



GENE1500

Creative Entrepreneurship

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Fi Tschaut	fi@unsw.edu.au	By appointment	MCIC, Hilmer Building, Ground Floor, E10	

School Contact Information

Faculty of Engineering

Email: eng.tsa@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

What is creativity? What is entrepreneurship? Why do they matter?

In this course, you will identify, analyse and propose a solution to a meaningful unsolved problem in the world for an identified market segment.

The course runs in an experiential mode, and you will form multidisciplinary teams to tackle their chosen problem, guided by entrepreneurship mentors and UNSW alumni who are running their own startup.

Practical tools and protocols will be introduced for critically developing solution concepts, performing competitive analyses, building mindsets, skills, creativity and problem-solving, motivating and developing others, networking, building effective cross-disciplinary teams, designing experiments to validate concepts and rapid prototyping. You will then learn pitching and visual and graphic design skills, learning how to communicate influentially.

After this course, you will have:

- a changed mindset, so that you can experience the world and your entire study program from an entrepreneur's perspective;
- sharpened skills in finding problems worth solving, mobilising people and resources to solve them, selling your ideas and skills and creating value; and
- a smaller step to creating your own first start-up, with mentors, support structures and fellow UNSW students to bring your ideas and companies to life.

This course can be taken by Faculty of Engineering students as a General Education course.

Course Learning Outcomes

1. Identify the common characteristics of successful entrepreneurs and startups, and understand the processes and support mechanisms that enable them to succeed.
2. Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.
3. Source significant quantities of detailed relevant and/or technical background information and perform a rigorous competitor analysis.
4. Use language, visual representations, and/or digital media to insightfully and precisely represent and persuasively convey qualitative and quantitative information.
5. Apply coordinated, sustained and effective team effort and critical thinking.
6. Produce a convincing and user-focused complete solution and explain in detail how it addresses the problem statement.

Teaching Strategies

The course will:

- Be delivered through an innovative online/face-to-face curriculum that combines theory, experiential practice, and self-reflection to enhance the student learning
- Focus on developing generative capacity in students so that they can both think and act on new ideas to solve valuable problems
- Use an expansive mix of technology-enhanced learning activities combined with real case studies of UNSW alumni who have become creative entrepreneurs
- Expand the Entrepreneurial Endeavours Suite that is currently being deployed by the Entrepreneurship Team. The Suite includes cross-disciplinary modules and workshops covering contemporary studies including design thinking, rapid prototyping, creative leadership, lean canvas, pitching and hackathons.

Additional Course Information

Entrepreneurship is an inherently applied and unpredictable topic. Some of it can be learned (secondhand) by reading and listening to others. However, research on entrepreneurship education shows that much of it is best learned (first-hand) by taking action, dealing with inevitable obstacles and unanticipated consequences, and finding ways of working around or with them. Thus, learning in the course emphasises that you must take actions, such as telling others about your ideas, and be ready to analyse the feedback from those actions. You are encouraged, through experiential-learning not to simply learn about entrepreneurship, but 'get' what it's like to be an entrepreneur and act entrepreneurially. A key element of this class is sharing, we get smarter collectively. In this course we learn from each other and from the guest entrepreneurs who have been before us.

This course seeks to extend student learning regarding the process of problem finding, customer discovery and designing a creative entrepreneurial venture. The course combines theory and practice with the aim of encouraging active learning and self-reflection to enhance student learning and entrepreneurial mindsets. It means that you will not only hear of the core concepts, but learn to apply them in a way that is relevant to a real situation, thereby learning to be entrepreneurs.

A highly practical course that will prepare you to identify opportunities for creative entrepreneurial intervention and navigate highly complex and uncertain environments. This course will help you unleash your inner entrepreneur.

By design this course will take you out of your comfort zone (in a safe and supportive environment), be brave to share ideas, apply theory rapidly and learn from decisions and mistakes.

Delivered digitally, the course will draw on the expertise of the Entrepreneurship team, along with high profile guest lecturers from both the local and global startup ecosystem.

[UNSW Founders - Coach & Connect](#): All teams will be introduced to an experienced startup coach to accelerate and amplify success. Coaches will introduce teams to resources, opportunities and connections to others to support your entrepreneurial journey extending beyond this course.

This is a learner-focused course, which requires you to take responsibility for your own learning. You will work together in teams to design a creative entrepreneurial venture. As an entrepreneur, you always choose your own team. In fact, you have to work very hard to attract people to join a startup. For the work in this course, everyone will have to build a team for the duration.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Individual Project A: Validating a Problem Space	25%	27/06/2021 11:00 PM	2, 4, 5
Individual Project B: Reflective Peer Feedback	25%	11/07/2021 11:00 PM	1, 2
Group Project: Present and Submit Group Project	50%	27/07/2021 02:00 PM	1, 2, 3, 4, 5

Assessment Details

Assessment 1: Individual Project A: Validating a Problem Space

Details:

Written report (1400 words) + 2 minute video

Identify and analyse a meaningful unsolved problem in the world for an identified market segment. Use Customer Discovery methodology to present evidence that validates (or invalidates) your identified problem space. Critically reflect on this process

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Individual Project B: Reflective Peer Feedback

Details:

Reflective Peer Feedback

Each student is randomly assigned 3 reports and videos from Individual Project A for them to provide structured feedback on.

300 words x 3 reports.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Group Project: Present and Submit Group Project

Details:

Present and Submit Group Project

Students in teams will be required to design a business model and pitch deck for a creative entrepreneurial venture that targets a problem space generated by the cohort (Individual Project A). This exercise is meant to tie together the course materials from each of the weeks in an innovative and imaginative way. The team based applied learning exercise simulates the activities that real entrepreneurs do when designing a venture.

Requirements: 5 minute pitch presentation plus 10 minutes Q&A.

Students will receive both a group component (50% of assessment value) and an individual component (50% of assessment value) in their mark.

The group project will be presented in a 'shark-tank' style format during the tutorial in Week 9.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 25 May - 28 May		
Week 1: 31 May - 4 June	Lecture	What is entrepreneurship? Why do they matter? What is a startup?
	Presentation	Founders Coffee Time series: In conversation event with guest entrepreneur
	Online Activity	Create a Fingerprint for Success profile.
Week 2: 7 June - 11 June	Lecture	<ul style="list-style-type: none"> • What is creativity? Why does it matter? Where do ideas come from? • Immersing yourself in the problem space • Finding and validating meaningful problems to solve • Pain points, friction, life hacks are all opportunities for entrepreneurial intervention • Empathy
	Presentation	Pre-recorded guest speaker - High Performing Teams
	Tutorial	<ul style="list-style-type: none"> • Fingerprint for success - your personal motivations • Class networking • Buglists • Problem framing HMW • 5Ws • Personas
Week 3: 14 June - 18 June	Lecture	<ul style="list-style-type: none"> • Creative problem solving and innovation capabilities • Mashup • Introduction to customer discovery • Feedback: giving and receiving • High performing teams
	Presentation	Founders Coffee Time series: In conversation event with guest entrepreneur
	Tutorial	<ul style="list-style-type: none"> • How big is the opportunity/market size TAM, SAM, SOM • Crafting hypothesis and designing experiments • Social research

		<ul style="list-style-type: none"> • Product-market fit
	Group Work	Build your team and complete team template (upload to Moodle)
Week 4: 21 June - 25 June	Lecture	<p>Guest speaker: Gregory Davis, MCIC Prototype Manager</p> <ul style="list-style-type: none"> • Prototyping - making ideas tangible • Thinking with you hands • Feedback loops and iteration • Listening to your users • Iteration cycles
	Presentation	Founders Coffee Time series: In conversation event with guest entrepreneur
	Tutorial	<ul style="list-style-type: none"> • Rapid ideation • Prototyping • Feedback framework
	Assessment	Individual Project A: Validating a Problem Space
Week 5: 28 June - 2 July	Lecture	<ul style="list-style-type: none"> • Introduction to lean startup • Competitive landscape • Unique value
	Workshop	Guest speaker for interactive Lean canvas workshop
	Tutorial	<ul style="list-style-type: none"> • Lean canvas • 2x2 matrix • Competitive landscape and unique value
Week 6: 5 July - 9 July	Assessment	Individual Project B: Reflective Peer Feedback
Week 7: 12 July - 16 July	Lecture	<ul style="list-style-type: none"> • Introduction to business models • Business model innovation
	Presentation	Founders Coffee Time series: In conversation event with guest entrepreneur
	Tutorial	<ul style="list-style-type: none"> • Designing a sustainable business model • Describing how your startup creates value • Analogies
Week 8: 19 July - 23 July	Lecture	<ul style="list-style-type: none"> • Pitching and communicating ideas • Introduction to storytelling
	Workshop	Interactive pitching clinic with guest speaker
	Tutorial	<ul style="list-style-type: none"> • Gaddie pitch • Designing a pitch deck with Canva • 5 minute pitch framework
Week 9: 26 July - 30 July	Lecture	Introduction to entrepreneurial ecosystems
	Presentation	Founders Coffee Time series: In conversation event with guest entrepreneur
	Assessment	Group Project: Present and Submit Group Project
	Tutorial	During this tutorial you will present and submit your group project. 5 minute pre-recorded video pitch presentation and 10mins live Q&A with experts - shark tank style
Week 10: 2 August - 6	Lecture	<ul style="list-style-type: none"> • Essential skills of entrepreneurs

August

- Building mindsets and resilience

Resources

Recommended Resources

Recommended reading not compulsory:

- The Art of the Start 2.0 – Guy Kawasaki
- Four Steps to the Epiphany - Steve Blank
- Startup Owners Manual – Steve Blank/Bob Dorf
- Business Model Generation – Alexander Osterwalder
- The Creators Code – Amy Wilkinson

Each week the lecturer will suggest recommend readings, videos, podcasts and ecosystem events.

These will be available in Moodle.

Course Evaluation and Development

Feedback on the course is gathered periodically using various means, including the UNSW myExperience process, informal discussion in the final class for the course, and the School's

Student/Staff meetings. Your feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

Feedback and the resulting improvements will be summarised and posted on the course Moodle page each time the course is run.

Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of 20 percent (20%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day.

Work submitted after the 'deadline for absolute fail' is not accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark, or
- Online quizzes where answers are released to students on completion, or Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date, or Pass/Fail assessment tasks.

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. *Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.*

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: student.unsw.edu.au/plagiarism. The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You 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 tasks.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Academic Information

I. Special consideration and supplementary assessment

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to submitting an assessment or sitting an exam.

Please note that UNSW now has a Fit to Sit / Submit rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's Special Consideration page.

II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and policies. In particular, students should be familiar with the following:

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

III. Equity and diversity

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 convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Image Credit

MCIC, Division of Enterprise, UNSW.

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.