Flinders University | FEARLESS

Flinders MBA

Source: Department of Defence

DEFENCE ENTREPRENEURSHIP PROGRAM

Area of Study	**Innovation in the Australian Defence industry**
Supervisor	Defence Problem Sponsor (e.g. Army, Air Force, Navy, Infantry Corps, Staff Office, Intelligence Organisations, Training Centres)
Topic Coordinator	Carla Dias Wadewitz (Flinders University)
Study Period	Study Period 2 (July - September)

What is the **DEP**?

Through the Defence Entrepreneurship Program (DEP), you will be work in multidisciplinary teams (4-5 students) to solve some of the most exciting challenges of the Australian Defence industry. The DEP is offered as a Work Integrated Learning (WIL) Topic and will see you work with the Defence Problem Sponsor supported by the Topic Coordinator and industry mentors.

Here are some examples of the problems you might work on:

- Supporting Defence program managers by identifying trusted partners in order to enable simplified and speedy initiation of innovation and strategic research projects.
- Developing an accessible training program for aircraft maintainers in order to improve their capability to complete essential core tasks and certify their experience.
- Addressing mental health challenges among Remotely Piloted Aircraft (RPA) pilots by effectively developing policy implementation strategies and specific changes to Air Force Instructions (AFIs) in order to prioritize human capital and improve retention rates.
- Developing means so analysts can aggregate data across multiple heterogeneous networks to detect and predict events of interest.
- Defining a strategy on how to reinstate communication in a wartime or national disaster situation.
- Defining cognitive skills and strategies for military commanders' and controllers' when deciding and acting in the face of extreme uncertainty, unpredictability, and instability.
- Supporting Commanders and staff working remotely in a dynamic situation by developing a method to share their situational awareness to enable coordination of activities and planning – integrated ISR.
- Helping ejected aircrew quickly address injuries and evade hostile environments.
- Changing the future of battery technology: isolated personnel such as downed fighter pilots need an integrated power source on their person to ensure access to power for necessary electronics and to increase rescue probability.
- Innovating the Search and Rescue Process through data analysis.

How can I study the **DEP**?

You can choose any of the 4 core topics in Study Period 2 and change it to the Defence Entrepreneurship Program.

Study period 1 (Feb to May)

4 core topics:

- Economic Environments: Assessing Current and Future Markets
- Driving Financial Performance
- Marketing in a Digital Age
- Building Teams and Networks

Study period 2 (Jul to Sept)

4 core topics:

- Researching Markets
- Ethics, Sustainability and Governance
- Business Analytics
- Trends in Business Finance

Study period 3 (Oct to Dec)

4 core topics:

- Legal Signposts for Decision Makers
- Creating Resilient Supply Chains and Procurement
- Emerging Business Models: Disruptions, Collaboration and Competition
- Leading a Future Workforce

Where does the **DEP** methodology come from?

Originally developed by the Common Mission Project for Stanford University, California USA, the Hacking for National Security program aims to engage some the world's brightest minds to address critical challenges facing governments and wider society today.

The Hacking for National Security (H4NS) is a university topic that teaches students to work with the Defence and National Security community to rapidly address the nation's emerging security challenges. The program is based on the internationally successful Hacking for Defense® course that started at Stanford University in 2016.

Common Mission Project Australia is a not-for-profit organisation working in partnership with the government and universities to deliver the H4NS to the highest academic standards.

The Defence challenges will be explored utilising the Lean Launchpad principles. The foundation of Lean LaunchPad is evidence-based entrepreneurship. Rather than engaging in months of planning and research, students "acting" as entrepreneurs accept that all they have on day one is a series of untested hypotheses. Instead of creating an intricate business plan, students like commercial firms summarize their hypotheses in a Business Model Canvas (BMC). Business strategy and innovation expert Alexander Osterwalder developed this framework to organize new venture hypotheses in a more structured way.

How does the **DEP** work?

Multidisciplinary teams of students will be given challenges to solve over a period of 10 weeks. These challenges are defined by the Common Mission Project Australia team working with researchers at the Defence Science and Technology Group (DSTG).

The DEP is a hands-on program that immerses student teams by having them test their business model hypotheses outside the classroom. Inside the classroom, it deliberately trades off lecture time for student/teaching team interaction. From the first day of class, teams get out of the classroom and learn by doing. In the class, the teams are not building a business, they are validating (or invalidating) their hypotheses by exploring those problems through conversations with Defence scientists and personnel in Army, Air Force and Navy, and other Defence related organisations.

Throughout the topic the teams will modify the mission model canvas (as they iterate or pivot). This results in the teams bringing sponsor and market needs in effective use cases forward, after which they can decide if there's a worthwhile business to be built.

What will you **learn**?

You'll develop an understanding of, and the ability to apply, the H4NS method, rooted in Lean LaunchPad principles. This includes:

- A strong understanding of the Defence and National Security sector.
- The development and application of future workforce skills:
  - Complex problem-solving
  - Critical thinking
  - Creativity
  - Collaboration and teamwork
  - Judgment and decision-making
  - Cognitive flexibility
  - Negotiation
  - Building professional networks
  - Prototyping
- The development and application of the following research skills:
  - Market research
  - Qualitative interviews
  - Qualitative data analysis
  - "White Paper" drafting
  - Implementing a research plan

Indicative **Syllabus**

Week 1	*Workshop 1*	*Working with the Defence*
Week 2	Lecture 1	Beneficiaries, Stakeholders, Customers
Week 2	*Workshop 2*	*Customer Discovery practice for DOD/IC*
Week 3	Lecture 2	Value Proposition
Week 4	Lecture 3	Product Sponsor Fit / Dual-Use
Week 5	Lecture 4	Mission Achievement
Week 5	*Workshop 3*	*Requirements/Acquisition*
Week 6	Lecture 5	Getting Buy-In / Support
Week 7	Lecture 6	Deployment
Week 8	Lecture 7	Activities/Resources/Key Partners
Week 9	Lecture 8	Costs and Operating Plan
Week 9	*Workshop 4*	*Presentation Skills Training*
Week 10	Lessons Learned	Lessons Learned Presentations

What is the time commitment for the AMEP during the Study Period?

Every week, you'll attend a 3-hour session (Workshop, Lecture or Combination of both) with the Topic Coordinator. These sessions are outlined in the Indicative Syllabus.

The expected total workload (contact and independent study) is 150 hours, which include 30 hours of sessions and 120 hours of liaison with the Problem Sponsor and mentors, as well as independent study, team work and assessment. The allocation of the 120 hours will be decided by the student, Problem Sponsor and Topic Coordinator.

Find out more

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Study in 2022

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