



MGSM897

Management of Innovation

Term 1 Hong Kong 2018

MGSM Degree Programs

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Disclaimer

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General Information

Unit convenor and teaching staff Lecturer Norma Harrison norma.harrison@mqsm.edu.au
Credit points 4
Prerequisites ((Admission to MBA or MMgmt or GradDipMgt or MSocEntre) and 24cp) or (admission to PGCertMBAExt or GradCertMgtPostMBA or MSusDev or GradCertSocEntre)
Corequisites
Co-badged status
Unit description Innovation can happen through new products and services, new markets and new processes. Within this context, today's innovators are seen as entrepreneurs as well, and in this unit, the key theories and research on innovation and entrepreneurship are reviewed and synthesized with emphasis on the practice of both these areas applied in a broader context. Areas covered include the study of innovation as a process; sources, adoption and diffusion of innovation; open innovation; risks of technology transfer; social entrepreneurship; creation of growth and sustainability; and interfaces between innovation, entrepreneurship and business competitiveness.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Devise and implement an effective process and climate for innovation before the design of products and services.

Lead in innovative practices through design thinking, process approaches, and effective information sharing.

Link creativity, innovation and entrepreneurship to measure and track sustainable value creation across complex networks, and achieve business competitiveness, while taking

into account environmental, social and business sustainability.

General Assessment Information

There is no final examination for this subject.

Assignments are required to be submitted in iLearn.

No extensions will be granted. Penalty may apply to late submissions except for cases in which an application for special consideration is made and approved.

Class participation and contribution

You are encouraged to participate during class discussions of topic content and cases, through responses to questions posed by the lecturer, syndicate group representatives, and contributing extra information which will enhance group learning. Please note that class “contribution” and not simply “participation” will be graded; there is a subtle but important difference between the two. I am sure that all of you have significant work experience to contribute to the class and to make the class a more productive learning experience for us all!

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Presentation and discussion</u>	40%	No	As per unit schedule below
<u>Deep Dive Activities</u>	30%	No	Sessions 5, 7-10
<u>Final project</u>	30%	No	Please view details below

Presentation and discussion

Due: **As per unit schedule below**

Weighting: **40%**

Format: Case presentation and discussion

Due: In sessions where cases are allocated (see unit schedule below).

Weighting: Total 40% (20% for text chapter cases and 20% for HBS cases)

There are two groups of cases. ***Class participants should analyse all these cases and be prepared to discuss the related questions in class as scheduled above.***

1. ***Text chapter cases (mini-cases)*** (as listed in the unit schedule below) – Each group has been allocated cases to present in class. Group marks will be given on case presentation and discussion (see mini-case facilitation feedback sheet (assessment criteria) on the MGSM897 iLearn page). All class participants should observe questions listed after each mini-case as a GUIDE to what should be addressed. Please don't limit

yourselves only to the questions. If you can, do look up websites to see what happened, and what were the environmental, economic, social effects, etc., on the companies studied. These mini-cases are:

1. Emerging battle in Mobile Payments, p 67 (Grp 1)
 2. From SixDegrees.com to Facebook, p 89 (Grp 2)
 3. Digital music distribution, p 183 (Grp 3)
 4. Google, p 211 (Grp 4)
 5. Tesla Motors, p 43 (Grps 3 & 4)
 6. Ending HIV? Sangamo Biosciences, Text p 153 (Grps 1 & 2)
2. The second group of cases comprises longer **HBS cases** that will be provided in both iLearn and unit folder. These include the following:
1. Session 1 - **Apple**: Design thinking and innovation (although you may already have examined the Apple organisation in a number of previous subjects, this case is particularly good to illustrate innovation and design thinking)
 2. Session 3 – **IDEO** case only as an illustration of the Deep Dive method. (We will be discussing The Deep Dive method described in the case contained in unit note 7, by Thomke S. & Nimgade, A. (2007), IDEO product development, Harvard business school case.)
 3. Session 6 - **Threadless**: The business of community (interactive web version only – please make sure this runs for you – contact Ariel from teaching support if it does not)
 4. Session 7 - **Tesla Motors**: Disrupting the Auto Industry

Prior to class discussion for each of these HBS cases (except for IDEO), there may be a short test.

Please note that these questions are given essentially **as a guide** to the analysis of the cases.

****Please do not limit your case analysis only to these questions.****

Case 1: Apple – Design thinking and innovation

Having moved from being a sophisticated designer and integrator of hardware and software to becoming a pioneer in new ways of accessing and music, telephone “applications”, shopping and, perhaps, publishing, Apple reflects a business model that has challenged assumptions about how these industries make money. How has this all happened?

1. Why has Apple been so successful? What do you attribute it to?
2. Is there a systematic “approach” to innovation at Apple? If yes, how would you characterise it? Can it be imitated? If no, why not?
3. Imagine that Apple’s management is running your organisation – or the last organisation that you have worked for. What would that be like? What would change? What obstacles would be

encountered? What would it be like to work there?

Case 2: Threadless – The business of community

This case is about a Chicago-based online t-shirt company, Threadless, that involves its community of over 500,000 users in nearly all aspects of the innovation and product development process. Users submit designs to be printed, users evaluate designs, provide feedback and also vote for the best designs. The users are also active purchasers of the t-shirts that are eventually produced by Threadless. Recently, the company has been invited by a “Large Retailer” to become a supplier for them – with the intent of carrying winning Threadless design t-shirts nationwide.

*This is an online multi-media case that involves reading textual material and exhibits **on-line**. Please allow 45 minutes to prepare the case. First read all the text in each section and look at all the supporting exhibits. Then watch the video for that section. Watching the community member video gallery in the community section of the case is optional.*

1. What are the similarities and differences between a community-driven product development process and a traditional product development process inside a firm?
2. What are the motivations for community members to participate? What is Threadless offering to their community members?
3. How are winning designs currently selected? Figure 1 and Table 1 show sample designs and their relative scores. How would you go about selecting winning designs?
4. What are the barriers to entry for this kind of a business?
5. In what product arenas beyond t-shirts can this model work? How might this model for innovation and product development work in your business?
6. What should Threadless do about the offer from “Large Retailer”?

Case 4: Tesla Motors – Disrupting the Auto Industry?

This case is set at the end of 2015. Tesla had recently made the cover of Forbes magazine as ‘the world’s most innovative company’. It had launched the Roadster model, the Model S, and was preparing to launch the Model X. The company was potentially on the verge of transforming the auto industry, with aggressive plans to expand into batteries and ultimately commercialise the Model 3—an electric vehicle for the mass market.

1. What features make the auto industry attractive or unattractive? Why would Tesla enter such an industry? What are the risks to Tesla in entering such a difficult industry and successfully commercializing electric vehicles??
2. Is Tesla a ‘disruptive technology’ in the sense that Clay Christensen describes?
3. Is Tesla foolish to pioneer a new architecture and make everything itself? Does this lower or increase the risk?
4. Why is Tesla’s factory so different from other factories around the world?
5. Why has Tesla opened up its patents? What are the pros and cons of such a move? If it’s

willing to open the patents, why are there no tours of the Gigafactory? What does this tell us about Tesla's strategy?

6. New companies often struggle because they try to do too many things at once. Tesla is already making all its own components, charging stations, dealerships and repair centres. Should it have diversified into Tesla Wall? Is this a distraction from the core or is it a plus?

7. What factors do you think are most important for predicting Tesla's future success? Do you think electric vehicles will disrupt internal combustion engine vehicles? Do you believe that electric vehicles can grow share from less than 1 percent to more than 33 percent of new cars sold in the United States in 10 years? Why or why not?

On successful completion you will be able to:

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Deep Dive Activities

Due: **Sessions 5, 7-10**

Weighting: **30%**

Format: Team organisation and all activities supporting the deep dive innovation method

Your large class group will simulate the deep dive innovation approach. The methods/phases discussed in session 3 are an important introduction to the deep dive so ***please try not to miss session 3.***

As mentioned in point 2 of the presentation and discussion assessment above, please examine the IDEO case (unit note 7) closely and observe the deep dive video. Roles for the deep dive exercise must be defined within your group.

You may then emulate this innovation process for **one** of the following:

1. Develop a new product/service or process for one of the organisations employing a member of your team. (This may involve adapting a product or process from elsewhere.)
2. Innovate to improve an existing product or service or process for one of the organisations employing a member of your team.
3. With a view to establishing a start-up business, come up with a new product or service.
4. Take an existing technology/product/service/process for one of the organisations employing a member of your team, and find a potentially disruptive new market for it.

On successful completion you will be able to:

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Final project

Due: **Please view details below**

Weighting: **30%**

Length: 20 pages maximum

Format: Presentation in class + report or agreed equivalent (see below)

Due: Presentation: Session 10; **Report:** Submission in iLearn at 12:00pm noon (Sydney Time), Monday, 12 March 2018

Weighting: Total 30% (10% class presentation in session 10 + 20% for final report submission)

The final class presentation will be made in session 10 - see assessment criteria in iLearn. The final report should be submitted in the MGSM897 iLearn page by the due date as listed in the box above. Effective “innovative” and unique approaches will attract a higher assessment. The method of recording the process phases and final outcome of your deep dive phases is flexible, e.g., written report, filmed events, etc., as well as individual reflections on methods used in this unit.

****IMPORTANT:** With your final submission, please **provide me, on the first page, with a clear, written indication of your group’s activity throughout this project as well as the contribution of each group member to the assignment submission**, i.e., by student name, exact contribution of each member (section and percentage contribution). ***Your submission will be graded only if this page is provided (as per Macquarie University policies).*****

An example of what is to be expected on the first page can be found on iLearn.

On successful completion you will be able to:

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creation across complex networks, and achieve business competitiveness, while taking into account environmental, social and business sustainability.

Delivery and Resources

Required text

Schilling, M.A. (2016). Strategic Management of Technological Innovation, 5th Edition. McGraw Hill, ISBN: 9781259539060

Please contact HKMA to collect your required textbook.

Unit notes

**Except for unit note no. 7, all unit notes below are optional (but are very interesting and current). Also note that more unit notes may be provided during the course of this unit.

1. Ringel, M., Taylor, A. and Zablit, H. (2016). The most innovative companies 2016. [online] BCG - The Boston Consulting Group. Available at: <https://media-publications.bcg.com/MIC/BCG-The-Most-Innovative-Companies-2016-Jan-2017.pdf>
2. PWC. (2013). Unleashing the power of innovation. Available at: <http://www.pwc.com/gx/en/consulting-services/innovation/assets/pwc-unleashing-the-power-of-innovation.pdf>
3. De Meyer, A. (2011). Diving into the new innovation landscape. IESE Insight, [online] Third Quarter 2011(10), pp.21-29. Available at: https://www.smu.edu.sg/sites/default/files/smu/pdf/iese_insights.pdf.
4. Capozzi, M. and Simpson, J. (2009). Cultivating innovation: An interview with the CEO of a leading Italian design firm. [online] McKinsey & Company. Available at: <http://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/cultivating-innovation-an-interview-with-the-ceo-of-a-leading-italian-design-firm>.
5. Brown, T. and Martin, R. (2015). Design for action. [online] Harvard business review. Available at: <https://hbr.org/2015/09/design-for-action>.
6. Mendonca, L. & Rao, H. (2008). Lessons from innovation's front lines: An interview with IDEO's CEO. The McKinsey quarterly (Nov)
7. **Thomke S. & Nimgade, A. (2007). IDEO product development. Harvard business school case (Apr)
8. Howe, Jeff. (2006). The rise of crowdsourcing. Wired magazine. Volume 14, Issue 6 (Jun)
9. Mendonca, L. and Sutton, R. (2008). Succeeding at open-source innovation: An interview with Mozilla's Mitchell Baker. The McKinsey quarterly (Jan)
10. Bughin, J.R. (2007). How companies can make the most of user-generated content. The McKinsey quarterly (Aug)

11. Christensen, C., Raynor, M. and McDonald, R. (2015). What is disruptive innovation? Harvard business review, [online] December 2015, pp.44-53. Available at: <https://hbr.org/2015/12/what-is-disruptive-innovation>.
12. Moazed, A. and Johnson, N.L. (2016). Why Clayton Christensen is wrong about Uber and disruptive innovation. TechCrunch. Available at: <https://techcrunch.com/2016/02/27/why-clayton-christensen-is-wrong-about-uber-and-disruptive-innovation/>
13. Bradley, C. and O'Toole, C. (2016). An incumbent's guide to digital disruption. The McKinsey quarterly (May). Available at: <http://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/an-incumbents-guide-to-digital-disruption?cid=eml-web>
14. Bughin, J., LaBerge, L., and Mellbye, A. (2017). The case for digital reinvention. The McKinsey quarterly, (Feb). Available at <http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/the-case-for-digital-reinvention?cid=eml-web>
15. Dahlström, P., Ericson, L., Khanna, S. and Meffert, J. (2017). From disrupted to disruptor: Reinventing your business by transforming the core. The McKinsey quarterly, (Feb). Available at <http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/from-disrupted-to-disruptor-reinventing-your-business-by-transforming-the-core?cid=eml-web>
16. Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, P. and Marrs, A. (2013). Disruptive technologies: Advances that will transform life, business, and the global economy. McKinsey Global Institute, (May). Available at: http://www.mckinsey.com/~media/McKinsey/Business%20Functions/McKinsey%20Digital/Our%20Insights/Disruptive%20technologies/MGI_Disruptive_technologies_Full_report_May2013.ashx
17. Battilana, J., Lee, M., Walker, J. and Dorsey, C. (2012). In search of the hybrid ideal. [online] Stanford social innovation review. Available at: http://ssir.org/articles/entry/in_search_of_the_hybrid_ideal.
18. The Guardian. (2017). The radical plan to save China from air pollution: "Forest Cities". South China Morning Post (SCMP), 21 Feb 2017. Available at: <http://www.scmp.com/magazines/style/tech-design/article/2072292/radical-plan-save-china-air-pollution-forest-cities>

Supplementary (optional) reading

- Eric von Hippel, (2 books), The sources of innovation (Oxford, 1988) and Democratizing innovation (MIT Press, 2005). Both are available free online at <https://evhippel.mit.edu/> (crowdsourcing)
- Bessant, J. and Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons

Ltd.

MGSM iLearn

The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MGSM>

Technology

Access to a personal computer is required to access resources and learning material from iLearn.

Study requirements

It will be assumed that the assigned reading for each session has been done prior to class. Class time will be spent ensuring that you have understood this material and exploring new developments and extensions to the basic concepts.

General lecture content and case discussions, as well as project preparations will be used as methods for active participatory learning. The grade you obtain for them together with the participation grade will measure the effectiveness of the learning process. The primary output measures are the project assessment, case study report and discussion, tests and class participation and contribution. **There is no final examination.**

The mode of assessment will test your skills through a number of ways during this unit: situation investigation and analysis, report writing, verbal and written presentations, the ability to work effectively in teams, and participation in class discussions.

If you are unable to attend a class session or have to arrive late or leave early, please let me know before the session concerned as this will have an obvious impact on class discussion contribution and planned syndicate work. If this situation occurs you should also arrange with a fellow class member to collect any handouts and other information for you.

Please be familiar with the contents of the MGSM Student Handbook on our MGSM Student Website and iLearn pages. Various search engines are also available through the Macquarie University Library and will provide valuable assistance in searches of journal articles through the internet.

Formal assessment for this unit is designed to recognise both individual and team effort. This is consciously done to reflect the business environment where effective teamwork is essential to the achievement of individual success.

Teaching method

This unit is case study-oriented and, therefore, a large majority of the sessions comprise case-study discussions. The rest of the sessions are used to introduce, review and integrate conceptual material. Students are required to analyse and extensively discuss all cases in this unit. We will devote some time emulating “The deep dive” approach and this will be the basis of your group project.

The unit is broadly conducted with the following elements:

- Short introductory lectures to topics, guest presentations and discussions arising from these;
- Case study discussions, and occasional tests;
- A final group project and activities emulating an innovation process.

A note on analysing cases

A good analysis style includes problem definition, discussion of issues and conclusions, proposed alternatives, recommendation, and plan of action. Data analysis is almost always essential to good conclusions. However, it is most effective if this is separated from the discussion.

Problem definition

This statement is what your presentation is about. It defines the business problem you believe needs to be addressed (e.g., situation improved, decision taken). It defines what you are going to analyse and not your view of root cause, which follows later. The problem may be stated as long and short-term problems, if appropriate.

Issues

Each issue is a factor where a conclusion about it either supports your recommendation or plan of action. In this section, identify each issue, define it if necessary, and state the conclusion.

Support it with minimal discussion that is required to make the point. Do not repeat case facts except to make a point. Issue titles or headings (in powerpoint) are helpful to a reader or observer.

Alternatives

Stated alternatives identify the primary management decision that must be made and the real choice facing management. Together with the problem definition, alternatives define the business focus. Many decisions may be required; however, alternatives highlight the pivotal choice. Lesser decisions can be included within the plan of action without identifying alternatives. Credible alternatives must be real possibilities that show depth of understanding.

Arguments used here are most powerful if they reference issues fully discussed and conclusions already drawn.

Recommendation

The recommendation proposes the general decision to be taken, and usually represents the selection of one of the alternatives listed above. Justification must also be provided for choosing that alternative.

Action plan

The action plan should flesh out the specific decisions or activities to be undertaken. This really identifies what the recommendation comprises. Generally, it is helpful if key actions have been included in the issues discussion.

Case analysis study questions

They will be used to guide class discussions. As such, use these questions to help identify key issues, but do not allow them to become your only analysis. Rather, independently analyse each case from a business standpoint, using the tools you have learned as well as good business sense.

Unit Schedule

Students are required to attend all classes.

The unit will be presented over 2 BLOCK weekends as follows:

Time of class:	Friday	6:00pm - 10:00pm (HKT)
	Saturday	2:00pm - 10:00pm (HKT)
	Sunday	9:00am to 5:00pm (HKT)

Session	Date	Topics and group presentations/ cases	Textbook chapters and unit note readings
1	2 February 2018	The strategic management of innovation Design thinking and innovation Linking creativity, innovation and entrepreneurship Case 1: Apple - <i>please prepare this individually initially</i>	Unit notes: 1-3 Text: Schilling, Ch 1
2	3 February 2018	Industry dynamics of innovation <i>Sources of innovation</i> <i>Types & patterns of innovation</i> <i>Standards battles and design dominance</i> Case 2 (Grp 1): Emerging battle in Mobile Payments, p 67 <i>Timing of entry</i> Case 3 (Grp 2): From SixDegrees.com to Facebook, p 89	Unit notes: 4-5 Text: Schilling, Ch 2-5
3	3 February 2018	Intro to deep dive: Innovation as a process	Unit notes: 6-7 (including IDEO case)
4	4 February 2018	Formulating & implementing innovation strategy <i>Collaboration strategies</i> <i>Protecting innovation</i> Case 4 (Grp 3): Digital music distribution, p 183 <i>Organising for innovation</i> Case 5 (Grp 4): Google, p 211	Text: Schilling, Ch 6-10

Session	Date	Topics and group presentations/ cases	Textbook chapters and unit note readings
5	4 February 2018	Crowdsourcing & user-generated content; Case 6: Threadless - please view interactive website and prepare In-class deep dive activity (1)	Unit notes: 8-10 Text: Schilling, Ch 11-12
6	9 February 2018	Disruptive innovation Case 7 (Grps 3 & 4): <ul style="list-style-type: none"> a. Tesla Motors, Text p 43, and b. Tesla Motors: Disrupting the Auto Industry? 	Text: Schilling, Ch 13 Unit notes: 11-16
7	10 February 2018	Sustainability-driven innovation, social entrepreneurship Case 8 (Grps 1 & 2): Ending HIV? Sangamo Biosciences, Text p 153 In-class deep dive activity (3)	Unit notes: 17-18
8	10 February 2018	In-class deep dive activity (2)	
9	11 February 2018	In-class deep dive activity (3)	
10	11 February 2018	Deep dive final group presentation Individual and group reflections Subject review	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).

The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
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Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
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Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
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Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
- Lead in innovative practices through design thinking, process approaches, and effective

information sharing.

- Link creativity, innovation and entrepreneurship to measure and track sustainable value creation across complex networks, and achieve business competitiveness, while taking into account environmental, social and business sustainability.

Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
- Lead in innovative practices through design thinking, process approaches, and effective information sharing.
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Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Devise and implement an effective process and climate for innovation before the design of products and services.
- Lead in innovative practices through design thinking, process approaches, and effective information sharing.
- Link creativity, innovation and entrepreneurship to measure and track sustainable value creation across complex networks, and achieve business competitiveness, while taking into account environmental, social and business sustainability.

Assessment tasks

- Presentation and discussion
- Deep Dive Activities
- Final project

Changes from Previous Offering

Unit schedule: Slight change in the order of topics presented.

Alignment of this unit with MGSM's mission-driven attributes

- **Leadership:** Develop skills to lead in innovative practices through design thinking, process approaches, and IT developments
- **Global mindset:** Assessment of the implications of innovation and entrepreneurial decisions from a whole of entity perspective, across a wide spectrum of stakeholders and diverse international contexts.
- **Citizenship:** Apply a true and fair view approach to innovation and entrepreneurial activities to encourage accountability, ethical practices, community welfare and social improvement
- **Creating sustainable value:** Be aware of the impact of innovation on business, environmental and social sustainability.

Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation

provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

Content Disclaimer

These unit materials and the content of this unit are provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.