

SSE0001

THE NAVIGATOR

Academic Lead:
Professor Roy Green

Academic Coordinators:
Dr Jochen Schweitzer and Dr Martin Bliemel

Credit points: Depending on institution
Recognised by UTS as 6CPs

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SSE Academic Committee on Friday 27 October 2017



Sydney
School of
Entrepreneurship

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1. Key unit contacts

Your SSE contact

Name: Lorraine Nicolas, Community Manager

Email: Lorraine@sse.edu.au

Phone: 0497 076 581

Contact in relation to: Student Experience (online, face-to-face, alumni) and SSE Activities

Academic Lead

Name: Professor Roy Green

Institution: University of Technology Sydney (UTS)

Unit Coordinators

Name: Dr Martin Bliemel

Institution: University of Technology Sydney (UTS)

Email: martin.bliemel@uts.edu.au

Name: Dr Jochen Schweitzer

Institution: University of Technology Sydney (UTS)

Email: jochen.schweitzer@uts.edu.au

Additional Unit Facilitators

Name: Dr Lara Moroko

Institution: Macquarie University

Email: lara.moroko@mgsm.edu.au

Name: Dr Lars Groeger

Institution: Macquarie University

Email: lars.groeger@mgsm.edu.au

Name: Professor Morgan Miles

Institution: Charles Sturt University

Email: mmiles@csu.edu.au

2. Unit information

2.1. Unit description

The SSE unit, The Navigator, enables student entrepreneurs to better understand and become more confident actors in their entrepreneurial ecosystems. The Unit develops capacity to leverage ecosystems to advance venture creation and/or become a catalyst within them. Student entrepreneurs are exposed to various stakeholders and players at a local, national and global level. Student entrepreneurs study the characteristics of leading entrepreneurial ecosystems, entrepreneurial support systems and government policy making. Upon completion of the unit, student entrepreneurs would have developed their confidence in building and expanding entrepreneurial relationships.

2.2. Prerequisites

None. However, student entrepreneurs are expected to be engaged in developing their entrepreneurial mindset and aspirations.

2.3. SSE Philosophy

In providing a multidisciplinary, multicultural and collaborative environment, SSE represents a diverse community, and brings together highly motivated and entrepreneurially minded students from a range of backgrounds, disciplines and locations across NSW to promote next generation entrepreneurship.

Student entrepreneurs are expected to comply with their home institution's code of conduct in addition to the SSE code of conduct which promotes behaving respectfully with all members of the SSE community.

SSE aims to provide learning environment in which student entrepreneurs will further develop their entrepreneurial mindset, their enterprise awareness, their entrepreneurial capability, and their entrepreneurial effectiveness is shown below:

Enterprise Awareness Understanding what enterprise means	Entrepreneurial Mindset <ul style="list-style-type: none"> • Personality and social identity • Ambition, motivation & goals • Personal confidence and resilience • Self—discipline & personal organisation • Go beyond perceived limitations to achieve results • Tolerance of uncertainty, risk and failure • Personal values: ethical, social & environmental awareness 	Entrepreneurial Effectiveness <ul style="list-style-type: none"> • Independent self—direction • Progress individual goals & approaches • Implement enterprising ideas • Generate business and career options • Undertake new venture creation • Appreciate and create multiple forms of value • Identify and approach target markets
	Entrepreneurial Capability A range of behaviours, attributes & skills: <ul style="list-style-type: none"> • Creativity & innovation • Opportunity recognition, creation and evaluation • Decision—making supported by critical analysis & judgement • Implementation of ideas through leadership & management • Reflection & action • Interpersonal skills • Communication & strategy skills 	

Adapted from Enterprise and Entrepreneurship Education (Figure 2: Connecting the development of entrepreneurial effectiveness with graduate outcomes)¹

1 : Guidance for UK higher education providers presentation, September 2012 (available from: <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=70#.WcxmctMjHUI>)

2.4. SSE Graduate Capabilities

SSE seek to develop the following Graduate Capabilities:

1. **Interdisciplinary teamwork:** Collaborative and reflective contributions to interdisciplinary teamwork in ways that advance the work of your team, facilitate the contribution of others, foster a constructive team environment and respond effectively to conflict that arises within the team
2. **Entrepreneurship knowledge and skills:** Knowledge and skills in relation to entrepreneurship (i.e. presenting, interviewing, pitching, etc.)
3. **Critical thinking:** Critical and creative thinking in relation to how value is created and captured
4. **Communication skills:** Effective interpersonal and communication skills, empathy and succinct visual, oral, written and digital presentation skills with diverse stakeholders about entrepreneurial opportunities
5. **Wider community considerations:** Integration of ethical, social, political and environmental responsibilities when considering entrepreneurial initiatives
6. **Strategic thinking and decision-making:** Strategic solutions within an entrepreneurial context

2.5. Unit Learning Outcomes

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

1. Identify key members of your entrepreneurial ecosystem and their interconnections
2. Describe and critically evaluate the challenges and opportunities that stakeholders face when engaging in your entrepreneurial ecosystem
3. Visually and succinctly communicate the composition and interconnectedness of your entrepreneurial ecosystem
4. Collaboratively and reflectively work in interdisciplinary teams to identify opportunities and levers to influence your entrepreneurial ecosystem
5. Develop a strategy and tactics for activating levers in support of developing your entrepreneurial intentions and/or furthering the development of your entrepreneurial ecosystem

2.6. Graduate capabilities explicitly developed and/or assessed in the Navigator

SSE Graduate Capabilities		Unit learning outcomes
SSE units help you to achieve the following capabilities:		On successful completion of this unit, you should be able to:
1	Interdisciplinary teamwork	LO4: Collaboratively and reflectively work in interdisciplinary teams to identify opportunities and levers to influence your entrepreneurial ecosystem
2	Entrepreneurship knowledge & skills	LO1: Identify key members in your entrepreneurial ecosystem and their interconnections
3	Critical and creative thinking	LO2: Describe and critically evaluate the challenges and opportunities that stakeholders face when engaging in your entrepreneurial ecosystem
4	Communication skills	LO3: Visually and succinctly communicate the composition and interconnectedness of your entrepreneurial ecosystem
5	Wider community considerations	Not specifically assessed in this unit
6	Strategic thinking and decision making	LO5: Develop a strategy and tactics for activating levers in support of developing your entrepreneurial intentions and/or furthering the development of your entrepreneurial ecosystem

2.7. Approach to Learning and Teaching in this unit

The SSE approach to Entrepreneurship Education is best achieved through action learning. It is delivered as a hybrid approach, consisting of intensive face-to-face and online modules. Within the unit, student entrepreneurs are immersed with relevant and challenging tasks, collaboration, and self-reflection. Throughout this unit, student entrepreneurs are asked to experiment, learn from others, take opportunities and informed risks, as well as learn from mistakes that produce rigorous outcomes. During the unit, student entrepreneurs are asked to work both individually, in groups, and potentially with industry representatives.

2.8. Statement of commitment

Being selected as part of the cohort of student entrepreneurs is an invitation to join a community, to receive and share information, to discuss ideas, and to join other activities run by SSE, its members and active network of partners.

Student entrepreneurs are expected to engage via intensive face-to-face and online modules. Participating in the intensive blocks at SSE Campus for their full length and contributing to the online conversation with fellow entrepreneurially minded student entrepreneurs is a crucial part of the learning experience and is required for successful completion of the unit. To get the most from the experience, it is required that student entrepreneurs commit to attending the face-to-face sessions in full and engage in the online learning activities.

SSE current and past student entrepreneurs are invited to engage on social media as part of the diverse community, and to keep up to date with SSE events, along with the members and partners. To keep up to date with events within the community, student entrepreneurs are invited to regularly check for more information on upcoming activities by way of social media and the SSE website.

The involvement with SSE is not limited to the participation in a core unit of study. Student entrepreneurs are encouraged to participate in other SSE activities organised with the community and may even propose their own collaborations with SSE.

2.9. Changes from previous offering

- Early formative feedback as part of the assignments and assessments.
- Greater opportunities for peer learning to be incorporated within the Navigator unit.
- Greater coherence and linkages within the Navigator unit.
- Increase student entrepreneurs networking opportunities.

2.10. Opportunities for feedback

The SSE community is committed to learning from and with student entrepreneurs. SSE is also committed to ensuring that this core unit of study supports entrepreneurially minded students in maximising their entrepreneurial potential. Feedback on the learning experiences is sought from each cohort at the mid-point and at the completion of the unit to enable SSE to further adapt and enhance the learning experience.

Mid-unit feedback is particularly valuable in informing more immediate improvements that can be made to the current cohort's learning experience. The completed unit feedback is important to SSE for future student entrepreneurs, allowing SSE to revise the unit for the next cohort.

3. Assessment Information

3.1. Assessment schedule and details

SSE practices **standards based assessment**. This system of assessment involves awarding grades to students to reflect the level of performance (or standard) they have achieved relative to the pre-defined standards. Students' grades, therefore, are not determined in relation to the performance of others, or to a pre-determined distribution.

Assessment task	Type	Percent weighting	Learning outcomes assessed	Due date
1. Reflective portfolio	Portfolio/Journal (Individual) including vlog, word cloud and online quiz (10%)	30%	2,3,4	TBC
2. Ecosystem research and mapping	Part A: Research project (Individual) Part B: Mapping project (Team) including interview	Part A: 20% Part B: 30%	1,2,3,4	TBC
3. Opportunity analysis	Report (Individual)	20%	6	TBC

3.2. Assessment task 1: Reflective portfolio

Task:

Reflection on what you are learning and reflecting as you learn is a very useful way to integrate/ make personal sense of your experience as a student entrepreneur and Navigator as you journey through the unit. During the unit, record your reflections in the learning platform (link) in answer to the relevant questions below.

Date	Format	Guide
Week 1	Vlog	Before the First Intensive, answer the questions below: In relation to entrepreneurial ecosystems, what am I curious about and what do I want to learn more about?
Between the First and Second Intensive	500 words, two pages (typed) or equivalent*	After the First Intensive and in-class interactions and the online activities, elaborate on the following points: Part A: How did engaging with the online modules to date influence your knowledge of how entrepreneurship is supported by an ecosystem? Part B: What challenged, surprised and reinforced your views about entrepreneurial ecosystems?
After the Second Intensive	500 words, two pages (typed)	Before completion of unit, please reflect on the following points and include examples: Part A: What capabilities have you developed through the activities in the unit including within your groups? Part B: Drawing upon your strengths in terms of entrepreneurial mindset and aspirations, which capabilities do you wish to develop post Navigator and how will you do this? Elaborate on your strategy and tactics to navigate and activate your own ecosystem

* **Format:** SSE encourages student entrepreneurs to be creative with their submissions (draw

upon your capabilities), whether it is visual, auditory, written, digital or any other presentation and reporting format that is most appropriate.

Assessment criteria in relation to the Reflective portfolio: (25% each)

- Evidence of reflection on what and how the student learned about entrepreneurial ecosystems
- Incorporation of appropriate knowledge and theoretical concepts about Entrepreneurship Education
- Creativity in attaining new insights about entrepreneurial ecosystems and in communicating their reflection
- Critical thinking and evaluation of what the concept of entrepreneurial ecosystems means to other stakeholders

3.3. **Assessment task 2 Part A: Research project on ecosystem stakeholders (Individual)**

Task:

Drawing on the first intensive block and online modules, student entrepreneurs will interview one or more members of their community who play a critical role within the Entrepreneurial ecosystem.

Following this interview, (1) summarise key findings from the stakeholder(s); (2) identify resources in the ecosystem from your desktop research and interview, (3) explain how stakeholders and resources interact to generate new ventures, new investment, new revenues, products or new jobs and (4) reflect on your interview skills and how you might want to develop them further.

Format:

750 words, including responses to the aforementioned questions with illustrated examples + attach the interview you have conducted using the template provided online or your own transcription.

Assessment criteria in relation to the Research project (20% each):

- Evidence-based design of interview and use of interviewing instruments
- Reflection during and on interview process and skills
- Synthesis and analysis of stakeholders and resources through the interview
- Explanation of new concepts, projects and interactions within a community
- Interpretation of findings and identification of opportunities

3.4. **Assessment task 2 Part B: Mapping project (Team)**

Task:

Generate a full-page map as an infographic of the student entrepreneur's local ecosystem, including a legend. Write a one-pager providing more detail on the elements and their interconnection than in the legend.

From interviewing stakeholders in their ecosystem (including showing them prototypes of the map), synthesise insights to identify three (or more) different types of stakeholders.

For each type of stakeholder, generate a customer journey map and a text per stakeholder type about how their journey unfolds (e.g. how they discover the map, how they assess it, whether it suits their needs, how they use it, how they refer others to it, how they contribute to it, etc).

Format:

Illustrative map to be produced either digitally, or on a board which will be photographed for purposes of peer review as well as legend (one page) + group report of 3000-3500 words.

Assessment criteria in relation to the Mapping project (20% each):

- Creativity in map design,
- Clarity in map presentation and documentation
- Collaborating with others
- Evidence of cognitive flexibility
- Reflection during and on stakeholder interview and collaboration with others

3.5. Assessment task 3: Opportunity analysis (Individual)**Task:**

Drawing from participation in workshop and online modules, as well as from previous tasks:

- Which opportunities can you identify in the ecosystem?
- What are the levers to change the ecosystem?
- Who can champion the identified changes?
- With whom have you engaged with during the unit that you believe could help enabling or enacting those changes?
- How can you enable those changes?

Format:

Using Prezi or similar alternative uploading their file onto Slideshare.

Assessment criteria in relation to opportunity analysis (25% each):

- Originality
- Evidence of entrepreneurial strategy and tactics
- Evidence of entrepreneurial mindset
- Synthesize and draw upon learnings from the unit on entrepreneurial ecosystem and group work

3.6. Academic referencing

Student entrepreneurs will need to support their ideas by referring to the scholarly work of others. It is important to understand how to correctly reference and how to maintain academic integrity. Where applicable, student entrepreneur work will be uploaded into a text-matching software.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), considered by SSE as a serious matter.

The appropriate referencing style for this unit is to be used is APA style referencing.

4. Learning opportunities

4.1. Activities and resources

The unit is designed as a blended learning experience and includes a mix of online and face to face activities. Student entrepreneurs should therefore review the content published on the learning platform as it is an integral part of the unit. The structure of the unit has been divided into different modules that are all relevant to the common theme of the unit. While the schedule allows for flexibility, student entrepreneurs are responsible for keeping up-to-date with the activities and concepts to fully benefit from the learning experience, noting other relevant information and communication from the SSE Unit team and the SSE contact will be featured on the online learning platform.

4.2. Community

SSE encourages student entrepreneurs to be part of the diverse activities within the startup community and connect with the key stakeholders within the network. SSE is dedicated to providing student entrepreneurs with the best experience and help them develop their personal and professional skillset to fully support their entrepreneurial spirit, and connect them with like-minded individuals.

4.3. Further information and assistance

Please see key contact at SSE and unit coordinator.

4.4. Unit schedule

Information	Dates
Unit duration	Early March to mid-May
Start of unit (online)	08 March
First intensive workshop	16 to 18 March
Second intensive workshop	04 to 06 May