

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 5: Strategic Innovation

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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ISBN 978 1 446 96204 6

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that shows the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit
- an assignment brief to support the assessment the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for textbooks, journals and websites that you can direct your learners to use and/or that you can use to complement delivery.

Unit 5: Strategic Innovation

Delivery guidance

Approaching the unit

Innovation, in any organisation, can be viewed as the capacity and capability of organisations to support corporate strategies in response to internal and external influences which result in changes to processes and practices.

The purpose of this unit is to explore the concept of strategic innovation in organisations. This unit begins with exploring the concept of innovation, the types of innovation, and the key essential elements of innovation. This fundamental understanding of innovation will enable learners to work out how organisations engage with innovative ideas, for which the key drivers are corporate strategies, developed in a constantly changing environment.

To provide a high-level indicator of how to sequence teaching for this unit, teachers should consider Figure 1, below, as the overarching guide for structuring this unit.

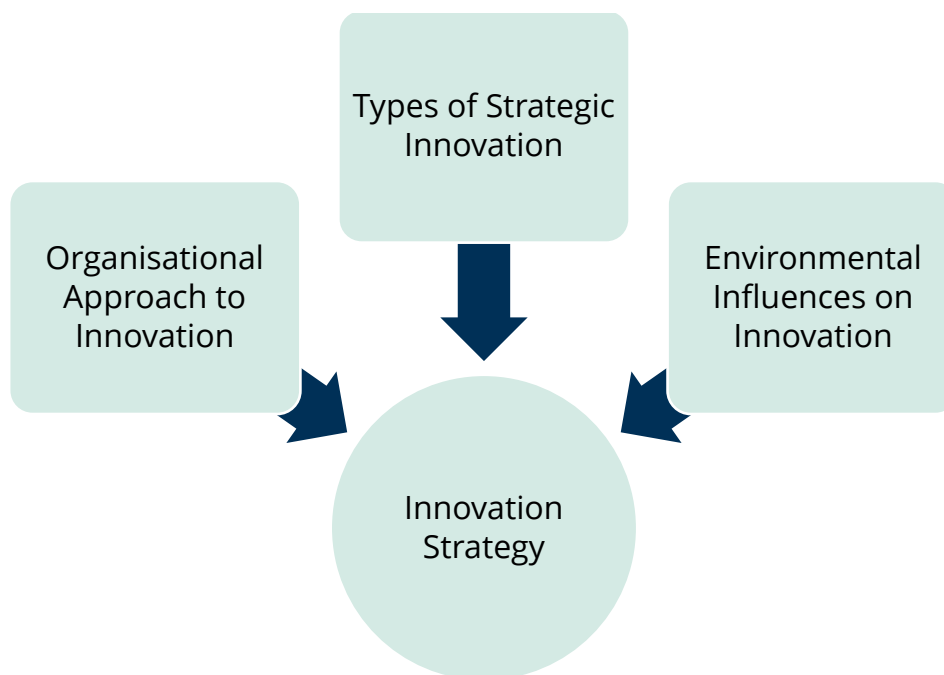


Figure 1: Factors related to strategic innovation.

Learning aim A addresses types of strategic innovation in a conceptual innovation framework, learning aim B focuses on the internal and external environment and how this influences an innovation strategy that supports corporate strategies, and learning aim C concentrates on the way organisations approach the use and management of innovation to deliver corporate aims and objectives.

For learners to be able to meet the requirements of each learning aim, it is very important that the delivery for this unit follows the sequencing of the learning aims. Additionally, learners would benefit from a delivery programme in which this unit, along with *Unit 9 Strategic Quality Management and Unit 10 Corporate Strategy; Concepts, Planning and Implementation*, are delivered as part of a single theme around 'Strategy'.

However, it is important that this unit is delivered *after* Unit 10, because this unit refers to key strategic concepts that are taught in Unit 10 relating to strategic innovation.

Teaching and learning should be learner-centred so that the learner becomes an integral part of lessons. To support this, the scheme of work and lesson plans do not rely only on teacher presentations, but also on a combination of presentations, paired activities and class-based discussion. Paired activities are extended into private study time through private study tasks that require learners to investigate specific topics. This approach will encourage interaction between learners and improve their confidence, communication skills and their ability to work as part of a team.

As well as encouraging learners to engage in appropriate research, to support the development of communication and team working, learners will work in pairs to deliver presentations based on knowledge gained during a lesson, and from the private study tasks. It is important to highlight here that level 7 learners will be required to engage in wider reading and research if they are to become inquisitive and enquiring learners, and, ultimately, informed and confident strategic managers.

Learners should have access to, or be directed to, centre- and/or locally based resources that will support research activity and team working skills. The scheme of work requires learners to engage in post-lesson reading, to reinforce learning, and to prepare for future lessons.

It would be beneficial to all learners if they were exposed to the world of work at a strategic level. Guest speakers who can focus on a specific aspect of the unit will add real value to teaching and learning. Learners could carry out some research about the speaker and his/her organisation so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction, and encourage learners to explore the concepts, theories and models introduced in formal settings through their own independent research and reading.

Assessment model

Table 1 below provides an overview of key content areas for each learning aim. It should be noted that there is a single assessment for this unit.

The assessment puts the learner in the role of a senior manager within an organisation where innovative practice is used to support strategic aims and objectives.

It is very important for learners to understand that all assessment criteria, and therefore all learning aims, must be met to achieve a pass.

Learning aim	Key content areas	Recommended assessment approach
A Understand strategic innovation	A1 Concepts of strategic innovation and innovation frameworks A2 Types of innovation A3 Key essentials for innovation A4 Innovation framework	The creation of an informed and well-developed report that presents the findings from an investigation into an organisation's current approach to innovation, how innovation is managed in the organisation, and how innovation is used to establish strategic options for a new managing director.
B Understand factors that influence strategic innovation	B1 External influencers B2 Internal influencers	
C Understand approaches and options to strategic innovation	C1 Relationship between corporate strategy and strategic innovation C2 Role of innovation management C3 Organisational approach to strategic innovation C4 Organisational options for strategic innovation	

Table 1: Assessment overview by learning aim.

Assessment guidance

The following provides guidance on what learners must include in the assessment tasks if they are to achieve the assessment criteria and learning aims.

Learning aims A to C

The report must be produced so that its recommendations are fully supported and justified. Part of the justification will be to demonstrate that the author (the learner) understands the fundamental concepts required for innovation. Learners must demonstrate an understanding of the types of innovation that organisations could adopt to support an innovation strategy where the aim is to develop corporate aims and objectives.

Newly acquired knowledge must be used to critically analyse an organisation's approach and use of innovation along with the use of concepts, theories and models that will support the assessment. This is very important given the critical approach required by some of the assessment criteria.

In conclusion to the report, learners should be able to determine an approach to strategic innovation, which an organisation could use to support corporate strategies.

The report must be produced for a high-level, strategic audience. The report must provide enough information and evidence, supported by sufficient and relevant justification and recommendations so that, ultimately, a decision can be taken by the managing director.

Note:

Where assessment criteria require learners to critically analyse and evaluate, this will need to be adequately demonstrated in the written evidence: learners must reach their own viewpoint based on an informed understanding of the unit's content and relevant theories, concepts and models.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Guidance advice on the delivery of the end-of-unit assessment

As you teach this qualification, you will notice that some of the units take a different approach to others for how to deliver the end-of-unit assessment. Some units suggest introducing the unit assessment during the course of the programme of study, while others suggest you introduce the assessment at the end of the programme of study.

If you would like to have the opportunity to feed back to your learners during the teaching of the unit, you may want to make some time during lessons later in the unit programme to introduce the assessment (for example, about lesson seven of a ten-lesson unit). This way you can give guidance, make clear the assessment requirements, and also mark the unit and give feedback to your learners to help with their progress.

Alternatively, you can give out the assessment in the final lesson and mark the unit, and give feedback once the programme for that unit is complete.

Unit 5: Strategic Innovation

Introduction

Learners are to be encouraged to engage in wider reading of the sources stated in the unit descriptor and this guide, and through sources identified by the learners themselves. This is necessary if learners are to be able to fully justify the recommendations that will form part of the assessment.

Learners will need to understand key concepts and models as stated in the scheme of work and lesson plans. They will need to critically analyse and evaluate these models before using them to demonstrate a deep understanding of the model's benefits, appropriateness to the context and situation and also the model's weaknesses.

Lesson 1 of the programme is to be used to introduce the unit as well as use of innovation to support the growth of Uzbek organisations.

Lessons are organised into a range of different activities. Note that during class discussions you should:

- encourage interaction from all learners using questions and answers if necessary
- record key learner comments on the whiteboard.

Unit 5: Strategic Innovation

During teacher presentations and class discussions learners should make notes.

Learning aim A: Understand strategic innovation

The theme for learning aim A is focused on learners gaining an understanding of the use of innovation in a strategic context.

Learners will be introduced to the concept of strategic innovation (topic A1), which will be explored through a combination of a teacher presentation, paired activity and class discussions. To reinforce this learning, learners will be directed to read from two different texts where the focus is the use of innovation in business.

Lesson 2 looks at types of innovation. Learners will be introduced to four types of innovation (incremental, disruptive, radical and architectural) before critically analysing each of the types in class discussions. The teaching is a combination of teacher presentations, a paired activity and class discussions. A paired activity will require learners to discuss the use of these types of innovation by Uzbek organisations before exploring this topic further in a class discussion. To reinforce this learning, learners will be directed to read from two different texts where the topic is types of strategic innovation.

Lesson 3 looks at the key essential requirements for strategic innovation, which include management support for innovation and employee collaboration and engagement, and how Uzbek organisations can adapt innovative processes, products and services to support their organisation. A paired activity will require learners to discuss the importance of what is essential to support innovation in an organisation, before exploring this topic further in a class discussion. To reinforce this learning, learners will be directed to read one chapter from two different texts, which are about the key essential requirements for strategic innovation.

The final topic for this learning aim (A4 Innovation Frameworks) will be the subject of lesson 4. The teacher will present the components of a framework (configuration, offering and experience) before learners engage in online research to investigate, then present to the rest of the class, how an organisation in Uzbekistan uses the innovation framework.

Learning aim B: Understand factors that influence strategic innovation

The theme of learning aim B is those factors which will influence an organisation's use of innovation at a strategic level.

Lesson 5 explores the internal factors that influence strategic innovation in an organisation (AC B1). Learners will conduct discussions in pairs, and as whole group work. A private study task will reinforce learning. In pairs, learners will investigate and analyse an organisation's internal factors influencing its use of innovation to support strategic plans. Learners will prepare a presentation to be delivered at the start of the next lesson.

Unit 5: Strategic Innovation

Following the learners' presentations at the beginning of lesson 6, learners will then focus on external factors which influence strategic innovation; the approach to teaching will be the same as that in lesson 5. To reinforce this learning, learners will be directed to read one chapter from two different texts, which are about factors which influence strategic innovation, to reinforce learning.

Note: Learners will not be required to conduct an environmental scan (e.g. SWOT and PESTLE analysis). The focus of this learning aim is on the factors themselves and not the impact they have. However, learners could be directed to conduct an environmental scan from an innovation perspective to support the assessment task.

Learning aim C: Understand approaches and options to strategic innovation

The themes of this learning aim are strategic approaches and options.

Learners will build on their understanding of corporate strategy in relation to strategic innovation by reviewing some corporate strategic options in lesson 7. In pairs, learners will conduct online research to investigate how strategic innovation supports an organisation's vision generation, option generation, strategy development and strategy implementation. The paired learners will present their findings to the class. A class discussion will consolidate this lesson's learning. To reinforce this learning, learners will be directed to read from two different texts about the relationship between corporate strategy and strategic innovation.

The theme of Lesson 8 is the role of strategic innovation management in an organisation (topic C2). In pairs, learners will engage in online research to investigate the role of strategic innovation management in an organisation. Learners will focus on the same organisation as the one used in lesson 7. Learners are to prepare and deliver presentations before a class discussion consolidates the learning in the lesson. To reinforce this learning, learners will be directed to read from two different texts where the topic is the management of innovation in organisations.

Lesson 9 is focused on organisational approaches to strategic innovation (topic C3). This lesson brings together all previous learning in the unit through an investigation of one organisation's approach to strategic innovation by pairs of learners, evaluating the organisation, based on the following themes:

- type(s) of innovation in use
- use of the essential requirements for innovation
- use of innovation management
- relevance to a strategic innovation framework
- specific internal factors which influence strategic innovation
- specific external factors which influence strategic innovation.

Unit 5: Strategic Innovation

In pairs, learners conduct the investigation and present their findings to the class. This is followed by a class discussion which consolidates the learning. The findings from this investigation will be revisited in the next lesson. Learners are to read one chapter from two different texts which are about options for strategic innovation to prepare for the next lesson.

The final lesson for this unit, lesson 10, will have two themes. Firstly, organisational options for strategic innovation will be explored with the teacher. Based on the findings from the paired activity in lesson 9, pairs of learners will develop suggestions for the options available to an organisation.

Secondly, the lesson will focus on the assessment and learners will discuss the whole unit so that the teacher can deal with any questions and concerns, before moving on to a discussion about the end-of-unit assessment.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 9: Strategic Quality Management
- Unit 10: Corporate Strategy; Concepts, Planning and Implementation.

Note that this unit should be taught after Unit 10, so that the concepts in that unit can be used in the teaching for Unit 5.

Resources

Textbooks

Burgelman R, Christensen C and Wheelwright S – *Strategic Management of Technology and Innovation* (5th Edition), McGraw-Hill Irwin (2019), ISBN-13: 9780071232302 (print)

Dodgeson M and Gann D M – *The Oxford Handbook of Innovation Management*, Oxford University Press (2017), ISBN-13: 9780199694945

Lockwood T and Papke E – *Innovation by Design*, Weiser (2017), ISBN-13: 9781632651167

McClellan D, *Strategic Planning: As Easy as A, B, C*, Lulu Publishing (2015), ISBN-13: 9781483422442 (print) ISBN-13: 9781483422435 (electronic)

Journals

European Journal of Innovation Management (Emerald)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business Publishing)

Information Management (SourceMedia)

Information Technology and People (Emerald)

International Journal of Information Management (Elsevier)

Journal of Business Strategy (Emerald)

Management Today (Haymarket Business Media)

Strategic Change (John Wiley and Sons)

Websites

www.ft.com – Financial Times

www.innovationmanagement.se – Innovation Management

www.iod.com – Institute of Directors

www.managers.org.uk – Chartered Management Institute

www.prweek.com – Public Relations

www.sps.org.uk – Strategic Planning Society

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 5: Strategic Innovation
Guided Learning Hours	30
Number of lessons	10
Duration of lessons	3 hours
Links to other units	Unit 9: Strategic Quality Management Unit 10: Corporate Strategy; Concepts, Planning and Implementation

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Introduction to the unit and its assessment Introduction to the concept of innovation Topic A1 Strategic innovation.		<ul style="list-style-type: none"> • Lead in: Introduction to the unit descriptor's content, assessment criteria and additional resources. • Teacher-led discussion: Explore the concept of innovation in a business context. • Teacher presentation (PS1): Strategic Innovation: based on the indicative content for this learning aim, the presentation will set the scene for the remainder of the unit. • Paired activity: Learners discuss examples of how business in Uzbekistan has used innovation to support its growth. 	Unit descriptor Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Explore further the findings from the paired activity. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners read one chapter from two different texts about the use of innovation in business, to reinforce learning. 	
2	<p>Topic A2</p> <p>Types of strategic Innovation</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 1. • Teacher-led discussion: Based on the private study task about the use of innovation in business. • Teacher presentation (PS2): Incremental innovation and disruptive innovation. • Teacher-led discussion: Critically analyse the two types. • Teacher presentation (PS3): Architectural innovation and radical innovation. • Teacher-led discussion: Critically analyse the two concepts. • Paired activity: Learners discuss the use of these types of innovation by Uzbek organisations. • Teacher-led discussion: Explore further the findings from the paired activity. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. 	<p>Lesson 1 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Private study: Learners to read one chapter from two different texts about types of strategic innovation, to reinforce learning. 	
3	<p>Topic A3</p> <p>Key essentials for strategic innovation</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 2. • Teacher-led discussion: Based on the private study task about types of strategic innovation. • Teacher presentation (PS4): Management support for innovation and employee collaboration and engagement. • Paired activity: Learners discuss the importance of these essentials (management support and employee engagement) to supporting innovation in an organisation. • Teacher presentation (PS5): Adapting the innovation process, and aligning products and services to an innovation life cycle. • Paired activity: Learners discuss the importance of these essentials to supporting innovation in an organisation. • Teacher presentation (PS6): Sufficient and appropriate knowledge pool and corporate environment which embraces and encourages innovation. • Paired activity: Learners discuss the importance of these essentials to supporting innovation in an organisation. • Teacher-led discussion: To review the discussions taken place in the paired activities. 	<p>Lesson 2 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about the key essentials for strategic innovation, to reinforce learning. 	
4	Topic A4 Innovation frameworks		<ul style="list-style-type: none"> • Lead in: Review of lesson 3. • Teacher-led discussion: Based on the private study task about the key essentials for strategic innovation. • Teacher presentation (PS7): Innovation framework – configuration. • Teacher presentation (PS8): Innovation framework – offering. • Teacher presentation (PS9): Innovation framework – experience. • Paired activity: Learners conduct online research to investigate how an organisation in Uzbekistan uses the innovation framework. • Paired activity: Each pair of learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. 	Lesson 3 private study task suggested answer Presentation slides and notes Whiteboard and pens Internet-connected computers for paired activity

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Private study: Learners to read one chapter from two different texts about innovation frameworks, to reinforce learning. 	
5	<p>Topic B1</p> <p>Internal factors which influence strategic innovation</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 4. • Teacher-led discussion: Based on the private study task about innovation frameworks. • Paired activity: Learners discuss internal factors that influence strategic innovation. • Paired activity: Each pair of learners to present findings from the activity to the class • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS10): Based on the content of this learning aim to ensure all key factors are discussed. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: In pairs, learners to investigate an organisation's internal factors that influence its use of innovation to support strategic plans. Learners to prepare a presentation to be delivered in lesson 6. 	<p>Lesson 4 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
6	<p>Topic B2</p> <p>External factors which influence strategic innovation</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 5. • Paired activity: Each pair of learners to present findings from the Private study task to the class. • Teacher-led discussion: Based on the presentations. • Paired activity: Learners discuss external factors that influence strategic innovation. • Paired activity: Each pair of learners to present findings from the activity to the class • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS11): Based on the content of this learning aim to ensure all key factors are discussed. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about factors, which influence strategic innovation, to reinforce learning. 	<p>Lesson 5 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>
7	<p>Topic C1</p> <p>Relationship between corporate strategy and strategic innovation</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 6. • Teacher-led discussion: Based on the private study task about factors, which influence strategic innovation. • Teacher presentation (PS12): Corporate strategic options. 	<p>Lesson 6 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners conduct online research to investigate how strategic innovation supports an organisation's vision generation, option generation, strategy development and strategy implementation. • Paired activity: Each pair of learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts on the relationship between corporate strategy and strategic innovation, to reinforce learning. 	Internet-connected computers for paired activity
8	Topic C2 Role of strategic innovation management in an organisation		<ul style="list-style-type: none"> • Lead in: Review of lesson 7. • Teacher-led discussion: Based on the private study task about the relationship between corporate strategy and strategic innovation. • Teacher presentation (PS13): Role of management. • Paired activity: Learners conduct online research to investigate the role of strategic innovation management in an organisation. Use the same organisation as the one used in lesson 7. • Paired activity: Each pair of learners to present findings from the activity to the class. 	Lesson 7 private study task suggested answer Presentation slides and notes Whiteboard and pens Internet-connected computers for paired activity

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Based on the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts, which are about the management of innovation in organisations, to reinforce learning. 	
9	Topic C3 Organisational approaches to strategic innovation		<ul style="list-style-type: none"> • Lead in: Review of lesson 8. • Teacher-led discussion: Based on the private study task about the management of innovation in organisations. • Teacher presentation (PS14): Recap of all lessons. • Paired activity: Based on teaching and learning from all previous lessons, learners are to investigate an organisation focusing on the following themes: <ul style="list-style-type: none"> ○ type(s) of innovation in use ○ use of the essentials for innovation ○ use of innovation management ○ relevance to a strategic innovation framework ○ specific internal factors which influence strategic innovation ○ specific external factors which influence strategic innovation. 	Lesson 8 private study task suggested answer Presentation slides and notes Whiteboard and pens Case study for paired activity

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Each pair of learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about options for strategic innovation to prepare for the next lesson. 	
10	<p>Topic C4</p> <p>Organisational options for strategic innovation</p> <p>Unit Review</p> <p>Assessment Workshop</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 9. • Teacher-led discussion: Based on the private study task about options for strategic innovation. • Teacher presentation (PS15): Organisational options for strategic innovation. • Paired activity: Based on the findings from the paired activity in lesson 9 and the previous presentation, learners are to develop suggestions for the options available to an organisation. • Teacher-led discussion: Based on the paired activity. • Teacher-led discussion: To discuss the unit as a whole and to deal with any queries and concerns. • Teacher-led discussion: To consider the assessment. 	<p>Lesson 9 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Case study for paired activity from lesson 9</p> <p>Unit authorised assignment brief</p> <p>Unit specification</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none">• Plenary: Teacher to confirm understanding and set the scene for the self-directed assessment research.• Private study: Learners to prepare for the assessment.	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	1 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the purpose of the unit, its assessment, and the resources that will support their learning • the concept of innovation • how business in Uzbekistan uses innovation to support growth.
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Resources checklist	<ul style="list-style-type: none"> • Unit descriptor • PS1: Presentation slides and notes • Whiteboard and pens
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to introduce the unit descriptor’s content, assessment criteria and additional resources. • Teacher to ensure all learners’ questions and concerns are addressed before moving onto the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher should lead the class in exploring the concept of innovation in a business context and record learner comments on the whiteboard. • Teacher presentation (PS1): On the concept of strategic innovation including: <ul style="list-style-type: none"> • reinvention and/or redesign of; <ul style="list-style-type: none"> ○ process ○ product ○ service • creation of competitive advantage • adaptation to technological and intellectual advancements. • Paired activity: Learners discuss examples of how business in Uzbekistan has used innovation to support its growth. • Teacher-led discussion: Exploring further the findings from the paired activity.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the use of innovation in business, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	2 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand types of strategic innovation • be able to critically analyse the types of innovation • understand types of innovation used by Uzbek organisations.
Resources checklist	<ul style="list-style-type: none"> • Lesson 1 private study task suggested answer • PS2 and PS3: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 1 with class. • Teacher to ensure all learners' questions and concerns are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Discuss the private study task about the use of innovation in business; teacher should record learner comments on the whiteboard. • Teacher should have a prepared answer to ensure all key points are discussed. • Teacher presentation (PS2): Incremental innovation and disruptive innovation. • Teacher-led discussion: Critically analyse the two types of strategic innovation (incremental and disruptive), focusing on the advantages and disadvantages of each concept. • Teacher presentation (PS3): Architectural innovation and radical innovation. • Teacher-led discussion: Critically analyse the two types of strategic innovation (architectural and radical innovation) focusing on the advantages and disadvantages of each concept. • Paired activity: Learners discuss the use of these types of innovation by Uzbek organisations. • Teacher-led discussion: Explore further the findings from the paired activity.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the use of innovation in business, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	3 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • some of the key essentials for strategic innovation • the importance of these key essentials to supporting innovation in an organisation.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 2 private study task suggested answer • PS4, PS5 and PS6: Presentation slides and notes • Whiteboard and pens • AS2: mini case study
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 2 with class. • Teacher to ensure all learners' questions and concerns are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: On types of strategic innovation. The teacher should have a prepared answer to ensure all key points are discussed. • Teacher presentation (PS4): On management support for innovation, and employee collaboration and engagement. • Paired activity: Learners to discuss the importance of these essentials (management support and employee engagement) to supporting innovation in an organisation. • Teacher presentation (PS5): On adapting the innovation process and aligning products and services to an innovation life cycle. • Paired activity: Learners to discuss the importance of these essentials to supporting innovation in an organisation (adapting the innovation process and aligning products and services to an innovation life cycle). • Teacher presentation (PS6): On the importance of having a sufficient and appropriate knowledge pool and corporate environment which embraces and encourages innovation. • Paired activity: Learners to discuss the importance of these essentials (a good knowledge pool and a supportive corporate environment) in supporting innovation in an organisation. • Teacher-led discussion: To review the discussions that have taken place in the paired activities.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the use of innovation in business, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	4 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the different components of an innovation framework • be able to investigate how an organisation in Uzbekistan uses the innovation framework • understand how an organisation in Uzbekistan uses the innovation framework.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 3 private study task suggested answer • PS7, PS8 and PS9: Presentation slides and notes • Whiteboard and pens • Internet-connected computers for paired activity
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 3 with class. • Teacher to ensure all learners' questions and concerns about lesson 3 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: On the private study task about the key essentials for strategic innovation; teacher should record learner comments on the whiteboard. The teacher should have a prepared answer to ensure all key points are discussed. • Teacher presentation (PS7): On innovation framework – configuration. • Teacher presentation (PS8): On innovation Framework – offering. • Teacher presentation (PS9): On innovation framework – experience. • Paired activity: Learners to carry out online research in pairs to investigate how an organisation in Uzbekistan uses the innovation framework. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the use of innovation in business, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	5 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the key internal factors that influence strategic innovation • be able to investigate an organisation's internal factors that influence its use of innovation to support strategic plans.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 4 private study suggested answer • PS10: Presentation slides and notes • Whiteboard and pens
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 4 with class. • Teacher to ensure all learners' questions and concerns about lesson 4 are addressed before moving onto the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: On the private study task about innovation frameworks; teacher should record learner comments on the whiteboard. Teacher should have a prepared answer to ensure all key points are discussed. • Paired activity: Learners to discuss the internal factors that influence strategic innovation. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS10): On the content of this lesson objective to ensure all key factors are discussed. The key factors are: <ul style="list-style-type: none"> ○ availability of finance ○ intellectual capacity ○ strategic direction ○ intellectual property rights ○ organisational culture ○ internal politics.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Paired activity to investigate an organisation's internal factors that influence its use of innovation to support strategic plans. • Learners to prepare a presentation to be delivered in lesson 6.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	6 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand external factors that influence strategic innovation • be able to discuss these factors in context.
Resources checklist	<ul style="list-style-type: none"> • Lesson 5 private study task suggested answer • PS11: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 5 with class. • Teacher to ensure all learners' questions and concerns about lesson 5 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners to present their findings based on private study task about investigating an organisation's external factors, which influence its use of innovation to support strategic plans. • Teacher-led discussion: Based on the presentations. • Paired activity: Learners to discuss external factors, which influence strategic innovation. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS11): On the content of this learning aim to ensure all key factors are discussed. The factors are: <ul style="list-style-type: none"> ○ competitor activity ○ legislation ○ technological advancements ○ government policy ○ customers and consumers ○ supply chain.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about factors that influence strategic innovation, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	7 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand factors that influence innovation • be able to investigate how strategic innovation supports an organisation's corporate strategy • understand how strategic innovation supports an organisation's generation of its vision, its innovative options, its strategy development and strategy implementation.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 6 private study task suggested answer • PS12: Presentation slides and notes • Whiteboard and pens • Internet-connected computers for paired activity
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 6 with class. • Teacher to ensure all learners' questions and concerns about lesson 6 are addressed before moving onto the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task about factors that influence strategic innovation. • Teacher presentation (PS12): On corporate strategic options. • Paired activity: Learners to carry out online research to investigate how strategic innovation supports an organisation's vision generation, option generation, strategy development and strategy implementation. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts on the relationship between corporate strategy and strategic innovation, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	8 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the role of management in organisations • be able to investigate the role of strategic innovation management in an organisation • understand the role of strategic innovation management in an organisation • understand positive and negative conflict.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 7 private study task suggested answer • PS13: Presentation slides and notes • Whiteboard and pens • Internet-connected computers for paired activity
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 7 with class. • Teacher to ensure all learners' questions and concerns about lesson 7 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task about the relationship between corporate strategy and strategic innovation. • Teacher presentation (PS13): On the role of management. • Paired activity: Learners to carry out online research to investigate the role of strategic innovation management in an organisation. Use the same organisation as the one used in lesson 7. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts on the relationship between corporate strategy and strategic innovation, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	9 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the range of approaches to strategic innovation in an organisation • be able to investigate an Uzbek organisation's adoption of innovative approaches to support its strategic objectives.
Resources checklist	<ul style="list-style-type: none"> • Lesson 8 private study task suggested answer • PS14: Presentation slides and notes • Whiteboard and pens • AS1: Case study for paired activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 8 with class. • Teacher to ensure all learners' questions and concerns about lesson 8 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task about the management of innovation in organisations. • Teacher presentation (PS14): To remind learners of the key concepts and themes of this unit. • Paired activity: Learners to investigate an organisation focusing on the following themes, which are based on teaching and learning from all previous units: <ul style="list-style-type: none"> ○ type(s) of innovation in use ○ use of the essentials for innovation ○ use of innovation management ○ relevance to a strategic innovation framework ○ specific internal factors which influence strategic innovation ○ specific external factors which influence strategic innovation. • Paired activity: Learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about options for strategic innovation to prepare for the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Lesson number	10 (180 minutes)
Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • how to evaluate options for an organisation's innovation strategy • the unit's assessment requirements.
Resources checklist	<ul style="list-style-type: none"> • Lesson 9 private study suggested answer • PS15: Presentation slides and notes • Whiteboard and pens • AS1: Case study for paired activity (same as for lesson 9) • Unit authorised assignment brief • Unit specification
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher to review lesson 9 with class. • Teacher to ensure all learners' questions and concerns about lesson 9 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task about options for strategic innovation. • Teacher presentation (PS15): On organisational options for strategic innovation. • Paired activity: Learners to develop suggestions for the options available to an organisation, based on the findings from the paired activity in lesson 9, and the previous presentation. • Teacher-led discussion: Based on the paired activity. • Teacher-led discussion: About the whole unit, dealing with any queries and concerns. • Teacher-led discussion: To consider the assessment.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the assessment.
Private study	Learners to prepare for the assessment.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 5: Strategic Innovation
Learning aims	<p>A Understand strategic innovation</p> <p>B Understand factors that influence strategic innovation</p> <p>C Understand approaches and options to strategic innovation</p>
Assignment title	Supporting Corporate Strategies through Strategic Innovation
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p><i>This assignment must be answered in relation to the organisation you currently work in, or an organisation of which you have knowledge.</i></p> <p>You hold a senior manager position within an organisation where innovation is used to support strategic aims and objectives.</p> <p>The organisation will shortly be welcoming a new managing director (MD) as it will be implementing a strategy where innovation will support growth.</p> <p>The board have tasked you to investigate the organisation's current approach to innovation, how innovation is managed within the organisation and to establish the strategic options which the new MD could consider.</p>
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Task 1	You are required to produce a formal report that will be presented to the new MD.
Checklist of evidence required	<ul style="list-style-type: none"> • A report of between 3200 and 3500 words produced in a recognised and appropriate format. • A reference list in an appropriate format. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Evaluate the concept of strategic innovation.
A.P2	Analyse types of strategic innovation.
A.P3	Analyse key essentials for strategic innovation.
A.P4	Evaluate the concept of innovation frameworks.
B.P1	Analyse internal factors, which influence strategic innovation.
B.P2	Analyse external factors, which influence innovation.
C.P1	Critically analyse the relationship between corporate strategy and strategic innovation.
C.P2	Evaluate the role of innovation management in an organisation.
C.P3	Critically evaluate an organisation's approach to strategic innovation.
C.P4	Evaluate an organisation's options for strategic innovation.

Sources of information to support you with this assignment	<ul style="list-style-type: none"> • Refer to the suggested resources in the unit descriptor for this unit. • Refer to the suggested resources in the unit descriptor for: <ul style="list-style-type: none"> ○ Unit 9: Strategic Quality Management ○ Unit 10: Corporate Strategy; concepts, planning and implementation.
Other assessment materials attached to this assignment brief	None.

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ISBN 978-1-4469-6204-6
9 781446 962046 >