STRE5607
Entrepreneurship & New Venture Management

Course Outline
Semester 1, 2013

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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

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Wed 12:30 - 14:00 at Pioneer International Theatre (Lecture, Quiz, Pitches)
See course schedule for details:
Wed 17:00 - 18:30 at Chemical Sc M11 (Quiz, Workshops, Pitches)
--OR--
Tue 17:00 - 18:30 at Electrical Eng G25 (Guest speakers, shared with STRE2010;)

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course, but this course may share guest speaker sessions with STRE2010.

2.3 Summary of Course
The course provides you with an introduction to the concepts and skills necessary to successfully commercialise new products and services. Entrepreneurship is not just about starting a business. It is also about identifying good opportunities and then creating, communicating, and capturing value from those opportunities; including innovation in a corporate context. This course will teach you the skills to analyse business opportunities, and articulate them as a compelling business description, and pitch to an audience of investors, customers, or business partners. To bring the real world into the classroom, guest entrepreneurs will come to class and share their experiences with you.

2.4 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. Course content is provided via lectures and guest speakers, with opportunities for students to practice presenting their business ideas. Learning outcomes are designed to build awareness and develop skills for taking a structured approach towards identifying and developing new businesses opportunities. The knowledge acquired can be used in starting a for-profit business, a non-profit organisation, or a new initiative within an established organisation. The focus will be on starting an independent for-profit business.

The course is an introductory course designed for undergraduate students of all faculties and has no prerequisites. Guest speaker are occasionally coordinated with STRE5607 “Entrepreneurship & New Venture Management”. As a result, there may be a diverse mix of students by faculty and level of experience; much like in industry. This course may be taken as a free elective for ASB students, as a general education requirement for non-ASB students, or as a core course towards a Diploma in Innovation Management (Program 3451).
2.5 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 postgraduate coursework students (at least in 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>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<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.</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<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.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
<tr>
<td>6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).</td>
</tr>
<tr>
<td>You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.</td>
</tr>
</tbody>
</table>

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 postgraduate 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>4.2.1 through 4.2.5</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>4.2.1 through 4.2.5</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>• 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.</td>
<td>4.2.2 and 4.2.5</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>• 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.</td>
<td>4.2.3 and 4.2.4</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>• Coordinate a team to develop and launch and manage the new venture.</td>
<td>All except 4.2.2</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>• Not specifically addressed in this course.</td>
<td>N/A</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>• Not specifically addressed in this course.</td>
<td>N/A</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>• Confidence to approach potential customers, partners and investors, while managing team dynamics</td>
<td>All except 4.2.2</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Starting a successful new venture requires (a) an idea about a product or service that customers or potential customers value and (b) the perseverance to build an organization around that idea. Some of (a) and some of (b) can be learned by reading and listening to others, but much of it can only be learned by acting on what you believe, dealing with inevitable obstacles, and finding ways of overcoming 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 this action-learning not to simply learn about entrepreneurs, but to become an entrepreneur and act entrepreneurially.

3.2 Learning Activities and Teaching Strategies
Class meetings will involve lectures, workshops, and guest talks by entrepreneurs and industry experts. The goal of the lectures is for students to understand theoretical concepts about innovation and entrepreneurship. The goal of the workshops is to internalize the concepts and knowledge by taking action. The guest speakers will talk and answer questions about their experiences as entrepreneurs, lawyers, investors, and advisors. Thus, students will be exposed to both the theory and the practice of entrepreneurship.

Interdisciplinary teams of about five students will identify and design a new business that has potential to be actually launched. Each team will write a description and make brief oral pitches of the business idea to a group of real entrepreneurs and investors, who will provide feedback on its quality. The course requires students to draw on multiple sources of information and to put theory into action by designing a business that is potentially commercially viable. Emphasis will be placed on their ability to articulate the value the business provides to the customers, potential investors, founders and other stakeholders.

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 65 to 74 receive Credit; Composite marks from 75 to 84 receive Distinction; Composite marks 85 and higher receive High Distinction.

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 Form a Team &amp; Find a Mentor</td>
<td>2.5% (x2)</td>
<td>Team – email</td>
<td>Week 3 (by end of class)</td>
</tr>
<tr>
<td>4.2.2a Quiz I</td>
<td>25%</td>
<td>Individual – 6 pages</td>
<td>Week 6 (in class)</td>
</tr>
<tr>
<td>4.2.3 Practice Business Pitch</td>
<td>10%</td>
<td>Team: - 3min YouTube (marked) - Live (pass/fail)</td>
<td>End of Week 6</td>
</tr>
<tr>
<td>4.2.2b Quiz II</td>
<td>20%</td>
<td>Individual – 6 pages</td>
<td>Week 11 (in class)</td>
</tr>
<tr>
<td>4.2.4 Oral Business Pitch</td>
<td>20%</td>
<td>Team – 3-min live pitch</td>
<td>Week 12 (in class)</td>
</tr>
<tr>
<td>4.2.5 Written Business Description</td>
<td>20%</td>
<td>Team – 4 pages</td>
<td>End of Week 12</td>
</tr>
<tr>
<td>4.2.6 Peer evaluation</td>
<td>(Note 1)</td>
<td>Individual – Online (WebPA)</td>
<td>End of Week 6 and End of 12</td>
</tr>
</tbody>
</table>

We 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 Forming a Team & Finding a Mentor (5%)

Students must form teams of 4-6 to do the pitches and written business description. The purpose of forming inter-disciplinary teams is because it reflects the reality of better performing ventures and most work environments.

Students must network within the class breaks and workshops, and online to form their own teams. The first workshop and course Facebook page will assist in facilitating this process. This process mimics the experience entrepreneurs go through when assembling their founding teams.

At the same time, teams must also find their own mentors. The purpose of finding a mentor is to get you to talk about your ideas with ‘real’ people, who are willing to help you. At least one mentor per team is required. This usually means you have 2 weeks to form a team and come up with an idea, and one week to find a mentor with relevant experience who is willing to assist you. Your target mentor is someone in industry who has been an entrepreneur, founder or senior level manager for at least 3 years.

After identifying a mentor, it is highly recommended to interview them using the 1-page business outline (also available at CIE’s website at www.cie.unsw.edu.au) as a guide. You may skip the financial question, but be sure to ask what their revenue model is. Mentor guidelines are also accessible via CIE’s website. The guidelines are for you and for your mentor. Please email them a copy, too. My expectation is that you contact the mentors at least once a week by email, by phone or ideally in person to talk about your business idea for this course.

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:
1. the names of all students in the group
2. there is at least one commerce or business student in the group
3. there is at least one engineering or science student in the group
4. there is at least one international or study abroad student in the group
5. at least one student in the group is fluent in English.

Note: Individual students in each team can fulfil multiple criteria; e.g., an international student with an engineering major fulfils both (3) and (4).

To complete the mentoring portion of this assignment, one student in each group must send me an email by the end of class in week 3 that confirms:
1. the name, email, phone number of the mentor
2. their bio or a URL to their LinkedIn page
3. notes from your interview using the 1-page business outline (bullet point is fine)

I will contact the mentors to confirm their interest.

Teams whose emails are late, incomplete, or inaccurate will be penalized.

4.2.2 Quizzes (25% and 20%)

The quizzes are designed to test your knowledge of concepts and theoretical foundations. They provide an incentive to review the reading and lecture material that precedes them. Both quizzes will include multiple choice questions and questions designed to elicit short and logical answers. Your lecturer will provide some sample questions prior to the quiz so you know how to prepare. Both quizzes will be completed in class. Quiz I is based on all the course slides, book chapters and guest speakers prior to Quiz I. Quiz II is based on all the course slides, book chapters and guest speakers since Quiz I.

Quiz Exemptions
From time to time, opportunities may arise to participate in events in the local start-up ecosystem (e.g., Sydstart, StartupCamp Sydney, TiE competitions, Sydney Angels, Heads over Heels, The Entourage, Tech23, etc.). Please check CIE’s calendar and EntSoc’s Facebook page for potential events.

To be exempt of taking each quiz, you must first (i) gain my approval of the event, and (ii) by writing a 2-page, single line spacing, 10-point font, times new roman summary that:
1. summarizes what happened (format of the event, speakers, people met)
2. how you were able to apply materials from the course (or observe them being applied by others at the event)
3. what impact the event had on your business idea (either your team’s idea or your own personal one)

The 2-page summary must be received by me before the quiz to qualify for exemption. Note, you may NOT automatically or retrospectively apply for exemption. You must first email me to get my agreement that the event qualifies. If you want to hedge your marks, you may also still take the quiz and receive the greater of the two marks (2-page report or quiz).

4.2.3 Practice Business Pitch: Video (10%) and Live (pass/fail)

By the end of the week 6 (Friday 1700), each team must upload a 3-minute video of their pitch. See http://www.youtube.com/results?search_query=Stre2010 for examples of past pitches from the undergraduate version of this course. 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 in the judging packs.

To complete the video portion of this assignment (10%), each group must:

1. email me a link to the YouTube (or Vimeo) clip
2. post a copy of the link to the facebook page

Please also email your mentor a copy of the link.

In the tutorial session that week, 10 teams will be randomly selected to perform their 3-minute practice pitch in front of the class and a guest jury panel. Every team should be prepared to do their pitch live, and email me any slides by 5pm the day before the quiz/pitch day.

Pass/fail: While these live pitches are purely for feedback, not marks. If your team is selected to pitch and you are not at the pitch session, then your team will not pass the course.

Teams not selected for presentation may still learn from the sessions and see which questions matter to other entrepreneurs and investors.

In general, teams are heavily encouraged to pitch in class shortly after the mid-class break. By the end of the semester, past cohorts have consistently requested more opportunities to pitch, despite their earlier reluctance (and possibly regret) to do so.

Use the guidelines in the course book(s), the information below, and the lectures as a guide to the requirements of the Practice Pitch. 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.

Judges will be given judging packs, with the following information:

Each of the pitches will be graded on the same criteria.

Content is expected (but not required) to include:

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

2. Viability:
   - Marketing plan and differentiation from competitors
   - Revenue model, incl. expenses and operating costs
   - Financial statements

3. Realism
   - Identification of risks (e.g. competitive responses or regulatory requirements)
   - Relevant backgrounds of your team and plans for attracting missing capabilities
Grading will also consider use of language and visual aids (presentation style)

4.2.4 Oral Business Pitch (20%)

This assessment, like the Practice Business Pitch, will test your ability to design a viable new business and to communicate that design in a way that will attract investors, suppliers, employees, and customers. 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.

Assessment will be done as per the judging packs for the Practice Business Pitch, including the collective input of all judges.

4.2.5 Written Business Description (20%)

This assessment will test your abilities to design a viable new business and to 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 12 (See Course Schedule at the end of this outline for specific dates).

Each final description must meet these criteria:
1. 2-4 pages long, with no cover page
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 market research, industry reports, etc. and are limited to 1 page
5. formatting:
   o 10 point Times New Roman font
   o Single line spacing
   o A-4 paper dimensions
   o margins no smaller than 2 cm
6. include the name of the team/business, and contact information (can be in the header or footer)

Teams are strongly encouraged to start work on this assignment early and e-mail drafts to me for feedback. Use simple sentences and clear language with as little jargon as possible.

Assessment will be done as per the judging packs for the Practice Business Pitch.

4.2.6 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 research, discussion, and preparation. 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.

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.

You do not get to see each other’s evaluations. Evaluations may 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 the same time as the Practice Business Pitch (end of Week 6) and Written Business Description (end of Week 12). 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 week before they are due). Failure to submit results in a 2.5% penalty per round.

4.2.7 Late Submission

Late submissions will not be accepted.

4.2.8 Extra Credit

Extra credit may be awarded to students who pitch their idea in a public setting, and may be applied for under the same terms and conditions as the exemptions from the quizzes. If you are applying for exemption, you might as well also go for the extra credit!

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 pitched. 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.

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 continue using facebook for this session to improve interaction among students (and the lecturer):

(PENDING; URL TO BE CONFIRMED)

We may still use Blackboard to host the static content for the course (e.g., slides, handouts, templates):
https://lms-blackboard.telt.unsw.edu.au

The textbooks for this course are:


The following websites are also useful sources:

1. www.cie.unsw.edu.au
2. www.ausindustry.gov.au
3. www.abs.gov.au
4. www.austrade.gov.au
5. www.business.nsw.gov.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. This course has only been offered once before at UNSW and was evaluated at the end of the semester using the CATEI Course and Teaching Evaluation and Improvement Process. As a result of feedback, the assessments have been improved. The course design has also been influenced by experiences 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.

7 COURSE SCHEDULE

The course will include a number of opportunities to interact with external speakers. The speakers will be entrepreneurs from various industries, lawyers, investors, advisors, and others. Because speakers’ schedules change, the schedule below is tentative and will likely change. The general order of the topics, however, will be as shown below.

There used to be a paranoid notice here saying don’t share your ideas outside the classroom and don’t rip each other off. Guess again. 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)
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Sub-theme</th>
<th>Date</th>
<th>Readings, Resources &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Intro</td>
<td>Background</td>
<td>Wed, 6 Mar</td>
<td>Ries Ch 1 (Start)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BDN Preface, Ch 1.5; 5.1-5.2; 6</td>
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<td><a href="http://www.cie.unsw.edu.au">www.cie.unsw.edu.au</a></td>
</tr>
<tr>
<td>1b</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Wed, 6 Mar</td>
<td>Workshop (Ideas/networking/mentors)</td>
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<tr>
<td>2a</td>
<td>Seminar</td>
<td>Tue, 12 Mar**</td>
<td>Guest Speaker (combined) – Gary Zamel</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Context</td>
<td>Wed, 13 Mar</td>
<td>Ries Ch 2 (Define)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>BDN Ch 1; 2</td>
</tr>
<tr>
<td>3a</td>
<td>Module 1: Traction</td>
<td>Process &amp; Models</td>
<td>Wed, 20 Mar</td>
<td>Ries Ch 3 (Learning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ries Ch 4 (Experiment)</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>BDN Ch 3; 7; 11; 14; 19; Figure 4.9</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>+ <a href="http://slidesha.re/eOHKLq">http://slidesha.re/eOHKLq</a></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>DUE: Form a Team and Find a Mentor</td>
</tr>
<tr>
<td>3b</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Wed, 20 Mar</td>
<td>Workshop (Models and Canvases)</td>
</tr>
<tr>
<td>4a</td>
<td>Seminar</td>
<td>Tue, 26 Mar**</td>
<td>Guest Speaker (combined) - TBA</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Money</td>
<td>Wed, 27 Mar</td>
<td>Ries Ch 5-7 (Build-Measure-Learn; Leap/Test/Measure)</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>BDN Ch 11; 12; 14; 16; 17</td>
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<td><strong>NOTE</strong>: Guest speaker sessions are shared with STRE2010 on TUESDAYS!!</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>Break</td>
<td>Wed, 3 Apr</td>
<td>mid-semester break</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
<td>Wed, 3 Apr</td>
<td>mid-semester break</td>
</tr>
<tr>
<td>5a</td>
<td>Module 2: Viability</td>
<td>Partnering</td>
<td>Wed, 10 Apr</td>
<td>Ries Ch 8 (Pivot)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BDN Ch 4</td>
</tr>
<tr>
<td>5b</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Wed, 10 Apr</td>
<td>Workshop (Be a VC)</td>
</tr>
<tr>
<td>6a</td>
<td>Quiz</td>
<td>Wed, 17 Apr</td>
<td>Quiz Ia</td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td>Pitches</td>
<td>Wed, 17 Apr</td>
<td>Pitches la (Judges - TBA)</td>
<td></td>
</tr>
<tr>
<td>6c</td>
<td>YouTube</td>
<td>Fri, 19 Apr</td>
<td>DUE: YouTube clips and WebPA evaluations</td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td>Seminar</td>
<td>Tue, 23 Apr**</td>
<td>Guest Speaker (combined) – TBA</td>
<td></td>
</tr>
<tr>
<td>7b</td>
<td>Growth</td>
<td>Wed, 24 Apr</td>
<td>Ries Ch 9-11 (Accelerate; Batch, Grow, Adapt)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>BDN Ch 5; 13</td>
</tr>
<tr>
<td>8a</td>
<td>Module 3: Realism &amp; Scalability</td>
<td>Capital</td>
<td>Wed, 1 May</td>
<td>Ries Ch 12 (Innovation)</td>
</tr>
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<td></td>
<td></td>
<td>BDN Ch 10; 18</td>
</tr>
<tr>
<td>8b</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Wed, 1 May</td>
<td>Workshop (wireframes, prototypes, mockups, manual testing)</td>
</tr>
<tr>
<td>9a</td>
<td>Seminar</td>
<td>Tue, 7 May**</td>
<td>Guest Speaker (combined) – TBA</td>
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<tr>
<td>9b</td>
<td>People</td>
<td>Wed, 8 May</td>
<td>Recruiting &amp; Other Stakeholders</td>
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<td></td>
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<td></td>
<td></td>
<td>BDN Ch 12</td>
</tr>
<tr>
<td>10a</td>
<td>Ethics</td>
<td>Wed, 15 May</td>
<td>Ethics &amp; Social Entrepreneurship</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>BDN Ch 4.8; 8.2; 20</td>
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<td></td>
<td></td>
<td></td>
<td>+ quiz preview</td>
</tr>
<tr>
<td>10b</td>
<td>Extra</td>
<td>Wed, 15 May</td>
<td>Frost &amp; Sullivan</td>
<td></td>
</tr>
<tr>
<td>11a</td>
<td>Quiz</td>
<td>Wed, 22 May</td>
<td>Quiz Ila</td>
<td></td>
</tr>
<tr>
<td>11b</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Wed, 22 May</td>
<td>Workshop (Peer review of slides &amp; 4-pagers)</td>
</tr>
<tr>
<td>12a</td>
<td>Pitches</td>
<td>Wed, 29 May</td>
<td>Pitches Ila (Judges - TBA)</td>
<td></td>
</tr>
<tr>
<td>12b</td>
<td>Pitches</td>
<td>Wed, 29 May</td>
<td>Pitches Ila (Judges - TBA)</td>
<td></td>
</tr>
<tr>
<td>12c</td>
<td>4-pager</td>
<td>Fri, 31 May</td>
<td>DUE: 4-pagers and WebPA evaluations</td>
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</table>
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.

<table>
<thead>
<tr>
<th>ASB Postgraduate Coursework Program Learning Goals and Outcomes</th>
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</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 MBT and MBA programs:
6. Leadership: Our graduates will have an understanding of effective leadership.
   You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

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). Then submit the originals or certified copies of your completed Professional Authority form (pdf - download at https://my.unsw.edu.au/student/academiclife/ProfessionalAuthority.pdf) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/academiclife/StudentCentralKensington.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](http://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](http://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](http://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](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](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](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](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