

# GENE1500

Creative Entrepreneurship

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Lucas Hakewill	<a href="mailto:l.hakewill@unsw.edu.au">l.hakewill@unsw.edu.au</a>	By appointment	Working remotely	

#### Lecturers

Name	Email	Availability	Location	Phone
Fi Woolliscroft	<a href="mailto:f.woolliscroft@unsw.edu.au">f.woolliscroft@unsw.edu.au</a>	By appointment	Working remotely	

#### Tutors

Name	Email	Availability	Location	Phone
Lizette Lee	<a href="mailto:mcic@unsw.edu.au">mcic@unsw.edu.au</a>	By appointment	Working remotely	

### School Contact Information

Faculty of Engineering

Email: [eng.tsa@unsw.edu.au](mailto:eng.tsa@unsw.edu.au)

## Course Details

### Units of Credit 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.

You'll focus on a specific market segment, develop your own prototypes, and deliver a pitch to an expert panel.

This course is more practical than academic: you'll form a multidisciplinary team to tackle your chosen problem. You'll develop experience with some of the foundational skills you need to embark on an entrepreneurial venture:

- Critically develop solution concepts
- Analyse competitors
- Solve problems
- Build your network and work in a team
- Design prototypes and experiments to validate concepts
- Communicate your ideas with influence

After this course, you will have taken steps towards creating your own first startup, with mentors, support structures and fellow UNSW students to bring your ideas and companies to life.

This course can be taken by 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

## **Additional Course Information**

Some entrepreneurial skills 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.

During this course you are encouraged not to simply learn about entrepreneurship, but to pursue your entrepreneurial project as if it's a real startup.

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

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. You'll build your team early in the course and work with them for the remainder of the time.

## Assessment

In your assessments you may need to cite sources for your secondary research. For example, you may have gleaned some statistics from a research paper, or gathered market sizing information from IBISWorld.

Please use APA author-date referencing style for citations. You can find some great instructions here:

<https://www.student.unsw.edu.au/apa>

Referencing is a pain if you don't keep on top of your sources. One way to save yourself a lot of time and stress is to use a tool like Zotero (zotero.org) while you write your paper. This can generate a bibliography for you automatically if you use its word processor plugin.

For your final pitch you are **not** required to go through your bibliography but you should include it either as a separate document or at the end of your submitted pitch deck.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Validating a Problem Space	25%	13/03/2022 11:00 PM	2, 4, 5
2. Reflective Peer Feedback	25%	27/03/2022 11:00 PM	1, 2
3. Group Project: Present and Submit Group Project	50%	12/04/2022 02:00 PM	1, 2, 3, 4, 5

### Assessment 1: Validating a Problem Space

**Due date:** 13/03/2022 11:00 PM

**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

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

#### Additional details

Your course convenor will provide a rubric with assessment criteria outlined.

### Assessment 2: Reflective Peer Feedback

**Due date:** 27/03/2022 11:00 PM

**Reflective Peer Feedback (300 words)**

Each student is randomly assigned 3 reports and videos from Assessment 1 for them to provide

structured feedback on.

This is not a Turnitin assignment

### **Additional details**

Your convenor will provide details through Moodle.

## **Assessment 3: Group Project: Present and Submit Group Project**

**Submission notes:** You'll present this during your tutorial.

**Due date:** 12/04/2022 02:00 PM

### **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.

This is not a Turnitin assignment

### **Additional details**

Assessment criteria will be available on Moodle.

## Attendance Requirements

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

## Course Schedule

Students who do well in GENE1500 generally:

- Show up for their lectures and *especially* the tutorials
- Get feedback on drafts of their work, and make use of office hours or coaching sessions

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Lecture	<ul style="list-style-type: none"><li>• About the course – getting the most of out of it</li><li>• What is entrepreneurship? Why does it matter? What is a startup?</li><li>• Design Thinking/Lean approach</li></ul>
Week 2: 21 February - 25 February	Tutorial	<ul style="list-style-type: none"><li>• Observing and noticing problems worth solving</li><li>• Customer Discovery</li><li>• First steps to finding your team</li></ul>
	Lecture	<ul style="list-style-type: none"><li>• What is creativity?</li><li>• Creativity process and Inventure Cycle</li><li>• Immersing yourself in the problem space – observing and noticing</li><li>• Pain points, frictions, life hacks – flaws, hacks, annoyances</li><li>• Buglists</li><li>• 5 Ws</li></ul>

Week 3: 28 February - 4 March	Lecture	<ul style="list-style-type: none"> <li>• Giving and receiving feedback</li> <li>• Finding and validating meaningful problems to solve</li> <li>• Customer discovery and Rapid Research</li> <li>• Secondary market research</li> <li>• How big is the opportunity (TAM, SAM, SOM)</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Giving and receiving feedback</li> <li>• Customer Discovery</li> <li>• Refining your problem statement</li> </ul>
Week 4: 7 March - 11 March	Assessment	Assessment 1: Validating a Problem Space (Due 13 March at 23:00pm AEDT)
	Lecture	<p>Guest speaker: James Tawadros, MCIC Fabrication Coordinator</p> <ul style="list-style-type: none"> <li>• Prototyping - making ideas tangible</li> <li>• Thinking with you hands</li> <li>• Feedback loops and iteration</li> <li>• Listening to your users</li> <li>• Iteration cycles</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Market Size</li> <li>• Ideation</li> <li>• Personas</li> </ul>
Week 5: 14 March - 18 March	Lecture	<ul style="list-style-type: none"> <li>• Introduction to lean startup and the Lean Canvas</li> <li>• Competitive landscape</li> </ul>
	Tutorial	



		<ul style="list-style-type: none"> <li>• Prototyping activity</li> </ul>
Week 6: 21 March - 25 March	Assessment	Assessment 2: Reflective Peer Feedback (Due 27 March)
Week 7: 28 March - 1 April	Lecture	<ul style="list-style-type: none"> <li>• Designing an innovative, sustainable business model</li> <li>• Unit economics for early-stage founders</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Using the Lean Canvas</li> <li>• Business Model research</li> </ul>
Week 8: 4 April - 8 April	Lecture	<ul style="list-style-type: none"> <li>• Pitching and communicating ideas</li> <li>• Gaddie pitch framework</li> <li>• Introduction to storytelling</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Workshopping and practising your pitch</li> <li>• Developing your pitch deck</li> </ul>
Week 9: 11 April - 15 April	Lecture	<ul style="list-style-type: none"> <li>• Essential skills of entrepreneurs</li> <li>• Building mindsets and resilience</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Week 9 Quiz</li> <li>• Present and submit your group project.</li> <li>• Complete MyExperience feedback survey</li> </ul>
	Assessment	<p>Assessment 3: Present and Submit Group Project (Due during your tutorial)</p> <p>5 minute live or pre-recorded video pitch presentation and 10mins live Q&amp;A with experts.</p>
Week 10: 18 April - 22 April	Lecture	<ul style="list-style-type: none"> <li>• Introduction to entrepreneurial ecosystems and support</li> </ul>

## Resources

### Recommended Resources

Here are a few books that the UNSW Founders team have found useful. These are entirely optional for you to read.

- Talking to Humans - Giff Constable, Frank Rimalovski and Tom Fishburne (available free for students on [talkingtohumans.com](http://talkingtohumans.com))
- The Creators Code – Amy Wilkinson
- Business Model Generation – Alexander Osterwalder

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 five percent (5%) 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. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be 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](http://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](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

## ***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.

### **CRICOS**

CRICOS Provider Code: 00098G

### **Acknowledgement of Country**

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