Institute of Technology Entrepreneurship and Commercialization

TIMG 5002 Technology Entrepreneurship
Winter 2016, January 6 to April 8, 2016

TIME AND PLACE
Monday, 6 to 9 p.m.
303 St. Patricks Building, Carleton University
You can also access class real-time via: present.carleton.ca (Read "Join Online" below)

INSTRUCTOR
Professor Tony Bailetti, Director
Institute of Technology Entrepreneurship and Commercialization
310 St Patricks Building, Carleton University
Bailetti@sce.carleton.ca
613 520 2600 ex 8398
613 829 8885

OFFICE HOURS
Instructor is available via email any time. Email is the preferred mode of communications because there is a record of content exchanged. Instructor will be available for one hour after class or by appointment anywhere, anytime.

TARGET AUDIENCE
The course addresses the need of graduate students registered in the thesis (M.A.Sc.) and project (M.Eng.) options offered by the Technology Innovation Management (TIM) program. Students in other graduate programs are welcome to attend this course. However, they will need to meet the high standards to which we hold students in the TIM program.

CALENDAR DESCRIPTION
TIMG 5002 [0.5 credit]
Technology Entrepreneurship
Key theories and models of technology entrepreneurship. Topics include the nature of technology products, collaborative experimentation and production of new products, assets, and their attributes, and the firm’s asset ownership rights.
Precludes additional credit for TTMG 5002 (no longer offered).

GOALS, OBJECTIVES AND ASSIGNMENTS
The goals, objectives and assignments of this course are:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Our students will demonstrate that they:</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply understanding of technology entrepreneurship to profitably launch and grow technology companies</td>
<td>• Can find a business model for a venture that is stronger than competitors’ business models due to its innovative use and/or production of advances in science, technology, engineering and mathematics • Can convince stakeholders of the</td>
<td>Assignment 1 – Plan for venture to generate annual revenue of $1 M within three years</td>
</tr>
</tbody>
</table>
benefits of a venture’s existence
• Can critically analyze and question claims made about the factors that make money for a startup

To understand, not just know, about technology entrepreneurship
• Benchmark the TIMG 5002 educational experience against a baseline set by the educational experience provided by two excellent online courses
• Avoid common mistakes entrepreneurs make
• Link technology entrepreneurship with engineering processes
• Share what they learned with others in a way the audience understands it
• Operate at the upper limit of their competence

Assignment 2 - Lessons learned

To champion a new venture
• Can communicate effectively why the venture should exist
• Can measure themselves by visions of the future (how far they have yet to go), not by the standards of the past (how far they have come)

Assignment 3 - Presentations

DISTINCTIVENESS
TIMG 5002 is distinct because students are enabled to:
1. Understand technology entrepreneurship, not just know
2. Learn by doing and providing visible evidence that progress has been made towards building a venture that can generate $1M/yr revenue within 3 years
4. Focus on scalable ventures
5. Link technology to sustainable competitive advantages
6. Benchmark educational experience

BENEFITS
Benefits to graduate students will be derived from:
• Understanding technology entrepreneurship, not just accumulating knowledge about stories, facts, myths, trivia, and beliefs about entrepreneurship
• Experience gained actively listening to venture stakeholders (e.g., customers, customers’ customers, investors, channels to market, employees) to find out what they want from your venture and how you should deliver it to them
• Using a set of tools, models, approaches, and theories that can be used to increase the competitiveness of market offers, attract key resources and partners to deliver these market offers to customers, and increase the value of a venture
• Improving learning, communication, and championing skills
• Developing their own brands and enhancing the TIM program brand
• Engaging with other graduate students and talented individuals who are part of the TIM business ecosystem

BUSINESS ECOSYSTEM
Students will benefit from the unique experiential learning enabled by the business ecosystem developed since 2007. Please read: http://timreview.ca/article/569
Course participants can benefit by engaging with the communities anchored around the following assets:

<table>
<thead>
<tr>
<th>Asset</th>
<th>Description</th>
<th>Website</th>
<th>Contact</th>
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<tbody>
<tr>
<td>1 TIM program</td>
<td>Master’s program that offers M.A.Sc. and M.Eng. degrees to engineers and computer scientists who wish to launch and grow new technology companies as well as new business lines in existing companies</td>
<td>carleton.ca/tim</td>
<td>Emily Byron<a href="mailto:emily.byron@carleton.ca">emily.byron@carleton.ca</a></td>
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<tr>
<td>2 TIM Review</td>
<td>Journal that includes articles on technology and global entrepreneurship</td>
<td><a href="http://www.timreview.ca">http://www.timreview.ca</a></td>
<td>Chris McPhee<a href="mailto:chris.mcphee@timreview.ca">chris.mcphee@timreview.ca</a></td>
</tr>
<tr>
<td>3 TIM Lecture Series</td>
<td>Lectures on topics that support massive innovation and growth in employment in the region</td>
<td><a href="http://www.carleton.ca/tim">http://www.carleton.ca/tim</a></td>
<td>Christine Shay<a href="mailto:Christine.Shay@Carleton.ca">Christine.Shay@Carleton.ca</a></td>
</tr>
<tr>
<td>4 Gate Review Process</td>
<td>Process that supports TIM students develop their TIM theses and projects</td>
<td><a href="http://www3.carleton.ca/tim/research.html">http://www3.carleton.ca/tim/research.html</a></td>
<td>Steven Muegge<a href="mailto:smuegge@sce.carleton.ca">smuegge@sce.carleton.ca</a></td>
</tr>
<tr>
<td>5 Venus Cybersecurity Corporation</td>
<td>Not-for-profit with a mandate to make Canada a global leader in cybersecurity</td>
<td><a href="http://venuscyber.ca/">http://venuscyber.ca/</a></td>
<td>Tony Bailetti<a href="mailto:Tony.Bailetti@carleton.ca">Tony.Bailetti@carleton.ca</a></td>
</tr>
<tr>
<td>6 BigBlueButton</td>
<td>Open source project that develops a Web conferencing system</td>
<td>bigbluebutton.org</td>
<td>Steven Muegge<a href="mailto:smuegge@sce.carleton.ca">smuegge@sce.carleton.ca</a></td>
</tr>
<tr>
<td>7 NICOL Entrepreneurial Institute</td>
<td>Provides internships for students who wish to work on launching a business</td>
<td></td>
<td>Tony Bailetti<a href="mailto:Tony.Bailetti@carleton.ca">Tony.Bailetti@carleton.ca</a></td>
</tr>
<tr>
<td>7A Lead to Win</td>
<td>Helps entrepreneurs in Ottawa and Gatineau to develop profitable opportunities</td>
<td>leadtowin.ca/about-detail</td>
<td>Ludovico Pratico<a href="mailto:Pratico@leadtowin.ca">Pratico@leadtowin.ca</a></td>
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<td>7B Carleton-led Accelerator</td>
<td>Provides funding for 18-29 year olds who wish to launch a technology business</td>
<td></td>
<td>Tony Bailetti<a href="mailto:Tony.Bailetti@carleton.ca">Tony.Bailetti@carleton.ca</a></td>
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<tr>
<td>7C VENUS Institute</td>
<td>Provides research assistantships and jobs for students</td>
<td></td>
<td>Dan Craigen<a href="mailto:Dan.Craigen@rogers.com">Dan.Craigen@rogers.com</a></td>
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<tr>
<td>8 VENUS initiatives that support making Canada a global leader in cybersecurity</td>
<td></td>
<td></td>
<td>Emily Byron<a href="mailto:emily.byron@carleton.ca">emily.byron@carleton.ca</a></td>
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</table>
VENUS Ventures  Provides supports for students to launch and grow ventures and jobs for students who wish to work for ventures  "Emily Byron" <emily.byron@carleton.ca>

9 TIM Alumni Association  Help organize events, programs and other great opportunities to keep TIM graduates in touch with each other and the business ecosystem anchored around the TIM program  "Steven Muegge" <smuegge@sce.carleton.ca>

LEAD TO WIN
If you are serious about launching and growing your technology company in Ottawa, please apply to Lead To Win to have your opportunity assess by Review Boards comprised of external individuals (leadtowin.ca). Opportunity reviews are held every second week at Carleton University.

To those whose opportunities that are rated GREEN by the Review Boards, Lead To Win offers:
- $8k internships via the Nicol Entrepreneurial Institute at Carleton University
- $5k stipends via the Carleton-led Accelerator
- Help securing $35,000 non-repayable grants offered by the Ontario Centres of Excellence’s SmartStart program (http://www.oce-ontario.org/programs/entrepreneurship-programs/smartstart-seed-fund/how-it-works)
- Co-working and meeting space with wireless Internet
- Mentors
- Sales, brand, and marketing support
- “How-to” workshops in sales, branding, financing growth, pitching to investors, marketing
- Access to tools required to launch and grow a venture
- Participation in Carleton’s award winning Lead to Win Bootcamp
- Assessments of business opportunities from external reviewers
- Opportunity to pitch at Business-Days
- Access to market intelligence reports
- Sessions to assess progress made towards building a business
- Networking events for entrepreneurs
- Perks offered by companies that support the TIM program and Lead to Win

BRAND
The brand of the TIM program is a valuable asset. All students are expected to work hard to protect and enhance the value of their own brands and the TIM brand.

TIM students should use Carleton or corporate email accounts.

TIMG 5002 VALUES
Table below identifies what we value and what is not acceptable in our value system. Individuals registered in this graduate courses are required to act accordingly.

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<th>Course deliverables</th>
<th>What is expected</th>
<th>What is unacceptable</th>
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<td></td>
<td>• Original work</td>
<td>• Plagiarized work</td>
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<td></td>
<td>• High-quality work delivered on-time for public examination</td>
<td>• Low-quality work delivered late with excuses</td>
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<td>Focus</td>
<td>• Launch and grow technology companies that make money</td>
<td>• Knowledge that fills menial gaps and has little or no impact on</td>
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<td>Source of information and fact</td>
<td>our region, country or world</td>
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<td>• Reputable journals (See &quot;Reputable&quot; Journals below)</td>
<td>• Low quality journals, personal opinions and stories</td>
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<th>Mode in which knowledge and skills are acquired</th>
<th>Challenge</th>
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<td>• Independent and critical thinking</td>
<td>• Trying new things, destroying boundaries, and being outstanding thinker</td>
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<td>• Application of theory to gain insights on how to launch and grow technology companies</td>
<td>• Over-extending yourself by taking on so many things that you no longer have the capacity to do a good job at any of them.</td>
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<th>Environment</th>
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<tr>
<td>• Relevant, substantive, fun, positive, 24x7 experiential learning</td>
<td>• Worthless, trivial, theatre, boring, negative, 3 hrs/week learning</td>
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**CLASS SESSIONS AND PRESENTATIONS**

Class sessions will be conducted as a combination of lectures, interactive discussions, and presentations. Students are encouraged to attend physically in the classroom. However, they can participate via Web and voice conference. Students are encouraged to attend all classes where presentations are delivered.

There will be required readings and/or tasks for each weekly class session.

Students should attend every class prepared to offer short presentations on the progress on their assignments (maximum 3 minutes). They may be required to present at any time. Presentations delivered at the end of the academic term will be graded, all others will not be. Each group decides who presents what and the order in which it is presented.

Presentations will be followed by clarification questions and discussions that involve the entire class. An excellent presentation delivered for grading is no more than 10 minutes long, shows a maximum of six slides, and it is concise, crisp and insightful.

Course material will be made available to students who are registered in the course (as shown in Carleton Central).

The slide decks delivered during the class will be made available.

**JOIN ONLINE**

To join online, go to the Technology Innovation Management conference server which is at [http://present.carleton.ca](http://present.carleton.ca). Type your name in the "Full Name" field, select room "TIMG 5002" with password "student", and click "Join".

For the audio portion of the online class, call 613-366-1985 (local) or 866-964-7085 (toll-free) from a telephone and enter conference room 85002# on the telephone keypad when prompted. Alternatively, you can click the headphones icon in the web conference for a VoIP connection through your computer (often lower audio quality); if you use a VoIP connection, it is essential that you wear a high-quality headset. We will disconnect your line if the equipment you use disturbs the class.

Detailed instructions and video tutorials on joining and using the online classroom are available from the BigBlueButton website: [http://www.bigbluebutton.org/content/videos](http://www.bigbluebutton.org/content/videos)
PAUL MENTON CENTRE
Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre (PMC) for Students with Disabilities to complete the necessary letters of accommodation. After registering with PMC, make an appointment to meet and discuss your needs with your instructor at least two weeks prior to requiring accommodation for assignments or presentations. This is necessary in order to ensure sufficient time to make the necessary arrangements.

PLAGIARISM
Plagiarism, including copying and handing in for credit someone else’s work, is a serious instructional offense that will not be tolerated. Please refer to the section on instructional offenses in the Graduate Calendar for additional information. Plagiarism is against the TIM culture. A case of plagiarism will be referred to the Chair of the department and the Carleton University Ethics Committee. The instructor will not deal with the matter directly. The University has clear processes to deal with students who are suspected of plagiarism.

GROUP WORK AND FREE LOADERS
There is zero tolerance for free loaders.

You can decide to work by yourself or as part of a group of up to three people. If you work in a group, the group work is an important component of this course. Group conflicts are to be dealt with by the group in a way that is fair, respectful and fast. The instructor does not settle group disputes. The instructor will dissolve a group that is late submitting an assignment. Moreover, a group of three students is expected to deliver better work than a group of two students and a group of two students is expected to deliver better work than a group of one.

Free loaders are not welcome anywhere. This course is no exception.

A free loader refers to an individual who takes advantage of team members’ efforts without contributing much in return.

The best way to deal with free loaders is to not include their names in the first page of the group assignments. If a student’s name does not appear in an assignment submitted by his or her group, the student must submit his or her own assignment. Failure to do so, will result on the student receiving zero for the assignment.

STUDENT EVALUATION
Course participants are required to work by themselves or in groups of 1, 2 or max 3 students to complete three assignments that will be graded, deliver presentations on the progress of their assignments that will not be graded, and actively participate in class.

To determine the course grades, the following weights apply:

<table>
<thead>
<tr>
<th></th>
<th>Business model for a technology company</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Lessons learned</td>
<td>25%</td>
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<tr>
<td>3</td>
<td>One presentation (10 minutes, 6 slides max) on two assignments delivered at the end of the term</td>
<td>10%</td>
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<td></td>
<td>100%</td>
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</table>
DUE DATES (NON GRADED, AND GRADED)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Deliverable</th>
<th>Graded?</th>
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<tbody>
<tr>
<td>4</td>
<td>Feb 1</td>
<td>Assignment 3 v 1 (6 slides, 10 minutes max)</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Feb 8</td>
<td>Assignment 1 v 1 (750 words max + appendices) and Assignment 2 v 1 (500 words max + appendices)</td>
<td>No</td>
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<tr>
<td>8</td>
<td>Mar 7</td>
<td>Assignment 3 v 2 (6 slides, 10 minutes max)</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Mar 14</td>
<td>Assignment 1 v 2 (1,500 words max + appendices) and Assignment 2 v 2 (1,000 words max + appendices)</td>
<td>No</td>
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<tr>
<td>11</td>
<td>Mar 28</td>
<td>Assignment 3 final (submit 6 slides, 10 minutes max presentation)</td>
<td>Yes</td>
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<tr>
<td>12</td>
<td>Apr 4</td>
<td>Assignment 3 final (submit 6 slides, 10 minutes max presentation)</td>
<td>Yes</td>
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<tr>
<td>No class</td>
<td>Apr 11 before 6 p.m.</td>
<td>Assignment 1 final (3,000 words max + appendices) and Assignment 2 final (2,000 words max + appendices)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

ASSIGNMENTS

**Assignment 1: Plan to generate $1M/year revenue within three years**

**Goal**
Apply understanding of technology entrepreneurship to profitably launch and grow technology companies.

**Objectives**
Demonstrate that the group can:
1. Find a business model for a venture that is stronger than competitors’ business models due to its innovative use and/or production of advances in science, technology, engineering and mathematics
2. Convince stakeholders of the benefits of a venture’s existence
3. Develop and validate assertions about what the venture must do to make money
4. Critically analyze and question claims made about the factors that make a venture money
Deliverable
The final deliverable is a document (3,000 words maximum) that describes a compelling plan for a technology venture to generate revenue of $1 M/yr in three years.

The deliverable should include, but not be limited to,
1. Executive summary (300 words maximum)
2. Who you are and what you have accomplished that makes you credible in the space your venture will operate
3. What problem you solve, who pays for the problem to be solved, and why they pay
4. What will customers purchase from you (i.e., what will you invoice for?)
5. Who are the 10 customers most likely to buy from you and not your competitors and why
6. Who are your venture’s stakeholders, including target customers, channels to customers, employees, complementors, and so on
7. Size of addressable market you target and how you will reach target customers
8. How venture will get, retain, and grow customers
9. How the Internet will be used
10. What metrics will be used to assess progress
11. What are the revenue and cost projections
12. What amount will you ask from investors and what is the term sheet
13. Progress so far
14. Things you need help with
15. Wrap-up (Top 2-3 points you want everyone to remember)

Note: If you plan to sell equity, you need to support:
- Company valuation (V)
- Offer (i.e., investor gets X% of V for $Y)
- Who else you target to buy your equity
- What is the expected return on investor’s investment on your paper
- Your venture’s capacity to deliver the expected return on investment
- In addition to $, what do you need from investors

Assignment 2: Lessons learned
Goal
To understand, not just know, about technology entrepreneurship

Objectives
Demonstrate that the group can:
1. Benchmark the TIMG 5002 educational experience against a baseline set by the educational experience provided by two excellent online courses
2. Avoid common mistakes entrepreneurs make
3. Link technology entrepreneurship with engineering processes
4. Share what they learned with others in a way the audience understands it
5. Operate at the upper limit of their competence

Deliverable
Examine two excellent online courses during the first four weeks of classes:
https://www.udacity.com/course/ep245
https://www.youtube.com/playlist?list=PLF6C0319C607DEDC1
The final deliverable is a document (2,000 words maximum) that provides:
1. A table that summarizes the results of benchmarking the TIMG 5002 experience against the baseline set by two excellent online courses. Make sure that you define the dimensions used to make the comparison among the three courses and you add a narrative to the table.
2. Insights/lessons that are the most relevant to your business
3. Identifies the three “big mistakes” that entrepreneurs frequently make and how to avoid each of these mistakes

**Assignment 3: Presentation**

**Goal**
To champion (i.e., publicly advocate and defend) a new venture

**Objectives**
Demonstrate that the group can:
1. Communicate effectively why the venture should exist
2. Measure themselves by visions of the future (how far they have yet to go), not by the standards of the past (how far they have come)

**Deliverables**
Each group will deliver:
1. A final slide deck (6 slides max) and a presentation (10 minutes max) that will be graded at the end of the term.
2. Various presentations that will not be graded at any time. Each group’s presentation should demonstrate progress towards completion of Assignment 1 and Assignment 2. Each presentation should be supported by up to 6 slides and last less than 10 minutes.

**CLASS SCHEDULE**
TIMG Technology Entrepreneurship organized into three parts: i) an introduction that highlights the distinct aspects of technology entrepreneurship and TIMG 5002; ii) examination of three core elements of technology entrepreneurship: opportunity, entrepreneur and technology; and iii) a discussion of the various aspects important to the successful launch and growth of a technology venture.

Many of the perspectives included in this course are not typically covered in courses in general entrepreneurship.
The class schedule is:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Deliverables and topics</th>
<th>Books &amp; articles</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td></td>
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<td>• Course outline,</td>
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<td>• Distinctiveness</td>
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<td>• Abstraction: earn right to exist &amp; search for strong business model</td>
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<td>• Theoretical perspectives</td>
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<td>• Step #1: Answer 5 questions</td>
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<td>• Answer 5 questions</td>
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<td>• Common mistakes</td>
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<td>• Present Assignments 1 &amp; 2</td>
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<td>DIFFERENTIATION</td>
<td>Moogk (2012)</td>
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</table>
### MARKET CREATION AND DEVELOPMENT

- Growth constraint
- Growth formula
- Market available to venture
- Lean development
- Minimum viable product

### Opportunity Development

- Audia & Rider (2005)
- Crenna (2011)

#### Winter break

- Feb 15: No classes

#### 6 Feb 22

- Making and managing sales

#### Resources

- **Robinson (2009)**
- **Weiss (2012)**
- Moore (2011) The Chasm has evolved
- Johnson (2011) Where good ideas come from?
- Heinemeier Hansson (2011) Constraints Are Your Friends
- von Hippel, Sonnack, & Churchill (2012) Lead user studies (1/6) - Developing breakthrough products and services
- von Hippel, Sonnack, & Churchill (2012) Lead user studies (4/6) - Identifying emerging market needs
- Audia & Rider (2005)
- Crenna (2011)
- Jobs (2009) Steve Jobs explains the rules for success
- Stanford (2014) Customer development and lean startups
- Stanford (2014) Customer development and the business model canvas
- Stanford (2014) Why is customer development so tough?
| 7 | Feb 29 | DISRUPTION  
- Theory  
- Market creation  
- Novelty |  
- Christensen (2013) Innovators Dilemma  
http://www.youtube.com/watch?v=RQSG_d0mmf0  
- Christensen, Raynor, & Anthony (2003) Six keys to building new markets by unleashing disruptive innovation  
http://hbswk.hbs.edu/item/3374.html  
- Blank (2014) Lesson 6 Revenue models  
- Blank (2014) Lesson 7 Partners  
- Blank (2014) Lesson 8 Resources, activities, costs  
|---|---|---|
| 8 | Mar 7 | ASSIGNMENT 3 v 2 (not graded)  
- Present Assignments 1 & 2 (6 slides, 10 minutes max) |  
- Aunger (2010)  
- DiGironimo (2011)  
- Eisenhardt & Sull (2001)  
- Kim & Mauborgne (2005)  
http://www.youtube.com/watch?v=UFwWWsz_X9s  
- Low (2012) Technology and business  
http://www.youtube.com/watch?v=n8VRupoHARM |
| 9 | Mar 14 | ASSIGNMENTS 1 & 2 (not graded)  
- Assignment 1 (1,500 words max + appendices)  
- Assignment 2 (1,000 words max + appendices)  
APPLY THEORY  
- Competitive advantage |  
- Fisher (2012)  
- Hayward, Shepherd, & Griffin (2006)  
- Perry & Chandler, Markova (2011)  
- Rindova, Barry, & Ketchen (2009)  
- Sarasvathy (2012) How great entrepreneurs think and act differently  
http://www.youtube.com/watch?v=q3rdTYXO4kc  
- Sarasvathy (2010) Effectuation vs. causation  
http://www.youtube.com/watch?v=hCMpd7z4AbA |
| 10 | Mar 21 | RULES AND PATERNs  
- Use lessons learned to increase strength of startups being launched |  
- Adner (2002)  
- Carayannopoulos (2009) |
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<td>• Celebrate the best Takeaways</td>
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<td>• Assignment 2 (2,000 words max + appendices)</td>
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**REQUIRED ONLINE RESOURCES**

[https://www.udacity.com/course/ep245](https://www.udacity.com/course/ep245)

Stanford (2014) Lecture Collection | Technology Entrepreneurship  
[https://www.youtube.com/playlist?list=PLF6C0319C607DEDC1](https://www.youtube.com/playlist?list=PLF6C0319C607DEDC1)

**REQUIRED READINGS**


REFERENCE BOOKS (PURCHASE NOT REQUIRED)

Start


Listed in order of preference


The textbook website is http://techventures.stanford.edu.

OPTIONAL READINGS


REPUTABLE JOURNALS
Many excellent journals exist. For the purpose of this course, the reputable journals include:

<table>
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<th>Journals in technology innovation and entrepreneurship</th>
<th>Journals in management</th>
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<tr>
<td>45 Journals used in FT Research Rank</td>
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<td>Entrepreneurship Theory and Practice</td>
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<td>Journal of Business Venturing</td>
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<td>Administrative Science Quarterly</td>
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<td>Organization Science</td>
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<td>Sloan Management Review</td>
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<td>Journal of Product Innovation Management</td>
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<td>Research Policy</td>
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<td>Technological Forecasting and Social Change</td>
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<td>Other - B</td>
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<td>International Journal of Science Education</td>
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<td>R&amp;D Management</td>
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<td>Technology Innovation Management Review</td>
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