



MGMT20132 *Innovation and Sustainable Business Development*

Term 1 - 2019

Profile information current as at 05/05/2024 12:30 am

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 - 2019

- Brisbane
- Melbourne
- Online
- 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 Students in class and 'Have Your Say'

Feedback

Continue to engage students with the use of practical workshops.

Recommendation

The recommendation is to continue the current workshop format as it complements the lecture part well and engages students with the unit content and assessments.

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



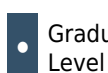
N/A
Level



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	○	○	○	○	○	○

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 , New Jersey , USA

ISBN: 978-0-470-87641-1

Binding: eBook

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Prescribed

Managing Innovation: Integrating Technological, Market and Organizational Change

Sixth Edition (2017)

Authors: Tidd, J. & Bessant, J.

John Wiley and Sons

Hoboken , New Jersey , USA

ISBN: 978-1-119-37941-6

Binding: eBook

Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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

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Schedule

Week 1: Introduction to Innovation and Sustainable Business Development - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Innovation and Sustainable 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.

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.

Distance students: Introduce yourself and engage in the discussion on the website forum.

Week 2: Designing Innovation Processes. - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Designing Innovation Processes.	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: Building the Innovative Organisation - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Building 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 for assessment 2.

Week 4: Developing Innovation Strategies - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing Innovation Strategies.	Tidd & Bessant, 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.

Week 5: Identifying Innovation Sources and Search Strategies - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Identifying Innovation Sources and Search Strategies.	Tidd & Bessant, Chapter 5: Sources of Innovation. Tidd & Bessant, Chapter 6: Search Strategies for Innovation. Osterwalder & Pigneur, Section 5: Business Model Design Process.	<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.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled activities for this week.	There is no scheduled reading for this week.	Private study. Finish preparing assessment 1.

Week 6: Making the Innovation Case - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Making the Innovation Case.	Tidd & Bessant, Chapter 8: Decision Making Under Uncertainty. Tidd & Bessant, Chapter 9: Making the Innovation Case.	<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> Confirm assessment 2 groups with the assigned lecturer. <u>Distance students:</u> Confirm assessment 2 groups via email to the unit coordinator.

Week 7: Creating New Products and Services - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Creating New Products and Services.	Tidd & Bessant, Chapter 10: Creating New Products and Services.	<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. Individual report: Innovation strategy Due: Week 7 Thursday (2 May 2019) 5:00 pm AEST

Week 8: Promoting Entrepreneurship and New Ventures - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Promoting Entrepreneurship and New Ventures.	Tidd & Bessant, Chapter 12: Promoting 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 9: Capturing Business and Social Value of Innovation - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Capturing Business and Social Value of Innovation.

Tidd & Bessant, Chapter 13: Capturing Business Value of Innovation.
Tidd & Bessant, Chapter 14: Capturing Social Value of Innovation.

All students: The date and time of each group presentation is finalised in class.

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.

Week 10: Managing Networks and Open Innovation - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Managing Networks and Open Innovation.	Tidd & Bessant, Chapter 7: Innovation Networks. Tidd & Bessant, Chapter 11: 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>On-campus students:</u> Focus on business case presentation and writing skills. <u>Distance students:</u> Work on your business case.

Week 11: Capturing Learning from Innovation, Group Presentations - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Capturing Learning from Innovation. Group 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.	Tidd & Bessant, Chapter 15: Capturing Learning from Innovation.	<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 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Group presentations and 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.	<u>On-campus students:</u> On-campus group business case presentations. <u>All students:</u> Prepare assessment 2 submission. Make sure that one person is nominated in your group to upload the Word group report and PowerPoint presentation for submission on the unit website in Moodle. Group report and group presentation: The business case Due: Week 12 Thursday (6 June 2019) 5:00 pm AEST

Assessment Tasks

1 Individual report: Innovation strategy

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 close links between the business environment, business innovation strategy, business capabilities and business value creation. The assessment involves writing a 2000 word innovation strategy report in response to a real case. Assessment details and guidance will be provided on the unit website in Moodle and in class. You will have the opportunity to and are encouraged to discuss and workshop your assessment ideas in class before you complete and submit the assessment.

Assessment Due Date

Week 7 Thursday (2 May 2019) 5:00 pm AEST

Return Date to Students

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

Weighting

50%

Assessment Criteria

Your report will be assessed according to the following criteria.

Your report must demonstrate:

1. Thorough understanding of relevant innovation management concepts, principles, theories, tools and models in regards to the assessment tasks. 60%
2. Appropriate and well structured, concise and clear expression of innovation management arguments. 10%
3. Clear flow of thought throughout the report with a clear and succinct purpose described in the introduction and a clear and succinct conclusion. 10%
4. Critical review skills and integration of relevant academic and profession literature. A minimum of five (5) academic journal articles must be used. 10%
5. Appropriate in text referencing and reference list. Adherence to CQUniversity APA Reference Style. 5%
6. Clarity of expression, grammar and spelling. Appropriate report format within ($\pm 10\%$) of the word limit: 2000 words. 5%

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 group forming activity must be completed by students in week 6 as you will be working on the business case with your group in class from week 6. You are encouraged to discuss your assessment ideas in class workshops before you complete and submit the assessment.

To obtain marks for assessment 2, students must actively contribute to and participate in the creation of the group's report and actively contribute to and participate in the presentation of their group's report.

Assessment Due Date

Week 12 Thursday (6 June 2019) 5:00 pm AEST

Return Date to Students

Results and feedback will be made available on the unit website on certification of grades day Friday 12 July 2019.

Weighting

50%

Assessment Criteria

Your report will be assessed according to the following criteria.

Your group report must demonstrate:

1. Logical and persuasive articulation of: the problem to be solved; problem insight; portfolio of generated solution ideas; solution selection analysis; value proposition benefits; business model description; value proposition delivery; financial value capture and strategic fit. 28%
2. Logical and persuasive argumentation in regards to how uncertainty related to customer desirability; technical feasibility; and financial viability is addressed. 8%
3. Clear flow of thought throughout the report with: a convincing executive summary; clear and succinct purpose described in the introduction; and a clear and succinct conclusion. 6%
4. Balanced teamwork as documented in the report appendices: team formation; team charter development; team role allocation; and meeting attendance. 6%
5. Critical review skills and integration of relevant academic and profession literature. A minimum of ten (10) academic references must be used. Appropriate in text referencing and reference list. Adherence to CQUniversity APA reference style. 6%
6. Clarity of expression, grammar and spelling. Appropriate report format within ($\pm 10\%$) of the word limit: 2000 words. 6%

Your group presentation must demonstrate:

1. Persuasive articulation of the two minute business case 'pitch'. 8%
2. Logical and persuasive presentation of: the problem to be solved; problem insight; portfolio of generated solution ideas; solution selection analysis; value proposition benefits; business model description; value proposition delivery; financial value capture and strategic fit. 20%
3. Convincing presenter skills, presentation structure, presentation creativity and presentation quality. 6%
4. Balanced group presenter contributions, meaning all group members present 'equally'. 6%

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