MGMT20132 *Innovation and Sustainable Business Development*
Term 1 - 2018

Profile information current as at 12/05/2024 10:58 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 1 - 2018

- 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 conduced 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.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— 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
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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

Tage Andersson Unit Coordinator
t.andersson@cqu.edu.au

Schedule

Week 1: Introduction - 05 Mar 2018

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, Chapter 1: Innovation - What it is and Why it Matters. Osterwalder & Pigneur, Section 1: Business Model Canvas.	**All students: Familiarise yourself with the unit, explore the unit website resources on Moodle, read the relevant chapters.** <u>On-campus students:</u> Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos and brainstorming activities, etc. <u>Distance students:</u> Introduce yourself and engage in the discussion on the website forum.

Week 2: Processes and Models - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Processes and Models.	Tidd & Bessant, Chapter 2: Innovation as a Core Business Process. Osterwalder & Pigneur, Section 2: Business Model Patterns.	**All students: Familiarise yourself with the unit, explore the unit website resources, read the relevant chapters.** <u>On-campus students:</u> Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos and brainstorming activities, etc. <u>Distance students:</u> Use the website forum on Moodle to network with other distance students to self-select into and form groups for assessment 2.

Week 3: The Innovative Organisation - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: The Innovative Organisation.	Tidd & Bessant, Chapter 3: Building the Innovative Organisation. Osterwalder & Pigneur, Section 3: Business Model Design.	<u>On-campus students:</u> Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos, brainstorming activities, etc. <u>Distance students:</u> Network via the website forum to self-select into and form groups.

Week 4: Innovation Strategies - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Innovation Strategies.	Tidd & Bessant, Chapter - Chapter 4: Developing an Innovation Strategy. Osterwalder & Pigneur - Section 4: Strategy.	<u>On-campus students:</u> Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos and brainstorming activities, etc. <u>On-campus students:</u> Final assessment 2 group formation opportunity. <u>Distance students:</u> Final assessment 2 group formation opportunity.

Week 5: Sources of Innovation & Innovation Networks - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Sources of Innovation & Innovation Networks.	Tidd & Bessant, Chapters 5 & 6: Sources of Innovation & Innovation Networks. Osterwalder & Pigneur, Section 5: Business Model Process.	On-campus students: Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos and brainstorming activities, etc. On-campus students: Confirm assessment 2 groups with the assigned lecturer. Distance students: Confirm assessment 2 groups via email to the unit coordinator.

Vacation Week - 09 Apr 2018

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

Week 6: Forecasting and Diffusion of Innovations: Building the Innovation Case - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Forecasting and Diffusion of Innovations: Building the Innovation Case.	Tidd & Bessant, Chapters 7 & 8: Decision Making Under Uncertainty & Building the Innovation Case.	On-campus students: Classes contain a combination of activities including lectures, student group exercises, experiential exercises, impromptu student talks, short videos and brainstorming activities, etc. On-campus students: Workshops on business case preparation. Workshops include exercises relevant to the various sections of the business case. Student groups are given time to workshop their business cases in class. Groups may be required to give progress reports. **On-campus students: The order of on-campus student presentations will be confirmed this week.** Distance students: Work on your business case.

Week 7: New Products and Services - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: New Products and Services.	Tidd & Bessant, Chapter 9: Creating New Products and Services.	On-campus students: Classes contain a lecture and workshops on business case preparation. Workshops include exercises relevant to the various sections of the business case. Student groups are given time to workshop their business cases in class. Groups may be required to give progress reports. Distance students: Work on your business case. **Distance students: Confirm date and time of video conference presentation with the unit coordinator should you choose this option for the presentation component of assessment 2.** **Individual essay and short creative video: Business models** Due: Week 7 Tuesday (24 Apr 2018) 1:00 pm AEST

Week 8: Open Innovation and Partnerships - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Open Innovation and Partnerships.	Tidd & Bessant, Chapter 10: Exploiting Open Innovation and Collaboration.	<u>On-campus students:</u> Classes contain a lecture and workshops on business case preparation. Workshops include exercises relevant to the various sections of the business case. Student groups are given time to workshop their business cases in class. Groups may be required to give progress reports. <u>Distance students:</u> Work on your business case.

Week 9: Innovation, Entrepreneurship and New Ventures - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 9 - Innovation, Entrepreneurship and New Ventures.	Tidd & Bessant, Chapter 11: Exploiting Entrepreneurship and New Ventures.	<u>On-campus students:</u> Classes contain a lecture and workshops on business case preparation. Workshops include exercises relevant to the various sections of the business case. Student groups are given time to workshop their business cases in class. Groups may be required to give progress reports. <u>Distance students:</u> Work on your business case.

Week 10: Managing Knowledge, Intellectual Capital and Learning from Innovation - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Managing Knowledge, Intellectual Capital and Learning from Innovation.	Tidd & Bessant, Chapters 12 & 13: Capturing the Benefits of Innovation & Capturing Learning from Innovation.	<u>On-campus students:</u> Classes contain a lecture and workshops on business case preparation. Workshops include exercises relevant to the various sections of the business case. Student groups are given time to workshop their business cases in class. Groups may be required to give progress reports. **<u>On-campus students:</u> Focus on business case presentation and writing skills.** <u>Distance students:</u> Work on your business case.

Week 11: Innovation Trends, Group Presentations - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Innovation Trends. 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.	Resources are provided on the unit website.	**<u>On-campus students:</u> On-campus group business case presentations or presentation preparation (depending on unit student numbers).** <u>Distance students:</u> Work on your business case.

Week 12: Group Presentations - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

Unit Review.
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.

Resources are provided on the unit website.

On-campus students: On-campus group business case presentations are assessed.
All students: Prepare assessment 2 submission.
All students: Make sure that one person is nominated in your group to upload the group report and powerpoint presentation for submission on the unit website in Moodle.

Group report and group presentation: The business case
Due: Week 12 Friday (1 June 2018) 1:00 pm AEST

Assessment Tasks

1 Individual essay and short creative video: Business models

Assessment Type
Written Assessment

Task Description
This assessment must be completed by students individually. The assessment is designed for students to develop understanding of the importance and appreciation of the close links between business strategy, business innovation and business models. The business model concept is central to this understanding. It has evolved from a term that refers to 'the logic of the firm or the way of doing business' to a set of conceptual analytical and creative tools that can be used to help imagine, conceptualise, deliver and capture business value. The assessment is about assessing business models using different perspectives. The assessment involves writing a 1500 word essay and explaining the essay's main arguments via a creative video. The creative video should be of roughly three minutes duration. Assessment details and guidance will be provided on the unit website in Moodle and in class.

Assessment Due Date
Week 7 Tuesday (24 Apr 2018) 1:00 pm AEST

Return Date to Students

Results and feedback will be made available on the unit website within 2 weeks.

Weighting
50%

Assessment Criteria
 Assessment criteria and marking rubric will be provided on the unit website in Moodle.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

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 assessment must be completed by student groups. The assessment is designed for students to develop and pitch a business case in a real-world setting. The business case must be for an innovation of your choice within a specific organisation. The assessment involves writing a 2000 word group business case report and pitching the report's main arguments and its content at a group presentation session in class (on-campus students) or video presentation (distance students). The presentation should be of roughly 12 minutes duration (depending on student numbers). Assessment details and guidance will be provided on the unit website in Moodle and in class.
Students must be networking to form the groups. Students are required to self-select into and form groups of 3 to 4 students, maximum of 5 students. On-campus students confirm groups with the assigned lecturer. Distance students confirm groups via email with the unit coordinator. This activity is to be completed by week 5. You will have the opportunity to work on the business case with your group in class from week 6.
To obtain marks for assessment 2, students must actively contribute to and participate in the creation of the group's report <u>and</u> actively contribute to and participate in the presentation of their group's report.

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

Return Date to Students

Results and feedback will be made available on the unit website on certification of grades day Friday 6 July 2018.

Weighting
50%

Assessment Criteria
Assessment criteria and marking rubric will be provided on the unit website in Moodle.

Referencing Style

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

Submission
Online Group

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