

Unit Title: **Managing Innovation in an Organisation**
 OCR unit number: 13
 Sector unit number: 15.3 Business Management
 Level: 6
 Credit value: 5
 Guided learning hours: 30
 Unit reference number: D/602/1483

Unit aim and purpose

The unit aims to develop learners understanding of the role of innovation in an organisation, the benefits and limitations, and how innovation differs from enterprise, intrapreneurship and creativity. Learners will understand the features of an innovative climate, how an organisation can foster this climate, including the most effective management styles. Learners will be able to use audit tools to measure the level of innovation in a work group (i.e. team, department, functional area, project team) or an organisation, and evaluate the effectiveness of the selected audit tools. Learners will understand how to analyse innovation models and evaluate the processes organisations use to unlock innovation.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand how to manage innovation in an organisation</p>	<p>The Learner can:</p> <p>1.1 discuss the role of innovation in an organisation</p> <p>1.2 compare enterprise, intrapreneurship and creativity with innovation</p> <p>1.3 discuss the benefits and limitations of innovation within an organisation</p>	<p>This may include</p> <ul style="list-style-type: none"> • the role of innovation such as to <ul style="list-style-type: none"> - develop new products or services - identify new ways of working - improve policies and procedures - harness the creativity of personnel • enterprise • intrapreneurship and creativity • innovation • how to compare the advantages and disadvantages of each versus innovation
<p>2 Be able to measure the level of innovation in a work group or organisation</p>	<p>2.1 apply innovation audits</p> <p>2.2 evaluate innovation audit tools</p>	<p>This may include</p> <ul style="list-style-type: none"> • points to consider when applying audits such as <ul style="list-style-type: none"> - objective of the audit - the measurement criteria - resources e.g. people, equipment, facilities • innovation audits tools such as <ul style="list-style-type: none"> - the 5 step Audit Process - the Innovation Organisation Checkmap - Innovation Readiness Audit - the Innovation Master Plan • evaluation of the suitability and effectiveness for an organisation

Learning Outcomes	Assessment Criteria	Teaching Content
<p>3 Understand how organisational climate can foster innovation</p>	<p>3.1 explain the benefits to an organisation of being more innovative</p> <p>3.2 analyse the management styles needed to foster an innovative climate in an organisation</p> <p>3.3 discuss the features of a climate that fosters innovation in an organisation</p>	<p>This may include</p> <ul style="list-style-type: none"> • benefits such as to <ul style="list-style-type: none"> - improve current practices - remove practices that deter innovation - maximise growth and profitability - improve staff involvement and motivation • management styles needed to foster innovative climates such as <ul style="list-style-type: none"> - inclusive - democratic - hands-off / Laissez faire • features of the climate such as <ul style="list-style-type: none"> - responsive to suggestions for improvement - involve everyone in the organisation - make it safe to fail - move people around jobs to broaden their knowledge - recognise innovation
<p>4 Understand the methods that unlock innovation</p>	<p>4.1 analyse innovation models</p> <p>4.2 compare idea generation models</p> <p>4.3 evaluate organisational processes for selection and development of ideas</p>	<p>This may include</p> <ul style="list-style-type: none"> • models such as <ul style="list-style-type: none"> - isolation, bolt-on, embedded - linear `market pull`, coupling, integration • analysis of the benefits and limitations of each model • idea generation models in the cycle Vision, Explore, Experiment and Modify • evaluation techniques to identify the benefits and limitations of the organisational processes such as SWOT, PEST

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

Evidence can be produced either through real work or by means of simulated activities.

Guidance on assessment and evidence requirements

If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit can be achieved and assessed.

- LO1 Learners could, individually or in groups, research a case study to establish the role of innovation, including the benefits and limitations of, and discuss or present their findings with peers/tutor (AC1.1 and 1.3). Learners could produce a chart/table comparing the key features of enterprise, intrapreneurship and creativity with innovation including the advantages and disadvantages of each (AC1.2).
- LO2 Learners could work individually or in groups to research innovation audit tools. A scenario could be presented for the learners to evaluate the audit tools with the aim of identifying an appropriate fit for a work group or organisation. The evaluation could be presented as a written report supported by data or a presentation to management/tutor (AC2.1, 2.2)
- LO3 Learners could use the scenario from LO2, or be provided with a case study, to establish the key features in an organisation's climate that foster innovation, and the benefits of this climate to the organisation (AC3.1 and 3.3). Learners could identify the management styles in an organisation that support a fostering climate and present a written/pictorial analysis of why the styles work (AC3.2)
- LO4 Learners could research innovation and idea generation models to analyse how they are interdependent in order to unlock innovation, and present their conclusions to peers/tutors (AC4.1 and 4.2). Learners could be provided with a scenario to evaluate the organisational processes that support ideas generation and the linked consequences to the organisation (AC4.3)

NOTE: Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

If the unit is to be completed through real work, examples of appropriate sources of evidence could include:

- personal statements
- recorded professional discussion with the assessor
- case studies, endorsed by someone who can attest to the accuracy
- witness statements
- outcomes from research, referenced to the source
- work product such as records of completed innovation audits, minutes of meetings/communications of analysis of the audits, reports of benefits and limitations of audit and idea generation models.

NOTE: It is good practice to 'signpost' work product to the workplace rather than place in a portfolio.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Occupational standards	Unit number	Title
Management and Leadership	CFAM&LFA 3	Monitor and review business processes

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	

Resources

Audit Tools: available at <http://www2.warwick.ac.uk> and www.innovationuk.org.uk

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Max McKeown: The truth about innovation ISBN-13: 978-0273719120

Davila, T; Epstein, M J; Shelton, R: Making innovation work: How to manage it, measure it and profit from it. ISBN-13: 978-0131497863

Peter Drucker: Management: Tasks, Responsibilities, Practices. ISBN-13: 978-0434903986

Horibe F: Creating the Innovation Culture (John Wiley and sons, 2001)
ISBN 978-0471646280

Proctor T: Creative Problem Solving for Managers: Developing skills for decision making and innovation (Routledge, 2009) ISBN 978-0415551106

Additional information

For further information regarding administration for this qualification, please refer to the OCR document 'Admin Guide: Vocational Qualifications' (A850) on the OCR website www.ocr.org.uk .