Faculty of Commerce and Economics
School of Marketing

SERV4002
ENTREPRENEURSHIP IN SERVICES

Course Outline
Session 1, 2006
1. COURSE STAFF

Mr Mark Woodbridge
Telephone: 0408 437 213
E-mail: m.woodbridge@unsw.edu.au
Room: 319, Level 3, John Goodsell Building (F20)
Consultation Times: Thursdays 12.00 Noon to 1.00PM
Fridays 3.30PM to 4.30PM
Other times by appointment.

Mark Woodbridge has been a founder, shareholder and executive in several small to medium size service businesses, including both “start-ups” and “take-overs”. The largest of these was Radisson Hotels Pty Limited (Radisson), which Mark started in 1987 with several of his colleagues. Over 10 years, Radisson grew to become one of the largest Australia-based international hotel management groups. Radisson was sold to a public company in 1997. At that time it was operating or had under contract a total of 21 hotels and resorts in Australia, Indonesia and Malaysia, with a total of approximately 5,000 rooms, over 5,000 staff.

After selling Radisson, Mark became a shareholder in a medium sized private hospital company, which acquired its hospitals from a large national health insurance fund. After upgrading the facilities at these hospitals and improving their financial performance, this business was sold into a float on the Australian Stock Exchange.

For several years, Mark was a Director of a company that pioneered e-health technology, software and care support initiatives. He has also had a long involvement in management consulting, focusing on strategic marketing, organisational development and change management. He has operated his own consulting firm for the past several years.

Mark holds a Bachelor of Business degree in marketing, with Distinction and Medal, from the University of Technology, Sydney. He has also completed courses in E-commerce, Internet Marketing and Knowledge Management at the Australian Graduate School of Management, in Hotel Development and Design at Cornell University, New York, USA and in Tourism Management and Marketing at the University of Hawaii, USA. Mark is currently enrolled in the Master of Philosophy degree at the University of NSW. His academic research interests are focused on the role and impact of electronic marketplaces. He has worked in locations throughout Australia, the Pacific, North America, Europe and extensively in Asia.

1.1 Communication with Staff

In addition to consultation times, students are welcome to contact Mark Woodbridge by e-mail to m.woodbridge@unsw.edu.au or by telephone to 0408 437 213, at any time.
2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

SERV4002 Entrepreneurship in Services
Class number: 7427

Seminar time: Thursdays 9.00AM to 12.00PM
Seminar location: Mathews Lecture Theatre D

2.2 Units of Credit

Successful completion of SERV4002 Entrepreneurship in Services earns 6.0 credit points.

2.3 Parallel teaching in the course

There is no parallel teaching in SERV4002.

2.4 Relationship of this course to other course offerings

SERV4002 Entrepreneurship in Services builds on student’s study of marketing concentrating on the generation of new businesses in the services sector, particularly in the small and medium sized enterprises. The focus of the course will be the identification and documentation of a “real” business opportunity in the service sector. Knowledge and skills obtained in areas such as marketing management, business strategy and financial analysis will be called on and integrated to support the primary business plan project.

2.5 Approach to learning and teaching

The approach to learning and teaching that will be used in this course will be to provide balanced coverage of relevant theory and examples and a series of weekly discussions around the major assignment which is to prepare a business plan for a new service sector business opportunity. In this way the appropriate framework will be provided to progressively integrate the key concepts that constitute the core of this course.

The teaching of this subject will be designed to:

- Make the subject matter as interesting and engaging as possible, with ample opportunities for student participation;
- Demonstrate the practical relevance of the subject matter; and
- Utilise practical examples wherever possible.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

Service industries now account for three quarters of wealth and 90% of all new employment in developed economies and approaching that in developing countries. Yet we know little about innovation in this sector. Much of today's employment is generated through SME new service ventures.

Entrepreneurship in Services explores entrepreneurship and the generation of new business opportunities within established enterprises (intrapreneurship) in both large and SME firm contexts, but with a focus on intangible services. The course theme is on best practice in innovation in services and identifying a range of successful organisational responses to current technological opportunities and market imperatives. Specifically the course will focus on: what opportunities and challenges do entrepreneurs face, and how might these opportunities and threats be managed? Topics to be covered in lectures and seminar discussions will include: a typology of service products; entrepreneurial orientation; entrepreneurs - born or made?; intrapreneurship; industry analysis; assessment of internal resources and capabilities; customer value creation; and development of a business plan.

3.2 Student Learning Outcomes

By the end of this course, you should be able to:

1. Appreciate the nature, complexity and commercial imperatives of developing a new business concept in the services sector;
2. Explain the key marketing and organisational principles relevant to new business development either in a start up situation or when generating new business activity in an existing business (intrapreneurship);
3. Exhibit a thorough understanding of the differing approaches to the marketing of new businesses compared to the ongoing “maintenance” of marketing in established businesses;
4. Generate a range of ideas and solutions for issues related to the identification, assessment, documentation, promotion and implementation of new service sector business opportunities, in real-world situations; and
5. Discuss the current critical issues related to entrepreneurship and intrapreneurship.
3.3 Teaching Strategies

The teaching time for this subject will be a lecture will be divided into the following elements:

- A 50-minute seminar style lecture. This lecture will focus on the relevant theoretical subject to be addressed for the week. The material covered in the lecture will be directly relevant to the major session project for this course.

- A 115 minute discussion seminar that will focus on student-centred activities involving case-studies, discussion of relevant articles from academic journals and other relevant publications and/or research presentations. The seminars are critical for the progression of the major assignment for the session which will parallel the theoretical elements covered in the lecture.

Videos and guest speakers may be utilized when appropriate.
4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload

It is expected that students will spend at least ten (10) hours per week studying this course. This time should be made up of reading, research, working on assignments and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff.

You are expected to have prepared the readings for each week.

You are encouraged to ask questions during the lecture and at the end of group presentations by your classmates.

You are expected to undertake your fair share of the work-load in group assignments.

While questions and discussion are encouraged, private conversations between students that disrupt the class will not be tolerated. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable. Any student or students who are acting in a disruptive manner will be asked to leave the lecture room.

More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.
5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see below).

5.2 Assessment Details
The assessment portfolio for this subject has a number of aims, namely:

- To provide the student with a variety of learning activities that provide stimulation, intellectual challenge and practical insights.
- To allow the student to learn from others through group work that should embrace principles of shared work, effort and output.
- To provide a balance between excessive workload that may impact on other subjects and a workload that demand consistent intellectual effort and output on the part of the student.
- To reward effort, preparation and contribution in all aspects of our course.

Summary of Assessments Items

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Due Date</th>
<th>Share of Total Session Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Study Presentation and Submission</td>
<td>Varies</td>
<td>10%</td>
</tr>
<tr>
<td>Group Article Critique Presentation and Submission</td>
<td>Varies</td>
<td>10%</td>
</tr>
<tr>
<td>Major Group Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Opportunity Identification: Presentation &amp; Submission</td>
<td>Week 4</td>
<td>5%</td>
</tr>
<tr>
<td>- Progress Report: Presentation &amp; Submission</td>
<td>Week 9</td>
<td>15%</td>
</tr>
<tr>
<td>- Final Report: Presentation &amp; Written Submission</td>
<td>Week 12</td>
<td>40% 60%</td>
</tr>
<tr>
<td>Entrepreneurship Debate</td>
<td>Week 14</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Detailed specifications for each assessable item are shown in the Appendix to this Course Outline.

There is no final examination in this course.

5.3 Assignment Submission Procedure
All assignments must be submitted in your seminar. If this is not possible, please leave your assignment in Mark Woodbridge’s pigeon hole in the photocopy room on level 3 of the John Goodsell Building.
5.4 Late Submission

Each piece of course assessment is due on the date indicated in the respective course outline. Late submission will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date and will not be accepted after 5 working days.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form and must contain information that justifies the extension sought. Further information can be found on the School of Marketing Web site at www.marketing.unsw.edu.au

5.5 Special Consideration and Supplementary Examinations

UNSW policy and process for Special Consideration applies (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

5.6 Assignment Cover Sheet

All written assignments submitted by students in this course must include a completed and signed version of the Assignment Cover Sheet which is shown in the Appendix to this Course Outline.

6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html
Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

Prescribed Text


Other Useful Texts


Relevant Texts in the University of NSW Library


Other Entrepreneurship Texts

A wide variety of texts focusing on entrepreneurship are available at [www.amazon.com](http://www.amazon.com). A selection of the leading current texts in this subject is shown at the following address:


A selection of texts on entrepreneurship are for sale at the University of New South Wales Bookshop and at the University Co-operative Bookshop on-line at [www.coop-bookshop.com.au](http://www.coop-bookshop.com.au).

Useful Web Sites

A useful entrepreneurial resources site is “Start Up Junkies”. This site contains useful tools and links to many other sites focused on entrepreneurship. Start Up Junkies is located at: [http://www.startupjunkies.org](http://www.startupjunkies.org)

Global Entrepreneurship Monitor (GEM) Project Australia has completed several very useful studies into the state of entrepreneurship in Australia. The GEM Project can be found at: [www.gemaustralia.com.au](http://www.gemaustralia.com.au)
The Westpac GEM Australia Study of Australian Entrepreneurship in 2004 can be downloaded from the following web site:


Journal Articles

Journal articles that have been selected to support this course are shown below. These articles will be available on WebCT Vista in PDF format. Some of these articles have been nominated as class readings for Weeks 1 to 9 inclusive.


Other articles can be accessed through the University of New South Wales Library or through the various electronic databases that are available at the following web site:

http://info.library.unsw.edu.au
7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)


8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School of Marketing and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students. Feedback from students in SERV4002 Entrepreneurship in Services is encouraged and will be welcomed. It will form the basis of future reviews of this subject.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Major Topics</th>
<th>Lecture Readings</th>
<th>Supporting Activities and Readings</th>
<th>Assignments</th>
<th>Major Group Project</th>
<th>Case Study</th>
<th>Group</th>
<th>Presentation of Group Article Critiques</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>02 Mar 06</td>
<td>Introduction to Course Scope of topic</td>
<td>Barringer &amp; Ireland Chpt 1</td>
<td>Review Content and Format of course Review Assessment Items Lecturer Expectations. Student Expectations. Allocation of student groups. Murphy, P.J., Liao, J. &amp; Welsch, H.P. 2006, “A conceptual history of entrepreneurial thought”, Journal of Management History, vol. 12, no. 1, pp. 12-35.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<td>Wk</td>
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</table>
Lecturer feedback on performance to date. | 3.1 Knowing Your Customers: Why Instant Messaging is More Popular at Home than at the Office | 2 One selected from those nominated for the week. |
All Groups: Opportunity Identification Submission and Presentation | 5.1 Bright Horizons Family Solutions: A Business Model That Works for Everyone | 3 One selected from those nominated for the week. |
<table>
<thead>
<tr>
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<th>Supporting Activities and Readings</th>
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</thead>
</table>
Lecturer feedback on performance to date. |
|    |            | Scenario Planning                                                            |                                                                                 |                                                                                                    |
|    |            | How to deal with bankers, venture capitalist                                |                                                                                 |                                                                                                    |

Assignments

<table>
<thead>
<tr>
<th>Major Group Project</th>
<th>Case Study</th>
<th>Group</th>
<th>Presentation of Group Article Critiques</th>
<th>Group</th>
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<tr>
<td></td>
<td>10.1 Google: A Portrait of One Start-Up's Funding Journey</td>
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<td>One selected from those nominated for the week.</td>
<td>8</td>
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<tr>
<td>Wk</td>
<td>Date</td>
<td>Major Topics</td>
<td>Lecture Readings</td>
<td>Supporting Activities and Readings</td>
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5 One selected from those nominated for the week.  
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<tr>
<th>Wk</th>
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<th>Lecture Readings</th>
<th>Supporting Activities and Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>14 Apr 06 to 23 Apr 06 incl.</td>
<td>MID-SESSION RECESS</td>
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<td>Wk</td>
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<td>Major Topics</td>
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7 One selected from those nominated for the week. |
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<th>Supporting Activities and Readings</th>
<th>Assignments</th>
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<td></td>
<td>Major Group Project</td>
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<td></td>
<td>Case Study</td>
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<td></td>
<td>Group</td>
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<td></td>
<td>Presentation of Group Article Critiques</td>
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<td></td>
<td></td>
<td>Group</td>
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<td></td>
<td></td>
<td>Lecturer feedback on performance to date.</td>
<td></td>
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<tr>
<td>10</td>
<td>11 May 06</td>
<td>10. Guest Lecturer</td>
<td>Mr R Henderson-Smart Managing Director and Owner</td>
<td>Coaching on final business plan preparation. Discussion of debate format and procedures.</td>
<td>None None None None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(To be confirmed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>18 May 06</td>
<td>11. Reviewing the Business Plan</td>
<td></td>
<td>Coaching on final business plan preparation. Discussion of debate format and procedures.</td>
<td>None None None None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Debate topics assigned re entrepreneurship: its role in society, benefits and disadvantages.</td>
<td></td>
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<tr>
<td>Wk</td>
<td>Date</td>
<td>Major Topics</td>
<td>Lecture Readings</td>
<td>Supporting Activities and Readings</td>
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<tr>
<td>12</td>
<td>25 May 06</td>
<td>Final Business Plan Presentations Groups 1, 2, 3 &amp; 4</td>
<td>Lecturer feedback on performance to date.</td>
<td>Due Date All Groups: Written Submissions of Final Business Plan due at the beginning of class.</td>
<td>None</td>
</tr>
<tr>
<td>13</td>
<td>01 Jun 06</td>
<td>Final Business Plan Presentations Groups 5, 6, 7 &amp; 8</td>
<td>Lecturer feedback on performance to date.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>14</td>
<td>08 Jun 06</td>
<td>Entrepreneurship Debate Groups 1 and 2</td>
<td>Lecturer feedback on performance to date.</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
APPENDIX 1: DETAILED ASSIGNMENT SPECIFICATIONS

Assignment Specification: Group Case Study: Presentation and Submission

This assignment consists of the analysis of and response to one case study per Group during the Session.

Weighting:

10% of final Session grade.

Due Date:

The due dates for this assignment vary according to Group number, as is shown in the table below:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Case Study</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>09 Mar 06</td>
<td>2.1 Parent Watch</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>16 Mar 06</td>
<td>3.1 Knowing Your Customers: Why Instant Messaging is More Popular at Home than at the Office</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>23 Mar 06</td>
<td>5.1 Bright Horizons Family Solutions: A Business Model That Works for Everyone</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>30 Mar 06</td>
<td>10.1 Google: A Portrait of One Start-Up’s Funding Journey</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>06 Apr 06</td>
<td>8.2 Business Ethics: Are Ethics Training Programs Helpful?</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>13 Apr 06</td>
<td>9.1 Learning from Failure: Is Furniture.com’s Business Plan More Convincing This Time Around?</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>27 Apr 06</td>
<td>13.1 Tellme Networks: Positioning Itself for Rapid Growth</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>04 May 06</td>
<td>15.2 IFX International: Helping Franchisees Better Communicate with Their Franchisors and with Each Other</td>
<td>8</td>
</tr>
</tbody>
</table>

Scope of Assignment:

This assignment is a test of your Group’s application of analysis, planning and strategy implementation skills in a case study context.

Each Group must study the details of the case study assigned to it as shown in the table above. Each of these cases studies are in the Prescribed Text.

Each Group must:

- Consider all entrepreneurial, services marketing, competitive, resource issues and related support details as relevant and important.
- Devise your own response to the Case addressing the positive and negative issues in the case using any related and/or supportive analysis of case circumstances;
- Formulate your own carefully considered, logical, comprehensive, ethical, feasible and financially viable tactical and strategic plan that can be readily implemented to address the issues in the case.

You should not mimic strategies or processes that might be included in the case study. You should use the case study to provide a context for devising your own “solution” to the Case. Specific aspects of the preferred format of case study response will be discussed in class.
**Presentation Requirements:**

Your Group’s Case Study presentation MUST:

- Include participation of all group members and be no more than 20 minutes in length.
- Not be a simple regurgitation of the written submission.
- Use a professional format, easy to read colour scheme and font size, with a minimum of gratuitous “special effects”
- Not necessarily be entirely reliant on PowerPoint, which should be used as a tool to support the personal presentations of each speaker.
- Follow the standards of presentation discussed in class.

One copy of the print out of your slides must be provided to the Lecture **BEFORE** commencement of your presentation. One copy of the print out of your slides must be provided to all members of the class **AFTER** your presentation has concluded.

Print outs of your presentation should be one slide to a page, in black and white and must include the following information:

- Subject number and subject name;
- Workshop number and group number;
- Student numbers of all group members; and
- Date of submission.

The presentation of your nominated Case Study should include **no more than 15 PowerPoint slides**, including a cover/introduction slide. Other supporting visual aids may also be used at the discretion of each Group. **Any slides submitted in excess of 15 will not be considered for grading purposes.**

**Written Submission Requirements:**

Your Group’s written Case Study response MUST be prepared on white A4 paper, with 2.5 cm (1”) margins top, bottom, left, right. The body of the report must be single spaced in Arial 12 point font, left justified and must use one side of the paper only. All pages MUST be numbered in the bottom left footer, with page one being the page on which the body of the text starts. The Cover Sheet and all pages of the body of the report must include the following information:

- Subject number and subject name;
- Workshop number and group number;
- Student numbers of all group members; and
- Date of submission.

For the body of the reports you should use headers or footers. Examples of the required format will be discussed in class.

Your written response should be **no more than Five (5) A4 pages** for the body of your reply, plus cover sheet, references and plagiarism form

**Any pages of the text body of your Group’s response in excess of five (5) will not be considered for grading purposes.**
Any written submissions that do not strictly comply with these format requirements will be returned to the Group in question for reformatting and may incur a late submission penalty for every day the submission is late.

**Preparation/Resources:**

The resources that you should use to complete this assignment include, but are not necessarily limited to:

- The assigned text.
- Secondary texts.
- Journal articles used in class, those referred to in this Course Outline, and others accessible through the electronic databases available through the UNSW Library.
- Other relevant texts in UNSW Library.
- Web sites relevant to the Case Study and/or industry in which the business nominate din the case study competes.
- Suggested case study response structure, which will be discussed in class.

**Grading Criteria:**

The assignment will be marked using the Marking Criteria shown below.

Written submissions and Group presentations will be assessed as one integrated assignment. Separate grades for the components of this assignment will not be provided.

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of Contextual Summary</strong> - how clearly you summarise relevant contextual details</td>
<td>/5%</td>
</tr>
<tr>
<td><strong>Completeness of Contextual Summary</strong> – how comprehensive your contextual summary is in terms of relevant background detail.</td>
<td>/5%</td>
</tr>
<tr>
<td><strong>Soundness of the Response</strong> - the soundness of your response to the case circumstances in terms of being able to convince the reader that your response looks well-thought out, appropriate to the context and problem and has a chance of success.</td>
<td>/15%</td>
</tr>
<tr>
<td><strong>Breadth of Considerations in Designing the Program</strong> - how comprehensive the new strategy and tactics are and how effective they are in dealing with identified entrepreneurship and services marketing issues.</td>
<td>/15%</td>
</tr>
<tr>
<td><strong>Adequacy of Detail in your Response</strong> - how appropriately you employ, at a detailed level, various unit concepts and illustrations/examples to support your response to the case.</td>
<td>/60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/100%</td>
</tr>
</tbody>
</table>

Each member of every Group will be required to complete the “Working in Groups” assessment form for this assignment. This form is shown in the Appendix to this assignment brief.
APPENDIX: WORKING IN GROUPS

University of New South Wales, Sydney, Australia
Faculty of Commerce and Economics
School of Marketing
SERV 4002 Entrepreneurship in Services

Working in Groups

Assignment: Group Case Study: Presentation and Submission

This semester each Student Team in SERV 4002 Entrepreneurship in Services will be required to complete a total of 6 major tasks in a Group. Each of these tasks will involve peer assessment. Each team member will be required to evaluate and score other members and then share those marks with other members. The assessment sheet is on the following page.

Group work is an unavoidable but valuable element of tertiary study. There are good reasons to approach group work with optimism and enthusiasm. For a start, it offers you the chance to learn to work cohesively in groups, as you will have to do in the workplace. It affords you the opportunity of deepening your knowledge through contact with other class members. And you get the chance to learn different skills associated with study, learning and presentations.

Group work can also, as we all know, be a negative experience. Some members attempt to exert control over the group. Other members ‘bludge’, allowing the more industrious members to do a disproportionate amount of the work required. These and other issues can create conflict in groups. This is natural.

Groups are by their very nature open to conflict, sometimes positive and sometimes negative. Learning to deal with this conflict is a skill in itself; you should regard it as such.

If you have serious problems in your group work please the lecturer as soon as possible – after you have attempted to resolve the problems yourself. And contact your lecturer sooner, rather than later – and not as has been the case too often, when it is too late.
Assignment: Group Case Study: Presentation and Submission

This assessment provides feedback on the performance of your group for the lecturer’s reference. Please be objective, fair and accurate in assessment of each of your fellow students. This assessment is to be confidential and lodged personally with the lecturer.

Using the key below, please rank your peers on a scale of 1 to 5, in each of the 3 areas. Do NOT rank yourself.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
<th>Attendance and Cooperation</th>
<th>Academic Contribution</th>
<th>Overall Comparative Ranking</th>
<th>Recommended Share of 100 Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

KEY TO NUMERICAL EVALUATION

Attendance and Cooperation
5 Was a team leader both in and outside the class; superior cooperation  
4 Attended meetings regularly; good cooperation; a team player  
3 Attended meetings fairly regularly; did what was asked but no more  
2 Missed some work and did the minimum amount of assignment work (failing grade)  
1 Poor attendance at meetings and/or poor cooperation and work share (failing grade)

Academic Contribution
5 A team leader in ideas; enthusiastic; a lot of ideas  
4 Contributed greatly to the project; did more than his or her fair share  
3 Had good ideas from time to time; an average performer  
2 Was too quiet or not interested enough to be an effective work contributor (failing grade)  
1 Contributed very little to the case analysis (failing grade)

Overall Comparative Ranking
5 The team leader (either officially or otherwise)  
4 A team player; second to the leader (but only slightly); excellent work  
3 An average member of the team  
2 Slightly below member of the team (failing grade)  
1 Contributed least to the team (failing grade)

Recommended share of 100 marks
Based on your review of the other members effort and contribution, suggest a fair and equitable share of 100 marks amongst them but excluding yourself. IMPORTANT: If you believe a colleague did an exceptional job, and deserves extra mention, use this space. If you have graded a colleague poorly, then you should use this space to justify your assessment.

Your Name: ____________________________ Your Student Number: ____________________
Assignment Specification: Group Article Critique Presentation and Submission

This assignment consists of the critique of one of the articles shown in the Weekly Schedule above for the week allocated to your Group. Each Group must complete one critique during the Session.

Weighting:

10% of final Session grade.

Due Date:

The due dates for this assignment vary according to Group number, as is shown in the table below:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Presentation of Article Critiques</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>09 Mar 06</td>
<td>One article from those nominated for the week.</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>16 Mar 06</td>
<td>One article from those nominated for the week.</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>23 Mar 06</td>
<td>One article from those nominated for the week.</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>30 Mar 06</td>
<td>One article from those nominated for the week.</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>06 Apr 06</td>
<td>One article from those nominated for the week.</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>13 Apr 06</td>
<td>One article from those nominated for the week.</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>27 Apr 06</td>
<td>One article from those nominated for the week.</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>04 May 06</td>
<td>One article from those nominated for the week.</td>
<td>4</td>
</tr>
</tbody>
</table>

Scope of Assignment:

Group Article Critique Presentation and Submission:

- Each Group is required to complete an analysis and assessment of the content and context of the selected article for the Group’s assigned week for their presentation and make a written submission and presentation in class on the nominated due date.
- Suggested headings for the written submission and presentation include:
  - Objective/purpose of the article. This should be very brief (1-2 sentences).
  - The key points and contribution of the article.
  - Comments on the strengths and weaknesses of the article. Here you should use a series of bullet points and/or subheadings of your choosing to cover these key areas. You should also try to explain why the article assigned to you got published. This section (and the following) will encompass the majority of your submission, and where you are expected to provide the original intellectual input of your group.
  - Specific areas where you particularly agree/disagree with the conclusions of the article.
  - Brief concluding remarks and/or additional thoughts.
Presentation Requirements:

Your Group’s Article Critique presentation MUST:

- Include participation of all group members and be no more than 20 minutes in length.
- Not be a simple regurgitation of the written submission.
- Use a professional format, easy to read colour scheme and font size, with a minimum of gratuitous “special effects”
- Not necessarily be entirely reliant on PowerPoint, which should be used as a tool to support the personal presentations of each speaker.
- Follow the standards of presentation discussed in class.

Print outs of your presentation should be one slide to a page, in black and white and must include the following information:

- Subject number and subject name;
- Workshop number and group number;
- Student numbers of all group members; and
- Date of submission.

One copy of the print out of your slides must be provided to the Lecture BEFORE commencement of your presentation. One copy of the print out of your slides must be provided to all members of the class AFTER your presentation has concluded.

The presentation of your nominated Case Study should include no more than 15 PowerPoint slides, including a cover/introduction slide. Other supporting visual aids may also be used at the discretion of each Group. Any slides submitted in excess of 15 will not be considered for grading purposes.

Written Submission Requirements:

Your Group’s written Article Critique MUST be prepared on white A4 paper, with 2.5 cm (1”) margins top, bottom, left, right. The body of the report must be single spaced in Arial 12 point font, left justified and must use one side of the paper only. All pages MUST be numbered in the bottom left footer, with page one being the page on which the body of the text starts. The Cover Sheet and all pages of the body of the report must include the following information:

- Subject number and subject name;
- Workshop number and group number;
- Student numbers of all group members; and
- Date of submission.

For the body of the reports you should use headers or footers. Examples of the required format will be discussed in class.

Your written response should be no more than Three (3) A4 pages for the body of your critique, plus cover sheet, references and plagiarism form.

Any pages of the text body of your Group’s response in excess of three (3) will not be considered for grading purposes.
Any written submissions that do not strictly comply with these format requirements will be returned to the Group in question for reformatting and may incur a late submission penalty for every day the submission is late.

**Preparation/Resources:**

The resources that you should use to complete this assignment include, but are not necessarily limited to:

- The assigned text.
- Secondary texts.
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- Web sites relevant to the Case Study and/or industry in which the business nominate din the case study competes.
- Suggested case study response structure, which will be discussed in class.

**Grading Criteria:**

The assignment will be marked using the Marking Criteria shown below.

Written submissions and Group presentations will be assessed as one integrated assignment. Separate grades for the components of this assignment will not be provided.

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your ability to assemble clear evidence from the assigned article.</td>
<td>/20%</td>
</tr>
<tr>
<td>The logical consistency of your arguments.</td>
<td>/20%</td>
</tr>
<tr>
<td>The persuasiveness of your arguments in terms of your critical insights.</td>
<td>/20%</td>
</tr>
<tr>
<td>Your awareness of the implications of your critique and your arguments for Entrepreneurship in Services theory and practice.</td>
<td>/20%</td>
</tr>
<tr>
<td>Your communication and presentation skills, in a group context.</td>
<td>/20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/100%</strong></td>
</tr>
</tbody>
</table>

Each member of every Group will be required to complete the “Working in Groups” assessment form for this assignment. This form is shown in the Appendix to this assignment brief.
This semester each Student Team in SERV 4002 Entrepreneurship in Services will be required to complete a total of 6 major tasks in a Group. Each of these tasks will involve peer assessment. Each team member will be required to evaluate and score other members and then share those marks with other members. The assessment sheet is on the following page.

Group work is an unavoidable but valuable element of tertiary study. There are good reasons to approach group work with optimism and enthusiasm. For a start, it offers you the chance to learn to work cohesively in groups, as you will have to do in the workplace. It affords you the opportunity of deepening your knowledge through contact with other class members. And you get the chance to learn different skills associated with study, learning and presentations.

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University of New South Wales  
Faculty of Commerce and Economics  
School of Marketing  
SERV 4002 Entrepreneurship in Services  
Working in Groups

Assignment: Group Article Critique Presentation and Submission

This assessment provides feedback on the performance of your group for the lecturer’s reference. Please be objective, fair and accurate in assessment of each of your fellow students. This assessment is to be confidential and lodged personally with the lecturer.

Using the key below, please rank your peers on a scale of 1 to 5, in each of the 3 areas.  
Do NOT rank yourself.

<table>
<thead>
<tr>
<th>Group Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
</tr>
<tr>
<td>---------------</td>
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<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**KEY TO NUMERICAL EVALUATION**

Attendance and Cooperation

- 5 Was a team leader both in and outside the class; superior cooperation
- 4 Attended meetings regularly; good cooperation; a team player
- 3 Attended meetings fairly regularly; did what was asked but no more
- 2 Missed some work and did the minimum amount of assignment work (failing grade)
- 1 Poor attendance at meetings and/or poor cooperation and work share (failing grade)

Academic Contribution

- 5 A team leader in ideas; enthusiastic; a lot of ideas
- 4 Contributed greatly to the project; did more than his or her fair share
- 3 Had good ideas from time to time; an average performer
- 2 Was too quiet or not interested enough to be an effective work contributor (failing grade)
- 1 Contributed very little to the case analysis (failing grade)

Overall Comparative Ranking

- 5 The team leader (either officially or otherwise)
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- 3 An average member of the team
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- 1 Contributed least to the team (failing grade)

Recommended share of 100 marks

Based on your review of the other members effort and contribution, suggest a fair and equitable share of 100 marks amongst them but excluding yourself. IMPORTANT: If you believe a colleague did an exceptional job, and deserves extra mention, use this space. If you have graded a colleague poorly, then you should use this space to justify your assessment.

Your Name: ________________________________ Your Student Number: ____________________________
Assignment Specification: Major Group Project

This assignment consists of three related components with reference to the preparation of a realistic Business Plan for the successful launch of a new business in the services sector. These components are:

1. Opportunity Identification: Brief Presentation & Written Submission
2. Progress Report: Presentation and Written Submission
3. Final Report: Presentation and Written Submission

Weighting:

<table>
<thead>
<tr>
<th>Part</th>
<th>Percentage of Final Session Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>5%</td>
</tr>
<tr>
<td>Part 2</td>
<td>15%</td>
</tr>
<tr>
<td>Part 3</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>60%</td>
</tr>
</tbody>
</table>

Due Date:

- Part 1: In class Week 4
- Part 2: In class Week 9
- Part 3: A: Written Submission: In class Week 14
  B: Presentation: In class Week 14 or 15 depending on Group number.

Scope of Assignment:

To complete this assignment each group of students must complete a comprehensive business plan for a new "start-up" business in the services sector. The context of the preparation of this plan is that the final presentation of the plan should be considered to be a presentation to a bank, venture capital firm or other group of potential financial backers or investors interested in potentially financing the start-up which is the subject of the plan. In this instance, the class will actively take this role.

To complete this assignment each group must conduct appropriate research and analysis to identify, *inter alia*:

- A suitable viable “real world” business opportunity;
- A viable market or market segments for the nominated service;
- The competitive environment and industry structure that the new business will have to deal with;
- The customer service issues that will have to be managed by the new business;
- The organisational and human resources requirements for the new business;
- The technological systems and support requirements;
- Intellectual property that may be required to take advantage of the identified business opportunity;
- The financial resources required to launch the business; and
- A suitable exit strategy.

The perspective to be taken is that of a group of entrepreneurs intent on finding a new business opportunity and launching their own new business to take advantage of that opportunity.
Details of the suggested structure for the required Business Plan will be discussed in class. One suitable structure for the required Business Plan is shown in Table 9.2 on pages 212 and 213 of the prescribed text, Barringer & Ireland, *Entrepreneurship: Successfully Launching New Ventures*. Other formats are acceptably provided that such structures cover all necessary elements of the Business Plan.

**Presentation Requirements:**

Presentations MUST:

- Include participation of all group members.
- Be of no more than the length specified below for the Opportunity Identification, Progress Report Presentation and Final Presentation.
- IN the case of the Final Report, not be a simple regurgitation of the written submission.
- Use a professional format, easy to read colour scheme and font size, with a minimum of gratuitous “special effects”
- Not be entirely reliant on PowerPoint, which should be used as a tool to support the personal presentations of each speaker.

One copy of the print out of your slides must be provided to the Lecture **BEFORE** commencement of your presentation.

One copy of the print out of your slides must be provided to all members of the class **AFTER** your presentation has concluded.

**Part 1: Opportunity Identification:**

A brief presentation of no more than 7 minutes duration is to be made by each group in class in Week 4. This presentation should include:

1. How you came to identify the opportunity that your group is nominating.
2. What analysis and assessment of the opportunity you have completed.
3. Why you have selected the nominated business opportunity.
4. A broad outline of your Group’s plan to complete the work required to complete the Final Business Plan, including a broad indication of the tasks assigned to each member of your Group.

The presentation of your Opportunity should include **no more than 10 PowerPoint slides**, including a cover/introduction slide. Other supporting visual aids may also be used at the discretion of each Group. **Any slides submitted in excess of 10 will not be considered for grading purposes.**

The written submission for this part of the Major Group Project consists of a copy of each Group’s presentation. This printed copy of each Group’s presentation must be submitted in class, before commencing their presentation. If using PowerPoint, print outs of your presentation must be printed one slide to a page, in black and white. Each page must include the following information:

- Subject number;
- Subject name;
- Group number;
- Student numbers and names of all group members; and
- Date of submission.
Before proceeding with work on this assignment your selection of new business opportunity must be approved by the course Lecturer.

Part 2: Progress Report:

A succinct presentation of your progress on the research and preparation of your plan must be delivered in your Workshop. This presentation should include, inter alia:

- Work completed to date.
- A timetable for completion of the assignment.
- Interesting issues and/or findings to date.
- Any problems encountered to date and how these problems were or are being solved.
- Any additional resources that may be required to complete this assignment.

The presentation of your Progress Report should include no more than 15 PowerPoint slides, including a cover/introduction slide. Other supporting visual aids may also be used at the discretion of each Group. The only written submission for this part of the assignment is a print out of your PowerPoint slides. Any slides submitted in excess of 15 will not be considered for grading purposes.

Part 3A: Written Submission of Final Business Plan:

The written final business plan should address the key issues, strategies, tactics, organisation and human, financial and other resources required to successfully launch the new business opportunity in the services sector that your Group has identified and researched.

This Final Business Plan should be a MINIMUM of twenty (20) A4 pages, and a MAXIMUM of forty (40) A4 pages for the body of your plan, plus cover sheet, references, appendices and plagiarism form.

Any pages of the text body of your Group’s response in excess of forty (40) will not be considered for grading purposes.

Your Group’s written Final Business Plan MUST be prepared on white A4 paper, with 2.5 cm (1") margins top, bottom, left, right. The body of the report must be single spaced in Arial 12 point font, left justified and must use one side of the paper only. All pages MUST be numbered in the bottom right footer. The Cover Sheet and all pages of the body of the report (in the header and/or footer of each page) must include the following information:

- Subject number;
- Subject name;
- Group number;
- Student numbers and names of all group members; and
- Date of submission.

For the body of the report you should use headers or footers. The use of tables, graphs, and point form are acceptable and encouraged. Examples of the required format will be discussed in class.

Any submissions that do not strictly comply with these format requirements will be returned to the group in question for reformatting and may incur a late submission penalty for every day the submission is late.
Part 3B: Presentation of Final Business Plan:

A presentation of the key issues, strategies, tactics, organisation and human, financial and other resources required to successfully launch the new business opportunity in the services sector that your Group has identified and researched.

The details of the requirements for the presentation contents will be discussed in detail in Workshops throughout the session.

Your presentation should be no more than 35 minutes in duration and should include no more than 35 PowerPoint slides, including an introduction/cover slide. Other supporting visual aids may also be used at the discretion of each group. *Any slides submitted in excess of 35 will not be considered for grading purposes.*

Preparation/Resources:

The resources that you should use to complete this assignment include, but are not necessarily limited to:

- The assigned text.
- Secondary texts.
- Journal articles used in class, those referred to in this Course Outline, and others accessible through the electronic databases available through the UNSW Library.
- Other relevant texts in UNSW Library.
- A structured questionnaire approved by the lecturer for use in primary research.
- Your Group’s primary research conducted in any face to face structured personal interviews with representatives of the industry in which the new business opportunity that that your selects and which is nominated for this Major Assignment.
- Other web sites relevant to the industry in which your business opportunity will be competing.
- Suggested final report structure, which should serve as a guide to the information that you need to collate and analyse for this assignment.
**Grading Criteria:**
Each component of the Major Group Project will be graded separately using the following criteria:

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soundness of research methodology and discussion of key concepts.</td>
<td>/20%</td>
</tr>
<tr>
<td>Breadth of arguments and examples across subject concepts.</td>
<td>/20%</td>
</tr>
<tr>
<td>Communication of ideas: clarity, logic and comprehensiveness.</td>
<td>/20%</td>
</tr>
<tr>
<td>Use of the nominated literature and other sources in preparing the plan or presentation: prescribed text, indicated references, web sites, statistics and journals.</td>
<td>/20%</td>
</tr>
<tr>
<td>Presentation of report in an appropriate structure, format and standard.</td>
<td>/10%</td>
</tr>
<tr>
<td>Acknowledgement of all sources in an appropriate format, to UNSW standards.</td>
<td>/10%</td>
</tr>
<tr>
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<td>/100%</td>
</tr>
</tbody>
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University of New South Wales, Sydney, Australia
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SERV 4002 Entrepreneurship in Services

Working in Groups

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Groups are by their very nature open to conflict, sometimes positive and sometimes negative. Learning to deal with this conflict is a skill in itself; you should regard it as such.

If you have serious problems in your group work please the lecturer as soon as possible – after you have attempted to resolve the problems yourself. And contact your lecturer sooner, rather than later – and not as has been the case too often, when it is too late.
Assignment: Major Group Project

This assessment provides feedback on the performance of your group for the lecturer's reference. Please be objective, fair and accurate in assessment of each of your fellow students. This assessment is to be confidential and lodged personally with the lecturer.

Using the key below, please rank your peers on a scale of 1 to 5, in each of the 3 areas.
Do NOT rank yourself.

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KEY TO NUMERICAL EVALUATION

Attendance and Cooperation
5 Was a team leader both in and outside the class; superior cooperation
4 Attended meetings regularly; good cooperation; a team player
3 Attended meetings fairly regularly; did what was asked but no more
2 Missed some work and did the minimum amount of assignment work (failing grade)
1 Poor attendance at meetings and/or poor cooperation and work share (failing grade)

Academic Contribution
5 A team leader in ideas; enthusiastic; a lot of ideas
4 Contributed greatly to the project; did more than his or her fair share
3 Had good ideas from time to time; an average performer
2 Was too quiet or not interested enough to be an effective work contributor (failing grade)
1 Contributed very little to the case analysis (failing grade)

Overall Comparative Ranking
5 The team leader (either officially or otherwise)
4 A team player; second to the leader (but only slightly); excellent work
3 An average member of the team
2 Slightly below member of the team (failing grade)
1 Contributed least to the team (failing grade)

Recommended share of 100 marks
Based on your review of the other members effort and contribution, suggest a fair and equitable share of 100 marks amongst them but excluding yourself. IMPORTANT: If you believe a colleague did an exceptional job, and deserves extra mention, use this space. If you have graded a colleague poorly, then you should use this space to justify your assessment.

Your Name: ___________________________  Your Student Number: ___________________________
Assignment Specification: Entrepreneurship Debate

This assignment consists of the analysis of and response to one case study per Group during the Session.

Weighting:

10% of final Session grade.

Due Date:

The due date for this assignment is Week 14.

Scope of Assignment:

In Week 11, debating topics will be issued to the various affirmative and negative Debating Teams. These topics will be selected from the material covered in Seminars held between Week 1 and Week 10, inclusive. Each member of each team will be required to participate in the preparation for the debate and the actual in-class debate to be held in Week 14.

The procedural aspects of debating and the expectations of each team and of the class in the in-class debate will be discussed during the semester.

The debate method requires students to synthesize everything they have learned up to the point in the course when the debate occurs.

In a formal debate, participants are required to present and defend a coherent, well-researched, well-supported position before classmates and the Lecturer. In a formal debate, students take on a role and structure in which they can express opinions that may differ from the Lecturer's (without confrontation of penalty).

A formal debate involves having specified class members in their pre-assigned Groups test competitively two sides of an issue. The remainder of the class can then vote for the most convincing team. The procedure in debate begins with a proposed solution to a problem. A series of carefully timed, formal, spoken arguments are then alternated between an affirmative speaker and a negative speaker. If some members of the class have had experience with formal debating, they may assume some responsibility for procedural management and timing.

In our in-class debates, the initial Affirmative Speaker and Negative Speakers will be allocated 5 minutes. All other speakers will be allocated 3 minutes each, for a total elapsed time of 34 minutes. This timetable may be adjusted depending on the number of students in the class. There will also be time for the class to vote and for the Lecturer to add a few words at the close of the class session.
The members of the Affirmative Group and the Negative Group speak in this order:

<table>
<thead>
<tr>
<th>Position</th>
<th>Role</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Affirmative leader</td>
<td>Define moot (topic or question), introduction</td>
</tr>
<tr>
<td>2.</td>
<td>Negative leader</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Affirmative second speaker</td>
<td>Further arguments, rebuttal</td>
</tr>
<tr>
<td>4.</td>
<td>Negative second speaker</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Affirmative third speaker</td>
<td>Mostly rebuttal</td>
</tr>
<tr>
<td>6.</td>
<td>Negative third speaker</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Affirmative fourth speaker</td>
<td>Mostly rebuttal</td>
</tr>
<tr>
<td>8.</td>
<td>Negative fourth speaker</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Negative final speaker</td>
<td>Summary (no new arguments)</td>
</tr>
<tr>
<td>10.</td>
<td>Affirmative final speaker</td>
<td></td>
</tr>
</tbody>
</table>

The class then votes on who they consider to be the winner. This requires the class members to be aware of the “rules” of debating and to be able to assess sound argument and rebuttal from unsound argument and rebuttal. Further details regarding the structure of debates is shown in Appendix A to this brief.

**Presentation Requirements:**

The “presentation” element of this assignment is the participation of individual members of each Group in the nominated Debate.

**Written Submission Requirements:**

There is no Written Submission requirement for this assignment.

**Preparation/Resources:**

The resources that you should use to complete this assignment include, but are not necessarily limited to:

- The assigned text.
- Secondary texts.
- Journal articles used in class, those referred to in this Course Outline, and others accessible through the electronic databases available through the UNSW Library.
- Other relevant texts in UNSW Library.
- Web sites relevant to the Case Study and/or industry in which the business nominate din the case study competes.
- Suggested case study response structure, which will be discussed in class.
The assignment will be graded using the Marking Criteria shown below.

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Mark</th>
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<tbody>
<tr>
<td><strong>Subject Matter:</strong></td>
<td></td>
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<tr>
<td>‣ Subject knowledge</td>
<td>/20%</td>
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<tr>
<td>‣ Relevance</td>
<td></td>
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<tr>
<td>‣ Logical Reasoning</td>
<td></td>
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<tr>
<td>‣ Quoted Authorities</td>
<td></td>
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<tr>
<td>‣ Definition</td>
<td></td>
</tr>
<tr>
<td>‣ Refutation</td>
<td></td>
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<tr>
<td><strong>Debating Manner:</strong></td>
<td>/20%</td>
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<tr>
<td>‣ Personality</td>
<td></td>
</tr>
<tr>
<td>‣ Persuasiveness</td>
<td></td>
</tr>
<tr>
<td>‣ Language</td>
<td></td>
</tr>
<tr>
<td>‣ Appearance</td>
<td></td>
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<tr>
<td>‣ Stance / Gesture</td>
<td></td>
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<tr>
<td>‣ Use of Notes (or preferably no</td>
<td></td>
</tr>
<tr>
<td>use of notes)</td>
<td></td>
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<tr>
<td><strong>Debating Method:</strong></td>
<td>/20%</td>
</tr>
<tr>
<td>‣ Speech Structure</td>
<td></td>
</tr>
<tr>
<td>‣ Introduction</td>
<td></td>
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<tr>
<td>‣ Peroration</td>
<td></td>
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<tr>
<td>‣ Technique</td>
<td></td>
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<tr>
<td>‣ Strategy</td>
<td></td>
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<tr>
<td><strong>Group Teamwork</strong></td>
<td>/20%</td>
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<tr>
<td>‣ Compare teams as a whole</td>
<td></td>
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<tr>
<td>‣ Collective presentation of case</td>
<td></td>
</tr>
<tr>
<td>‣ Continuity of argument</td>
<td></td>
</tr>
<tr>
<td><strong>Reply to Opposing Team</strong></td>
<td>/10%</td>
</tr>
<tr>
<td>‣ Summary and Refutation</td>
<td></td>
</tr>
<tr>
<td><strong>Class Vote</strong></td>
<td>/10%</td>
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<tr>
<td>‣ The Lecturer may take into</td>
<td></td>
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<td>account the class's vote when</td>
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<td>allocating a grade for this</td>
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<td>assessment item.</td>
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<td><strong>Total</strong></td>
<td>/100%</td>
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Each member of every Group will be required to complete the “Working in Groups” assessment form for this assignment. This form is shown in the Appendix B to this assignment brief.
APPENDIX A: STRUCTURE OF A TRADITIONAL DEBATE

- **Propositions:**

  The proposition is the statement being debated. It is stated affirmatively and conclusively, much in the manner of a scientific hypothesis. A debatable proposition is considered to be one of three types: fact, value, or policy. An effective debater can spot the type of proposition he or she must work with and determine what its specific demands are.

- **Fact:**

  Propositions of fact state that a phenomenon is true or false. For example, "Several modern religious cults use brainwashing techniques to convert young people."

  Fact propositions demand that the proponent:

  - Assert some externally established criteria of definition, rule, or law generally agreed upon as the basis of fact: "The techniques of brainwashing consist of...."
  - Demonstrate that the phenomenon in question is consistent with the criteria: "X and Y religious groups use the following brainwashing techniques to convert young people."

- **Value:**

  Propositions of value state that a phenomenon is consistent with criteria for evaluating its acceptability: for example, "Psychology can best improve the human condition by directing its efforts toward controlling human behaviour."

  Value propositions demand that the proponent:

  - Convince the audience that the proponent's own criteria of personal values are acceptable: "The human condition will be improved when everyone is happy and productive."
  - Convince the audience that acceptable criteria of value are fulfilled by the phenomenon in question: "Psychology now has within its grasp the means to make everyone happy and productive."

- **Policy:**

  Propositions of policy call for some form of action. In general, they may contain some elements of both fact and value. They are often recognizable by use of the word should and must speculate about the consequences of the action: for example, "As a national policy we should eliminate all forms of violence from television programming."

  Policy propositions demand that the proponent convince the audience that the opposed action will be beneficial: "When violence on TV is eliminated, violence in our streets will diminish."

  Note that although some debating issues lend themselves to one or another type of proposition, some may be treated as you choose. One issue may ask, for example, "Should Animals Be Used in Psychological Research?" Possible propositions may be as follows:

  - Fact: "Experiments using animals are essential to the development of many life-saving medical procedures."
  - Value: "Animal experimentation benefits both humans and animals."
  - Policy: "Experimental treatments should always be tested on animals before they are tested on humans."
Argument:

The argument consists of using both facts and opinions as evidence in the logical analysis of a proposition to enable the classroom "judges" to arrive at a decision as to which Group is most convincing. It is essential that all team members be thoroughly familiar with the opposing side's argument. They must be able to select those arguments that are pertinent to the proposition and reject those that are irrelevant in providing rebuttal to the opposing team's evidence.

An excellent preparation is for students to make a list of points of agreement and disagreement for the two teams. Points of disagreement should be stated so that the affirmative side can unambiguously say "yes" to it and the negative side can clearly say "no."
APPENDIX B: WORKING IN GROUPS

University of New South Wales, Sydney, Australia
Faculty of Commerce and Economics
School of Marketing
SERV 4002 Entrepreneurship in Services

Working in Groups

Assignment: Entrepreneurship Debate

This semester each Student Team in SERV 4002 Entrepreneurship in Services will be required to complete a total of 6 major tasks in a Group. Each of these tasks will involve peer assessment. Each team member will be required to evaluate and score other members and then share those marks with other members. The assessment sheet is on the following page.

Group work is an unavoidable but valuable element of tertiary study. There are good reasons to approach group work with optimism and enthusiasm. For a start, it offers you the chance to learn to work cohesively in groups, as you will have to do in the workplace. It affords you the opportunity of deepening your knowledge through contact with other class members. And you get the chance to learn different skills associated with study, learning and presentations.

Group work can also, as we all know, be a negative experience. Some members attempt to exert control over the group. Other members ‘bludge’, allowing the more industrious members to do a disproportionate amount of the work required. These and other issues can create conflict in groups. This is natural.

Groups are by their very nature open to conflict, sometimes positive and sometimes negative. Learning to deal with this conflict is a skill in itself; you should regard it as such.

If you have serious problems in your group work please the lecturer as soon as possible – after you have attempted to resolve the problems yourself. And contact your lecturer sooner, rather than later – and not as has been the case too often, when it is too late.
This assessment provides feedback on the performance of your group for the lecturer's reference. Please be objective, fair and accurate in assessment of each of your fellow students. This assessment is to be confidential and lodged personally with the lecturer.

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Your Name: ___________________________ Your Student Number: ___________________________
Class Participation

Weighting:

10% of final Session grade.

Scope of Assessment Item:

The mark for participation, plus the Major Group Project mark, indicates the commitment to this subject that is expected from enrolled students. You will be marked for active participation in class, and marked down for disruptions in lectures.

You must attend at least 80% of the lectures. Attendance will be checked every week. Any enrolled student who fails to attend the minimum number of classes will be asked to show cause why he or she should not be barred from receiving their final Session grade in this subject.

Your participation will marked on the basis of:

- The extent and quality of your participation in discussions and debates in lectures.
- The extent to which it is apparent that you have prepared the assigned readings for the week.