

Module Specification:

Driving Innovation

Driving Innovation is a 17 credit elective module which sits within the suite of Level 6 modules.



To gain the CIM Level 6 Diploma in Professional Marketing a pass in **BOTH** mandatory modules plus **ONE** elective module is required. However, each module can be taken as a standalone module to gain a module award.

Aim of the module

The module outlines the importance of how taking a visionary approach, and embedding innovation, can help organisations deal with the challenges of a fast-moving marketplace. It focuses on how an understanding of the relationship between marketing and entrepreneurship can enable organisations to deliver compelling marketing solutions. It presents the key factors in building and nurturing innovation throughout the organisation and within the marketing function. It provides an appreciation of the role of internal marketing in supporting a culture of innovation and in implementing change programmes.

Module structure

The module comprises three units of two learning outcomes each. Each learning outcome will be covered by the related assessment criteria and will be assessed by way of assignment. The assessment will require submission of an assignment based on a given scenario and an organisation of choice.

The learning outcomes and assessment criteria, along with the indicative content, are detailed in the Driving Innovation module content which follows.

CIM Level 6 Diploma in Professional Marketing Qualification Specification

Please refer to the CIM Level 6 Diploma in Professional Marketing Qualification Specification for all other information relating to the CIM Level 6 Diploma in Professional Marketing including:

- CIM Professional Marketing Competencies
- The Level 6 qualification structure
- Who it's for
- Entry requirements
- The Modular Pathway
- Progression
- Credits and Total Qualification Time (TQT)
- Modes of study
- How it's assessed – assessment methodology
- How the assessment is delivered and when
- How it's graded
- When are results issued?
- Module specifications
- What we mean by command words

Module Content: Driving Innovation

| | | |
|---------|------------------|-------------------------------------|
| Level 6 | Credit value: 17 | Total Qualification Time: 170 hours |
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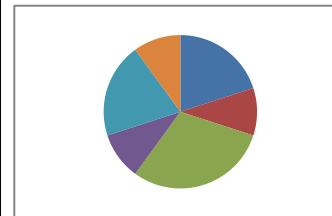
Purpose statement

Fast-moving environments can present significant challenges and opportunities to the marketer and the organisation. This module will enable you to take a visionary approach and embed innovation through the lens of entrepreneurial marketing.

Assessment

Work-based assignment

Module weighting



LO 1 – 15% weighting
LO 2 – 15% weighting
LO 3 – 15% weighting
LO 4 – 15% weighting
LO 5 – 20% weighting
LO 6 – 20% weighting

Overarching learning outcomes

By the end of this module learners should be able to:

Entrepreneurial Marketing

- Understand the relationship between marketing and entrepreneurship
- Apply an entrepreneurial response to change and to delivering marketing solutions

Innovation

- Understand the key factors that facilitate and nurture innovation in organisations
- Apply principles of innovation throughout the marketing function

The Marketing Champion

- Analyse the role of internal marketing to drive innovation
- Develop appropriate plans for implementing effective marketing-led and innovation-focused organisational change

Unit 1: Entrepreneurial Marketing

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
|---|---|---|
| 1. Understand the relationship between marketing and entrepreneurship | 1.1 Evaluate how innovation is changing the external market and has the potential to disrupt the organisation's industry sector | <ul style="list-style-type: none"> • Environmental scanning, trends, uncertainties; discovery theory • Disruptive innovation and digital disruption • Emerging economies and innovations • Cultural change • Competitive advantage – new competitive approaches: creative destruction theory |
| | 1.2 Analyse the different approaches by which business ideas can be converted into entrepreneurial opportunities | <ul style="list-style-type: none"> • Intuitive, 'gut feel', insights • Discovery-driven planning • Traditional business plans • Developing business models • Internal and external approaches |
| | 1.3 Identify the gap between current marketing strategy and becoming more entrepreneurial as an organisation | <ul style="list-style-type: none"> • Blue Ocean Strategy • The customer-centred innovation map • Experimental learning and creation of new market demand; creation theory • Market-driven and market-driving strategy • Deliberate vs. emergent approaches • Exploiting gaps in dynamic markets |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
|--|---|---|
| | 1.4 Evaluate the extent to which mainstream and new marketing approaches are appropriate in a range of entrepreneurial contexts | <ul style="list-style-type: none"> • Market tests vs. market research • Market sizing and potential in incipient and latent markets • Competing and collaborating • Market entry via niches and highly segmented markets • Exploitation of market adjacencies • Short-term ploys, cannibalisation and hypercompetitive markets • Innovative use of social media and ICT • Modifying the marketing mix in entrepreneurial contexts |
| 2. Apply an entrepreneurial response to change and to delivering marketing solutions | 2.1 Develop competitive marketing solutions for projects with limited resources | <ul style="list-style-type: none"> • Marketing tools and techniques for new sectors/market • Judo and Aikido strategies • Web 2.0, word of mouth, viral and guerrilla marketing • Personal credibility and social/professional networks • Partnership working • Management of knowledge |
| | 2.2 Apply entrepreneurial approaches to new product and service development | <ul style="list-style-type: none"> • Generating ideas • Screening • Business analysis • Development of a small-scale trial (usually technology supported) • Testing techniques • Commercial launch • Effective exit routes for unsuccessful ventures |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
|---|--|--|
| | 2.3 Develop a compelling proposition to senior managers, investors and/or lenders | <ul style="list-style-type: none"> • Business model • Revenue elements – proposition, market segments, needs, distribution, income generation • Cost elements – value chain and processes, resources and capabilities, people • Profit formula, forecasts and capital requirements |
| | 2.4 Appraise the concept and role of effective leadership of entrepreneurial teams | <ul style="list-style-type: none"> • Personal attributes of a successful entrepreneurial leader • Team selection • Using external experts • Remote and virtual teams • Team resilience • Openness and risk taking • Flexibility and ability to adapt to changing environments |

Unit 2: Innovation

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
|---|---|--|
| 3. Understand the key factors that facilitate and nurture innovation in organisations | 3.1 Apply the different dimensions of innovation with reference to practical examples | <ul style="list-style-type: none"> • Invention, creativity and innovation • Disruptive and sustaining innovations • Product, process and platform innovation • Open and closed approaches to innovation • Radical and incremental forms of innovation • Market pull vs. technology push • Business model innovation • Forms of advantage for first movers/fast or slow followers • Innovation diffusion |
| | 3.2 Analyse the key features of an innovative organisation | <ul style="list-style-type: none"> • Vision and styles of leadership • Organisational structures • Key individuals and team working • Creative climate • External focus – market orientation, boundary spanning and networks |
| | 3.3 Assess the creative climate of an organisation or parts of an organisation | <ul style="list-style-type: none"> • Difference between climate and organisational culture • Levels of trust and openness • Challenge and involvement • Space and support for ideas • Managing conflict and debate constructively • Attitudes to risk taking • Degrees of freedom to experiment • Fit with business strategy |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
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| | 3.4 Evaluate the roles played by external networks in facilitating innovation within an organisation | <ul style="list-style-type: none"> • Strategic alliances • Innovation networks and platforms/ecosystems • iForm organisations and research commons • Collaborative learning • Ideagoras and crowdsourcing • Co-creation with customers and leading practitioners |
| 4. Apply principles of innovation throughout the marketing function | 4.1 Recommend how the marketing function can support innovative practices | <ul style="list-style-type: none"> • Recruitment and selection of team • Compensation and sharing value created • Cross-functional and self-managing teams • Learning, training and development • Information sharing |
| | 4.2 Discuss how various forms of innovation networks can be applied to the organisation | <ul style="list-style-type: none"> • Customer relationships – eg, conducting user trials, involving leading practitioners and other forms of co-creation • Use of online forums • Engagement of suppliers and wider networks • Managing different types of innovation networks including Ideagoras, crowdsourcing and other open platforms |
| | 4.3 Create appropriate innovative marketing programmes | <ul style="list-style-type: none"> • Novel marketing approaches • Re-writing the rules • Reconfiguring marketing processes • Utilising digital • Assessing acceptability, feasibility or suitability |

Unit 3: The Marketing Champion

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
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| 5. Analyse the role of internal marketing to drive innovation. | 5.1 Explain the role internal marketing plays in the successful implementation of plans and supporting innovation | <ul style="list-style-type: none"> • Application of the internal marketing concept • Aligning, educating and motivating employees • Implementation of corporate or functional strategies • Underpinning knowledge management – learning and unlearning routines • Customer orientation and satisfaction • Reducing inter-functional friction • Facilitating inter-departmental co-ordination and integration |
| | 5.2 Discuss the relationship between internal marketing, leadership, Human Resources Management (HRM) and other business functions | <ul style="list-style-type: none"> • Senior leadership representation, buy-in and recognition of the significance of marketing • Internal marketing led by the HRM or the marketing function • Issues arising from split/joint responsibility for internal corporate communications • Employees as customers: motivation and satisfaction • Jobs to fit employee needs • Attracting, developing, motivating and retaining talent • The sales/marketing axis in marketing and communicating marketing objectives • Internal relationships with other functions: research and development, finance, manufacturing, operations, project management |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
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| | 5.3 Create an appropriate internal marketing plan | <ul style="list-style-type: none"> • Internal audit • Objective setting • Internal market segmentation on attitudes to change • Internal marketing mix • Internal implementation • Evaluation criteria |
| | 5.4 Assess how new concepts and digital media are changing internal marketing approaches | <ul style="list-style-type: none"> • New segments – Gen Y/digital natives • Increased diversity of workforce and born-global organisations • Internal customer engagement – creation/management of communities and tribes within the organisation • Co-creation with internal stakeholder groups • Drawing the boundaries of the firm with extended networks of employees, freelancers, open innovation communities • Use of social media and electronic communications within the firm (wikis, intranets, e-mails, virtual worlds, games, internal professional networking sites, mobile) • Leakage of internal messages to the wider environment – via the Cloud, social media, whistle-blowing websites |
| 6. Develop appropriate plans for implementing effective marketing-led and innovation-focused organisational change | 6.1 Analyse the concept and drivers of change across different organisational contexts | <ul style="list-style-type: none"> • External factors driving change – eg, globalisation, de-regulation, political changes, new technology, new relationships • Internal factors driving change – new leaders, managers, critical failures |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
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| | | <ul style="list-style-type: none"> • Scope of change required: fine tuning, modular, corporate-wide • Degree of urgency: incremental, transitional, transformational change • Recognition of need to change and commitment to the process amongst key stakeholder groups • Power held by change agent or project leader • Resources and competencies required • Impact on different groups of stakeholders • Preservation of key assets |
| | 6.2 Recommend a plan for the execution of a marketing-led change programme | <ul style="list-style-type: none"> • Design decisions • Evolutionary vs. revolutionary change • Leadership style • Initiating the change programme • Recruiting and managing the change team • Articulating a clear focus for the change programme – systems, symbols and structures • Prescriptive and formal approaches (eg, Kotter’s eight-step framework) vs. informal and emergent processes (eg, learning theory and the ‘five factors’ theory) |
| | 6.3 Assess a range of strategies to engage stakeholders in organisational change | <ul style="list-style-type: none"> • Resistance to change • Stakeholder theory • Commitment planning • Effective uses of power bases • Back-staging • Building alliances • Constructive manipulation |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Indicative content |
|---|---|---|
| | | <ul style="list-style-type: none"> • Sense-making and creative powerful narratives |
| | 6.4 Evaluate the key metrics to determine if a change programme has succeeded in delivering its stated objectives | <ul style="list-style-type: none"> • Change programme risk and compliance • Soft and hard measures of success |



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