



MGMT20143 *Think Big*

Term 1 - 2022

Profile information current as at 26/04/2024 01:19 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 workshoping 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 - 2022

- 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 Unit Evaluation

Feedback

The lecture has been interesting.

Recommendation

Relevance of topical business activity, such as Afterpay, allowed tracking of these through the Term as each weekly topic was discussed. Continuing this approach is recommended to engage students in the relevance of concepts covered in the unit.

Feedback from Unit Evaluation

Feedback

Interactive learning with our tutor who is knowledgeable of the subject is indeed a great experience.

Recommendation

It is important that each student is able to contribute their insights to the discussion of material presented each week. This enriches and enlivens the discussions. Continuing a respectful engagement and encouragement of students facilitates this outcome.

Feedback from Unit Evaluation

Feedback

It has very practical information in this unit

Recommendation

Discerning how best to approach a new venture idea can be challenging. Application of relevant frameworks can reduce the complexity through the insights that these can provide to real-life situations. This approach will continue to be used, with topical examples used to highlight the relevant insights.

Feedback from Unit Evaluation

Feedback

I enjoyed coming up with my own business idea

Recommendation

This is a key outcome that the unit seeks to facilitate. Using the unit to thoroughly evaluate an idea and the launch tasks provides deep learning and a potential life-changing benefit. It will be important to initiate this mindset at the commencement of each Term and to maintain it through application to weekly content.

Feedback from SUTE

Feedback

The workshop gave me some ideas to develop my assessments. However, it can be improved with more detailed development of the assessment or detailed individual feedback of the assessment.

Recommendation

The development of critical thinking skills is one of the important graduate attributes we seek to cultivate at CQU. Utilising the detailed assessment rubrics will facilitate the questioning that students can raise in workshops. The value of working on assignments as each weekly topic is covered, provides an opportunity to consider the deeper perspectives that might apply to the task. Feedback provided on assignments uses these same marking rubrics, with constructive comments provided as well as affirmation of good work.

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



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

There is no prescribed book. However, the reading of the following book (available in the CQUni online library) will be helpful.

Title: New Venture Creation: Entrepreneurship for the 21st Century 10th (2015)

Authors: Spinelli S & Adams R

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

Imran Ali Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Think Big- What is entrepreneurship?	Chapters 1 & 2: 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.	Lecture: Introduction to Think Big Workshop: Perspectives on the lean entrepreneur (and intrapreneur)

Week 2 - 14 Mar 2022

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

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Advanced Manufacturing and Design Thinking- business model critical success factors	Chapters 4 & 6: Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapter 3: Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A handbook for visionaries, game changers, and challengers</i> . Wiley.	Lecture: Advanced Manufacturing and Design Thinking Workshop: Investigating the critical success factors in a business model
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Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Disruptive Technologies- in the context of business model development	Chapter 4: Spinelli, S., & Adams, R. (2017). <i>New Venture Creation: Entrepreneurship for the 21st Century</i> . McGraw-Hill Education. Chapter 2: Cooper, B., & Vlaskovits, P. (2013). <i>The lean Entrepreneur</i> . Wiley. Chapters 4 & 5: Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A handbook for visionaries, game changers, and challengers</i> . Wiley.	Lecture: Disruptive Technologies Workshop: Developing alternative models of your selected idea Assessment 1 Due: Business model deconstruction: Week 4, Monday (29 March 2022) 11:45 pm AEST Business Model Deconstruction Due: Week 4 Monday (28 Mar 2022) 11:45 pm AEST

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Idea Generation	Chapters 5 & 6: 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.	Lecture: Idea Generation Workshop: What will it take to develop a viable business idea

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Take a break and get refreshed		

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Digital Age and Integration of Value Chains and People's Networks- Greater Connectivity	Moodle learning resources	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 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Opportunity identification and the creative pursuit of an innovative idea	Chapter 5: Frederick, H. H. (2019). <i>Entrepreneurship: theory/process/practice</i> (Fifth Asia-Pacific edition.. ed.). South Melbourne, Victoria	Lecture: Opportunity identification and the creative pursuit of an innovative idea Workshop: opportunity identification and idea generation

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Ideation and Feasibility	Chapters 5 & 6: 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. Wiley: New Jersey.	Lecture: Ideation and Feasibility Workshop: Is your idea feasible? Assessment 2 Due: Idea Generation and business model development: Week 8, Monday (02 May 2022) 11:45 pm AEST
Week 9 - 09 May 2022		
Idea Generation and Business Model Development Due: Week 8 Monday (2 May 2022) 11:45 pm AEST		

Module/Topic	Chapter	Events and Submissions/Topic
Validation of Idea	Chapters 5 & 6: Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. 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.	Lecture: Validation of Ideas Workshop: How do you select the 'best' idea?

Week 10 - 16 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Reaching consensus on the idea to take forward	Moodle learning resources	Lecture: Reaching consensus on the idea to take forward Workshop: What is compelling about your group's idea?

Week 11 - 23 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Structuring a Pitch & Pre-pitch checks	Moodle learning resources	Lecture: Structuring a Pitch & Pre-pitch checks Workshop: What do you need to deliver a great Pitch?

Week 12 - 30 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Reflection on the Unit and concluding remarks		Lecture: Reflection on the Unit and concluding remarks. Assessment 3 Due: Idea selection and business pitch: Week 12, Thursday (02 June 2022) 11:45 pm AEST
Assessment 3: Idea Selection and Business Pitch Due: Week 12 Thursday (2 June 2022) 11:45 pm AEST		

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 a business model of your choice 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: 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 4 Monday (28 Mar 2022) 11:45 pm AEST

A late penalty @ 5% per day will be applied

Return Date to Students

Week 6 Monday (18 Apr 2022)

The grades will be released on 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 and APA referencing format. A *minimum of 6 relevant peer-reviewed academic journals* having discussion sufficiently linked with literature along with non-academic references (websites/databases/news etc.) used to gather information on the company (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, the interrelationships

among the business model 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 Monday (2 May 2022) 11:45 pm AEST

A late penalty @ 5% per day will be applied

Return Date to Students

Week 10 Monday (16 May 2022)

The results will be released on 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 business model 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 relevant 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 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 Thursday (2 June 2022) 11:45 pm AEST

A late penalty @ 5% per day will be applied

Return Date to Students

The results will be released on Moodle after grade certification date.

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 including the problem you are trying to solve or the opportunity you are trying to exploit. *What is your 'Think Big - Lean Entrepreneur' solution? (20%)*
2. Explanation of:
 - i. underlying business model and why now? (20%);
 - ii. competition and financial feasibility (20%);
 - iii. scalability of idea for commercialisation (10%);
 - iv. what are you seeking from the investor and what are you offering in return (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 Group

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