



# MGMT13151 *Entrepreneurship, Innovation and Start-ups*

## Term 3 - 2021

Profile information current as at 20/04/2024 10:16 am

All details in this unit profile for MGMT13151 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

The unit is designed to familiarize students with the world of entrepreneurship, innovation and start-ups. It examines the nature and roles of entrepreneurship, innovation and the entrepreneur in society. You will identify the key factors for entrepreneurial success and how to evaluate these factors. You will also learn the stages that entrepreneurs go through in taking the seed of an idea through to planning for the growth of a successful business. Emphasis is placed on planning, financing, starting and managing new start-ups.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Completion of 48 credit points in first year of study.

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 3 - 2021

- Brisbane
- Melbourne
- Online

### 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: 40%

#### 2. **Written Assessment**

Weighting: 60%

### 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](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have your say

**Feedback**

Students are requesting more assessment examples and supporting resources.

**Recommendation**

Providing further assessment supporting resources is recommended.

#### Feedback from Have your say

**Feedback**

Self-enrolment into the group assessment is an issue.

**Recommendation**

Providing more comprehensive guidelines for self-enrollment into the group assessment is recommended.

#### Feedback from Have your say

**Feedback**

All students in assessment groups must contribute.

**Recommendation**

It is recommended that students who do not contribute to the group assessment do not receive full marks for the assessment.

## Unit Learning Outcomes

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

1. Demonstrate an understanding of entrepreneurship, innovation and new start-ups through critical review and synthesis of knowledge and current developments in the field
2. Synthesise knowledge and exercise critical thinking to appreciate the importance of entrepreneurship and innovation within society
3. Critically analyse and synthesise the knowledge, qualities and skills needed to become a successful entrepreneur in start-up ventures
4. Demonstrate creative skills and critical thinking to identify a new start-up opportunity and evaluate its feasibility
5. Synthesise knowledge and exercise critical thinking to apply appropriate frameworks that evaluate the preferred business model for the start-up opportunity
6. Apply technical skills to formulate a business plan for the launch of a start-up venture.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                    | Learning Outcomes |   |   |   |   |   |
|-------------------------------------|-------------------|---|---|---|---|---|
|                                     | 1                 | 2 | 3 | 4 | 5 | 6 |
| <b>1 - Written Assessment - 40%</b> | •                 | • | • | • |   |   |

| Assessment Tasks             | Learning Outcomes |   |   |   |   |   |
|------------------------------|-------------------|---|---|---|---|---|
|                              | 1                 | 2 | 3 | 4 | 5 | 6 |
| 2 - Written Assessment - 60% |                   |   | • |   | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 |
| 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                               |                   |   |   | • | • | • |
| 10 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |   |   |

### Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks             | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
|                              | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 40% |                     | • | • | • |   |   |   | • | • |    |
| 2 - Written Assessment - 60% |                     | • | • | • |   |   |   | • | • |    |

## Textbooks and Resources

### Textbooks

MGMT13151

#### Supplementary

##### **Entrepreneurship: Successfully Launching New Ventures**

Sixth (Global Edition) (2019)

Authors: Bruce Barringer and R. Ireland

Pearson Education

ISBN: 9781292255330

Binding: eBook

#### Additional Textbook Information

Select chapters will be used in the Unit. There will be additional readings also given on the Unit Moodle site. Students can read the book online using CQU library or purchase it directly from the publisher.

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Vanita Yadav** Unit Coordinator

[v.yadav@cqu.edu.au](mailto:v.yadav@cqu.edu.au)

## Schedule

### Week 1 - 08 Nov 2021

| Module/Topic                     | Chapter                                  | Events and Submissions/Topic |
|----------------------------------|--|------------------------------|
| Introduction to Entrepreneurship | Barringer & Ireland (2019):<br>Chapter 1 |                              |

### Week 2 - 15 Nov 2021

| Module/Topic   | Chapter                                  | Events and Submissions/Topic |
|--|--|------------------------------|
| Developing the Business Idea:<br>Recognizing Opportunities and<br>Generating Ideas | Barringer & Ireland (2019):<br>Chapter 2 |                              |

### Week 3 - 22 Nov 2021

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| Developing the Business Idea:<br>Feasibility, Industry and<br>Competitor Analysis | Barringer & Ireland (2019):<br>Chapters 3 and 5 |                              |

**Week 4 - 29 Nov 2021**

| Module/Topic                           | Chapter  | Events and Submissions/Topic |
|--|--|------------------------------|
| Developing an effective business model | Osterwalder, A., & Pigneur, Y. (2010). <i>Business model generation: a handbook for visionaries, game changers, and challengers</i> . John Wiley & Sons. |                              |

**Vacation Week - 06 Dec 2021**

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation week |         | Get refreshed                |

**Week 5 - 13 Dec 2021**

| Module/Topic            | Chapter                               | Events and Submissions/Topic |
|-------------------------|---------------------------------------|------------------------------|
| Writing a business plan | Barringer & Ireland (2019): Chapter 6 |                              |

**Week 6 - 20 Dec 2021**

| Module/Topic                | Chapter                               | Events and Submissions/Topic   |
|-----------------------------|---------------------------------------|--|
| Building a new-venture team | Barringer & Ireland (2019): Chapter 9 | <b>Assessment 1: New enterprise idea and feasibility study</b> Due: Week 6 Wednesday (22 Dec 2021) 11:45 pm AEST |

**Vacation Week - 27 Dec 2021**

| Module/Topic  | Chapter | Events and Submissions/Topic        |
|---------------|---------|-------------------------------------|
| Vacation week |         | Merry Christmas and happy holidays! |

**Week 7 - 03 Jan 2022**

| Module/Topic                    | Chapter                                       | Events and Submissions/Topic |
|---------------------------------|---|------------------------------|
| Financial viability and funding | Barringer & Ireland (2019): Chapters 8 and 10 |                              |

**Week 8 - 10 Jan 2022**

| Module/Topic           | Chapter                                | Events and Submissions/Topic |
|------------------------|--|------------------------------|
| Marketing for startups | Barringer & Ireland (2019): Chapter 11 |                              |

**Week 9 - 17 Jan 2022**

| Module/Topic                               | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Ethical and Legal foundations for startups | Barringer & Ireland (2019): Chapter 7<br>Chapple, et al. (2016). <i>Company Law</i> (1st ed.): Chapter 1. |                              |

**Week 10 - 24 Jan 2022**

| Module/Topic                            | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| The importance of intellectual property | Barringer & Ireland (2019): Chapter 12<br>Select reading material from Australian Government resources given on Unit Moodle site |                              |

**Week 11 - 31 Jan 2022**

| Module/Topic                                  | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| Growing and managing the entrepreneurial firm | Barringer & Ireland (2019): Chapters 13 and 14 |                              |

## Week 12 - 07 Feb 2022

| Module/Topic                                  | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| Growing and managing the entrepreneurial firm | Unit recap and revision of concepts learnt in the Unit | <b>Assessment 2: Business Pitch (Presentation) and Business Plan (Report)</b> Due: Week 12 Wednesday (9 Feb 2022) 11:45 pm AEST |

## Exam Week - 14 Feb 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Assessment Tasks

### 1 Assessment 1: New enterprise idea and feasibility study

#### Assessment Type

Written Assessment

#### Task Description

This is an individual assignment that requires you to write an essay of 1800 words (+/- 10%). This assessment item provides you the opportunity to learn how to identify and analyze a business idea using your understanding of theoretical concepts covered in this Unit. The assessment aims to develop your critical thinking, research and written communication skills. This assignment requires you to identify a **new business** idea that has the potential to be launched as an enterprise in-future. In doing so, you are required to:

1. Provide a brief description of your new business idea.
2. Discuss the process you followed to develop your new business idea.
3. Review academic literature in this area and describe the skills needed to be a successful entrepreneur.
4. Evaluate the viability of your idea through a feasibility study.
5. Review academic literature in this area and examine the importance of your business idea. *What 'value' will your business generate for the economy, society, or environment?*

#### Assessment Due Date

Week 6 Wednesday (22 Dec 2021) 11:45 pm AEST

Submit online in Moodle

#### Return Date to Students

Week 8 Wednesday (12 Jan 2022)

Grade will be released in Moodle

#### Weighting

40%

#### Assessment Criteria

1. Provision of a description of the idea or opportunity. (6 marks)
2. Identification of the process followed to develop the idea or opportunity. (6 marks)
3. Discussion of the skills needed to be a successful entrepreneur. (6 marks)
4. Evaluation of the viability of the social or commercial enterprise through a feasibility study. (10 marks)
5. Explanation of the importance (value) of the social or commercial enterprise within society. (6 marks)
6. Demonstrated depth and quality of research by using a minimum of 8-10 relevant scholarly sources (journal article, book, published research report) using the APA referencing style. (3 marks)
7. Quality of essay: Correct use of the essay structure and appropriate conventions of academic writing. (3 marks)

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit online as Word file

## Learning Outcomes Assessed

- Demonstrate an understanding of entrepreneurship, innovation and new start-ups through critical review and synthesis of knowledge and current developments in the field
- Synthesise knowledge and exercise critical thinking to appreciate the importance of entrepreneurship and innovation within society
- Critically analyse and synthesise the knowledge, qualities and skills needed to become a successful entrepreneur in start-up ventures
- Demonstrate creative skills and critical thinking to identify a new start-up opportunity and evaluate its feasibility

## Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice
- Social Innovation

## 2 Assessment 2: Business Pitch (Presentation) and Business Plan (Report)

### Assessment Type

Written Assessment

### Task Description

This is a group assignment that requires you to (i) create a 7-10 minute pitch presentation video recording and (ii) write a business plan report of 1800 words (+/- 10%) for a new enterprise. A majority of new firms are started by a team of founders. This assessment will give you the opportunity to think and work like a potential entrepreneur with founding team members. You are required to expand upon the idea of enterprise identified in Assessment 1 to indicate how the idea can be developed into a potentially successful and purposeful venture. This assessment task provides you the opportunity to enhance your research, analysis, critical thinking, teamwork, written and oral communication skills, particularly in the areas of developing an argument in the context of a new business plan and pitch. You and your team members will play the role of startup founders in this applied learning assessment task. It is difficult to make changes to the assessment groups once selected, so please make sure that you join a group with a commitment to contribute to the assessment task till the end of the Unit. Detailed guidelines on group enrollment will be made available on the unit's Moodle site.

### Task:

1. First, discuss within your group and select any one idea developed in Assessment 1 for your Assessment 2 task through group consensus.
2. Develop and record a 7-10 minute pitch presentation video on the selected business idea from assessment 1.
3. Write a business plan report for the selected social or commercial enterprise business idea.

Resources to help you create a business plan and pitch will be provided on Moodle.

The following three documents need to be uploaded as a submission for Assessment 2-

(i) Pitch: presentation slides (PowerPoint document)

(ii) Pitch: a video recording of the pitch presentation showing all members presenting using Zoom or other technology.

(iii) Business Plan: business report (Word document).

**Assessment Due Date**

Week 12 Wednesday (9 Feb 2022) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (18 Feb 2022)

The result will be released after grade certification

**Weighting**

60%

**Assessment Criteria**

*Group Presentation Video and Slides (10 marks)*

- Development and delivery of a Business Pitch presentation: a recording of a 7-10 minute pitch presentation video needs to be submitted. All group members need to participate in the pitch presentation and members must be visible in the video recording to demonstrate individual contributions. Resources on how to create a pitch slide deck and how to record a pitch presentation video will be provided on the Unit Moodle site.

*Group Report (50 marks)*

- *Company Description:* Description of the proposed new business and compelling justification for the 'need' of the new business idea. In other words, is there a real-world 'need' for its product or service? Is it offering a potential solution to a real problem? (10 marks).
- *Team:* Discussion on the Founder Team composition (you and your team members will be assuming the role of co-founders), and the proposed role of members in the new venture. Also, add a short **reflective note** on the importance of team composition for new ventures and individual member contributions in your group assessment 2 tasks. (4 marks).
- Discussion on the proposed legal structure for your new business venture (2 marks).
- Professional structure and completeness of the business plan that includes key elements like- a discussion on industry, competitor analysis, target market, operational plan, and financial plan (10 marks).
- A compelling explanation of all the key business plan elements mentioned above within the business plan (10 marks).
- Use of the business model canvas to illustrate elements important to developing a social or commercial enterprise (10 marks).
- Demonstrated quality of research and correct use of the APA referencing (2 marks).
- Correct use of the report structure and appropriate conventions of academic writing (2 marks).

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online Group

**Submission Instructions**

Only one member of your group needs to upload the documents via the submission link on Moodle; this will upload the same documents for each group member.

**Learning Outcomes Assessed**

- Critically analyse and synthesise the knowledge, qualities and skills needed to become a successful entrepreneur in start-up ventures
- Synthesise knowledge and exercise critical thinking to apply appropriate frameworks that evaluate the preferred business model for the start-up opportunity
- Apply technical skills to formulate a business plan for the launch of a start-up venture.

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice
- Social Innovation

## 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