Tasmanian School of Business and Economics

BAA612

COMMUNICATION AND CONNECTING AS AN ENTREPRENEUR

Semester 2, 2018
Unit Outline

Dr Farveh Farivar
CONTACT DETAILS

Unit coordinator

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Room location and number: Centaury Building, 4th floor, Room 426
Consultation hours: By appointment only
NOTICE
This Unit Outline refers to the Unit Outline Essential Information resource which includes information, policies, and requirements relevant to this unit. You must read the Essential Information resource as it is considered part of this Unit Outline.

WHAT IS THE UNIT ABOUT?
Unit description
Some of the most important skills for an entrepreneur are the ability to communicate effectively, establish relationships with all stakeholders related to your enterprise and being able to develop a network of people important to your success.

This unit will develop the knowledge and skills to successfully connect and communicate as an entrepreneur. As a hands-on skills-based unit you will learn through role plays, engagement with entrepreneurs and by developing a personal plan for success. The unit is taught in a workshop format to enable you to continually practice the communication skills necessary for entrepreneurial success.

Intended Learning Outcomes
On completion of this unit, you will be able to:

1. Demonstrate entrepreneurial communication and interpersonal skills
   1.1. Explain principles of entrepreneurial communication
   1.2. Critique your interpersonal strengths and weaknesses and develop a plan for improvement
   1.3. Research your business audience to determine communication preferences and your points of value
   1.4. Communicate under pressure and shape conversations

2. Demonstrate the skills to establish and manage relationships with diverse people
   2.1. Demonstrate a focused oral communication across diverse mediums and audiences
   2.2. Demonstrate and explain how to turn situations into opportunities to cultivate beneficial relationships.
   2.3. Implement and manage communication skills for connecting with others

3. Create plans for developing networks related to your business idea.
   3.1. Evaluate Social Network Theory’s relevance to an entrepreneur.
   3.2. Develop strategies and a plan for establishing relationships with people such as events coordinators, competitors, media personnel, NGO’s, professionals, and politicians of value to your business/idea.
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weight</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Just in Time Teaching</td>
<td>Weeks 2-11</td>
<td>15%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment Task 2: Role Play Facilitation</td>
<td>Weeks 2-11</td>
<td>25%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment Task 3: Personal Development Plan</td>
<td>Week 12</td>
<td>30%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment Task 4: Viva</td>
<td>Week 13</td>
<td>30%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: Just in Time Teaching

<table>
<thead>
<tr>
<th>Task description</th>
<th></th>
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<tbody>
<tr>
<td>Every week (starting week 3),</td>
<td></td>
</tr>
<tr>
<td>• During the class, students will receive a case study related to the readings for that week.</td>
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</tr>
<tr>
<td>• Students need to form a small team (2 students per team) and they have 45 minutes to discuss the case study and provide a written answer to the question found in the case study.</td>
<td></td>
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<tr>
<td>• Students must ensure their names and students’ ID are clearly marked on the electronic answer sheet. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.</td>
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</tr>
<tr>
<td>• Students need to submit the electronic answer sheet to the specific link named “Just in Time Teaching” under the assessment tab by the end of each session.</td>
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<tr>
<td>• Each case study has 1.5 marks of the final mark.</td>
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</tbody>
</table>

Criterion | Measures Intended Learning Outcome: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Please see the rubric on MyLO</td>
</tr>
<tr>
<td>Task length</td>
<td>100-150 words per question.</td>
</tr>
<tr>
<td>Due by date</td>
<td>Week 3-12 (inclusive)</td>
</tr>
</tbody>
</table>
## Assessment task 2: Role Play

### Task description

Part of learning to communicate effectively and develop skills in relationship building is practice. During each class, you will participate in a role-play activity that develops these skills.

To complete this activity:

- Starting week 3, each student is required to join a group of three students.
- Every week, one group will facilitate scenarios on a particular topic related to the weekly reading.
- **Students need to form their groups in week 2.**
- The lecturer will assess each student’s facilitation in accordance with the marking rubric.
- Students must read marking rubrics (posted in MyLO) before commencing their work.
- Each group has 30 minutes to complete its role play facilitation.

### Note

- A role play facilitation differs from a presentation. Teams need to design two or three scenarios and engage students in their facilitation.
- This is a group assignment, so no one can complete the assignment alone.
- The timetable for the role plays is fixed.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please see the rubric on MyLO</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Task length</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Due by date</td>
<td>In class (weeks 3 - 12)</td>
</tr>
</tbody>
</table>
## Assessment Task 3: Personal Development Plan

### Task description
Develop a plan for improving your communication, interpersonal and relationship building skills over the next 12 months. The plan will need to include an inventory of your skills, knowledge, strengths, and weaknesses. You must also:
- Define your development and networking goals
- Identify opportunities and threats to success
- Prioritise and set deadlines for development
- Develop an action plan:
  - Determine action steps with a timeline
  - List necessary support, resources and people
  - List measures of success

### Criterion
Please see the rubric on MyLO

### Measures Intended Learning Outcome:
1, 2, 3

### Task length
1500 words +/- 10% (excluding reference list)

### Due by date
1 October

## Assessment Task 4: Viva

### Task description
You will need to answer a question and hold conversation with the lecturer on the topic. You will need to integrate theory and literature into the conversation.

Brief notes are acceptable to use as prompts however reading verbatim from a script is unacceptable.

### Criterion
Please see the rubric on MyLO

### Measures Intended Learning Outcome:
1, 2, 3

### Task length
2 hours, plus 15 minutes reading time

### Due by date
Week 13
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings
The required reading will be posted weekly on MyLO.

Recommended readings

In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

- Journal of Research in Marketing and Entrepreneurship
- Journal of Small Business and Entrepreneurship
- Business Journal for Entrepreneurs (Quarterly)
- Entrepreneurship and Regional Development
- Entrepreneurship Research Journal
- Entrepreneurship: Theory and Practice
- Foundations and Trends in Entrepreneurship
- Human Communication Research
- Journal of Communication

Reading Lists
Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Activities

Details of teaching arrangements
Acknowledging that everyone learns differently, we have developed a wide range of learning activities to support students in BAA612. We want your commitment to engage with the materials and work to succeed, and in return, we have developed an extensive range of supports and activities to help you get there. Each session comprises of:

- 1-hour lecture
- 45 minutes Just In Time Teaching activity
- 30 minutes Role Play Facilitation
- 30 minutes Gaming
Specific attendance/performance requirements

In this unit, your active engagement will be monitored in the following way:

1. Just in Time Teaching
2. Role Play Facilitation

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of the semester, your enrolment may be canceled or you may be withdrawn from the unit.

### Unit schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 July</td>
<td>Introduction to unit</td>
<td>on MyLO</td>
<td>on MyLO</td>
</tr>
<tr>
<td>2</td>
<td>23 July</td>
<td>Social network and Stakeholder Theories</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>3</td>
<td>30 July</td>
<td>Needs analysis</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>4</td>
<td>6 August</td>
<td>Personal development plan (1)</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>5</td>
<td>13 August</td>
<td>Personal development plan (2)</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>6</td>
<td>20 August</td>
<td>Stakeholder Engagement</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>7</td>
<td>27 August</td>
<td>Stakeholder mapping (1)</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<td></td>
<td></td>
<td><strong>Mid-semester break: 3 September to 7 September (inclusive)</strong></td>
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<tr>
<td>8</td>
<td>10 September</td>
<td>Stakeholder mapping (2)</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>9</td>
<td>17 September</td>
<td>Selecting the right mediums</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>10</td>
<td>24 September</td>
<td>effective entrepreneurial communication</td>
<td>on MyLO</td>
<td>on MyLO</td>
</tr>
<tr>
<td>11</td>
<td>1 October</td>
<td>Digital communication and entrepreneurship</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>12</td>
<td>8 October</td>
<td>Implementing and monitoring plans and strategies</td>
<td>on MyLO</td>
<td>on MyLO</td>
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<tr>
<td>13</td>
<td>15 October</td>
<td>Viva</td>
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<td><strong>Examination Period: 27 October to 13 November (inclusive)</strong></td>
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ACCREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further, enhance the global recognition of your qualifications. To find out more about AACSB click here.