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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	7128IBA
<b>COURSE TITLE</b>	Corporate Entrepreneurship and Change
<b>ACADEMIC ORGANISATION</b>	IBA Department of Business Strategy and Innovation
<b>TRIMESTER</b>	Trimester 1 2022
<b>MODE</b>	Blended
<b>LEVEL</b>	Postgraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

## Course Description:

How can you bring entrepreneurial qualities to your role within existing businesses and organisations? It's an important question to consider, because changing customer needs, new technologies and agile competitors compel organisations to harness the adaptability and innovative abilities, creativity and passion of their employees. In this course, you will explore the key foundations of corporate entrepreneurship that apply across a range of business models. They include developing, designing and gathering support for new initiatives, determining how to assess corporate entrepreneurship performance and corporate strategy and integrating innovative behaviour into organisations. You'll be able to frame and present new ventures within already established businesses and help other people to do the same, gaining invaluable risk management, problem solving and leadership qualities in the process. Entrepreneurs need an intuitive understanding of change management, and your evaluation and critical reflection upon different perspectives of change in this course will ensure you have the communication tools to explain your decision-making processes. This course is also relevant for the entrepreneur who wants to develop an intrapreneurial culture and ecosystem in their own organisation. It is also relevant for someone who wants to be an employee within an organisation and wants to bring a flexible, intrapreneurial mindset and behaviour to that organisation, guided by corporate social responsibility values. Prerequisites: Nil Co-requisites: Nil Incompatible: Nil

## 1.2 Course Introduction

Changing customer needs, new technologies and agile competitors requires organizations to harness the creativity and passion of their employees and engage adaptive, innovative firm behaviours. Recognising the foundations of corporate entrepreneurship is imperative in order to establish an intrapreneurial architecture within a firm. You will learn about the four pillars of an intrapreneurial firm and you will learn to develop, design and gather support for new initiatives. Additionally you will determine how to assess corporate entrepreneurship performance and propose ways to integrate innovative behaviour into an organisation. This course is relevant for the entrepreneur who wants to develop an intrapreneurial culture and ecosystem in their own entrepreneurial organisation. The course is also relevant for someone who wants to be an employee within an organisation and wants to bring an intrapreneurial mindset and behaviour to that organisation.

## Previous Student Feedback

In 2021, it was suggested that the online course be offered later in the evening so as to allow for time zone differences and also to allow for students who work during the day to attend the workshops. This was requested and has now been adopted.

In 2022 I have solely adopted the terms corporate entrepreneurship and/or intrapreneurship in this course and a new video developed to explain this term in more depth following feedback from students.

## 1.3 Course Staff

Primary Convenor **APro Naomi Birdthistle**

<b>EMAIL</b>	<a href="mailto:n.birdthistle@griffith.edu.au">n.birdthistle@griffith.edu.au</a>
<b>CAMPUS</b>	Gold Coast Campus
<b>BUILDING</b>	Griffith Business School (G42)
<b>ROOM</b>	5.19
<b>CONSULTATION</b>	By appointment.

Course Moderator **Dr Sara Ekberg**

<b>EMAIL</b>	<a href="mailto:sara.ekberg@griffith.edu.au">sara.ekberg@griffith.edu.au</a>
<b>CAMPUS</b>	Gold Coast Campus
<b>BUILDING</b>	Griffith Business School (G42)
<b>CONSULTATION</b>	A Course Profile Moderator is an academic with expertise in this field of study. The Moderator checks the Course Profile to ensure that it meets the University's quality requirements as well as its suitability and relevance to your level and the program/major or specialisation. The Course Profile Moderator is NOT part of the teaching team of the course.

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

The Griffith Business School expects students enrolling in an on-campus course to have the capacity and commitment to attend class. Students should be prepared to commit approximately 150 hours of work over the whole trimester for a 10 credit point course. This includes class attendance and private time spent on learning activities and assessment items including exam revision, and it applies to all modes of course delivery - on campus, online, and on campus mixed mode - irrespective of the duration of the course.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

## 1.6 Technical Specifications

Hardware requirements

- Access to a desktop, laptop or tablet computer running Windows 7 or later, Mac OSX10.9 Lion or later.
- A webcam and headset (including microphone).
- A reliable, high-speed broadband internet connection, with sufficient upload and download capacity.

Software requirements

- Access to an up to date web browser such as Google Chrome or Firefox.
- Be aware of the supported web browsers for Learning@Griffith (your learning environment).
- Office software to create documents, spreadsheets and presentations. Office 365 is available as a free download.

Internet requirements

- Minimum download speed = 0.75Mbps.
- Minimum upload speed = 0.35Mbps.
- If you are unable to meet the minimum internet speed requirement, you will experience issues.
- Speedtest by Ookla and many other internet speed test sites are freely available on the Internet.

Alternative access

Alternative methods of access are available, for example:

- You can use text-based chat in the online classrooms.
- Download all of the videos and watch offline.

- Find a location with faster internet for assessment submission.

## 2. Aims, Outcomes & Graduate Attributes

### 2.1 Course Aims

How to handle change and how to innovate and act entrepreneurially is a core feature for medium to large-sized firms that are market leaders. This course addresses the challenges associated with entrepreneurship in the intra-corporate context. It aims to provide students with an understanding of ways to behave entrepreneurially within organisations (known as acting intrapreneurially), and to develop an active approach in dealing with external and internal change as well as in seizing opportunities within a corporate setting. Emphasis will be placed on developing the skills needed for initiating and developing new business ventures within already established corporate contexts. The course aims to prepare participants for successful initiation and development of new ventures within a corporate setting and a future career as business developers.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Evaluate and critically reflect upon different perspectives of organisational change
- 2 Develop and implement new business ventures within already established businesses
- 3 Frame and present new business ventures in a way that makes them attractive to various corporate audiences
- 4 Analyse how factors both within the organisation and in the organisational environment support or hinder entrepreneurship and innovation
- 5 Reflect upon their own ability in a role as an intrapreneurial leader in an established organisation

### 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•

#### Additional IBA Department of Business Strategy and Innovation Information on Graduate Attributes Professional Skills

All students graduating from the Griffith Business School, will have a thorough grounding in business based courses, and in addition will have acquired a high level of knowledge from specialist courses they have studied in relevant industry or public sector areas.

They will understand in the context of those areas:

- relationships and networks of corporate, non-government and government organisations
- distinctive systems of operations and management
- various stakeholder perspectives
- development of human capital
- customer perceptions of quality
- need for sustainability
- cultural and social responsibilities
- need for analytical decision making using evidence based research
- requirement for strategic thinking

**The Griffith Business School Mission statement** - *To deliver outstanding business education and research through engagement and industry, government and the social communities we serve, and to do so in ways that contribute to a prosperous, equitable and sustainable future.*

**The Griffith Business School Equity statement** - *Social inclusion is intrinsic to all aspects of University life. Equity, diversity and social inclusion will be expressed in teaching, research, service and community engagement at all levels.*

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

**Readings:** From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

**Learning@Griffith:** There is a dedicated page for this course at myGriffith.

**Academic Integrity Tutorial:** This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

**Student Support:** Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

**Careers and Employment:** The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

**Library:** The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

**Student Computing:** The University provides access to common use computing facilities for educational purposes.

**Griffith Information Technology Code of Practice.**

IBA Department of Business Strategy and Innovation

### 3.4 Learning Resources

Teaching and learning partnerships require clear and open communications.

The following guidelines outline the communication channels and how information is provided to students.

1. Staff Consultation Times are posted on the course website on Learning@Griffith (ie. under "Staff Information") and outside staff offices. You can communicate in person with your convenor during office hours, by making an appointment or as appropriate during class time. It is sometimes difficult for convenors to talk with students immediately before and at the end of class due to the other prior university commitments. Please do not be offended if you are requested to visit during office hours for assistance, or asked to make an appointment.

2. Email -Staff to student: From time to time it may be necessary to send an official email about the course to you. Communication will be through your official University student email address only. It is your responsibility to regularly check your university email. You may arrange for your student email to be forwarded to another email address. However, it is your responsibility to ensure that the address used by you has sufficient capacity/quota to receive messages. Student to staff: All emails to course staff MUST contain the course code and subject heading (eg. 1001XXX Course Name, subject heading), and should come from your official University student email address, otherwise, they may be left unopened or not actioned and therefore you may not receive an answer.

3. Course Communications through Learning@Griffith - Course notices will be delivered at lectures and/or posted under the announcement section on Learning@Griffith. The course web page is an important communication tool for this course. Information related to lectures and/or tutorials, assessment items, learning resources, and other relevant course information will be posted to this site on a regular basis. It is your responsibility to check this site at least twice a week. Remember any posted material is a learning aid only, and is not a substitute for attendance. Lecture notes do not replace the need to develop note-taking skills and to synthesise the information provided during your lectures and/or tutorials.

4. Additional Learning Resources - Students are encouraged to visit the Griffith University library website for information on the Library Help Desk, research support, and workshops and training available at Griffith University.

### 3.5 Other Learning Resources & Information

Essential text: Paul Burns (2020) Corporate Entrepreneurship and Innovation, Macmillan Higher Education

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

DATE	LECTURE SERIES	WORKSHOP
14 Mar - 20 Mar	<b>Organisational change and the new imperative:</b> This pre-recorded session will discuss the meaning of change. It will introduce the concept of entrepreneurship and corporate entrepreneurship (also known as intrapreneurship). We will look at the intrapreneurial mindset and explain the life expectancy of an organisation. <b>Learning Outcomes:</b> 1, 2, 3, 4	<b>Organisational change - the new imperative:</b> This workshop will debate what does change mean to you and whether companies should remain the same? We will debate how companies are reacting to environmental challenges and what are the required capabilities of a company to deal with change. You will discover how intrapreneurial you are and we will discuss a case centred on Steve Jobs and on Jim Ratcliffe. <b>Learning Outcomes:</b> 1, 2, 3, 4
21 Mar - 27 Mar	<b>Building blocks for corporate entrepreneurship:</b> This pre-recorded lecture series will focus on the corporate entrepreneur (also known as an intrapreneur) and it will explore the dimensions of intrapreneurship in terms of innovativeness, risk-taking and proactiveness within a corporate context. <b>Learning Outcomes:</b> 1, 2, 3, 4	<b>Building blocks for corporate entrepreneurship:</b> This workshop will reflect on your understanding of the building blocks for intrapreneurship. We will apply the Entrepreneurial Orientation (EO) scale to Apple. We will discuss the 3M case. <b>Learning Outcomes:</b> 1, 2, 3, 4
28 Mar - 3 Apr	<b>Forms and structure in the intrapreneurial firm:</b> This pre-recorded series will present the various organisational forms an intrapreneurial organisation can take. You will be introduced to the concept of the intrapreneurial architecture and the four pillars associated with it. You will be presented with the explanation of what an intrapreneur is. <b>Learning Outcomes:</b> 1, 2, 3, 4	<b>Forms and structure in the intrapreneurial firm:</b> This workshop will explore Tesla as an intrapreneurial organisation. Following on from this you will explore the case of Alphabet and the case of the Sulhail Bhawan group. <b>Learning Outcomes:</b> 1, 2, 3, 4
4 Apr - 10 Apr	<b>Innovation and the corporate venture:</b> This pre-recorded lecture series will focus on the linkage corporate entrepreneurship has with innovation. You will be introduced to the different types of innovation that exist and understand where Australia is in term's of innovation on a global basis. <b>Learning Outcomes:</b> 1, 2, 3, 4, 5	<b>Innovation and the corporate venture:</b> Innovation and the corporate venture: In this workshop we will discuss the Rolls-Royce and Finferries innovation partnership. Swatch will be the next case we will look at. You will then hear from Nick de Blasio head of InGenius - Nestle's intrapreneurship program. <b>Learning Outcomes:</b> 1, 2, 3, 4, 5
11 Apr - 17 Apr	<b>Mid Trimester Break::</b> No classes this week due to mid-semester break	<b>Mid Trimester break:</b> No workshops due to mid-semester break
18 Apr - 24 Apr	<b>Intrapreneurial culture:</b> This pre-recorded lecture series will explain the meaning of culture and discuss the elements of culture. You will be exposed to the differences between a traditional corporate culture and an intrapreneurial culture. You will learn how to craft a plan to create an intrapreneurial culture in an organisation.  <b>Learning Outcomes:</b> 1, 2, 4	<b>Intrapreneurial culture:</b> In this workshop you will apply Hofstede's country comparison to another nation and determine if it is appropriate for an intrapreneur to enter. You will discuss the Dyson case and also the AirAsia case.  <b>Learning Outcomes:</b> 1, 2, 4
25 Apr - 1 May	<b>Intrapreneurial Leadership:</b> In this pre-recorded lecture series you will hear about the different definitions of an intrapreneurial leader. You will learn about the competencies, characteristics, styles, mindset and attributes of an intrapreneurial leader. You will also be introduced to strategy and understand strategic intent of the intrapreneurial leader. <b>Learning Outcomes:</b> 1, 2, 4, 5	<b>Intrapreneurial leadership (Deeming day online):</b> In this workshop we will discuss the Lush case study and examine the importance of having a set of values. Then we will look at the Apple case and examine the entrepreneurial leadership style of Steve Jobs.  PLEASE check course website for changes due to public holidays - there will be no online workshop on Tuesday 26th April due to deeming day policy.  <b>Learning Outcomes:</b> 1, 2, 4, 5

DATE	LECTURE SERIES	WORKSHOP
2 May - 8 May	<b>Managing the intrapreneurial venture:</b> This pre-recorded lecture series focuses on establishing a corporate intrapreneurial firm and the role of management. It also focuses on dealing with managerial challenges that are often faced in an intrapreneurial organisation. <b>Learning Outcomes:</b> 1, 2, 4	<b>Managing the intrapreneurial venture (Deeming day):</b> This workshop initially commences with the Toyota and GM case where the management styles of both organisations as examined and discussed. We will then look at the Alphabet (2) case and look at the change in the organisational culture that has occurred there. Lastly we will look at the GlaxoSmithKline case and the management approach adopted in this company.  PLEASE check course website for changes due to public holidays - there will be no workshop for face-to-face students on Wednesday the 4th of May due to deeming day policy.  <b>Learning Outcomes:</b> 1, 2, 4
9 May - 15 May	<b>HRM &amp; strategy in an intrapreneurial firm:</b> This pre-recorded lecture series focuses on the need to have HRM in an intrapreneurial organisation. It also explains where strategy comes into play in developing the intrapreneurial architecture. The session will conclude with understanding how to conduct a corporate entrepreneurship audit. <b>Learning Outcomes:</b> 1, 2, 4	<b>HRM &amp; strategy in an intrapreneurial firm:</b> In this workshop we will debate how to create a work environment that supports intrapreneurial employees. We will look at the Fortnite case and the business model adopted by Pinterest. <b>Learning Outcomes:</b> 1, 2, 4
16 May - 22 May	<b>Managing risk in the intrapreneurial organisation:</b> This pre-recorded lecture series will examine risk and acknowledge the various types of risks that exist. A framework to use to manage risk will also be discussed. <b>Learning Outcomes:</b> 1, 2, 4	<b>Managing risk in the intrapreneurial organisation:</b> This workshop will initially commence with the Eurostar case study and we will analyse the risks it faces. We then turn our attention to the case study of Flying Tiger Copenhagen. <b>Learning Outcomes:</b> 1, 2, 4
23 May - 29 May	<b>Encouraging the intrapreneurial mindset:</b> This lecture series will look at developing creativity and innovation within the corporate entity through its employees. It will then focus on encouraging concept development and the commercialisation of ideas. <b>Learning Outcomes:</b> 1, 2, 4, 5	<b>Encouraging the intrapreneurial mindset:</b> This workshop will look at the design thinking methodology and you will do an applied exercise to put this into practice. <b>Learning Outcomes:</b> 1, 2, 4, 5
30 May - 5 Jun	<b>Growing the intrapreneurial firm:</b> This pre-recorded lecture series focuses on the growth phases an intrapreneur goes through in starting and growing an intrapreneurial firm. The session focuses on product/market development through finding new markets and through diversification. <b>Learning Outcomes:</b> 1, 2, 4, 5	<b>Growing the intrapreneurial firm:</b> This workshop is an applied workshop and it focuses on developing a MVP and testing it with the marketplace. <b>Learning Outcomes:</b> 1, 2, 4, 5
6 Jun - 12 Jun	<b>Being a sustainable corporate entrepreneur :</b> This pre-recorded lecture series will focus on building and incorporating the UN Sustainable Development Goals into your existing organisation. <b>Learning Outcomes:</b> 1, 2, 3, 4, 5	<b>Being a sustainable corporate entrepreneur :</b> This workshop will look at LEGO where you will look at its entrepreneurial architecture and determine whether it is trying to achieve any of the 17 SDGs. <b>Learning Outcomes:</b> 1, 2, 3, 4, 5

## 4.2 Other Teaching and Learning Activities Information

Each module contains learning activities which include videos, readings, and weblinks that relate to the topics.

Please note that the Convenor reserves the right to amend this schedule, as factors may arise concerning such issues as guest speakers, public holidays and deeming of days, and student needs that will determine some elements of sequence and time devoted to content areas. Where possible, students will be advised in advance of any scheduling changes.

*The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#).*

# 5. Assessment Plan

## 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.



ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Assignment - Written Assignment Corporate Entrepreneur Interview	3 May 22 16:00	40%	100 marks	1, 4, 5	
Assignment - Written Assignment Audit of a corporate entrepreneurship firm	14 Jun 22 16:00	60%	100 marks	1, 2, 3, 4, 5	

## 5.2 Assessment Detail

**Title:** Corporate Entrepreneur Interview

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 1, 4, 5

**Due Date:**

3 May 22 16:00

**Weight:** 40%

**Marked out of:** 100

**Task Description:**

You are required to interview a corporate entrepreneur and prepare a 2000 (maximum) word paper which describes and analyses his/her career as a corporate entrepreneur. The paper must give an outline of the interviewees career and show how s/he matches the definition of a corporate entrepreneur as discussed in the literature/course. You will need to reference at least 3-5 sources at a minimum. The paper should highlight challenges that the interviewee has encountered along the way that impede corporate entrepreneurship emerging/developing within the organisation. Reflecting on the knowledge learnt throughout the course, you should highlight what you have learnt from the interview i.e. what concepts, tools and/or methods has the subject adopted that have proved particularly valuable. The 2000-word count will comprise all text material contained within the body of the written assignment. This will include in-text citations, quotations, and any headings (if used). This will also include any information presented in tables or figures which are included within the body of the assignment in addition to your Abstract or Executive Summary (if you are required to include one). Information included outside of the main body of the assignment (e.g., university cover page, title page, reference list/bibliography, appendices) will NOT contribute to the word count.

**Criteria & Marking:**

The marking criteria (rubric) will be available in the Learning@Griffith course site for this course.

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Safe Assign.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** Audit of a corporate entrepreneurship firm

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 1, 2, 3, 4, 5

**Due Date:**

14 Jun 22 16:00

**Weight:** 60%

**Marked out of:** 100

**Task Description:**

With this assignment, you are asked to identify an established company and provide a thorough critique of their operations **from a corporate entrepreneurship perspective**. You are assessing how entrepreneurial the company is through looking at the intrapreneurial architecture. You are required to assess each pillar of the intrapreneurial architecture, however one pillar is examined in more detail. Additionally, you will be required to examine what aspects of the corporate environment support or work against intrapreneurial behaviour on the part of employees, and provide recommendations for how the company can support higher levels of intrapreneurship. More details are contained in the assessment guide that will be provided to you.

This is a group assessment (two in a group), however allowances can be made to complete the assignment as an individual. The entrepreneurial audit guide in your recommended textbook can be used as the framework for this assignment. The 5000-6000-word count will comprise all text material contained within the body of the written assignment. This will include in-text citations, quotations, and any headings (if used). This will also include any information presented in tables or figures which are included within the body of the assignment in addition to your Abstract or Executive Summary (if you are required to include one). Information included outside of the main body of the assignment (e.g., university cover page, title page, reference list/bibliography, appendices) will NOT contribute to the word count.

**Criteria & Marking:**

The marking criteria (rubric) will be available in the Learning@Griffith course site for this course.

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. Text Matching Tool - Safe Assign.

**This assessment item:**

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a resubmission provision

## 5.3 Late Submission

**For all courses (other than Honours Dissertation Courses):** Refer to the [Assessment Procedure for Students](#).

**For all Honours Dissertation courses:** Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

## 5.4 Other Assessment Information

**Supplementary Assessment** is not available for this course.

Please see the [Assessment Procedure for Students](#) for more information.

### Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

#### University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

#### IBA Department of Business Strategy and Innovation

##### Assessment Guidelines

1. All assignments submitted for grading must be word processed. You are expected to retain copies of all assessment items submitted until a final grade for the course has been awarded. Creating a backup of all your computer files is highly recommended.
2. If the assessment task is not submitted in the specified manner at the specified time, as contained in this Course Profile, penalties for late submission will apply. Refer to "Unit" Section on Late Submission Assignments.
3. It is recommended that you utilise the text-matching service prescribed for this course prior to submitting your written assessment. This service can aid in understanding plagiarism and the importance of proper attribution of any borrowed content. Please check the submission requirements in this course profile to confirm the required text matching service (ie SafeAssign or TurnItIn) to be used in this course.
4. Citation and referencing format should conform to the GBS guidelines both in the body of your paper and its attached reference section. Please check with your convenor to confirm the required style (ie. APA (American Psychological Association) or Harvard) and refer to the GBS Resource Bank for correct referencing format.
5. Students enrolling in this course are expected to have attained a grade of 4 or better in any prerequisite course/s. Where prerequisite course requirements have been fulfilled through credit arrangements for prior study, students are expected to be able to demonstrate the skills and knowledge equivalent to those required for a grade of 4 at Griffith University. Where students are unable to demonstrate skills and knowledge at this level they may experience difficulty with the course.

### 6.2 Other Policies and Guidelines

#### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

##### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

##### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.



General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

## Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Evaluate and critically reflect upon different perspectives of organisational change
- 2 Develop and implement new business ventures within already established businesses
- 3 Frame and present new business ventures in a way that makes them attractive to various corporate audiences
- 4 Analyse how factors both within the organisation and in the organisational environment support or hinder entrepreneurship and innovation
- 5 Reflect upon their own ability in a role as an intrapreneurial leader in an established organisation

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Organisational change and the new imperative (Lecture Series)	●	●	●	●	
Organisational change - the new imperative (Workshop)	●	●	●	●	
Building blocks for corporate entrepreneurship (Workshop)	●	●	●	●	
Building blocks for corporate entrepreneurship (Lecture Series)	●	●	●	●	
Forms and structure in the intrapreneurial firm (Workshop)	●	●	●	●	
Forms and structure in the intrapreneurial firm (Lecture Series)	●	●	●	●	
Innovation and the corporate venture (Lecture Series)	●	●	●	●	●
Innovation and the corporate venture (Workshop)	●	●	●	●	●
Mid Trimester break (Workshop)					
Mid Trimester Break: (Lecture Series)					
Intrapreneurial culture (Workshop)	●	●		●	
Intrapreneurial culture (Lecture Series)	●	●		●	

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Intrapreneurial leadership (Deeming day online) (Workshop)	●	●		●	●
Intrapreneurial Leadership (Lecture Series)	●	●		●	●
Managing the intrapreneurial venture (Lecture Series)	●	●		●	
Managing the intrapreneurial venture (Deeming day) (Workshop)	●	●		●	
HRM & strategy in an intrapreneurial firm (Lecture Series)	●	●		●	
HRM & strategy in an intrapreneurial firm (Workshop)	●	●		●	
Managing risk in the intrapreneurial organisation (Lecture Series)	●	●		●	
Managing risk in the intrapreneurial organisation (Workshop)	●	●		●	
Encouraging the intrapreneurial mindset (Lecture Series)	●	●		●	●
Encouraging the intrapreneurial mindset (Workshop)	●	●		●	●
Growing the intrapreneurial firm (Lecture Series)	●	●		●	●
Growing the intrapreneurial firm (Workshop)	●	●		●	●
Being a sustainable corporate entrepreneur (Workshop)	●	●	●	●	●
Being a sustainable corporate entrepreneur (Lecture Series)	●	●	●	●	●
ASSESSMENT TASKS					
Corporate Entrepreneur Interview	●			●	●
Audit of a corporate entrepreneurship firm	●	●	●	●	●

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments			