



The University of Manchester  
Alliance Manchester Business School

# **Manchester Enterprise Centre, AMBS**

## **Art of Enterprise**

### **UCIL24002**

**Unit Handbook 2017-2018**

*Unit Timetabled: Semester 2, Tuesday 09:00 to 11:00*

*Simon Building Room 2.61*

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## Introduction and Overview

This handbook provides you with all the information about the unit, including aims, indicative content, proposed delivery, how to contact staff and the assessment regime. The course begins on **Tuesday 30 January 2018 at 9am**. Attendance at each of the sessions is an important aspect of the unit and a register will be taken at each session. Any changes to lecture rooms will be communicated via Blackboard.

Further information about Manchester Enterprise Centre and the range of units, programmes and extra-curricular activities that are provided for all students across the campus can be found at:

<https://mec.portals.mbs.ac.uk/>

The '*art of being enterprising*' is being able to turn ideas into innovations - to make it really happen and to effect change. The unit looks at this from a range of different perspectives (history, nature, art and music) to enable us to think in a more creative way; to better understand the problems and the challenges that are faced; and highlight the importance of creativity and opportunity spotting across all business areas. The unit is delivered through University College to a multi-disciplinary group of students as a series of lectures and workshops; group tutorial sessions are also provided to support students.

The class is divided into groups from the start of the unit, creating a closer parallel with the way that businesses operate. The students begin to appreciate that problems can be perceived as opportunities and to begin to build the skills and confidences necessary to build creative problem-solving capabilities; as well as appreciating the importance of 'smart human capital'.

## Unit Aims

The unit aims to practically demonstrate how organisations, both large and small, create value through the recognition of good ideas. Students from any background discipline will learn what defines a good idea, where ideas originate from and how a good idea can evolve and ultimately be transformed into an opportunity which either an entrepreneur or an organisation can create value from.

The focus of the unit will be on the challenges that organisations and enterprising individuals, both in the profit and not for profit sectors, face in this time of economic uncertainty. The unit will take the perspective from a range of different industries to stimulate the students to think in a more creative way; to better understand the problems and the challenges that are faced in our everyday existence; highlighting the importance of creativity and opportunity spotting across all business areas.

By the end of the unit students will be able to appreciate the nature of creating value with innovative approaches to business thinking and practices.

## Unit Learning Outcomes

Upon successful completion of the unit, students will be able to:

### Knowledge and understanding

- Appreciate the process of idea generation, evaluation and creating value for both entrepreneurs and organisations
- Recognise the variety of internal and external forces impacting on businesses today both in the profit and not for profit sectors
- Appreciate key business and management concepts

### Intellectual Skills

- Critically evaluate the role creativity has within an organisation
- Review the relationship between creativity, innovation, management and entrepreneurship
- Critically evaluate the role creativity and its models play in the value creation process

### Practical Skills

- Identify and extract relevant information
- Demonstrate analytical and critical skills by applying concepts methods and concepts
- Demonstrate written and oral presentation and communication skills
- Develop the ability to frame and solve problems and think creatively

### Transferable Skills and Personal Qualities

- Demonstrate teamwork skills and work constructively in groups
- Communicate in an effective manner
- Develop commercial awareness
- Utilise problem-solving skills
- Develop and apply research skills

## Indicative Content

The unit expands the student's appreciation of the working environment whilst developing the practical skills that employers are demanding. The assessment includes practical exercises and a final report.

This 10 credit unit takes five key areas:

- ***Innovation – what do we understand by this and what can we learn from nature and the arts?***
- ***Creativity and innovation – where do ideas come from?***
- ***Characteristics of creative and innovative organisations – the blurred boundaries***
- ***Enterprising competences***
- ***Managing innovation for competitive success***

These topics enable the students to develop an appreciation of the wide range of perspectives that contribute to the identification and creation of good ideas and to the development of our economies and our societies. Good ideas, opportunity spotting and the ability to innovate are vital for any organisation in any discipline. We explore the areas of history, music, literature and the natural world in order to appreciate the diversity and range of ideas and their related opportunities. Students begin to appreciate the challenges of opportunity recognition, creativity and enterprise that underpin the successful implementation of new ideas within any organisation.

Lecture notes will be posted on Blackboard and this will be the main form of communication with students registered on the unit. It is important that you visit this site frequently to be fully informed on announcements and to access lecture notes, any course readings or additional resources. Blackboard is also where you will submit your coursework to Turnitin.

Student comments include:

- *“The course has been enjoyable – completely different to my degree so has widened my knowledge.”*
- *“I have found this module incredibly useful as I have never had any business classes within my education. I have found the classes varied and engaging and the content manageable and memorable.”*
- *“This is genuinely the best module I have taken in my three years at the university.”*

## Student self-managed learning

Students are expected to carry out supplementary reading on a weekly basis. To make discussions a worthwhile interactive exercise, students are advised and encouraged to share their views through constructive participation. Students should be working on coursework and presentations as an ongoing project

## Employability

Students begin to understand the nature of creating value with innovative approaches to business thinking and practices; expanding the student’s appreciation of the working environment whilst developing the practical skills that employers are demanding. Employers frequently report that while students are knowledgeable about their subject area they find it difficult to apply it in commercial situations.

## Manchester Enterprise Challenge

The Manchester Enterprise Challenge is one of a range of awards that combine University College academic provision and extra-curricular activity.

The Manchester Enterprise Challenge has two components:

- Completion of a 10 credit ‘enterprise’ University College unit (two to choose from)
- Completion of an approved ‘enterprise’ activity project – which might involve working with a locally based business, charity or social enterprise to address and analyse a specific improvement opportunity (assuming around 20 hours of work)
- The extra-curricular project can be undertaken as part of a group or as an individual and at times that are flexible
- Recommendations will be presented as a PowerPoint ‘pitch deck’

## Delivery Pattern

TUESDAY 09:00 TO 11:00		
Week 1 30/1	2.61 Simon Building	Induction and Overview <a href="#">Presentation of Enterprise Challenge Award projects</a>
Week 2 6/2	2.61 Simon Building	Creativity
Week 3 13/2	2.61 Simon Building	Opportunity to Action <a href="#">Formative Assignment – 3pm Friday 16 February</a>
Week 4 20/2	2.61 Simon Building	Innovation & Change – Music
Week 5 27/2	2.61 Simon Building	Innovation & Change – Nature
Week 6 6/3	2.61 Simon Building	<a href="#">Summative Assignment Seminar and Formative Assignment Feedback</a>
Week 7 13/3	2.61 Simon Building	Innovation & Change – History
Week 8 20/3	2.61 Simon Building	Innovation & Change – Art
EASTER BREAK		
Week 9 17/4	2.61 Simon Building	Organisational Learning
Week 10 24/4	2.61 Simon Building	Team Management & Effectiveness
Week 11 1/5	2.61 Simon Building	Engaging in Networks
Week 12 8/5	2.61 Simon Building	Bringing it all Together <a href="#">Summative Coursework Deadline – 3pm Friday 11 May</a>

## Contacting Unit Staff

<b>Unit Lead:</b> Lynn Sheppard	<a href="mailto:l.sheppard@manchester.ac.uk">l.sheppard@manchester.ac.uk</a>
<b>MEC Administrator:</b> Elisa Harrocks	<a href="mailto:Elisa.harrocks@mbs.ac.uk">Elisa.harrocks@mbs.ac.uk</a>
<b>UCIL Administrator:</b>	<a href="mailto:universitycollege@manchester.ac.uk">universitycollege@manchester.ac.uk</a>

If you have any specific queries about unit material time will be allocated at the end of each lecture in order for small queries to be easily addressed. If you are having difficulties, it is in your interest to contact the unit lead at the earliest opportunity.

## Unit Assessment - Summative

The unit is assessed by 100% coursework as follows:

**100% - 4,000 words (maximum) report to be submitted on BB by 3pm Friday 11 May 2018**

Additional information about the in-course assessment is described in the assessment brief which outlines explicitly what is required and the proposed grading criteria

The lecture sessions are student centred and students will have ample opportunity to ask questions and seek guidance in connection with the course assessment.

General assistance throughout the module includes:

- The provision of reading lists for each topic covered: where possible copies or links will be available on the Blackboard site for the unit.
- An opportunity for students to speak briefly to the unit lead at the beginning, during and at the close of taught sessions.
- Formative feedback throughout the unit to help students gauge their progress and to check their understanding.

Sessions are intended to be interactive and students are encouraged to engage with the learning process throughout the course.

All the topic areas will be taught in-depth and students are also expected to read widely around the subject and find relevant articles and journal papers to add to their knowledge and the reading list provided.

## Unit Assessment - Formative

Formative assessment tasks are designed give you an early indication of how well you are working in the subject area. You will receive feedback; however the mark for formative work is not used in calculating the unit final mark.

### Individual Assignment Outline

You are asked to submit a one-page outline (see below) giving details of the enterprising company you have selected for the individual summative assignment

Formative work - Individual Assignment Outline	
Company name	
Brief description of business (100 words)	
Brief outline of how this business connects both 'entrepreneurial' and 'managerial' skills to sustain the business (100 words)	
Key references	

This must be submitted on Blackboard by **3pm 16 February 2018** and you will receive feedback in week 7 of the unit.

### Important Note: PLAGIARISM

Any evidence of plagiarism from other coursework (and from your coursework by others) or from books/articles/other sources will result in a mark of **ZERO**. **The University takes this very seriously.**

## Summative Assessment Brief and Criteria

### Coursework - 100% (4,000 words maximum)

To be submitted to Blackboard by **3pm Friday 11 May 2018**

- Select an enterprising business that you are able to research; use the **entrepreneurial management model** (Entrepreneurship from opportunity to action, Rae, Palgrave Macmillan, 2007 page 206) to analyse aspects of both the '**entrepreneurial working**' and '**managerial working**' of the company. Explain the importance of each in creating value for the organisation.

Your coursework should be **no more than 4,000 words** in length, **excluding references and appendices**. Your work should include clear references to literature and internet sources. The course textbook is important for this work but also look at a range of other sources available via the library and the web. Wherever possible, give examples to illustrate your answer.



## Instructions to Students:

You should include the key points of Rae's entrepreneurial management model to support your analysis of the company chosen using references (Harvard referencing system) and examples where appropriate.

- Rae has argued that management needs to connect both 'entrepreneurial' and 'managerial' skills in order to grow and sustain an organisation.
- The academic literature has suggested that large corporate ventures need to reignite the passion for new business opportunities within a company and address the tension between strategic management and entrepreneurship.
- The entrepreneurial management model (Rae) shows the two modes integrated and creating new value without the tensions identified between the implicit values of each mode.

The following criteria should be met:

- The report must be word processed and in font size 12
- The report must be Harvard referenced
- The document **should be no longer than 4,000 words**

The report can be started from week 1 and added to each week and there will be an **assignment seminar in Week 5**. Directed and independent learning will be promoted throughout the unit. The report should be presented professionally. Please use visuals and diagrams where appropriate.

## Marking Scheme:

<u>Marking Criteria</u>
<b>Introduction to business selected:</b> Clear introduction to the business and it's area of operation (30%)
<b>Review and evaluate the entrepreneurial management model in terms of creating value for the business:</b> Clear and coherent analysis (50%)
<b>Presentation and referencing:</b> Well planned, organised and structured including; clear titles, clear text, the right amount of material following prescribed guidelines including Harvard referencing (20%)



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### Reduced Scale Step Marking: Undergraduate Level

Class	Descriptor (which reflects the highest possible mark attainable)	Possible Mark
Upper-range first	Your work is <b>exceptional</b> and of sufficient quality to be awarded an upper-range first class mark. Your work is authoritative and amply demonstrates very advanced knowledge and a very advanced ability to integrate the full range of principles, theories, evidence and techniques. The clarity and originality of thought and the way that it is expressed is very impressive for this level of work.	100
Upper-range first		95
Upper-range first		92
Mid-range first	Your work is <b>outstanding</b> and of sufficient quality to be awarded a mid-range first class mark. Your response to the question is insightful. You demonstrate a sophisticated understanding of this topic. To improve future marks you should attempt to refine your analysis and arguments even further.	88
Mid-range first		85
Mid-range first		82
Lower-range first	Your work is <b>excellent</b> and of sufficient quality to be awarded a lower-range first class mark. You demonstrate a detailed level of understanding of this topic. To improve future marks you should attempt to identify any weaker parts of your argument and/or its presentation, ensure you have addressed opposing viewpoints or evidence decisively, and consider extending the range and use of supporting resources even further.	78
Lower-range first		75
Lower-range first		72
2.1	Your work is <b>very good</b> and of sufficient quality to be awarded a merit mark. Your work is sound and well-considered. To improve future marks you could integrate a wider range of sources and/or deepen your analysis. You may also need to develop weaker parts of your argument and/or its presentation, ensuring that you have identified and addressed key opposing viewpoints or evidence.	68
2.1		65
2.1		62
2.2	Your work is <b>good</b> and of sufficient quality to be awarded a pass mark. Your work is competent and coherent. To improve future marks you could integrate a wider range of sources and should increase your level of critical appraisal and seek to demonstrate a more integrated understanding of the subject and possible opposing viewpoints in your analysis. You could also improve the presentation and structure of your work.	58
2.2		55
2.2		52
3	Your work has <b>sufficient</b> knowledge, use of appropriate resources and quality of presentation to warrant a pass. You demonstrate an adequate understanding of the topic. To achieve a higher mark you need to make sure that all your points are fully supported with data or evidence from the literature. You also need to achieve greater analytical depth and take fuller account of opposing viewpoints or evidence in order to provide more substantial, comprehensive and nuanced support for your argument.	48
3		45
3		42
F	Your work demonstrates <b>insufficient</b> knowledge and skills in the specific topic area and does not merit a pass mark. Your work demonstrates some awareness of the topic, although it is a frequently incoherent, or partial, response. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated. You should	38
F		35
F		32

	seek to undertake, or demonstrate that you have undertaken, independent work.	
F	Your work is <b>inadequate</b> and does not merit a pass mark. It demonstrates a confused or deficient awareness of the subject matter. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage critically with them. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.	28
F		25
		22
F	Your work is <b>severely inadequate</b> and does not merit a pass mark. You demonstrate a very deficient understanding of the topic. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage critically with them. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.	15
F	Your work is <b>profoundly inadequate</b> and does not merit a pass mark. Your representation or understanding of thinking in the discipline is highly deficient. To improve future marks you should seek to understand thinking in the discipline and engage critically with it. You should present and structure your arguments and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent work.	5
F		0

## Late Submission and Mitigating Circumstances

For work handed in, you should receive a receipt/ notification which will arrive by email. Work arriving after the deadline will have a penalty applied. Work handed in over one week late will NOT be marked and will get an automatic ZERO mark.

Penalties for late submission:

- A penalty of 10 marks will be deducted from the mark for the piece of assessed work if the work is submitted after the designated deadline but on the same day of submission
- A penalty of 10 marks per day thereafter for 5 days including weekends and Bank Holidays will be implemented.

Example: If the assignment got a mark of 65%, but was handed in 10 minutes late the final mark would be (65% - 10 marks) = 55%. If handed in the next morning the mark would be (65% - 10 marks) = 55%

Consult your School with regard to the policy on late submission and mitigating circumstances.

Please plan your time carefully as extensions to the hand in deadline are only granted for exceptional circumstances. The request must be submitted **as soon as you identify the need** for an extension.

Please also e-mail your unit lecturer [I.sheppard@manchester.ac.uk](mailto:I.sheppard@manchester.ac.uk) and copy [universitycollege@manchester.ac.uk](mailto:universitycollege@manchester.ac.uk) to alert us that you have formally made a request to your School.

## Feedback for students

Feedback will be provided throughout the Semester during student presentations, group discussions, lectures and via Blackboard. Feedback will be provided within 15 working days of submission. Students are welcome to discuss feedback with the unit tutor.

## Recommended Reading

Students are not required to purchase any textbooks for this module. However the following are recommended.

### ***Main Texts:***

- Entrepreneurship – from opportunity to action, Rae, Palgrave Macmillan, 2007
- Opportunity-Centred Entrepreneurship, Rae, Palgrave Macmillan, 2015
- Innovation and Entrepreneurship, Bessant & Tidd, Wiley, 2007
- Understanding Enterprise, Entrepreneurship & Small Business, Bridge, O'Neill, Palgrave Macmillan, 2003

### ***Additional References:***

- The Medici Effect, Johansson, HBS, 2006
- Re-imagine, Peters, Dorling Kindersley, 2003
- Managing Innovation, Design & Creativity, Von Stamm, Wiley, 2003
- Managing Strategic Innovation and Change, Tushman & Anderson, Oxford, 2004
- Leading the Revolution, Hamel, HBS, 2000
- The Art of Innovation, Kelley, Profile Books, 2001

Students are also encouraged and expected to use on-line resources and library facilities. A resource list is provided to the students at the start of the course and additional references to support each topic are provided during each lecture session.

### **Websites to search for Journal Articles:**

- <http://www.emeraldinsight.com>
- <http://www.elsevier.com>
- <http://www.sciencedirect.com>