

# Embracing The Challenge:

## Reflections On Teaching *Innovation Management* Through Live Business Projects

Dr Milena Bobeva and Dr Isaac Ngugi



Presenter:

**Dr. Milena Bobeva**, SFHEA, CMgr FCMI  
Faculty of Management, Bournemouth University

# In This Session...



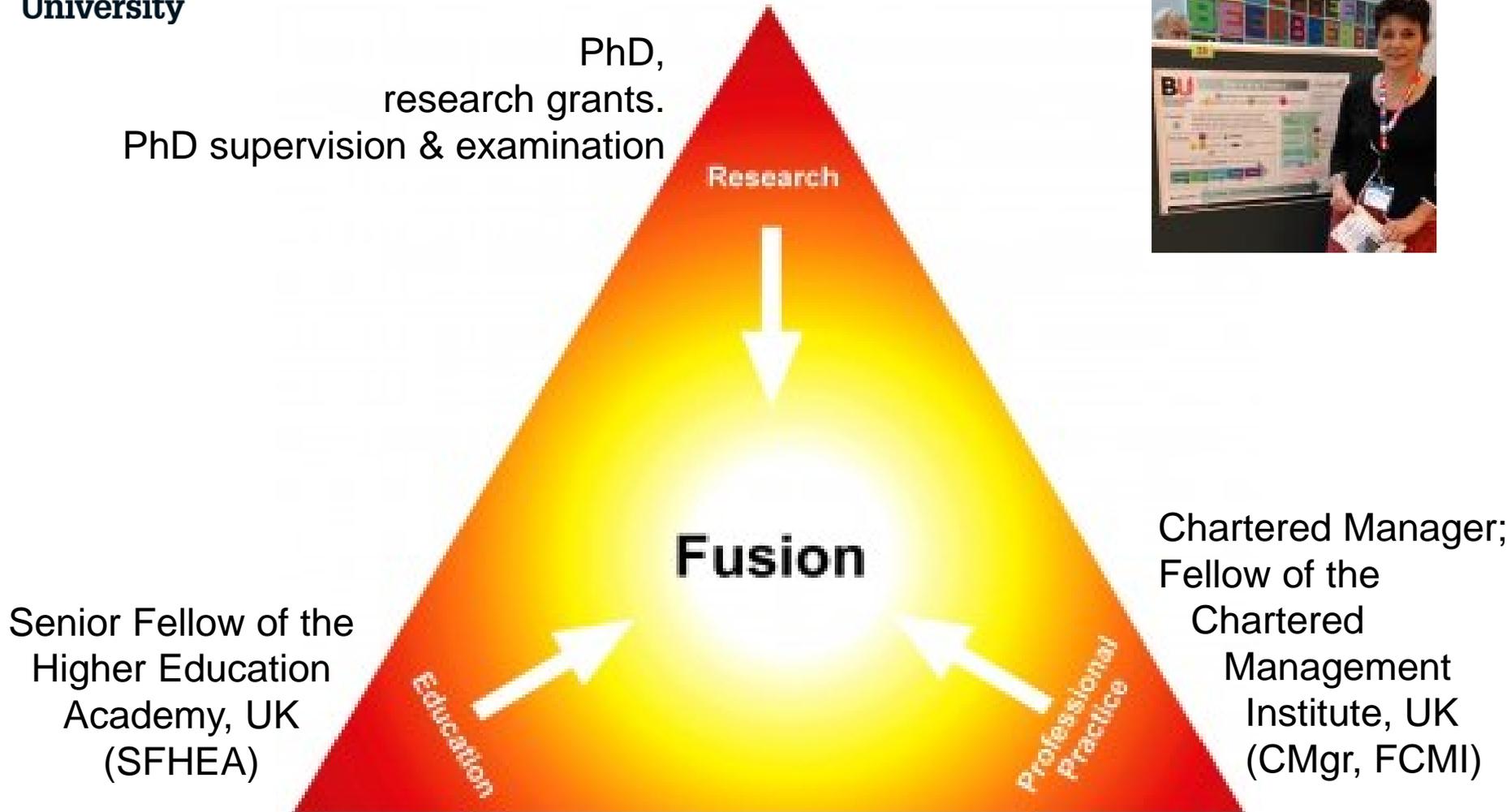


**“To Learn is to Change”**



Bournemouth  
University

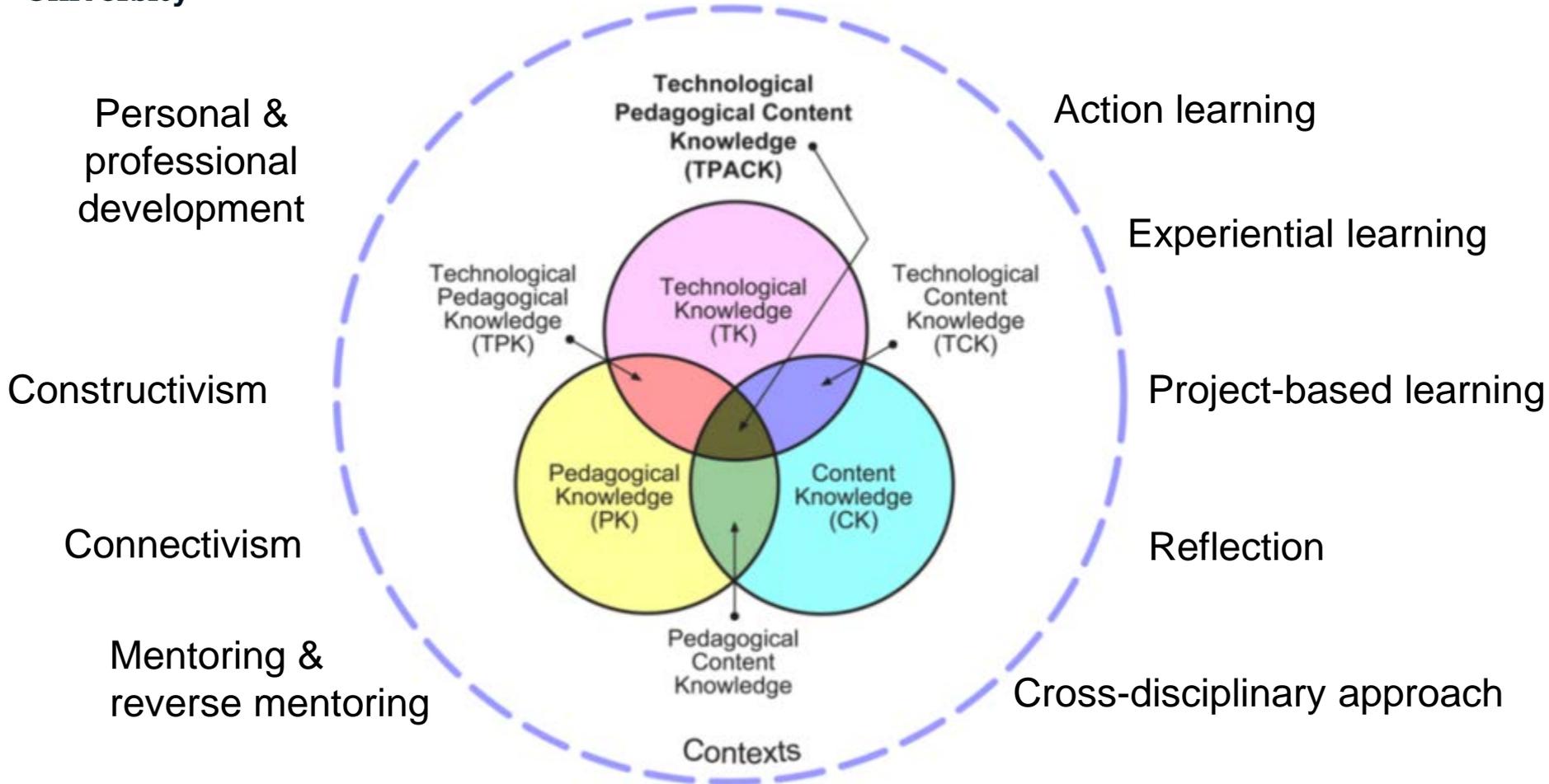
# A Fusion Perspective





Bournemouth University

# 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)



Bournemouth University

# Project-Based Learning (PBL)

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



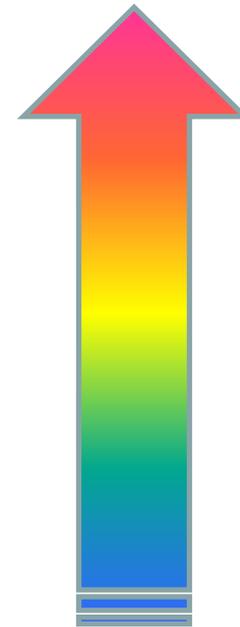
**Large cohorts:**  
Community projects,  
50-70 projects p.a.



# 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.





Bournemouth  
University

# 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).

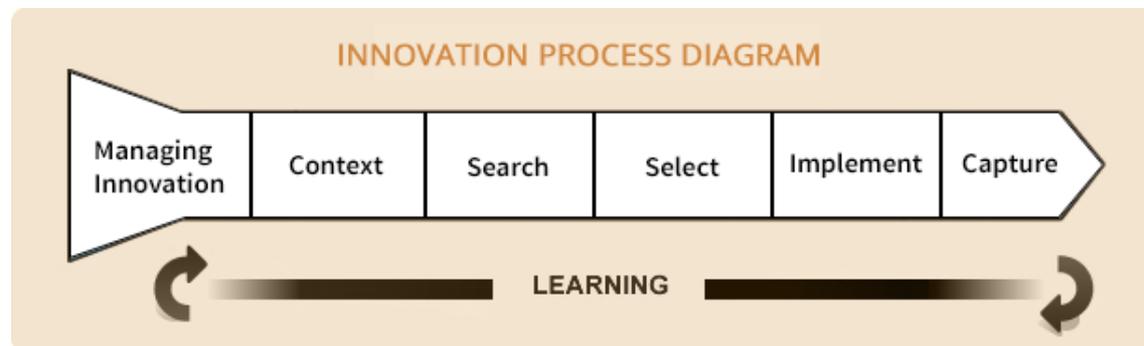
# Innovation Frameworks



The Innovation Pentathlon (Mitchell, 2010)



(Van Wulfen, 2013)

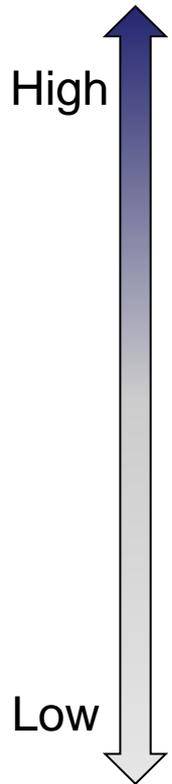


(Tidd and Bessant, 2017)

# Pedagogies For Teaching Innovation Management

## Level of immersion

## Type of engagement



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

- Individual project
- Team-based learning
- Collaborative learning

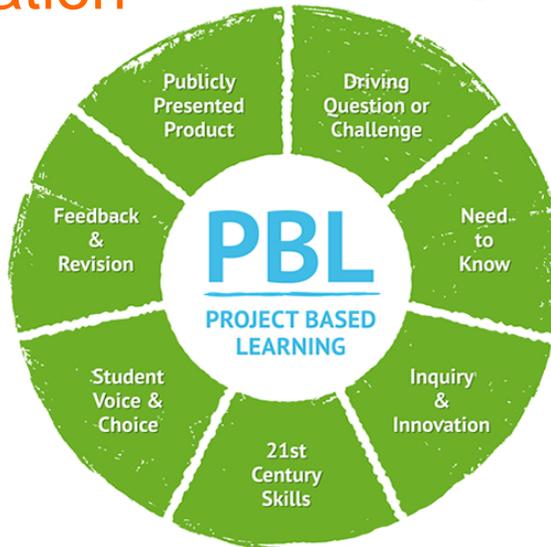
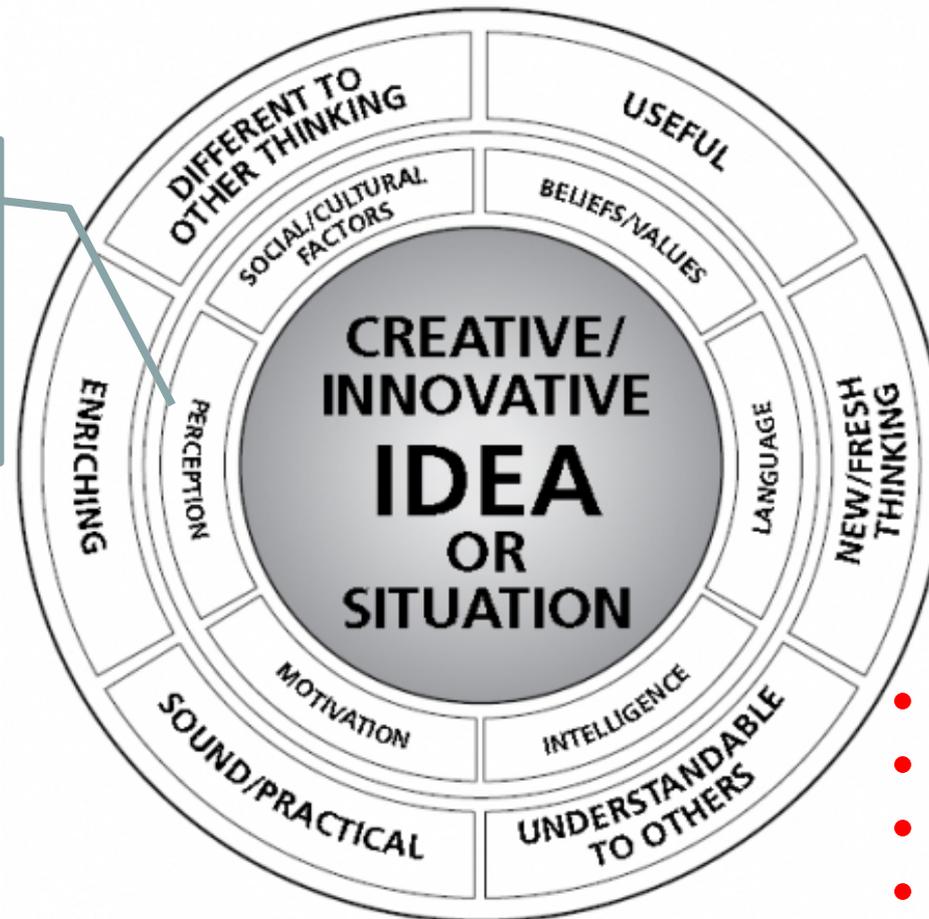


Image source: <http://imgarcade.com/project-based-learning.html>

# “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);
- 1<sup>st</sup> 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] )



**Bournemouth  
University**

# Student Profile

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

\* Finnish, French, Turkish (European part)

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

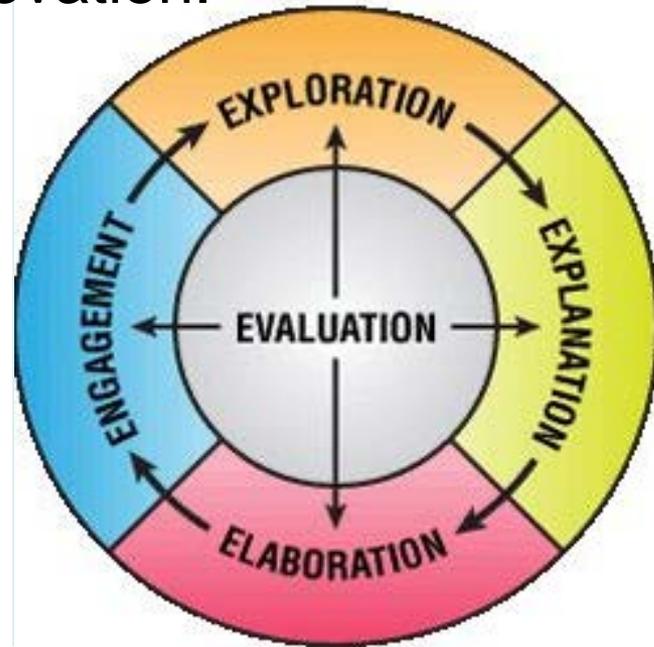
	2014-15	2015-16	2016-17
<b>Nationality / Total</b>	15	12	12
<b>Female (Miss, Ms, Mrs)</b>	5	7	5
<b>Male (Mr)</b>	10	5	7



**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



**Bournemouth  
University**

# 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](http://www.whitestarrunning.co.uk))



Bournemouth  
University

# 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 2<sup>nd</sup> 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**



Bournemouth  
University

# 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



Bournemouth  
University

## 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**





**Bournemouth  
University**

# References

- Adner, R. 2007. Match Your Innovation Strategy to Your Innovation Ecosystem. *Harvard Business Review*, April, pp.2-10.
- Goffin, K. and Mitchell, R. 2017. Cases and the challenge of teaching innovation management. *The Case Centre*, Available from: <http://www.thecasecentre.org/educators/casemethod/resources/features/innovationmanagement> [13 June 2017].
- Jennings, C., 2013. *70:20:10 Framework Explained: Creating High Performance Culture*. 70:20:10 Forum Pty.
- Jennings, C., 2016. *Experience, Exposure, Education*. Available from: <https://www.trainingindustry.com/ezone/current-issue/experience-exposure-and-education.aspx> or [http://www.nxtbook.com/nxtbooks/trainingindustry/tiq\\_2016summer/index.php?startid=11#/10](http://www.nxtbook.com/nxtbooks/trainingindustry/tiq_2016summer/index.php?startid=11#/10) [27 July 2017].
- Mitchell, R. 2010. *The Innovation Pentathlon*. Available from: [http://www.som.cranfield.ac.uk/som/dinamic-content/media/knowledgeinterchange/themedareas/innovation/key%20concepts/Rick\\_Mitchell/index.htm](http://www.som.cranfield.ac.uk/som/dinamic-content/media/knowledgeinterchange/themedareas/innovation/key%20concepts/Rick_Mitchell/index.htm)
- Tidd, J. and Bessant, J. 2013. *Managing innovation*. 5th ed. Chichester, West Sussex: Wiley, pp.330-331
- Warner, J. 2012. Is Context the Key to Greater Creativity and Innovation?. Ready to manage in *Creativity and Innovation*, October 5, 2012, Available from: <http://blog.readytomanage.com/is-context-the-key-to-greater-creativity-and-innovation/> [8 June 2017]
- UCAS. 2017.