
- Timely reminders of the progress review milestone

Reflections & Feed- forward

- Having a few innovation projects per year and choosing the one that matches best student skillset
- Add tools for measuring learning gains to support the qualitative reflective work



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In Summary ...

This is a project about:

- Innovation management of teaching Innovation Management through consultancy on innovation management 😊
- 3 perspectives of innovation management: student's, client's and educator's
- Collaboration, risk and building confidence through immersion in experience and reflective practice.



Image source: <https://skullsinthestars.files.wordpress.com/2011/07/nickieatmirror.jpg>

Any questions





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