UNSW Business School

School of Management

MGMT2010
Innovation & Entrepreneurship:
Principles and Practices

Course Outline
Semester 1, 2017
(updated 3 Feb, 2017)

Part A: Course-Specific Information
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and Support**

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Martin Bliemel
Room Level 5, West Wing, Business School
Phone No: 9385 5671
Email: mbliemel@unsw.edu.au
Consultation Times – by appointment. It is often faster to address minor inquiries by email than to schedule an appointment.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Sessions start in Week 1(to Week 12). The Time and Location are:
* Tues 10:00 - 13:00 at UNSW Business School G26 (aka "Robert Maple-Brown Room")

The course is designed for continuous (~3)-hour blocks including workshops, tutorials, guest talks, quizzes, pitches, etc. Most course materials will be provided in advance online. Please come to each class prepared!

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This course provides you with an introduction to the concepts and capabilities necessary to successfully commercialise new ideas. Entrepreneurship is about more than coming up with an idea or starting a business. It is also about identifying and validating good opportunities and then creating, communicating, and capturing value from those opportunities over time. This includes new firms as well as corporate and non-profit settings.

This course will emphasise new venture formation. In doing so, this course will provide experiential learning opportunities for you to develop real skills in identifying and validating 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.

2.4 Course Aims and Relationship to Other Courses

The course is an introductory course designed for undergraduate students of all faculties and has no prerequisites. This course may be taken as a free elective for Business School students, or as a general education requirement for non-Business School students. As a result, most of your classmates may be outside your faculty.

Guest speakers and workshops are occasionally coordinated with MGMT5611 "Entrepreneurship & New Venture Management" and are open to anyone at UNSW (space permitting), including participants of the Peter Farrell Cup (UNSW's business pitch competition).

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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 undergraduate coursework students (at least in in the Business School). 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').

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: **Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style   and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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 the ethical, social, cultural and environmental implications of business practice.
You should be able to:
   a.   Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b.   Identify social and cultural implications of business situations.

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

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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):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following learning goals for all Business School undergraduate coursework students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	• Identify and systematically evaluate opportunities to design new organisations that solve problems or make lives better and, therefore, are likely to attract customers.	• All
2	Critical thinking and problem solving	• Identify and synthesize sources of additional information, education, and advice for new organizations.	• All
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 site • 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 • Explainer 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 taking action, such as telling others about your new business idea, and being 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

Classes 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 methods is to learn to 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.

See also:
- The end of lectures as we know them? (5:00): https://www.youtube.com/watch?v=HyJ81FB_wAI
- What the flip! (2:39): https://www.youtube.com/watch?v=d-yCexUV3FY
- **Bliemel**, M. (2014b) "Getting Entrepreneurship Education Out of the Classroom and Into Students' Heads" *Entrepreneurship Research Journal*, 4(2), p. 237-260 (dx.doi.org/10.1515/erj-2013-0053)

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

This course involves 5 formative and 4 summative assessments. Formative and summative assessments are designed for feedback, learning and capability development. Only summative assessments include grading. That said, the formative assessments prepare you for higher performance in the summative assessments. You will get the most out of this course by completing all assessments.

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.

Course Assessment Item	Weight / Impact	Mode & Length	Due Dates
4.2.1 Weekly Readiness Assurance Tests [RATs]	30%	Individual in LMS, ~10 minutes	Week 2-11 (before each session)
4.2.2 Interview an entrepreneur	Vicarious learning + seeding for 4.2.5	Individual via turnitin, 1-2 pages	Week 2 (before session)
4.2.3 Form teams	Required	Individual by email, seconds	Week 3 (by end of session)
4.2.4 Find & Interview a mentor	More guidance & feedback	Team by email (to invite them to 4.2.7)	Week 4 (before session)

4.2.5 Weekly business canvas updates	Skill development + prep for 4.2.6	Team, verbally live in-class (team journal recommended), ~2 minutes	Week 4-11 (in session)
4.2.6a Web site, explainer video and hyp. test design	Peer review, chance to upgrade 4.2.6b	Team, via turnitin + in session ~20-30 minutes	End of Week 6
4.2.6b Web site, explainer video and hyp. test design	25%	Team, via turnitin (<10 pages/screens, 90s video, 1 page of design notes)	End of Week 7
4.2.7 Live Pitch	25%	Team, live + Q&A in session, 3-minutes	Week 12 (in session)
4.2.8 Written Business Description	20%	Team, via turnitin, 4 pages	End of Week 12
4.2.9 Peer evaluation (2x!)	Variable[1]	Individual, via WebPA, ~5 minutes	End of Weeks 7 and 12
4.2.10 Bonus marks	Variable	Individual+: 1-2 pages, by email	Variable

[1]We will use WebPA for the peer evaluations. See http://webpaproject.lboro.ac.uk/academic-guidance/a-worked-example-of-the-scoring-algorithm/#example 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 (30%)

Starting in the second week, there will be online Readiness Assurance Test (RAT) to assess whether you have prepared for each session. Each RAT will have 8-10 questions related to the session. The RAT's will be administered online in the LMS (see section 5 for LMS access details). They will all open at the beginning of the course, and close 10 minutes after start of each class. Once started, they will time-out after 20 minutes. RATs may only be attempted once.

To try a RAT without consequences, a demo RAT is available in Week1, which won't close until Week 2. Marks for the Week 1 RAT will not be counted.

The combination of all RATs will be worth 30% of your final mark.

4.2.2 Interview an entrepreneur (not marked)

By the beginning of class in 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, it is more important to get 20-30 minutes of their time than any celebrity status they may have.

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?).

Please follow the 1-page outline provided (in the LMS) and keep the interview to less than 30 minutes. Note, the structure of the 1-page outline follows the grading criteria for several assignments in this course (see below regarding Traction, Viability and Realism), which should get you thinking in those terms (See 4.2.7 for details).

To complete the assignment, follow the template to include:

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1. <u>Process</u>: A sentence about what you learned about the *process* by which you found someone to interview
2. <u>Three key lessons</u>: A list of the top 3 lessons you learned from the entrepreneur
3. <u>Notes</u>: A maximum of 1 page of notes from the interview

Completion of this activity is not marked. However, completion of the activity will provide eye-opening learning opportunities about that entrepreneurship is (c.f. the headlines you might see in the media) and this activity prepares you for 4.2.4.

Outcomes of this assessment will be discussed in class and possibly in the LMS.

4.2.3 Forming a Team (required; not marked)

By the end of Week 3's session, students must form inter-disciplinary **teams** of 4-6 to do the team-based assignments. Please do NOT rush into forming teams with whoever happens to be sitting next to you in the first session. 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:

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).

Templates will be provided with which to facilitate discussion about your expectations for the course (high marks, high experience, 'easy credits', etc.). You are NOT required to send me a copy of your team contract. However, doing so helps make the contract 'real' by socially committing to it. This assignment is due by each individual at the end of the third session.

4.2.4 Finding and Interviewing a Mentor (not marked)

By the beginning of week 4's session, every team is encouraged to find their own mentor. The purpose of finding a mentor is to get you to regularly talk about your ideas with 'real' people, who are willing to help you while you are completing this course. 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 of the guidelines, too! To get more out of this course, discuss your business idea for this course with the mentor(s) at least once a week by email, skype, phone, or (ideally) in person.

To complete the assignment, 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. a short bio or a URL to their LinkedIn page

3. a sentence confirming that you have interviewed them about their business, following the same process as interviewing entrepreneurs (4.2.2). You do not need to submit a list of three key lessons or interview notes, though.

I may contact the mentors to confirm their interest.

Completion of this activity is not marked. However, completion of the activity will provide additional feedback about your ideas and capabilities as an entrepreneur. As a result, the mentor's feedback is expected to help prepare you for 4.2.5 through 4.2.8.

4.2.5 Weekly Business Canvas Updates (not marked)

Business canvas updates will occur at the beginning of each session, starting with session 4. These updates serve as a mechanism to keep your progress on track, as well as a way for teams to learn from each other's actions. As a baseline, each team will provide a 2-3 minute verbal update of:
1. The top 1-2 most critical hypotheses you tested in the previous week
2. How you tested them
3. What you learned from the evidence you collected
4. How each hypothesis test and lesson is related to specific course materials

Verbal feedback will be provided immediately by the LIC.

It is highly recommended that team record their weekly updates to their business canvas in writing, following the 1-page template provided in the LMS.

Completion of this activity (verbal or written) is not marked. However, completion of the activity will help you master the process of systematically identifying and challenging assumptions and prepare you for 4.2.6.

4.2.6 Web site, Explainer Video & Hypothesis Test (25%)

This 3-part assignment is due at the end of Week 6 and again at the end of Week 7. This assessment is designed to help you learn how to present a new business idea online with the aim of verifying product-market fit, and learn how to attract and track potential customers.

Part 1: The first part of the assignment is to create a basic web site. Services used to create web sites include wordpress, facebook, google sites, wix, strikingly, launchrock, etc. Whatever you choose, you must be able to have some way of measuring your test results (google analytics, survey feedback, google forms, likes, etc.). Warning: some services (like Wix) require a $50 fee to enable analytics.

Part 2: The second part is to create a 90-second (max.) 'explainer video'[1] and embed it in the site. Examples of prior sites and videos may be found in the course's facebook group and LMS. The videos also help show your mentors, friends, family, alumni and the public your accomplishments. Free video editing tools other students have used in the past include potwoons, powerpoint, screencastify, prezi, and moviemaker. If your idea involves an app, several wireframe and prototyping apps are available, including appmakr.com, fluidui.com, and popapp.in.

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[1] See http://www.videobrewery.com/blog/10-best-startup-explainer-videos-ever for a library of explainer videos and guide to create an effective explainer video

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Part 3: The third part of the assignment is to include a description of which hypotheses you plan to test using the site's design and how the site is specifically designed to enable that hypothesis test.

This assignment occurs in two rounds. The first round is due at the end of Week 6 (Fri 5pm), and the second round at the end of Week 7 (Fri 5pm). The first round is required but not marked by the LIC, and used for team-to-team peer review in-class in week 7. These peer-reviews are intended to help you improve the second round submission which will be market by the LIC. The peer-review process provides more in-depth exposure to each other's business ideas, hypotheses, as well as the grading criteria. Your first round reviews may also be used to support marking of the second round of submissions.

To submit both versions of assignment, create a single pdf including:

- Print outs or screen grabs of your key web pages though which you aim to test your business hypotheses
- A summary of your hypotheses with respect to the site, following the template and rubric in the LMS (similar to 4.2.5)
- Include the URL to your site on the hypothesis summary page

Submit the pdf via the LMS (e.g. turnitin). The mark will be a composite of (i) the website & video, and (ii) your hypothesis design notes.

Marking of the website and video will follow the same criteria as the final live pitches and written business descriptions (see below regarding Traction, Viability and Realism), but with less emphasis on the viability aspect. Marking of the hypotheses will follow a template similar to the Weekly Business Canvas Updates (4.2.5), but not including the test results.

4.2.7 Live Pitch (25%)

This assessment will test your ability to design a viable new business and to convincingly 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 verbally and visually.

All teams must make a live oral pitch of their business idea to a group of judges (for example, entrepreneurs, investors, or business advisors) and the class. 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 (somewhere between casual and corporate finance; i.e,, smart casual or business casual). Lots of rehearsal will greatly improve your presentation. Good use of visual aids, props, prototypes, mock-ups or demos is highly encouraged if they help 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

Marks will be based on the same criteria and will incorporate judges' feedback.

4.2.8 4-Page 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, each group must
1. Submit the assignment via TurnItIn within moodle 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. 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:
   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 of the first page)

Teams are strongly encouraged to start work on this assignment early and e-mail a draft 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 and evidence 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).

4.2.9 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 each student it. 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

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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. Vice-versa, you also have a moral responsibility to reward outstanding contributions.

The incentive alignment mechanism will be peer evaluations. Using the WebPA peer evaluation tool (in moodle), 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.

Experimental in 2017: Qualitative feedback from you will include comments to me and (optional) comments you wish to share (anonymously) to the person you are reviewing. The feedback to me will remain completely confidential. The optional anonymous feedback may be shared upon request and contingent on the quantity and content of the remarks.

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.

There are two rounds of Peer evaluations. Each is due **one hour after (i)** the 4.2.6 Web site, Explainer video and hypotheses are due and after (ii) the 4.2.8 4-Page Written Business Description is due. The WebPA assessments can be accessed via the LMS. I will aim to set-up them up ~1 week before they are due. Failure to submit results in a 2.5% penalty per round.

Experimental in 2017: If the adjustment factors are equal or relatively spread around (generally. 0.85 to 1.15) then I will accept them as is. But, if there is evidence of unnecessarily harsh critiques of under-performers, then the rest of the team's adjustment factors will be capped at 1.05.

4.2.10 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, Tech23, hackathons, 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 (max 1 page) 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.

4.2.11 Late Submission

Late submissions will **not** be accepted, except as specified above or 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, 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 Business School 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 Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

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5 COURSE RESOURCES

The required textbook for this course is:
   1. Reis, E., 2011. The Lean Startup. Crown Business.

The book is available in the UNSW Library (free), UNSW Bookshop (~$30-45), amazon.com (US $20), kindle (~$10), and Dymocks (~$30).

Learning Management System (LMS):
Moodle will be the first point of online access to the course and may host some assignments above. This semester, I am experimenting with OpenLearning as an LMS

and aim to host as much as possible there. The appropriate OpenLearning course can be accessed via Single-Sign-On within moodle or in a separate login and window.
https://moodle.telt.unsw.edu.au/
https://www.openlearning.com/unsw/courses/MGMT2010-2013S2 (TBC)

To improve interaction among students we will continue using facebook:
URL: https://www.facebook.com/groups/1457187817843473

This facebook group includes over 350 alumni from past cohorts, many of whom are interested in watching and encouraging your progress.

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 myExperience 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 myExperienceI 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 (Tentative)

In progress. See below.

Course materials will evolve on an ongoing basis as new teaching, research and media content emerges and guest speakers schedules permit.

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Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
1	Tue	**REQUIRED**: **The lean method** 1. Course outline 2. VIDEO: The Lean Startup http://stanford.io/2agKUAa (4:28) 3. Reis E. (2011) Introduction and Chapter 1 4. Blank, S. (2013) "Why the lean start-up changes everything" Harvard Business Review 5. Sarasvathy, S. (2001) "What Makes Entrepreneurs Entrepreneurial?" http://bit.ly/1gkyUvn **Recommended** 6. http://wrd.cm/LRyGki Wired (2011) "Y Combinator Is Boot Camp for Startups" 7. Wadwha (2010) http://tcrn.ch/1bR1Rhx (can entrepreneurship be taught?) 8. Bliemel (2014) Getting out of the classroom 9. Kander (2014) All in Startup (story version of Lean Canvas, high-school level reading) 10. Video (2012) Startup Kids (movie)	**REQUIRED** 11. Mintzberg, H. (1973) "Strategy-making in three modes" CMR http://bit.ly/1djmcgk **Recommended** 12. Isenberg, D. (2010) "The big idea: How to start an entrepreneurial revolution" Harvard Business Review 13. The Economist (2014) "A critical comment on The Economist's special report on tech startups" http://econ.st/1m17vEd 14. The Economist (2015) "Y Combinator, the X Factor of tech" http://econ.st/23SMbEn	Pre-session: 15. Demo RAT (no grades) In-session 16. Review student expectations 17. Review course design / outline 18. Generate ideas (random)

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities

2	Tue	**REQUIRED**: **Definition, differentiation and value**
		19. VIDEO: Pains and Value Propositions http://stanford.io/2aJKt2c (4:28)
		20. Reis E. (2011) Ch 2 (**Define**)
		21. Kim & Mauborgne (2005) "Blue Ocean Strategy: From Theory to Practice" California Management Review http://bit.ly/2apM0vF
		
		Highly Recommended
		22. Business Model Generation (2009) http://bit.ly/1eutgmG + Video: http://bit.ly/1fgEgGs (2min) or http://bit.ly//U1Op4w (6-part mini series)
		23. Value Proposition Design (2014) https://strategyzer.com/value-proposition-design
		
		Recommended
		24. http://bit.ly/1h7jZlo (Top 10 business models in 2010)
		25. http://bit.ly/1bh01WV (Business model canvas poster)
		26. http://bit.ly/1h7lzdb (Ash Maurya's Lean Canvas book)
		27. http://pollenizer.com/tools (Pollenizer's Lean Dashboard)
		28. http://slidesha.re/1bI4U8n (Pollenizer's Universal pitch deck)
			REQUIRED
			29. Christensen et al. (2002) "Foundations for growth" MIT Sloan Management Review http://bit.ly/MbjPC1
			
			Recommended
			30. https://hbr.org/2015/12/what-is-disruptive-innovation
			31. Boardman Vining (1996) "Defining your business using product-customer matrices" http://bit.ly/1nFzXHt
				DUE:
				32. Interview an entrepreneur (4.2.2)
				33. RAT (4.2.1)
				
				In session:
				34. Interviews:
				  • Review general reflections of having interviewed an entrepreneur
				35. Content refresher
				36. Free support @ UNSW Innovations [TBC]
				37. Learn about the ecosystem by profiling an organization that supports startups (in teams of 2-3)
				  • Select from http://www.startrail2015.com/
				  • Identify its unique selling proposition (USP)
				  • Pitch their business model to class

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
3	Tue	**REQUIRED**: **Trial and error** 38. VIDEO: Why startups fail http://bit.ly/1blAaj3 (13min) 39. Reis E. (2011) Ch 3 (**Learning** [emergent strategy]) 40. Reis E. (2011) Ch 4 (**Experiment**) 41. Shane (2003) "The Individual-Opportunity Nexus" http://bit.ly/1bIemIV (book review only!) **Recommended** 42. http://gtnr.it/19ZN5pO (Gartner's Hype Cycles) 43. http://bit.ly/LANNyv (CB Insights on Post-mortems) 44. StartupAus (2015) Crossroads report 45. KPCB internet trends	**Recommended** 46. Wilson, K., Doz, Y. (2011) "Agile Innovation: A Footprint Balancing Distance And Immersion" California Management Review http://bit.ly/1djdMFG 47. Franco, M., Haase, H. (2010) "Failure factors …" IEMJ http://bit.ly/1dHeGY5	DUE 48. Form teams: http://bit.ly/1nrzxnN or http://bit.ly/1ePArv1 (4.2.3) 49. RAT (4.2.1) In session: 50. Form teams (identify gaps or be a free agent) 51. Guest – VISIT MCIC (TBC) 52. Finalize teams. Did you agree to your own version of: http://bit.ly/1nrzxnN or http://bit.ly/1ePArv1 (4.2.3, worth 5%, due Week 3) 53. Demo pitch Homework for next session: 54. Generate 1st Canvas (4.2.4, worth 10%, distributed over Weeks 4-12) 55. Find and engage mentors: See "Mentor Guidelines" pdf at http://bit.ly/1aQjTSB (4.2.5, worth 5%, due Week 4)

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
4	Tue	**REQUIRED**: **Design Thinking** 56. VIDEO: IDEO on ABC http://bit.ly/1lOqPlY (8:12) 57. Helsinki Design Lab (2012) "Creative Collaborations" http://bit.ly/1iaOsnC 58. IDEO (2008) Design Thinking Harvard Business Review **Recommended** 59. WDS Service Design Handbook (see pdf in moodle) 60. Innovation by design http://bit.ly/1TRu5xY	61. None	DUE: 62. Find and engage mentors: See "Mentor Guidelines" pdf in moodle (4.2.4) 63. Hypothesis testing (4.2.5) 64. RAT (4.2.1) In session: 65. Quick canvas pitches (all teams) 66. Review feedback fast pitch 67. Design Thinking w/ Guest – TBC 68. Personas: http://www.servicedesigntools.org/tools/40 69. Journeys: http://www.servicedesigntools.org/tools/8 Planning ahead: 70. Experiment with your homepage and video (due Week 7) (aka http://ycombinator.com/video.html) (due Week 7)
5	Tue	**REQUIRED**: **Evidence-based iteration & metrics** 71. VIDEO: Building the MVP http://stanford.io/2aJK7Zr (3:25) 72. Reis E. (2011) Ch 5-7 (Build-Measure-Learn; Leap/Test/Measure) **Recommended** 73. #HTSAS on growth http://bit.ly/1vgOrCj 74. Blog post re: Collins "Great by Choice" http://bit.ly/1j2jNqU (bullets → cannon balls) 75. http://bit.ly/1ejVaai (McLure: Startup metrics for Pirates)	**REQUIRED** 76. None	DUE: 77. Business canvas (4.2.5) 78. RAT (4.2.1) In session: 79. Quick canvas pitches (all teams) 80. Review feedback fast pitch 81. Guest – TBC 82. Generate testable hypotheses (incl. metrics) 83. Work on webpage, wireframes, prototypes 84. Show work in progress to other team (as a hypothetical potential customer) 85. Google workshop – w/ TBD • Pages (plus) • Analytics • Adwords

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
6	Tue	**REQUIRED**: <u>**Financials**</u> 86. VIDEO: No patience for profitability http://stanford.io/2awphAi (2:01) 87. SEC (2007) Beginners' guide to financial statements http://1.usa.gov/1nSyXVW 88. For Entrepreneurs blog post (especially regarding CAC, ARPA, LTV, Churn) http://bit.ly/1eWte8N **Highly recommended** 89. Financial model template (xlsx in moodle) **Recommended** 90. http://slidesha.re/MKCC74 (MARS slides) 91. http://bit.ly/1j2IzHr (MARS workbooks)	**REQUIRED** 92. None	DUE: 93. Hypothesis testing (4.2.5) 94. RAT (4.2.1) In session: 95. Quick canvas pitches (all teams) 96. Review feedback fast pitch 97. Demo of web analytics 98. Demo of financial modelling
6	Fri			DUE: Videos, Web Sites & description of tests / hypotheses (4.2.6)
7	Tue	**REQUIRED**: **Valuations & funding sources** 99. VIDEO: Lean VC http://stanford.io/1jwo7C4 (2:12) 100. Reis E. (2011) Ch 8 (**Pivot**) 101. Mulcahy, D. (2013). 6 Myths About Venture Capitalists. Harvard Business Review, 91(5), 80-83. **Recommended** 102. AVCAL (2006) Valuation Guidelines http://bit.ly/1h31e7m 103. Artesian (2012) The future of VC in Aus http://slidesha.re/1q7XbqW	**REQUIRED** 104. Mason & Botelho (2014) The 2014 survey of business angel investing in the UK http://www.gla.ac.uk/media/media_362647_en.pdf **Recommended** 105. Maxwell, Jeffrey & Levesque (2011) "Business angel early stage decision making" http://bit.ly/1oDGdFo	DUE: 106. Hypothesis testing (4.2.5) 107. RAT (4.2.1) In session: 108. Quick canvas pitches (all teams) 109. Review feedback fast pitch 110. Estimate valuation & capital requirements 111. Seed fund simulator 112. Guest – TBC
7	Fri			DUE: Videos, Web Sites & description of tests / hypotheses (4.2.6) DUE: WebPA (4.2.9)

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
-		===== Mid-semester break =====	===== Mid-semester break =====	
8	Tue	**REQUIRED**: **Growth** 113. Reis E. (2011) Ch 9-11 (Accelerate; Batch, Grow, Adapt) **Recommended** 114. Shim Bliemel (2013) How Can We Predict the Performance of Small Firms' Online Advertising? An Agent-Based Modelling & Simulation Approach 115. WSJ 1998 Tuning In	**REQUIRED** 116. Davila et al. (2010) "Building Sustainable High-Growth Startup Companies" California Management Review	DUE: 117. Hypothesis testing (4.2.5) 118. RAT (4.2.1) In session: 119. Quick canvas pitches (all teams) 120. Review feedback fast pitch 121. Diffusion & virality
9	Tue	**REQUIRED**: **IP**: patents, agreements, partnering, term sheets 122. VIDEO: http://bit.ly/1iT3Kcf (3:16) IP overview 123. VIDEO: http://stanford.io/1jtrQPn Protecting IP (3:08) 124. (2013) "8 Intellectual property items every startup needs" http://bit.ly/SqwWme **Recommended** 125. See "legal docs.zip" file in moodle. 126. Miller (2007) Lifecycle of a Technology Company http://bit.ly/1iOqWyn	127. None	DUE: 128. Hypothesis testing (4.2.5) 129. RAT (4.2.1) In session: 130. Quick canvas pitches (all teams) 131. Review feedback fast pitch 132. IP agreements. Which apply? 133. Search for patents 134. Search for trademarks

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
10	Tue	**REQUIRED**: <u>Corporate innovation</u> 135. Reis E. (2011) Ch 12: Innovate 136. Hamel (2011) 'First, Let's Fire All the Managers' HBR http://bit.ly/1fZfNKw 137. Gulati DeSantola Howard (2016) 'Start-Ups That Last' HBR **Recommended** 138. VIDEO: http://www.youtube.com/watch?v=YKV3rhzvaC8 TEDx (17:32) 139. Valve Employee Handbook; e.g, via http://www.wired.com/2013/07/wireduk-valve-jeri-ellsworth/ 140. Lehmann et al (2013) Corporate Accelerators: Characteristics and Motives	**REQUIRED** 141. Salter et al (2014) 'Coping with Open Innovation' CMR http://bit.ly/1gaH11g	DUE: 142. Hypothesis testing (4.2.5) 143. RAT (4.2.1) In session: 144. Quick canvas pitches (all teams) 145. Review feedback fast pitch 146. Debate anarchy vs structure 147. Work in teams
11	Tue	**REQUIRED**: Recruiting (vs. temp'ing, internships & outsourcing) 148. VIDEO: http://bit.ly/1iaUgO2 (Behind the scenes at FailBlog) 149. Leung et al (2006) The use of networks in HR acquisition JBV **Recommended** 150. Recruiting a co-founder (UNSW EntSoc): https://www.facebook.com/groups/unsw.entsoc/10152337755448716/ 151. Economist (2015) http://www.economist.com/blogs/freeexchange/2015/10/gig-economy	Recommended 152. Cardon Stevens (2004) Managing HR in SMEs HRM Review	DUE: 153. Hypothesis testing (4.2.5) 154. RAT (4.2.1) In session: 155. Quick canvas pitches (all teams) 156. Work in teams 157. Pitching skills development
12	Tue	**REQUIRED** 158. Elsbach, K. (2003) How to Pitch a Brilliant Idea Harvard Business Review	159. None	DEMO DAY!! (4.2.7) Live pitches Tradeshow booths

Wk	Day	Readings for MGMT2010 + 5611	Additional materials for MGMT5611 only	In session activities
12	Fri			DUE: 4-pager summaries (4.2.8) DUE: WebPA (4.2.9)

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School 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 Business School 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.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: **Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style   and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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 the ethical, social, cultural and environmental implications of business practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

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9   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: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the *Business School Harvard Referencing Guide,* see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html

10 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.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program.

10.1 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 **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 on expected workload: https://student.unsw.edu.au/uoc

10.2 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. For more information, see: https://student.unsw.edu.au/attendance

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10.3 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://student.unsw.edu.au/conduct

10.4 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://safety.unsw.edu.au/.

10.5 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.

11 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.

Business School 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:

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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 in undergraduate courses:

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 Business School's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf..

12 STUDENT RESOURCES AND SUPPORT

UNSW and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business School students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.
- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle; Phone: 9385 3189.
- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
  Provides 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:** Provides technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
  Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
- **UNSW Counselling and Psychological Services**
  http://www.counselling.unsw.edu.au Provides 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, East Wing, Quadrangle Building; Phone: 9385 5418.
- **Student Equity & Disabilities Unit** http://www.studentequity.unsw.edu.au
  Provides 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; Phone: 9385 4734; Email: seadu@unsw.edu.au

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