Unit Outline*

MGMT8608

Entrepreneurship & Innovation

MBA Trimester 1, 2010
Perth

Winthrop Professor Tim Mazzarol

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Students web site http://www.business.uwa.edu.au/students
All material reproduced herein has been copied in accordance with and pursuant to a statutory licence administered by Copyright Agency Limited (CAL), granted to the University of Western Australia pursuant to Part VB of the Copyright Act 1968 (Cth).

Copying of this material by students, except for fair dealing purposes under the Copyright Act, is prohibited. For the purposes of this fair dealing exception, students should be aware that the rule allowing copying, for fair dealing purposes, of 10% of the work, or one chapter/article, applies to the original work from which the excerpt in this course material was taken, and not to the course material itself.

© The University of Western Australia 2010
UNIT DESCRIPTION

Introduction

Welcome to Entrepreneurship and Innovation MGMT8608. This unit focuses 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 an 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 (European Commission, 2003).

There is no presumption, however, that entrepreneurship can be taught. You can learn a lot from observing what entrepreneurs do, but each have their own peculiar way of doing things. Ultimately entrepreneurship must be experienced. A distinction also needs to be made between the entrepreneur as an individual, being enterprising as a person and the process of small business management. Each of these things can be quite different. Entrepreneurs can lead large companies - e.g. Richard Branson of Virgin, or Bill Gates of Microsoft – 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 (Schumpeter, 1934). 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.
Your Lecturer – Professor Tim Mazzarol

Tim Mazzarol is a Winthrop Professor within the UWA Business School where he specialises in entrepreneurship, innovation, small business management, strategy and marketing. He is also an affiliate professor at the Burgundy School of Business, Groupe ESC Dijon Bourgogne, France. Tim joined UWA in 2001 and was the founder Director of the Centre for Entrepreneurial Management and Innovation (CEMI) from 2003 to 2007, then Director of Doctoral Programs at the Business School from 2008 to 2009. Prior to joining UWA he was at Curtin University from 1994 to 2000 where he was a Research Fellow with the Institute for Research into International Competitiveness (IRIC) and Executive Director of the Small Business Unit.

He has published widely in the field of entrepreneurship, innovation and small business management including several books such as The Strategy of Small Firms: Strategic Management and Innovation in the Small Firm, Entrepreneurship and Innovation: A Manager’s Perspective; and Small Business Management: an Applied Approach. He has worked with small entrepreneurial firms as well as large corporations and government agencies. This has included strategic management, marketing and support to commercialization. Tim has also designed several innovative courses in strategic management, marketing, entrepreneurship, innovation and small business management for both MBA level programs and industry professional development.

He has undertaken over 100 projects in the areas of market research and economic or community studies for government and industry clients including the Government of Canada, RAC, Bank of Western Australia, LandCorp, City of Belmont, Australian Education International, State West Credit Society, WA Potato Marketing Board, TimberCorp Ltd, CSIRO, Department of Land Administration, LandCorp, Agriculture Department of Western Australia, Eastern Metropolitan Regional Council, Small Business Development Corporation, WA Department of Industry and Resources, WA Department of Education and Training, Wesfarmers Ltd, Water Corporation, WA Football League, WA Trotting Association, Racing and Wagering WA and Nokia.

Prior to taking up an academic career Tim served with the Australian diplomatic service including a posting to Bangkok during the late 1980s, and as a sales manager with National Mutual Ltd. He is a shareholder and non-executive director for two small companies and consults widely to both industry and government. Tim has authored two text books on small business and entrepreneurship and innovation. He holds a PhD in Management and an MBA with distinction from Curtin University of Technology, and a Bachelor of Arts with Honours from Murdoch University, Western Australia.

Unit content

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.
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 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:

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

Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Assess and screen potential market opportunities and innovations, and develop commercialisation plans to exploit their potential.
- Critically analyse a business model to assess its robustness for new market entry.
- Demonstrate knowledge of the entrepreneurial process and apply these to their personal and professional circumstances.
- Demonstrate skills in financial, marketing and strategic management relevant to the design, development and implementation of entrepreneurial ventures.
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 group learning 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 Pyramid](image.png)

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.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit: i) the Student Perception of Teaching (SPOT); and ii) the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.
Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. 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.

It should be noted that this unit will often involve a guest speaker who will come to the class during the first hour of the seminar. These individuals have given up their valuable time to share with you their experiences. It is therefore most important that you attend class and arrive on time to avoid disrupting these guests.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Winthrop Professor Tim Mazzarol</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:tim.mazzarol@uwa.edu.au">tim.mazzarol@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+61 8 6488-3981</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Thursday 1-5 PM or on appointment</td>
</tr>
<tr>
<td>Lecture times:</td>
<td>Thursday 6-9 PM</td>
</tr>
<tr>
<td>Lecture venue:</td>
<td>Wesfarmers Lecture Theatre</td>
</tr>
</tbody>
</table>
TEXTBOOK(S) & RESOURCES

Unit Website

http://www.webct.uwa.edu.au

Recommended/required text(s)


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 & 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.


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](http://www.library.uwa.edu.au/find_information/course_materials_online)

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.
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 January</td>
<td><strong>Topic 1: 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 – diagnosis of your E&I climate.
1 February

**Topic 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 GET Test & discussion of entrepreneur profiles. Case Studies: APEC;

*Creativity Journal introductory entry and preparation for Assignment 1.*
<table>
<thead>
<tr>
<th>8 February</th>
<th><strong>Topic 3: The Entrepreneurial Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Outcomes:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Consider the role of creativity in entrepreneurship and innovation</td>
</tr>
<tr>
<td></td>
<td>2. Understand the entrepreneurship process and relate this to a case examples</td>
</tr>
<tr>
<td></td>
<td>3. Understand and make use of opportunity screening frameworks</td>
</tr>
<tr>
<td></td>
<td>4. Recognise the need to develop support networks to provide resources for enterprise opportunities.</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Textbook: Chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Exercises:</strong></td>
</tr>
<tr>
<td></td>
<td>Creativity activity Rich Pictures; Case study –“Telarny &amp; Nairi”</td>
</tr>
</tbody>
</table>
**15 February**

**Topic 4: Intrapreneurship**

New venture creation in established organisations; The intrapreneurial 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; Case study – “NTT DoCoMo”; **Creativity Journal activity 2**
22 February  

**Topic 5: Small Business & Family Business**

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.

**Learning outcomes:**
1. Consider the difference between 'lifestylers' and entrepreneurs
2. Understand the entrepreneurial growth cycle of SME's
3. Understand the role of support networks in small business development
4. Understand the need for owner-managers to balance strategy, structure and resources
5. Ability to apply these concepts to a case example

**Readings:**
Textbook Chapter 5

**Exercises**
Guest speaker: TBC
Case Study: 'When Love is Not Enough'
**1 March**

**Topic 6: Adoption and Diffusion of Innovation**

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.

**Learning outcomes:**
1. Understand the process of innovation diffusion
2. Review theories of adoption and diffusion
3. Understand the role of support networks in small business development
4. Understand the need for owner-managers to balance strategy, structure and resources
5. Ability to apply these concepts to a case example

**Readings:**
Textbook Chapter 6


**Exercises:**

Guest Speaker: TBC; Case Study – “NTT DoCoMo”;

*Creativity Journal activity 3: Individual Assignment 1 Due*
**8 March**

**Topic 7: Entrepreneurial Vision versus the Planning Ethos**

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.

**Learning Outcomes**
1. Understand the role and relevance of planning
2. Understand how to integrate analysis and vision
3. Appreciate how entrepreneurs find value
4. Identify skill requirements/matches for new ventures

**Readings:**
- Textbook Chapter 7

**Exercises:**
- Guest Speaker: TBC; Case study – “Comfort Homes”.

15 March

**Topic 8: Financing the venture**

Scale and role of venture capital; Boom and bust cycles in venture capital; Classes of capital (bootstrapping to IPO); Exit and value harvest; The importance of venture teams; venture capital in a global marketplace; the relationship between funding and innovation.

**Learning Outcomes**

1. Understand how new ventures are financed
2. Understand how to position new ventures for appropriate funding
3. Appreciate global funding networks and venture capital
4. Understand the role of venture capital in innovation and commercialisation

**Readings:**
- Textbook Chapter 8

**Exercises:**
- Guest Speaker: TBC; Case study – “Mount Romance”; *Creativity Journal activity 4*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 March</td>
<td><strong>Topic 9: Technology, Technopreneurs and Disruptive Innovations</strong></td>
</tr>
<tr>
<td></td>
<td>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;</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Outcomes:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Understand how to identify emergent, disruptive technologies</td>
</tr>
<tr>
<td></td>
<td>2. Understand whether ventures need to spin out new ventures or can capture their value</td>
</tr>
<tr>
<td></td>
<td>3. Appreciate the pivotal role of customers</td>
</tr>
<tr>
<td></td>
<td>4. Understand how new ventures can ‘create new market space’</td>
</tr>
<tr>
<td></td>
<td>5. Appreciate how Innovation Management frameworks intersect with and contradict with Strategy and Marketing frameworks</td>
</tr>
<tr>
<td></td>
<td>6. Understand how innovation occurs in products and services as well as technology – at all stages and sizes of ventures</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Textbook Chapter 9</td>
</tr>
<tr>
<td></td>
<td><strong>Exercises:</strong></td>
</tr>
<tr>
<td></td>
<td>Guest speaker TBC; Case study – “AQ2 Pty Ltd”</td>
</tr>
<tr>
<td></td>
<td><strong>Take Home Case Study Issued (individual assignment)</strong></td>
</tr>
<tr>
<td>29 March</td>
<td><strong>In-Class Test:</strong></td>
</tr>
<tr>
<td></td>
<td>This will be an open book test based on the case study issued during the previous week. It will take 2 hours.</td>
</tr>
<tr>
<td>5 April</td>
<td><strong>Non-Teaching Week Easter</strong></td>
</tr>
<tr>
<td>12 April</td>
<td><strong>Week 11: Intellectual Property Management and Commercialisation</strong></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning outcomes:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Understand the nature of IP, IP Rights</td>
</tr>
<tr>
<td></td>
<td>2. Review basic legal frameworks and sources of IP protection</td>
</tr>
<tr>
<td></td>
<td>3. Understand the relationship between IP, innovation and business growth</td>
</tr>
<tr>
<td></td>
<td>4. Understand the process of commercialisation</td>
</tr>
<tr>
<td></td>
<td>5. Review government policy support for commercialisation.</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Textbook Chapter 10</td>
</tr>
<tr>
<td></td>
<td><strong>Exercises:</strong></td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: TBC; Case study – “Who owns the patent?” Creativity Journal activity 5</td>
</tr>
</tbody>
</table>
19 April

**Week 12: 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; Organisational Challenges Test.
- Creativity Diaries Due
- Group Assignment Due
- and Course evaluation
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 provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

The assessment within this unit is divided 60% on individual work and 40% on group activities. It is designed to encourage students to examine the theory of entrepreneurship and innovation through a reading of the academic literature. It also seeks to expose students to the application of this theory through case study analysis, interviews with entrepreneurs and both individual and group reflection.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment 1 – Am I an entrepreneur?</td>
<td>25%</td>
<td>4 March 2010</td>
</tr>
<tr>
<td>Mid Trimester Test – Case Study Analysis</td>
<td>25%</td>
<td>1 April 2010</td>
</tr>
<tr>
<td>Individual Assignment 2 - Creativity Journal</td>
<td>25%</td>
<td>22 April 2010</td>
</tr>
<tr>
<td>Group Assignment – Case Analysis Report</td>
<td>25%</td>
<td>22 April 2010</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

Note 3: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Individual Assignment 1 – Am I an Entrepreneur? (25%)

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.

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.

Use the literature made available in the unit, along with case studies, to triangulate your findings against what the theory and practice of entrepreneurship suggests might be the behaviour of enterprising people. Your interview with the entrepreneur should allow you to address the questions: what makes an entrepreneur, and what would it take for you to become an entrepreneur?
**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:

a. Discuss what entrepreneurship means to you (drawing on theory and frameworks presented in class and personal experiences);

b. GET test for self assessment – include as an appendix;

c. Discussion of your own assessment across the five entrepreneurial dimensions, social and environmental influences;

d. Interview summary with the entrepreneur that you admire (undertake GET test);

e. Analysis of the entrepreneurs traits, family, social, economic and environmental influences;

f. Comparison of GET test results of entrepreneurs with your self-assessment;

g. Draw conclusions on entrepreneurship and you.

**Marking Key for Individual Assignment 1:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Ex</th>
<th>VG</th>
<th>G</th>
<th>Av</th>
<th>Fr</th>
<th>In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of what entrepreneurship means to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of GET test results - theory frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of GET test results - applied frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview with entrepreneur - application to theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview with entrepreneur - application to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions, observations and lessons learnt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation, spelling, grammar, layout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The Lecturer reserves the right to reward additional contributions not anticipated in the guide.*

Ex-Excellent; VG - Very good; Gd - Good; Ave - Average; Fr - Fair; In - Inadequate;

**Take Home Case Study in Class Test (25%)**

This assignment is designed to assess your ability to apply the lessons from the unit to an entrepreneurship and innovation case study. The before the test a case study will be issued to all students that you will need to take home and read with a view to analysing the problems facing the management team and what they might do to assist them with the commercialisation of a new product. You will have the week to prepare and then we will have an in-class test of two hours in which you will address a test paper based on the case study.

When addressing a case study you will be marked with reference to the following marking key. Critical analysis, well supported by evidence of reading and the ability to synthesize theories and concepts will be important to scoring high grades.
Marking Key for case study

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Ex</th>
<th>VG</th>
<th>G</th>
<th>Av</th>
<th>Fr</th>
<th>In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the case study firm &amp; entrepreneur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis of the problems facing the firm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of understanding of theory &amp; concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of theory to practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of creative thinking in problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations for future action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation, spelling, grammar, layout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The Lecturer reserves the right to reward additional contributions not anticipated in the guide.

Ex-Excellent; VG - Very good; Gd - Good; Ave - Average; Fr - Fair; In - Inadequate;

Individual Assignment 2 – Creativity Journal & Learning Log (25%)

You are required to complete a Creativity Journal/Learning Log 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 five 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 the final week. An optional review for feedback will be given to those students submitting their Journals in week 4.

Creativity Journal Framework

**Entry One (Weeks 2-3):** 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. In preparing these entries you should make reference to the course materials and the various readings, case studies, activities and any guest speakers that have been addressed during the class. Each case study or guest speaker is selected because they provide a relevant lesson for you in relation to the concepts and ideas being covered in the unit. While you have only limited space, these diary entries should demonstrate that you have read, listened and reflected on the material covered in the unit. Higher marks will be allocated to students who can show a synthesis of the information at their disposal, not just a description.

**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. For more information on the creativity journal refer to the textbook (Mazzarol, 2006) on page 38 and then in subsequent chapters that are aligned with different topics within the course.

**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding:</strong> demonstrate knowledge and understanding of the topic material</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Application:</strong> make explicit connections between topics and personal experiences</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Analysis:</strong> analysis of personal experiences and development of actions required</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Professionalism:</strong> 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.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Group Assignment – Case Study Report (25%)**

Case study analysis is a well established method of teaching and learning within management for over 100 years. Today it is widely used across nearly all business schools and is considered by many leading business schools as the best way to train decision makers (Theroux, and Kilbane, 2004). As noted in the introduction of this unit guide, the most significant learning comes from your ability to teach what you have learnt to others. In this assignment you will be tasked to undertake a case study research project and report the findings focusing on lessons that you can draw from the case.

Working in groups you will investigate either an entrepreneur or a company that has engaged in innovation. In the selection of these companies students will be encouraged to identify cases that illustrate the lessons covered in the unit. This can either be a best practice example of successful innovation within a large organisation (e.g. intrapreneurship), commercialisation of a new product, or perhaps the way a successful entrepreneur has started up and managed one or more business ventures.

Any industry can be chosen and it is hoped that a variety of examples will be selected (e.g. encompassing services, exporters, manufacturers etc). As each student will need to interview an entrepreneur for their first assignment, it will be anticipated that you will be able to draw upon this experience to recruit your case study entrepreneur or firm.

In preparing the case students will be expected to define the units of analysis that they are focusing on. For example, if the focus is on a single entrepreneur, you should review their actions and this may encompass more than one business venture. However, if the unit of analysis is the commercialisation of a new product or technology, the story must address the product and the management of the commercialisation process.

You will need to consider how many interviews that you might require to get all the data you need for the case. For example, a firm with more than one owner or senior management team might require multiple interviews. You should also determine what additional information you need to collect from the firm. This might include examination of products, marketing materials (e.g. promotional literature, advertising), and assessment of marketing, business and commercialisation strategies. It will be necessary for the student groups involved to secure the consent of the company management to undertake the case study. The lecturer will provide a letter of confidentiality.

The length of the final case study should be approximately 5,500 words and should include both a descriptive account of the company’s entrepreneurship and innovation experience, and a critical analysis of the lessons to be learnt from the case. Attention should be given to the managerial issues associated with the case, as well as the application of the entrepreneurial and innovation strategies used by the management team in addressing their markets. Analysis of the case should focus on triangulation around:

1) The theoretical or research evidence learnt through the unit,
2) The observations and data gathered from the case-company, and
3) The evaluation by the student group as to the lessons being learnt.
Structure of the Case Study

Reference should be made to Jennings (1997) who outlines an approach to the writing of case studies. The marking key below provides a guide for the things you should consider. Your aim is to use the case to provide lessons from which to show how entrepreneurship and innovation works or perhaps might work better in a real life context.

Marking Key for Assignment

<table>
<thead>
<tr>
<th></th>
<th>VG</th>
<th>Gd</th>
<th>Ave</th>
<th>Fr</th>
<th>In</th>
<th>Abs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternatives considered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of alternatives and choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information gathering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – the venture, start-up and history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – the entrepreneurial leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – challenges and problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – context – industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – context – markets, rivals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – context - technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – financials, funding, stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case – attracting stakeholders and funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The case: writing style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions &amp; recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The Lecturer reserves the right to reward additional contributions not anticipated in the guide.

VG - Very good; Gd - Good; Ave - Average; Fr - Fair; In - Inadequate; Abs – Absent

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. A copy of the Group Contract is attached at the end of this unit guide.

Confidentiality and Case Study Release

At the end of this unit guide is a letter of confidentiality that each group can use to undertake their case study interview with. It seeks to explain to the participating entrepreneur or organisation the nature of the assignment and the way in which the data will be treated by UWA. Also attached is a case study release statement that provides your agreement to permit the use of your case study for future academic purposes.

Please note that you are under not obligation to agree to the release of your case study and a refusal to grant permission will not have an adverse impact on your marks.
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 reception from the lecturer. It is the intention that the marked assignments will be returned within two weeks of submission.

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Receipt verification

Lecturer’s signature: ______________________

Date: ______________________
The University of Western Australia Business School

Case Study Release Form

The undersigned are the authors of a Case Study entitled: -------------------------------------------- -------

--------------------------------------------------- ----------------- which is a study of an aspect of
entrepreneurship and innovation.

The case study was prepared as part of the requirements for the unit Entrepreneurship and Innovation
(MGMT8608) offered in the MBA program at the University of Western Australia. We hereby give our
permission to Professor Tim Mazzarol to make use of the text and information in the above-mentioned
Report, and to prepare a case study for teaching and possible publication, should it wish to proceed
with such tasks. We understand that our case study report and our contributions will be acknowledged
suitably in the case. We agree that Professor Mazzarol will use his judgement in determining the exact
nature of the acknowledgement, and that he will follow customary procedures used in case study
writing. We understand that the co-operation of the participating company involved will be sought in
preparing the case. We provide this release letter to assist the Lecturer in developing teaching
materials and we have been assured that our decision whether or not to provide the release and sign
this letter, will have no influence on the grading of the case study, or any other aspect of the unit.

The following information may be useful in making the decision to undertake the task to prepare the
final case: (please delete inappropriate items, and initial such deletions).

(i) The name and address of the Company and other relevant persons are:

-------------------------------------------------- -------------
-------------------------------------------------- -------------

(ii) please observe the following restrictions regarding the use of materials in our case study:

-------------------------------------------------- -------------
-------------------------------------------------- -------------

Additional comments regarding the use of the materials in our Report are attached. We also provide a
computer disk with a file of our Report. We would be pleased if a letter expressing the appreciation
for assistance given be written to the entrepreneur and other persons as attached.

Sincerely,

(Please print name and sign. All the authors have to sign for the release to be valid. Please provide
a contact address and phone number of at least one person).

-------------------------------------------------- ----------------------------------------Date: ---------
CASE STUDY REPORT AGREEMENT

This agreement confirms that the following person(s) are undertaking an MBA at the University of Western Australia. They are to prepare a case study as part of their course in entrepreneurship and innovation. This assignment requires them to interview you and seek access to relevant information within your firm that will assist in their developing their report. You are under no obligation to participate in this project, but if you do consent to participate a copy of the final case study report will be supplied to you as a courtesy. The University of Western Australia would be most grateful if you could assist them.

While they may prepare this assessment for use in the unit they are studying, the information that you provide will be treated in confidence and the identity of any particular business will not be revealed beyond the research team without your permission. It is our hope that the information you provide can be used for future teaching purposes.

We, the undersigned agree to maintain strict confidentiality of all information provided to them by the participating firm which may be considered to be of a commercially sensitive nature:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

I ______________________________ consent to participate in this study and give my permission for UWA to make use of information provided by me to be used in the preparation of a case study report and related publications on the understanding that any use of this information will be undertaken on a confidential basis and will not identify myself or my business directly unless otherwise agreed.

Signed: ___________________________ Dated: ______________

For further information contact:

Professor Tim Mazzarol
Winthrop Professor
M261
The University of Western Australia
35 Stirling Highway
CRAWLEY WA
Phone: +61 8 6488-3981
Fax: +61 8 6488-1004
Email: tim.mazzarol@uwa.edu.au
CRICOS Provider No. 00126G