MGMT20132 *Innovation and Sustainable Business Development*
Term 1 - 2017

All details in this unit profile for MGMT20132 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

Rapid technological development and increased globalisation brings with it a wealth of new business and societal opportunities and challenges as competitive advantages of societies, nations and companies continue to change. This unit focuses on developing your ability to think creatively about anticipating and responding to these developments and to identify opportunities and directions of sustainable growth. The unit develops your abilities to recommend practical innovation systems and programs for organisations. The unit improves your skills in analysing and synthesising information and developing solutions to improve the long-term sustainability of a business or organisation. You learn about concepts, principles, tools and techniques relevant to all phases of idea generation, concept development and commercialisation of new business models, new business processes, new products, new services and solutions to societal challenges. This unit identifies and explores the issues in implementing these solutions, while recognising the competencies, power and access to resources of the individual and the organisation. If you have successfully completed the unit MGMT20128 you should not enrol in this unit.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
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 - 2017

- Brisbane
- Distance
- Melbourne
- 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 Postgraduate 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: 50%
2. **Written Assessment**
Weighting: 50%

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 Student evaluations and feedback in class.

Feedback

Course continues to be positively received due to its real world relevance and the opportunity to brainstorm/constructively discuss ideas with other students.

Recommendation

Continue with the current format, including presentation and assessment of the current mix of theory and practice items and learnings.

Action

The essay question is changed every term and concepts relevant to the cohorts such as business models as systems and e-commerce archetypes are emphasised. Experiential exercises in class continue to focus on innovations and technologies that are growing and which are likely to reflect the innovations and technologies students graduating will need to be across to be effective in their careers and/or businesses. On the whole, the current format is working and the mix of theory and practice items were and will be continued.

Unit Learning Outcomes

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

1. discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation;
2. critically analyse information that provides insight into innovation and business development processes;
3. develop and evaluate innovative solutions to improve the sustainability and viability of a business or organisation;
4. recommend practical innovation systems and programs which foster and commercialise innovative solutions for organisations;
5. critically evaluate one's own personal capabilities and the resources available to implement innovation and business development projects; and
6. effectively communicate commercially, socially viable and ethical innovation systems and business proposals for businesses and organisations.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend:
— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	●	●	●		●	●
2 - Written Assessment - 50%	●	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	○
2 - Communication	○	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○	○
4 - Research		○				○
5 - Self-management	○				○	○
6 - Ethical and Professional Responsibility	○				○	○
7 - Leadership				○	○	○
8 - 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
1 - Written Assessment - 50%	○	○	○	○	○	○		
2 - Written Assessment - 50%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks
MGMT20132

Prescribed

Business Model Generation
(2010)
Authors: Osterwalder, A. & Pigneur, Y.
John Wiley and Sons
Hoboken , NJ , USA
ISBN: 978-0-470-87641-1
Binding: Paperback
MGMT20132

Prescribed

Managing Innovation: Integrating Technological, Market and Organizational Change
Edition: 5th edn revised (2013)
Authors: Tidd, J & Bessant, J
John Wiley and Sons
Hoboken , NJ , USA
ISBN: 978-1-118-36063-7
Binding: Paperback

View textbooks at the CQUniversity Bookshop

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 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Angelina Zubac Unit Coordinator
a.zubac@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Introduction to Innovation, Value Creation and Business Development	Tidd & Bessant - Ch. 1 "Innovation - What it is and Why it Matters" Osterwalder & Pigneur - Section 1 "Business Model Canvas"	**Familiarise yourself with the unit, explore the Moodle site, read the relevant chapters.** <u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. <u>Flex students:</u> Start using the Moodle forum to network with other Flex students in order to find a group for assessment 2.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Processes and Models	Tidd & Bessant - Ch. 2 "Innovation as a Core Business Process" Osterwalder & Pigneur - Section 2 "Business Model Patterns"	**Familiarise yourself with the unit, explore the Moodle site, read the relevant chapters.** <u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. <u>Flex students:</u> Keep networking via the Moodle forum.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - The 'Innovative Organisation'	Tidd & Bessant - Ch. 3 "Building the Innovative Organisation" Osterwalder & Pigneur - Section 3 "Business Model Design"	<u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. **Do note that students who are not in a group by this time risk losing marks automatically.** <u>Flex students:</u> Keep networking via the Moodle forum.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Innovation Strategies	Tidd & Bessant - Ch. 4 "Developing an Innovation Strategy" Osterwalder & Pigneur - Section 4 "Strategy"	<u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. <u>Flex students:</u> Keep networking via the Moodle forum. Confirm groups via email to the unit co-ordinator by next week.

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Sources of Innovation and Innovation Networks	Tidd & Bessant - Chs. 5 & 6 "Sources of Innovation" & "Innovation Networks" Osterwalder & Pigneur - Section 5 "Business Model Process"	<u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. <u>Flex students:</u> Confirm groups via email to the unit co-ordinator.

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus classes in MGMT20132 this week		Private study. Finish preparing assessment 1.

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 - Forecasting and Diffusion of Innovations: Building the Innovation Case	Tidd & Bessant - Chs. 7 & 8 "Decision Making Under Uncertainty" & "Building the Innovation Case"	<u>On-campus students:</u> Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. *Workshop: business case preparation. Workshops include exercises relevant to the various sections of the business case and student groups are given time to workshop their business cases in class; groups may be required to give progress reports.* **The order of on-campus student presentations will be confirmed this week.** <u>Flex students:</u> Work on your business case. **INDIVIDUAL ESSAY AND VIDEO PRESENTATION WITH TRANSCRIPT: BUSINESS MODELS** Due: Week 6 Thursday (20 Apr 2017) 11:45 am AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus classes in MGMT20132 this week. Module 7 - New Products and Services	Tidd & Bessant - Ch. 9 "Creating New Products and Services"	<u>Flex students:</u> Work on your business case. **Confirm date/time of video conference presentation should you choose this option for the presentation component of assessment 2.**

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus classes in MGMT20132 this week. Module 8 - Open Innovation and Partnerships	Tidd & Bessant - Ch. 10 "Exploiting Open Innovation and Collaboration"	<u>Flex students:</u> Work on your business case.

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No on-campus classes in MGMT20132 this week. Module 9 - Innovation, Entrepreneurship and New Ventures	Tidd & Bessant - Ch. 11 "Exploiting Entrepreneurship and New Ventures"	<u>Flex students:</u> Work on your business case.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Module 10 - Managing Knowledge, Intellectual Capital and Learning from Innovation | Tidd & Bessant - Chs. 12 & 13 "Capturing the Benefits of Innovation" & "Capturing Learning from Innovation" | On-campus students: Classes will contain a combination of activities, including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. **There will be a strong focus on ensuring business case presentations and writing skills.**
 <u>Flex students:</u> Work on your business case. |

Week 11 - 22 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 11 - Innovation Trends **On-campus student group business case presentations.**	To simulate what occurs in real-life organisations, on-campus students are required to listen to other groups' presentations, that is, it is compulsory to participate by being in the audience when not presenting. Reading material is provided in Moodle.	<u>On-campus students:</u> On-campus student group presentations are assessed. <u>Flex students:</u> Work on your business case.

Week 12 - 29 May 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Unit Review **On-campus student group business case presentations.**	To simulate what occurs in real-life organisations, on-campus students are required to listen to other groups' presentations, that is, it is compulsory to participate by being in the audience when not presenting. Reading material is provided in Moodle.	<u>On-campus students:</u> On-campus student group presentations are assessed. <u>EVERYONE</u>: Finish preparing your assessment 2. **GROUP REPORT AND GROUP PRESENTATION: THE BUSINESS CASE** Due: Week 12 Thursday (1 June 2017) 11:45 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no exam in this subject		

Exam Week - 12 Jun 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no exam in this subject.		

Assessment Tasks

1 INDIVIDUAL ESSAY AND VIDEO PRESENTATION WITH TRANSCRIPT: BUSINESS MODELS

Assessment Type
Written Assessment

Task Description
This is an assignment which must be completed by students individually. It has two components.
Students must write an essay <u>and</u> then explain their essay's main arguments via a short video presentation. The essay should be a minimum of 1,200 words and no longer than 1,700 words, not including the reference list. The video presentation should be a minimum of 2 minutes in duration and no longer than 4 minutes. Your video submission should be accompanied by a (Word document) transcript of what was said in the video.
THE ESSAY (30% of the total mark for this subject)
The objective of this essay is to develop your understanding of the business model as a concept and how a theoretical understanding of business models can be used to explain value creation, value appropriation and/or the innovation process at firms in real-life. To successfully complete this assessment, you are required to explore the academic

literature on business models and to write an essay addressing the following statement:

> According to Kodama (2009), Zott and Amit (2010), and Itami and Nishino (2010), who published in **Long Range Planning** in 2009 and 2010, business models can be conceptualised as activity-based systems. However, these authors developed significantly different models and insights in their papers when they wrote about business models as systems. There is a good reason for this. The way in which firms create and capture value can vary significantly. Much depends on the firm's unique context. In other words, when managers think about their firm's business model it goes without saying they need to understand the firm at a particular point in time, how it may need to change but also the elements that compose it. Business models as activity-based systems provide managers with the flexibility to abstract in all of these ways.

(Links to the above articles can be found on Moodle.)

When you write your essay you should ensure you fully address the above statement and do the following:.

- Define the concept of a business model.
- Explain what is involved when one conceptualises business models as systems.
- Explain how business models as systems can be used to solve static and dynamic problems.
- Explain how business models as systems can be used to understand how firms partner.
- Explain how business models as systems can be used to understand the innovation process.
- Explain Kodama's (2009), Zott and Amit's (2010), <u>OR</u> Itami and Nishino's (2010) arguments in more detail through the use of an example, that is, by explaining the business model of one firm in more detail. (You only need to focus on the articles of one of the articles referred to above, that is, only one business model framework or model.)
- Identify which article you thought helped you understand business models as systems the most and explain why. (You can identify one article, two or all three if you want.)
- Conclude by briefly discussing the significance of your findings for the future of business models.
- N.B. You should feel free to use diagrams to illustrate points in your essay, including develop hybrid frameworks and models of your own based on your research.

You should include at least 5 references and no more than 20 references. All sources must be highly credible and fully referenced. Please note that academic misconduct and late submission penalties will apply to this assessment as per the university policies.

THE VIDEO WITH TRANSCRIPT (20% of the total mark for this subject)

The video is based on your essay's findings. The video submission should be accompanied by a (Word document) transcript of what was said in the video.

The objective of this video is to develop your (practical) video production skills and ability to explain difficult theoretical concepts <u>to laypeople</u>.

To successfully complete this part of the assessment, you are required to produce a short video that summarises the key arguments of your essay. However, your video should not just be a verbatim repeat of what was said in your essay. It should be uniquely descriptive and allows you to explain what you learned about business models as systems. You should make clear how you plan to use a business models as systems approach in your future career

To maximise your marks, you should highlight the insights you derived from learning about the firm you discussed in your essay. Make sure your explanations are concise and easy to understand by people with little business training. Students will be rewarded for using the video medium effectively and creatively. You should feel free to use humour or take a more formal approach if this suits you.

You should make sure your transcript makes sense without the accompanying video, that is, it makes sense to someone even if they do not have the opportunity to view and listen to your video submission first.

<u>Hint</u>: It is a good idea to put together a transcript for the video before starting work on the video. You will be able to work faster and more efficiently if you do so.

To reiterate, please note that academic misconduct and late submission penalties will apply to this assessment as per the university policies.

Assessment Due Date

Week 6 Thursday (20 Apr 2017) 11:45 am AEST

Return Date to Students

Results and feedback available in the unit gradebook within 2 weeks.

Weighting

50%

Assessment Criteria

See Moodle for more detailed rubric information.

Referencing Style

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

Submission
Online

Submission Instructions
Essay & Transcript: Word documents uploaded to Moodle. Video: Video file uploaded to Moodle and/or provide the link address to your own YouTube channel, etc. on your transcript document. Remember to NOT set your video to 'private' if you use YouTube.

Learning Outcomes Assessed

- discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation;
- critically analyse information that provides insight into innovation and business development processes;
- develop and evaluate innovative solutions to improve the sustainability and viability of a business or organisation;
- critically evaluate one's own personal capabilities and the resources available to implement innovation and business development projects; and
- effectively communicate commercially, socially viable and ethical innovation systems and business proposals for businesses and organisations.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 GROUP REPORT AND GROUP PRESENTATION: THE BUSINESS CASE

Assessment Type
Written Assessment

Task Description
This is a group assignment that involves two components: a written report and a presentation via PowerPoint.
To successfully complete these two assessment components you are required to join a group. As part of a group you will be developing a business case document. Your group will also be presenting your business case via a PowerPoint presentation. (N.B. In the first few weeks of term, students will be required to self-select into and form groups of 3 to 4 students, maximum of 5 students.)
The business case document should be a minimum of 1,500 words and no longer than 2,500 words. The PowerPoint presentation should be roughly 12 minutes in duration and every group member should contribute (roughly) equally.
THE BUSINESS CASE REPORT (25% of the total mark for this unit)
The business case document should be a minimum of 1,500 words and no longer than 2,500 words (excluding preliminaries, tables, figures, reference list and appendices). The objective of the business case report is to develop your ability to convincingly argue a business case, which is a key function of business development.
To successfully complete the business case report your group is required to undertake the following activities:

- Identify for whom and/or for which organisation you will be writing the business case. (For instance, you might be pitching to an investor or the management of a company). Hint: choose a person/company that at least one of your group members knows well (e.g. a group member's current employer) OR that is in the public eye (i.e. there is a lot of publicly available information about this person/company).
- Identify an innovation that your group believes could be reasonably discussed as the subject of the business case. The innovation you choose should have the potential to be developed sustainably over a commercially viable period of time. (It can be an innovation your team came up with yourselves or something you learned about by reading or watching TV, etc.)
- Consider and evaluate the possible business models that could be used to realise the opportunities inherent in the innovation.
- Develop the business case document based on the business template provided in class. This will require you to write a business case with five separate sections: 1) The problem the innovation can solve; 2) Benefits of the innovation; 3) Strategic response or plan ; 4) Project options analysis; and 5) Delivery of the recommended solution.

Students will have the opportunity to work on the business case document in class from week 6. Each group is required to demonstrate both scholarly independence and academic integrity in undertaking all steps of the business case

development process. Students are required to base their analyses on data that is reasonably and ethically sourced, and use assumptions that can be justified in a commercial setting.

Responsibility for structuring, coordinating, and managing processes to finalise the business case lies with each team. Teams are encouraged to work with content beyond Tidd & Bessant (2013) and Osterwalder & Pigneur (2013). Teams must take charge and deliver a business case capable of convincing key or principal stakeholders that a return is assured.

You should have at least 5 refereed journal articles, at least 15 other sources (e.g. statistics, annual reports, industry publications, etc.), appropriate justification or mathematical models (such as, NPV analysis, Wolfram alpha), and business development issues specific to the problem or need expressed. You may utilise appendices to support your business case.

As part of your work in groups, you are required to provide evidence of your team formation and ongoing team work with your business case. <u>Hint:</u> Working evidence of teamwork should be provided in the form of an appendix, e.g. by including team charter and meeting agendas/minutes. At the end of term, you may be asked to evaluate your team members - this may affect individuals' marks of this assessment.

Please note that academic misconduct and late submission penalties will apply to this assessment as per the university policies. **If you are an on-campus student and not in a group by Week 3 you will automatically lose ten marks for this assignment.** The ability to get into a team and cooperate early reflects what is required of teams in the real world.

"THE PITCH" AND BUSINESS CASE POWERPOINT PRESENTATION (25% of the total mark for this unit)
The final assessment culminates in a group presentation of "The Pitch" and the Business Case. Each team is to present a PowerPoint presentation that summarises the key points of your business case. The presentation contains a brief 'pitch' and a more detailed presentation of the business case. The entire presentation should be roughly 12 minutes in duration. Everyone in the group should contribute to the delivery of the presentation (roughly) equally.

In business, concise yet convincing pitches and solid presentations comprise crucial social occasions where key stakeholders are given compelling reasons why they ought to accept, endorse, and finance the risk component of the business case. The upside gains versus the downside risks are addressed in full, and detail associated with payback (NPV and/or ROI) forms part of the recommendation to action.

Each presentation should begin with a 2 minute pitch of why the business case should be approved. The pitch will give you the opportunity to practise making a case pithily, just in case you do get the opportunity to talk alone with a decision-maker for a short period of time prior to a more formal presentation of your ideas. You should nominate one person to present the 2 minute pitch. The more formal 10-minute PowerPoint presentation should follow the pitch and involve everyone else in your group.

<u>On-campus students:</u> you will present live in class during the final workshop on campus.
<u>Flex students:</u> you have two options:
a) you can choose to deliver your presentation live to the unit co-ordinator via video conference (specific presentation dates and times will be agreed during term time); or
b) you can choose to record your pitch and presentation and submit the video file via Moodle or YouTube. If you select this option, you should record each group member presenting their part of the presentation and then combine the recordings into one single video file. Please note that it is important that you are visible in the video - hence, submitting slides with voice-over is not sufficient. It is recommended you use software such as Camtasia or Zoom, which allows you to be in the video, while also giving you the opportunity to share your PowerPoint slides with the audience.

Assessment Due Date
Week 12 Thursday (1 June 2017) 11:45 am AEST

Return Date to Students

Assessment 2 is submitted as a proxy for the exam. The return of graded submissions and feedback (via gradebook) occurs after the final unit grades are released.

Weighting
50%

Assessment Criteria
See Moodle for more detailed rubric information.

Referencing Style

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

Submission
Online Group

Submission Instructions
Business case: Word document uploaded via Moodle. Presentation: all students submit PowerPoint slides via Moodle; on-campus students deliver the presentation in class; flex students submit video via Moodle or YouTube (submit the link in

a Word document) or present via video conferencing.

Learning Outcomes Assessed

- discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation;
- critically analyse information that provides insight into innovation and business development processes;
- develop and evaluate innovative solutions to improve the sustainability and viability of a business or organisation;
- recommend practical innovation systems and programs which foster and commercialise innovative solutions for organisations;
- critically evaluate one's own personal capabilities and the resources available to implement innovation and business development projects; and
- effectively communicate commercially, socially viable and ethical innovation systems and business proposals for businesses and organisations.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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