



MGMT20132 *Innovation and Sustainable Business Development*

Term 2 - 2017

Profile information current as at 28/04/2024 02:25 pm

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 2 - 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 Sydney student

Feedback

The marking criteria and the format of assessment 2 is quite confusing....

Recommendation

The convener will spend more time briefing staff on other campuses about how to explain the assignments.

Feedback from Melbourne student

Feedback

I gained knowledge about business model and preparing business case. Moreover, I loved the pattern of assignment, I learned about making interesting video and have read really worthy some articles like Kodama and Itami & Nishino.

Recommendation

Continue with the current assessment structure and emphasis on experiential exercises in class with real-world relevance, particularly in regard to growth oriented innovations and technologies.

Feedback from Distance student

Feedback

Class room interaction and the tasks provided were helpful

Recommendation

Ensure workshops continue to be conducted with online students in their groups to ensure they have the opportunity to interact and understand how to do well.

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.

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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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.

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.

Flex students: Start using the Moodle forum to network with other Flex students in order to find a group for assessment 2.

Week 2 - 17 Jul 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"	<p>Familiarise yourself with the unit, explore the Moodle site, read the relevant chapters.</p> <p><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.</p> <p><u>Flex students:</u> Keep networking via the Moodle forum.</p>

Week 3 - 24 Jul 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"	<p><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.</p> <p>Do note that students who are not in a group by this time risk losing marks automatically.</p> <p><u>Flex students:</u> Keep networking via the Moodle forum.</p>

Week 4 - 31 Jul 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"	<p><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.</p> <p><u>Flex students:</u> Keep networking via the Moodle forum. Confirm groups via email to the unit co-ordinator by next week.</p>

Week 5 - 07 Aug 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"	<p><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.</p> <p><u>Flex students:</u> Confirm groups via email to the unit co-ordinator.</p>

Vacation Week - 14 Aug 2017

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

Week 6 - 21 Aug 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. <u>Workshop:</u> <i>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.</i> <u>Flex students:</u> Work on your business case.

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 7 - New Products and Services	Tidd & Bessant - Ch. 9 "Creating New Products and Services"	Workshops in class for on-campus students. <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. INDIVIDUAL ESSAY AND VIDEO PRESENTATION WITH TRANSCRIPT: BUSINESS MODELS Due: Week 7 Monday (28 Aug 2017) 9:45 am AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 8 - Open Innovation and Partnerships	Tidd & Bessant - Ch. 10 "Exploiting Open Innovation and Collaboration"	Workshops in class for on-campus students. <u>Flex students:</u> Work on your business case.

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 9 - Innovation, Entrepreneurship and New Ventures	Tidd & Bessant - Ch. 11 "Exploiting Entrepreneurship and New Ventures"	Workshops in class for on-campus students. <u>Flex students:</u> Work on your business case.

Week 10 - 18 Sep 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: Workshops in class for on-campus students. **There will be a strong focus on ensuring business case presentations and writing skills.**
Flex students: Work on your business case.

Week 11 - 25 Sep 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.

On-campus students: On-campus student group presentations are assessed.
Flex students: Work on your business case.

Week 12 - 02 Oct 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.

On-campus students: On-campus student group presentations are assessed.
EVERYONE: Finish preparing Assessment 2. Make sure that one person is nominated in your group to upload the group report for submission in Moodle. Please ensure this person also uploads your Powerpoint presentation.

Review/Exam Week - 09 Oct 2017

Module/Topic

Chapter

Events and Submissions/Topic

There is no exam in this subject

GROUP REPORT AND GROUP PRESENTATION: THE BUSINESS CASE Due: Review/Exam Week Monday (9 Oct 2017) 9:45 am AEST

Exam Week - 16 Oct 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 and 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 3.5 minutes in duration and no longer than 4 minutes. It must reflect the arguments of your essay. Your video submission should be accompanied by a (Word document) transcript of what was said in the video.

THE ESSAY (50% of the total mark for Assignment 1)

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 Zott, Amit and Massa who reviewed the state of business model research in their paper entitled, *The Business Model: Recent Developments and Future Research* in 2011, there are "at least three concepts that might warrant distinct consideration: (1) e-business model archetypes, (2) business model as activity system, and (3) business model as cost/revenue architecture. These distinct concepts could all be fruitfully investigated - individually, as well as in relation to each other - under the umbrella theme of the business model." For the business student, this statement suggests that there are potentially a number of ways in which one could approach the problem of effective business model analysis, and design or re-design. Likewise, it suggests that the business model concept, when considering real world problems, must be approached with the specific business context in mind and to what extent change is inevitable.

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 referring to the notion of an e-business archetype, business model as an activity system AND a business model as a cost-revenue architecture.
 - Explain how these business model conceptualisations can be used to analyse and solve static and dynamic problems, including business model design/re-design problems.
 - Explain what is meant by the term business context and the notion that change in business is inevitable.
 - In regard to the latter, you should ground your arguments through the use of an example. The example you use should refer to an organisation that has been impacted by either one or a combination of the following phenomena: the rise of 'big data', the necessity to reconfigure the organisation's value chains, technologies becoming more integrated and the introduction of 'cities of the future' initiatives.
 - You need to explain how the organisation's business model has been impacted by change and what this means for managers when making decisions about the organisation's business model.
 - Conclude by briefly discussing the significance of your findings for the future of business models research and practice.
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- 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.
 - Please note that the link to the above article can be found on Moodle.
 - On-campus students will be briefed on how to approach the essay in the first weeks of the term. It is highly advisable that on-campus students attend the briefing. Online students will have the opportunity to discuss the essay topic in an online workshop early in term at a mutually convenient time negotiated with their lecturer. Likewise, it is highly advisable that online students attend the virtual briefing.

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's policies.

THE VIDEO WITH TRANSCRIPT (50% of the total mark for Assignment 1)

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 to laypeople.

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 reflect your essay's arguments, albeit in a way that laypeople can understand. You should explain how what you learned can help a manager make decisions with foresight.

To maximise your marks, you should highlight the insights you derived from learning about the organisation 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.

Hint: 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's policies.

Assessment Due Date

Week 7 Monday (28 Aug 2017) 9:45 am AEST

Return Date to Students

Results and feedback available in the unit gradebook should be available 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 group 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.) On-campus students are also required to be observed workshopping their business case report and presentation in class.

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 (50% of the total mark for Assignment 2)

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 or one that you use at work. 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.

On-campus students will have the opportunity to work on the business case document in class from week 6. Indeed, group presentation marks for on-campus students will depend, in part, on how well group classmates workshop the business case project in class.

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 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 items in an appendix 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. Hint: Working evidence of teamwork should be provided in the form of an appendix, e.g. by including team charter and meeting agendas/minutes. It is a requirement that on-campus students be observed workshopping their business case group project. 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 (50% of the total mark for Assignment 2)

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.

On-campus students: you will present live in class during the final workshop on campus.

Flex students: 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.

Please note that it is a requirement that on-campus student groups not only present their own business case but that they have the courtesy to listen to other student group presentations. Students learn from other groups' presentations. In the real world of work, it is an expectation that colleagues will listen to their co-workers' presentations in the workplace. Penalties will be imposed on on-campus teams that fail to participate as audience members.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2017) 9:45 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