

## Task Instructions – Assessment Item 2

# Interim Learning Report

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|-----------------------------------|--|
| <b>Learning Outcomes</b>          | Unit Learning Outcomes 1, 2, 3 and 4, and AoL Goals KS (1.2) HO (2.1) (2.2), TS (4.1)  |
| <b>Assessment Type</b>            | Written Report (section 1 - 1000 words / section 2 - 1000 words)   |
| <b>Weighting</b>                  | 40% (section 1 - 20% and section 2 - 20%)  |
| <b>Due date and how to submit</b> | <ul style="list-style-type: none"> <li>• Due on September 12 2019 at 11.59pm.</li> <li>• Submit your report via Blackboard using Turnitin.</li> <li>• In accordance with university policy, failure to submit on the assigned date without an approved extension will result in a grade of 1 or 0%.</li> </ul> |

### **SECTION 1: Description of the Task:**

Using the business model canvas, you are required to articulate your entrepreneurial thinking drawing on theoretical bases that comprise the Environmental Interaction (EI) Framework. First, with direct reference to your new value creation idea, explain how your individual/collective resource profile has shaped your ideas development. Second, with direct reference to the process of variation, selection & retention, and all forms of legitimacy, explain the importance of these factors on the development of your idea. Third, with direct reference to the three forms of value creation logic (value chain, value shop & value networks), explain what value you believe can be created and captured. Fourth, with direct reference to your idea' ecological and selective environments, explain which factors most shaped the development of your idea. Finally, present your CPS (customer, problem & solution) statement, providing a closing summary that provides a theoretical argument to support your proposed solution, attaching your business model canvas to highlight your consideration of all other EI framework elements (note: the business model canvas is not included in your word count). You are free to include other theoretical concepts to develop your explanations, although, ensure the inclusion of other ideas is not at the expense of the specific elements (noted below) you are directly assessed on.

### **The elements of the EI Framework that need to be covered**

1. Resource profiles
2. Cognitive & socio-political legitimacy
3. Variation, selection & retention (VSR)
4. Value chain, value shop and value networks
5. Operational environment, including ecological and selective environments

### **SECTION 2: Description of the Task:**

You are required to use the *Steps Model* (see the online tutorial to address the primary question you have been given to reflect upon. Ensure you follow the process as explained in the video (*Using The Steps Model*) to achieve both depth and clarity across all 7 supporting questions.

## Unit Code MGB227

### Assessment no. 2 / Interim Learning Report Section 1

| Criteria   | High Distinction (7) (85%)   | Distinction (6) (75-84%)  | Credit (5) (65-74%)   | Pass (4) (50-64%)  | Fail (less than 4) (0-49%)  |
|--|--|---|---|--|---|
| <b>AOL Goal: HO. 2.2:</b> Exercise independent judgement and initiative in adapting and applying knowledge and skills for effective planning, problem solving and decision making in diverse contexts. |  |   |   |  |   |
| <p>1. Demonstrated understating of how your resource profile relates to the process of value creation.</p> <p>Weighting: 6 marks</p>   | Expert use of the environmental interaction framework to analyze your idea's context with all required framework elements skillfully addressed.                                    | Environmental interaction framework is used with purpose to analyze your idea's context with all required framework elements skillfully addressed.                                  | Environmental interaction framework is used thoughtfully to analyze your idea's context with most of the required framework elements skillfully addressed, though integration is limited. | Environmental interaction framework is used to analyze your idea's context with some of the required framework elements addressed.                                       | Little or no use of the Environmental interaction framework to analyze your idea's context with few of the required framework elements skillfully addressed.                  |
| <b>AOL Goal: HO. 2.1</b> Investigate real world business issues and situations through the effective analysis, evaluation and synthesis of theory and practice.  |  |   |   |  |   |
| <p>2. Demonstrated knowledge of the environmental factors directly related your ideas development.</p> <p>Weighting: 7 marks</p>   | Effective connections are made between the elements of the environmental interaction framework and your assumed environmental context, demonstrating deep understanding and logic. | Thoughtful connections are made between the elements of the environmental interaction framework and your assumed environmental context, demonstrating a sound and compelling logic. | Clear connections are made between the elements of the environmental interaction framework and your assumed environmental context, demonstrating a sound but not compelling logic.        | Tentative connections are made between the elements of the environmental interaction framework and your assumed environmental context, but your logic is not compelling. | Insufficient connections are made between the elements of the environmental interaction framework and your assumed environmental context, with little or no compelling logic. |
| <b>AOL Goal: KS. 1.1:</b> Demonstrate and apply integrated discipline (including technical) knowledge across the broad field of business with depth in one or more business disciplines.               |  |   |   |  |   |
| <p>3. Articulation of a logical CPS statement with a compelling reason to buy explained and supported by business model canvas.</p> <p>Weighting: 7 marks</p>  | A thorough and comprehensive articulation of your CPS statement with a strong and compelling logic, and completed business model canvas.   | A detailed articulation of your CPS statement with a strong and compelling logic, and completed business model canvas.  | A solid articulation of your CPS statement demonstrating a sound but not compelling logic, and completed business model canvas.   | The initial articulation of your CPS statement is presented with contradictions or errors, and/or incomplete business model canvas submitted.                            | Little or no effort has been made to articulate your CPS statement and/or explain the its compelling logic, and/or incomplete business model canvas submitted.                |

## Unit Code MGB227

### Assessment no. 2 / Interim Learning Report **Section 2**

| Criteria   | High Distinction (7) (85%)  | Distinction (6) (75-84%)                                  | Credit (5) (65-74%)  | Pass (4) (50-64%)                                  | Fail (less than 4) (0-49%)                                |
|--|---|---|--|--|---|
| <b>AOL Goal:</b> TS 4.1: Exercise self-reflection, responsibility and accountability in relation to own learning and professional practice.        |   |   |  |  |   |
| <p>1. The development of new knowledge of self, vis-à-vis the primary question.</p> <p>Weighting: 3 marks</p>                                      | Excellent vertical depth and clarity regarding new learning.              | Good depth regarding new learning.                        | Thoughtful use of 'Y' to discuss your new learning.        | Clear attempt to articulate new learning.          | Little or no attempt to articulate new learning.          |
| <p>2. Consideration of personal values (as related to supporting question 1).</p> <p>Weighting: 3 marks</p>  | Excellent vertical depth and clarity regarding your values.               | Good depth developed regarding your values.               | Thoughtful use of 'Y' to consider your values.             | Clear attempt to consider your values.             | Little of no attempt made to consider your values.        |
| <p>3. Evaluation of the extent to which your values have been challenged or confirmed.</p> <p>Weighting: 3 marks</p>                               | Excellent vertical depth and clarity evaluating your values.              | Good depth developed evaluating your values.              | Thoughtful use of 'Y' to evaluate your values.             | Clear attempt to evaluate your values.             | Little or no attempt made to evaluate your values.        |
| <p>4. The use of reflective logic from supporting questions 1, 2 &amp; 3 to consider a past/current life experience.</p> <p>Weighting: 3 marks</p> | Excellent vertical depth and clarity reinterpreting your life experience. | Good depth developed reinterpreting your life experience. | Thoughtful use of 'Y' to reinterpret your life experience. | Clear attempt to reinterpret your life experience. | Little or no attempt to reinterpret your life experience. |

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| <p>5. Consideration of the opinions of others.</p> <p>Weighting: 2 marks</p>                                   | <p>Excellent vertical depth and clarity comparing your thinking to that of others.</p>           | <p>Good depth developed comparing your thinking to that of others.</p> | <p>Thoughtful use of 'Y' to compare your thinking to that of others.</p>            | <p>Clear attempt to compare your thinking to that of others.</p>            | <p>Little or no attempt to compare your thinking to that of others.</p>            |
| <p>6. Consideration of new information sources.</p> <p>Weighting: 2 marks</p>                                  | <p>Excellent vertical depth and clarity regarding the importance of new information sources.</p> | <p>Good depth regarding the importance of new information sources.</p> | <p>Thoughtful use of 'Y' to consider the importance of new information sources.</p> | <p>Clear attempt to consider the importance of new information sources.</p> | <p>Little or no attempt to consider the importance of new information sources.</p> |
| <p>7. Consideration of your approach to learning and strategies for improvement.</p> <p>Weighting: 4 marks</p> | <p>Excellent vertical depth and clarity regarding your approach to learning.</p>                 | <p>Good depth developed regarding your approach to learning.</p>       | <p>Thoughtful use of 'Y' to explain your approach to learning.</p>                  | <p>Clear attempt to explain your approach to learning.</p>                  | <p>Little or no attempt to consider your approach to learning.</p>                 |