



## UNSW Course Outline

# COMM1120 Collaboration and Innovation in Business - 2024

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## General Course Information

Course Code : COMM1120

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : UNSW Business School

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

"Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create."(Albert Einstein).This course will introduce students to innovation processes and creative thinking tools

to generate, develop and evaluate innovative ideas and solutions for complex business challenges.

Across every business function, collaboration and innovation are central to solving complex problems, exploring new strategies and working effectively within an organisation. We implement a process which follows a divergent phase of problem exploration, convergent problem definition, divergent solution development and convergent solution delivery, all delivered within a structured and scaffolded collaborative context.

The course takes a hands-on and applied project-based approach, focusing on the big picture challenges facing businesses in the 21st century. We explore how through a business lens, students can work through these complex practical challenges in diverse teams. This gives students ample opportunity to develop their creative mindset, identify and test different ideas, and learn how to present their content in an engaging and persuasive way to influence others.

## **Course Aims**

The aim is to provide students with a structured approach to applying creativity, innovation and collaboration, helping them to become comfortable with the discomfort inherent in both divergent and convergent phases of the process. Through this and the application of their knowledge to produce outputs for a specific purpose/audience, we aim to give students the confidence to manage this uncertainty within innovation and collaboration in the future.

## **Relationship to Other Courses**

Students are recommended to complete COMM1120 early, ideally in the first term of their Bachelor of Commerce degree (or equivalent in a double degree). The concepts and skills learned in here are highly relevant to gain a deeper understanding of COMM1180 Value Creation and will also complement learning in COMM1110 Evidence-based Problem Solving.

## Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> <li>• PLO7 : Leadership Development</li> </ul>
CLO2 : Formulate, defend and consolidate project management plan for complex solutions	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> </ul>
CLO3 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.	<ul style="list-style-type: none"> <li>• PLO3 : Business Communication</li> <li>• PLO4 : Teamwork</li> </ul>
CLO4 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.	<ul style="list-style-type: none"> <li>• PLO4 : Teamwork</li> </ul>
CLO5 : Communicate ideas in a succinct and clear manner that demonstrates differing perspectives in persuasive communication practices	<ul style="list-style-type: none"> <li>• PLO3 : Business Communication</li> </ul>
CLO6 : Recognise cultural perspectives and worldviews of others to inform creative and collaborative processes.	<ul style="list-style-type: none"> <li>• PLO6 : Global and Cultural Competence</li> </ul>

Course Learning Outcomes	Assessment Item
CLO1 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them	<ul style="list-style-type: none"> <li>• Team Contract Preparation</li> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> <li>• Reflection on collaboration and innovation</li> </ul>
CLO2 : Formulate, defend and consolidate project management plan for complex solutions	<ul style="list-style-type: none"> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> <li>• Reflection on collaboration and innovation</li> </ul>
CLO3 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.	<ul style="list-style-type: none"> <li>• Team Contract Preparation</li> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> <li>• Reflection on collaboration and innovation</li> </ul>
CLO4 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.	<ul style="list-style-type: none"> <li>• Team Contract Preparation</li> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> <li>• Reflection on collaboration and innovation</li> </ul>
CLO5 : Communicate ideas in a succinct and clear manner that demonstrates differing perspectives in persuasive communication practices	<ul style="list-style-type: none"> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> </ul>
CLO6 : Recognise cultural perspectives and worldviews of others to inform creative and collaborative processes.	<ul style="list-style-type: none"> <li>• Reflection on collaboration and innovation</li> <li>• Social impact team presentations</li> </ul> Assessment #2A: Problem definition and project plan <ul style="list-style-type: none"> <li>• Assessment #2B - Solution Delivery</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

The student journey is based on the Double Diamond framework, a well-established approach to exploring creative ways to solve problems. The use of the Double Diamond framework to guide the student journey will encourage the development of two different types of thinking:

- Divergent thinking: to encourage students to think broadly about problems and to keep an open mind when considering solutions.

- Convergent thinking: to encourage students to think narrowly and bring their focus back to the problem at hand and deliver a solution.

There are four distinctive phases to the Double Diamond approach, which will be used to map the student journey:

Discover. Phase 1 of the first diamond helps students understand, rather than simply assume, what the problem is, while also discovering the role of collaboration in the innovation process.

Define. Phase 2 of the first diamond helps students articulate the basis by which the problem may be addressed.

Develop. Phase 1 of the second diamond encourages students to generate different answers to the clearly defined problem, before prototyping, testing and iterating in their teams and with external stakeholders.

Deliver. Phase 2 of the second diamond focuses on articulating and communicating the value of the solutions before delivering the solution to relevant audiences.

Overlaying the Double Diamond approach are four threads that will be woven through each phase: the innovation context, individual creative process, collaborative creative process, managing the project.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Team Contract Preparation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 3pm the day before each student's Week 2 enrolled tutorial	<ul style="list-style-type: none"><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>
Social impact team presentations Assessment #2A: Problem definition and project plan Assessment Format: Group	20%	Start Date: Not Applicable Due Date: Week 4: 04 March - 10 March	<ul style="list-style-type: none"><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>
Assessment #2B - Solution Delivery Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Week 10: 15 April - 21 April	<ul style="list-style-type: none"><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>
Reflection on collaboration and innovation Assessment Format: Group	30%	Start Date: Not Applicable Due Date: 26/04/2024 03:00 PM	<ul style="list-style-type: none"><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>

## Assessment Details

### Team Contract Preparation

#### Assessment Overview

The overall objective of this task is to facilitate preparation for working within a team. The task involves:

- self-identification of skills and preference for 'thinking' type

- completion of individual components of the team agreement template (diversity audit, team role preferences, personal strengths and goals),
- using an example of previous teamwork, explain of why you chose the 'thinking' type and describe how it, and the choices made in the team agreement, might impact teamwork in this course

(600 words, no references; Week 2 prior to workshop)

Assesses: PLO2 Problem solving, PLO3 Business communication, PLO4 Teamwork, PLO6 Global and cultural competence, PLO7 Leadership development

BCom students: myBCom course points for PLO6 & PLO7

### Course Learning Outcomes

- CL01 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them
- CL03 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.
- CL04 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.

### Assessment Length

600 words -/+ 10% (including captions, references, and subheadings)

### Submission notes

Via Moodle course site, through Turnitin

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Social impact team presentations Assessment #2A: Problem definition and project plan**

### Assessment Overview

The overall objective of this assessment task is to consolidate what you and your team have learned in the journey of the first diamond (problem diamond) and to:

- Present the discovery of the problem context and define the problem.
- Demonstrate how your team will effectively collaborate in the innovation process.
- Outline your plan for a successful innovation process that addresses your problem.

(5 mins plus questions; completed weekly online team workbook for Week 2-4; Week 4 in workshops)

Assesses: PLO2 Problem solving, PLO3 Business communication, PLO4 Teamwork, PLO6 Global and cultural competence, PLO7 Leadership development

### **Course Learning Outcomes**

- CL01 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them
- CL02 : Formulate, defend and consolidate project management plan for complex solutions
- CL03 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.
- CL04 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.
- CL05 : Communicate ideas in a succinct and clear manner that demonstrates differing perspectives in persuasive communication practices
- CL06 : Recognise cultural perspectives and worldviews of others to inform creative and collaborative processes.

### **Assessment Length**

5 min presentation + 30 seconds leeway, 2 minutes Q&A

### **Assignment submission Turnitin type**

Not Applicable

## **Assessment #2B - Solution Delivery**

### **Assessment Overview**

The overall objective of the final presentation is to persuade your audience of the specific value of your solution:

- Define the problem.
- Present the solution.
- Present the development process of the team's solution.
- Demonstrate social impact value with the intention to persuade a specific audience for investment.

(7 mins plus questions; completed weekly online team workbook for Week 5-9; Week 10 in workshops)

Mural board for 2B should include statements regarding expected and actual group participation



as well as references and links so to show your research.

Assesses: PLO2 Problem solving, PLO3 Business communication, PLO4 Teamwork, PLO6 Global and cultural competence, PLO7 Leadership development

### **Course Learning Outcomes**

- CL01 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them
- CL02 : Formulate, defend and consolidate project management plan for complex solutions
- CL03 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.
- CL04 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.
- CL05 : Communicate ideas in a succinct and clear manner that demonstrates differing perspectives in persuasive communication practices
- CL06 : Recognise cultural perspectives and worldviews of others to inform creative and collaborative processes.

### **Assessment Length**

7 minute presentation + 30 seconds leeway, 3 minutes Q&A

### **Assignment submission Turnitin type**

Not Applicable

## **Reflection on collaboration and innovation**

### **Assessment Overview**

The overall objective of this assessment is for you to explore the relationship between innovation and collaboration by critically reflecting on the course journey. You will examine what you have learned through experience in the course and extend that to explore how you learn through practice. This assessment is an opportunity for you to consider your own perspectives and biases, as well as reflect on your growth over the course in how you understand and apply concepts, tools, and frameworks relating to collaboration and innovation. (900 words; Week 11)

Assesses: PLO2 Problem solving, PLO3 Business communication, PLO4 Teamwork, PLO6 Global and cultural competence, PLO7 Leadership development

BCom students: myBCom course points for PLO4

## Course Learning Outcomes

- CLO1 : Identify, apply and evaluate creative, innovative solutions through innovative thinking, ideation and concept development to address societal and business problems and related strategies to implement them
- CLO2 : Formulate, defend and consolidate project management plan for complex solutions
- CLO3 : Communicate effectively, with an active effort to listen to and understand the perspective of your teammates, with a view to using friction and difference of opinion to adapt and build consensus.
- CLO4 : Apply effective collaborative skills and project management approaches to complete team project, evaluate self and peers and reflect on the team-work process.
- CLO6 : Recognise cultural perspectives and worldviews of others to inform creative and collaborative processes.

## Assessment Length

900 words +/- 10% (including captions, references, and subheadings)

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# General Assessment Information

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Grading Basis

Standard

## Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details

- Meet the specified attendance requirements of the course (see Schedule section)

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Workshop	The purpose of this workshop is for students to understand course structure in terms of double diamond framework, to understand innovation as being different to creativity and to explore the innovation process along with their role in it.
Week 2 : 19 February - 25 February	Workshop	The purpose of this week's workshop is to learn about collaboration in the innovation process, what it is, why it is important and how we do it. Assessment 1 (1A) due
Week 3 : 26 February - 3 March	Workshop	The purpose of this week's workshop is to learn about exploring the problem, its context and complexity.
Week 4 : 4 March - 10 March	Workshop	The purpose of this week's workshop is to learn about creative abrasion and how to apply it in the innovation process in a constructive rather than destructive way. Assessment 2 (2A) due in class
Week 5 : 11 March - 17 March	Workshop	The purpose of this week's workshop is to learn how to ideate solutions, how to select and prototype solutions and how to build a testable prototype.
Week 6 : 18 March - 24 March	Homework	Flexibility Week - no class Students will continue their team project, with prototype development for Week 7.
Week 7 : 25 March - 31 March	Workshop	The purpose of this week's workshop is to learn how to identify stakeholders most relevant to testing our prototype and how best to apply the testing process
Week 8 : 1 April - 7 April	Workshop	The purpose of this week's workshop is for students to use the testing and iteration process to identify the value proposition.
Week 9 : 8 April - 14 April	Workshop	The purpose of this week's workshop is for students to understand how to distill the value proposition into a succinct and persuasive communication piece relevant to a specific purpose and audience.
Week 10 : 15 April - 21 April	Workshop	The purpose of this week's workshop is for students to learn about delivering their final product. Assessment 3 (2B) due in class Assessment 4 (1B) due in the following week Week 11)

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Workshops involve teamwork activities. Each week you will complete activities with your team that are to be included in your group assessments. This means that attendance at workshops is essential for completion. If you are unable to attend a workshop, you are expected to email both your tutor and your team to let them know.

Prior to each workshop, you will complete a brief online module with short videos and links to websites. This will provide important information for your individual assessments as well as your group assessments.

# Course Resources

## Prescribed Resources

Weekly video lectures, readings, and other resources are provided on Moodle. These are to be completed prior to each workshop.

## Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the myExperience survey, which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Sarah White					No	No
	Mary Liu					Yes	Yes

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

## STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

## **LATE SUBMISSION PENALTIES**

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be

accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

### COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#),

which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## **QUALITY ASSURANCE**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## **TEACHING TIMES AND LOCATIONS**

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.