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>Unit Web Site URL</th>
<th>Associate Professor Tim Mazzarol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td><a href="mailto:mazzarol@gsm.uwa.edu.au">mazzarol@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Email</td>
<td>6488-3981</td>
</tr>
<tr>
<td>Phone</td>
<td>6488-1072</td>
</tr>
<tr>
<td>Fax</td>
<td>Consultation Hours Tuesday 12:30 to 5:30 PM or on appointment</td>
</tr>
<tr>
<td>Lecture Times</td>
<td>Tuesday 6-9 PM</td>
</tr>
<tr>
<td>Lecture Venue</td>
<td>Myers Lecture Theatre</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Stephen Choo</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Stephen.choo@uwa.edu.au">Stephen.choo@uwa.edu.au</a></td>
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<tr>
<td>Phone</td>
<td>6488-7103</td>
</tr>
<tr>
<td>Fax</td>
<td>6488-1072</td>
</tr>
</tbody>
</table>

Your Lecturers

Associate Professor Tim Mazzarol

Tim Mazzarol is Director of the Centre for Entrepreneurial Management and Innovation (CEMI) at the GSM, as well as an Associate Professor in Entrepreneurship and Strategy. Since joining the GSM in 2001 Tim has been actively engaged in developing the entrepreneurship and innovation program within the MBA. Prior to this he was at Curtin University of Technology from 1994 until 2000. In that time he worked as a Research Fellow with the Business School's Institute for Research into International Competitiveness (IRIC), then with the Small Business Unit. Tim was the Unit's Director of Research prior to becoming the Executive Director. Tim's last appointment at Curtin was as a Senior Lecturer in Entrepreneurship within the School of Management. Tim also has ten years of experience with the Department of Foreign Affairs and Trade including three years in the Australian Embassy Bangkok as Second Secretary. Following the completion of his MBA Tim worked as an Assistant Agency Manager with National Mutual in WA where he managed sales teams and dealt with numerous small business clients.

Tim’s research in small business management and marketing has been published internationally. Since 1995 he has published 7 books, book chapters and monographs, 29 journal articles, 44 conference papers plus numerous working papers and non-academic papers.

As Director CEMI, Tim is actively engaged in research and training programs for such groups as the WA Department of Industry and Resources, Small Business Development Corporation, Woodside Ltd, Nokia, StateWest Credit Society, the Eastern Metropolitan Regional Council, City of Belmont, Wesfarmers Ltd, Department of Education and Training, Timbercorp Ltd, CSIRO, WA Department of Agriculture, Department of Land Information, Institute of Chartered Accountants, LandCorp, BankWest Ltd and a variety of small to medium enterprises.

As the Director of his own consulting company, Tim has been actively engaged in consulting to a wide range of small to medium organisations as well as corporations and government agencies. He has extensive experience in marketing and management related research including international work for the Karpin Task Force on Leadership and Management, Australian International Education Foundation and the Government of Canada. He is a member of the Australian Institute of Management, Academy of International Business, Association for Global Business, the International Council for Small Business, Small and Medium Enterprise Association of Australia and New Zealand, Royal Historical Society of WA, Association of Institutional Researchers, Australia and New Zealand Academy of Management and Australia and New Zealand Regional Science Association International (Inc). He is also a member of the Editorial advisory board of the Journal of Small Business Management and Small Business Research: The Journal of SEAANZ.
Dr. Stephen Choo

Stephen has several academic qualifications including a PhD and MCom in international franchising and a BCom (Hons) in marketing. He is currently the Senior Research Fellow at the Centre for Entrepreneurial Management & Innovation (CEMI) in the Graduate School of Management at University of Western Australia. Immediately prior to this, Stephen was the Associate Head of School of Management and Head of Entrepreneurship at Curtin Business School for 5 years.

In 2004, Stephen was one of the winners of the WA Business News 40under40 award and a Finalist for Best Entrepreneurial Educator of the Year Award run by the Business Higher Education Round Table. In 2003, Stephen was awarded the CBS Prestigious Research Fellowship at the Institute for Research into International Competitiveness (IRIC) at Curtin University.

Stephen is Vice-Chair of Belmont Business Enterprise Centre, Founding Chair of the Institute for Developing Entrepreneurial Actions & Studies (IDEAS) and a member of several professional bodies, including the Australian Institute of Management, the WA Chinese Chamber of Commerce and the Small Enterprise Association of Australia and New Zealand. He has published numerous papers on entrepreneurship and international franchising in several international academic refereed journals, such as the Asia-Pacific Journal of Management, the Journal of Enterprising Culture, Property Management and Asian Affairs. Stephen is currently working on a book in Entrepreneurial Management, which will be published by Tilde Publishing in May 2006.

Stephen is a much sought after Trainer and Consultant by ASX listed companies and multinationals on how to do business with the Chinese. His areas of expertise on China business include Chinese social and business culture, negotiations, marketing and business strategies. Some of his clients include Atlas Gold Ltd., Chevron, Burswood Resort, Consolidated Minerals Ltd., Chamber of Commerce & Industry (WA), Cooperative Bulk Handling, Coventry Group, Department of Industry, Tourism & Resources, Evans & Tate, Midland Brick Company, Onslow Salt and Westfarmers.

Stephen speaks Mandarin and several Chinese dialects (Cantonese, Hokkien and Teochew) fluently. He possesses an intimate knowledge of Asian business and social culture because of his cultural background and professional experience. Stephen has held several senior managerial positions in the Asia-Pacific region, including Founder & Managing Director of Pane Italia, Sales Manager at the Marina Mandarin Hotel and Territory Manager at American Express International.
UNIT DESCRIPTION

Introduction

Welcome to MGMT8608 Entrepreneurship and Innovation. This unit forms the basis of an integrated suite of units offered within the GSM MBA program that focus on the field of entrepreneurship and innovation. From an academic perspective entrepreneurship and innovation are complex areas of investigation with substantial debate over their definition and scope. From a practical perspective entrepreneurship deals with the process of developing new business ventures, and/or promoting growth and innovation in existing firms. Innovation is not just about new technology, but also about doing things better to enhance value to customers, employees and shareholders.

Successful entrepreneurship requires more than merely luck and money. It is a cohesive process of planning, idea development, creativity and risk taking. The main reasons for studying entrepreneurship at postgraduate level are to create entrepreneurial awareness, to develop analytical and creative skills, and to encourage the self-development of students into entrepreneurial business owners or employees. The study of entrepreneurship and innovation has grown significantly throughout the world over recent decades, and is now one of the most popular subjects within leading business schools. As noted in the 2003 European Union’s “Green Paper” on Entrepreneurship:

Entrepreneurship is first and foremost a mindset. It covers and individual’s motivation and capacity, independently or within an organisation, to identify an opportunity and to pursue it in order to produce new value or economic success. It takes creativity or innovation to enter and compete in an existing market, to change or even to create a new market. To turn a business idea into success requires the ability to blend creativity or innovation with sound management and to adapt a business to optimise its development during all phases of its life cycle. This goes beyond daily management: it concerns a business’ ambitions and strategy.¹

There is no presumption, however, that entrepreneurship can be “taught”, because entrepreneurs have their own peculiar way of doing things. A distinction also needs to be made between the entrepreneur, being enterprising and small business management. Each of these things can be quite different. Entrepreneurs can lead large companies - e.g. Richard Branson or Bill Gates – but most start out leading small firms with little initial capital.

Entrepreneurship is frequently associated with innovation. For example, Schumpeter identified the role played by entrepreneurs within society as responsible for what he described as ‘creative destruction’, frequently leading radical changes within business markets through the introduction of innovations.² However, while innovation is often associated with entrepreneurs it remains a separate concept with its own dynamics. Innovations can involve radical or evolutionary changes and may or may not involve technology. Within business, innovation is usually associated with product or process technologies that serve to add value or lower costs. Innovation can also involve enhancements to the way a business system is structured, work places are designed, markets are accessed or company finances are managed. Innovators can be equally diverse and those who can blend innovation together with entrepreneurship are likely to profoundly shape the future of their industries.

Unit Content

The Goal of the Unit

This unit aims to give managers an overview of the theory, practice and context of entrepreneurship and innovation at both the industry and firm level. Students will be provided with a foundation of ideas and understandings that are designed to shape their thinking and behaviour so as to appreciate the role of innovation and entrepreneurship in modern economies, and to recognize their own abilities in this regard. As a core unit within the MBA, it is anticipated that students will gain a better understanding of their own entrepreneurial capacity and recognise that enterprising behaviour can be found in all people regardless of age, gender, ethnicity or socio-economic background. Like leadership, entrepreneurship is an outcome of individual characteristics and environmental context. It is doubtful that entrepreneurship and innovation can be taught to students as specific skills that can be adopted and then applied. However,

we believe that it is possible to unlock the creativity and ingenuity in people by exposing them to the lessons of how others have achieved success, and acquiring new tools and conceptual frameworks that can help students approach such entrepreneurial tasks as new venture creation or innovation management within existing organisations.

Learning Outcomes

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

1. Appreciate the importance of entrepreneurship to a healthy economy,
2. Understand the concepts and key theories relating to entrepreneurship and innovation,
3. Recognise that entrepreneurship is inherent in all people and that environment and individual traits combine to make entrepreneurial outcomes,
4. Examine successful and unsuccessful examples of entrepreneurship from a range of perspectives including small business, technology start-up, large organisations, spin outs and social enterprise,
5. Apply frameworks for new venture creation and entrepreneurial management including processes for identifying and screening opportunities,
6. Understand the theory of innovation and its diffusion process,
7. Recognise the various types of innovation,
8. Apply innovation concepts to case examples in different contexts,
9. Apply innovation frameworks to the assessment of innovation opportunities and commercialisation pathways, and
10. Examine and understand the challenges of fostering innovation in larger organisations

Prerequisites

Completion of Stage 1 is a prerequisite for this unit, however it is possible for students to enrol in the unit without this with special permission. It is assumed that students will have an operational competency in marketing, strategy and financial management. If you are not well prepared in any of the above areas you should make every effort to remedy the situation through undertaking additional refresher courses and/or practice. Do not hesitate to ask for advice from your lecturer.
**Key Dates**

- Week 6 commencing 26 June – Assignment one due
- Week 12 commencing 7 August – Assignment two due
- Week 12 commencing 7 August – Assignment three due

**UNIT STRUCTURE**

**Seminar Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>22 May</td>
<td><strong>Entrepreneurship &amp; Innovation: A social and economic process</strong></td>
</tr>
</tbody>
</table>

Definitions of enterprise, entrepreneurship, entrepreneurs and innovation; The myths of entrepreneurship; Entrepreneurs and innovation as catalysts for economic and social change; Snapshots of entrepreneurial activity at the global, national and local level and encouraging entrepreneurial activity.

**Learning Outcomes:**
1. Appreciate the importance of entrepreneurship and innovation to a healthy economy
2. Define the key terms entrepreneur, entrepreneurship and innovation
3. Understand the difference between managers, entrepreneurs and entrepreneurial managers
4. Understand the concepts and key theories relating to entrepreneurship
5. Understand policy tools employed to encourage entrepreneurial activity

**Readings:**
Textbook: Chapter 1

**Exercises:**
Ripcurl: Business surfing style; Take home exercise – profile of an entrepreneur.

| 2    | 29 May          | **Week 2: The Entrepreneur: mind and action** |

Psychological and social trait theories of entrepreneurship; Environmental factors likely to trigger enterprising behaviour; The role of creativity and achievement drive Concepts for evaluating individual entrepreneurial traits.

**Learning Outcomes:**
1. Examine the psychological and social trait theories of entrepreneurship
2. Consider the environmental factors likely to trigger enterprising behaviour
3. Complete a entrepreneurial self-assessment
4. Ability to relate theories of entrepreneurship to individual vocational and professional context

**Readings:**
Text Chapter 2.

Exercises:
Self-evaluation using the General Enterprising Tendency (GET) Test & discussion of entrepreneur profiles.
Creativity Journal introductory entry and preparation for Assignment 1.

3 5 June

**Week 3: The Entrepreneurial Process**

Creativity and its links to enterprise; The three stage process of entrepreneurship; Opportunity screening; Innovation and competitive advantage; Acquiring resources – financing ventures and the role of family, friends and fools; Team building for entrepreneurial growth

Learning Outcomes:

1. Consider the role of creativity in entrepreneurship and innovation
2. Understand the entrepreneurship process and relate this to a case examples
3. Understand and make use of opportunity screening frameworks
4. Recognise the need to develop support networks to provide resources for enterprise opportunities.

Readings:
Textbook: Chapter 3

Exercises:
Creativity activity

4 12 June

**Week 4: Intrapreneurship**

New venture creation in established organisations; The intrapreneural process; The middle manager as an entrepreneur; The roles of sponsors and climate makers.

Learning Outcomes:
1. Consider the process of intrapreneurship
2. Understand the difference between managers and entrepreneurial managers
3. Understand the impact of organisational structure and culture on creativity and enterprise in the firm
4. Ability to relate these understandings to a case example

Readings:
Textbook: Chapter 4

Exercises
Guest speaker: TBC or South West Airways case study
Creativity Journal activity 2

<table>
<thead>
<tr>
<th>Week 5</th>
<th>19 June</th>
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<tbody>
<tr>
<td><strong>Week 5: Small Business &amp; Family Business</strong></td>
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<tr>
<td>Overview of the small business sector; Differences between entrepreneurs and owner-managers; The entrepreneurial growth cycle of small firms; The need for collaborative support networks; The need for strategic thinking; The need for strong balance of strategy, structure and resources.</td>
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<tr>
<td><strong>Learning outcomes:</strong></td>
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<tr>
<td>1. Consider the difference between 'lifestylers' and entrepreneurs</td>
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<td>2. Understand the entrepreneurial growth cycle of SME's</td>
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<td>3. Understand the role of support networks in small business development</td>
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<td>4. Understand the need for owner-managers to balance strategy, structure and resources</td>
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<td>5. Ability to apply these concepts to a case example</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>Textbook Chapter 5</td>
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<tr>
<td><strong>Exercises</strong></td>
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<tr>
<td>Guest speaker: TBC</td>
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<td>Case Study: 'When Love is Not Enough'</td>
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<table>
<thead>
<tr>
<th>Week 6</th>
<th>26 June</th>
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<tbody>
<tr>
<td><strong>Week 6: Adoption and Diffusion of Innovation</strong></td>
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<tr>
<td>Theories of adoption and diffusion; Diffusion is a social and economic process; Selection of the lead customer; Pathways to market and assessing the market take rate; Barriers to market entry and substitution threats; Strategic alliances to enhance innovation diffusion.</td>
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<tr>
<td><strong>Learning outcomes:</strong></td>
<td></td>
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<tr>
<td>1. Understand the process of innovation diffusion</td>
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<td>2. Review theories of adoption and diffusion</td>
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<tr>
<td>3. Understand the role of support networks in small business development</td>
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<tr>
<td>4. Understand the need for owner-managers to balance strategy, structure and resources</td>
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<tr>
<td>5. Ability to apply these concepts to a case example</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Textbook Chapter 6</td>
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<tr>
<td>Week 7: Entrepreneurial Vision versus the Planning Ethos</td>
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<tr>
<td>Planning versus serendipity; Integration of analysis and action; Flexibility and changing course; Building a vision into new ventures; The role, pros and cons of business planning; Use of Business Planning concepts at all kinds of organizations; The contexts behind new ventures.</td>
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<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>1. Understand the role and relevance of planning</td>
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<tr>
<td>2. Understand how to integrate analysis and vision</td>
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<tr>
<td>3. Appreciate how entrepreneurs find value</td>
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<tr>
<td>4. Identify skill requirements/matches for new ventures</td>
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<tr>
<td>Readings:</td>
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<tr>
<td>Textbook Chapter 7</td>
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<td>Exercises:</td>
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<td>Guest Speaker: TBC</td>
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<tr>
<td>Case study/exercise</td>
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</table>

<table>
<thead>
<tr>
<th>Week 8: Financing the venture</th>
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</thead>
<tbody>
<tr>
<td>Scale and role of venture capital; Boom and bust cycles in venture capital; Classes of capital (boot strapping to IPO); Exit and value harvest; The importance of venture teams; venture capital in a global marketplace; the relationship between funding and innovation.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>1. Understand how new ventures are financed</td>
</tr>
<tr>
<td>2. Understand how to position new ventures for appropriate funding</td>
</tr>
<tr>
<td>3. Appreciate global funding networks and venture capital</td>
</tr>
<tr>
<td>4. Understand the role of venture capital in innovation and commercialisation</td>
</tr>
<tr>
<td>Readings:</td>
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<tr>
<td>Textbook Chapter 8</td>
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</tbody>
</table>
### Week 9: Technology, Technopreneurs and Disruptive Innovations

The conditions for radical innovation (substantial change to core offer in product and/or process): The need to balance technology push with market pull; disruptive versus sustaining technologies; what to own and what to share; the strategic significance of disruptive technology; Creating new market space;

#### Learning Outcomes:

1. Understand how to identify emergent, disruptive technologies
2. Understand whether ventures need to spin out new ventures or can capture their value
3. Appreciate the pivotal role of customers
4. Understand how new ventures can ‘create new market space’
5. Appreciate how Innovation Management frameworks intersect with and contradict with Strategy and Marketing frameworks
6. Understand how innovation occurs in products and services as well as technology – at all stages and sizes of ventures

#### Readings:

- Textbook Chapter 9

### Week 10: Intellectual Property Management and Commercialisation

The role of Intellectual Property in the innovation process; Types of IP; The protection of intellectual property; Assessing the technical feasibility of the innovation; Securing rent returns to innovation investment; Working within the network; Public policy toward commercialisation.

#### Learning outcomes:

1. Understand the nature of IP, IP Rights
2. Review basic legal frameworks and sources of IP protection
3. Understand the relationship between IP, innovation and business growth
4. Understand the process of commercialisation
5. Review government policy support for commercialisation.

#### Readings:

- Textbook Chapter 10
Week 11: Building team and the company leadership

Corporate structure and governance for high growth firms; Early stage teams and late stage teams; Pick the people you need not the people you can afford; Importance of the team.

Learning outcomes:
1. Examine the role of advisory and management boards
2. Understand the importance of corporate governance
3. Understand the importance of building a team for venture growth
4. Consider different types of team development in fast growth ventures
5. Understand the relationship between innovation and culture.

Readings:
Textbook Chapter 11

Exercises:
Guest Speaker: TBC
Case study – teamwork.

Week 12: Student Presentations

Creativity Journal activity 6
Assignment 2 Due
Group Assignment Due

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

During the term a series of invited guest speakers will be addressing the class usually during the first hour of the seminar. Details of these speakers will be made available from Week 1 following confirmation. It is important that students attend class and arrive on time so as not to inconvenience the guest speaker. Because there may be two classes running each week
different speakers may be used for each class. Students will be welcome to attend alternative sessions for the first hour to get the benefit of these presentations.

More formally, the University regulations state that ‘to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

## TEXTBOOKS AND RESOURCES

### Required Text


### Software Requirements

Students should have access to computing resources and the ability to use word processing, spreadsheet and graphics programs such as Microsoft WORD, EXCEL and POWERPOINT. Access to the Internet and email is also desirable and students should acquire a recent version of Adobe ACROBAT READER for viewing PDF documents.

### Additional Resources and Reading Material

A range of reading materials will be placed on closed reserve or distributed to students during class. The following books have been identified as of value to this unit and will be placed on closed reserve.

Reference List

All additional readings, particularly those listed in each weekly topic have been placed within course materials online via the UWA Library. The URL for this is: http://www.library.uwa.edu.au/find_information/course_materials_online

Closed Reserve

Books and papers that are not available via course materials online have been placed within the physical closed reserve of the UWA Business Library. This includes all the titles listed on page 15 where possible.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

Learning any subject requires substantial input from both the teacher and student, with the balance of effort significantly weighted toward you the student. It is hoped that students who undertake this unit will find it enjoyable, challenging and intellectually stimulating. The focus of learning within the unit will be upon investigation and analysis, making use of case studies, small group discussion and reporting. Lectures will be held each week to provide a structural framework, however, there will be a strong emphasis placed upon peer-group teaching and student participation. The pyramid outlined in Figure 1 below best represents the teaching philosophy behind this unit. As can be seen, the most effective learning takes place when students are required to apply their learning or teach others.

![Learning Styles Diagram](image)

Figure 1: A Learning Retention Model for Education
The learning model outlined in Figure 1 suggests that you will not get the most out of this unit if all you do is attend the weekly lecture and listen passively. As good as your lecturer might be, you cannot expect to really benefit from this unit unless you are prepared to read the text and other materials provided, listen to and question the guest speakers, participate in the class discussions and apply your knowledge within the assignments. The design of this unit aims to provide you with all these elements, including assisting an entrepreneur seeking to introduce a new innovation, where you can practice by doing and teach others the things you have learnt.

Charter of Student Rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognizes that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgment, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the University and you are encouraged to refer to the charter at:

Use of Student Feedback

The GSM seeks to continuously improve its courses and UWA strives to achieve best practice in teaching and learning. Each unit is evaluated with SPOT and SURF reports that allow you as a student the opportunity to feedback to the lecturer and the School how you enjoyed the course, and where you feel it might be improved. Since establishing this unit in 2004 we have had an opportunity to change and adapt its contents. Students have asked for a balance of theory and application as well as a sound structure to the unit. We have aimed to provide this, creating the textbook materials along the way. There has been a request for guest speakers drawn from industry and for action learning tasks that allow you to work directly with real life companies. These elements have been integrated into the unit. Assessment is always a contentious issue, but students have expressed a desire for us not to set exams in this unit so this element has been removed.

ASSESSMENT MECHANISM

The Purpose of Assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment Details Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1 – Are you an entrepreneur?</td>
<td>25%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Assignment 2 – Innovation Diagnostic Report</td>
<td>15%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Assignment 3 – Case Study Analysis</td>
<td>35%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Assignment 4 - Creativity Journal</td>
<td>25%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>
Assignment 1 – Am I an Entrepreneur?

Description

The purpose of the assignment will be to enable students to gain first hand insights into the characteristics of entrepreneurs and to examine their own entrepreneurial capacity. The key task for the student will be threefold:

1. Examine the theory and practice of entrepreneurs
2. Evaluate your own entrepreneurial orientation
3. Compare your own entrepreneurial capacity with those of an entrepreneur

During the first phase of this assignment you will need to complete the General Enterprising Tendencies (GET) Test (usually completed in week 2). You will also need to compare you results with others in the class and read the literature disseminated during the classes to consider the nature of entrepreneurship and entrepreneurs. In the next phase you will need to identify a person you feel is an entrepreneur, interview them and have them complete the GET test as well. You will then need to compare their results and background story to that of your own before preparing a report in which you ask the question “Am I an Entrepreneur”?

These people may be small business owners, the entrepreneur owner-leader of a larger firm or even intrapreneurs operating within government, industry or non-profit organizations. Before you select your targeted ‘entrepreneur’ it is important that you consider whether this individual truly is an entrepreneur. You will also be interviewing an entrepreneur within a small, innovative firm for a subsequent assignment, so you should aim for synergy with respect to these interviews. Prior to contacting these entrepreneurs you must register with the lecturer who it is that you plan to interview. This is to avoid overlaps between students and to avoid annoying certain people unnecessarily. Having selected your targeted entrepreneur you will need to contact them and undertake the preparation of an interview lasting up to 1 hour. In this interview you should use as a guide “A Visit with an Entrepreneur” (Timmons, 1999 pp: 19-20) and consider some of the following things:

- Personal family and career history
- Business history and both its highs and lows
- Motivations for doing entrepreneurial things
- Personality characteristics, education, age and other individual traits
- GET test results and why these might or might not explain their behaviour

You will need to ensure that sufficient information is gathered to allow meaningful analysis to be undertaken at a later date. Once you have completed your interview you will need to prepare comparative analysis. This will involve examining the similarities and differences that may exist between the entrepreneur and you. The GET Test may be used to provide a degree of empirical data to assist your analysis. Each case needs to be evaluated against the background of the material presented in the course. You should look for evidence from within your case as to common problems facing the entrepreneurs – e.g. raising finance, marshalling resources, developing capability and seeking to encourage others to join them on their journey (e.g. leadership). You should also assess whether you might be suitable to try entrepreneurship for yourself.

Assessment criteria

The written assignment should not exceed 2,500 words, excluding appendices and the reference list. Key areas that will be assessed and of equal value include:

- Discuss what entrepreneurship means to you (drawing on theory and frameworks presented in class and personal experiences)
- GET test for self assessment – include as an appendix.
- Discussion of your own assessment across the five entrepreneurial dimensions, social and environmental influences
- Interview summary with the entrepreneur that you admire (undertake GET test)
Analysis of the entrepreneurs traits, family, social, economic and environmental influences
Comparison of GET test results of entrepreneurs with your self-assessment
Draw conclusions on entrepreneurship and you.

Assignment 2 – Innovation Diagnostic Report

In addition to interviewing your entrepreneur for Assignment 1 you will be working in a group of 4 or 5 to undertake a study of innovation among entrepreneurs from small to medium sized firms. The purpose of this assignment is to help students understand the nature of innovation within firms and the strategic decision making that an entrepreneur must make as they evaluate the risk and return to a given innovation. The key outcomes that this assignment has for your learning are:

1. Recognize different types of innovation within the context of a real business
2. Examine the strategic decision making of an entrepreneur with respect to innovation
3. Apply innovation investment screening and assessment tools to a real life case
4. Use data gathered from an entrepreneurial firm to assist in developing an initial commercialization risk evaluation
5. Critically analyse the external environment facing entrepreneurial firms in Australia by comparing data gathered from multiple case studies.

You will each interview the CEO or managing director of a small to medium sized firm (e.g. with less than 250 employees), with a track record of innovation and who is planning to introduce a new innovation within the next 3-5 years. It is suggested that you collaborate within your group to target a specific industry, particularly those likely to have an interesting innovation track record (e.g. manufacturing, mining services, information and communications technologies, biotechnology, shipbuilding, agribusiness).

For the purposes of this assignment, innovation is defined as:

- Product or Service innovations (e.g. new products developed from research or introduced to the market);
- Market development innovations (e.g. entering new markets with existing products such as exporting);
- Marketing innovations (e.g. development of new brand or use of databases for marketing);
- Process technology innovations (e.g. application of new tools or methods, such as use of computer controlled manufacture);
- Administrative innovations (e.g. application of computer systems to office management).

You will be provided with an innovation diagnostic assessment questionnaire based within an EXCEL document. This questionnaire contains a range of questions and assessment tools that both capture data on the firm’s performance, and also assist in profiling innovation activity. A key element of the diagnostic tool is an assessment of the potential risk-return of future innovation’s in which the entrepreneur is planning to invest time and money. This tool profiles the innovation and identifies it as one of six configurations of “RENT” (i.e. returns to investment), examining three elements: i) VOLUME – quantity of sales to be made; ii) RATE – projected profit; iii) LENGTH – anticipated lifecycle. The diagnostic also evaluates the firm’s existing approaches to innovation management using an “innovation diagnostic diamond” framework that evaluates: i) strategy; ii) marketing; iii) innovation; and iv) resources.

Each student will need to conduct a face to face interview with their entrepreneur or CEO and this will typically take around 1 hour. The diagnostic questionnaire provided to you is designed to quickly generate a report for your entrepreneur or CEO and you will be able to print this out for sending back to the participating entrepreneur. You will need to prepare a short (up to 4 pages) assessment of the findings from the interview that should be designed to assist the
company to enhance its innovation management and commercialisation processes. All interviews will be held in confidence and all students will need to get their interviewee to complete a standard consent form. You will submit you report containing the diagnostic questionnaire and your analysis of the findings for assessment in a report not exceeding 1,500 words.

**Assessment criteria**

Key areas that will be assessed and of equal value include:

- Description of the case study firm, entrepreneur and their business strategy
- Entrepreneur’s current use of innovation screening tools and their effectiveness
- Current approach to innovation management and commercialisation
- Discussion of their scores on the innovation diagnostic specifically the RENT model & Diagnostic Diamond
- Future strategies for commercialisation and recommendations for future action

**Assignment 3 – Group project Case Analysis**

**Description**

Assessment 4 links with Assessment 3 and is intended to integrate what students have learnt throughout this Unit and apply taught frameworks and any readings – especially related to innovation management. Within your groups you will have already interviewed the senior managers or owners of small firms and undertaken an innovation diagnostic assessment. While Assignment 3 was largely undertaken on an individual basis, in this last assignment you will work together to prepare a report containing you analysis of the 4 or 5 firms you interviewed and how they approach the management of innovation. In preparing your case analysis you should consider:

**A. The National Context:**

- Economic conditions within the country or region at time of data collection
- General structure and characteristics of the industry within which the firm is operating
- General structure and characteristics of the small firms sector
- Government or other external support to small firms
- Government or other external support to commercialisation
- Additional background information on the technology or technologies associated with the case study firm’s innovation.

**B. The Case Study Firm’s**

- The history and structure of the firm’s and its influence on strategy
- The strategy of the enterprise, particularly in relation to innovation
- The role of the entrepreneur in the creation of strategic intent within the venture
- The role of organisational learning in shaping the firm’s strategy
- Investment decisions in relation to new product development and innovation
- The external environment surrounding the venture
- The role of external strategic networks as a means of securing access to resources.

**C. Responses to the Innovation Diagnostic Survey**

- Attitudes toward the national innovation system in their country
- The nature of innovation within their firm prior to the interview
• Their use of strategic networks and alliances to enhance commercialisation
• Their perceptions of the RENT configuration profile and what changes need to be made to improve the likelihood of commercialisation
• Previous history of success and failure in innovation
• Their perceptions of the diagnostic diamond and actions they intend to take to correct areas of weakness
• Strategic decision making in the innovation management process, and
• The influence of others in the commercialisation process.

D. Comparison of Cases

• Common patterns found across the 4-5 cases examined by the group
• Discussion as to why these patterns might exist
• Recommendations for entrepreneurs within the selected industry
• Recommendations for government policy makers seeking to assist entrepreneurial innovators.

Assessment Criteria

Assessment for this assignment is based on a written report of up to 3,000 words prepared by all team members and submitted to the Lecturer via the GSM Reception by Week 12. The report should be printed single-sided and be no longer than 3,000 words (please note word count on back page of Report) excluding any references and/or bibliographies. In addition each group should prepare a short presentation of their study for delivery in Week 12. The PowerPoint slides should be submitted along with the written report (3 slides per page is preferable). The presentation should be handed out in class to share your experiences with other students.

The criteria for marking the assignment will be as follows:

- Verbal Delivery, Slide Clarity & Presentation Skills
- Evidence of Team-work
- Commercial Relevance (assessed by the Innovator)
- Research and industry analysis
- Content structure and layout
- Use of relevant frameworks and theories presented in the unit
- Recommendations and conclusions
- Analysis, Presentation and Written Skills

Assignment 4 – Creativity Journal

You are required to complete a Creativity Journal for assessment in this unit. The purpose of the Creativity Journal is to encourage regular reflection on the concepts presented and discussed in class. Entrepreneurial managers are both reflective and action oriented, they are able to critically evaluate situations and develop creative solutions to problems. Personal insights, observations and lessons learned provide valuable anchors during difficult decision making times for many successful entrepreneurial managers. The Creativity Journal provides an opportunity for students to practice creative thinking and explore opportunities and challenges facing them in their own careers. The Creativity Journal aims to help students arrive at new insights into their entrepreneurial capabilities.

The Creativity Journal is a semi-structured written assignment that provides evidence that you are able to apply concepts and frameworks presented in the course to your own work or vocational context. Entries in the Journal must demonstrate application of course materials to personal experience and observations, evaluation of those experiences and lessons learned. The Creativity Journal is not an unstructured personal journal although it can be written in an informal style.
In the Creativity Journal, you are required to submit six self-assessment activities. Activities will be set fortnightly during the class. Each entry will be two A4 pages in length with the final assignment limited to twelve pages in length (double spaced 12 font). The content of the Journal and an outline of the assessment activities will be fully discussed in class. The Creativity Journal will be due for assessment by the lecturer in week 12. An optional review for feedback will be given to those students submitting their Journals in week 4.

Creativity Journal Framework

Entry One (Week 2). Your first journal entry is a statement of your entrepreneurial goals and your expectations for Entrepreneurship and Innovation 608. Consider how entrepreneurship and innovation relates to you and your vocational experiences; write about how you might gain from studying these topics. Write about your own entrepreneurial and innovative experiences and apply your GET test results.

Entries two to five (Weeks four, six, eight and ten) should discuss an activity set for you during the class that relates to a concept, theory or practice from the readings for the topic. What you chose to write about should be meaningful to you and your vocational experience. Personal experiences may be drawn from your current work or study environment or previous work experience.

Entry Six (Week 12). This entry should reflect on what you have learnt during the course, focusing on issues that were significant to you. This entry should revisit the GET test and describe any changes that have taken place over the twelve-week program. This entry should also revisit your entrepreneurial goals and identify areas that you need to learn more about in order to work towards achieving those goals. Your learning expectations also need to be addressed in terms of whether these were met or not.

<table>
<thead>
<tr>
<th>Journal Entry Topics</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Introductory entry</td>
<td>Week 3</td>
</tr>
<tr>
<td>2. Creativity in the entrepreneurial process</td>
<td>Week 5</td>
</tr>
<tr>
<td>3. Innovation identification and decision to invest</td>
<td>Week 7</td>
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<tr>
<td>4. Marshalling resources</td>
<td>Week 9</td>
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<td>5. Disruptive Technologies</td>
<td>Week 11</td>
</tr>
<tr>
<td>6. Reflection on learning and experiences</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

Evaluation Criteria

Entries two to five of your creativity journal will be evaluated using the following criteria:

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation Criteria</th>
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</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Examples define concepts thoroughly, definitions are accurate</td>
</tr>
<tr>
<td>5-6</td>
<td>Examples show basic understanding of the concept, definitions are adequate</td>
</tr>
<tr>
<td>3-4</td>
<td>Examples indicate some misunderstanding of the concept, definitions misstated or missing key elements</td>
</tr>
<tr>
<td>1-2</td>
<td>Gives textbook definitions only or alludes to concepts but does not show understanding</td>
</tr>
<tr>
<td>0</td>
<td>Definitions missing or inaccurate</td>
</tr>
</tbody>
</table>

Application: make explicit connections between topics and personal experiences

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Connection between concept and experience fully demonstrated, concepts named and elements related to personal experience</td>
</tr>
<tr>
<td>5-6</td>
<td>Limited use of personal experience to explain concepts or limited use of concepts to explain personal experience</td>
</tr>
<tr>
<td>3-4</td>
<td>General examples from experience used in general discussion of concepts, connections not made clear</td>
</tr>
<tr>
<td>1-2</td>
<td>Only personal experience is discussed</td>
</tr>
<tr>
<td>0</td>
<td>No personal experiences discussed, does not apply concepts</td>
</tr>
</tbody>
</table>

Analysis: analysis of personal experiences and development of actions required

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Logical analysis uses all elements of the concept and critically analyses situation, gives support for conclusions and makes recommendations</td>
</tr>
</tbody>
</table>
Notes from the course material:

**5-6** General analysis does not fully explore the concept, evaluation is not strongly supported, some inconsistencies in reasoning, lacks conclusions or actions

**3-4** Weak analysis with internal inconsistencies, lacks action plan

**1-2** Unsupported opinion

**0** No analysis, makes illogical statements

**Professionalism:** entries should be readable in that they should be free of grammatical and spelling errors, all entries must be typed and must not exceed two pages in length.

**6** Professional submission, free of grammar, spelling and readability problems

**3** Contains errors that should have been corrected

**0** Grammar, spelling and readability problems, lacks coherence


### Submission of Assignments

Assignments should be submitted in class on the due date or if handed into the office, a standard cover sheet should be used and a receipt issued. Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned. Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit. Assignments will be returned in class or through the GSM reception. It is the intention that the marked assignments will be returned within two weeks of submission.

### 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.

- **HD (Higher Distinction)** 80-100%
- **D (Distinction)** 70-79%
- **CR (credit Pass)** 60-69%
- **P (Pass)** 50-59%
- **N+ (Fail)** 45-49%
- **N (Fail)** 0 -44%

The School awards marks leading to these grades by using the following general criteria which are presented 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 analytical 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 shortcoming. The student is able to draw upon an adequate range of references and other materials.
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 not 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 the 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 is 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.

**Ethical Scholarship, Academic Literacy and Academic Misconduct**

**Ethical Scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.**

Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: [http://www.teachingandlearning.uwa.edu.au/tl/academic-conduct](http://www.teachingandlearning.uwa.edu.au/tl/academic-conduct)
Acknowledgements of 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. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

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 advice of your lecturer.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: Â Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to the ‘How to Use ’EndNote page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.
**Appeals Against Academic Assessment**

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 12 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 or at [http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html](http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html)
**Group Assessment Free-Rider Policy**

If a student in a group contributes little or nothing to the group assignment, i.e. is a free-rider, then upon completion of the assignment, the remaining members of the group may submit a signed petition to the lecturer requesting that no credit be assigned to the student for the group assignment.

In cases where the free-rider has submitted work well below group expectations, a reduction in the student's mark may apply at the discretion of the lecturer.

The petition should include a covering letter explaining the circumstances signed by all allegedly responsible students, a copy of the Group Contract including all signatories, and a copy of all e-mail correspondence in which the responsible group members requested the free-rider to fulfil Group Contract obligations.

This policy should only be applied in exceptional circumstances and after reasonable attempts have been made by the group to resolve the matter internally. The discretion to award a no-credit or reduced mark for the alleged free-rider remains with the lecturer.

**Group Contract**

Group norms are the rules that define acceptable behaviour amongst members of a group. Norms include levels of performance valued by the group, expectations of group members, beliefs and values in relation to study, relationships between group members and teamwork within the group. Writing down these agreed norms in the form of a Group Contract provides a means of clarifying and enforcing these norms when necessary. This generally leads to higher levels of commitment to group goals and better group performance. It can also reduce the chances of the free-rider emerging within the group which can be distressing for all group members, particularly responsible group members who do their fair share of the work.

A Group Contract is a requirement of this unit and must be submitted to your lecturer in week 2 complete with all signatures. Failure to do so will result in a 5% penalty mark taken from the possible 20% for your group assignment. The Group Assignment Free-Rider Policy will also not apply to groups that fail to submit their Group Contract on time.

A sample of the Group Contract is included below which can be modified according to your group’s needs.

---

**Sample contract:**

**Group Contract**

1. **The subject matter of this contract**

   This contract is entered into by the students named below for the purpose of ensuring that each individual group member fulfils his/her obligations for completing the group assignment for the unit ______________ (insert unit title). This contract is to be completed and handed in to the lecture ______________ (insert name of lecturer) by topic week 2 in order to avoid a 5% penalty deduction from the group assignment mark.

   The specific work to be completed by the group is ______________ (insert the topic of the group assignment). This is to be handed in by ______________ (insert the due date for your group’s assignment).

2. **The consideration**
1. All group members will be punctual at meetings.
2. All group members should attend meetings unless by prior agreement with the group.
3. All group members will stay at the meeting until it is agreed that the meeting is adjourned.
4. All group members will come to the meetings prepared by completing the agreed tasks on time.
5. The group will actively seek the contributions and opinions of each member at meetings and during group discussions.
6. Each group member will take turns at both listening and talking.
7. Dominating the group’s discussion and decision making is not acceptable.
8. Group members will take turns in writing down minutes of the meeting.
9. The group member taking minutes will record allocated tasks to be completed by group members by name and agreed deadlines for task completion.
10. Work allocation will be according to an agreed procedure and is documented below (insert method of breaking down the assignment and allocation of work to group members).
11. Where disputes arise regarding the work tasks or agreed behaviours in which a group member is not performing according to the terms of this agreement, the following process will be entered into to resolve the dispute: (insert the dispute resolution procedure for your group). Disputes must be resolved within the group and documentation must be retained that relates to attempts to resolve a dispute or to encourage a group member to make his or her contribution to the assignment.
12. All parties to this contract understand they are bound by the Group Assignment Free-Rider Policy explained in this unit guide.

3. Names and signatures of the parties to this Group Contract

<table>
<thead>
<tr>
<th>Student signature</th>
<th>Student name (printed)</th>
<th>Date</th>
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Receipt verification

Lecturer’s signature: ___________________________ Date: ___________________________