



# MGMT11167 Foundations of Social Innovation

## Term 1 - 2018

Profile information current as at 19/04/2024 08:11 pm

All details in this unit profile for MGMT11167 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Social innovation is the development and implementation of innovative, transformative, and sustainable solutions to social problems. The challenges facing our world such as poverty, disease, and climate change are more complex than ever before. Sustainable, effective solutions require interdisciplinary thinking and cross-sector collaboration. This unit will develop your understanding of social empathy and provide you with foundational skills to diagnose structural inequalities that contribute to social problems. You will apply action learning and case study analysis to examine social, environmental and economic sustainability challenges. Finally you will examine some of the solutions that have already been implemented as organisations, communities and individuals consider ways to benefit society and improve lives.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Brisbane
- Distance
- Melbourne
- Rockhampton
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Presentation and Written Assessment**

Weighting: 30%

#### 3. **Portfolio**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse and describe the contexts for social innovation and identify the changing global environments that drive social change.
2. Identify and analyse the systems, processes and resources required to diagnose structural inequalities and social disparities.
3. Apply action learning principals to examine and critique social, economic and environmental sustainability challenges.
4. Investigate the range of social innovation business models and emerging capitalisation strategies implemented to solve contemporary social challenges.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•		•
2 - Presentation and Written Assessment - 30%		•	•	•
3 - Portfolio - 40%	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	
2 - Problem Solving		•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•		•
5 - Team Work			•	
6 - Information Technology Competence	•	•		
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•		•	•
9 - Social Innovation				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Written Assessment - 30%</b>	•	•	•	•	•	•	•	•		
<b>2 - Presentation and Written Assessment - 30%</b>	•	•	•	•	•	•	•	•		
<b>3 - Portfolio - 40%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Students will be provided with a range of open-source and online resources, including textbooks, books and articles that will supplement the material available in Moodle.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam and headset

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Olav Muurlink** Unit Coordinator  
[o.muurlink@cqu.edu.au](mailto:o.muurlink@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to social innovation	Chapter 1, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term.
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**Week 2 - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Global problems: finding directions	Chapter 2, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term.

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The structure of problems	Chapter 3, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term.

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
What is change and why is change hard?	Chapter 4, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term.

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Traditional methods of change	Chapter 5, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Assignment 1 due at the end of this week. Work on developing material for Assessment 3 (portfolio) every week of the term.  <b>Essay on a wicked problem, a solution, and unintended consequences</b> Due: Week 5 Friday (6 Apr 2018) 8:00 pm AEST

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week	Vacation week	Vacation week

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
New methods of change	Chapter 6, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations begin.

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic

How to think your way through to a solution	Chapter 7, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations continue
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**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Ideas and where they come from	Chapter 8, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations continue

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Why do we socially innovate?	Chapter 9, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations continue

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Business and social innovation.	Chapter 10, <b>Wicked Problems &amp; Even More Wicked Solutions:</b> An Introduction to the Science, Art and Magic of Social Innovation. This is a free (downloadable) textbook available as part of the unit.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations continue

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Integration	Additional readings will be provided on the Moodle Site.	Work on developing material for Assessment 3 (portfolio) every week of the term. Assessment 2 presentations continue

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Additional readings will be provided on the Moodle Site.	Assessment 2 and 3 are officially due this week. Assessment 2 presentations conclude this week. Assessment 3 should have been undertaken by the student on a weekly basis, with the final portfolio developed for submission this week.  <b>Presentation on Traditional versus Social Innovation Interventions</b> Due: Week 12 Friday (1 June 2018) 12:00 pm AEST <b>Portfolio of reflections on social innovation readings and audiovisual material</b> Due: Week 12 Friday (1 June 2018) 12:00 pm AEST

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

## Assessment Tasks

### 1 Essay on a wicked problem, a solution, and unintended consequences

**Assessment Type**

Written Assessment

**Task Description**

Describe and analyse a 'wicked problem' of either national or global relevance. Canvass at least one campaign, policy approach or intervention that has been launched to overcome this problem, evidence the degree to which this succeeded, and identify at least one unintended consequence of this attempt to address the problem. The assignment should not exceed 2000 words, and should draw on credible written evidence, including scholarly books and articles, non-scholarly books and book chapters, and credible media sources.

**Assessment Due Date**

Week 5 Friday (6 Apr 2018) 8:00 pm AEST

**Return Date to Students**

Week 6 Friday (20 Apr 2018)

**Weighting**

30%

**Assessment Criteria**

Correctly review and cite 10 sources - either journal articles or scholarly book chapters or other resources (not including websites, videos, blogs or podcasts)

Demonstrate ability to measure the quality of supportive evidence.

Ability to describe the case in a critical manner, identifying strengths and weaknesses in arguments.

Ability to synthesize, compare and contrast evidence.

Ability to link evidence with theoretical insights on change and social innovation.

Quality of communication

Further information will be given in the Moodle site.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit through link provided on Moodle site

**Learning Outcomes Assessed**

- Analyse and describe the contexts for social innovation and identify the changing global environments that drive social change.
- Identify and analyse the systems, processes and resources required to diagnose structural inequalities and social disparities.
- Investigate the range of social innovation business models and emerging capitalisation strategies implemented to solve contemporary social challenges.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Presentation on Traditional versus Social Innovation Interventions

### Assessment Type

Presentation and Written Assessment

### Task Description

For this assignment you'll be asked to give a ten-minute oral, in-class presentation (for online students this will be via a Zoom meeting organised by the unit co-ordinator). The presentation will be followed by questions from your lecturer and fellow students. You'll be expected to support your presentation with visual/written aids, such as a Powerpoint, Prezi or similar aid that complements your verbal presentation. The topic will be your choice of a significant social problem, which students will briefly describe, followed by a contrast between a conventional approach and a new, social innovation approach to countering the problem. The social innovation approach (unlike the conventional approach) can be either a hypothetical solution, or one that has been tried. In either case, you'll be expected to explain the strengths and weaknesses of the two approaches (conventional and social innovation approach).

### Assessment Due Date

Week 12 Friday (1 June 2018) 12:00 pm AEST

Ongoing weekly presentations, given in class or via Zoom, finalising in Week 12. Students will be assigned to different weeks early in the term.

### Return Date to Students

Week 12 Friday (1 June 2018)

Students will be given feedback in class (or via Zoom) and then marks will be issued in Week 13.

### Weighting

30%

### Assessment Criteria

Ability to identify and analyse social problems

Integrate critique of interventions with a cost-benefit analysis.

Link analysis with evidence.

Clarity and persuasiveness of communication and presentation skills.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline Online

### Submission Instructions

The visual aids will be delivered after the presentation on the link provided on the Moodle site. The balance of the assignment will be delivered in class (or via Zoom).

### Learning Outcomes Assessed

- Identify and analyse the systems, processes and resources required to diagnose structural inequalities and social disparities.
- Apply action learning principals to examine and critique social, economic and environmental sustainability challenges.
- Investigate the range of social innovation business models and emerging capitalisation strategies implemented to solve contemporary social challenges.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Portfolio of reflections on social innovation readings and audiovisual material

### Assessment Type

Portfolio

### Task Description

You'll be expected to maintain a weekly reflection on what you have been reading and watching/listening to from the

materials provided in the (free) unit textbook and supplementary materials from the Moodle . This portfolio asks you to both be a critical consumer of social innovation material, and to reflect honestly on your reaction to the material. It asks you to both describe and summarise what you have been consuming, and to accurately attribute your comments to their original sources. You'll be asked to supplement the material from the text and Moodle materials with some additional independent reading, which further illuminates the points you have drawn from the Moodle/textbook materials.

**Assessment Due Date**

Week 12 Friday (1 June 2018) 12:00 pm AEST

**Return Date to Students**

Exam Week Monday (11 June 2018)

**Weighting**

40%

**Assessment Criteria**

Utilising theories and concepts presented in Topics 1-10.

Quality of communication (including referencing).

Ability to source and utilise appropriate additional resources to complement and extend provided materials.

Degree to which portfolio demonstrates deeper reflection/originality.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Moodle site link will be provided.

**Learning Outcomes Assessed**

- Analyse and describe the contexts for social innovation and identify the changing global environments that drive social change.
- Apply action learning principals to examine and critique social, economic and environmental sustainability challenges.
- Investigate the range of social innovation business models and emerging capitalisation strategies implemented to solve contemporary social challenges.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem