



# MGMT20143 *Think Big*

## Term 1 - 2021

Profile information current as at 20/04/2024 04:55 am

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 1 - 2021

- 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**

I learned so many things in this unit which is very useful in the real world.

**Recommendation**

A student centered and work-applied learning and teaching pedagogy furnishes the students skills and knowledge essential to solve real-world problems. Such teaching approach needs to be continued with more passion and enthusiasm.

#### Feedback from Have your say

**Feedback**

The lecture content and the workshop activities were amazing. It helped us get a better idea of how the world works. Our innovation capabilities became better and I could see the bigger picture using the knowledge I grasped from each lecture and workshop. The information in the ppt slides does really help us think big and out of the box and the assessment tasks were perfect to get the whole idea. Enjoyed this unit a lot and it was a necessary unit too.

**Recommendation**

The materials on lecture and workshop need to be continually updated to reflect the latest evidence and most effective practices. The PowerPoint slides need to be revisited.

#### Feedback from Have your say

**Feedback**

The unit possesses a lot of material to learn and think big in the business you wish to do. Showed us some important concepts of business i.e., feasibility analysis, critical risk assessment, interrelationships of business model canvas. And the teaching staff is very supportive in learning these concepts.

**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**

This is a very good unit and I would recommended to anyone who is interested in starting a new business venture.

**Recommendation**

This comment indicates that the unit is achieving learning objectives and and helping improve graduate qualities. As such, application of research and scholarship with profound real-world examples should be continued.

## 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 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### 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

**There are no required textbooks.**

#### Additional Textbook Information

Reading materials mentioned in the eReading list may be sourced from the CQU Library

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Malcolm Johnson** Unit Coordinator  
[m.n.johnson@cqu.edu.au](mailto:m.n.johnson@cqu.edu.au)

## Schedule

### Week 1- Introduction to Think Big - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Think Big- What is entrepreneurship?	Spinelli, S., & Adams, R. (2017). <i>New Venture Creation: Entrepreneurship for the 21st Century</i> . McGraw-Hill Education. Chapters 1 & 2. Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapters 1 & 2.	Lecture-Introduction to Think Big Workshop-Perspectives on the lean entrepreneur (and intrapreneur)

### Week 2- Business Model Deconstruction - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Business Model Deconstruction- the business model building blocks	Cooper, B., & Vlaskovits, P. (2013) <i>The lean Entrepreneur</i> . Wiley. Chapters 3 & 5. Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A handbook for visionaries, game changers, and challengers</i> . Wiley. Chapters 1 & 2.	Lecture- Business Model Deconstruction Workshop-Investigating the building blocks of a business model

**Week 3-Advanced Manufacturing and Design Thinking - 22 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Manufacturing and Design Thinking- business model critical success factors	Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapters 4 & 6. Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A handbook for visionaries, game changers, and challengers</i> . Wiley. Chapter 3.	Lecture- Advanced Manufacturing and Design Thinking Workshop- Investigating the critical success factors in a business model

**Week 4-Disruptive Technologies - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Disruptive Technologies- in the context of business model development	Spinelli, S., & Adams, R. (2017). <i>New Venture Creation: Entrepreneurship for the 21st Century</i> . McGraw-Hill Education. Chapter 4. Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapter 2. Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A handbook for visionaries, game changers, and challengers</i> . Wiley. Chapters 4 & 5.	Lecture- Disruptive Technologies Workshop- Developing alternative models of your selected idea

**Week 5-Idea Generation - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Idea Generation	Spinelli, S., & Adams, R. (2017). <i>New Venture Creation: Entrepreneurship for the 21st Century</i> . McGraw-Hill Education. Chapters 5 & 6. Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapter 4.	Lecture- Idea Generation Workshop- What will it take to develop a viable business idea  <b>Business Model Deconstruction</b> Due: Week 5 Friday (9 Apr 2021) 11:45 pm AEST

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6-The Digital Age and Integration of Value Chains and People Networks- Greater Connectivity - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
The Digital Age and Integration of Value Chains and People's Networks- Greater Connectivity	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- The Digital Age and Integration of Value Chains and People's Networks- Greater Connectivity Workshop- Are your business ideas solving a real need?

**Week 7- Ideation and Feasibility - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Ideation and Feasibility	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Ideation and Feasibility Workshop- Is your idea feasible?
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**Week 8-Validation of Ideas - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Validation of Idea	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Validation of Ideas Workshop- How do you select the 'best' idea?  <b>Idea Generation and Business Model Development</b> Due: Week 8 Friday (7 May 2021) 11:45 pm AEST

**Week 9-Reaching Consensus on the idea to take forward - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Reaching Consensus on the idea to take forward	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Reaching consensus on the idea to take forward Workshop- What is compelling about your group's idea?

**Week 10- Structuring a Pitch - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Structuring a Pitch	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Structuring a Pitch Workshop- What do you need to deliver a great Pitch?

**Week 11- Pre-pitch checks - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Pre-pitch checks	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Pre-pitch checks Workshop- <ul style="list-style-type: none"> <li>• What is your story?</li> <li>• Where is the evidence?</li> <li>• Why is your Idea compelling?</li> <li>• "What is in it for you?" and "What is in it for me, the investor?"</li> </ul>

**Week 12- Reflection on the Unit and Concluding remarks - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Reflection on the Unit and Concluding remarks	No readings. Videos/podcasts are available on Moodle for this topic.	Lecture- Reflection on the Unit and concluding remarks.  <b>Assessment 3: Idea Selection and Business Pitch</b> Due: Week 12 Friday (4 June 2021) 11:45 pm AEST

**Review/Exam Week - 07 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 14 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Business Model Deconstruction

**Assessment Type**

Practical Assessment

**Task Description**

This is an *individual assessment*. You are required to prepare a business report that deconstructs

**Afterpay'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.

Length: 1500-words

Format: Business Report

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

To achieve a result that meets your study objectives, please ensure the business report addresses each of the assessment criteria.

**Assessment Due Date**

Week 5 Friday (9 Apr 2021) 11:45 pm AEST

A late penalty @ 5% per day will be applied

**Return Date to Students**

Week 7 Friday (30 Apr 2021)

The grades will be released in Moodle

**Weighting**

30%

**Assessment Criteria**

1. Provide a succinct description of the business, the industry in which it operates, the markets and or markets it serves and the products and or services it provides (10%).
2. Deconstruct the business model of the selected business using the nine building blocks in Osterwalder & Pigneur (2010)'s business model canvas (30%).
3. Explain the key interrelationships that exist across the nine building blocks (30%).
4. Identify and discuss the critical success factors the business has to get right to achieve sustainable success (20%).
5. Quality of written submission, *minimum of 6 peer reviewed academic journals*, discussion sufficiently linked with literature, and APA referencing format (10%).

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**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
- Ethical and Professional Responsibility

### 2 Idea Generation and Business Model Development

**Assessment Type**

Practical Assessment

### Task Description

This is an *individual assessment*. The objective of this assessment is to learn how to develop **your own business idea**, complemented by research and observational insights that detail why it is compelling. You are required to submit a report of your idea including business model canvas (BM), the interrelationships among the BM components that are essential to its success, critical risks and assumptions, and overall feasibility.

Length: 1,500 words

Format: Business Report.

Business Model Canvas Format: Osterwalder & Pigneur (2010).

To achieve a result that meets your study objectives, please ensure the report meets the assessment criterion.

### Assessment Due Date

Week 8 Friday (7 May 2021) 11:45 pm AEST

A late penalty @ 5% per day will be applied

### Return Date to Students

Week 10 Friday (21 May 2021)

The results will be released in Moodle

### Weighting

30%

### Assessment Criteria

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

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### 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 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
- Ethical and Professional Responsibility

## 3 Assessment 3: Idea Selection and Business Pitch

### Assessment Type

Presentation and Written Assessment

### **Task Description**

This is a *group assessment* 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 then to 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. There are two parts to Assessment 3:

Part A- Group Report (15%): 1,500-word business report that compares and then selects which business idea to present from Assessment 2.

Part B- Group Presentation The Pitch (25%): Using zoom, record a (maximum) 10- to 12-minute presentation that explains and sells the business idea to potential investors and customers. Each group member (group size is 3 to 4 people) will be expected to present their aspects of the pitch in no more than 3-minutes. Your presentation must be delivered professionally and persuasively (i.e., as though you are presenting to a professional investor).

### **Assessment Due Date**

Week 12 Friday (4 June 2021) 11:45 pm AEST

A late penalty @ 5% per day will be applied

### **Return Date to Students**

After grade certification

### **Weighting**

40%

### **Assessment Criteria**

Part A- Group Report (15%):

1. Idea Evaluation- Develop an evaluation framework to compare the ideas developed individually in Assessment 2 (20%).
2. Idea Selection- Describe and justify, with evidence, how the best idea was selected (20%).
4. Revised business model canvas- Amend the business model canvas from Assessment 2, to incorporate the above revisions (20%).
5. Cash flow projections- prepare 'best case' and 'worst case' cash flow projections (positive or negative) for the first two years (20%).

Remember to *clearly state your assumptions about the key drivers of cash flow in each scenario.*

Part B- Group Presentation The Pitch (25%):

1. Overview of the proposed venture idea and underlying business model (20%).
2. Explanation of:
  - i. what are you seeking from the investor (10%);
  - ii. what are you offering in return (20%);
  - iii. financial feasibility (discuss time to positive cash flow, break-even point and ROI) (20%);
  - iv. scalability of idea for commercialisation (10%).
3. Quality of presentation (20%).

To achieve a result that meets your study objectives, please ensure your presentation (Pitch) meets the assessment criterion (provided above and detailed in the marking rubric).

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Generate, evaluate and communicate creative ideas for new ventures 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

## 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