



MGMT20143 *Think Big*

Term 2 - 2018

Profile information current as at 07/05/2024 05:19 pm

All details in this unit profile for MGMT20143 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

Think Big is a unit about generating, developing, and evaluating ideas for the introduction of innovative and viable new ventures. Think Big entails a process of discovery designed to develop creation of dynamic and impactful enterprises. You will learn about innovation business concepts and the design of performance-differentiating business models. The unit will assist you to generate new marketable ideas and develop skills in innovative thinking, and market assessment in digital, commercial, service and social contexts. This unit will also introduce you to the concept of ideation and horizon thinking, and explore how creative and innovative ideas are generated through teamwork and by brainstorming or workshopping ideas. You will be able to apply the principles of lean entrepreneurship and appreciate what is involved when starting a business or a social enterprise, as well as how to pitch business ideas to potential investors as part of an entrepreneurial team. The unit has a strong practice and market disruption focus.

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 - 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. **Practical Assessment**

Weighting: 30%

2. **Practical Assessment**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from 'Have Your Say' survey responses

Feedback

I was really thinking a business after my graduation but I was not directed on how to carry out the business plan. So, this unit gave me a clear idea on how to start a new business through idea generation and present them in front of investor through business pitch. I will surely apply them in coming days. Thanks lecturer and unit coordinator for the providing such learning platform and boosting my confidence towards entrepreneurship.

Recommendation

Continue to highlight the value of research insights to the practical aspects of entrepreneurship. Furthermore, continue to highlight the commercialisation of ideas that arise through media coverage and networks.

Feedback from 'Have Your Say' survey responses

Feedback

Most practical unit I have come across so far. My professor has been a great inspiration.

Recommendation

The field is continuously evolving and this dynamic is great to share. Implementation and the continual recalibration of effort and resources underscores the importance of Lean Start-ups.

Feedback from 'Have Your Say' survey responses

Feedback

The way the explanation is given on moodle site for each assignment is excellent and easy to understand which is the best part of this unit.

Recommendation

Ensuring clarity of requirements in Moodle and quick access/navigation to relevant information reflects good design principles.

Feedback from 'Have Your Say' survey responses

Feedback

Awesome teaching staff and having good knowledge of subject. All over it was excellent

Recommendation

Maintain teaching excellence through regular collegial discussion of progress across the teaching term.

Feedback from 'Have Your Say' survey responses

Feedback

I guess the commercialisation part of the idea is what was not sufficiently covered in the course.

Recommendation

Commercialisation is a logical step forward in developing a subsequent unit.

Unit Learning Outcomes

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

1. Define and apply key concepts of innovation in commercial, digital, service, and social contexts
2. Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles
3. Develop ideas using conceptualisation frameworks, innovation personas and horizon thinking in different business and social contexts
4. Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
5. Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

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Textbooks and Resources

Textbooks

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Supplementary

Business Model Generation: A handbook for visionaries, game changers, and challengers

(2010)

Authors: Osterwalder, A. & Pigneur, Y

Wiley

Hoboken

Binding: eBook

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Supplementary

The Lean Entrepreneur

(2013)

Authors: Cooper, B. and Vlaskovits, P

Wiley

New Jersey

Binding: eBook

Additional Textbook Information

You should feel free to purchase the earlier version and/or a version which is in e-book form if this is more convenient. Do note the textbook will be complemented by a recommended weekly readings list.

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

Olav Muurlink Unit Coordinator

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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Introduction to Think Big Part B: Perspectives on the lean entrepreneur (and intrapreneur)	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 1 and 2	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Part A: Business Model deconstruction Part B: Workshop the building blocks of a business model	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 3 and 5. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 1 and 2. Changers, and Challengers. Wiley Chapters 1 and 2	Start mapping out Assignment 1: Business Model Deconstruction
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Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Advanced Manufacturing and Design Thinking Part B: Workshop critical success factors in a business model.	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 4 and 6. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 3.	Please advise group/team you will be working with through this unit.

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Disruptive technologies Part B: Workshop the business model of your selected business.	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapter 2. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapters 4 and 5.	Business Model Deconstruction Due: Week 4 Friday BUSINESS MODEL DECONSTRUCTION Due: Week 4 Friday (3 Aug 2018) 12:00 pm AEST

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Idea generation Part B: Workshop what it takes to develop a viable business idea	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapter 4. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 4. Access materials in Moodle Week 5	Start mapping out Assignment 2: Idea Generation

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Digital age and integration of value chains and people's networks Part B: Workshop business ideas: are they solving a real need?	Access materials in Moodle Week 6	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Workshop your business idea: Is there a business model that will deliver this benefit profitably?	Access materials in Moodle Week 7	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

Workshop your group idea: Reaching consensus on the 'Best idea' and deciding on which materials will be included in the portfolio.

Access materials in Moodle Week 8.

Idea Generation Due: Week 8 Friday

Idea Generation Due: Week 8 Friday (7 Sept 2018) 12:00 pm AEST

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Workshop portfolio of materials	Access materials in Moodle Week 9.	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Workshop portfolio of materials	Access materials in Moodle Week 10.	Scheduling of Assignment 3 presentations for Week 12 and beyond (as necessary)

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Practice Pitch: rehearsal of team's presentation of the business idea, including the pitch and portfolio of materials.	Access materials in Moodle Week 11.	Scheduling of Assignment 3 presentations for Week 12 and beyond (as necessary)

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Presentation of teams' business idea, including the pitch and portfolio of materials		Business Pitch Due: Week 12 Business Pitch Due: Week 12 Monday (1 Oct 2018) 11:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 BUSINESS MODEL DECONSTRUCTION

Assessment Type

Practical Assessment

Task Description

To be completed individually, you are required to prepare a business report that deconstructs an organisation's business model and identifies the critical success factors that make the business sustainable. To undertake this analysis you will need to explore different business models, including those that are frequently seen to achieve sustainable success and high levels of profitability. Your analysis will demonstrate your critical thinking skills and your ability to professionally articulate your findings.

Before commencing, you must seek your lecturer's approval to undertake an analysis of the business you have chosen. The type of organisation that should be identified for study is one that is relatively new, innovative in how they operate, and have most likely been established in the last five years. No students will be allowed to examine the same business. While the assignment is an individual one, you are encouraged to discuss with your colleagues the variety of business models that have become popular and why you think they have been successful. To achieve a result that meets your study objectives, please ensure the business report addresses each of the assessment criteria detailed below and which is elaborated in the marking rubric.

Length: 1500 words, maximum including references.

Format: Business Report

Reference Format: APA

Assessment Due Date

Week 4 Friday (3 Aug 2018) 12:00 pm AEST

Return Date to Students

Vacation Week Friday (17 Aug 2018)

Weighting

30%

Assessment Criteria

This assignment will be marked along the following criteria:

1. Provides a succinct description of the business, the industry in which it operates, the market(s) it serves, and the products and services it provides (10%)
2. Describes the business model canvas of the selected business using the nine building blocks (15%)
3. Explains the key relationships that exist across the nine building blocks (15%)
4. Identifies and discusses the critical success factors the business has to get right to achieve sustainable success (10%).
5. Evaluates what will contribute to downside risk (10%)
6. Discusses the changes you would make to the business model if this was your business (10%)
7. Quality of critical thinking (ability to critically evaluate evidence, and demonstrate the ability to identify strengths and weaknesses logically) (15%)
8. Quality of communications (ability to clearly and professional deliver information both from the scholarly and non-scholarly sources and maintain a clear line of argument) (15%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Define and apply key concepts of innovation in commercial, digital, service, and social contexts
- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
- Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

Graduate Attributes

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

2 Idea Generation

Assessment Type

Practical Assessment

Task Description

The objective of this individual assessment submission is to learn how to develop a business idea, complemented by brainstorming and leveraging the insights and skillsets of others. Assessment comprises two parts: Please submit a 5-page briefing paper of your business idea, its essential business model components, and aspects that will influence its success. A business model canvass can be included as an appendix.

Length: 1500 words

Format: Business Report

Reference Format: APA

Assessment Due Date

Week 8 Friday (7 Sept 2018) 12:00 pm AEST

Return Date to Students

Week 10 Friday (21 Sept 2018)

Weighting

30%

Assessment Criteria

Assessment Criteria overview. Further details will be provided in Moodle.

1. Effective explanation of the customer/market problem that needs solving and/or the reason the innovation is required. (10%)
2. Persuasive argument of the benefits to be generated by the idea (10%)
3. Discussion of the proposed business model (15%)
4. Critical success factors to be managed during execution of the idea (15%)
5. Evaluation of the feasibility of the idea (10%)
6. Quality of written submission, referencing (10%)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles
- Develop ideas using conceptualisation frameworks, innovation personas and horizon thinking in different business and social contexts
- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic

Graduate Attributes

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

3 Business Pitch

Assessment Type

Presentation and Written Assessment

Task Description

This is a group assignment that builds on the work completed in Assessment 2. It allows your group/team to showcase the business idea identified by the group as the "best one" during workshops earlier in the unit. The objective of Assessment 3 is to hone student's business concept development and presentation skills, including what it takes to explain and pitch an idea for a new business venture. It will allow students to appreciate that potential investors take the investment process seriously and will not commit to a project without first scrutinising it carefully.

While working on Assessment 2, your group/team should have identified an innovative business idea that has the best chance of securing a high proportion of a potential investment, assumed to a maximum of \$100,000. Your group/team will be required to present (pitch) the business idea using PowerPoint. All members of the group must take part in the presentation.

In summary, there are two parts to Assessment 3: The pitch requires everyone in the team to present the idea and sell the proposed business venture to an 'investor'. The other involves the group/team providing a portfolio of materials (three items) that supports the pitch.

The Pitch

Make a 2-minute pitch, which succinctly describes the important aspects of the business concept and the business model to be used. Each team member presents their aspect of the pitch in no more than 4-minutes. Where appropriate, showcase the portfolio of materials to support the presentation

The pitch should be structured to include the following:

1. Comprehensive description of the proposed venture idea and underlying business model
2. A high-level discussion of the business case, including: the problem solved; how the idea is monetised; financial

- feasibility, operational feasibility; and the the scope and scalability of the idea for commercialisation.
3. What you are seeking from the investor
 4. What you are offering in return

Portfolio of Materials and Team Charter

The group/team must submit **ANY three** of the following as part of a portfolio of materials in support of the business idea pitched by the group/team:

1. Description and justification of the innovation process used.
2. Cash flow projections and Income Statement for the first two years.
3. Short video or animated PowerPoint that explains and sells the business idea to potential investors and customers
4. A draft website (maximum six pages) that explains and sells the business idea to potential investors and customers.
5. An example of a blog or newsletter or similar communication that explains and sell the business idea to potential investors and customers
6. A 2-page plan/outline that explains how social media will be used
7. A related application software
8. A short brochure in pdf
9. A prototype of the product
10. A schematic or simulation of the planned service offering
11. Any other item/aspect that demonstrates a key aspect of the product/service you want to develop and which will persuade investors to fund your project.

The group/team leader is required to upload materials to the Moodle site.

Assessment Due Date

Week 12 Monday (1 Oct 2018) 11:00 pm AEST

Return Date to Students

Exam Week Monday (15 Oct 2018)

Weighting

40%

Assessment Criteria

The Pitch and Portfolio of Materials will be jointly assessed by the 'investor' and your lecturer. The 'investor' will provide a notional investment out of a maximum \$100,000 assigned to the following aspects. Your lecturer/marker/unit coordinator will evaluate your pitch on the same aspects as follows:

1. The 2-minute pitch or idea is effectively communicated by the first team presenter. (\$5k / 5%).
2. The benefits and significance of the generated idea/solution/are logically and persuasively argued by the whole team. (\$10k / 10%).
3. The innovation and/or business opportunity are explained in such a way that the investor understands: how the idea is monetised; financial feasibility; operational feasibility; the scope and scalability of the idea for commercialisation. (\$15k / 15%).
4. What you are seeking from the investor. (\$5k / 5%).
5. What you are offering in return. (\$5k / 5%).
6. The way in which the ideas are structured for the presentation are logical, robust, and persuasive. (\$5k / 5%).
7. The portfolio of materials is relevant and impressive. (\$25k / 25%).
8. Creativity and flair, and an assuring level of commercial acumen was demonstrated effectively by all members of the team. (\$10k / 10%).
9. Everyone has the opportunity to present 'equally'. (\$10k / 10%).
10. Presentation by the group/team exhibited confidence, was engaging, and answered the investor's questions (\$10k / 10%).

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Define and apply key concepts of innovation in commercial, digital, service, and social contexts
- Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles

- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
- Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

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