

# LP302-15 Leading for Innovation

**22/23**

**Department**

SCAPVC - Centre for Cultural and Media Policy Studies

**Level**

Undergraduate Level 3

**Module leader**

Christopher Bilton

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The module combines theories of leadership and innovation with methods of critical self-reflection in order for students to develop their own values-focused creative, cultural and media practices as leaders of innovative projects in the media, cultural and creative industries, as well as other industries where creativity and media play a strong role. The module explores the evolution of innovation, leadership and creativity within arts and cultural sector working and professions.

### Module aims

The module aims to prepare students as leaders of innovative projects in the media, cultural and creative industries, as well as other industries where creativity and media play a strong role. The module aims to help students develop their own value focused model of innovation and leadership drawing on theories of leadership and innovation and critical self-reflection through reading and problem-solving.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Part 1: Rethinking leadership in the media and creative industries

- Introduction to leadership theory – transformational vs. transactional; charismatic leadership; top-down vs. bottom up; ‘situated’ leadership; gendered leadership (‘soft’ vs. ‘hard’ skills’. How do these models map onto the realities of the cultural sector?
- Towards new kinds of leadership: flat hierarchies and multitasking; cooperative and collective approaches to leadership in the cultural sector; ‘vulnerable’ leadership; implicit vs explicit leadership and hidden hierarchies.

## Part 2: Understanding innovation

- From leadership to creativity to innovation: innovation as ‘applied creativity’, beyond the myth of genius. Adapters and innovators – where is the value added?
- The innovative leader – how can innovation processes be managed, what is the role of the leader (referring back to models in first part of module), can leadership / management itself be innovative? What are the barriers to innovation and how can these be overcome (idea champions, pitching an idea, building alliances)?

## Part 3: Leading for innovation

- Team workshop and guest speaker
- Big Problems – intensive ‘hack’ session in which teams develop innovative arts-based interventions to address ‘big problems’ and pitch these solutions in the group work presentation. The process as well as the pitch will be documented by the group.

The module will be assessed via a Reflective Essay and a Group pitch.

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate an understanding of theoretical models of leadership and their application in the media and creative industries
- Demonstrate an understanding of theories of innovation and creativity
- Practice problem-solving skills through group collaboration
- Reflect upon personal and professional strengths in an innovative team
- Critically reflect on learning arising from group projects
- Present a case convincingly to a group of people in a professional manner
- Evaluate what they have learnt, both orally and in writing

## Indicative reading list

Bilton, C and Cummings S (2010). *Creative Strategy: reconnecting business and innovation*. (Wiley)

Küng, L. (2017). *Strategic Management in the Media: theory to practice* 2nd edition (Sage)

Mould, O. (2018). *Against Creativity* (Verso)

Mumford, M, Scott, G, Gaddis, B and Strange, J. (2002): *Leading creative people: orchestrating expertise and relationships*. *The Leadership Quarterly* 13, 705 – 750.

Verganti, R. (2009). *Design-driven innovation: changing the rules of competition by radically innovating what things mean* (Harvard Business Press)

Additional resources for reflective essay

Belbin, R. Meredith: (1993) Team Roles at Work (Butterworth-Heinemann: Oxford)

Bertcher, H. (1994): Group Participation: Techniques for Leaders and Members (Sage: London)

Bolton, Gillie (2010 Third Edition): Reflective Practice: Writing and Professional Development (Sage: London)

Johns, C. (2004): Becoming a Reflective Practitioner (2nd ed.) (Blackwell Publishing: Oxford)

Reynolds, M. and Vince, R. (eds.) (2004): Organising reflection. (Ashgate: Aldershot)

## **Subject specific skills**

Understanding of theoretical models of leadership and their application in the media and creative industries

Understanding of theories of innovation and creativity

## **Transferable skills**

Problem-solving skills through group collaboration

Awareness of personal and professional strengths in an innovative team

Ability to reflect critically reflect on learning arising from practical projects

Ability to present a case convincingly to a group of people in a professional manner

Ability to value what you have learnt, both orally and in writing

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Seminars	9 sessions of 2 hours (12%)
Tutorials	1 session of 30 minutes (0%)
Online learning (independent)	1 session of 2 hours (1%)
Other activity	1 hour (1%)
Private study	128 hours 30 minutes (85%)
Total	150 hours

### **Private study description**

Reading the core text and critical reviewing and reflection

Research wider reading

Viewing leadership videos and materials

Researching guest speakers and leader profiles

Group work, taking minutes of meetings and assessment preparation

### **Other activity description**

Watching the leadership videos

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Group Project Presentation	50%	
Reflective Essay	50%	

### Feedback on assessment

Feedback on both assessments will be provided via Tabula within 20 days of submission. A baseline mark for all group members will be given based on the group project, but may be adjusted at discretion of the module tutor, based on individual self-evaluation and peer-evaluation.

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## Availability

### Pre-requisites

To take this module, you must have passed:

- Any of
  - [LP103-30 Media, Creative and Cultural Industries](#)
  - [LP202-15 Media and Cultural Management](#)

## Courses

This module is Core for:

- Year 3 of ULPA-P301 Undergraduate Media and Creative Industries