GS73 Master of Business Administration - Course Structure Overview

	Year 1		Year 2		Year 3	
Strategy & Innovation	**GSP100** Competing in Complex Environments (12cp)	GSP131-1 High Impact Project 1A (4cp)	**GSP140** Establishing New Ventures (12cp)	**GSP171-1** High Impact Project 2A (4cp)	**GSP180** Pivoting to a Digital Business Model (12cp)	GSP211-1 High Impact Project 3A (4cp)
Underlying Disciplines	Strategy; Design thinking; Marketing		Entrepreneurship; Systems thinking; Advanced Analytics; Strategy; Design thinking; Law / IP		Advanced Strategy; Managing technological innovation; Advanced Analytics; Finance; Entrepreneurship	
Decision Making	**GSP110** Optimising Business Outcomes (12cp)	**GSP131-2** **High Impact Project 1B (4cp)**	**GSP150** Building Financial Resilience (12cp)	**GSP171-2** **High Impact Project 2B (4cp)**	**GSP190** Transforming the Proactive Organisation (12cp)	GSP211-2 High Impact Project 3B (4cp)
Underlying Disciplines	Data analysis; Accounting; Law		Economics; Finance; Accounting; Law; Ethics		Governance; Entrepreneurship; Finance; Advanced Strategy; Leadership; Data Analytics	
Leadership & Engagement	**GSP120** The Digital Leader (12cp)	GSP131-3 **High Impact Project 1C (4cp)**	**GSP160** Leading Teams for Growth (12cp)	**GSP171-3** **High Impact Project 2C (4cp)**	**GSP200** Leading Business Transformation (12cp)	GSP211-3 High Impact Project 3C (4cp)
Underlying Disciplines	Self leadership; Ethical practice; Communicating to influence		Leadership; Coaching; Mentoring; Organisational behaviour; Negotiation		Change management; Leadership & complexity; HRM; Stakeholder; Engagement; Ethics; Systems thinking	
High Impact Project	**GSP130** High Impact Project 1 (12cp)		**GSP170** High Impact Project 2 (12cp)		**GSP210** High Impact Project 3 (12cp)	

* Each High Impact Project can be completed as three 4cp units in line with the thematic units or as a 12cp unit at the end of the phase. (e.g. GSP130 in Teaching Period 4 OR GSP131-1, GSP131-2 and GSP131-3 across Teaching Period 1, 2 and 3.)

GSP100 - Competing in Complex Environments

Credit Points:	12
Teaching Period:	10TP1
Year of offer:	2019
Pre-requisite(s):	Nil
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

In the current complex business environment, where change is increasing in scale, frequency and degree of impact, effectively determining and executing an organisation's strategic agenda has never been more challenging. Consequently, the way in which organisations effectively respond to the emergence of new entrants, or successfully adopt a digital strategy is now a defining focus for industry leaders looking to ensure the sustainability of their institutions and enterprises. Conventional problem solving approaches to strategy have served managers well, but they are no longer sufficient to solve the complex and multi-faceted business problems of the future. Therefore, to address effectively the challenges faced by digital business models and the broader disruptive elements present in contemporary business environments, senior leaders need to have the skills to creatively identify appropriate strategic responses to those challenges.

2. Aim

The aim of this unit is to develop your insight and capability in the use of strategic management tools to compete effectively in a business context defined by emerging digital business models. In particular, you will develop the capacity to optimise the combination and integration of tools and concepts evident in the practice of strategy, marketing and design thinking with the aim of developing digital driven strategies. Further, the unit is designed to provide managers with an understanding of some of the key factors underpinning effective strategy, marketing and design thinking, as well as developing an understanding of how to create workplace environments that drive and facilitate creative problem solving in complex organisational environments.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Demonstrate knowledge and application of strategic analysis tools around external scanning, business models and internal capability analysis (KS 1.1, HO 2.1)

2. Demonstrate knowledge of market segmentation, identifying target customer value, developing effective value propositions and strategic positioning (KS 1.1, HO 2.1. PC 3.1)

3. Apply and evaluate creative problem solving strategies to determine the most appropriate tools and techniques to generate solutions to organisational problems.(KS 1.1, HO 2.1)

4. Develop and articulate a strategic agenda derived from the utilisation and integration of strategy, marketing and / or design thinking approaches and tools. (HO 2.1, PC 3.2)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4. Content

Strategy
- Strategic Analysis of the External Environment
- Business Strategies: Directions, Development and Models
- Internal Analysis: Analysis of Strategic Capabilities

Marketing
- Identifying Target Customers
- Developing a Value Proposition
- Branding and Communication Management

Design Thinking
- Problem Framing for Problem Solving
- Generating, Evaluating and Applying Ideas
- Designing for Solutions

5. Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Marketing Brief (30%)

Based on the phenomenon provided, you are required to develop a marketing brief for the entry of a digital entrant into the nominated target market. You will need to determine the digital entrant's strategic intent and value proposition in the course of developing your plan to ensure alignment between the Australian market and the challenger's broader strategic intent

Length: 1,500 words

Feedback: Formative & Summative

ULOs: 1, 2

AoL goals: KS 1.1, HO 2.1, PC 3.1

Mode: Individual (External)

Due week: 4

Assessment 2

Strategy Evaluation (30%)

You are required to evaluate the existing business model of the nominated incumbent organisation to identify areas of complementarity or possible re-alignment in response to the digital challenger. You should employ design thinking principles to identify approaches to achieving the required organisational changes.

Length: 1500 words

Feedback: Summative

ULOs: 2, 3

AoL goals: KS 1.1, HO 2.1, PC 3.1

Mode: Individual (External)

Due week: 7

Assessment 3

Strategic Agenda (40%)

You have been tasked with developing a competitive response to the entry of a digital competitor into the nominated market. Building on the strategy, problem-framing and marketing tools used in your previous assessment you are required to develop and articulate your strategic agenda in response to the future threat.

Length: 10 minute video presentation

Feedback: Summative

ULOs: 3, 4

AoL goals: KS 1.1, HO 2.1, PC 3.2

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.	Resource materials
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy

Unit outline prepared by *(Print Name & Sign)*   Date

GSP110 - Optimising Business Outcomes

Credit Points:	12
Teaching Period:	10TP2
Year of offer:	2019
Pre-requisite(s):	Nil
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The financial health and long-term financial sustainability of entities are recognised as being fundamentally important in today's highly competitive operating and investing environment. The unit will assist students to assess and understand the financial position and performance of an entity, and to make informed predictions about its future directions, based on the information contained within published accounting statements. Accounting information plays a critical role in providing business owners, managers and potential investors with timely, accurate and useful information on which informed business and investment decisions can be made. As such, it is essential that managers and investors are able to read and evaluate the financial statements of a business entity and understand the messages that are contained within them. Additionally, to maximise business performance, business owners and managers need to have an understanding of accounting techniques and financial principles that assist in the planning, evaluation and control of business activities. This unit is included in the MBA program to provide students with a grounding in applied accounting and finance, addressing the fundamental issues of how we can use accounting and finance techniques and approaches to improve critical organisational and managerial decisions in an increasingly complex and demanding operating environment.

2. Aim

The aim of this particular unit is to provide organisational leaders and potential investors with the ability to determine the relative "financial health" of an entity by developing particular skills around the interrogation an analysis of an entity's financial statements in order to optimise its financial and operational health. It is also designed to develop the students' abilities to make effective decisions in response to real world business challenges, based on an understanding, evaluation and interpretation of financial and accounting data.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Work with others to analyse and interpret the financial statements of organisations to determine the management implications (SL 4.2)

2. Apply theoretical and technical knowledge and skills to the management of financial risk and organisational capital, outlining implications for management (KS 1.1, HO 2.1)

3. Make informed recommendations and strategic decisions based on an analysis of available accounting information for a given organisation (KS 1.1, HO 2.2)

4. Demonstrate knowledge and application of legal and ethical concepts and frameworks to inform decision-making (SEC 5.1)

5. Prepare a management briefing that analyses the financial health of an organisation and professionally communicates this analysis to interested parties. (HO 2.1, PC 3.2)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4. Content

Accounting

-Financial literacy (e.g. what is an income statement, balance sheet, statement of cash flows; what are assets, liabilities, equity, income and expenses)

-Income Statement Analysis (using trend analysis, common-size statement analysis and ratio analysis)

-Balance Sheet Analysis (using trend analysis, common-size statement analysis and ratio analysis)

-Statement of Cash Flow Analysis (using trend analysis and ratio analysis)

-Return on Equity Analysis (using the Du Pont method of analysis to deconstruct ROE – enables a focus on management performance as opposed to business performance)

-Accounting Distress Prediction Model(s) (e.g. Altman's Z score, Ohlson's logit analysis)

Finance

-Capital Restructuring

-Working Capital Management

5. Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6.   Assessment

General Assessment Information

Assessment 1

Financial Analysis Brief (40%)

Analyse the financial reports of a given entity and determine the relative financial health of that entity, identifying key areas or concern or interest to the senior management team.

Length: 2500 words

Feedback: Formative & Summative

ULOs: 1, 2

AoL goals: KS 1.1, HO 2.1, SL 4.2

Mode: Group (External)

Due week: 7

Assessment 2

Financial Health Strategic Report (60%)

Based on your previous analysis prepare a set of recommendations that the organisation might wish to undertake in order to improve or sustain its financial health.

Length: 15 minute video presentation

Feedback: Summative

ULOs: 3, 4, 5

AoL goals: KS 1.1, HO 2.1, HO 2.2, PC 3.2, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7. Resource materials

Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8. Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
....
Unit outline prepared by *(Print Name & Sign)*   Date

GSP120 - The Digital Leader

Credit Points:	12
Teaching Period:	10TP3
Year of offer:	2019
Pre-requisite(s):	Nil
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The highly volatile and changeable nature of organisations operating in a digital context has elevated the significance and value of those holding leadership roles in these organisations . However, the transformation to a "digital leader" is complex, involving changes in self-awareness, knowledge, skills, and attitudes. This transformation is also a highly personal one with leaders needing to acknowledge their deficiencies, biases, and a willingness to challenge outdated leadership frameworks and approaches. In contrast to more functional knowledge of business practices, flexibility and adaptability within leaders is increasingly favoured in the ever-changing digital environment. This is consistent with the recognition that self-awareness provides a foundation for understanding ourselves as leaders and is a key attribute that characterises truly great leaders. This unit is included in the program to provide an opportunity for students to increase their understanding of themselves and how their interactions with others impact on their effectiveness as leaders in complex digital business environments.

Central to digital leadership will be the ability to utilise emotional intelligence and interpersonal skills to gauge and manage employee well-being in the workplace (both virtual and physical), as well as being a key point of communication for employees to express their desires and grievances. Specialised knowledge or positional power alone is no longer enough to guarantee success in business; you must be able to effectively communicate vision and insight to a variety of audiences and mediums. It is therefore critical that business leaders and managers develop highly effective and persuasive oral, written and technology enabled communication skills.

2. Aim

The aim of this unit is for participants to increase their understanding of themselves and how their interactions with others impact on their effectiveness as leaders in complex digital environments. Additionally, the unit aims to encourage participants as leaders to develop an understanding of their audience, sensitivity to language use, and to demonstrate the value and power of language as a means of persuasion in complex managerial and leadership contexts.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Demonstrate knowledge and application of contemporary leadership theoretical frameworks, models and tools (KS1.1, PC 3.1)

2. Synthesise, reflect upon and evaluate data received from a variety of sources and tools in order to understand contextual drivers of your behaviour and to inform your personal leadership development opportunities (HO2.1, SL 4.1)

3. Critically reflect on the social, cultural and ethical influences on your personal actions, goals and decision-making (SEC 5.1, SEC 5.2)

4. Critically evaluate the communication needs of your audience and implement appropriate persuasion strategies to positively influence the outcomes and aid decision-making (KS1.1, HO 2.1)

5. Organise, structure, and deliver a professional persuasive oral presentation to an identified audience (PC3.2)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4.   Content

Developing Emotional Intelligence and a Growth Mindset

-Self-Awareness - Personality & Strengths

-Self-Awareness - Values & Ethics

-Self Control & Regulation

-Stress, Strengths & Managing Energy

-Methods for Personal Mastery

Engaging Audiences

-The Power of Ethical Persuasion

-Preparing and Delivering Effective and -Engaging Business Presentations

5.   Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Self Assessment Personal Profile (40%)

You are required to submit a personal profile that should outline what you have discovered about yourself from the self-analysis process that has occurred during the unit and discuss the implications for leading digital organisations into the future.

Length: 2000 words

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, SL 4.1, SEC 5.2

Mode: Individual (External)

Due week: 4

Assessment 2

Self-Development Plan (30%)

You are required to present a self-development plan that demonstrates your ability to identify areas for improvement and form strategies to address the areas identified. This provides a platform for integrating previous learning gained from other units in the program as well as from the workplace.

Length: 1500 words

Feedback: Summative

ULOs: 1, 3

AoL goals: KS 1.1, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 7

Assessment 3

Personal Leadership Philosophy (30%)

You are required to present a compelling narrative of your leadership aspirations to your peers as they relate to the leadership of digital organisations. Your aspirational statement should be informed by your own reflections evidenced in Assessment 1 and 2 as well as the relevant literature relating to the leadership of digital organisations.

Length: 5 minute video compilation

Feedback: Summative

ULOs: 2, 4, 5

AoL goals: HO 2.1, PC 3.2, SL 4.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.	Resource materials
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP130 - High Impact Project 1

Credit Points:	12
Teaching Period:	10TP4
Year of offer:	2019
Pre-requisite(s):	Nil
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	GSP131-1
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The confidence to lead in complex business environments requires business leaders and managers to able to look at problems and opportunities from multiple perspectives, to determine the course of action through integrating multi-disciplinary knowledge and skills, make decisions with incomplete information and to be a highly effective and persuasive communicator.

This unit has been included in the MBA program to provide students with the opportunity to apply learning to a real-world project. This introductory integrated unit in the MBA program teaches associates to draw together and integrate learning from across the first phase of the program and assists students to synthesise approaches, frameworks and theory in a manner that provides practical ways to apply them to an industry project.

2. Aim

The mission of the MBA and associated programs is to provide world class, graduate business education and stimulating real world learning opportunities to develop current and future business leaders and managers to confidently lead in complex environments.

The aim of this unit is to enable students to apply the learnings from the program in an integrated manner to address a complex work-based problem or a new or emerging business opportunity of interest to the student, their employer or a sponsoring organisation

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives
Upon completion of this unit, you should be able to:

1. Integrate and apply advanced multi-disciplinary theory, frameworks, skills and techniques to address a problem or an opportunity (KS 1.1, HO 2.1)

2. Define and scope the problem or opportunity for a nominated project (KS 1.1)

3. Develop an appropriate research methodology, taking into account ethical considerations (SEC 5.1)

4. Use advanced technology and technical knowledge and skills to design and deliver a highly informative and reflective project progress update (PC 3.2)

5. Conduct ethical business research, analyse data collected and synthesise findings from research for inclusion in the final report (SEC 5.1)

6. Deliver a comprehensive report designed to deliver recommendations and significant value for an organisation (KS 1.2, HO 2.2, PC 3.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline. |

4.   Content
Topics to be studied include:

-Application and integration of theory, frameworks and techniques from units across the first phase of the MBA program

-Delivering a persuasive presentation targeting the specific executive-level audience in the context of the desired project

-Applied business research methods

-Conducting business research

-The application of ethics and research in the context of project design

-Creating a professional research report for a specific business problem or opportunity.

-Reflective practice and its usage to improve leadership capabilities |

5.   Teaching and Learning Approaches
This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts. |

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Project Plan (30%)

You are required to prepare a project plan for your project, which will define and scope the work-based project, empirical literature background, and an appropriate research methodology. The work-based project needs to be an actual 'real world' project that is supported by an executive sponsor. The project can be either one identified by you, or provided to you by your employer or a sponsoring organisation.

Length: 1500 words

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, SEC 5.1

Mode: Individual (External)

Due week: 4

Assessment 2

Progress Report Presentation (30%)

You are required to design and deliver a presentation based upon the progress of the proposed project outlined in Assessment Task 1. The aim of this presentation is to outline the results of the High Impact Project, highlight key learning, and provide recommendations for self-improvement on personal leadership in project contexts.

Length: 10 minute video presentation + supporting documentation

Feedback: Formative & Summative

ULOs: 4

AoL goals: PC 3.2

Mode: Individual (External)

Due week: 7

Assessment 3

Project Report (40%)

You are required to develop a comprehensive final report. The report is to address an identified problem or opportunity in the context of an organisation, specifically related to small-scale, high-impact projects and improvements. It is expected that report presented is a high quality professional document and the data collected should be presented visually in the form of graphs, tables or diagrams as appropriate for the type of data presented.

Length: 2000 words

Feedback: Summative

ULOs: 5, 6

AoL goals: KS 1.2, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7. Resource materials	
Prescribed Text:	None
Other Resources:	Nil

8. Risk Management
There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.
You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP140 - Establishing New Ventures

Credit Points:	12
Teaching Period:	10TP1
Year of offer:	2019
Pre-requisite(s):	GSP100
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

As the social, cultural, and technological shifts of the last decade permeate globally, the modern business environment is quickly becoming one defined by marked volatility, uncertainty, complexity, and ambiguity (VUCA). As such, the emergence of what has been termed as "Industry 4.0" is typified by an environment where innovative and creative solutions are required not just for organisations to be successful in their endeavours, but to survive and remain competitive. It is recognised that optimal digital strategies emerge from novel conceptualisations of what customers and key stakeholders are expecting from the enterprise rather than incrementally improving current offerings.

2. Aim

The aim of this unit is to develop your capability to identify the opportunity for new ventures, either as independent new enterprises, or as opportunities emerging out of an established organisation. The unit also aims to equip you with a thorough knowledge of important issues surrounding entrepreneurial management and the establishment of new business ventures with a particular focus on the "entrepreneurial mindset", providing you with the tools to turn ideas in viable business opportunities.

It is expected that participants undertaking this unit would incorporate learnings from previous units such as GSP100 Competing in Complex Environments", GSP110 Optimising Business Outcomes and GSP120 The Digital Leader.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Demonstrate the capacity to propose new venture concepts and critically evaluate the value proposition and market opportunity for a new venture idea (KS 1.1, HO 2.1)

2. Devise strategies to appropriately resource and exploit new ventures (KS 1.1)

3. Demonstrate advanced communication skills to critically evaluate a business model for a new business venture and persuasively communicate this to an audience (HO 2.1, PC 3.2)

4. Research and navigate through basic legal information environments to locate and communicate information to assist in commercial decision making (KS 1.2, PC 3.1, SEC 5.1)

5. Demonstrate and apply knowledge of the sources of law, legal nature of entities, commercial transactions and consumer rights and develop an intellectual property protection strategy for the protection of the new venture idea (KS 1.1, HO 2.2, SEC 5.1)

6. Critically reflect on the role of the entrepreneurial mindset in the practice of leading organisations in complex digital environments (HO 2.2, SL 4.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

---

4.   Content

Entrepreneurship

-The Entrepreneurial Mindset

-Analysing the Market Opportunity

-New Venture Strategy and Resources

-Business Model Canvas / Lean Model Canvas

Law

-Protecting the Business Idea

-Legal Nature of Business Entities

-Consumer Protection and Contract Performance

-Competition and Consumer Act 2010

-Corporations Act 2001

Communications

-Proposal Writing

---

5.   Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions.

Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6.   Assessment

General Assessment Information

Assessment 1

Business Opportunity Assessment (30%)

Identify an entrepreneurial opportunity (Strategy, target market analysis; value proposition) either inside an organisation or as a new entity (or) evaluate the same elements for a nominated QUT Foundry Start-up.

Length: 10 minute video presentation plus supporting documentation

Feedback: Formative & Summative

ULOs: 1, 3

AoL goals: KS 1.1, HO 2.1, PC 3.2

Mode: Individual (External)

Due week: 4

Assessment 2

Business Requirements Analysis (50%)

Identify the relevant business model characteristics and legal considerations and business model required of the new entity analysed in Assessment 1.

Length: 2000 words

Feedback: Summative

ULOs: 2, 4, 5

AoL goals: KS 1.1, KS 1.2., HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 7

Assessment 3

The Entrepreneurial Mindset (20%)

Reflect on the nature of Entreprenurial practice and how it relates to your own approach to leading innovative and future focused organisations.

Length: 1500 words

Feedback: Summative

ULOs: 6

AoL goals: HO 2.2, SL 4.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.	**Resource materials**
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	**Risk Management**

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP150 - Building Financial Resilence

Credit Points:	12
Teaching Period:	10TP1
Year of offer:	2019
Pre-requisite(s):	GSP110
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

This unit is designed to build on GSP110 "Optimising Business Outcomes" which equipped participants with the capacity to determine the current financial health of an entity. After taking stock and stabilising the financial affairs of the organisation, leadership and management attention within the medium-term should shift toward the capacity of the firm to support the implementation and management of digital transformation strategies. However, as the focus turns towards digital transformation, a focus on short-term survivability or available sources of capital may place limits on business's ability to commit to the scale of change required.

Organisational decision makers must simultaneously identify short-term "survivability" tactics while gathering sufficient interest and commitment to a broader, long term digital transformation plan. Importantly, the capacity to identify short-term cost savings as well as viable revenue generators, with the ability to determine and secure capital through short or long-term debt and/or capital investment is an essential piece of the transformation equation. Therefore, it is key that digital leaders have the capacity to determine the financial health and appropriate financial management strategies of the organisation to remain resilient and competitive during growth, transformation, or a re-positioning of strategic priorities.

2. Aim

The aim of this unit is to help you to build the capacity to effectively determine the financial health of an organisation in relation to its capacity to sustain a growth or undertake an expansion or transformation strategy. It is also intended to equip you with the ability to develop a coherent financial management and investment strategies aimed at improving the financial resilience of their organisations.

It is expected that participants undertaking this unit would directly incorporate learnings from the unit GSP110 Optimising Business Outcomes as well as applying other learnings from previous units such as GSP100 Competing in Complex Environments, GSP120 The Digital Leader and GSP140 Establishing New Ventures.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate

outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives
Upon completion of this unit, you should be able to:

1. Explain and discuss the role of financial markets, key financial instruments and key institutional details focusing on national and international contexts (KS 1.1, PC 3.2)

2. Collaborate to evaluate projects relating to investment, financing and dividend decisions of the firm using technical knowledge and skills (KS 1.1, HO 2.1, SL 4.2)

3. Apply technical knowledge and skills to complete a variety of complex financial calculations to aid and support financial decision making (KS 1.2, HO 2.1)

4. Demonstrate the capacity to develop and articulate a financial growth strategy derived from the utilisation and integration of strategy, accounting, entrepreneurship and financial approaches and tools (HO2.1, HO2.2, PC3.1)

5. Make informed recommendations and strategic decisions based on an analysis of the financial and capital requirements of an organisation's strategic agenda and broader ethical and legal frameworks (HO 2.2, SEC 5.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline. |

4. Content
Finance

-Introduction to Financial Markets

-Competitive Markets and Arbitrage

-Capital Markets

-Time Value of Money

-Sources of Short & Long Term Debt

-Valuation and Financial Markets

-Sources of Equity

-Capital Budgeting - Project Evaluation & NPV

-Risk and Return, Uncertainty, Diversification, CAPM

Accounting

-Income Statement Analysis

-Balance Sheet Analysis

-Cash Flow Statement Analysis |

5. Teaching and Learning Approaches
This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. |

Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment
General Assessment Information

Assessment 1

Financial Simulation Analysis (40%)

Teams will collaboratively work through a simulation to determine and calculate the key financial considerations to be undertaken to ensure the future financial success of the simulation organisation.

Length: 15 minute presentation plus supporting documentation

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, PC 3.2, SL 4.2

Mode: Group (External)

Due week: 7

Assessment 2

Financial Analysis (60%)

You will be required to develop a growth strategy for a nominated organisation. You will be required to analyse the financial reports of the organisation to determine the existing financial health of the organisation, while considering its strategic and environmental context as well as the growth potential of the planned growth initiative.

Length: 2500 words

Feedback: Formative & Summative

ULOs: 3, 4, 5

AoL goals: KS 1.2, HO 2.1, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

---

7. Resource materials	
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	**Risk Management**

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
_____   ....
Unit outline prepared by *(Print Name & Sign)*   Date

GSP160 - Leading Teams for Growth

Credit Points:	12
Teaching Period:	10TP1
Year of offer:	2019
Pre-requisite(s):	GSP120
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

This unit directly expands on the foundations established in GSP120 "The Digital Leader" and moves the focus from the individual characteristics desired of a leader in a digital context to leading others in digital organisations. Central to this notion of digital leadership will be the ability to utilise emotional intelligence and interpersonal skills to gauge and manage employee well-being in the workplace, as well as being a key point of communication for employees to express their desires and grievances. This role will be doubly important as leaders guide organisations through inevitable periods of restructure and change.

Digital leaders cultivate multidisciplinary, tech-savvy, and innovative teams that operate across functional boundaries. Simultaneously, leaders must focus on breaking down silos, identifying opportunities for collaboration and value creation and cross-disciplinary team arrangements. Alongside their strategic initiatives however, leaders must also consistently display ethical awareness and legal practice. Increasingly, legislation is seen as lagging behind the risks and disruptive potential resulting from innovation and progress. To succeed in a digitally driven future, leaders must proactively manage these ethical problems, rather than reactively respond as was the norm.

2. Aim

The aim of this unit is to build your leadership ability in the context of complex digitally aligned environments. In particular, this unit aims to develop your insight into the thoughts, feelings, motivations and actions of individuals in the workplace, but also to have the tools to actively build capability, motivation and attitude in others. Particular emphasis will be placed on developing your coaching skills as a key mechanism to build and lead high performing teams.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Demonstrate and apply knowledge of organisational behaviour, management theory, coaching models and frameworks to understand and address organisational issues (KS 1.1)

2. Utilise a range of appropriate organisational behaviour approaches and insights to effectively address or manage an attitudinal, behavioural or cultural issue (KS 1.1, HO 2.1)

3. Practice and apply coaching methods for a specific team opportunity or issue (HO 2.2, SL 4.1)

4. Research and critically evaluate organisational contexts to analyse and develop key organisational strategies to address ethical issues and provide advice (HO 2.2, SEC 5.1, SEC 5.2)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

---

4. Content

Leadership and Coaching

-Leadership through Coaching & Mentoring

-Stress, Coping & Resilience in Organisations

-Managing Teams for High Performance

-Leading Virtual Teams

Ethical Leadership

-Misconduct and Organisational Risk: A Bias for Action on Unethical Conduct

-Connecting Motivators and Outcomes with Ethical Practice

---

5. Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates,

---

role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Coaching Strategy (40%)

You will be required to determine an appropriate organisational response to an ethical crisis identified in an organisation. You will be required to identify the behavioural, cultural and systemic origins of the ethical crisis and recommend a coaching-led strategy to address the situation.

Length: 15 minute video plus supporting documentation

Feedback: Formative & Summative

ULOs: 1, 2, 4

AoL goals: KS 1.1, HO 2.1, PC 3.2, SEC 5.2

Mode: Group (External)

Due week: 7

Assessment 2

Coaching Plan and Reflection (60%)

Identify an opportunity or issue within a team in your workplace that is related to the topics explored in GSP220, conduct research into this situation and develop a plan and strategies that you as a leader could implement to address and manage the people opportunity or issue.

The strategies included in the plan need to emerge from an analysis of the organisational behaviour literature and be referenced accordingly.

You are also required to identify obstacles and challenges you will face in implementing this plan and identify strategies that could be used to mitigate these challenges.

Length: 2500 words

Feedback: Formative & Summative

ULOs: 1, 2, 3, 4

AoL goals: KS 1.1, HO 2.1, HO 2.2, PC 3.1, SL 4.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7. Resource materials

Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8. Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP170 - High Impact Project 2

Credit Points:	12
Teaching Period:	10TP4
Year of offer:	2020
Pre-requisite(s):	GSP130 or GSP131-3
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	GSP171-1
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The confidence to lead in complex business environments requires business leaders and managers to able to look at problems and opportunities from multiple perspectives, to determine the course of action through integrating multi-disciplinary knowledge and skills, make decisions with incomplete information and to be a highly effective and persuasive communicator.

This unit has been included in the MBA program to provide students with the opportunity to apply learning to a real-world project. This intermediary integrated unit in the MBA program teaches associates to draw together and integrate learning from across the first and second phases of the program and assists students to synthesise approaches, frameworks and theory in a manner that provides practical ways to apply them to an industry project.

2. Aim

The mission of the MBA and associated programs is to provide world class, graduate business education and stimulating real world learning opportunities to develop current and future business leaders and managers to confidently lead in complex environments.

The aim of this unit is to enable students to apply the learnings from the program in an integrated manner to address a complex work-based problem or a new or emerging business opportunity of interest to the student, their employer or a sponsoring organisation.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Integrate and apply advanced multi-disciplinary theory, frameworks, skills and techniques to address a problem or an opportunity (KS 1.1, HO 2.1)

2. Define and scope the problem or opportunity for a nominated project (KS 1.1)

3. Develop an appropriate research methodology, taking into account ethical considerations (SEC 5.1)

4. Use advanced technology and technical knowledge and skills to design and deliver a highly informative and reflective project progress update (PC 3.2)

5. Conduct ethical business research, analyse data collected and synthesise findings from research for inclusion in the final report (SEC 5.1)

6. Deliver a comprehensive report designed to deliver recommendations and significant value for an organisation (KS 1.2, HO 2.2, PC 3.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4. Content

Topics to be studied include:

-Application and integration of theory, frameworks and techniques from units across the first and second phase of the MBA program

-Delivering a persuasive presentation targeting the specific executive-level audience in the context of the desired project

-Applied business research methods

-Conducting business research

-The application of ethics and research in the context of project design

-Creating a professional research report for a specific business problem or opportunity.

-Reflective practice and its usage to improve leadership capabilities

5. Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Project Plan (30%)

You are required to prepare a project plan for your project, which will define and scope the work-based project, empirical literature background, and an appropriate research methodology. The work-based project needs to be an actual 'real world' project that is supported by an executive sponsor. The project can be either one identified by you, or provided to you by your employer or a sponsoring organisation.

Length: 1500 words

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, SEC 5.1

Mode: Individual (External)

Due week: 4

Assessment 2

Progress Report Presentation (30%)

You are required to design and deliver a presentation based upon the progress of the proposed project outlined in Assessment Task 1. The aim of this presentation is to outline the results of the High Impact Project, highlight key learning, and provide recommendations for self-improvement on personal leadership in project contexts.

Length: 10 minute video presentation + supporting documentation

Feedback: Formative & Summative

ULOs: 4

AoL goals: PC 3.2

Mode: Individual (External)

Due week: 7

Assessment 3

Project Report (40%)

You are required to develop a comprehensive final report. The report is to address an identified problem or opportunity in the context of an organisation, specifically related to small-scale, high-impact projects and improvements. It is expected that report presented is a high quality professional document and the data collected should be presented visually in the form of graphs, tables or diagrams as appropriate for the type of data presented.

Length: 2000 words

Feedback: Summative

ULOs: 5, 6

AoL goals: KS 1.2, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.	Resource materials
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy

Unit outline prepared by *(Print Name & Sign)*   Date

GSP180 - Pivoting to a Digital Business Model

Credit Points:	12
Teaching Period:	10TP1
Year of offer:	2021
Pre-requisite(s):	GSP140
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The technological and social impacts of "Industry 4.0" are spreading across all industries, products, and services. Innovations such as Internet of Things, autonomous vehicles, big data analytics, augmented reality, self-organising production, the cloud, smart devices, artificial intelligence, and machine learning – are rapidly disrupting business models, value creation processes and the products companies bring to market. These emerging technology led business models present an array of potential opportunities and pitfalls that are not immediately obvious, yet organisations must make decisions in this rapidly changing data-centric context. Without sufficient awareness or understanding of the nascent changes in "digital" and "data" strategic platforms, decision makers may limit their organisations' ability to maintain a sustainable competitive advantage and/or continue delivering value to its stakeholders.

In order to achieve this however it is essential that senior leaders not only have a solid understanding of the technical origins of large-scale data sets, advanced analytics and emerging technologies but how it might be incorporated into the operating and decision-making fabric of the organisation. This oft neglected component of the digital disruption discussion will be a key focus of this unit with a particular emphasis on the business model, governance and ethical implications of adopting a digital led strategic approach to organisational competitiveness and sustainability.

2. Aim

The aim of this unit is to assist you in developing a comprehensive understanding of the dynamics of technological innovation and the transformation towrds digital business models. This will allow you to identify more accurately trends within your technological and competitive environments, and to use these insights to construct an innovation strategy. Importantly, the unit also aims to develop the skills associated with determining the utility and value of creating, managing and interrogating large-scale datasets for strategic decision-making. The unit takes a holistic view of the potential opportunities, challenges and implications of undertaking a data-led approach to strategic decision making and business model development, with a particular focus on the ethical and governance implications of adopting such an approach.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Demonstrate and apply knowledge of the dynamics of technological innovation, including the sources, types and patterns of innovation, design dominance and timing of market entry (KS 1.1, KS 1.2)

2. Critically evaluate the business value, impact and risks associated with the adoption of selected disruptive technologies on strategy and business models to a professional audience (KS 1.1, HO 2.1, HO 2.2, PC3.1)

3. Determine the capability of an existing business model to exploit an advanced analytics approach to strategic decision making (HO 2.1, HO 2.2)

4. Apply advanced integrated discipline and practical knowledge in the context of digital business environments to identify the wide range of driving forces impacting strategy development and business model evolution in response to complex, ambiguous and dynamic environmental drivers (HO 2.1, HO 2.2, SEC 5.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4.   Content

Dynamics of Technological Innovation

-Part 1: Sources, Types, and Patterns of Innovation

-Part 2: Standards Battles, Design Dominance, and Timing of Market Entry

Business Model Innovation

-Data-Driven Business Models

-Crafting a Data-led Strategy

-Organisational Readiness for Data-led Strategies

-Data, Ethical Decisions and Governance

5.   Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Distruptive Technology Brief (40%)

You will be required to analyse the opportunity/challenge and conduct research around a number of pre-identified emerging technologies, which are anchored in real-world data (quantitative or qualitative). Through the application of a conceptual framework or analytical tool to the data collected, you make a series of actionable recommendations regarding the business model impact of those technologies in key defined industries.

Length: 2000 words

Feedback: Formative & Summative

ULOs: 1, 2, 4

AoL goals: KS 1.1, KS 1.2, HO 2.1, HO 2.2, PC 3.1

Mode: Individual (External)

Due week: 7

Assessment 2

Business Model Review (60%)

You will critically review your organisation's business model in terms of the role played by data in its execution. You will determine the potential of a revised business model that can effectively leverage a data-driven business strategy. Further, you must clearly identify the ability of the organisation to adopt this new business model explicitly referring to the cultural, resource, governance and ethical implications of such a transition.

Length: 2500 words

Feedback: Summative

ULOs: 2, 3, 4

AoL goals: KS 1.1, HO 2.1, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7. Resource materials

Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8. Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP190 - Transforming the Proactive Organisation

Credit Points:	12
Teaching Period:	10TP2
Year of offer:	2021
Pre-requisite(s):	GSP150
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

To remain relevant in the new economy, organisations need to remain constantly agile in the adoption of emergent technologies and trends, to evolve their value proposition for customers. Digital leaders need to be multi-disciplinary strategic thinkers, who have foresight and the ability to take a big-picture, long-term view of an organisation. Additionally, the ability to make decisions, often with incomplete information, and to determine appropriate strategic responses to a complex, global business problems and opportunities is seen as a key determinant of positive business outcomes and the longevity of organisations.

Research conducted as part of the QUT Chair in Digital Economy research team have identified the need for organisations to transform into proactive organisations to ensure an ongoing and sustainable future. A proactive organisation is focused on understanding its customers' needs and aims to deliver value even before the customer is aware of these needs themselves. This approach drives ongoing evolution of products and services the benefits of which include discovering opportunities to enhance the lives and experiences of customers and offering them before the competition is even aware of the opportunity. Completely new products and services can be created, and made accessible to customers and stakeholders easily, therefore proactively facilitating lives of their customers, and becoming valued, trusted partners.

Importantly this must be carried out in the context of the broader ethical and governance requirements and expectations of organisational stakeholders. Demands for greater corporate accountability continue to grow. Whether the issue is corporate malfeasance, poor corporate strategy or increased regulatory compliance, there is a broad set of demands placed on modern business leaders.

In this unit, we explore the notion of the pro-active organisation and its constituent parts and examine the manner in which organisational leaders should undertaken the required to remain relevant in the digital economy and beyond

2. Aim

The specific aim of this unit is to develop your ability to identify the optimal strategic, financial and governance conditions for the on-going future success of the organisation utilising the notion of the proactive organisation. The emphasis of this unit will be to identify the role of the senior leadership team and the board of directors in establishing stable organisational foundations that ensure ethical, responsible and strategic approaches to transforming and leading proactive organisations in the context of a digital economy.

It is expected that in the execution of this unit you will incorporate previous learnings gained throughout your MBA with particular emphasis on units such as GSP100 (Competing in Complex Environments), GSP110 (Optimising Business Outcomes), GSP140 (Establishing New Ventures), GSP150 (Building Financial Resilience) and GSP180 (Pivoting to a Digital Business Mode).

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Use the proactive organisation framework to identify critical aspects of an organisational transformation change agenda (KS1.2)

2. Critically analyse strategic organisational problems in a digital business context from multiple perspectives to provide actionable recommendations (HO 2.1, HO 2.2, PC3.1, PC3.2)

3. Apply advanced integrated discipline and practical knowledge to analyse the digital business context to develop plausible scenarios likely to impact strategic and operational decision-making development in response to complex, ambiguous and dynamic environments (KS 1.1, SL 4.2)

4. Critically analyse real-world governance dilemmas associated with transformational change agendas and make well-justified board level decisions taking into consideration legal and ethical responsibilities (HO 2.1, SEC 5.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

---

4.   Content

Scenario Thinking & Planning

-Scenario Thinking & Planning

-Mapping Strategic Consequences

-Scenario Thinking & Decision Making

Governance and Accountability

-Governance Theories, Models and Frameworks

-Directors Duties, Board Structures, Dynamics and Processes

-Ethical Governance Practices

---

5.   Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the

unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Scenario Thinking (40%)

In teams you are required to develop a number of plausible scenarios for an incumbent organisation identified as operating in a VUCA (Volatile, Uncertain, Complex, Ambiguous) environment.

Length: 15 minute video presentation plus supporting documentation

Feedback: Formative & Summative

ULOs: 2, 3

AoL goals: KS 1.1, HO 2.1, PC 3.2, SL 4.2

Mode: Group (External)

Due week: 7

Assessment 2

Transformational Change Analysis (60%)

Building on Assessment 1 and using the Proactive Organisation Framework you are required to develop a transformational change strategy for the nominated organisation.

Length: 2500 words

Feedback: Summative

ULOs: 1, 2, 4

AoL goals: KS 1.2, HO 2.1, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.   Resource materials

Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

| **8.** | **Risk Management** |

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date

GSP200 - Leading Business Transformation

Credit Points:	12
Teaching Period:	10TP3
Year of offer:	2021
Pre-requisite(s):	GSP160
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The process of digital transformation reflects a profound shift in an organisation's structure, culture, processes, models and working practices, all focused towards better repositioning and taking advantage of market trends and forces. However, leading organisations towards a goal of digital transformation is an extremely difficult endeavour, requiring the significant coordination of people, processes, and advanced technologies. As such leaders of digital organisations will need to exercise their leadership practice in a holistic, trans-disciplinary fashion, as the organisation fundamentally changes its business model and operating structures. Therefore, in complex industrial and organisational settings in which changes are occurring with increasing speed and frequency, the practice of enterprise leadership has never had greater significance, nor has it been more challenging. Leaders arise in many different contexts and they lead others through change processes to do different things, in different ways. This unit focuses on leading at an enterprise level with a specific focus on adopting a systems thinking approach to leading wide scale transformational change.

2. Aim

The aim of this unit is to continue to develop your enterprise leadership ability, utilising a conceptual framework for self-understanding and the development of the requisite knowledge, skills and attitudes required to lead successfully at scale in an environment defined by digital transformation. In completing this unit you should be able to demonstrate the capacity to plan and execute a digital transformation strategy adopting a holistic approach to the phenomenon under investigation and incorporating all key elements explored in the completion of the Digital MBA.

It is expected that in the execution of this unit you will incorporate previous learnings gained throughout your MBA with particular emphasis on units such as GSP120 (The Digital Leader), GSP160 (Leading Teams for Growth), GSP180 (Pivoting to a Digital Business Model), GSP190 (Transforming the Proactive Organisation) and GSP180 (Pivoting to a Digital Business Mode).

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate

outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives
Upon completion of this unit, you should be able to: 1. Demonstrate and apply knowledge of a range of systems concepts in the analysis of complex organisational problem situations (KS 1.1, HO 2.1) 2. Synthesise advanced leadership theories and frameworks to identify the competencies needed by leaders to respond to complex transformational change agendas (KS 1.1, HO 2.1, PC 3.1) 3. Demonstrate the ability to apply a holistic approach via relevant systems thinking methodologies to diagnose the essential leadership actions required during complex, transformational change initiatives (SL 4.1) 4. Critically reflect and analyse your own personal leadership philosophy and link to relevant advanced leadership theories and its relationship to your organisational context (SL 4.1 , SEC 5.2) 5. Demonstrate your ability to use a visual medium to articulate your personal leadership philosophy (HO 2.2, SL 4.1) The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

4.   Content
Leadership -The Digital Leader revisited -Leading Digital Transformation -Frameworks for Complexity Leadership -Leading Change & Adaptation -Leading with Intent Systems Thinking -Systems Thinking and Complexity Management -VSM: Improving Goal-Seeking and Viability -Applications of Critical Systems Practice Workplace Trends -The Differentiated Workforce: Strategic Human Resource Approaches -Determining Organisational HR Needs and Talent Segmentation

5.   Teaching and Learning Approaches
This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches. Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6.   Assessment

General Assessment Information

Assessment 1

Transformational Leadership (40%)

Extending the transformational change agenda outlined in GSP190 (Transforming the Proactive Organisation) you are required to determine the key actional and approaches to be undertaken by the organisation's leadership team to successfully achieve the change. Special attention should be paid to the nature of the change and the critical attributes of what is required of those leading transformational change initiatives.

Length: 2500 words

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, PC 3.1, SL 4.1

Mode: Individual (External)

Due week: 7

Assessment 2

Reflective Essay (60%)

This assessment task asks you to think about the leader you want to become, in the context in which you lead. The task has two parts:

Explain and critically evaluate your professional leadership philosophy statement. This explanation and critical evaluation must draw upon and reference your self development plan (from GSP120), the literature and be explicitly linked to what you have learnt about leadership, complexity and leading in digital environments. This statement should also outline the strategies and actions you will take to be able to lead according to your philosophy in your future business context.

Develop and present in visual form a statement of your professional leadership philosophy that clearly represents the leader you want to become.

Length: 2000 words plus visual artefact

Feedback: Summative

ULOs: 2, 4, 5

AoL goals: KS 1.1, HO 2.2, PC 3.1, SL 4.1, SEC 5.2

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7. Resource materials

Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

| 8. | Risk Management |

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy

Unit outline prepared by *(Print Name & Sign)*   Date

GSP210 - High Impact Project 3

Credit Points:	12
Teaching Period:	10TP4
Year of offer:	2021
Pre-requisite(s):	GSP170 or GSP171-3
Co-requisite(s):	Nil
Anti-requisite(s):	Nil
Equivalent:	GSP211-1
Other Requisite(s):	Nil
Assumed Knowledge:	[This field is not currently used by the QUT Business School.]
Unit Coordinator:	TBC
Phone:	TBC
Email:	@qut.edu.au

1. Rationale

The confidence to lead in complex business environments requires business leaders and managers to able to look at problems and opportunities from multiple perspectives, to determine the course of action through integrating multi-disciplinary knowledge and skills, make decisions with incomplete information and to be a highly effective and persuasive communicator.

This unit has been included in the MBA program to provide students with the opportunity to apply learning to a real-world project. This advanced integrated unit in the MBA program teaches associates to draw together and integrate learning from across the entire program and assists students to synthesise approaches, frameworks and theory in a manner that provides practical ways to apply them to an industry project.

2. Aim

The mission of the MBA and associated programs is to provide world class, graduate business education and stimulating real world learning opportunities to develop current and future business leaders and managers to confidently lead in complex environments.

The aim of this unit is to enable students to apply the learnings from the program in an integrated manner to address a complex work-based problem or a new or emerging business opportunity of interest to the student, their employer or a sponsoring organisation.

3. Learning Outcomes

Course Learning Goals (Postgraduate - Executive)

The Graduate School of Business has established the Assurance of Learning (AOL) Goals to meet contemporary industry needs and standards. Achieving these learning outcomes will assist you to meet the desired graduate outcomes set at QUT — aligned with other internationally renowned business schools. Students will develop the following capabilities relevant to a contemporary global and sustainable business environment:

KS 1.1

Demonstrate and apply integrated and advanced theoretical and practical knowledge (including systems thinking approaches, multidisciplinary frameworks and knowledge of research principles and methods) that incorporate recent development in business disciplines, professional practice, and digital innovation.

KS 1.2

Apply advanced technical and technological knowledge and skills from a range of business disciplines to critically reflect on, evaluate and contribute to developments that enhance innovative, sustainable, effective and transformational business performance in local, national, global and digital business environments.

HO 2.1

Provide evidence of effective analysis, interpretation, evaluation and synthesis of complex data, theories, ideas, issues, situations and trends across multiple contexts and demonstrate knowledge of how research and inquiry can be used to interpret, contribute to and create theoretical and practical knowledge.

HO 2.2

Provide evidence of higher order thinking including creativity, judgement, cognitive flexibility and critical reflection in designing, planning and implementing transdisciplinary digital strategies and solutions for effective performance in complex digital business environments.

PC 3.1

Demonstrate advanced use of language and argumentation in written communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate, lead and transform in diverse and complex contexts (both physical and digital) and for diverse audiences.

PC 3.2

Demonstrate advanced use of language and argumentation in oral communication, including digital communication, to frame strategic and influential responses to engage, persuade, negotiate, collaborate and lead across diverse and complex contexts (both physical and digital) and for diverse audiences.

SL 4.1

Demonstrate adaptive personal leadership and accountability, including self-awareness, reflective practice and foresight in adapting and applying knowledge and skills to inform and influence effective, innovative, and agile practice in contemporary complex digital environments.

SL 4.2

Lead, manage and foster the development of collaborative teams that value and leverage the diverse knowledge and skills of others to contribute to the development of adaptable, transformative and sustainable courses of action in complex contemporary environments.

SEC 5.1

Demonstrate and apply knowledge of ethical and legal principles and practices of business, to contribute to responsible organisational governance and citizenship in local, national, global and virtual business environments.

SEC 5.2

Apply knowledge and skills to demonstrate, interpret and critically reflect on, appropriate culturally and socially inclusive and responsible decisions and actions across complex, diverse social and cultural contexts.

Unit Objectives

Upon completion of this unit, you should be able to:

1. Integrate and apply advanced multi-disciplinary theory, frameworks, skills and techniques to address a problem or an opportunity (KS 1.1, HO 2.1)

2. Define and scope the problem or opportunity for a nominated project (KS 1.1)

3. Develop an appropriate research methodology, taking into account ethical considerations (SEC 5.1)

4. Use advanced technology and technical knowledge and skills to design and deliver a highly informative and reflective project progress update (PC 3.2)

5. Conduct ethical business research, analyse data collected and synthesise findings from research for inclusion in the final report (SEC 5.1)

6. Deliver a comprehensive report designed to deliver recommendations and significant value for an organisation (KS 1.2, HO 2.2, PC 3.1)

The specific course learning goals and unit objectives that apply to this unit are shown in the assessment section of this unit outline.

---

4. Content

Topics to be studied include:

-Application and integration of theory, frameworks and techniques from units across the first phase of the MBA program

-Delivering a persuasive presentation targeting the specific executive-level audience in the context of the desired project

-Applied business research methods

-Conducting business research

-The application of ethics and research in the context of project design

-Creating a professional research report for a specific business problem or opportunity.

-Reflective practice and its usage to improve leadership capabilities

---

5. Teaching and Learning Approaches

This unit adopts a blended learning approach and as such, includes a variety of teaching and learning approaches.

Intensive webinars are the primary method of teaching this unit. A textbook and/or readings and a range of digital materials that are designed to support and extend learning prior to, during and after class sessions available in the unit Blackboard site and the online Discipline Hub supplements these webinars. Where appropriate, social media tools and forums will be used to extend learning and build connections with students outside the webinar sessions. Given the importance of the unit Blackboard site and Discipline Hub to the teaching and learning strategy used in this unit, a computer and tablet device with internet access is strongly recommended for all students.

The principal purpose of the webinars and readings is to build upon the key concepts that were introduced through the Preparation for Class activities and readings. The purpose of the case study work, experiential learning tasks and assessment tasks is to help the student develop their understanding of the concepts and enable them to be applied within a range of business contexts.

There is an expectation that the student will participate in webinars, to take advantage of the opportunity to discuss important issues with their instructor and their peers.

It is expected that students have completed all Preparation for Class activities and readings identified in the unit Blackboard site prior to coming to class and/or webinar to be able to maximise the learning opportunities of the class sessions.

A variety of learning activities designed to engage students in their learning will be incorporated into the lectures/workshops and webinars. Such learning activities may include short lectures, class discussions, debates, role plays, group work, guest speakers, student presentations, simulations, case study analysis, videos, readings, wikis, media/current events reports, web searches, etc.

There is a commitment to critical inquiry and intellectual debate in regard to the material covered. Students are encouraged to relate the theories and research discussed to situations known to them and will be encouraged to share their experiences relating to the topics explored in this unit with the class to enrich the overall learning experience of all students.

Expanding the awareness of Australian management policies and practices into intercultural and global perspectives is fostered within this unit. Typically, students enrolling in this unit have extremely varied backgrounds. There is diversity of professional background and socio-cultural background. Students are reminded that this is to their advantage and they have much to learn from one another. To this end, students are strongly encouraged to be sensitive to cultural, gender-related and international issues.

6. Assessment

General Assessment Information

Assessment 1

Project Plan (30%)

You are required to prepare a Project Plan for your project, which will define and scope the work-based project, empirical literature background, and an appropriate research methodology. The work-based project needs to be an actual 'real world' project that is supported by an executive sponsor. The project can be either one identified by you, or provided to you by your employer or a sponsoring organisation.

Length: 1500 words

Feedback: Formative & Summative

ULOs: 1, 2, 3

AoL goals: KS 1.1, HO 2.1, SEC 5.1

Mode: Individual (External)

Due week: 4

Assessment 2

Progress Report Presentation (30%)

You are required to design and deliver a presentation based upon the progress of the proposed project outlined in Assessment Task 1. The aim of this presentation is to outline the results of the High Impact Project, highlight key learning, and provide recommendations for self-improvement on personal leadership in project contexts.

Length: 10 minute video presentation + supporting documentation

Feedback: Formative & Summative

ULOs: 4

AoL goals: PC 3.2

Mode: Individual (External)

Due week: 7

Assessment 3

Project Report (40%)

You are required to develop a comprehensive final report. The report is to address an identified problem or opportunity in the context of an organisation, specifically related to small-scale, high-impact projects and improvements. It is expected that report presented is a high quality professional document and the data collected should be presented visually in the form of graphs, tables or diagrams as appropriate for the type of data presented.

Length: 2000 words

Feedback: Summative

ULOs: 5, 6

AoL goals: KS 1.2, HO 2.2, PC 3.1, SEC 5.1

Mode: Individual (External)

Due week: 10

Feedback Mechanisms

Students will receive a variety of feedback throughout this unit.

Informally, feedback will be given verbally in class through webinar discussions and during the debriefing of learning activities.

Direct feedback will be available to those students who request a private or group consultation session with the lecturer.

Formal feedback will be received on both formative and summative assessment tasks through a Criterion Reference Assessment sheet, which will also include written feedback on the assessment task. The Criterion Reference Assessment Sheet will be available in the unit Blackboard site at the commencement of the unit. Students will receive feedback on their formative assessment task prior to their summative assessment task being submitted.

Academic Honesty

Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part, which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the Academic Integrity Kit, and the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

7.	Resource materials
Prescribed Text:	None
Other Resources:	Blackboard Site, Discipline Hub

8.	Risk Management

There are no out-of-the-ordinary risks associated with lectures or tutorials in this unit.

You should, however, familiarise yourself with evacuation procedures operating in the buildings in which you attend classes and take the time to view the Emergency video.

Glen Murphy
Unit outline prepared by *(Print Name & Sign)*   Date