Unit Outline*

MGMT3301

Small Business Management

Semester 2 2011
Crawley

Dr. Elena Mamouni Limnios

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 Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

Welcome to Small Business Management MGMT3301. Small firms (e.g. those with less than 200 employees) comprise the majority of all businesses in the economies of most countries. In Australia they comprise around 96 per cent of all the non-agricultural firms in existence. The majority of such firms are very small (micro-enterprises) with less than five employees, usually just a single owner-manager. The reality of business management within the small firm is substantially different from that found in the majority of large organizations. Owner-managers, as the name suggests, are both owners – and therefore responsible for all the risks associated with their business venture – and managers. Such individuals must deal with all the functional tasks of business management (e.g. accounting, planning, marketing, human resources, production, and information technology) frequently without much assistance and with limited training. The world of the average small business owner-manager is quite different from that of the professional manager within the large organization, or even the successful entrepreneur (e.g. Rupert Murdoch, Richard Branson, and Bill Gates).

This unit is multidisciplinary in nature as it draws together theories and concepts from the areas of entrepreneurship, leadership, organizational strategy, financing, marketing and human resources management. We will not assume extensive prior knowledge in any of these fields. We will cover relevant theoretical principles and frameworks and apply these in real life cases. Problem solving and team-based learning will be key components of the curriculum, aiming to equip students with higher order skills, which are often in demand in today's workplace.

Your Lecturer for MGMT3301

Dr. Elena Limnios is currently and ARC Postdoctoral Research Fellow and an Adjunct Professor at the University of Western Australia. She holds a Bachelor and Masters in Engineering, an MBA and a PhD in complex systems resilience. Her primary research interest lies in the field of complex systems management with a particular emphasis on corporate systems, co-operative enterprises and market applications. Her research has a strong applied component, through case study analysis at the socio-ecological and corporate scales, including resilience indicators development and testing, complex systems behaviour classification and forecast, product ecological footprinting and policy development. Elena has extensive experience in managing multidisciplinary collaborative projects in a small business context, including the design, implementation and maintenance of total quality management systems against the ISO 9000:2000 Series. Her current role at UWA is to explore a series of research questions as they relate to the resilience of the co-operative business model, and assist in managing an international network of researchers in more than 20 research centres that collaborate on this project.

Unit content

The unit will be delivered around four core modules as follows:

Module 1: New Venture Creation
Module 2: Growth in the small firm
Module 3: Small firms and family business
Module 4: The troubled company

These modules will examine the following themes:
Module I: the characteristics of entrepreneurs versus owner-managers, models of new venture creation, success and failure in small business start-ups, opportunity screening for new ventures, financing the small firm.

Module II: the process of planning and strategy in the small firm, marketing in the small firm, the process of growth in the small firm, managing people in the small firm.

Module III: differences between family and non-family firms, managing the family firm, succession planning in the family firm, other types of small firms, small firms and the co-operative business model.

Module IV: causes and signals of failure, principles of reengineering, turnaround strategies, problem solving.

The goal of the unit

The principal aim of this unit is to familiarize students with the theory and practice of effective small business management and challenge assumptions that may be held about the way small businesses can or should adopt large business models and management practices. For students interested in establishing and managing their own small business this unit should help to focus thinking on the realities of life as a small business owner-manager – both its challenges and rewards. For students that are keen to ‘make a difference’ this unit should enable them to understand how they might consult to small firms and assist owner-managers establish and grow their ventures.

Students with a range of other interests will also benefit from the course. Managers in large corporations and financial institutions often deal with small businesses as clients or suppliers. Professionals such as accountants, lawyers and consultants provide advice and other services to small businesses. Government officials devise and implement policies, regulations and support programs that will affect the small business sector. A good understanding of effective small business management can assist such individuals in their work.

Learning outcomes

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

1. Understand the process of new venture creation and be able to develop a solid small business plan.
2. Explain why and how a small business must create a competitive advantage in the market.
3. Explain how to build a company culture and structure that will support the owner-manager’s mission and goals and motivate employees to achieve them.
4. Understand the challenges of family owned small firms.
5. Apply systematic problem solving to address real challenges faced by small businesses.

Assessments tailored to outcomes

Learning outcome 1 will be assessed through the students’ performance in the final exam and in the group assignment, in which student teams will develop a case for a new small business.

Learning outcomes 2, 3 and 4 will be assessed through the students’ contribution toward selected case discussions in tutorials and in the final exam.
Learning outcome 5 will be assessed in the final exam case study questions will form part of the examination. It will also be assessed in the group case assignment; in which each student team will be assigned a short Harvard business case and present in class their solution/recommendations.

**Educational principles and graduate attributes**

As a result students will be encouraged and facilitated to develop the ability and desire to:

1. Apply interdisciplinary knowledge and skills to the area of small business management.
2. Critically evaluate and suggest solutions to challenges faced by small businesses.
3. Develop competencies to work more effectively in teams through the completions of your group project, your group case analysis and through group discussions in tutorials and lectures.
4. Demonstrate self-management and independent learning skills through the completion of prescribed weekly tutorial preparation and exercises.
5. Develop more effective communication skills through a class presentation on the findings of your team case study.

**Bachelor of Commerce Program Goals**

The following table illustrates the coverage of the goals for the Bachelor of Commerce program at UWA in MGMT3301.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Taught</th>
<th>Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialised knowledge and skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
<td></td>
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<tr>
<td>Teamwork</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Research skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Personal, social and ethical awareness</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**TEACHING AND LEARNING RESPONSIBILITIES**

**Teaching and learning strategies**

I believe in encouraging deep learning through problem-based learning, the use of case studies and many opportunities for collaboration in small groups that allow students to learn more as a group than they would individually. Although this can initially be more challenging, as some students are used to passive learning, memorization and reproduction of text, it gradually becomes a more engaging and fun way to learn. You will progressively enhance your ability to use reflection and integration and apply your knowledge in various real-life contexts. Short videos and guest lecturers aim to further enrich the learning experience.
Due to the interactive nature of the lectures this unit will not be captured on Lectopia. Student participation in lectures and tutorials is essential to enhance your and your classmates learning experience.

**Teaching and learning evaluation**

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and 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.

I cannot stress enough the importance of an open communication with your lecturer and tutor. Critical feedback on the structure and content of this unit is most welcome and you are encouraged to provide your feedback in writing directly to your lecturer during the semester, rather than only upon completion though the formal assessment channels. Should you wish to provide anonymous feedback please use your lecturer’s pigeon hole. Please be assured that all feedback (positive or not) reflects very well on the individual that took the time and effort to provide comments. Every effort will be made to address your comments during the course of the semester.

Students in the past requested that marks be allocated to participation in tutorials and class preparation and less of a reliance on the final examination. Therefore, we have attempted to spread the marks for this unit across a broader range of assessments.

**Attendance**

Participation in class, whether it by listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is 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’.

Due to the interactive nature of the lectures this unit will not be captured on Lectopia. Student participation in lectures and tutorials is essential to enhance your and your classmates learning experience. Tutorial participation and preparation is formally assessed (10%). Only materials covered in lectures and tutorials will be examined in the final exam. Most, but not all of the presented materials are part of the textbook.

**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>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Dr. Elena Mamouni Limnios</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:elena.limnios@uwa.edu.au">elena.limnios@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1795</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Wednesdays 2:00pm to 4:00pm (room 2229)</td>
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<tr>
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<tr>
<td><strong>Lecture times:</strong></td>
<td>Wednesdays 11am to 12:45pm</td>
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<tr>
<td><strong>Lecture venue:</strong></td>
<td>Ernst &amp; Young Lecture Theatre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tutors</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Calvin Coyles</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:calvincoyles@gmail.com">calvincoyles@gmail.com</a></td>
</tr>
<tr>
<td><strong>Time/Venue:</strong></td>
<td>Thursdays 8am, 10am, 11am (BUSN:261,162)</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Daniel Pillar</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:dpillar@iinet.net.au">dpillar@iinet.net.au</a></td>
</tr>
<tr>
<td><strong>Time/Venue:</strong></td>
<td>Mondays 12pm, 1pm (BUSN:262)</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Aaron Yeo</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:audentas@gmail.com">audentas@gmail.com</a></td>
</tr>
<tr>
<td><strong>Time/Venue:</strong></td>
<td>Mondays 3pm, 4pm (SSCI:SR5)</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Dr. Elena Mamouni Limnios</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:elena.limnios@uwa.edu.au">elena.limnios@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Time/Venue:</strong></td>
<td>Wednesdays 10am (BUSN:163)</td>
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TEXTBOOK(S) AND RESOURCES

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

Required text

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

Additional resources and reading material
The following periodicals, available through the UWA Library, may also be of assistance:

American Journal of Small Business
Asia Pacific International Management Forum
Entrepreneurship and Regional Development
Entrepreneurship Theory and Practice
International Journal of Entrepreneurial Behaviour and Research
International Small Business Journal
Journal of Business Venturing
Journal of Small Business and Enterprise Development
Journal of Small Business Management
Small Enterprise Research: The Journal of SEAANZ
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Lecture</th>
<th>Seminar/tutorial/questions</th>
<th>Independent activity (e.g. readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3rd Aug</td>
<td>The role of small business and entrepreneurship in the economy</td>
<td>Entrepreneurs: the driving force behind small business&lt;br&gt;Video Case - TerraCycle: Change and Innovation</td>
<td>N/A</td>
<td>Chapters 1, 2</td>
</tr>
<tr>
<td>2-10 Aug</td>
<td>Opportunity screening</td>
<td>Surviving the early years: screening the business opportunity &amp; Solar Ice technology presentation</td>
<td>Working in Groups, Library Resources &amp; Referencing for SBM</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3-17 Aug</td>
<td>Planning and positioning</td>
<td>Planning and strategy in the small firm&lt;br&gt;Video Case: TerraCycle: Foundation of Control</td>
<td>Group assignment</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>4-24 Aug</td>
<td>Small business financing</td>
<td>Cash flow &amp; Break-even analysis&lt;br&gt;Guest speaker: What do banks look for?</td>
<td>Group assignment</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>5-31 Aug</td>
<td>Small business financing (continued)</td>
<td>Debt vs Equity</td>
<td>Break Even &amp; IRR exercises</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6-7 Sept</td>
<td>Marketing in the small business</td>
<td>Creating Customers&lt;br&gt;Video Case – Nudie&lt;br&gt;Video Case – eGo Vehicles</td>
<td>Group assignment</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>7-14 Sept</td>
<td>Growth cycle of small firms</td>
<td>Small business growth &amp;&lt;br&gt;Guest speaker: Establishing a successful business</td>
<td>Group assignment-reality check poster presentation</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>8-21 Sept</td>
<td>Managing people in the small business</td>
<td>Coaching and building teams&lt;br&gt;Video Case – TerraCycle: Foundations of Behaviour</td>
<td>Harvard Case Study 1</td>
<td>Chapter 9 Harvard Case 1</td>
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<td>28 Sept</td>
<td>Study Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Material</td>
<td>Chapters</td>
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<tr>
<td>9-5 Oct</td>
<td>Small business types</td>
<td>Family business</td>
<td>Chapters 10, 11</td>
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<td></td>
<td></td>
<td>Franchising</td>
<td>Harvard Case 2</td>
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<td></td>
<td></td>
<td>Cooperative enterprise</td>
<td>Harvard Case 2</td>
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<tr>
<td>10-12 Oct</td>
<td>Family owned small business</td>
<td>Guest speaker: The</td>
<td>Chapter 11</td>
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<td></td>
<td></td>
<td>challenges of running a</td>
<td>Harvard Case 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>family business</td>
<td>Harvard Case 3</td>
<td></td>
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<tr>
<td>11-19 Oct</td>
<td>Small business failure</td>
<td>The owner-manager and</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td></td>
<td>the troubled company</td>
<td>Harvard Case 4</td>
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<tr>
<td>12-26 Oct</td>
<td>Business valuation</td>
<td>Buying, selling and valuing</td>
<td>Chapter 13</td>
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<td></td>
<td></td>
<td>the business</td>
<td>Harvard Case 5</td>
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<tr>
<td>13-2 Nov</td>
<td>Unit review and exam revision</td>
<td>Unit review and exam</td>
<td>Exam revision</td>
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<td></td>
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**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 assignments allocated for this unit seek to provide a blend of individual and group work. Students should be prepared to read outside the material provided by the lecturers. The group assignment is designed to give students an understanding and experience of assessing the opportunities for small businesses in an assigned industry. This assignment should provide students with a good appreciation of the major marketing, financial and operational management issues important to the start-up and growth of small firms and give them an understanding of the key ingredients of successful small business management.

The group and individual case study assignments will provide the students the ability to identify and address real challenges faced by small businesses, integrating and applying theory in specific context.

The final exam is designed to measure understandings and skills acquisition against selected topics. The assessment will integrate various elements covered within the weekly topics, both written material, lectures, tutorials and cases.
Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutorial Participation</td>
<td>10%</td>
<td>At the start of the respective tutorial</td>
<td>Hand in a word processed 1-page A4 document</td>
</tr>
<tr>
<td>2. Group Case</td>
<td>20%</td>
<td>By 9am on the Monday of the respective tutorial week</td>
<td>Assignment to be submitted online to WebCT</td>
</tr>
<tr>
<td>3. Group Business Plan</td>
<td>30%</td>
<td>Week 13 9am on Monday, 31st Oct, 2011</td>
<td>Assignment to be submitted online to WebCT Need to achieve a minimum 50% to pass the unit</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>40%</td>
<td>End of semester</td>
<td>Need to achieve a minimum 50% to pass the unit</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:** 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

**Assessment item 1- Tutorial participation (10%)**

- 50% of the tutorial mark will be based on attendance and participation in the 12 tutorial sessions. Full marks for this component can only be achieved when all 12 tutorial sessions are attended. In case of absence due to medical reasons (and a doctor’s note is supplied), the tutorial mark will be calculated based on a reduced number of sessions, e.g. 11 instead of 12.

- 50% of the tutorial mark will be based on preparation for four of the five Harvard case analysis tutorials. Students will be required to individually prepare for four of these tutorials and submit a word processed single page ‘preparation sheet’ with answers to the designated case questions. Students will need to hand in their answer sheet at the start of the respective tutorial and print out an additional copy for their own use during class.

**Assessment item 2- Group Case (20%)**

The aim of this assignment is to address the real challenges faced by a small business by working on a Harvard business case. Students will work in the same groups of between 4 and 5 students as for assignment three (see below). Each group will be randomly assigned one of the five Harvard Business cases to be examined in the tutorials. Students will be required to work as a group outside the lecture and tutorial hours on a written report and a 20min PowerPoint presentation that addresses the case study questions. The written report will be a maximum of 10 A4 pages, in Arial 11pt font and 2.5cm margins. This excludes the cover page and any references, figures and tables that should
be included as appendices. The written report should follow a simple structure of identifying the
question number and providing respective analysis and answer. Students should not provide a review
of the case, executive summary or conclusion section. Note that you may effectively address the
questions in less than 10 pages. The PowerPoint presentation should include a short description of
the case and focus on addressing the case questions. The team should be prepared to answer fellow-
student’s and the tutor’s questions upon the completion of the presentation.

**Group case assessment**
The Group Case assignment is worth 20% of the total mark of the unit. The Group Case assignment
itself will be assessed as follows:

- **Presentation:** maximum of 5 marks
- **Written report:** maximum of 15 marks

Written report breakdown:
- Use/reference to theory maximum 5 marks
- Case analysis & solutions maximum 10 marks

It is a prerequisite that the team presents their case in class to be able to get any credit for this
assignment.

**Lodgement**
Student teams are required to submit their written report electronically in WebCT by 9am on the
Monday of the respective tutorial week when the case will be discussed. Late submissions will not
normally be accepted. The PowerPoint file should be submitted electronically in WebCT anytime
prior to the tutorial. The content of the presentation cannot contradict the written report.

Each member of the team is also required to complete an online peer-review assessment of the
contribution of all team members using SPARK (Self & Peer Assessment Resource Kit). The final
marks assigned to each team member will be scaled according to the aggregate SPARK feedback.

**Solutions**
Note that in some instances there can be more than one correct answer. Students will be assessed
for their analytical ability and effort to integrate the theory from the book, lectures and any research
papers they have sourced, rather than only their ability to derive to the correct answer. The
solutions will be discussed in the tutorial upon the completion of the presentation and students are
encouraged to keep notes as any material discussed and presented by your tutor will not become
available on WebCT. Materials from the Harvard cases can form part of the final exam.

**Assessment item 3- Group Business Plan (30%)**

The aim of this assignment is to develop a rigorously researched and assessed case for a small
business that would commercialize an award winning technology that was developed by UWA
engineering students as part of an Engineers Without Boarders competition. During the first three
weeks students are required to form teams of between 4 and 5 students with the assistance of your
tutor. The student teams are assigned with the following tasks (to be completed as a team):

1. Through research and the student’s own insights identify the market and competitive
   environment that the business concept will operate in and identify the size of the potential
   market, competitors in the space, potential barriers to customer adoption of the new
   product/service, basic economics (i.e. will the enterprise be able to sell enough product or
   service at a price that will allow it to generate adequate returns?) and any other immediately
   identifiable risks.
2. In the week 7 tutorial student teams will be asked to present a team poster (approximately A1 sized, 36 pt. text) that provides a basic explanation of the proposed business model focusing on:

- The product/service, including the customer value proposition and the potential size and structure of the market for the new venture
- The profit formula, including an estimate of the number of products that the new venture will need to sell to break even and an estimate of the margins that the new venture may be able to achieve
- The key resources and key processes that are required to deliver the above

This presentation will be used to open your current thinking on the project to the lecturer/tutor and tutorial group for comment and guidance and count towards the assessment of this assignment.

3. Submit a written report in week 13 which will summarize the proposed business plan for the new venture. This shall include a justification of your plan through a SWOT analysis and evidence that your proposed strategy aims to maximize opportunity and minimize risk. The written report will be a maximum of 10 A4 pages, in Arial 11pt font and 2.5cm margins. This excludes the cover page and any references, figures and tables that should be included as appendices.

Report assessment

Students may adopt their own format for the business plan summary; however, it is advisable that it roughly follows the format below on which the marking guide is based. Report must use appropriate referencing and may use appendices for additional information. However, the inclusion of such additional material will be judged on its relevance and ability to add value to the business case.

1. Overview of the product/service, the customer value proposition and the potential size and structure of the market for the new venture. (max 5 marks)

2. Overview of the profit formula, including the cost structure, the margin model, your break-even analysis, a statement of financing requirements for the first 3 years and how the money will be raised. (max 5 marks)

3. Overview of the key resources that are needed, including physical facilities, the core team structure, any partnerships and alliances (max 5 marks)

4. Overview of the key processes and strategies that will make your small business a success, including distribution channels, customer relationships management and HR strategies. (max 5 marks)

5. Analysis of key Strengths Weaknesses, Opportunities and Threats and how these have been taken into consideration in developing a strategy that maximizes opportunity and minimizes risk. (max 5 marks)

Assignment assessment

The Group Business Plan assignment is worth 30% of the total mark of the unit. The Group Case assignment itself will be assessed as follows:

Poster Presentation: maximum of 5 marks
Written report: maximum of 25 marks

To pass this unit students are required to achieve a score of at least 50% in the group business plan assignment. Students who fail to achieve the minimum standard in this assignment, but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.
Lodgement
Student teams are required to submit their report online to WebCT by 9am on Monday the 31st of October. Late submissions will incur a penalty of 10% per day.

Each member of the team is also required to complete an online peer-review assessment of the contribution of all team members using SPARK (Self & Peer Assessment Resource Kit). The use of SPARK for the group project will take place twice, the first time with reference to each member’s contribution to the poster presentation and the second time with reference to the written report. This intends to provide early feedback to group members before the study break and allow for improvements to individuals’ performance. The final marks for the written report will be scaled for each team member based on the aggregate SPARK feedback.

Assessment item 4 – Final examination (40%)

A formal examination will be held at the end of the semester. The exam will comprise multiple, choice, short answer questions and a case study. The whole semester’s work will be the subject of the final examination. Answering questions in the examination will require knowledge of small business management concepts, theories, terminologies, principles and application. All lectures, tutorials, cases and readings covered during the semester will contribute to this body of examinable knowledge, including guest lectures. The time allowed for the examination is 2 hours and 10 minutes. To pass this unit students are required to achieve a score of at least 50% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.

Submission of assignments

The written reports for the two group assignments and the PowerPoint presentation for the Group Case will be submitted to WebCT. Details of the submission process for each component of your assignments are provided in the previous section under each assessment item. Please remember to attach an Assignment Cover Sheet to the front of your assignment (refer http://www.business.uwa.edu.au/students/assessments).

Student Guild
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Charter of Student Rights and Responsibilities

Appeals against academic assessment
The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).