



MGSM897

Management of Innovation

Term 4 North Ryde 2019

Department of Management

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer

Norma Harrison

norma.harrison@mq.edu.au

Contact via 0416608950

Mon 2-5pm, Thu 2-5pm

Credit points

4

Prerequisites

((Admission to MBA or MMgmt or GradDipMgt or MSocEntre) and 24cp) or (admission to 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 of group reports

Overall assessment of reports will be based on a group mark component (50%) and an individual mark component (50%).

Group and Individual assessments will be made by the lecturer according to the criteria listed in the unit outline. Further information about the assessment of reports will be provided in class. As part of the group project submission, the group is also required to provide, on one page, a statement of exactly what each member did for this task, signed off by each member of the group. An example of Group Project contribution is provided in iLearn outline and discussed in the first class. If there are sizable discrepancies concerning contributions within the group, the lecturer reserves the right to apportion marks unequally.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Presentation and discussion	40%	No	As per unit schedule below
Deep Dive Activities	15%	No	Please refer below

Name	Weighting	Hurdle	Due
Final project	45%	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% (HBS cases and mini-cases from textbook - details on individual and group assessments are provided in iLearn)

Your class participation and contribution will be assessed during discussion of class content, exercises and cases. This will be based on the extent to which you appear prepared, the relevance and depth of your comments, reflections on your work experiences or other industry examples, and how you have contributed to the learning experience of the class. Please notify your instructor in advance if you have to miss a class, or if you will be late or leaving early from class.

Class participants are to analyse all case studies listed below (provided in the class iLearn page or text-book) before the start of class and be prepared to discuss the related questions in class as scheduled below in the Unit Schedule section of this unit guide.

1. Session 2 - Case 1 - **IDEO**: Human-Centered Service Design (9-615-022)
2. Session 2 - Case 2 - Emerging battle in Mobile Payments, p 67 text (Grp 1 presenting)
3. Session 2 - Case 3 - From **SixDegrees.com** to **Facebook**, p 89 text (Grp 2 presenting)
4. Session 3 - Case 4 - Digital music distribution, p 183 text (Grp 3 presenting)
5. Session 3 - Case 5 - **Google**, p 211 (Grp 4 presenting)
6. Session 4 - Case 6 - **Apple in China** (TB0439)
7. Session 5 - Case 7 - **Tesla Motors** - Text p 43; *and* Tesla Motors: Disrupting the Auto Industry? (IN1137, 01/2016-6174) (Grps 5 & 6 presenting)
8. Session 7 - Case 8 - **Threadless**: The business of community (multi-media website version only – please check as soon as possible that this works for you and contact Ariel Alcantara if it does not.)
9. Session 8 - Case 9 – **Cisco's Vision**: A Smart+Connected World (W13547)

Prior to class discussion for each of these cases, there *may* be a short test for your self-check on understanding.

Assessment of case work will comprise the following:

- case synopsis and introduction

- content, research, new information
- discussion and facilitation effectiveness
- discussion and development of topic
- arguments given, recommendations
- case take-aways

On successful completion 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.

Deep Dive Activities

Due: **Please refer below**

Weighting: **15%**

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

Students will be re-allocated into larger groups for the deep-dive sessions and projects, and will need to collaborate and engage in individual and group assessment activity. Students will also need to engage in individual assessment activities.

Due: Sessions 4, 6, 8, and out-of-class group simulations

Your class group will simulate the deep dive innovation approach. The methods/phases discussed in Session 1 & 2 are an important introduction to the Deep Dive so ***please try not to miss these sessions.***

Please examine the IDEO case closely and observe the deep dive video in class. Roles for the deep dive exercise have to 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:

- 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.

Final project

Due: **Please view details below**

Weighting: **45%**

Length: 20 pages maximum or agreed equivalent (Blog, website, etc.)

Format: Presentation in class + report

Due:

- **Presentation:** Session 10 of class
- **Report:** Submission in iLearn at 12:00pm noon (Sydney time) of Saturday, 30 November 2019

Weighting: Total 45% (10% class presentation in session 10 + 35% for final report submission). Individual contribution can be illustrated as per the assessment format provided in iLearn.

Assessment of group reports

Overall assessment of reports will be based on a group mark component (50%) and an individual mark component (50%). Group and Individual assessments will be made by the lecturer according to the criteria listed in the unit outline. Further information about the assessment of reports will be provided in class.

As part of the group project submission, the group is also required to provide, on one page, a statement of exactly what each member did for this task, signed off by each member of the group. That is, a clear, written indication of your group's activity throughout this project as well as the contribution of each individual member to the assignment submission. If there are sizeable discrepancies concerning contributions within the group, the lecturer reserves the right to apportion marks unequally.

On successful completion 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.

Delivery and Resources

Required text

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

Where to purchase textbook?

The Coop Bookshop: The Coop Bookshop is our main retailer for textbooks and other related academic material. For information on textbook prices and online ordering, please refer to The Co-Op Bookshop webpage at <http://www.coop.com.au>

Disclaimer: MGSM does not take responsibility for the stock levels of required textbooks from preferred retail outlets and other book retailers. While we advise our preferred book retail outlet, The Co-op Bookshop, of our maximum expected number of students purchasing specific required text each term, The Co-op Bookshop and other book retailers will make their own judgement in regard to their physical holding stock levels. To prevent disappointment if a textbook is out-of-stock, we highly advise students to order their textbooks as early as possible, or if the required textbook is currently out-of-stock, place an order with the book retailer as soon as possible so that these book retailers can monitor demand and supply, and adjust their stock orders accordingly.

Access to Technology

Access to a personal computer and internet connection is required to access learning material/ resources online on Macquarie University's online learning management system called iLearn.

iLearn - Your class online learning resources page

The class iLearn page for this unit is located at: <https://ilearn.mq.edu.au/>. You must be enrolled in this class to see the class iLearn page.

Lecture slides

Lecture slides will be provided to students only in soft-copy format via the class iLearn page.

Unit notes

Unit notes (supplementary readings) are provided to students only in soft-copy format via the class iLearn page (as well as some hyperlinks listed below). All unit notes listed below are optional (but are very interesting and current). Also note that more unit notes may be provided during the course of this unit.

Session 1 The strategic management of innovation

1. The World's 50 most innovative companies 2018. <https://www.fastcompany.com/most-innovative-companies/2018>
2. The World's most innovative companies 2018 - Forbes. <https://www.forbes.com/innovative-companies/#79a7b04b1d65>
3. Kolko, J (2015), Design Thinking Comes of Age, *Harvard Business Review*, September, Reprint R1509D
4. 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/ies_e_insights.pdf
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. Kelley, T & Kelley, D (2014). Creative Confidence: The Path from Blank Page to Insight. *Rottman Management*, Winter

Session 2 Industry dynamics of innovation

8. 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>. Also see interview on <https://www.youtube.com/watch?v=PYeV5UkP6RQ> especially 43.44 – 49.57 minutes
9. Mendonca, L. & Sutton, R. (2008). Succeeding at open-source innovation: An interview with Mozilla's Mitchell Baker. *The McKinsey Quarterly* (Jan)
10. Amabile, T., Fisher, C. M. & Pillemer, J. (2014). IDEO's Culture of Helping, *Harvard Business Review*, Jan-Feb, Reprint R1401C

Session 7 Crowd sourcing

11. Boudreau, K. & Lakhani, K. R. (2013). Using the Crowd as an Innovation Partner, *Harvard Business Review*, April Reprint R1304C
12. Bughin, J. R. (2007). How companies can make the most of user-generated content. *The McKinsey Quarterly* (Aug)

Session 5 Disruptive innovation

13. 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>.
14. Moazed, Alex and Johnson, Nicholas L. (2016). Why Clayton Christensen is wrong about Uber and disruptive innovation. *TechCrunch*. Available at: <https://techcrunch.com/2016/02/27/w>

[hy-clayton-christensen-is-wrong-about-uber-and-disruptive-innovation/](#)

15. Bradley, Chris and O'Toole, Clayton (2016). An incumbent's guide to digital disruption. *McKinsey Quarterly* May 2016. Available at: <http://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/an-incumbents-guide-to-digital-disruption?cid=eml-web>

16. Dahlström, P., Ericson, L., Khanna, S. and Meffert, J. (2017). From Disrupted to Disruptor: Reinventing your business by transforming the core. *McKinsey Quarterly* Feb 2017. 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>

17. *McKinsey Global Institute*. (2013). Disruptive technologies: Advances that will transform life business, and the global economy.

18. 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.

19. Iansiti, M. and Lakhani, K.R. (2017). The Truth About Blockchain. *Harvard Business Review*, Jan-Feb 2017

20. Carson, B., Romanelli, G., Walsh, P. and Zhumaev, A. (2018). Blockchain beyond the hype: what is the strategic business value? *McKinsey & Company*. Available at: <https://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/blockchain-beyond-the-hype-what-is-the-strategic-business-value>

Session 9 Sustainable value

21. Larson, A.(2010). Sustainability and Innovation: Frameworks, Concepts and Tools for Product and Strategy Redesign, *Darden Business Publishing*, University of Virginia, Jan 20 (UV4272)

22. Nidumolu, R., Prahalad, C. K., & Rangaswami, M. R. (2009). Why Sustainability is now the Key Driver of Innovation, *Harvard Business Review*, Sep (Reprint R0909E)

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. Please only attend the class you are enrolled in as reflected in your e-Student account. This unit will be presented over 10 sessions as follows (*The proposed program might be subject to some minor changes as the term progresses (TBA)*).

Class sessions are scheduled from:

BLOCK class - 9am to 5pm (Sydney time) of the following dates:

- **1st BLOCK weekend (sessions 1-6)** - 25-27 October 2019
- **2nd BLOCK weekend (sessions 7-10)** - 9-10 November 2019

There is no final exam for this unit

Session	Topics and group presentations/cases	Textbook chapters and optional unit note readings
1	The strategic management of innovation Design thinking and innovation Linking creativity, innovation and entrepreneurship Service innovation and service innovation process Intro to deep dive: Innovation as a process	Text: Schilling, Ch 1 Unit notes: 1-7
2	Case 1: IDEO - Human-Centered Service Design Industry dynamics of innovation <i>Sources of innovation</i> <i>Types & patterns of innovation</i> <i>Standards battles and design dominance</i> Case 2: Emerging battle in Mobile Payments, p 67 (Grp 1) <i>Timing of entry</i> Case 3: From SixDegrees.com to Facebook, p 89 (Grp 2)	Text: Schilling, Ch 2-5 Unit notes: 8-10
3	Formulating & implementing innovation Strategy <i>Collaboration Strategies</i> <i>Protecting innovation</i> Case 4: Digital music distribution, p 183 (Grp 3) <i>Organising for Innovation</i> Case 5: Google, p 211 (Grp 4) <i>Deployment strategies</i>	Text: Schilling, Ch 6-10
4	<div> Case 6: Apple in China In-class deep dive activity (1) </div>	
5	Disruptive innovation Case 7: a. Tesla Motors , Text p 43, <i>and</i> b. Tesla Motors : Disrupting the Auto Industry? (Grps 5, 6)	Text: Schilling, Ch 13 Unit notes: 13 - 20
6	In-class deep dive activity (2)	

Session	Topics and group presentations/cases	Textbook chapters and optional unit note readings
7	Crowdsourcing & user-generated content Case 8: Threadless – please access online interactive website via the class iLearn page and prepare beforehand the start of this class session	Text: Schilling, Ch 11-12 Unit notes: 11-12
8	In-class deep dive activity (3)	
9	Sustainability-driven innovation; <i>creating value for all stakeholders, including shareholders;</i> <i>Growth strategies;</i> <i>Fending off competition through innovation</i> Case 9: Cisco's Vision: A Smart+Connected World	Unit notes: 21-22
10	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/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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> or if you are a Global MBA student contact globalmba.support@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>

If you are a Global MBA student contact globalmba.support@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.
- 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 - 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.
- 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 - 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.
- 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 - 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.
- 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 - 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

Assessment tasks: One case deleted and four extra cases added, totalling 9 cases in all.

Delivery and resources: Back to 3-day block followed by 2-day block two weekends later.

Unit schedule: Has been adjusted to allow more interactive work on Deep Dive introductory session first 2 sessions; rescheduling of content presented and discussed to make it more logical and fitting within the NR block format.

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.