School of Management

MGMT2010
Innovation & Entrepreneurship:
Principles and Practices

Course Outline
Semester 2, 2017

Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:
- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:
https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies

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COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Position	Name	Email	Room
Lecturer-in-charge	Shanie Atkinson	s.atkinson@unsw.edu.au	Level 5, Business School
Lecturer	Matt Dallas	m.dallas@unsw.edu.au	Level 5, Business School

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 2 (to Week 13): Time and Location:

- Tues 14:00 - 17:00 at UNSW Business School, G21

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 firms in 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.

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 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').

For more information on Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage available at https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies

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 developed 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

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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, social and environmental 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 to 'get' what it's like to *be* an entrepreneur and to 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 through application, to internalize 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, videos, podcasts and other required activities 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?: https://www.youtube.com/watch?v=HyJ81FB_wAI
- What the flip!: 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

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 moodle, ~10 minutes	Week 3-12 (at the beginning of each session)
4.2.2 Interview an entrepreneur	Vicarious learning + seeding for 4.2.5	Present insights and reflections in class	Week 3 (before session)
4.2.3 Form teams	Required	Individual by email, ~1 minute	Week 4 (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 5 (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 5-12 (in session)
4.2.6a Website, explainer video and hypotheses test/design	Peer review, chance to upgrade 4.2.6b	Team, via Turnitin + in session ~20-30 minutes	End of Week 8
4.2.6b Website, explainer video and hypotheses test/design	25%	Team, via Turnitin (<10 pages/screens, 90s video, 1 page of design notes)	End of Week 9
4.2.7 Live Pitch	25%	Team, live + Q&A in session, 3-minutes	Week 13 (in session)
4.2.8 Written Business Description	20%	Team, via Turnitin, 4 pages	End of Week 13
4.2.9 Peer evaluation (2x!)	Variable[1]	Individual, via WebPA, ~5 minutes	End of Weeks 9 and 13
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%)

Weekly online Readiness Assurance Tests (RAT) assess whether you have prepared for each session. Assessable RATs are required to be completed at the beginning of session in weeks 3 – 12, each RAT will have 3 questions related to the session required materials. The RAT's will be administered online in moodle (see section 5 for moodle access details). All RATs will open at 2.05pm and close at 2.15pm on the day of each session. Once started, they will time-out after 6 minutes. RATs may only be attempted once. **Please bring your device (laptop, tablet or other device able to**

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access moodle) to class to complete the RAT quiz. If you are unable to attend class please complete the quiz on moodle between 2.05pm and 2.15pm on the day of the class.

To try a RAT without consequences, a demo RAT is available anytime in Week 1, which won't close until Week 2. Marks for the Week 1 RAT will not be counted. Please complete this RAT prior to our first class in week 2.

The combination of all ten RATs will be worth 30% of your final mark. Each RAT from week 3 onwards is worth 3 marks.

4.2.2 Interview an entrepreneur (not marked)

By the beginning of class in Week 3, 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 entrepreneurs' motivations 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 moodle in Week 2) 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:
1. Process: A sentence about what you learned about the *process* by which you found someone to interview
2. Three key lessons: A list of the top 3 lessons you learned from the entrepreneur
3. Notes: A maximum of 1 page of notes from the interview

Be ready to present and discuss your insights and reflections to a group in class in Week 3. This activity is not marked, however, the experience will provide eye-opening learning opportunities about what entrepreneurship is (c.f. the headlines you might see in the media) and this activity will better prepare you for 4.2.4.

Outcomes of this assessment will be discussed in class.

4.2.3 Forming a Team (not marked)

By the end of Week 4's session, students must form inter-disciplinary **teams** of 4-6 students 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 the lecturer-in-charge an email by the end of class in week 4 that confirms:

1. the details of all students in the group (name, Z-id, email, mobile no.)
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 the lecturer-in-charge a copy of your team contract. However, doing so helps make the contract 'real' by socially committing to it.

4.2.4 Finding and Interviewing a Mentor (not marked)

By the beginning of Week 5'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 your 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 the lecturer-in-charge an email by the end of session in Week 5 that confirms:
1. the name, email, phone number of the mentor
2. a short bio or a URL to their LinkedIn page or other profile
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.

The Lecturer-in-charge may contact the mentors to confirm their interest.

Completion of this activity is not marked. However, 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)

Each week from Week 5 of the course you will be working in groups to develop a viable new business as required in 4.2.7 and 4.2.8. Business canvas updates will occur at the beginning of each session, starting with in Week 5. 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 in class.

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

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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 8 and again at the end of Week 9. 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 website. Services used to create websites 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 will be provided on moodle. 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.

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 8 (Fri 5pm), and the second round at the end of Week 9 (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 9. These peer-reviews are intended to help you improve your second round submission, which will be marked 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 through which you aim to test your business hypotheses
- A summary of your hypotheses with respect to the site, following the template and rubric in moodle (similar to 4.2.5)
- Include the URL to your site on the hypothesis summary page

Submit the pdf via moodle (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.

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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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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 the lecturer-in-charge any slides by <u>5pm the day before</u> 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 13 (See Course Schedule at the end of this outline for specific dates).

Each final description must meet these criteria:
1. at least 2, and no more than 4 pages long; **no** cover page or table of 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

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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. 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 is. Effective teams surface more observations, ideas, and tactics than ineffective teams. Therefore, team organization should be a serious priority. In order for a team to do well, each member must be actively involved in the assignments. Failure to actively participate cheats both you and your other team members. Thus, there is little tolerance for free riding. It is primarily **your** responsibility to eliminate free riding. 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.

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 moodle. 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.

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, Peter Farrell Cup, 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 approval from the Lecture-in-charge **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 approval by the lecturer-in-charge (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 and will not be tolerated.

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

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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 other bookshops.

The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

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 survey. 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 myExperience survey (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

This course schedule may change depending on availability of guest speakers and as content emerges.

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
1 24 July	Tue	**REQUIRED**: <u>**The lean method**</u> 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. 2017_s2_Part A_Business_Course-Outline MGMT2010.docxhttp://wrd.cm/LRyGki Wired (2011) "Y Combinator Is Boot Camp for Startups" 7. Wadwha (2010) http://tcrn.ch/1bR1Rhx (can entrepreneurship be taught?) 8. Wall Street Journal, Can Entrepreneurship Be Taught? (2012) https://www.wsj.com/articles/can-entrepreneurship-be-taught-1377535309 9. Bliemel (2014) Getting out of the classroom 10. Kander (2014) All in Startup (story version of Lean Canvas, high-school level reading) 11. Video (2012) Startup Kids (movie)	12. Demo RAT (no grades) - this demo will close at the beginning of session in week 2. There is no session (or class) this week. Face-to-face sessions begin in week 2.

Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
2 31 July	Tue	**REQUIRED**: <u>**Definition, differentiation and value**</u> 13. Reis E. (2011) Ch 2 (**Define**) 14. Kim & Mauborgne (2005) "Blue Ocean Strategy: From Theory to Practice" California Management Review http://bit.ly/2apM0vF 15. VIDEO: watch all 6 parts http://bit.ly//U1Op4w (6-part mini series) 16. VIDEO: Customer Value Proposition Design https://www.youtube.com/watch?v=aN36EcTE54Q 17. VIDEO: Pains and Value Propositions http://ecorner.stanford.edu/videos/2880/Mapping-Customer-Pains-to-Value-Proposition 18. http://bit.ly/1bh01WV (Business model canvas poster) 19. Social Entrepreneurship: TBA **Highly Recommended** 20. Business Model Generation (2009) http://bit.ly/1eutgmG 21. Video: http://bit.ly/1fgEgGs (2min) 22. Value Proposition Design (2014) https://strategyzer.com/value-proposition-design **Recommended** 23. Top 10 business models in 2010 http://bit.ly/1h7jZlo 24. http://bit.ly/1h7lzdb (Ash Maurya's Lean Canvas book) 25. http://pollenizer.com/tools (Pollenizer's Lean Dashboard) 26. http://slidesha.re/1bl4U8n (Pollenizer's Universal pitch deck)	Pre-session: 27. RAT (complete W1 RAT before session in week 2) In-session: Our first session together! 28. Review student expectations 29. Review course design / outline 30. Generate ideas (random) 31. Post-session: Interview an entrepreneur (4.2.2) and be ready to present to a group your insights and reflections on the interview in class in week 3

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
3 7 Aug	Tue	**REQUIRED**: **Trial and error** 32. VIDEO: Why startups fail http://bit.ly/1blAaj3 (13min) 33. Reis E. (2011) Ch 3 (**Learning** [emergent strategy]) 34. Reis E. (2011) Ch 4 (**Experiment**) 35. Shane (2003) "The Individual-Opportunity Nexus" http://bit.ly/1bIemIV (download the article from the library – this is a book <u>review</u> only!) **Recommended** 36. 2017_s2_Part A_Business_Course-Outline MGMT2010.docxhttp://gtnr.it/19ZN5pO (Gartner's Hype Cycles) 37. http://bit.ly/LANNyv (CB Insights on Post-mortems) 38. StartupAus (2015) Crossroads report 39. KPCB internet trends	DUE: 40. Interview an entrepreneur (4.2.2) and be ready to present to a group your insights and reflections on the interview to a group in class in week 3 41. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 42. Interviews: • Be ready to present general reflections of having interviewed an entrepreneur 43. Content refresher 44. Overview of social entrepreneurship

Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
4 14 Aug	Tue	**REQUIRED**: **Design Thinking** 45. VIDEO: IDEO on ABC http://bit.ly/1lOqPlY (8:12) 46. Helsinki Design Lab (2012) "Creative Collaborations" http://bit.ly/1iaOsnC 47. Tim Brown IDEO (2008) Design Thinking Harvard Business Review **Recommended** 48. WDS Service Design Handbook (see pdf in moodle) 49. Innovation by design http://bit.ly/1TRu5xY	DUE 50. Form teams: http://bit.ly/1nrzxnN or http://bit.ly/1ePArv1 (4.2.3) 51. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 52. Pitch business ideas 53. Form teams 54. Finalize teams. Did you agree to your own version of: http://bit.ly/1nrzxnN or Startup camp Business Formation Agreement in moodle (4.2.3) 55. Team work: • Agree initial business idea • Create a plan for your work through to week 13 Demo Day Homework for next session: 56. Generate 1st Canvas (4.2.4, worth 10%, distributed over Weeks 4-12) 57. Find and engage mentors: See "Mentor Guidelines" pdf at http://bit.ly/1aQjTSB (4.2.5, to be completed by Week 5)

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
5 21 Aug	Tue	**REQUIRED**: **Evidence-based iteration & metrics** 58. VIDEO: Building the MVP http://stanford.io/2aJK7Zr (3:25) 59. Reis E. (2011) Ch 5-7 (Build-Measure-Learn; Leap/Test/Measure) **Recommended** 60. #HTSAS on growth http://bit.ly/1vgOrCj 61. Blog post re: Collins "Great by Choice" http://bit.ly/1j2jNqU (bullets → cannon balls) 62. http://bit.ly/1ejVaai (McLure: Startup metrics for Pirates)	DUE: 63. Find and engage mentors: See "Mentor Guidelines" pdf in moodle (4.2.4) 64. Hypothesis testing (4.2.5) 65. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 66. Quick canvas pitches (all teams) 67. Review feedback fast pitch 68. Design Thinking 69. Personas: http://www.servicedesigntools.org/tools/40 70. Journeys: http://www.servicedesigntools.org/tools/8 Planning ahead: Experiment with your homepage and video (due end Week 8) (http://ycombinator.com/video.html)

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
6 28 Aug	Tue	**REQUIRED**: <u>Financials</u> 71. VIDEO: No patience for profitability http://stanford.io/2awphAi (2:01) 72. SEC (2007) Beginners' guide to financial statements http://1.usa.gov/1nSyXVW 73. For Entrepreneurs blog post (especially regarding CAC, ARPA, LTV, Churn) http://bit.ly/1eWte8N **Highly recommended** 74. Financial model template (xlsx in moodle) **Recommended** 75. http://slidesha.re/MKCC74 (MARS slides) 76. http://bit.ly/1j2lzHr (MARS workbooks)	DUE: 77. Business canvas (4.2.5) 78. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 79. Quick canvas pitches (all teams) 80. Review feedback fast pitch 81. Generate testable hypotheses (incl. metrics) 82. Work on webpage, wireframes, prototypes 83. Show work in progress to other team (as a hypothetical potential customer) Continue planning ahead : Experiment with your homepage and video (due end Week 8) (http://ycombinator.com/video.html)
7 4 Sep	Tue	**REQUIRED**: **Valuations & funding sources** 84. VIDEO: Lean VC http://stanford.io/1jwo7C4 (2:12) 85. Reis E. (2011) Ch 8 (**Pivot**) 86. Mulcahy, D. (2013). 6 Myths About Venture Capitalists. Harvard Business Review, 91(5), 80-83. **Recommended** 87. AVCAL (2006) Valuation Guidelines http://bit.ly/1h31e7m 88. Artesian (2012) The future of VC in Aus http://slidesha.re/1q7XbqW	DUE: 89. Hypothesis testing (4.2.5) 90. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 91. Quick canvas pitches (all teams) 92. Review feedback fast pitch 93. Startup and Funding simulation 94. Generate testable hypotheses (incl. metrics) 95. Work on webpage, wireframes, prototypes 96. Show work in progress to other team (as a hypothetical potential customer)

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
8 11 Sep	Tue	**REQUIRED**: <u>Growth</u> 97. Reis E. (2011) Ch 9-11 (Accelerate; Batch, Grow, Adapt) **Recommended** 98. Shim Bliemel (2013) How Can We Predict the Performance of Small Firms' Online Advertising? An Agent-Based Modelling & Simulation Approach 99. WSJ 1998 Tuning In	100. Hypothesis testing (4.2.5) 101. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 102. Quick canvas pitches (all teams) 103. Review feedback fast pitch 104. Estimate valuation & capital requirements DUE FRIDAY: Web Sites (4.2.6)
9 18 Sep	Tue	**REQUIRED**: **IP**: patents, agreements, partnering, term sheets 105.　VIDEO: http://bit.ly/1iT3Kcf (3:16) IP overview 106.　VIDEO: http://stanford.io/1jtrQPn Protecting IP (3:08) 107.　Business Insider (2013) "8 Intellectual property items every startup needs" http://www.businessinsider.com/8-intellectual-property-items-every-startup-needs-2013-10/?r=AU&IR=T **Recommended** 108.　See "legal docs.zip" file in moodle. 109.　Miller (2007) Lifecycle of a Technology Company http://bit.ly/1iOqWyn	DUE: 110. Hypothesis testing (4.2.5) 111. RAT (4.2.1) In session: 112. Quick canvas pitches (all teams) 113. Review feedback fast pitch 114. IP agreements. Which apply? 115. Search for patents 116. Search for trademarks DUE FRIDAY: Videos, Web Sites & description of tests / hypotheses (4.2.6)
25 Sep		**Mid-semester break: 23 September – 2 October inclusive (2 Oct = Labour Day Public Holiday)**	

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
10 3 Oct	Tue	**REQUIRED**: <u>Corporate entrepreneurship and types of innovation</u> 117. Reis E. (2011) Ch 12: Innovate 118. Hamel (2011) 'First, Let's Fire All the Managers' HBR http://bit.ly/1fZfNKw 119. Gulati DeSantola Howard (2016) 'Start-Ups That Last' HBR **Recommended** 120. VIDEO: http://www.youtube.com/watch?v=YKV3rhzvaC8 TEDx (17:32) 121. Valve Employee Handbook; e.g, via http://www.wired.com/2013/07/wireduk-valve-jeri-ellsworth/ 122. Lehmann et al (2013) Corporate Accelerators: Characteristics and Motives	DUE: 123. Hypothesis testing (4.2.5) 124. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 125. Quick canvas pitches (all teams) 126. Review feedback fast pitch 127. Discussion on corporate entrepreneurship and innovation DUE: Videos, Web Sites & description of tests / hypotheses (4.2.6) DUE FRIDAY: WebPA (4.2.9)
11 9 Oct	Tue	**REQUIRED**: Recruiting (vs. temp'ing, internships & outsourcing) 128. VIDEO: http://bit.ly/1iaUgO2 (Behind the scenes at FailBlog) 129. Leung et al (2006) The use of networks in HR acquisition JBV **Recommended** 130. Recruiting a co-founder (UNSW EntSoc): https://www.facebook.com/groups/unsw.entsoc/10152337755448716/ 131. Economist (2015) http://www.economist.com/blogs/freeexchange/2015/10/gig-economy	DUE: 132. Hypothesis testing (4.2.5) 133. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 134. Quick canvas pitches (all teams) 135. Review feedback fast pitch 136. Work in teams

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Wk	Day	Readings for the week to be completed prior to the session in the following week	Activities
12 16 Oct	Tue	There is no additional material this week – prepare for DEMO DAY!	DUE: 137. Hypothesis testing (4.2.5) 138. RAT (4.2.1) to be completed between 2.05pm and 2.15pm on day of session In session: 139. Quick canvas pitches (all teams) 140. Work in teams to prepare for Demo Day
13 23 Oct	Tue		DEMO DAY!! (4.2.7) Live pitches Tradeshow booths
13	Fri		DUE: 4-pager summaries (4.2.8) DUE: WebPA (4.2.9)

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