



MGMT29010 Innovation and Sustainable Business Development

Term 1 - 2023

Profile information current as at 13/05/2024 09:37 pm

All details in this unit profile for MGMT29010 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

Rapid technological development and increased globalisation brings with it a wealth of new business and societal opportunities and challenges as competitive advantages of societies, nations and companies continue to change. This unit focuses on developing your ability to think creatively about anticipating and responding to these developments and to identify opportunities and directions of sustainable growth. The unit develops your abilities to recommend practical innovation systems and programs for organisations. The unit improves your skills in analysing and synthesising information and developing solutions to improve the long-term sustainability of a business or organisation. You learn about concepts, principles, tools and techniques relevant to all phases of idea generation, concept development and commercialisation of new business models, new business processes, new products, new services and solutions to societal challenges. This unit identifies and explores the issues in implementing these solutions, while recognising the competencies, power and access to resources of the individual and the organisation.

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

Students enrolling in this unit must be undertaking the CL84 Master of Business Administration (International).

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 - 2023

- Jakarta

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. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

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 Self-reflection

Feedback

Inconsistent class interactions

Recommendation

Review workshop activities and ensure that they are designed in a manner that allows discussion and interaction among students.

Unit Learning Outcomes

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

1. Discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation
2. Critically analyse information that provides insight into innovation and business development processes
3. Develop and evaluate innovative solutions to improve the sustainability and viability of a business or organisation
4. Recommend practical innovation systems and programs which foster and commercialise innovative solutions for organisations
5. Critically evaluate one's own personal capabilities and the resources available to implement innovation and business development projects
6. Effectively communicate commercially, socially viable and ethical innovation systems and business proposals for businesses and organisations

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	6
1 - Written Assessment - 50%	•	•	•		•	•
2 - Written Assessment - 50%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Written Assessment - 50%								
2 - Written Assessment - 50%								

Textbooks and Resources

Textbooks

MGMT29010

Prescribed

Disciplined Entrepreneurship Workbook

(2017)

Authors: Aulet, B.

John Wiley and Sons

Hoboken , New Jersey , USA

ISBN: 9781119365785

Binding: eBook

MGMT29010

Supplementary

Managing Innovation: Integrating Technological, Market and Organizational Change

7th edition (2020)

Authors: Tidd, J. & Bessant, J.

John Wiley and Sons

Hoboken , New Jersey , USA

ISBN: 9781119713302

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

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

Taufiq Amir Unit Coordinator

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Tage Andersson Unit Coordinator

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Schedule

Week 1: Introduction to innovation, the process, and the toolbox - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to innovation, the process, and the toolbox.	Tidd & Bessant, Chapter 1: Innovation - What it is and why it matters. Tidd & Bessant, Chapter 3: Innovation as a core business process.	

Week 2: Developing the innovation vision and strategy - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Developing the innovation vision and strategy.	Tidd & Bessant, Chapter 2: Digital is different. Tidd & Bessant, Chapter 4: Developing an innovation strategy. Aulet, Section 1: Raison d'être. Aulet, Section 4: Competitive advantage - Why you and not a competitor?	

Week 3: Generating opportunity insight to shape the innovative business idea - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Generating opportunity insight to shape the innovative business idea.	Tidd & Bessant, Chapter 6: Sources of innovation. Tidd & Bessant, Chapter 7: Search strategies for innovation.	

Week 4: Identifying the customer, their problems, needs, and desires - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Identifying the customer, their problems, needs, and desires.	Aulet: A practical guide to market research. Aulet, Section 2: Initial market - Who is your customer?	

Week 5: Ideating, prototyping, and testing customer solutions, products, and services - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ideating, prototyping, and testing customer solutions, products, and services.	Tidd & Bessant, Chapter 5: Building the innovative organisation. Aulet, Section 3: Value creation - What can you do for your customer?	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: Innovating the business model and assessing its complexity - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Innovating the business model and assessing its complexity.	Osterwalder & Pigneur Chapter 1 to 3: Business Model Generation. Aulet, Section 6: Product unit economies - Can you make money?	Assessment 1: Novel value proposition and self-reflection Due: Week 6 Friday (21 Apr 2023) 11:45 pm AEST

Week 7: Reducing innovation uncertainty and risk - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reducing innovation uncertainty and risk.	Tidd & Bessant, Chapter 9: Dealing with uncertainty. Aulet, Section 9: Design and build - How do you produce the product?	

Week 8: Designing new solutions, products, and services - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Designing new solutions, products, and services.	Tidd & Bessant, Chapter 10: Creating new products and services. Aulet: Section 5: Customer acquisition - How does your customer acquire your product? Aulet, Section 7: Sales - How do you sell your product?	

Week 9: Designing new business operations, value chains, and ecosystems - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Designing new business operations, value chains, and ecosystems.	Tidd & Bessant, Chapter 8: Innovation networks. Tidd & Bessant, Chapter 11: Exploiting open innovation and collaboration.
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Week 10: Establishing new business projects, units, and ventures - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Establishing new business projects, units, and ventures.	Tidd & Bessant, Chapter 12: Promoting entrepreneurship and new ventures. Aulet, Section 8: Overall Economics – Does your product make money?	

Week 11: Scaling the business to increase value creation and capture - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Scaling the business to increase value creation and capture.	Tidd & Bessant, Chapter 13: Capturing business value of innovation. Tidd & Bessant, Chapter 14: Capturing social value of innovation. Aulet, Section 10: Scaling – How do you scale your business?	

Week 12: Reflecting to capture learning from innovation - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting to capture learning from innovation.	Tidd & Bessant, Chapter 15: Capturing learning from innovation.	Assessment 2: Novel business proposition and self-reflection Due: Week 12 Friday (2 June 2023) 11:45 pm AEST

Assessment Tasks

1 Assessment 1: Novel value proposition and self-reflection

Assessment Type

Written Assessment

Task Description

This assessment must be completed by students individually. The assessment is designed for students to develop innovative insight and practices aimed at developing a novel value proposition (solution, product or service that is new or original) for an existing business or organisation and aligned with the strategic trajectory of the business or organisation. The assessment is also designed for students to self-reflect on their own innovation capabilities and practices. The assessment involves writing a 2000-word report for a novel value proposition within an existing business or organisation. Assessment details and guidance will be provided on the unit website in Moodle and in class. You are strongly encouraged to discuss your assessment ideas and suggestions in class with fellow students and your local lecturer before you complete and submit the assessment.

Assessment Due Date

Week 6 Friday (21 Apr 2023) 11:45 pm AEST

Return Date to Students

Week 8 Friday (5 May 2023)

Results and feedback will be made available on the unit website within 2 weeks.

Weighting

50%

Assessment Criteria

Your report will be assessed according to the following criteria.

Your report must demonstrate:

1. Logical and persuasive articulation of the big idea; the problem insight; the problem worth solving; the targeted customers; the solution (the novel value proposition such as a new product or service); the market size; the competition; the competitive advantage and strategic fit. (This includes all elements in the value proposition

canvas by Osterwalder, Pigneur, Bernarda, and Smith (2014, pp. 8-9). The canvas describes the fit between the value proposition and customer segments). 40%

2. Logical and persuasive assessment of critical business model assumptions and uncertainties related to customer desirability; technical feasibility; and financial viability as described by Bland & Osterwalder (2020, pp. 32-33). 16%
3. Logical and persuasive argumentation for the selection of the innovation tools and techniques used to support the report findings and recommendations. Minimum five (5) tools and techniques must be selected from the provided list of tools and techniques. 6%
4. Logical and persuasive application of the selected innovation tools and techniques used to support the report findings and recommendations. Minimum five (5) tools and techniques must be applied from the provided list of tools and techniques. 8%
5. Candid and critical self-reflection about assessment 1 tasks including a reflection on the development of personal innovation capabilities and practices; identification of own personal innovation strengths and weaknesses; supported with suggestions for self-improvement. 10%
6. Clear flow of thought throughout the report with a convincing executive summary; clear and succinct purpose described in the introduction; relevant structure and content within the body of the report; and a clear and succinct conclusion. 6%
7. Critical review skills and integration of relevant academic and professional literature. A minimum of ten (10) academic and professional references must be used. 4%
8. Appropriate in-text referencing and reference list. Adherence to CQUniversity APA reference style. 4%
9. Clarity of expression, grammar, and spelling. Appropriate report format with good use of bullet points, illustrations, and figures. Within $\pm 10\%$ of the word limit for the report, excluding references and appendices: 2000 words. 6%

In alignment with the CQUniversity Assessment Policy and Procedure, a late submission penalty of five percent of the total available marks for the assessment must be deducted for each full or part calendar day the assessment task is overdue.

References

1. Bland, D. J., & Osterwalder, A. (2020). Testing business ideas. Hoboken, New Jersey: Wiley.
2. Osterwalder, A., & Pigneur, Y. (2010). Business model generation. Hoboken, New Jersey: Wiley.
3. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value proposition design. Hoboken, New Jersey: Wiley.

Referencing Style

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

Submission

Online

Submission Instructions

Please submit the Assessment to Moodle before the due date.

Learning Outcomes Assessed

- Discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation
- Critically analyse information that provides insight into innovation and business development processes
- Develop and evaluate innovative solutions to improve the sustainability and viability of a business or organisation
- Critically evaluate one's own personal capabilities and the resources available to implement innovation and business development projects
- Effectively communicate commercially, socially viable and ethical innovation systems and business proposals for businesses and organisations

Graduate Attributes

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

2 Assessment 2: Novel business proposition and self-reflection

Assessment Type

Written Assessment

Task Description

This assessment must be completed by students individually. This assessment builds on the novel value proposition developed for an existing business or organisation in assessment 1. Adjustments to the novel value proposition (solution, product or service that is new or original) can be made based on assessment 1 self-reflection and marking feedback. The assessment is designed for students to develop innovation insight and practices by developing a novel business proposition for an existing business or organisation and aligned with the strategic trajectory of the business or organisation. The assessment is also designed for students to self-reflect on their own innovation capabilities and practices. The assessment involves writing a 2000-word report for a novel business proposition within an existing business or organisation. Assessment details and guidance will be provided on the unit website in Moodle and in class. You are strongly encouraged to discuss your assessment ideas and suggestions in class with fellow students and your local lecturer before you complete and submit the assessment.

Assessment Due Date

Week 12 Friday (2 June 2023) 11:45 pm AEST

Return Date to Students

Results and feedback will be made available on the unit website on Certification of Grades day Friday 7 July 2023.

Weighting

50%

Assessment Criteria

Your report will be assessed according to the following criteria.

Your report must demonstrate:

1. Logical and persuasive articulation of business model description; value proposition development; business operations development; value chain or ecosystem development; financial value capture; competitive advantage; and strategic fit. (This includes elements number 3 to 9 in the business model canvas by Osterwalder & Pigneur (2010, pp. 16-17). The canvas elements 3 to 9 are channels; customer relationships; revenue streams; key resources; key activities; key partnerships; and cost structure. The canvas elements number 1 customer segments and number 2 value proposition were addressed in assessment 1). 40%
2. Logical and persuasive argumentation regarding how business model assumptions and uncertainties related to customer desirability; technical feasibility; and financial viability as described by Bland & Osterwalder (2020, pp. 32-33) have been addressed to date and how they will be addressed in the future. This must be described in a phased development plan. 16%
3. Logical and persuasive argumentation for the selection of the innovation tools and techniques used to support the report findings and recommendations. These must be beyond the tools and techniques used in assessment 1. Minimum five (5) additional tools and techniques must be selected from the provided list of tools and techniques. 6%
4. Logical and persuasive application of the selected innovation tools and techniques used to support the report findings and recommendations. These must be different from the tools and techniques used in assessment 1. Minimum five (5) additional tools and techniques must be applied from the provided list of tools and techniques. 8%
5. Candid and critical self-reflection about assessment 2 tasks including a reflection on the development of personal innovation capabilities and practices; identification of own personal innovation strengths and weaknesses; supported with suggestions for self-improvement. 10%
6. Clear flow of thought throughout the report with a convincing executive summary; clear and succinct purpose described in the introduction; relevant structure and content within the body of the report; and a clear and succinct conclusion. 6%
7. Critical review skills and integration of relevant academic and professional literature. A minimum of ten (10) academic and professional references must be used. 4%
8. Appropriate in-text referencing and reference list. Adherence to CQUniversity APA reference style. 4%
9. Clarity of expression, grammar and spelling. Appropriate report format with good use of bullet points, illustrations and figures. Within $\pm 10\%$ of the word limit for the report, excluding references and appendices: 2000 words. 6%

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3. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value proposition design. Hoboken, New Jersey: Wiley.

Referencing Style

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

Submission

Online

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Submit the assessment to Moodle before the due date.

Learning Outcomes Assessed

- Discuss the range of innovation strategies and paths available to ensure future sustainability and viability of a business or organisation
- Critically analyse information that provides insight into innovation and business development processes
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Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem