



MGMT20143 *Think Big*

Term 2 - 2019

Profile information current as at 20/04/2024 06:28 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 innovative 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 - 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. **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

Feedback

"The unit material is well structured and the assignments are designed carefully to facilitate the learning."

Recommendation

The material is continually updated to reflect the latest evidence and most effective practices

Feedback from Have-your-Say

Feedback

"The concept of idea generation, selection help in creativity. I like the way we were given chance to create our own business strategy. Great experience."

Recommendation

Idea generation and selection provides the opportunity to bring together the frameworks learned through this unit and contextual experience gained from industry.

Feedback from Have-your-Say

Feedback

"This unit would help me in the future for generating my idea into the market and also help me to understand the concept and working structure of the market. "

Recommendation

The emphasis on portfolio careers reinforces the value of identifying opportunities that might be worth commercialising in the future

Feedback from Have-your-Say

Feedback

"The requirements for each assessment task were clearly explained and the feedback given on my assessment work helped me to improve learning."

Recommendation

Assessment is designed to provide a scaffold to apply knowledge in an interesting and meaningful context. Quality feedback recognises achievements and encourages excellence in future endeavours.

Unit Learning Outcomes

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

1. Develop, through independent research, an advanced and integrated understanding of the key concepts of innovation, business models, and new ventures in commercial, digital, service, and social contexts
2. Critically analyse cases of disruptive innovation by applying lean entrepreneurship principles
3. Generate, evaluate and communicate creative ideas for new ventures, both as independent learners and as members of work groups, to a variety of audiences
4. Research and apply established theories related to ideation processes, business model design principles, and forecasting
5. Critically discuss and reflect on the technical, financial, and organisational constraints for innovative new ventures.

nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical Assessment - 30%	•	•			•
2 - Practical Assessment - 30%	•	•	•	•	
3 - Presentation and Written Assessment - 40%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Practical Assessment - 30%	◦		◦	◦	◦	◦		
2 - Practical Assessment - 30%	◦	◦	◦	◦	◦	◦		
3 - Presentation and Written Assessment - 40%	◦	◦	◦	◦		◦	◦	

Textbooks and Resources

Textbooks

MGMT20143

Prescribed

New Venture Creation: Entrepreneurship for the 21st Century

Edition: 10 (2015)

Authors: Spinelli S & Adams R

McGraw Hill

United States of America

ISBN: 9781308851020

Binding: Paperback

Additional Textbook Information

Digital E-text book:

<https://www.mheducation.com.au/9781308851020-aus-ebook-new-venture-creation-entrepreneurs-hip-for-the-21st-century-10th-edition>

However, if you prefer a paper text, they are available 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

Imran Ali Unit Coordinator

i.ali@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Introduction to Think Big Part B: Workshop perspectives on the lean entrepreneur (and intrapreneur)	Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapters 1 & 2 Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 1 and 2	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Business Model deconstruction Part B: Workshop the entrepreneurial process	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	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Advanced Manufacturing and Design Thinking Part B: Workshop the building blocks of 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 team you will be working with for Assignment 3

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Advanced Manufacturing and Design Thinking Part B: Workshop the building blocks of a business model	Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapter 4 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.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Part A: Idea generation
 Part B: Workshop what does it take to develop a viable business idea

Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapters 5 & 6
 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

BUSINESS MODEL DECONSTRUCTION Due: Week 5
 Monday (12 Aug 2019) 5:00 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

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

Access materials in Moodle Week 6

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Workshop your preferred business idea: Is there a business model that will deliver this benefit profitably?

Access materials in Moodle Week 7.

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Workshop your preferred business idea: Identify the key linkages among the business model building blocks that are critical to the launch and early growth phases.

Access materials in Moodle Week 8.

Idea Generation and Business Model Development Due: Week 8
 Monday (9 Sept 2019) 5:00 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Review the ideas developed by team members. Reach consensus on how you will select the 'Best idea' to develop further for Assignment 3

Access materials in Moodle Week 9.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Workshop idea enhancement

Access materials in Moodle Week 10.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop business model enhancement	Access materials in Moodle Week 11.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop Business Pitch presentation		Idea Selection and Business Pitch Due: Week 12 Monday (7 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 BUSINESS MODEL DECONSTRUCTION

Assessment Type

Practical Assessment

Task Description

To be completed individually, you are required to prepare a 1500-word business report that deconstructs an organisation's business model and identifies the critical success factors that make the business sustainable. 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 innovative in its operate and have most likely been established in the last five years.

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

Format: Business Report

Business Model Canvas format: From Osterwalder & Pigneur (2010)

Reference Format: American Psychological Association (APA)

Assessment Due Date

Week 5 Monday (12 Aug 2019) 5:00 pm AEST

Return Date to Students

Week 6 Monday (26 Aug 2019)

Results and marking comments will be available through Feedback Studio. Please click on the blue pencil to access the feedback.

Weighting

30%

Assessment Criteria

This 30 per cent assignment will be assessed on the following criteria (pro-rated out of 100%):

1. Provide a succinct description of the business, the industry in which it operates, the market or

- markets it serves, and the products and services it provides (10%)
2. Deconstruct the business model of the selected business using the nine building blocks in Osterwalder & Pigneur's canvas (20%)
 3. Explain the key interrelationships that exist across the nine building blocks (20%)
 4. Identify and discuss the critical success factors the business has to get right to achieve sustainable success (10%)
 5. Evaluate what factors might impact the success of the business model (10%)
 6. Discuss the changes you would make to the business model if this was your business (20%)
 7. Quality of written submission, minimum 6 peer-reviewed journals, and APA referencing format (10%).

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via Turnitin in Moodle

Learning Outcomes Assessed

- Develop, through independent research, an advanced and integrated understanding of the key concepts of innovation, business models, and new ventures in commercial, digital, service, and social contexts
- Critically analyse cases of disruptive innovation by applying lean entrepreneurship principles
- Critically discuss and reflect on the technical, financial, and organisational constraints for innovative new ventures.

Graduate Attributes

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

2 Idea Generation and Business Model Development

Assessment Type

Practical Assessment

Task Description

The objective of this individual assessment submission is to learn how to develop your own business idea, complemented by research and observational insights that detail why the need is compelling. Please submit a 1500-word business report of your idea, a detailed business model (BM) canvas, discussion of the interrelationships among the BM components that are essential to success, critical risks and assumptions, and overall feasibility. The business model canvas must be discussed in the report and included as an appendix.

The assessment criteria are detailed below.

Length: 1500 words

Format: Business Report

Business Model Canvas format: From Osterwalder & Pigneur (2010)

Reference Format: APA

Assessment Due Date

Week 8 Monday (9 Sept 2019) 5:00 pm AEST

Submit the assessment on or before due date. Late penalty applies

Return Date to Students

Week 10 Monday (23 Sept 2019)

Results and marker comments will be available in Moodle through Feedback Studio. Please click on the blue Pencil to access feedback.

Weighting

30%

Assessment Criteria

Idea Generation and Business Model Development (30%). Criteria evaluation below pro-rated out of 100%. **Marking Rubric provided in Moodle.**

1. Effective explanation of the customer/market problem that needs solving and/or the reason the innovation is required (15%)
2. Persuasive argument of the customer/client benefits to be generated by the idea (10%)
3. Discussion of the proposed business model and the key interrelationships in the BM that will support success of the idea (25%)
4. Critical success factors to be managed during execution of the idea (15%)
5. Identification of critical risks and assumptions (10%)
6. Evaluation of the overall feasibility of the idea (15%)
7. Quality of written submission, minimum 6 peer-reviewed journals, and APA referencing format (10%).

Referencing Style

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

Submission

Online

Submission Instructions

Please submit online via Moodle

Learning Outcomes Assessed

- Develop, through independent research, an advanced and integrated understanding of the key concepts of innovation, business models, and new ventures in commercial, digital, service, and social contexts
- Critically analyse cases of disruptive innovation by applying lean entrepreneurship principles
- Generate, evaluate and communicate creative ideas for new ventures, both as independent learners and as members of work groups, to a variety of audiences
- Research and apply established theories related to ideation processes, business model design principles, and forecasting

Graduate Attributes

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

3 Idea Selection and Business Pitch

Assessment Type

Presentation and Written Assessment

Task Description

This is a group assignment that builds on the work completed in Assessment 2.

The objective of Assessment 3 is to develop skills that enable you to evaluate which idea (from Assessment 2) has the highest chance of success, and to then prepare a pitch that presents a compelling business case to secure financial backing. This facilitates an appreciation of what potential investors will be evaluating before they commit to project investment.

In summary, there are two parts to Assessment 3. The first requires the group to prepare a 1500-word

business report that compares then selects which business idea to present from Assessment 2. The second involves everyone in the team pitching the idea to secure development capital. This needs to be recorded in Zoom with each team member presenting relevant PPT slides. Both the Business Report (Idea Selection) and Pitch (Zoom video recording) need to be uploaded by the team leader (only) to Turnitin in Moodle. The criteria for each component of the assessment are detailed below:

Idea Selection (15%)

The structure of the 1500-word business report should be set out as follows (with pro-rata assessment weighting totalling 100%):

1. Idea Evaluation (Develop an evaluation framework to compare the ideas developed individually in Assessment 2) (20%)
2. Idea Selection (Describe and justify how the best idea was selected) (20%)
3. Improvements (Identify any gaps that need to be addressed before the idea is pitched to an investor) (20%)
4. Revised Business Model (Amend the business model canvas to incorporate the above revisions) (20%)
5. Cash flow projections (Prepare 'best case' and 'worst case' cash flow projections for the first two years. Remember to state your assumptions about the key drivers of cash flow in each scenario) (20%)

The Pitch (25%)

Using Zoom, record a (maximum) 10-minute PowerPoint presentation that explains and sells the business idea to potential investors and customers

Each team member must present their aspect of the pitch in no more than 3-minutes.

The pitch should be structured to include the following (with pro-rata assessment weighting totalling 100%):

1. Overview of the proposed venture idea and underlying business model (10%)
2. More detailed explanation of:
 - a. The problem solved (5%);
 - b. How the idea is monetised (5%);
 - c. Financial feasibility (Cash flow projections for the first two years: and Key Ratios: Break-even point and ROI) (5%);
 - d. Operational feasibility (5%); and
 - e. Scope and scalability of the idea for commercialisation (5%).
3. What you are seeking from the investor (10%)
4. What you are offering in return (10%)
5. Presentation was creative and persuasive (15%)
6. Presentation demonstrated commercial acumen (15%)
7. Evidence (references) supporting the idea are provided in the Notes sections of relevant PPT slides (15%)

Assessment Due Date

Week 12 Monday (7 Oct 2019) 5:00 pm AEST

Submit the assessment on or before due date. Late penalty applies

Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

Results for the assignment will be returned after finalisation of grades.

Weighting

40%

Assessment Criteria

Idea selection (15%) will be assessed (pro-rata out of 100%) on the following criteria:

1. Develop an evaluation framework to compare the ideas that were developed individually in Assessment 2 (20%)
2. Describe and justify how the best idea was selected (20%)
3. Identify any gaps that need to be addressed before the idea is pitched to an investor (20%)
4. Revision of the business model canvas to incorporate the above (20%)
5. Prepare 'best case' and 'worst case' cash flow projections for the first two years (20%)

Presentation Pitch (25%) will be assessed (pro-rata out of 100%) on the following criteria:

1. Overview of the proposed venture idea and underlying business model (10%)
2. More detailed explanation of:
 - a. the problem solved (5%);
 - b. how the idea is monetised (5%);
 - c. financial feasibility (Key Ratios: Break-even point and ROI) (5%);
 - d. operational feasibility (5%); and
 - e. scope and scalability of the idea for commercialisation (5%).
3. What you are seeking from the investor (10%)
4. What you are offering in return (10%)
5. Presentation was creative and persuasive (15%)
6. Presentation demonstrated commercial acumen (15%)
7. Evidence (references) supporting the idea are provided in the Notes sections of relevant PPT slides (15%)

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Each group needs to submit one assessment online via Moodle.

Learning Outcomes Assessed

- Generate, evaluate and communicate creative ideas for new ventures, both as independent learners and as

- members of work groups, to a variety of audiences
- Research and apply established theories related to ideation processes, business model design principles, and forecasting
 - Critically discuss and reflect on the technical, financial, and organisational constraints for innovative new ventures.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- 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