



# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** Realising the Cognitive Enterprise

**Unit ID:** ITECH7302

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** (ITECH7301)

**Exclusion(s):** Nil

**ASCED:** 029999

**Description of the Unit:**

Students in this unit will develop the skills and knowledge required to contribute to an enterprise digital transformation. This includes agile approaches to design, project management, system design and implementation using the Garage Methodology. This unit will also cover IT consultancy, value realisation and orchestration, and cultural transformation.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Articulate the contributions of precursors to the Garage Methodology.
- K2.** Identify the key structures and roles in the Garage Methodology and how they contribute to enterprise digital and cultural transformation.
- K3.** Explain the importance of skill, cultural, and experience diversity on Agile teams.
- K4.** Compare and evaluate technical approaches that enable team and organizational agility.

#### Skills:

- S1.** Apply Enterprise Design Thinking as part of a team to identify business opportunities and potential solutions.
- S2.** Predict the user value and business value benefit of a business transformation initiative.
- S3.** Present a proposal for a business transformation initiative
- S4.** Engage with academic literature to research an aspect of implementing the Cognitive Enterprise.
- S5.** Critique contemporary IT industry practices/presentations relevant to agile methodologies or digital transformation processes, and relate them to professional standards and your own career aspirations

#### Application of knowledge and skills:

- A1.** Apply techniques from the Garage Methodology to propose a transformation initiative.

#### Unit Content:

Unit topics may include:

- Innovation and digital transformation;
- Agile project management;
- Human-centred Design and Enterprise Design Thinking;
- Value orchestration;
- Phases of a digital transformation project using the Garage Methodology;
- Implementing cultural change; and
- Cognitive Enterprise business risks.

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	S1,S3,A1	AT1,AT3
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations.</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	S1,A1	AT3
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities.</li> </ul>	S4	AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	K3	AT1,AT4

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2	Quizzes and/or tutorial activities covering taught theory and the application of the Cognitive Enterprise transformation techniques.	Quizzes and/or Tutorial Activities	10 - 20%
K1, K2, S4	Demonstrate skills in technology research to analyse an aspect of transformation within the Cognitive Enterprise.	Research Reports	20 - 30%
S1, S2, S3, S5, A1	Identify one or more business opportunities, present potential solutions. Reflect on learning and contextualize within the broader IT industry.	Team case study report, and individual reflection and presentation	30 - 40%
K1, K2, K3, K4, S1, S2	Application of the theory taught & discussed in lectures, class activities, supplementary reading and other suggested activities.	Examination(s) and/or Test(s)	20 - 30%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)