

BMA204  
Foundations of Entrepreneurship

*Semester 1, 2009*

This unit will be offered in:

**Hobart**

The lecturing team responsible will be:

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<http://www.utas.edu.au/mgmt/student.htm>

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## Introduction to the Unit

Entrepreneurship is a way of looking at business that is focused on opportunities, creativity and innovation. It is also about having a passion for doing the things that are important to you, be they related to business or not. It is about challenge and persistence. It is about the development of an enterprising mindset, from which you can create the opportunities for your satisfaction. *To successfully complete this unit, you will be required to make a contribution (both intellectually and emotionally) that may be higher than you have previously made in your past studies.*

Entrepreneurship is not for the faint-hearted, the timid, those who cannot cope with ambiguity or those who want black and white answers. It is for individuals who are self-motivated, resourceful and persistent. It is for those who have a sense of humour, who have a passion for implementing new ideas, who can learn from failure and bounce back from it, and who are willing to take calculated risks in their entrepreneurial endeavours. In short, it is a process of self-discovery.

## Partnership

The University and the Tasmanian State Government entered into a Partnership Agreement in November 2000 that acknowledged ‘the important role which higher education plays in the social and economic development of the Tasmanian community.’ The Entrepreneurship major is a tangible result of this partnership, and the University acknowledges the support of the Tasmanian State Government, through the Department of Economic Development, in its introduction.

## Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## Learning Outcomes

On completion of this unit, you should be able to:

- Demonstrate a good understanding of theory related to the process, context, and outcomes associated with entrepreneurship in practice in a logical and coherent manner.
- Demonstrate a good understanding of theory related to the generic evolutionary process of variation, selection, and retention as it applies to entrepreneurship in a logical and coherent manner.
- Demonstrate a good understanding of theory related to the process of adaptation and selection as mediated by learning and legitimacy in practice in a logical and coherent manner.
- Express how well you as an individual are suited to the process of new enterprise.
- Reflect upon your capacity to absorb failure within your everyday life.

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

- **Knowledge** related to entrepreneurship and most importantly, yourself, will be developed through a student-centred process that requires students to manage and reflect upon your own learning, assist in the development and application of knowledge within a team and workshop environment. This will be assessed through both the external and internal peer evaluation conducted during each workshop, case study discussions, and the entries in your reflection journal.
- **Communication Skills** will be developed across a range of media, including oral, verbal, written, visual that depend upon your ability to listen, understand, and empathise with members of your group, and/or workshops. This will be assessed across workshop presentations, workshop games, case study discussion, submitted written work and your reflection journal.
- **Problem-Solving Skills** will be developed by applying your initiative, creativity and planning, and organising abilities to ensure you assist in the development of a range of strategies and solutions to the tasks you encounter. This will be assessed across workshop presentations, case study discussion, workshop games and your reflection journal.
- An awareness of **global perspectives** and issues of **social responsibility** related to the process of entrepreneurship will be developed during discussion in workshops and within the assignments.

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## Prerequisites

None specified.

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## Texts

### Prescribed Texts

Several key readings will be provided to you during the course of the semester.

### School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Selected References

Aldrich, H.E. 1999. *Organizations evolving*. London: Sage Publications.

Aldrich, H.E. & Baker, T. 2001. Learning and legitimacy. In C.B. Schoonhoven & E. Romanelli (Eds.), *The entrepreneurship dynamic*: 207–235. California: Stanford University Press.

Bruyat, C. & Julien, P. 2000. Defining the field of research in entrepreneurship. *Journal of Business Venturing*, 16: 165–180.

Jones, C. 2005. Creating employability skills in SMEs: Modification through interaction. *Industry & Higher Education*, 19 (1): 25–34.

Kim, P.H., Aldrich, H.E. & Keister, L.A. 2003. *If I were rich? The impact of financial and human capital on becoming a nascent entrepreneur*. Download at: <http://www.unc.edu/~healdric/Workpapers/WP147.pdf>

Klepper, S. 2001. Employee startups in high-tech industries, *Industrial and Corporate Change*, 10: 639–674.

### Useful Websites

<http://etss.net/index.php/weblog/news/>

<http://eventuring.kauffman.org/>

<http://www.gemconsortium.org/>

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## Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See *Learning Online* <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

### Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length #
<b>Coursework</b>		<b>Week</b>	
Reflection Journal	5	1 & 13	Maximum 1 A4 page each
Workshop Presentations	10	5, 7, 9 & 11	Maximum four (4) minutes
Group Sense Making	20	5, 8 & 11	
Workshop Games	10	9, 10, 11, 12 & 13	
Case Study Discussion	10	5, 7, 9 & 11	
Creativity Challenge	10	8 and 13	Maximum of three (3) minutes
Individual Assignment	10	8 May	1200 to 1500 words
<b>Examination</b>	25	Exam Period	2 hours
Total Marks	100		

**#Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

### Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

### Examination

#### *Format*

The two-hour final examination will contain two questions. The first based on the 'empty' case format as used in workshops 5, 7, 9 & 11. The second will require you to reflect on *your* learning throughout the semester.

#### *Scheduled date and place*

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### ***Supplementary Examination***

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

### **Special Consideration and Student Difficulties**

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## **Submission of Coursework**

### **Lodging Coursework**

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box at room 316, Commerce & Economics Building.

*Launceston students:* Lodge in assignment box beside room A170.

**All coursework must be handed in at 2.00 pm on the due date.**

## **Late Coursework**

### ***Written Work***

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

### ***Tests***

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of

Student Discipline—Part 3 Academic Misconduct, see  
<http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:  
[http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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## Mixed-Mode Learning

The teaching strategy for this unit is based on a model called *student-centred learning* in which you have a great deal of autonomy and control over how you learn, when you learn and where you learn. An important implication of student-centred learning, however, is that you will need to assume a tremendous amount of personal responsibility for your own learning experience. This approach to learning will probably differ from your experiences in other university subjects.

The process of learning in this unit is not a passive experience. It includes collaborative activities, goal-driven tasks, intellectual discovery, activities that heighten thinking and activities that provide practice in learning skills. A combination of new technology and traditional resources is used to provide you with a rich variety of learning experiences. **Success in this unit is ultimately dependent on your personal contribution as an active participant in the learning process.** This is not a unit that you can succeed in easily by not attending the scheduled workshops and working in with your group.

The unit consists of equal proportions of individual and group preparation and workshops. We shall also use MyLO as a means of distributing information, providing group discussion boards and an area for your personal 'group sense making' postings. The purpose of this mixed-mode learning format is to enable you to exercise a significant degree of discretion about how you learn, when you learn and where you learn. We want to make the learning process as creative and innovative as the subject matter.

## Workshops

Workshops 3, 4, 6 and 7 are based on the assigned reading/s, presentations, workshop games, case study discussion (i.e. *the workshop activities*) and a preview of the next topic. The following activities form the basis for the workshop sessions.

1. Workshop sessions will begin with **group presentations** related to the reading/s. Groups will come to the workshop session fully prepared to make a formal presentation. Strive for top quality in the preparation and delivery of your presentation including some visual component (all forms of multimedia and/or role play). A **STRICT** time limit of four (4) minutes will be monitored. **Note:** Large multimedia files should be loaded onto the lecturer's laptop prior to the workshop commencing.
2. As a group, complete the **peer evaluation form** and give it to the lecturer. Make sure you take enough time to do the job properly.
3. The outcomes of the **r & K Resource Coordination game** will be revealed during each workshop. **YOU MAY CHOOSE TO PLAY WITH A PARTNER; YOU (AND/OR YOUR PARTNER) MUST SUBMIT YOUR STRATEGY BY 4.00 am ON THE MORNING OF THE WORKSHOP TO PLAY – NO LATE STRATEGIES WILL BE ACCEPTED.** The game will be played in Workshops 9, 10, 11, 12 and 13, with a practice game in workshop 8. Individual grading will be determined by individual rankings within

each game. The top 20% will receive 85%, the next 20% will receive 75%, the next 20% will receive 65%, the next 20% will receive 55% and the bottom 20% will receive 45%. The top ranked team (or teams if a tie) will receive a bonus of 15% (so 100%). The **Games** section on MyLO has playing instructions and rules. Practice games will be held in Workshop 2.

4. The **Case Study Discussion** will be assessed by the lecturer-in-charge on the basis of the quality and quantity of contributions by individual students (see criteria on page 16).
5. The lecturer will then make a presentation to **preview the next topic area**. It will consist of a synopsis of the reading.

## **Group Sense Making**

Ensure you carefully read the instructions on pages 14 and 15. Using your access to MyLO, post your feelings for each of the four sections in sync with the required process. Please note the penalties for late postings.

## Peer Evaluation Ratings

A fundamental premise that underpins student involvement in assessment is that taking part in the process is something for which you are uniquely qualified. You already know what assessment is all about, you bring a student's perspective to the assessment process, and you are going to be personally aware of the performance of each of the members of your group as well as the performance of other groups. The peer evaluation ratings are used to monitor, evaluate and reward both individual and group performance.

Completing the peer evaluation ratings is a necessary and important component of this unit. It is essential that you complete the ratings objectively and honestly. **Use the criteria below to evaluate the performance of the other groups. Ensure you provide feedback for all three interaction elements.** The forms will be tabulated by your lecturer and kept confidential. You will receive regular feedback about your peer evaluation ratings on MyLO in which you will be identified by your student number only. There are three peer evaluations conducted during the semester as indicated in the unit outline. The three peer evaluations make up 12.5% of your assessment for this unit. The lecturer will also assess the presentations, and the group whose assessment of other groups (averaged) is closest to the lecturer's will have a 5% bonus added to their workshop presentation score. If members of your group are not performing to a standard that you believe entitles them to share the group's mark, please discuss this within you group, with the person/s concerned, and then with you lecturer if the issue is not resolved.

### *External Peer Evaluation*

The purpose of the external peer evaluation is to enable each group to reflect on the degree of understanding of the theoretical concepts covered within each presentation, and also to evaluate the communication skills demonstrated during the presentations made. There are two (general) criteria for external peer evaluation. First, evaluation of the content: how well have they demonstrated an understanding of the theory in practice? For each workshop, you will have specific criteria that relate to the topic area. These are available from the 'Workshops' area on MyLO.

- 80 – 100%.      The very best understanding that could be reasonably expected. All theoretical concepts are skilfully discussed and applied through excellent examples.
- 70 – 79%.      Highly satisfactory understanding. All theoretical concepts are discussed and applied through appropriate examples.
- 60 – 69%.      Quite satisfactory understanding. Most theoretical concepts are discussed and applied through suitable examples.
- 50 – 59%.      A passable understanding. Some theoretical concepts are discussed and applied through examples.
- 0 – 49%.      A poor understanding. The theoretical concepts are not discussed skilfully and inappropriate examples are used.

Secondly, evaluation of the context: how well have they presented their answer/s? Use the guide below to determine your assessment:

- 80 – 100%.      The very best presentation that could be reasonably expected. The medium/s of communication were very appropriate and very skilfully implemented.
- 70 – 79%.      Highly satisfactory presentation. The medium/s of communication were appropriate and well implemented.
- 60 – 69%.      Quite satisfactory presentation. Implementation of the chosen medium/s did not assist communication during the presentation.

50 – 59%. A passable presentation. There were problems with the type of medium/s used and their implementation.

0 – 49%. A poor presentation. The medium/s of communication were not appropriate and not skilfully implemented.

Your assessment **must** be supported by comments regarding what you liked and/or disliked about each presentation. Provide specific feedback on their interaction elements (e.g. their content, context and image). This will be used to provide feedback for groups to modify aspects of the future workshop performance if they so choose. Note: if you are offended by any particular aspect of a presentation, communicate your dissatisfaction on either the group assessment form, or individually by email to the lecturer-in-charge. Your concerns will be then confidentially passed on to the group concerned.

### ***Managing Your Outcomes***

If you are unable to attend workshops, you should discuss with your lecturer what steps you can implement to avoid a loss of opportunity to be assessed. It is not possible to ‘catch up next workshop’ due to time constraints. If you manage any absence from workshops correctly, there is no reason for you to be penalised. You will only penalise yourself by failing to make alternative arrangements to overcome your absence. The introductory workshop will cover what strategies are acceptable to overcome absence from workshops.

## Reflection Journal

*Due Date:* To be emailed to your lecturer within 5 days of Workshops 1 and 8

*Length:* Maximum one (1) A4 page for each submission

*Value:* 5 per cent of total marks

You are required to complete a reflection journal before the first and last workshops. The purpose of the journals is to encourage you to reflect on how your attitudes and skills enable you to interact with other students within and outside your group. Throughout this unit, it is assumed that you will benefit from frequent opportunities to take stock of your experiences you encounter. This exercise is aimed at allowing you to note your feelings about enterprise (and your relationship to it) before and after your experiences in this unit. Type in your reflective comments to the provided questions and return the email to your lecturer. Note: *your lecturer is interested in how you feel and think. Your journal should not include descriptive accounts of your experiences.*

**It is expected that you will be able to build on your ‘Group Sense Making’ reflections within this task.**

During the last workshop, you will be notified of the assessment outcome of your reflections. The following criteria will be used to assess your reflections:

- 80 – 100%. A high degree of reflection is demonstrated across all workshop activities. There is evidence of meta-reflection (i.e. reflection of your past reflections).
- 70 – 79%. A high degree of reflection is demonstrated across all workshop activities.
- 60 – 69%. There is a consistent attempt made to reflect upon your experiences with most of the workshop activities.
- 50 – 59%. There is some reflection demonstrated of your experiences with some of the workshop activities.
- 0 – 49%. There is little (if any) genuine reflection expressed in relation to your experiences with any of the workshop activities.

## Workshop Presentation

*Due Date:* Weeks 5, 7, 9 and 11

*Length:* Maximum of 4 minutes.

*Value:* 10 per cent of total marks

During the semester you will have four (4) opportunities to present as a group. The aim of the presentations is to demonstrate your understanding of the theoretical concepts previewed in the workshops in a context of your choosing.

### *Presentation Preparation*

For group preparation, you are expected to undertake the following tasks:

1. Complete the readings and independently **formulate your own views** about the workshop task.
2. Arrange a face-to-face group meeting or use your group's discussion board in MyLO to prepare for the workshop. The following suggestions may help you to get organised.
  - **Discuss the reading.** What did you learn? What concepts do you understand? What concepts do you find difficult? How do you feel it relates to practice?
  - **Share your views about the case study.** The objective is to apply what you have learned.
  - **Create a group consensus** that combines the best of the individual contributions. Take enough time to carefully consider all of the alternatives.
3. Prepare for and present a presentation in the workshop.

You will be assigned to a group in Workshop 1 based on your potential contribution to group diversity. Do not worry about being separated from you friends, the aim of this unit is to get you socialised with many new friends to advance your learning outcomes.

*See the Mixed-Mode Learning section for information relating to the peer evaluation performed during this task.*

## Group Sense Making

*Due Date:* Weeks 5, 8 and 11

*Length:* As required

*Value:* 20 per cent of total marks

The group you work within this semester will most likely contain a lot of diversity. Understanding such diversity and how you contribute to the functioning of your group will be key to ensuring your group is capable of performing at a high standard during the semester. The purpose of this task is to ensure you have the opportunity to make sense of your temperament (i.e. your natural tendencies) and the collective capacities of your group.

During the semester you will complete a group-based reflective task three times, in specific groups allocated to you in Workshop 1. Note: these groups will differ from your presentation groups. You need not meet face to face, but are welcome to if you so desire. The task has four phases, preceded by the reading of a situation statement prepared by your lecturer. This process will unfold in a manner that is intertwined with the contributions of your fellow students (see the schedule of timing below). Assessment of the task is explained below.

### ***Phase 1 – Identification of Feelings***

The student identifies and reports personal feelings related to the ‘situation statement’. It is quite likely you may experience more than one feeling. Conflicting feelings and/or those feelings that change over time should be noted. *It is important that you don’t only note the assumed or described feelings, focus on your feelings.* The assessment procedures of this phase are outlined below:

- 0% to 20% - no personal feelings identified
- 21% to 40% - personal feelings identified but not explored
- 41% to 60% - personal feeling(s) explored are linked to observed behaviour within the context of the situation statement
- 61% to 80% - a range of feelings (inc. personal) explored
- 81% to 100% - a range of feelings (inc. personal) explored are linked to observed behaviour within the context of the situation statement

### ***Phase 2 – Search for Meaning***

The student attempts to make sense of the context in the situation statement, now using the perspectives of all your involved group members. Use the identified feelings to help you analyse *your* personal responses to this situation. This analysis may incorporate an exploration of personal beliefs, dispositions, experiences and attitudes. You might consider speculating as to the meaning others attributed to the situation given the feelings reported. The assessment procedures of this phase are outlined below:

- 0% to 20% - no analysis of situation provided
- 21% to 40% - judgement or interpretation of situation made from personal perspective
- 41% to 60% - personal judgement justified with links to observed behaviour
- 61% to 80% - a range of perspectives and alternative interpretations considered to explain the situation
- 81% to 100% - alternate interpretations justified/supported with attention to the behaviour, beliefs, dispositions and experiences of yourself and others

### ***Phase 3 – Validation of Meaning***

The student attempts to validate their analysis of the situation by asking for feedback from other participants, peers, etc. In other words, the meaning attributed to the situation is confirmed with reference to the ideas and perspectives of others and/or through personal reflection of your own personal experiences. The assessment procedures of this phase are outlined below.

- 0% to 20% - no validation attempted
- 21% to 40% - validation is sought from an appropriate source
- 41% to 60% - the nature of feedback is clearly outlined and discussed with examples or illustrations
- 61% to 80% - validation of understanding is sought from more than one source with reference to others
- 81% to 100% - the comments and behaviours of others and/or references to sources are clearly linked to support the meaning attributed to the situation

#### ***Phase 4 – Outcome of Reflection***

The student indicates how reflection of the situation has influenced their approach to and/or perspective on this specific issue. Any possible shift in values, beliefs and/or attitudes should also be noted. The assessment procedures of this phase are outlined below:

- 0% to 20% - no outcomes of the reflective process identified
- 21% to 40% - an outcome of the reflective process noted
- 41% to 60% - the identified outcome is clearly and logically linked to the situation and past/present attitudes, values, beliefs or behaviours
- 61% to 80% - a range of outcomes are identified which may include an affirmation of or change to attitudes, values, beliefs and behaviour
- 81% to 100% - examples are provided to illustrate the range of outcomes identified from the reflection

#### ***Suggested Approach:***

Carefully read the ‘situation statement’ and reflect upon your feelings as to how you personally feel about the challenges associated with the situation (Phase 1). Prepare a short outline of your feelings. **Meet with your group members, table your outlines and collectively discuss your feelings, ensure that everyone has the opportunity to contribute. After the meeting, commence your search for meaning (Phase 2) and once determined, seek validation of your sense of meaning (Phase 3). Write up your outcomes (Phase 4) and submit using MyLO. Ensure that you use the following four headings to structure your work;** Identification of Feelings, Search for Meaning, Validation of Meaning, **and** Outcome of Reflection.

#### ***Schedule of Timing:***

**GSM1** – Begin to record your identified feelings (Phase 1) on MyLO anytime after workshop 1, but before March 9. Between March 9 and March 13 record your evaluation of how your feelings are similar or different from the other group members and state what this might mean (Phase 2). Between March 13 and March 18 record your external validation (Phase 3). Then between March 18 and March 22, record your assessment of the outcomes for you of the process, ensuring to account for any possible shift in values, beliefs and/or attitudes.

**GSM2** – Begin to record your identified feelings (Phase 1) on MyLO anytime after workshop 4, but before April 9. Between April 9 and April 12 record your evaluation of how your feelings are similar or different from the other group members and state what this might mean (Phase 2). Between April 12 and April 16 record your external validation (Phase 3). Then between April 16 and April 19, record your assessment of the outcomes (Phase 4) for you of the process, ensuring to account for any possible shift in values, beliefs and/or attitudes.

**GSM3** – Begin to record your identified feelings (Phase 1) on MyLO anytime after workshop 1, but before April 30. Between April 30 and May 3 record your evaluation of how your feelings are similar or different from the other group members and state what this might mean (Phase 2). Between May 3 and May 7 record your external validation (Phase 3). Then between May 7 and May 10, record your assessment of the outcomes (Phase 4) for you of the process, ensuring to account for any possible shift in values, beliefs and/or attitudes.

## Workshop Game

*Due Date:* Weeks 9, 10, 11, 12 and 13

*Value:* 10 per cent of total marks

The game offers you a unique opportunity to demonstrate your understanding of the theory covered. The aim of the game is to position yourself towards the best in the class, to give yourself a chance to be in line for some luck. When the game is to be played, you will receive (by email) a game scenario that provides you with clues as to what strategy you should play. The outcomes of the game will be revealed during each workshop when we will discuss the outcomes.

*Note: You must appreciate that you cannot know the winning strategy in advance. The behaviour of each team/contestant will increase the uncertainty of the environment within which the game is played. You must understand the role luck will play, and how your skill and foresight will be constantly engaged in a battle of discovery to find out what strategy will reign supreme over all other rival strategies played.*

**YOU AND/OR YOUR PARTNER MUST SUBMIT YOUR STRATEGY BY 4.00 am ON THE MORNING OF THE WORKSHOP TO PLAY – NO LATE STRATEGIES WILL BE ACCEPTED.**

The game will be played in Weeks 9, 10, 11, 12 and 13. Individual grading will be determined by rankings within each game. The top 20% will receive 85%, the next 20% will receive 75%, the next 20% will receive 65%, the next 20% will receive 55% and the bottom 20% will receive 45%. The top ranked team (or teams if there is a tie) will receive a bonus of 15% (so 100%). The **Games** section on MyLO has playing instructions and rules. Practice games will be held in Workshop 2.

**Note:** You will have the opportunity to experiment with this task with a practice game in Workshop 5 (week 8).

## Case Study Discussion

*Due Date:* To be completed in Weeks 5, 7, 9 and 11

*Value:* 10 per cent of total marks

Throughout the semester we will discuss various industries (starting with the Hobart Pizza industry) as a class with specific attention paid to the theory covered in your presentations. The process is conducted using a format called 'an empty case'. During this process, you will need to fill in the missing elements of the discussion. That is, you will have a starting point and end point, but no middle.

Your performance during the case study discussions will be assessed using two specific factors<sup>#</sup>: first, the frequency of your contributions within and across workshops; second, the quality of your contribution to the workshop discussion. While it is not expected that every student will contribute to every case discussion (or be able to), your willingness to raise your hand (combined with the previous quality of your past comments) will be taken into consideration when determining the consistency of your contributions. The following criteria will be used to assess your performance:

- 80 – 100%. A very consistent contribution across and within workshops, with the ability to apply theory to practice and comprehend the personal challenges of entrepreneurship well demonstrated.
- 70 – 79%. A consistent contribution across and within workshops, with the ability to apply theory to practice and comprehend the personal challenges of entrepreneurship demonstrated.
- 60 – 69%. A consistent effort to contribute across and/or within workshops, with an attempt to apply theory to practice and comprehend the personal challenges of entrepreneurship demonstrated.
- 50 – 59%. Occasional contributions across and/or within workshops, with an attempt to apply theory to practice and comprehend the personal challenges of entrepreneurship demonstrated.
- 0 – 49%. Irregular or no contribution to workshops, with little ability to apply theory to practice or comprehend the personal challenges of entrepreneurship demonstrated.

**Note:** You will have the opportunity to experiment with this task with a practice game in Workshop 2.

*# You are also able to submit a half-page (maximum) account of what you learnt during the discussion process if you find it difficult to enter the discussion process during the workshop. You must nominate your intention to be assessed in this manner. You cannot be assessed by both methods. You either contribute verbally during the workshop, or you can contribute post-workshop using a half-page explanation.*

## Creativity Challenge

*Due Date:* To be completed in Weeks 8 and 13

*Value:* 10 per cent of total marks (5marks for each challenge)

During the semester, you will have two opportunities to conceive and execute a creative business idea. The aim of the exercise is to create/identify value creating opportunities. You will work in your presentation groups, and will have access to a small amount of seed capital.

You may spend no more than \$5.00 on all forms of expenditure related to your idea. You pitch your business idea to the class in weeks 8 and 13. During this 3 minute pitch you will be required to present your balance sheet and profit and loss statement for your activities.

Your ideas will be evaluated by using a multiple of your profitability and creativity.

### Profitability (vis-à-vis seed capital)

- 1 = <10 fold gain
- 2 = >10 but <20 fold gain
- 3 = >20 but <30 fold gain
- 4 = >30 but <50 fold gain
- 5 = >50 fold gain

### Creativity

- 1 = commonly used idea
- 2 = commonly used idea used here for the first time
- 3 = commonly used idea employed creatively
- 4 = commonly used ideas combined in a unique way
- 5 = totally unique idea

Top ranked group gets 5 marks, 2<sup>nd</sup> group gets 4 marks, 3<sup>rd</sup> group gets 3.5 marks, 4<sup>th</sup> group gets 3 marks, 5<sup>th</sup> groups gets 2.5 marks, 6<sup>th</sup> group gets 2 marks, 7<sup>th</sup> group gets 1.5 marks, 8<sup>th</sup> group gets 1 marks, 9<sup>th</sup> group gets .5 marks, and 10<sup>th</sup> (or worse) group/s get 0 marks.

For example, (assuming only two groups) if group 'a' was evaluated as deserving 4 for profitability and 1 for creativity, and group 'z' was evaluated as deserving 4 for profitability and 2 for creativity, group 'z' would gain 8 points (i.e. 4\*2) and group 'a' would gain 4 points (i.e. 4\*1). Therefore, group 'z' would be ranked higher than group 'a'.

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## Assignment Topics

You may choose to do either Assignment 1 or Assignment 2

### Assignment 1

*Due Date:* 8 May 2009

*Length:* 1200–1500 words

*Value:* 10 marks

#### *In Search of New Enterprise*

Entrepreneurship represents a phenomenon that is best understood when the processes and events that surround it are internalised. You are required to write a case study of an entrepreneur of your choice detailing their efforts to pursue entrepreneurial behaviours. Typically entrepreneurship is glorified, with the efforts of those whose actions have led to visible success lauded. But entrepreneurship is also about the thousands of people who create new ideas, ideas that may influence others or eventually be developed by others. It is about persons attempting, but not always succeeding, to implement an idea or pursue a dream. It is also about renewal, vision and self-belief. In short, entrepreneurship is the process of attempting any new form of business activity (herein after referred to as New Enterprise). Your task is to document the context, process and outcomes of an entrepreneur's attempt at New Enterprise. The entrepreneur chosen must meet the following criteria.

#### *Your chosen entrepreneur:*

- Is someone you are able to spend reasonable time with during this semester.
- Is someone who has attempted (or is attempting) some form of new enterprise.
- Is someone willing to share his/her experience of attempting some form of new enterprise.
- Is someone who has been unable to achieve their goals, has achieved their goals, or, is still attempting to achieve their goals.

This assignment represents a complex task, and that is why several resources for you have been placed under **Assignment Tools** in the **Study Tools** section of MyLO. These include three articles (Aldrich & Martinez, 2001; Aldrich & Kenworthy, 1999; Smilor, 1997) and a guide on how to how best to write your case study (style and approach). It is important to get started early in order to do a good job and to complete the case study on time. Begin by identifying which family members, friends or acquaintances are engaged in forms of New Enterprise. Can you place this person closer to an innovator than a reproducer? Would an account of the context, process and outcomes of their New Enterprise make an interesting story? Would they be willing to share it with you? Are you able to spend time with him or her, to get to know and understand them? If you experience difficulties identifying an entrepreneur consult your lecturer for assistance.

The case study (one hard copy and one disk copy) shall be completed and submitted to your lecturer by the 2<sup>nd</sup> of May. This work should be a very high standard. Your chosen entrepreneur should have acknowledged the accuracy of your work. Marks will be posted on MyLO within a week of the last workshop. It is expected that these reports will be posted on MyLO as a legacy for future students in entrepreneurship. If the collective quality of the reports is outstanding, then your lecturer-in-charge may be prepared to edit them into a book and submit them to a publisher on behalf of the class.

## Assignment 2

*Due Date:* 8 May 2009

*Length:* 1200 - 1500 words

*Value:* 10 marks

### ***Random Acts of Positive Deviance***

Everyday in our lives we encounter systems through which order is apparently brought to our lives. At the heart of many such systems is an emphasis on reinforcing *social norms*, or ensuring conformity. True entrepreneurs stand apart from the masses by naturally challenging the rules of the systems they encounter to exploit perceived value, value that is associated with doing things differently. Your challenge, should you choose this assignment, is to challenge the rules that govern your life when you see that they prevent superior outcomes being achieved for both you and society.

To complete this assignment you are required to:

- 1) challenge any specific aspect/s of a system that typically you would conform to;
- 2) document your reflections on why you challenged these rules, and how this made you feel.;
- 3) comment on the reactions of those that protect the systems rules (initial and/or delayed); and
- 4) note how you saw your challenge leading to a positive outcome for society and yourself.

All four (4) steps must be completed.

Whilst you have an opportunity to use much freedom in completing this assignment, much care must be taken not to create a situation that gets out of hand. Be prepared to back off from situations that clearly create *issues* for others. For example, if you wish to practise helping old ladies across the street, be prepared for the fact that some ladies may not wish to be helped, and therefore insisting on helping would actually be an act of negative deviance, rather than positive deviance.

You are encouraged to discuss your ideas with your lecturer and to submit your work for feedback after you have completed a few acts of positive deviance.

This assignment is aimed at helping you understand the challenges of trying to bring about positive change in society. The reflective skills you use with your reflection journals will assist you to complete this assignment.

# Study Schedule

Semester 1, 2009

Week	Start of Week	Reading	Topic	Due Dates
1	23 February		Introduction	RJ1
2	02 March		<i>Student Directed Learning</i>	
3	09 March		Video Lecture (details will be given in Week 1)	GSM1
4	16 March		<i>Student Directed Learning</i>	
5	23 March	Aldrich (2001)	The Process, Context and Outcomes of Entrepreneurship	WP1, CSD1, GSM2
6	30 March		<i>Student Directed Learning</i>	
7	06 April	Aldrich (1999)	An Evolutionary account of Entrepreneurship	WP2, CSD2, GSM3
<i>Mid-Semester Break 9<sup>th</sup> – 15<sup>th</sup> of April</i>				
8	20 April		<b>Creativity Challenge 1</b>	
9	27 April	Aldrich (1999) & Agarwal et al., (2004)	The issue of Legitimacy and Spinouts	WP3, CSD3, WG1
10	04 May		<i>Student Directed Learning</i>	WG2, IA
11	11 May	Jones (2007)	Different Forms of Selection and Environment	WP4, CSD4, WG3
12	18 May		<i>Student Directed Learning</i>	WG4
13	25 May		<b>Creativity Challenge 2</b>	RJ2, WG5
A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a> .				

## Legend:

RJ	=	Reflection Journal
WP	=	Workshop Presentation
GSM	=	Group Sense Making
CSD	=	Case Study Discussion
WG	=	Workshop Game
IA	=	Individual Assignment