



MGMT20143 *Think Big*

Term 2 - 2022

Profile information current as at 14/12/2025 06:16 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 - 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 Have your say

Feedback

This unit is quite amazing. I have learned great skills and knowledge from this unit with good group discussions during sessions. Moreover, I like the way of discussing the current scenarios.

Recommendation

Each student should actively contribute to the group discussion. The discussion questions should be contemporary allowing students to link theoretical concepts with real-world industry problems and develop new solutions through brainstorming in the group. This will enrich students' contemporary knowledge and teamwork skills. Continuing this approach is recommended to achieve the unit's learning outcomes.

Feedback from Have your say

Feedback

Making videos on further explanations of assessments was very helpful.

Recommendation

Video recording on each assessment item helps students get clarification on the assessment task and key criteria. Continuing this approach is recommended to increase student success rates in this unit.

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

MGMT20143

Supplementary

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

(2010)

Authors: Osterwalder, A. & Pigneur, Y.

Wiley

Binding: eBook

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Supplementary

Entrepreneurship: Theory/Process/Practice

(2019)

Authors: Kuratko, Donald, & O'Connor, Allan

Cengage Learning Australia

Binding: eBook

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Supplementary

The startup owner's manual: The step-by-step guide for building a great company

(2020)

Authors: Steve Blank & Bob Dorf

John Wiley & Sons

Binding: eBook

Additional Textbook Information

Select readings from the supplementary books will be used in the Unit and these are available in the Unit's e-Reading List given on Moodle.

Copies of the supplementary e-books are available in the CQU Library.

Students can purchase their own copy directly from the publisher or refer to the learning materials given on Moodle.

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

Vanita Yadav Unit Coordinator

v.yadav@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Think Big- What is entrepreneurship?	Kuratko, Donald, & O'Connor, Allan. (2019, 5th Asia-Pacific edition). Entrepreneurship: Theory /Process /Practice. Melbourne: Cengage Learning Australia. Chapter 1.	Lecture: Introduction to Think Big Workshop: Perspectives on the lean entrepreneur (and intrapreneur)
	Blank, Steve. (2013). Why the lean start-up changes everything? Harvard Business Review, 91(5), 64.	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Business Model Deconstruction- The Business Model Building Blocks	Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation: A handbook for visionaries, game changers, and challengers. Hoboken, NJ: Wiley. Chapters on 9 building blocks.	Lecture: Business Model Deconstruction Workshop: Investigating the building blocks of a business model

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Manufacturing and Design Thinking	Kuratko, Donald, & O'Connor, Allan. (2019, 5th edition). Entrepreneurship: Theory /Process /Practice. Melbourne: Cengage Learning Australia. Chapters 6 & 7. Brown, Tim. (2008). Design thinking. Harvard Business Review, 86(6), 84-141.	Lecture: Advanced Manufacturing and Design Thinking Workshop: Design thinking for business model design

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Disruptive Innovation and Think Big	Christensen, C., Raynor, M. E., & McDonald, R. (2013). Disruptive innovation. Harvard Business Review. Kuratko, Donald, & O'Connor, Allan. (2019, 5th Asia-Pacific edition). Entrepreneurship: Theory /Process /Practice. Melbourne: Cengage Learning Australia. Chapt 3.	Lecture: Disruptive Innovation and Technologies Workshop: Exploring disruptive innovation and technologies to develop alternative models for your business idea

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Idea Generation	Kuratko, Donald, & O'Connor, Allan. (2019, 5th Asia Pacific edition). Entrepreneurship: Theory /Process /Practice. Melbourne: Cengage Learning Australia. Chapt 5.	Lecture: Idea Generation Workshop: What will it take to develop a viable business idea? Developing a value proposition for a business idea. Assessment - Business Model Deconstruction Due: Week 5 Friday (12 Aug 2022) 11:55 pm AEST

Vacation Week - 15 Aug 2022

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

Week 6 - 22 Aug 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: Critical success factors in a business model.

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Opportunity identification and the creative pursuit of an innovative idea	Kuratko, Donald, & O'Connor, Allan. (2019, 5th Asia Pacific edition). Entrepreneurship: Theory /Process/ Practice. Melbourne: Cengage Learning Australia. Chapters 5 and 12. Barringer, B. R. & Ireland, R. D. (2019). Entrepreneurship: Successfully launching new ventures (6th Global ed.). Pearson Education. Chapter 3.	Lecture: Opportunity identification and the creative pursuit of an innovative idea Workshop: Is your business idea solving a real need? Idea generation and opportunity identification

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Customer Discovery - Lean Startup approach	Kuratko, Donald, & O'Connor, Allan. (2019, 5th edition). Entrepreneurship: Theory/Process/Practice. Melbourne: Cengage Learning Australia. Chapter 7. Blank, Dorf, & Dorf, Bob. (2020). The startup owner's manual: The step-by-step guide for building a great company, Newark: John Wiley & Sons, Incorporated. Chapter 3: Customer Discovery.	Lecture: Customer Discovery and Validation Workshop: Understand customer discovery and validation to increase the chances of your business idea success. Assessment - Idea Generation and Business Model Development Due: Week 8 Friday (9 Sept 2022) 11:55 pm AEST

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Validation of Ideas	Blank, Dorf, & Dorf, Bob. (2020). The startup owner's manual: The step-by-step guide for building a great company, Newark: John Wiley & Sons, Incorporated. Chapters 8 and 9: Customer Validation.	Lecture: Validation of Ideas Workshop: How do you select the 'best' idea?

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Entrepreneurial Teams and Reaching Consensus	Barringer, B. R. & Ireland, R. D. (2019). Entrepreneurship: Successfully launching new ventures (6th Global ed.). Pearson Education. Chapter 9. Moodle learning resources.	Lecture: Entrepreneurial teams and reaching consensus on the idea to take forward Workshop: What is compelling about your group's idea? Reaching consensus on the idea to take forward

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Structuring a Pitch and Pre-pitch checks	Kamps, H. (2020). Pitch Perfect Raising Capital for Your Startup (1st ed. 2020. ed.). Chapters 1, 3 and 4. Moodle learning resources	Lecture: Structuring a pitch and pre-pitch checks Workshop: What do you need to deliver a great Pitch?

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflection on the Unit and concluding remarks	No readings	Reflection on the Unit and concluding remarks. Assessment - Idea Selection and Business Pitch Due: Week 12 Friday (7 Oct 2022) 11:55 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment - 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 an organisation of your choice and identifies the critical success factors that make the business sustainable. Your analysis will demonstrate your critical thinking skills and ability to articulate your findings professionally. The chosen organisation should be different from the one discussed in the class/workshops.

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 5 Friday (12 Aug 2022) 11:55 pm AEST

A late penalty @ 5% per day will be applied

Return Date to Students

Week 7 Friday (2 Sept 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 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's (2010) 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 Assessment - 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 'innovative' 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 the 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 Friday (9 Sept 2022) 11:55 pm AEST

A late penalty @ 5% per day will be applied

Return Date to Students

Week 10 Friday (23 Sept 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 the idea and the value/benefits for customers (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 - 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%): a 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 Friday (7 Oct 2022) 11:55 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%).
 3. Gap identification- Identify any gaps that need to be addressed before the idea is pitched to an investor (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 (value proposition)**?* (20%)
2. Explanation of:
 - i. underlying business model and why now? (20%);
 - ii. competition, financial projections and key metrics including assumptions (20%);
 - iii. Go-to-market plan, 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%).

Referencing Style

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

Submission

Online Group

Submission Instructions

Only one team member needs to upload the documents for the entire group on Moodle

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