

MODULE DESCRIPTOR

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| TITLE | Skills for Enterprise |
| MODULE CODE | 44-5796-00S |
| LEVEL | 5 |
| CREDITS | 20 |
| FACULTY | Sheffield Business School |
| DEPARTMENT | Department of Management |
| SUBJECT GROUP | Strategic Management |
| MODULE LEADER | Sue Marriott and Anna Tian |
| DATE OF APPROVAL | 16 th /17 th October |

MODULE AIM

There are clear linkages between enterprise and prosperity: leading world economies and governments demonstrate a strong focus on entrepreneurship and innovation, particularly evident here in the UK. Both individuals and organisations need to work to develop and sustain a culture of creativity and innovation in order to ensure sustainability and the ability to change and adapt according to circumstances around them. This is where the module lends itself towards skills that students can develop and harness in this rapidly changing society.

Skills for enterprise aims to develop enterprising, confident and competent graduates who are able to operate in a variety of organisational environments, develop and recognise new opportunities, effectively balance risks and work alongside various stakeholders to achieve successful outcomes. The module will assist in inspiring those students wishing to seek self-employment but also aim to develop creative thinkers to enhance the organisations in which they will work both on placement but also after graduation.

MODULE LEARNING OUTCOMES

| LO | Learning Outcome |
|-----------|--|
| 1 | Demonstrate transferable enterprising skills and the application of these in modern, real life contexts (Start-up or organisational) by conducting a management project. |
| 2 | Apply concepts, theories and models in real life scenarios and assess how they might be adjusted to suit varying requirements of key stakeholders. |
| 3 | Critically reflect on individual personal, professional and interpersonal development requirements and how these need to be enhanced over the course of study at university. |

INDICATIVE CONTENT

Effective Networking!

- Experience, Attributes and Skills Required
- Why networking is crucial to success
- Who do you know, and who do they know!
- Networking online and developing an online presence
- Managing your network and the skills required to exploit opportunities

Becoming an Entrepreneur

- Enterprise and Entrepreneurship
- The pros and cons of setting up a new venture
- Skills for success
- Business Planning
- Coming up with creative ideas
- Steps for achieving your goals
- Sell, Sell, Sell – tactics for selling more effectively

Creative Thinking and problem solving – Thinking about Thinking!

- Frameworks for problem solving
- Divergent Techniques
- Barriers to effective problem solving in organisations
- Developing creative thinking skills
- Emotional Intelligence and how it helps

Evaluating the Business Idea

- What you need to know
- Personal Attributes
- Knowing your customers
- Resources
- Capital Planning and Evaluation

Digital Technologies for Enterprise

- Search Engine Optimisation – Thinking how Google Thinks
- Managing e-commerce online and introduction
- Setting up your first website
- Selling yourself and your business online

Teamwork in organisations

- The changing landscape of organisations and individuals
- Teams and why they matter
- Team working and team building
- Individual Collectivism – a different approach on teams
- Working towards an end goal – re-thinking strategy
- Transactional Analysis and its purpose

From Entrepreneur to Leader

- Changing Skills
- The role of the leader
- Evolving Vision
- Styles of management
- Structure, change and task complexity
- Creating an entrepreneurial culture
- Entrepreneurial leadership skills

LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS

The learning and teaching approach for this module reflects the standards outlined in the universities quality standards for modular learning. The module will use an extremely varied range of teaching methods. It will provide highly participative opportunities for experiential learning, to meet the learning outcomes and develop the necessary skills outlined in this document. The module and its assessment will aim to foster self-directed and independent learners, combined with a strong emphasis on self-reflection.

Lectures and workshop sessions will be ran by internal university staff but will also feature opportunities for external experts from a variety of industries to come in and talk, as well as other students, entrepreneurs and alumni students who have previously graduated from the enterprise management course.

Workshops will allow the exploration of the theory put in to a practical setting and allow students time to think about the skill development areas they are to achieve, whilst on placement and in to the final year of their course. Scenarios from the 'real world' will be introduced to challenge the students thinking in various setting and allow them to look at problems/issues and organisational tasks through varying lenses; thus preparing them to be adaptable to change.

Throughout the module students will be encouraged to think creatively across a range of disciplines with the potential for cross faculty, inter-disciplinary and inter-level collaborations to take place in order to expand their knowledge.

Field work and practical tasks will play a pivotal role in the module learning outcomes and will include team building, community development, networking and business selling tasks in the 'safe' university environment, where failure and risk taking will be both tolerated and promoted.

All of this practical experience will assist in promoting the complexity of enterprise in the 21st century to modern graduates and equip them with the necessary tools to cope with graduate employment after completing university.

ASSESSMENT DESCRIPTION

- The assessment for this module is centred around a small group of students setting up a new venture within the confines of Sheffield Hallam University -a 'Pop-up' Business, within the Business School or working with another Faculty (Engineering for example).
- Groups will be expected to deliver a 10 minute presentation using a digital poster of their proposed venture idea/plan.
- Students will then be expected to write up a reflective evaluation of the enterprise/business skills developed whilst undertaking the venture.

ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)

| Task No. | Description of Assessment Task | Task Weighting % | Word Count or Exam Duration | Sub-tasks Y/N | IMR Y/N | Final Task Y/N |
|-----------------|---------------------------------------|-------------------------|------------------------------------|----------------------|----------------|-----------------------|
| 1 | Group presentation - Digital Poster | 50 | 2000 | N | N | N |
| 2 | Individual essay | 50 | 2000 | N | N | Y |

ANY ADDITIONAL REQUIREMENTS FOR THIS MODULE

Support for the 'pop-up' businesses which will operate within Sheffield Hallam University. Designated areas within the University where these ventures can be run will be required.

E-Portfolio Reflective Tool

The approach to learning and teaching within this module will be further supported through the adoption of methods which support the use of flexible and distributed approaches to learning (FDL) meaning that you will be able to engage with learning in innovative and challenging ways using PebblePad outside the classroom throughout the course of this module.

Sheffield Hallam's E-Portfolio tool is a reflective learning tool which provides a space for you to record, store and structure a collection of your evidence that will demonstrate your learning achievements and abilities whilst on the module and also as a lifelong learning tool when you leave the university and move in to employment. For the module it is an essential elements you put together a dossier of evidence and it is suggested an e-portfolio is a useful way of doing this for the module. More support will be provided in the sessions on how to use the e-portfolio.

Specifically the e-portfolio provides the module with:

- Web based E-Portfolio encouraging students to reflect on their learning, collect evidence of that learning and to create records of this for assessment to share with others.
- A more student centred approach to teaching and learning
- Evidence based assessment submission.
- Online mechanism for tutor feedback and interaction.
- Record of learning and development throughout the course.
- Enhancement of personal development planning.
- Online Community to share and reflect on organisational practices as well supporting distance learning.
- Personal Blogs to exploit new technologies and record individual progress and group learning.

FEEDBACK TO STUDENTS

Formative feedback and feed forward will be given during seminars as outlined in the schedule of study.

Electronic feedback will be provided which reflects the marking criteria which follow.

Further guidance on each assignment will be provided on Blackboard before the due date.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Ashton, R 2009, How to Start Your Own business, Pearson Education Limited, Harlow, London

Bridge, R 2006, My Big Idea: 30 Successful Entrepreneurs Reveal How They Found Inspiration, Kogan Page, London, England

Rook S. The Graduate Career Guidebook, Palgrave (2014)

RESEARCH MODULES ONLY: DOES MODULE REQUIRE APPROVAL OF FACULTY RESEARCH ETHICS COMMITTEE? NO**MODULE STUDY HOURS (KEY INFORMATION SET)**

| Module Study Hours - Breakdown of Hours by Type | | |
|---|----------------------|---------------------|
| Scheduled Learning and Teaching Activity type* | Hours by type | KIS category |
| Lecture | 12 | Scheduled LandT |
| Seminar | 36 | Scheduled LandT |
| Scheduled Learning and Teaching Activities sub-total | 48 | |
| Guided Independent Study | 152 | Independent |
| Total Number of Study Hours (based on 10 hours per credit) | 200 | |

CHECKED

| Date | Reason |
|-------------|------------------------------|
| June 2015 | Checked Against SI - correct |

REVISIONS

| Date | Reason |
|-------------|---------------|
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