The unit introduces students to the nature and characteristics of entrepreneurship and innovation and explores the inter-relationship between the two within contemporary economies from a managerial perspective. The nature of enterprise behaviour and the characteristics of entrepreneurs in both large and small organisations are examined, as are the policy issues associated with encouraging enterprise and innovation within large organisations and the wider community. Students examine their own propensity for enterprise and creativity, while exploring the nature and process of innovation. They are provided with an understanding of how technology and innovation are distinct but related constructs, as well as the psychological, social and cultural forces influencing new venture creation. The fundamentals of opportunity recognition and screening of new venture ideas are examined from both a macro and micro perspective.
CONTACT DETAILS:

<table>
<thead>
<tr>
<th>For Further Information, Contact:</th>
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<tbody>
<tr>
<td>University of Adelaide  GSM Office for Appointment</td>
</tr>
<tr>
<td>William Ardrey: Office Contact  6189 389 5933</td>
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<tr>
<td>William Ardrey: Office Fax 6189 380 1072</td>
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<tr>
<td>William Ardrey: <a href="mailto:wardrey@customvis.com">wardrey@customvis.com</a> or <a href="mailto:wardrey@ecel.uwa.edu.au">wardrey@ecel.uwa.edu.au</a> Email</td>
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Graduate School of Management, University of Western Australia

Meyer Street, Nedlands WA  6009

THE LECTURER:

William J. Ardrey IV (BSc Georgetown 1987; MA Columbia 1995; PhD UWA 2001) has a successful entrepreneurial track record, has been visiting at the GSM since 1998, and has been invited as a Visiting Scholar by Columbia Business School’s Entrepreneurship Program in 1999-2000 and as a distinguished international visiting professor at Adelaide University’s MBA program. William was a co-founder of the Fiduciary Communications Group of companies, which included a financial data firm, a financial advertising and investor communications company, and the Securities Industry News financial newspaper. William built Fiduciary’s group sales to over $15 million in his ten years on Wall Street, through a combination of new product and service initiatives (earning two international patents), joint ventures with wealthy partners (such as Dow Jones & National Computer Systems), and an extremely aggressive entrepreneurial posture in the US and European marketplace. In 1997, he negotiated the sale of all three businesses, in two separate transactions, to Thomson Financial Services in two well publicised sales totalling $15 million. William then became an executive at Thomson Financial, also a Director of the start-up television company US-AusAsia/Quest Media Group, and since 1988 served as an Associate at R. Wayne Sayer & Associates, a small technology policy lobbying and consulting firm in Washington, DC which advises startup and major technology companies in the US. In 1997, he was appointed as an Expert by both the United Nations and World Bank specialising in the contribution of marketing and entrepreneurship to economic development, and he has published widely on these issues in academic and business journals. Following two years as Senior Vice President at newMedia Technology in NYC. From 2001-2004, Dr Ardrey served as President and Chief Financial Officer of Customvis (LSE AIM: CUS) from start-up through its listing on the London exchange at A$82 million, and serves as a Director at Customvis as well as at Regenera, another recently listed life sciences company currently quoted on the Australian Exchange (ASX: RGA).
COURSE SUMMARY:

This course will challenge managers to think in an innovative and entrepreneurial manner and prepare them for success in entrepreneurial ventures. Innovativeness has become a key source of competitiveness advantage. Managers who can think like entrepreneurs innovate to expand opportunities for their organisations, and have become prized by employers. Entrepreneurs within their own organisations use innovativeness to enjoy a high level of freedom, creativity and profits and build creative, dynamic, highly profitable companies with world beating technologies & products. Successful entrepreneurs have become much-admired leaders in the global arena, highly respected commentators on economic trends, and even featured as “most eligible” in the fashion magazines. The successful ones can also make a lot of money. Concurrently, the “dot.com” revolution has caused a re-assessment of entrepreneurial careers, especially in the TTM fields (technology, telecoms and media). Recently, considerable attention has been paid in MBA programs to teaching managers to “act entrepreneurially,” and to preparing potential entrepreneurs for success in risky, but potentially rewarding, new undertakings.

INTRODUCTION TO ENTREPRENEURSHIP:

Entrepreneurship has become recognised as a primary driving force for promoting economic progress, development and diffusion of technology, employment creation, development of niche markets, and dynamic management initiatives. Entrepreneurs detect and pursue opportunities to turn ideas into products and services offered in the marketplace wherever the limits of human ingenuity can be extended through innovation. In this course, students will be exposed to the process of innovation and creating an entrepreneurial organisation; planning, implementing and controlling the new venture creation effort; building credibility in the entrepreneurial organisation, financing challenges, partnership opportunities faced by entrepreneurs; and strategies for the management and protection of the creative efforts of the entrepreneur. Concepts learned in the course can be applied to the creation of new businesses, “intrapreneurial ventures” within an existing organisation, and to family businesses currently operating and seeking new opportunities in increasingly competitive Asian and international markets, especially in Singapore.

Can entrepreneurship actually be taught? Leadership, creativity, the drive for excellence and the ability to motivate employees to create world changing technologies and encourage market adoption of these innovations are difficult concepts to “teach” in a classroom setting. However, the various learning modes, readings and case studies offered in the course can illustrate strategies and tactics which have succeeded, and failed in the marketplace and encourage students to assess their own prospects for starting or expanding an entrepreneurial venture. Some entrepreneurs succeed due to innate innovativeness, others because of training, education and an acquired or practiced ability to assess risks and plan profitable business strategies, and others due to sheer determination. New venture creation is a risky undertaking, and small businesses fail more often than they succeed. Students will learn the tools to make profitable decisions in an entrepreneurial setting, and be encouraged to think and act entrepreneurially.

This course will benefit potential entrepreneurs, and employees who are considering entrepreneurial ventures within their existing companies. Government officials who regulate the private sector, seek to encourage private business and stimulate new business creation will also profit from the course, as will financial professionals (including bankers, lawyers, accountants & advisers) who work with small and medium sized enterprises. Managers who wish to inject some “dynamism” into their existing teams may also benefit from the concepts and strategies offered in the course.
COURSE OBJECTIVES:

This course is integrative, and builds on the basic themes from prior accounting, management, marketing and financial classes already undertaken, as well as previous professional experience. The focus is on applying these concepts to start and grow entrepreneurial ventures, to help make profitable decisions, and to compete effectively in the marketplace. Course objectives include:

1) The background and nature of entrepreneurship, and illustrations of the drive to offer significantly better products in the marketplace. Students will be encouraged to think and act in an entrepreneurial fashion, create a “board of directors” for a new entrepreneurial venture to develop a comprehensive business plan, and to identify and reduce risks in the new venture creation process;
2) Strategies and tactics (based on theory and successful and unsuccessful practical examples) for new venture creation, including acquisition, franchising and alliances. Exit strategies to protect the wealth of the entrepreneur will also be discussed;
3) The process of introducing, exploiting and protecting technological innovation and intellectual property in the marketplace;
4) Assess the economic benefits of a dynamic private sector, and recognise the potential contributions and challenges to entrepreneurs offered by government policies.

The course seeks to challenge students to build on their business education and experience to clarify their own entrepreneurial tendencies and focus their skills on identifying, assessing and planning the profitable exploitation of opportunities.

LEARNING MODES:

Entrepreneurship is more than merely writing a business plan. The course seeks to encourage creativity and the integration of course readings, cases, examples and the collective experience of students, with the Lecturer encouraging and stimulating class discussions. However, a solid structure of concepts and practical issues affecting entrepreneurs must be built through readings and assignments at the outset of the course, applied during the course, and focused on solving entrepreneurial problems for the final examination. Learning modes include:

1) Readings and class discussions. Entrepreneurial decisions involve a series of trade-offs—between the need for financing from outside investors, and the desire for full control by the entrepreneur; between the desire to develop proprietary processes and technologies, and the need or opportunities for strategic alliances; between the desire to focus on the new and the creative, and the need to develop an evolutionary strategy to add value and protect the position in the marketplace. Because so many entrepreneurs risk so much to create their companies, many valuable lessors can be learned from the readings and case studies to build a solid foundation in the entrepreneurship discipline. Students will read, apply, criticise and discuss articles from academic journals such as Entrepreneurship Theory & Practice, Journal of Business Venturing, Harvard Business Review, the Course Reader, and the text.
2) Group Team Skill Building in Tutorials, Lectures & Discussions: Business plan writing, financial analysis tools for start up ventures, and “intrapreneurship” opportunities have been well documented in the academic and applied business press. Students will form groups to share business planning skills, work to facilitate the functioning of student groups, and also make and assist the presentations, discussions and teamwork of the class.
3) **Group Evaluation of Cases:** Students will form a “Board of Directors” during the first classes to collectively consider cases, and to produce a comprehensive business plan for their own Entrepreneurial Concept. The Lecturer will present a series of lectures on key topics relating to entrepreneurship, share experiences, and also require enthusiastic class discussion of what it takes to succeed as an entrepreneur. The Lecturer will also present a series of cases and example of entrepreneurs in action, with an opportunity for groups to discuss and assess the cases and offer insight during lectures and discussions.

The course focuses more on the **conceptualising, planning and starting** of a business, and is not concerned with ongoing management challenges for small businesses.

**COURSE MATERIALS:**

The materials required for the course include the text and the course reader. The text for the course is Stevenson, H., M. Roberts & H. Grousbeck (1999) *New Business Ventures & The Entrepreneur*, Homewood IL: Irwin. A Course Reader will also be provided by the GSM.

**ASSESSMENT:**

Assessment consists of Group Case Assignments and Individual Assignments. *Analysis, in terms of the course concepts,* is preferred over simple description. Detailed breakdown of assignments is as follows:

It is important to note that a number of cases will be discussed in the first block of teaching, and a key to success in the course is coming to class prepared, having already read—before the first lecture—the key cases of ICE DELIGHTS, STEVEN BELKIN and HEATHER EVANS. These cases are in the text, and the ability to discuss the key issues contained therein are critical to success in the course.

**Individual Assessment: 60% of Total Grade**

*Individual Assignment #1 (Written; 20% of Total Grade): “Is Entrepreneurship for Me?”* This assignment should 1) discuss the meaning of entrepreneurship (in terms of the readings, and to you individually); 2) discuss whether you feel that you personally have an interest in becoming an entrepreneur (While it is not a requirement for the course to “be an entrepreneur,” a candid self assessment of entrepreneurship tendencies, or potential for contributions to creating new ventures in terms of strengths, weaknesses, career objectives, and personal perceptions of risk is requested. There is no penalty for concluding that entrepreneurship is not your future career path, but a clear discussion of why entrepreneurship is not for you is requested); 3) discuss some entrepreneurs whom you respect and why; and, 4) discuss how you would go about becoming an entrepreneur, even hypothetically (including criteria for searching for and assessing opportunity). You may choose to attach and share private thoughts, or a record of ideas and insights which occur to you during the class, about entrepreneurial goals or reservations about a career in entrepreneurship. You are also encouraged to include concepts from the readings.

Weighting: 20% Grading: Lecturer Due: Class 1, Second Block Teaching
**Individual Assignment #2 (Final Examination, Written: 3.5 Hours; 40% of Total Grade):** This course includes a final examination on the key themes of the course. The exam will include 4 short answer questions on the course readings, one short case study, and a reflection based on the “Is Entrepreneurship for Me/Individual Assignment #1” handed in earlier in the course. Further details on the final examination will be distributed after the fifth topic has been covered in the Lectures.

**Weighing:** 40%  
**Grading:** Lecturer  
**Due:** Final Exam Date

**Group Assignment #2: (Oral & Written; 35%):** Identifying and developing an Entrepreneurial Concept. “First, Form a Board of Directors for your Group and Prepare a Business Plan for a New Venture.” You may explore the feasibility of a new concept or idea, or methodically plan a new venture. Ability to write and present a high quality business plan and feasibility study makes a strong contribution to the success of an entrepreneurial venture. Students have the opportunity to select a new venture idea to start a new business, decided on by the Group. Written reports average 6,000 words, and additional appendices may be attached. It is important to assure equitable sharing of tasks among Group members, such as conceptualisation, compiling meaningful data on the market, projection of sales and costs, operational challenges, cash flow and financial assessments, and strategic directions for the firm. Students should develop contacts with key “informants” within their target industry and maintain communication to remain aware of trends in their chosen marketplace. It is also important to apply the tools learned in the course to this undertaking. Please hand in one copy of the written report, and prepare to make an oral presentation of your findings during the final sessions, and respond to questions from the Lecturer and your classmates. Consult the Course Reader and subsequent handouts for additional guidelines, especially the Timmons (1994) Screening New Ventures handout. The Names of Group Members must be submitted by the Second Class Meeting.

**Please Note:** Assessment of all Assignments will be based on:

- Identification of Key Problem/Opportunity and Applications of Readings and Concepts:
- Theme, Structure & Creativity of the Assignment:
- Approach to Search & Location of Opportunity (including the industry and its dynamics):
- Conceptual Frameworks, Business Concepts (clearly presented and applied):
- Production, Marketing & Financing Considerations:
- Analysis of Options, based on applied and theoretical concepts:
- Recommendations & Risk Reduction & Credibility Maximisation Tactics:
- Presentation, Style and Significance of the Entrepreneurial Analysis

The above assessment guideline is merely an outline for assessment. Also, some scaling of marks may occur to meet GSB examination guidelines.
TEACHING CALENDAR & SCHEDULE OF SESSIONS:

LECTURES:

The Lecturer will cover 12 Topics during the Course, as follows:

Session 1:
Case: Karena (CR)
- Course Introduction & Organisation, New Ideas & Entrepreneurship Concepts
- Entrepreneurship, Leadership, Innovation, Creativity & Excellence
- Entrepreneurial Dynamism in Large Organisations: Intrapreneurs
- Form “Board of Directors” to handle Group Assignments & Cases

Readings: Chapter 1
Assignment: Form into Groups; Discuss ERG Case.

Session 2:
Case: Peter Fogarty & ERG (CR)
- Risk & Opportunity; Building Credibility in the New Venture
- Life Cycle Stages: Steps & Ladders for Growth
- Class Discussion of Entrepreneurial Ideas, and Karena & ERG Cases.

Readings: Course Reader

Session 3:
Case: Ice Delights
- Identification of Opportunities and the Start Up Process
- Strategies & Tactics: Analysing Strategies
- Control, Partnerships & Alliances
- Family Business, Networks, and Alliances

Assignment: Discuss case.

Session 4:
Case: Fiduciary Communications Group, QMG, and Practical Examples of the Lecturer
- Financing Decisions
- Venture Capital, Start Up Capital and Doing It Yourself
- The “Missing Middle” in Finance & Entrepreneurship

Session 5:

Case: Steven Belkin
- Business Planning
- Feasibility & Assessment
- Classroom Discussion of Cases
- Questions & Interaction


Assignment: Prepare to Discuss Recognition of Entrepreneurial Opportunities:
- The Business Plan (Developed from Session 5 Lecture)
- Planning vs Flexibility
- Scheduling of Presentations for Groups & Individuals
- Team Organisation

Session 6:

Asian Entrepreneurship: Acquiring a Business in China
- Entrepreneurship in Asian Markets
- Franchising
- Filmed entertainment case study

Session 7:

Case: Onset Ventures (Venture Capitalists)
- Discuss Group Presentations:
- Team Organisation, Progress Reports & Planning
- Franchising & Venture Capital

Readings: Posner (1992). Groups prepare Onset recommendations and recommendations for upcoming cases

Session 8:

Intensive Cases Discussion: Allen Lane
- Buying a Business
- Financial Backing for Expansion

Assignment: Groups Bring to class a recommendations for Allen Lane to guide his bidding.

Session 9:
- Strategic Alliances
- Protection of Intellectual Property
- Evolution of Strategy & Adding Value
- Intellectual Property
Session 10:
Case: Heather Evans

- Technological Innovation in Entrepreneurship
- Intrapreneurs in Large Organisations

Session 11:
Case: Grand Junction

- Managing Growth
- Managing Failure, Bankruptcy
- Profitable Exit Strategies & Encores


Session 12:

- Entrepreneurship & Economic Development
- Government Support: Help or Hindrance
- Export and Technology Promotion Schemes

Also: Review Handout on final examination

Group Oral Presentations will be schedules for final tutorials.

Please note: The Lecturer may provide additional handouts to clarify the assignments during the course of the semester, and provide opportunity for student questions regarding all assignments.

Grading Policy

It is required that the cases be read and prepared prior to each class meeting. Students should be able to summarise the facts of each case, and be prepared to identify the key issues in each case. Class participation and an energetic exchange of ideas are both required for this course.

Note: Assignments will be graded in accordance with grading policies in effect at The Graduate School of Management, in common with other schools in the Faculties of The University. Further details can be obtained from the General Office for the MBA program

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The GSM and Board of Examiners have the right to scale marks where it is considered that scaling is warranted.
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
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</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
<td></td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
<td></td>
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<tr>
<td>P (Pass)</td>
<td>50-59%</td>
<td></td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
<td></td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
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The School awards marks leading to these grades by using the following general criteria which are prepresented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD  The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D  The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR  The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

P  The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+  The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N  The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
**Appeals against assessment marks**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 10 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

**Acknowledgements and plagiarism**

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used.

Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advise of your lecturer.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.