



## COURSE OUTLINE

# MGT730 Innovation by Design

**Course Coordinator:** Vikki Schaffer (vschaffe@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Session 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE 1

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Digital disruption is the new reality for many global enterprises. A key question, continually asked, is: How can we design human centred innovation to address the changing needs of business and society?

To remain one step ahead of the competition requires a keen understanding of the principles underlying creativity and innovation. In response, this course aims to assist you to develop digital literacy, foster creativity, examine and develop innovative approaches for effective solutions. You will apply your learning to projects based on real businesses/organisation challenges to create viable solutions through design-based thinking. In this way, you will be equipped to consider processes that result in creatively increasing business and customer value propositions.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS LOCATIONS</b>			
<b>Tutorial/Workshop</b> – In-class workshop	2hrs	Week 1	12 times
<b>Online</b> – Interactive learning guides	1hr	Week 1	12 times
<b>ONLINE 1</b>			
<b>Tutorial/Workshop</b> – Interactive zoom workshop	2hrs	Week 1	12 times
<b>Online</b> – Interactive learning guides	1hr	Week 1	12 times

### 1.3. Course Topics

Module overview and introduction
Principles of Innovation
Human-centred innovation
Design thinking
Innovation as a Core Business Process
Translating creativity into innovation
Building an Innovation Organisation
Innovation Strategy
Value Creation: Products and Services
Exploiting Open Innovation and Collaboration
Exploiting Entrepreneurship and New Ventures
Disruptive Innovation in a Digital Age
Task 2 presentations

### 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Demonstrate critical and creative thinking to identify and solve business problems and arrive at innovative solutions.	Creative and critical thinker Empowered	
2 Evaluate and reflect on the use of creativity techniques and processes to generate innovative solutions.	Creative and critical thinker Empowered	
3 Demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to innovation.	Creative and critical thinker Empowered	
4 Present and share relevant information using digital formats.	Knowledgeable Creative and critical thinker	PC1.3 - Digital Literacy

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

Enrolled in any PGRD Program

#### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Management Experience.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Completing the online learning activities provides an opportunity for you to demonstrate your knowledge and understanding of the course material. Early and continuous feedback in classes or as requested to be provided.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative	Individual	40%	1500 words	Week 3	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	60%	2500 words report + oral presentation	Week 6	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Digital Poster

<b>GOAL:</b>	To create a digital poster that compares creativity techniques and processes and highlight the strengths and weaknesses for generating innovative solutions focused on a real-world problem/opportunity.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	In this task you will create a digital poster (e.g. PowerPoint, canva, infographic) to creatively present an evaluation of creativity techniques/ processes		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Evaluate and reflect on the use of creativity techniques/processes to generate innovative solutions.	
	2	Demonstrate knowledge of digital communication tools/channels to present, share and communicate in a business context	
	3	Structure of the presentation.	
	4	Clarity, logic and flow of arguments presented.	
	5	Depth and breadth of content.	
	6	Use of appropriate verbal and non-verbal communication (posture, gesture, eye contact, and vocal expressiveness).	
	7	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4

## All - Assessment Task 2: Case Study Presentation

<b>GOAL:</b>	The goal of this task is to present and share an innovation management case study, based on a real-world problem/opportunity, and lead a discussion into relevant issues and solutions.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	Based on a business/organisation that is facing a design dilemma, and drawing on an appropriate design thinking tools, determine the most suitable tool, apply this tool and provide a suitable solution. The 2,500-word case study report (suitable to a corporate audience) accompanied by a 15 minute oral presentation (should include audience engagement).		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Present and share relevant information using different formats.	
	2	Identify and solve business problems, and arrive at innovative solutions.	
	3	Demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to innovation.	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Tidd, J. & Bessant, J.	2013	Managing Innovation: Integrating Technological, Market and Organisational Change	Wiley

### 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)