



## UNSW Course Outline

# AGSM9156 Entrepreneurship and Innovation (F2F Intensive) - 2024

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## General Course Information

**Course Code :** AGSM9156

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** AGSM MBA Programs

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course suits individuals looking to build their strategic abilities around entrepreneurship and the innovation associated with entrepreneurship. It provides exposure to both the fundamentals of business innovation and the practical aspects of identifying, evaluating and moving business

ideas forward. The course uniquely exposes students to current ideas and thoughts from innovators, venture capital (VC) groups, and successful startup CEOs within the Sydney ecosystem.

This dynamic course pulls together many of the components already learned in the MBA Program, providing those with entrepreneurial aspirations the opportunity to realise their dreams.

Two streams of entrepreneurship are covered in the course: startup creation and startup innovation. Specific methodologies covered include integrated experiences of Design Thinking and The Lean Startup.

This is a hands-on opportunity to learn about venture creation, startup resourcing, strategy and management, design and innovation involving your own startup. Entrepreneurship and innovation is a hot topic today - many startups continue to raise money through angel investors and VCs, but the road is a challenging one.

Understanding what makes entrepreneurship and innovation in startups work is paramount to success. We will help you develop your confidence, your products, your pitch, and your funding to help get you started on the road to your startup success.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Develop the entrepreneurial mindset	• PLO1 : Business Knowledge
CLO2 : Identify common characteristics of successful entrepreneurs and ventures	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice
CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking	• PLO1 : Business Knowledge
CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding	• PLO1 : Business Knowledge • PLO2 : Problem Solving
CLO5 : Use language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information	• PLO3 : Business Communication
CLO6 : Analyse ethical obligations and ethical professional practices within organisations as they apply to the startup and key stakeholders	• PLO2 : Problem Solving • PLO5 : Responsible Business Practice
CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice
CLO8 : Apply the Lean Startup methodology to a project	• PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork

Course Learning Outcomes	Assessment Item
CLO1 : Develop the entrepreneurial mindset	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Reflective Project</li> <li>• Minor Project - Intermediate Pitch</li> <li>• Major Project</li> </ul>
CLO2 : Identify common characteristics of successful entrepreneurs and ventures	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Reflective Project</li> <li>• Minor Project - Intermediate Pitch</li> <li>• Major Project</li> </ul>
CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Reflective Project</li> <li>• Minor Project - Intermediate Pitch</li> <li>• Major Project</li> </ul>
CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Reflective Project</li> <li>• Minor Project - Intermediate Pitch</li> <li>• Major Project</li> </ul>
CLO5 : Use language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information	<ul style="list-style-type: none"> <li>• Minor Project - Intermediate Pitch</li> </ul>
CLO6 : Analyse ethical obligations and ethical professional practices within organisations as they apply to the startup and key stakeholders	<ul style="list-style-type: none"> <li>• Major Project</li> <li>• Minor Project - Intermediate Pitch</li> </ul>
CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Reflective Project</li> <li>• Major Project</li> <li>• Minor Project - Intermediate Pitch</li> </ul>
CLO8 : Apply the Lean Startup methodology to a project	<ul style="list-style-type: none"> <li>• Major Project</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

You will be encouraged to adopt an entrepreneurial mindset, and gain knowledge and hands-on practice at leading a startup. You will have the opportunity to learn from some entrepreneurs who we interviewed for the course. They share their personal experiences and valuable ideas in short videos included in the weekly unit materials. We encourage you to engage with the course materials independently and discuss your questions with your Facilitator. In this course, we require you to challenge your thinking through reflective activities, get involved in discussions with your fellow students and present your ideas to others confidently.

# Additional Course Information

The course aims to provide MBA students with foundational knowledge and skills in entrepreneurship, lean startup and design thinking methodologies applied in startups. It explores key issues in the development of startups, innovation and entrepreneurship.

## Structure:

*Unit 1: Understanding Responsible Management in the context of Entrepreneurship and Innovation* introduces the course and more specifically discusses material issues related to responsible management in the context of Entrepreneurship and Innovation.

*Unit 2: Developing the Entrepreneurial Mindset* focuses on the development of your mindset as an entrepreneur. It will help you hone the skills you need to start your own enterprise with potential for growth and funding.

*Unit 3: Developing your Idea* encourages you to generate and develop the idea or product in which you want to invest.

*Unit 4: Working within the Ecosystem* focuses on taking the idea into the big wide world of the entrepreneurial ecosystem and working within the ecosystem.

*Unit 5: Designing your Pitch and the Sydney Scene* has two main purposes:

- it focuses on helping you develop your pitch
- it compares the Sydney startup scene with those around the world.

*Unit 6: Gaining Traction* considers how to create the best product or solution that operationalises the idea in a build fast, test and pivot way, which enables the entrepreneur to quickly learn from failure.

*Unit 7: Digital Nomads and the Sydney Serial Entrepreneurs* considers how to be entrepreneurial while 'Working From Anywhere (WFA)' as potentially a 'digital nomad', thus opting out of the corporate rat-race.

*Unit 8: Getting Funding* focuses on the development of mindset for winning capital.

*Unit 9: Social Entrepreneurism* focuses on helping you find solutions to socioeconomic problems, including social exclusion, social inequity and market failure.

*Unit 10: Innovation and an Innovation Culture to Sustain the Startup* prepares you for changing your role from being the entrepreneur to the strategic leader. The focus of the Unit is particularly on digital innovation and introducing innovation culture within the organisation.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Participation and engagement Assessment Format: Individual	15%	Due Date: During Intensive Weekends 1 and 2	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li></ul>
Reflective Project Assessment Format: Individual	20%	Due Date: Friday of Week 4 by 3pm Sydney time	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li></ul>
Minor Project - Intermediate Pitch Assessment Format: Group	25%	Due Date: In class on Sunday of Intensive Weekend 2 in Week 9	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO5 : Responsible Business Practice</li></ul>
Major Project Assessment Format: Individual	40%	Due Date: Monday of Week 12 by 3pm Sydney time	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO5 : Responsible Business Practice</li></ul>

## Assessment Details

### Participation and engagement

#### Course Learning Outcomes

- CLO1 : Develop the entrepreneurial mindset
- CLO2 : Identify common characteristics of successful entrepreneurs and ventures
- CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking
- CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding
- CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place

#### Detailed Assessment Description

Students are encouraged to participate in the intensive and also on the weekly discussion board by posting suggestions for the weekly topic of between 50-100 words for the topic. Students should also reply to other students comments.

### Assessment Length

N/A

### Assignment submission Turnitin type

Not Applicable

## Reflective Project

### Course Learning Outcomes

- CLO1 : Develop the entrepreneurial mindset
- CLO2 : Identify common characteristics of successful entrepreneurs and ventures
- CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking
- CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding
- CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place

### Assessment Length

3-minute video

## Minor Project - Intermediate Pitch

### Course Learning Outcomes

- CLO1 : Develop the entrepreneurial mindset
- CLO2 : Identify common characteristics of successful entrepreneurs and ventures
- CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking
- CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding
- CLO5 : Use language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information
- CLO6 : Analyse ethical obligations and ethical professional practices within organisations as they apply to the startup and key stakeholders
- CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place

### Assessment Length

10-minute in-class presentation

# Major Project

## Course Learning Outcomes

- CLO1 : Develop the entrepreneurial mindset
- CLO2 : Identify common characteristics of successful entrepreneurs and ventures
- CLO3 : Understand and apply concepts such as minimal viable product, split-testing, 'fast-fail', product-market fit, the Business Model Canvas and Design Thinking
- CLO4 : Identify a range of strategic options for growing an entrepreneurial venture and their strengths and weaknesses, including government funding and commercial funding
- CLO6 : Analyse ethical obligations and ethical professional practices within organisations as they apply to the startup and key stakeholders
- CLO7 : Understand how social impact entrepreneurship has the potential to make the world a better place
- CLO8 : Apply the Lean Startup methodology to a project

## Assessment Length

PowerPoint presentation - 10 slides (maximum)

# General Assessment Information

## Grading Basis

Standard

## Requirements to pass course

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50 out of 100 to pass the course.

Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Topic	Unit 1: Understanding Responsible Management in the context of E&I
	Other	Welcome videoconference (recorded for those who cannot attend)
Week 2 : 3 June - 9 June	Topic	Unit 2: Developing the entrepreneurial mindset
Week 3 : 10 June - 16 June	Topic	Unit 3: Developing your idea
Week 4 : 17 June - 23 June	Topic	Unit 4: Working within the ecosystem
	Assessment	Assessment 1: Participation and engagement Assessment 2: Reflective Project due on Friday by 3pm Sydney time
	Intensive	Intensive Weekend 1: Saturday and Sunday from 9am to 5pm. Please ensure you have completed Units 1 to 5 prior to attending Intensive Weekend 1.
Week 5 : 24 June - 30 June	Topic	Unit 5: Designing your pitch and the Sydney scene
Week 6 : 1 July - 7 July	Topic	Unit 6: Gaining traction
Week 7 : 8 July - 14 July	Topic	Unit 7: Digital nomads and the Sydney serial entrepreneurs
Week 8 : 15 July - 21 July	Topic	Unit 8: Getting funding
Week 9 : 22 July - 28 July	Topic	Unit 9: Social entrepreneurship
	Intensive	Intensive Weekend 2: Saturday and Sunday from 9am to 5pm. Please ensure you have completed Units 6 to 10 prior to attending Intensive Weekend 2.
	Assessment	Assessment 1: Participation and engagement Assessment 3: Intermediate pitch presentation due in class on Sunday
Week 10 : 29 July - 4 August	Topic	Unit 10: Innovation and an innovation culture to sustain the startup
Week 11 : 5 August - 11 August	Other	Independent study
Week 12 : 12 August - 18 August	Assessment	Assessment 4: Major Project due on Monday by 3pm Sydney time

## Attendance Requirements

Students must attend scheduled interactive classes held over two non-consecutive weekends from 9am to 5pm each day. There are also required online asynchronous activities before and after each weekend.

## Course Resources

### Prescribed Resources

You have three major resources to support your learning in this Course:

1. The course materials comprising Units 1 to 10, the Course Outline and the Assessment Details. You will do much of your learning independently by working through the course materials, and by completing the activities as they arise.
2. Your online or face-to-face classes with your Facilitator. The Facilitator's job is to guide your learning by conducting the class discussions, answering questions that might arise after you have done the week's work and providing insights from their own practical experience and understanding of theory, as well as providing you with feedback on your assessments.
3. Your co-participants. Your colleagues in the class are an invaluable potential source of

learning for you. Their work and life, and their willingness to question and argue with the course materials, the Facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

## Course Evaluation and Development

Students enjoy the contemporary material, the opportunity to research the entrepreneurial scene and the practical assessments that give them a real-world understanding of the various course concepts. They also appreciate the video interviews that allow them to hear from industry experts on the challenges and opportunities in the innovation space.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Dr Khimji Vaghjiani					No	Yes

## Other Useful Information

### Academic Information

### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

### STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will

update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

## LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

### COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## **QUALITY ASSURANCE**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will 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.

## **TEACHING TIMES AND LOCATIONS**

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.