MGMT5611
Entrepreneurship & New Venture Management

Course Outline
Semester 1, 2014

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Martin Bliemel
Room Level 5, West Wing, Australian School of Business
Phone No: 9385 5671
Email: m bliemel@unsw.edu.au
Consultation Times – by appointment. Often an email is enough to clarify minor inquiries.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Sessions start in Week 1 (to Week 12): The Time and Location are:
Wed 18:00 - 21:00 at ASB G26 (new, ground floor space in ASB)
3-hour blocks include workshops, tutorials, guest talks, quizzes, pitches, etc. Most course
materials will be provided in advance online. Please come to each class prepared!

2.1.1 Units of Credit
The course is worth 6 units of credit.
This course is taught in parallel to both undergraduate (UG) and postgraduate (PG) students
as MGMT2010 and MGMT5611, respectively. UG and PG courses draw on the same
principles. However PG will include more depth to the pre-readings. PG students may attend
guest speaker sessions held for the UG stream.

2.2 Summary of Course
The course provides you with an introduction to the concepts and skills necessary to
successfully commercialise new ideas. Entrepreneurship is about more than just starting a
business. It is also about identifying good opportunities and then creating, communicating,
and capturing value from those opportunities. This includes innovation in corporate and non-
profit settings. Emphasis will be placed on the setting of new venture formation. This course
will provide experiential learning opportunities for you to develop real skills in analysing
business opportunities, and articulating these opportunities in multiple formats (video, live
and written). To bring the real world into the classroom, guest entrepreneurs will come to
class and share their experiences with you and/or run workshops. Vice-versa, this course
also provides opportunities to get you out of the classroom and learn by doing.

2.3 Course Aims and Relationship to Other Courses
The course has the aim of introducing students to the process of starting a new venture or
initiative in any industry. The course is an introductory course designed for postgraduate
students of all faculties and has no prerequisites. Guest speakers are occasionally
coordinated with MGMT2010 “Innovation & Entrepreneurship: Principles and Practices” and
are open to anyone at UNSW (space permitting). This course may be taken as a free elective
for ASB students, or as a general education requirement for non-ASB students. Also, in
many occasions this course is taken by international students as credit towards their degree
in their home university.
2.4 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students (at least in the ASB). Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

<table>
<thead>
<tr>
<th>ASB Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
</table>
| 1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.  
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments. |
| 2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.  
You should be able to identify research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions. |
| 3. Communication: Our graduates will be effective communicators in professional contexts.  
You should be able to:  
a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and  
b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. |
| 4. Teamwork: Our graduates will be effective team participants.  
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes. |
| 5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.  
You should be able to:  
a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
b. Consider social and cultural implications of business and/or management practice. |

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB undergraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>• Identify and systematically evaluate opportunities to design new organisations that solve problems or make lives better and, therefore, are likely to attract customers.</td>
<td>• All</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>• Identify and synthesize sources of additional information, education, and advice for new organizations.</td>
<td>• All</td>
</tr>
</tbody>
</table>
| 3a Written communication           | • Present a convincing business description to communicate the value the new venture provides to customers, investors and other stakeholders.  
  • Articulate which business metrics matter and how you expect to perform according to them. | • Web-presence  
  • Final 4-pager  
  • Bonus marks |
| 3b Oral communication              | • Present a convincing business pitch to communicate the value the new venture provides to customers, investors and other stakeholders.  
  • Articulate which business metrics matter and how you expect to perform according to them. | • Interview mentor  
  • Demo video  
  • Final pitch  
  • Bonus marks |
| 4 Teamwork                         | • Coordinate a team to develop and launch and manage the new venture.                   | • All except RATs (and maybe Bonus marks)                                                |
| 5a Ethical, environmental and sustainability responsibility | • Not specifically assessed in this course.                                             | • N/A                                                                                  |
| 5b Social and cultural awareness   | • Not specifically assessed in this course.                                             | • N/A                                                                                  |

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Innovation and entrepreneurship is an inherently applied and unpredictable topic. Some of it can be learned (second-hand) by reading and listening to others. However, research on entrepreneurship education shows that much of it is best learned (first-hand) by taking action, dealing with inevitable obstacles and unanticipated consequences, and finding ways of working around or with them. Thus, learning in the course emphasizes that you must take actions, such as telling others about your new business idea, and be ready to analyse the results of those actions. You are encouraged, through experiential-learning not to simply learn about entrepreneurship, but ‘get’ what it’s like to be an entrepreneur and act entrepreneurially.
3.2 Learning Activities and Teaching Strategies

Class meetings will involve a diverse assortment of experiential entrepreneurship education methods. The goal of the course materials is for students to become familiar with relevant theoretical concepts. The goal of the workshops is to then apply and internalize these concepts by taking action and to learn to work as a team. It is important that you prepare for each session by completing assigned readings or podcasts before the session. That way, each session’s usefulness can be maximized without unnecessarily repeating course content.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

1. achieve a composite mark of at least 50; and
2. make a satisfactory attempt at all assessment tasks (see below).

Composite marks from 50 to 64 receive Pass (PS). Composite marks from 65 to 74 receive Credit (CR). Composite marks from 75 to 84 receive Distinction (DN). Composite marks 85 and higher receive High Distinction (HD).

4.2 Assessment Details

The following table provides essential information about each assignment assessed in the course. The paragraphs following the table provide additional information. Students should keep a copy of all work submitted for assessment.

<table>
<thead>
<tr>
<th>Course Assessment Item</th>
<th>Weight</th>
<th>Mode &amp; Length</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Weekly Readiness Assurance Tests (RATs)</td>
<td>10%</td>
<td>Individual: 5-minutes, in moodle</td>
<td>Week 2-12 (beginning of session)</td>
</tr>
<tr>
<td>4.2.2 Interview an entrepreneur</td>
<td>5%</td>
<td>Individual+: 1-2 pages, submit by email</td>
<td>Week 2 (before session)</td>
</tr>
<tr>
<td>4.2.3 Form teams</td>
<td>5%</td>
<td>Individual: submit by email</td>
<td>Week 3 (by end of session)</td>
</tr>
<tr>
<td>4.2.4 Weekly business canvas updates</td>
<td>10%</td>
<td>Team: file upload and comments in moodle, send confirmation email</td>
<td>Week 4-12 (before session)</td>
</tr>
<tr>
<td>4.2.5 Find &amp; Interview mentor</td>
<td>5%</td>
<td>Team: 1-2 pages, submit by email</td>
<td>Week 4 (before session)</td>
</tr>
<tr>
<td>4.2.6 Home page</td>
<td>10%</td>
<td>Team: submit URL by email</td>
<td>Week 6 (by end of session)</td>
</tr>
<tr>
<td>4.2.7 Demo video</td>
<td>15%</td>
<td>Team: submit URL by email</td>
<td>Week 7 (before session)</td>
</tr>
<tr>
<td>4.2.8 Live video</td>
<td>20%</td>
<td>Team: 3-min pitch + Q&amp;A in session</td>
<td>Week 13 (in session)</td>
</tr>
<tr>
<td>4.2.9 Written Business Description</td>
<td>20%</td>
<td>Team: 4 pages, submit by email</td>
<td>End of Week 13</td>
</tr>
<tr>
<td>4.2.10 Peer evaluation</td>
<td>Variable¹</td>
<td>Individual: 5-10 minutes, in moodle</td>
<td>End of Weeks 7 and 13</td>
</tr>
<tr>
<td>4.2.11 Bonus marks</td>
<td>Variable¹</td>
<td>Individual+: 1-2 pages, by email</td>
<td>Variable</td>
</tr>
</tbody>
</table>

¹We will use WebPA for the peer evaluations. See http://www.webpaproject.com/?q=node/125 for a worked example of the Scoring Algorithm. Failure to submit will result in a 2.5% penalty for each of the two rounds of peer assessment.

4.2.1 Readiness Assurance Tests (10%)

Starting in the second week, there will be a quick (max 5 minutes) Readiness Assurance Test (RAT) to see if you have prepared for each session. Each RAT will have a random selection of questions related to the session. The RAT’s will be administered online in the
Moodle environment. They will open 20 minutes before start of class, and close 10 minutes after start of class. Once started, they will time out after 5 minutes. The combination of all RATs will be worth 10% of your final mark.

4.2.2 Interview an entrepreneur (5%)

By the beginning of week 2, you are expected to have interviewed an entrepreneur about their business. Entrepreneurs can range from your local convenience store owner through to Richard Branson. For this assignment, access to their time is more important than their social status.

It is recommended that you follow the 1-page outline provided (in Moodle) and keep the interview to less than 30 minutes. The purpose of the interview is to expose you to the motivations of entrepreneurs to launch and run businesses, and hear how they ‘think’ about their business (e.g., are they working on their business, or in it?). The interviews can be done individually or in groups up to 3 people. This assignment is worth 5% of your final mark. To complete the assignment, email me 1-2 pages of notes from the interview.

4.2.3 Forming a Team (5%)

Students must form teams of 2-4 to do the team-based assignments. Please do NOT rush into forming teams with the person nearest you in the first lector. First, get to know a few classmates. The purpose of forming inter-disciplinary teams is because this process mimics the experience entrepreneurs go through when assembling their founding teams, and because inter-disciplinary teams reflect the reality of better performing ventures and most work environments.

To complete the team formation portion of this assignment, one student in each group must send me an email by the end of class in week 3 that confirms the names of all students in the group. If possible, please aim for a broad (inter-disciplinary) mix of experience and technical disciplines among your team members.

Templates will be provided with which to facilitate discussion about your expectations for the course (high marks, high experience, ‘easy credits’, etc.). This assignment is due by the end of the third session and worth 5% of your final mark. Individuals who have not joined or formed a team by then will not receive full marks.

4.2.4 Weekly Business Canvas Updates (10%)

Based on feedback from past cohorts, students wanted more frequent feedback about their progress in the course. To facilitate this feedback, each team must upload a weekly business canvas update that includes:

- The most recent version of their business canvas.
- A count of business model hypotheses generated
- A count of those that were tested and (in)validated, with supporting evidence or comments as to why the hypothesis worked/failed. For each tested hypothesis, I recommend comments structured as follows:
  o Hypothesis: What we thought or assumed
  o Experiment: What we did to (in)validate that idea or assumption
  o Result: What we found out (could include a serendipitous by-product of your experiment, too!)
  o Implications: What we are going to do next (if anything)

This process will be handled within Moodle. Based on the updates, I can then provide tailored feedback about recent progress. Also, each week I will generate a tally of each teams’ total hypothesis counts, to be made visible to the cohort. This tally will help give each team a sense for how they are progressing relative to other teams.
Business canvas updates are due before the beginning of each session, starting with session 4. The combination of all updates will be worth 10% of your final mark.

Towards the beginning of each session, all teams will perform a quick ~2 minute pitch reflecting the latest version of their business idea. These pitches are purely for feedback and peer learning and will not be marked.

4.2.5 Finding and Interviewing a Mentor (5%)

By the beginning of week 4’s session, teams must also find their own mentors. Team are also required to interview them, following the same process as interviewing entrepreneurs (4.2.2). The purpose of finding a mentor is to get you to talk about your ideas with ‘real’ people, who are willing to help you while you are completing this course.

There are two parts to completing the mentoring portion of this assignment. First, at least one mentor per team is required. A mentor is someone in industry who has been an entrepreneur, founder or senior level manager for at least 3 years, and who has agreed to mentor you according to the mentoring guidelines provided. Please be sure to email them a copy, too! My expectation is that you discuss your business idea for this course with the mentor(s) at least once a week by email, skype, phone, or (ideally) in person. Second, one student in each group must send me an email by the end of class in week 4 that confirms:

1. the name, email, phone number of the mentor
2. their bio or a URL to their LinkedIn page

I will contact the mentors to confirm their interest.

Once you have found a mentor, you must interview them about their most recent business using the 1-page business outline as a guide. Please be sure to ask what their revenue model is, even if they wish to keep exact financial numbers private. This assignment is worth 5% of your final mark. To complete the assignment, email me 1-2 pages of notes from the interview.

4.2.6 Homepage (10%)

This assignment is still experimental and has not yet been done in this course. This assignment is designed to help you learn how to present a new business idea online. We are fortunate to have Google’s Industry Manager join one of our sessions to learn about various tools from google (e.g., plus, adwords, analytics, youtube, etc.) and how to promote your product or service online. By creating a homepage and learning how to attract and track visitors you are preparing for the next assignment, too.

This assignment is with 10% of your mark. To complete this assignment, email me the URL of your team’s homepage by the end of session for Week 6. To be determined: please also include a google analytics code snippet for me to automatically track the traffic on your page (to be provided later).

4.2.7 Demo Video (15%)

By the beginning of Week 7’s session, each team must upload a 3-minute product or service pitch video. See http://www.youtube.com/results?search_query=Stre2010 for examples of past pitches (note, these were business pitches, whereas you are now asked for product/service pitches). The videos also help show your mentors, friends, family, alumni and the public your accomplishments. I will mark the videos based on the same criteria as the final live pitches and written business descriptions, but with less emphasis on the viability aspect (see below regarding Traction, Viability and Realism).

To complete the video portion of this assignment (15%), each group must:

1. embed the video in their homepage
2. email me a link to the YouTube clip
3. copy your mentor(s) in the email

4.2.8 Live Pitch (20%)

This assessment will test your ability to design a viable new business and to communicate that design in a way that can attract investors, partners or other significant stakeholders. In this assessment, the emphasis will be on your ability to communicate orally and to interact with an interested audience.

All teams must make a live oral pitch of their business idea to the class and a group of judges (for example, entrepreneurs, investors, or business advisors). Each team will have a strict limit of 3 minutes for presentation and up to 3 minutes to answer questions from judges. Not all members of your team are required to speak, but all should be available to answer questions (e.g., handle questions specific to their contribution, like marketing, finance, design, market research, etc.). Dress professionally; research shows it makes a difference in how you are regarded. Lots of rehearsal will greatly improve your presentation. Good use of visual aids, props, prototypes, mock-ups or demos are highly encouraged and will help you clearly articulate your idea.

To make the transition between teams faster, each team must email me any slides by 5pm the day before the quiz/pitch day.

Judges will be given judging packs, with the following criteria, and they will judge your pitches as if they are well developed ideas:

1. Traction: (how good is the solution?)
   - Identification of the problem to be solved
   - Your solution (for a typical customer)
   - Assessment of market size (and total addressable market)

2. Viability: (how profitable is the business that delivers the solution?)
   - Marketing plan and differentiation from competitors
   - Revenue model, incl. expenses and operating costs
   - Financial statements

3. Realism: (how likely is it that this team can develop this business?)
   - Identification of risks (e.g. competitive responses or regulatory requirements)
   - Relevant backgrounds of your team and plans for attracting missing capabilities

4.2.9 Written Business Description (20%)

This assessment will test your abilities to design a viable new business and to concisely communicate that design in a way that will attract investors, suppliers, employees, and customers. The assignment is designed to challenge you to articulate just enough business information to interest potential investors to invite you to do a longer board room presentation (not part of this course).

To complete this assignment (20%), each group must
1. e-mail the final version to me by 5pm on the Friday of Week 13 (See Course Schedule at the end of this outline for specific dates).

Each final description must meet these criteria:
1. at least 2, and no more than 4 pages long; no cover page or table to contents!
2. at least 2 pages must be text (so the description isn’t purely graphical)
3. the remaining 0-2 pages may be used for more text, graphics, figures, or tables. these can be mixed in with the minimum 2 pages of text, mentioned above
4. appendices may only include references such as links to publications, market research reports, industry reports, etc. and are limited to 1 page
5. formatting:
   - 10 point Times New Roman font
   - Single line spacing
   - A-4 paper dimensions
6. include the name of the team/business, and contact information (can be in the header or footer of the first page)

Teams are strongly encouraged to start work on this assignment early and e-mail drafts to me for feedback. Feedback on drafts will not be available in the final week before the 4-pagers are due. Use simple sentences, clear language and concrete examples wherever possible, and avoid buzzwords, jargon and abstractions if possible.

NOTE: Assessment will be done using the same judging criteria for the Live Pitch (see Traction, Viability and Realism, above).

4.2.10 Peer Evaluation (variable %)

Part of the learning experience will involve your ability to work in/as a team. Teams do better when the members cooperate and help each other, rather than everyone insisting on having their own way. Team friction almost always results in lower scores, no matter how smart you each may be. Effective teams surface more observations, ideas, and tactics than ineffective teams. Therefore, team organization should be a serious priority. In order for a team to do well, each member must be actively involved in the assignments. Failure to actively participate cheats both you and your other team members. Thus, there is little tolerance for free riding. It is primarily your responsibility to eliminate free riding (this also applies to rewarding outstanding contributions).

The incentive alignment mechanism will be peer evaluations. Using the WebPA peer evaluation tool (https://secure.business.unsw.edu.au/webpa), individual members who have not contributed adequately to the team activities will have the final marks for team assignments adjusted to more accurately reflect their actual contribution level. Likewise, team members who have contributed above and beyond the team average will also have their team-based marks adjusted upwards.

You do not get to see each other’s evaluations. Evaluations should be based on consideration of the following criteria:

1. Attendance at meetings,
2. Level of preparedness to participate in meetings,
3. Willingness to contribute to analysis, decisions, and presentation,
4. Timely delivery of contribution,
5. Quality of contribution,
6. Attendance and participation in presentation rehearsals,
7. Cooperative orientation, and
8. Leadership support provided.

Peer evaluations are due within one hour of the end of Week 7’s session and within one hour of submission of the Written Business Description (end of Week 13). We will use WebPA for the peer evaluations. See http://www.webpaproject.com/?q=node/125 for a worked example of the Scoring Algorithm.

To complete the WebPA assessments, follow the instructions in your email (to be sent ~1 weeks before they are due). Failure to submit results in a 2.5% penalty per round.

4.2.11 Bonus Marks (Variable %)

From time to time, opportunities may arise to participate in events in the local start-up ecosystem, including pitch competitions and networking events (e.g. Sydstart, StartupCamp Sydney, TiE competitions, Sydney Angels, Heads over Heels, The Entourage, Tech23, etc.). By participating in such an event, you are much more likely to experience and learn about entrepreneurship than almost any other method, because these events provide an interactive environment in which to develop many of the program learning goals and outcomes.

If you place in a pitch competition, extra credit will be added to your individual marks. If you pitch as a team, then this extra credit is available for each member who participated in the pitch event. Note that you do NOT have to pitch the same idea that you are using for your
course work. The pitch could be about another business idea you want to start-up. Extra credit for placing in pitch competitions is:
- Top 10 finalists 2.0%;
- 5th place 2.5%;
- 4th place 3%;
- 3rd place 3.5%;
- 2nd place 4%;
- 1st place 5%.
You can rack up more extra credit (and experience!) by pitching at multiple events.

To claim the bonus marks, you must:

1. Gain my approval of the event before the event (a quick email exchange to confirm should do). Some pre-approved events will be mentioned in the beginning of each class. You are welcome to suggest others that I may not be aware of, but remain subject to my approval.
2. Write a short reflective summary (min 1 page, max 2 pages) of the event as it relates to the course content and your business idea. The summary should be single line spaced, 10-point font, times new roman and include:
   o A brief summary of what happened (format of the event, speakers, people met), ideally including a copy of the URL announcing the event or winners.
   o Examples of course materials that you applied (or observed them being applied by others at the event)
   o A reflective summary of the impact that the event had on your business idea (either your team’s idea or your own personal one)

Bonus marks may be claimed until the beginning of exam week.

4.2.12 Late Submission

Late submissions will not be accepted, except under extreme circumstances which remain subject to my approval (e.g., major medical conditions, natural disasters). Attempting to submit late and generate false pretences and excuses to do so only wastes everyone’s time, and is unprofessional, disrespectful, and irritating. I will not tolerate such behaviour, nor will many others you have yet to encounter over your respective career paths.

Quality Assurance

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES

This course includes experiments in teaching methods that may or may not be repeated from one session to another. Given the success of student teams from using facebook groups in the past, we will probably continue using facebook for this session to improve interaction among students (and the lecturer):
URL: to be determined. May include alumni from past cohorts who have expressed an interest in watching and encouraging your progress.

We will use Moodle as per some assignments above (RATs, business canvas updates), and to host the static content for the course (e.g., slides, handouts, templates):
https://moodle.telt.unsw.edu.au/
The textbook for this course is:


Other recommended reading:


6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is formally sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. This course constantly evolves and is evaluated towards the end of the semester using the Course and Teaching Evaluation and Improvement (CATEI) Process. As a result of feedback, the course design and assessments have regularly been improved. The course design is also influenced by concurrent curriculum design at other universities. We will encourage you to use the CATEI Process (to be described in class later) at the end of the semester to evaluate the course. Improvements are also likely to be made in response to that feedback.

Informal feedback about the course design is always appreciated, anytime!

7 COURSE SCHEDULE

The course includes a number of opportunities to interact with external stakeholders. Stakeholders include potential customers, suppliers, professional service providers, lawyers, investors, advisors, and many more. As part of the interactive emphasis of the course, some of the evening seminars are run by guest speakers. Because speakers' schedules change, the schedule below is tentative and will likely change.

There used to be a paranoid notice here saying don’t share your ideas outside the classroom and don’t rip each other off. Not anymore. Please share your ideas with anyone else who will listen and give you feedback. Feel free to talk about your classmates’ pitches, too, so you can compare feedback about their pitches and yours. At the end of the day, it’s not the idea that matters, it’s how well it was articulated, implemented and executed. Your business idea can be ripped off, but your passion for your idea is unique and rare, and technical ideas can be protected.

If it’s a great idea, chances are others will have it, too:

“Sometimes, great ideas seem to be everywhere at once. Newton and Leibniz independently developed the fundamentals of calculus, creating controversy at the turn of the 18th century; Darwin and Wallace rolled out the theory of evolution in separate papers in 1858. In October 2003, when Mark Zuckerberg sat down in his dorm at Harvard, drunk and alone, the idea of using the Web to connect people seemed as pervasive as iPods on the campus quad.”

(http://www.rollingstone.com/culture/news/the-battle-for-facebook-20100915)
Course Schedule (Tentative)

In progress. See attached.

Course materials will evolve on an ongoing basis as new teaching, research and media content emerges.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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<th>ASB Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
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<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
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<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to:</td>
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<td>c. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<tr>
<td>d. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to:</td>
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<td>a. Consider social and cultural implications of business and/or management practice.</td>
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2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


3.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information for staff and students on expected workload: https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

Reference for 80% guideline is at: https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html
3.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodged an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge, not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.
ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Management is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:
1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 50% in each assessment and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
This course does not have a traditional final exam. See above policy on requests for special consideration and coordinate a resolution with the lecturer-in-charge.

The ASB’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:

5 STUDENT RESOURCES AND SUPPORT
UNSW and ASB provide a wide range of support services for students, including:
- **ASB Education Development Unit (EDU) (www.business.unsw.edu.au/edu)** Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au  Visit us on Facebook: www.facebook.com/educationdevelopmentunit
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from www.elearning.unsw.edu.au to UNSW Blackboard Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333
- **UNSW Learning Centre (www.lc.unsw.edu.au)** Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** http://info.library.unsw.edu.au/web/services/services.html
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
UNSW Library Annexe (Ground floor)
- **UNSW Counselling and Psychological Services** (http://www.counselling.unsw.edu.au) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (http://www.studentequity.unsw.edu.au) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734