1. General Course Information

1.1 Course Details

Course Code:	**1009GBS**
Course Name:	**Grand Challenges for Business**
Trimester:	**Trimester 2 2022**
Program:	**Diploma of Business**
Credit Points:	**10**
Course Coordinator:	**Irina Rusinova**
Document modified:	**13/06/2022**

Course Description

Never in our living history has problem-solving been more important. Do you want to be part of the solution? Grand Challenges for Business is a course that will navigate you through a range of multidisciplinary problems and look at strategies and frameworks to attempt to solve them. The world today needs people who can see problems from various angles and who can provide solutions from interdisciplinary perspectives. Problem-solving is a powerful skill that anyone can learn; once learned it can translate and be applied to all aspects of life, work, and business. Regardless of which discipline you subsequently pursue; this course will ensure you graduate with applied knowledge and an edge. In this course, you will be exposed to concepts and frameworks associated with grand challenges and problem-solving techniques. Through interactive course materials and weekly workshops, you will learn by doing - look at problems from different perspectives, apply (where possible) solutions to grand challenges in a proper context, and very importantly, learn how to pitch your solutions.

Assumed Knowledge

There is no assumed prior knowledge for students in this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Irina Rusinova	irina.rusinova@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a webcam and headset including microphone are needed. A reliable, high-speed broadband internet connection, with sufficient upload and download capacity.
If you are unable to meet the minimum internet speed requirement, you will experience issues.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The learning and teaching activities in this course aim for students to:
(1) develop the ability to identify problems using interdisciplinary lenses.
(2) use different problem-solving techniques and frameworks to develop strategic solutions to different issues.
(3) collaborate in a team environment.
(4) formulate an effective narrative to problem framing and solutions in the right context.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 Utilise knowledge, skills, and confidence to critically analyse a broad range of business challenges and problem-solving processes.

2 Employ creative and critical thinking approaches to collaboratively explore business problems across many contexts and situations.

3 Collaborate with others to identify and manage challenges for business.

4 Use written and visual aids to effectively communicate and present solutions to problems.

5 This course evaluates student performance for Assurance of Learning purposes for the program learning objective (PLO): Develop and apply interdisciplinary perspectives to contemporary business practices.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practiced	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓

3. Learning Resources

3.1 Required Learning Resources

Required reading resources will be provided on the 1009GBS course site.

3.2 Recommended Learning Resources

Details of additional recommended resources will be made available on the Course site.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

- Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

- IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week; they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

Week	Learning Content (Complete Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
1.	Module 1: Introduction to Grand Challenges 1.1. What is a problem? 1.2. What can we do about these Grand Challenges? Complete learning content understanding checks and review class preparation questions	Overview of Learning experiences, Guided tour of portal site Learning Content review Discussion & Experiences: - Activity: What are grand challenges? How it impacts business? - Problem solving Case Study - Video analysis	Complete & submit interactive learning activities		1
2.	Module 2: Collaboration and forming teams 2.1. Types of teams 2.2. Effectively working in teams Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Activity: The 9 Belbin Team Roles - Case Studies: What makes an effective team? - Video analysis	Complete & submit interactive learning activities		1, 3

3.	Module 3: Introduction to problem solving 3.1. Peeling back the layers 3.2. Stakeholder awareness 3.3. Types of problems Complete learning content understanding checks and review class preparation questions	Learning Content Review Explore different perspectives about problem-solving (different types of problem, culture and problem-solving, different stakeholders in problem-solving) Discussion & Experiences: - Activity: Apply Bronfenbrenner's ecological theory - Case Studies: Bushfire Management - Video analysis	Complete & submit interactive learning activities		1, 2
4.	Module 4: Meta Framework for approaching problems 4.1. Thinking about thinking 4.2. A meta framework in problem-solving: Systems Thinking 4.3. A meta framework in problem-solving: Design Thinking Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Activity: Six tools for Systems Thinking - Case Studies: Group problem solving scenarios - Video analysis	Complete & submit interactive learning activities	Assessment #1: Online Quiz (Test): 30 Multiple Choice and True/ False Questions to be completed at a designated time and time limit (20%) Due	1, 2
5.	Module 5: Problem Analysis Frameworks 5.1. Porter's Five Forces analysis 5.2. PESTLE and SWOT analysis Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Activity: How to use analytical frameworks - Case Studies: Applying different frameworks and contexts - Video analysis - Personal reflection	Complete & submit interactive learning activities		1, 2
6.	Module 6: Problem Framing 6.1. Developing a problem statement 6.2. Root cause analysis 6.3. Reframing the problem Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: Youth Crime in Queensland (or Australia) - Activity: The 5 Whys method - Personal reflection	Complete & submit interactive learning activities		1, 2
	MID – TRIMESTER BREAK				
7.	Module 7: Solution Development 7.1. Structured solution development 7.2. Reframing solutions Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: The ability to reframe problems and solutions - Activity: The five steps in the solution development process - Personal reflection	Complete & submit interactive learning activities	Grand Challenge Problem Statement (Assessment): This assessment item is (40%) Due	1, 2

8.	Module 8: Ethical and Sustainable Problem-Solving 8.1. Understanding the ethics of problem-solving 8.2. Sustainable problem-solving Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: Volkswagen's emission scandal - Activity: IKEA's sustainable business solutions - Personal reflection	Complete & submit interactive learning activities		1, 2
9.	Module 9: Project Management 9.1. What is project management? 9.2. Phases of Project Management Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Core components of project management - Activity: Five phases of Project Management - Personal reflection	Complete & submit interactive learning activities		1, 2
10.	Module 10: Solution Implementation and Evaluation 10.1. Developing an implementation plan 10.2. Evaluation 10.3. Elements of control Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: The five steps of an implementation plan - Activity: Create your own Action Plan & Evaluate	Complete & submit interactive learning activities		1, 2
11.	Module 11: Communicating Solutions 11.1. Introducing yourself and outlining your value 11.2. Designing visuals Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Design tool and ideas for sharing information in your final assessment - Activity: Articulate your value in professional settings	Complete & submit interactive learning activities		1, 2, 4
12.	Module12: National Perspectives on Problem Solving 12.1. First Peoples perspectives 12.2. Western versus Asian perspectives Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: Contrast Western, Eastern and Indigenous (Australian First Peoples) perspectives to problem solving - Activity: Why some nations might not want to find a solution to complex problems Course Review	Complete & submit interactive learning activities	Solution Implementation and Pitching (Assessment): This assessment item is (40%) Due	1, 2, 4, 5

5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Test or quiz Online Quiz	20%	1, 2	Week 4 Window opened for 24 hours. The quiz must be completed within 30 minutes.
2	Assignment - Problem Solving Assignment Grand Challenge Problem Statement – Written Assignment	40%	1, 2, 4	Week 7
3	Assignment - Problem Solving Assignment Solution Development and Pitching – Record a pitch	40%	1, 2, 4, 5	Week 12

5.2 Evidence of Learning Task Detail

Title: Online Quiz
Type: Test or quiz
Learning Outcomes Assessed: 1,2
Due Date: Week 4 Window opened for 24 hours. The quiz must be completed within 30 minutes (*See course site for exact due date*)
Weight: 20% Marked out of: 100
Task Description:
This assessment will be held online in week 4.
Duration: The quiz must be completed within 30 minutes.
Students may attempt this quiz only ONCE and complete this quiz in one seating.
Format: An online quiz via a link on the course website. 20 multiple-choice questions (MCQs) and/or True and False questions
each worth 1.0 marks. Total marks: 20
Test scope: All materials covered in the Modules and Workshops from week 1 to week 3.
Criteria & Marking:
The assignment will be marked against established criteria which will be published on the 1009GBS course site.
The marking criteria will be given to students at the same time as the assignment information.

Title: Grand Challenge Problem Statement
Type: Assignment - Problem Solving Assignment
Learning Outcomes Assessed: 1, 2, 4
Due Date: Week 7 (*See course site for exact due date*)
Weight: 40% Marked out of: 100
Task Description:
You will write a 1000 word paper. The content in this assessment will be used in Assessment 3.
More details will be provided on the course site.
Criteria & Marking:
The assignment will be marked against established criteria which will be published on the 1009GBS course site.
The marking criteria will be given to students at the same time as the assignment information.
Submission: Online Turnitin submission to 1009GBS Evidence of Learning (Assessment) Tile.

Title: Solution Development and Pitching
Type: Assignment - Problem Solving Assignment
Learning Outcomes Assessed: 1, 2, 4, 5
Due Date: Week 12 (*See course site for exact due date*)
Weight: 40% Marked out of: 100
Task Description:
Assessment 3 - Using the work from Assessment 2, you will record a pitch of 5 minutes in length.
More details will be provided on the course site.
Criteria & Marking:
The assignment will be marked against established criteria which will be published on the 1009GBS course site.
The marking criteria will be given to students at the same time as the assignment information.
Submission: Online submission to 1009GBS Evidence of Learning (Assessment) Tile.

In order to pass this Course, students must:

A. Attempt all assessment items
B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

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.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website – Policy Library for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enroll.

3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning *tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for   which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The Disability Services policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.