



University
of Otago
ŌTĀKOU WHAKAIHU WAKA

ENTR102 – Entrepreneurial tools and practice

Course Outline | Whakamārama Akoraka
Semester Two 2024

A yellow shield-shaped graphic with a red circular icon on the right side. The icon contains a white bar chart with a magnifying glass over it. The text inside the shield is as follows:

ENTR 102
Entrepreneurial Tools and Practice

Learn key tools, techniques and processes related to developing and testing value propositions, searching for appropriate business models, and reducing the risk and uncertainty of business ideas.

Co-ordinator:
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Te Mātauraka Whakahaere
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Nau Mai Haere Mai

Welcome | Afio Mai | Aere Mai | Mālō e me'a mai | Fakatalofa atu | Bula | Fakalofa lahi atu | Ulu tonu mai

Course Description and Aims | *Whāinga o te Akoranga*

What we teach

In this paper, teaching focuses on the tools, techniques and processes related to reducing the risk and uncertainty of business ideas, developing and testing value propositions and searching for appropriate business models. More precisely, students will learn and apply key tools (e.g., business model framing, value proposition canvas) and processes (e.g., effectuation, design thinking, hypotheses mapping, testing) related to moving from an initial idea to a viable business. Within this paper, there is also a focus on case discussion and corporate innovation, namely what the innovation function looks like inside an existing organisation. Primarily, this is a practice-based paper in which students research a new business idea and are guided to make evidence-based decisions around its development throughout the semester. Through written work, class discussion and interim and final presentation pitches, students will look to identify an appropriate valuable, profitable and scalable business model for their business idea.

Learning Outcomes | *Hua Akoranga*

What you Learn

Over the course of the semester students will be introduced to key tools, techniques and processes related to business model innovation. On successful completion of the course, students of ENTR102 will have:

- Developed an understanding of key tools and frameworks related to entrepreneurship, and how to use them effectively.
- Implement a business model innovation process to efficiently design, assess and iterate business model possibilities for a new venture idea.
- Communicate, verbally and through written work, the strength of evidence underpinning a proposed new venture/product idea.
- Contribute effectively to a team working under conditions of high uncertainty.

Teaching Team | *Kaiako*

Course Coordinator, Lecturer

Name: Associate Professor Conor O’Kane
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Entrepreneurship administrator

Name: Theresa Forbes
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Course Information | *Mōhiohio akoranga*

How we teach

Lectures

ENTR102 has two one-hour lectures each week. Given the practical nature of the paper, many of these lectures will involve discussion and activities, they will not be solely of traditional lecture format.

- Lectures: Tuesday 3-4pm and Thursday 12-1pm

ENTR102 has four interconnected core learning activities:

1. theory-and knowledge-based lectures,
2. class discussions activities,
3. support/revision readings, and
4. course assessment.

Each activity has distinct aims and benefits. By immersing yourself in this vibrant learning atmosphere, you'll cultivate a comprehensive understanding of key tools, techniques and processes related to entrepreneurship.

New material will be introduced and explained in each lecture. Slides and support readings or other relevant material will be posted shortly before each lecture. It is not expected that you will be prepared for lectures, however, it is expected that you will review lecture and support material after class.

Attendance and recordings

Lectures will be recorded; but it is anticipated that you will attend all classes. The recordings offer a back-up for exceptional circumstances when you cannot attend, however, the course is not designed for completion through recordings. In the absence of an exam, learning and assessments are built into class time, e.g., pitches and feedback, case exams and discussion. Again, please note this is a practical paper where learning takes place through class activities, discussion, and learning. Please do not select ENTR102 as a paper if you do not intend on attending class.

Learning Resources | *Rauemi Ako*

Textbook

There is no prescribed test book for this paper. You will receive lecture notes and supplementary reading for your learning.

Blackboard

We use Blackboard <https://blackboard.otago.ac.nz/> for teaching, learning, and knowledge sharing. Within your ENTR102 Blackboard pages you will find:

- Course information – you will see details on your course outline, teaching team and class representatives.
- Learning resources - lecture notes, case studies, readings will be published weekly.
- Assessment – all you need to know about our course assessments, general guidelines, submission instructions and due dates (although most of that is available in this outline)
- Updates – relevant news, announcements and grades will be posted as appropriate.
- Library – details on our academic integrity policy and APA referencing style guidelines and more.

Course Calendar | *Maramataka*

Your academic road map

| Week | Lecture 1 | Lecture 2 | Assessment |
|-------------------------|---|--|---|
| July 15 th | Introduction and course overview | Growth mindset and entrepreneurship *Bonus session <u>10am Friday</u> -library resources for entrepreneurship studies | Formative assignment related to lecture 2 - tbc |
| July 22 nd | Effectuation | Value propositions | |
| July 29 th | Business model canvas – how do we use it? | Business model (innovation) patterns | |
| August 5 th | Competitive environment | Ideation and group formation | |
| August 12 th | Design workshop – rapid design | Group pitch and feedback | 10% - pitch and quality of feedback |
| August 19 th | Customer insights | Experimentation and learning | |
| August 26 th | Working in teams | Working in teams | |
| Sept 2 nd | Mid-semester break | | |
| Sept 9 th | Acquiring customers | Guest speaker | |
| Sept 16 th | Case study written exam | Discussion on case exam | 30% - written case exam |
| Sep 23 rd | Innovation frictions | Pitching and presentation overview | |
| Sept 30 th | The innovation function – types of innovation | The innovation function – growth funnel and sprints | |
| Oct 7 th | Case study discussion – corporate innovation | Drop-in Q&A session (optional) | Case study summary and discussion - 10% |
| Oct 14 th | Final pitches | Final pitches | Pitch, document and feedback – 50% |

Assessments | *Aromatawai*

Growth and Progress Milestones

All presented material is subject to assessment (unless specified otherwise). Essential assessment details, including due dates and guidelines are available in this course outline and will be communicated further in class. Where appropriate, additional details and marketing structures will be available within the assessment tab of Blackboard.

It is the student's responsibility to stay informed, monitor their progress, and catch up on any missed classes.

Please note, it is always important to familiarise yourself with our Academic Integrity Policy and Referencing guide at the end of this document. If Artificial Intelligence (AI) is being used in the completion of any assessment, the search prompts must be included as an appendix to that assessment.

Students of ENTR102 will demonstrate a satisfactory level of organisational, analytical, presentational and written skills as part of their assessment. Students have four separate forms of assessment - 60% of which will be group-based (but peer reviewed) and 40% individual. **There is no final exam.**

| Assessment | Due date | % of final grade | Group/Individual |
|-------------------------------------|--|------------------------|--------------------------|
| Kick off pitch and feedback | August 15 th in class | 10% | Group |
| Case study written exam | September 17 th in class | 30% | Individual |
| Case study contribution | October 7 th in class | 10% | Individual |
| Final pitches, reports and feedback | October 15 th and 17 th in class | 50% (20%; 20%; 10%) | Group (peer reviewed) |

Details on Course Assessment

1. Kick-off pitch and class feedback 10%, group

In the first few weeks of semester, students will learn some key tools and processes related to entrepreneurship. They will then be put in groups as part of an ideation process. They will select one idea to bring to a rapid-fire design workshop. In class on August 15th, each group will pitch their early idea via a business model canvas. 5% will be on offer for the quality of each group's pitch. The other 5% will be awarded to groups based on the quality of the written feedback they provide to all other groups who pitch.

2. Case study written exam 30%, individual

On September 17th in class, students will have a written case exam. A short case study – highly relevant to the topics learnt within the paper – will be published at noon that day to give students a chance to read the case ahead of class. In class, students will get two

questions to address through a written case analysis. Files must be submitted via Blackboard by 3.50pm.

3. Case study contribution 10%, individual

On the week of October 7th, a case study will be published on Blackboard related to corporate innovation and new product development. Students must submit a 600-word written case analysis (applying some of what they have learnt in ENTR102) via Blackboard before class on October 8th. This written submission is worth 5%. The other 5% is based on students’ oral contribution to the case study discussion within the class. This class discussion should be student led with the lecturer playing a facilitation role.

4. Pitch, report and feedback 50%, group (peer evaluated)

Following on from assessment number 1, for the remainder of semester each group (outside of class time) will research and look to progress their business idea. The purpose of this assessment is to apply what you have learnt in class to derisk your idea and propose a valuable, profitable and scalable business model for the idea. At the end of semester, based on evidence and testing, each group will pitch their idea to the class (20%). Groups will also submit a 10-page written workbook that summarises in more detail what they have done and how their proposed business model evolved (20%). Finally, groups will provide feedback to other groups on their pitch. The quality of that feedback will be worth 10%. This assessment is peer evaluated meaning everyone in the group will anonymously grade their team members for their respective contribution to the group’s work and provide a short-written explanation for their grading. Final marks for each student will depend on how they were evaluated by their peers.

Aligning Learning Outcomes with Assessments

| Learning Outcome | Kick-off pitch (10%) | Case study exam (30%) | Case study contribution (10%) | Final pitch and report (50%) |
|--|----------------------|-----------------------|-------------------------------|------------------------------|
| Developed an understanding of key tools and frameworks related to entrepreneurship, and how to use them effectively. | X | X | X | X |
| Implement a business model innovation process to efficiently design, assess and iterate business model possibilities for a new venture | X | X | X | X |
| Communicate, verbally and through written work, the strength of evidence underpinning a proposed new venture/product idea. | | X | X | X |
| Contribute effectively to a team working under conditions of high uncertainty. | X | | | X |

Submitting assignments (and presentation slides)

- Written submissions should have 12-point font Times New Roman and 1.5 spacing. No requirements are set for slides.
- If non-original material is referred to, the written commentaries should have correct referencing (APA style) and citation is essential for all material used (academic readings, company documents, websites, newspaper or industry reports etc.). See the Referencing section in this document. Guidance is also available from the Library tab on Blackboard.
- The University of Otago reserves the right to use plagiarism detection tools. Electronic copies of your written and presentation work will be put through *Turnitin*, a programme that indicates what seems totally original and what may have been “cut and pasted” from: the internet; published works; and other essays and assignments (from your class and worldwide). (See the note on academic integrity below).
- If you require technical support, please contact Ask IT via email at student.it@otago.ac.nz, or phone 03 479 7000 or 0800 80 80 98

Late Assignments

Assessments submitted after the due time will be penalised at a rate of -5% per day (of the maximum available marks - e.g. if the work is awarded a mark of 70% and is submitted one day late, the mark received will be 65%). This includes weekend days. **After two days, the work will not be marked.** Only the course coordinator can approve time extensions.

What if you can't submit an assessment and you need an extension?

Extensions will be granted only in exceptional circumstances. Please email bentr@otago.ac.nz with supporting documentation **before** the due date.

Expectations and Workload | *Te Nui o te Mahi*

This course conforms to the 18-point course format comprising approximately 180 hours spent in class, private study, preparing assignments, and other activities. We expect you to come to each session of lectures and workshops prepared. You should have pens, paper, and a networked device (e.g., phones, tablets, or laptops).

| Hours | Item | Breakdown |
|------------------|--|---|
| 26 | Case discussions | 2 hours a week over 13 weeks |
| 5 | Kick-off pitch and feedback | Group discussions, preparation of pitch and providing feedback to others – 5 hours in one week |
| 16 | Preparation for case exam | Revision of course material, reading of case – 8 hours a week over 2 weeks in lead in to exam |
| 72 | Final pitch and workbook | Researching idea, group meetings, testing and experimentation, pitch/document preparation 8 hours a week for 9 weeks |
| 61 | Private study – revising lecture material and consulting support resources | Approx 4-5 hours a week for 13 weeks |
| 180 total | | |

Referencing | *Tohutoro*

In this course, we adhere to the APA referencing style, a vital skill that showcases your commitment to academic integrity and respect for other scholars' work. Accurate referencing not only demonstrates your scholarly diligence but also enables readers to trace the sources you've used, enriching the academic conversation.

To master the APA style, visit the University Library website for comprehensive style guides: http://otago.libguides.com/citation_styles. Additionally, you can find valuable resources in the Assessments Tab on Blackboard.

Academic Integrity | *Pono-ā-wānanga*

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, submitting work written by someone else (including from a file sharing website, text generation software, or purchased work) taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity, or ask at the Student Learning Centre (HEDC) or the Library, or seek advice from your paper co-ordinator.

For further information:

Academic Integrity Policy

<http://www.otago.ac.nz/administration/policies/otago116838.html>

Student Academic Misconduct Procedures

<http://www.otago.ac.nz/administration/policies/otago116850.html>

Class Representatives | *Māngai mō te Akoranga*

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the course and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to developing a sense of community within a department and adds a further dimension to the range of support services offered to students.

Volunteers for class representatives will be called early in the semester. The OUSA invites all class representatives to a training session conducted by OUSA about what it means to be a class representative, and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Department staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Disclaimer | *Kupu Whakatonu*

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.