

ECMP 5003: Entrepreneurship

Fall 2026

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Class Times: Mondays 11:35am – 2:25pm
Office Hours: Available upon request by email or requested at class/lectures

Pre-requisites & precluded Courses: Enrolment in the M.Eng. – Engineering Practice program.

Course Description

Introduction to the conceptual and practical considerations in developing new products. The theory and practice of project management, innovation and entrepreneurship, business planning, marketing, and mobilizing human and financial resources applied to the creation of new business activities and ventures will be discussed.

Moreover, this course seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, business development, organizational management, strategy, marketing strategy and/or strategic management. Emphasis is on the role of entrepreneurs starting a new venture (business) and the management of smaller companies and organizations in the context of *growing their company, while also implementing novel strategies and necessary supporting tactics for long-term sustainability*.

This includes, but is not limited to:
- All-types of new entrepreneurial ventures and small-type companies
- Start-up organizations who are on the cutting edge of technology and/or with a leading innovation
- New business, which might also be a driving force of economic growth (ex. a unique type of product design, food production, automotive or type of travel vacation)
- Any new product or new service that could revolutionize an industry or be seen to be a novel entrepreneurial idea, which can drive entry into a market and sustainability.

Exploration is based on the *knowledge* of growing an innovative start-up business, but more importantly the *practical application* of truly developing a business idea, marketing the product(s) or service(s) of that business and managing that *new* business with effective strategic decisions. This includes concepts and decisions involved with the e-economy, marketing, social media, online marketing, management strategy and strategies to build, but also to sustain a growing business.

The point of view is always that of an owner/entrepreneur who must direct, make decisions and take action to ensure leadership in competitive markets. The overall thinking of this course is a seminar format focusing on class discussion and involvement of each student in the course. Between cases and start-up business models, students will have a thorough understanding of well over 50 new ventures and start-up companies' strategies in managing a new and growing enterprise. It will involve the development of a ***real*** new business model, encompassing strategic entrepreneurial marketing and sales plans and an overall business plan as well as the review and strategic recommendations of case study situations.

Learning Outcomes and Course Objectives

Upon completion of this course, each participant should be able to:

1. Demonstrate an improved knowledge ***in creating and developing a new business to be sustainable over time***, which will include but is not limited to:
    - Entrepreneurial Strategic New Venture Brand Planning
    - Brand Awareness and Preference for New Ventures
    - Generating Investments for New Entrepreneurial Ventures
    - Extensive New and Small Business Development
    - Marketing, Public Relations, Media Management, Selling and Customer Relationship Management (CRM) Strategies for New Ventures
    - Strategic Digital Story Telling (or Online Marketing) for New Ventures

2. ***Leverage the most relevant and modern business, sales and marketing techniques to apply*** in the modern entrepreneurial business environment which encompass variables such as business development, online marketing, brand recognition and selection, price optimization, customer relationship innovation, additional digital strategies, among others in a growing business (large or small) and other marketing methods and technologies.

3. ***Apply the points of view of an effective action-seeking*** owner / entrepreneur who are required to grow the business, generate significant investments and brand awareness, strengthen the communication with customers and retain an extensive customer base; motivate employees in a small, but growing enterprise, but also to take those points-of-view and make effective marketing, e-business, and strategic decisions in today's digital business environment.

4. ***Turn any challenge into a business opportunity, deal with unprofitable customers and recovering from business crises through new business strategies***, while appropriately questioning and criticizing traditional entrepreneurial, start-up, marketing and management techniques and systems and creating the most effective marketing strategy solutions.

Course Structure

This course emphasizes a way of thinking about managing start-ups, new businesses and business viability; but also, to essentially make effective business decisions using case summaries, a team lead start-up new business plan for a novel real business idea, relevant strategic business planning and a review of all concepts with a final exam. Moreover, the overall structure also calls ***for ongoing class participation throughout the entire course***, so to best leverage the knowledge of concepts from all participants and integrate it to the application of companies seeking leadership with their new business.

Required Material

A rigorous and most relevant course pack list containing the most relevant entrepreneurial strategies' articles and case studies from the Harvard Business Review, M.I.T. Sloan and other entrepreneurship education peer-review centres is listed in a clearly marked folder on Brightspace. The very same list of articles are highlighted in this syllabus via the course schedule, whereby all are articles link directly to the key theme based on the topics to support each reading article.

Costs: Please note, there is no additional cost or additional purchases required for this course. Rather, all readings and cases for this course are available directly through the Carleton University Library. See the ARES link on Brightspace to access all articles and cases.

Teams

Teams will be formed of 4 or 5 people and will be randomly organized at the first lecture class. Each team must designate a person to coordinate the delivery of projects (see due dates in course outline).

NOTE: You are responsible for managing your team. If groups have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

Methods Used to Evaluate Student Performance

Student assessment involves both individual and team components and requires students to use both classroom and field learning from readings, discussions and case studies.

The assessments are:

Individual Class Participation	5%
Team Case-based Application Exercise #1:	20%
Team Case-based Application Exercise #2:	20%
Entrepreneurship Brand Plan	25%
Individual Take-home Assignment	30%

Individual Participation

No different than participating and/or working with a new venture team or working with investors and partners, participation with entrepreneurial strategies are mandatory. The same important principle (participation) applies to this course. The lectures are designed to be very interactive, so opportunities for class participation are *at each* class.

Participation will be *self-assessed* each week, consisting of approximately three to four key questions:

1. Preparation
2. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
3. Professionalism and conduct, positive contribution directly to the course content.

Note: The Professor of this course reserves the right to change your score if your review does not match the actual reality of your contribution in the course. If so, your score change will be communicated to you by email. To help you evaluate your quality of your participation in class, a grid is proposed below.

Recommended Individual Participation Self-Evaluation Grid:

5/5 Excellent

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages *positive* discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Attends and participates in a *meaningful* and *professional* way.

4/5 Very good

Ideas shared are relevant and often pushes discussions in a positively impactful direction. The student's opinion is well argued and defended. The student is a key drive to class discussion with high professionalism and standards. The student is an important person to the group's discussion.

3/5 Good

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. Attends most of the presentations for which they are not presenting.

2/5 Non-participant

Might provide conversation or dialogue, but the ideas are rarely relevant. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class.

1/5 Non-satisfactory

The student is not prepared and/or does not share ideas in the class. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class.

0/5 absent; unjustified

Total Course Value: 5%

Team Case-based Application Exercises

The aim will be to implement a specific or series of entrepreneurial strategies techniques and solutions, which are related to sessions prior to the case dates, so to apply learning from the course to the exercises. Teams will work together to answer questions provided by the Professor during the respective lectures of the dates of each case.

These team-based exercises also give students the opportunity to practice entrepreneurial strategies issues, identify emerging start-up marketing and management trends and scrutinize the creation of new designs for new markets.

Submitted content must always consider strategies related to new venture creations, including start-up marketing, investment generation, strategic partnerships, brand awareness in new markets, digital marketing communications solutions, as well as many other strategies for new business in competitive marketplaces.

The point of view is always that of an entrepreneur, new venture creator, start-up Director or the leadership team of an emerging start-up organization who must direct, make decisions for their new and take action to ensure leadership in the new marketplace.

Guidelines, Format and Evaluation Criteria

NOTE: Please see APPENDIX #1 in the "*Deliverables: Guidelines, Format and Grading Rubric Evaluation Criteria*" folder on Brightspace for the process, format, and the grading rubric evaluation criteria for the team cases exercises.

Total Course Value: 20% x 2 case submissions

Team Entrepreneurship Brand Plan – Team Presentation

Teams are provided the opportunity through this team-based assignment to develop their very own new venture creation and ultimately apply entrepreneurial strategies to a plan for market launch in the marketplace **or** analyze an already established early-stage start-up that was launched via crowdfunding. In both cases, teams will work together to develop a strategic plan encompassing strategic entrepreneurship, marketing, and management for the business in the marketplace.

The final deliverable will be a team presentation. Presentations should identify consumer-based issues the product or service helps solve and how the business will generate investment interest and also apply entrepreneurial strategies to generate consumer awareness in the marketplace. Moreover, the completed presentation should be developed with the assumption that it is being delivered to *investors, venture capitalists* and the *media*.

Essentially, teams will analyze and develop entrepreneurial strategies that will allow the business to generate significant interest of investors, but also to grow and gain market leadership.

The final deliverable for the entrepreneurship brand plan is a team presentation.

The following is the 3-step process for the Entrepreneurship Brand Plan:

Timeline	Objective	Due Date
Step #1	Project Proposal	October 15th (by 5:00pm)
Step #2	Primary Research	Recommended by week #7
Step #3	Final Team Presentation	November 30th

Guidelines, Recording Format and Evaluation Criteria

NOTE: Please see APPENDIX #2 "*Process, Format and Grading Rubric Evaluation Criteria*" folder on Brightspace for the process of each of the three (3) steps for the Entrepreneurship Brand Plan as well as the process, format, outline and sample of a grading rubric evaluation criteria for the Final Team Presentation.

Total Course Value: Team Presentation (25%)

Individual Take-home Assignment

The individual take-home assignment will draw on all class material (articles, case studies, lectures sessions, presentations and discussions) reviewed throughout the course. This assignment will focus on mini-scenarios posted to Brightspace. While this assignment is designed to be completed within 3 – 4 hours (maximum), students will have a full 3-days of which to read and then complete the questions accompanying the mini-scenarios. The mini-scenarios are based on entrepreneurial situations and opportunities directly linked to course material.

Total Course Value: 30%

Course-specific policies:

The standards of professionalism apply.

E-mail guidelines:

- Account: Always use your university account. E-mail from other domains (gmail, hotmail, yahoo...) may be automatically treated as spam. **Only e-mails from Carleton University e-mail address accounts are guaranteed a response** within 48 hours.

Course Attendance

- As indicated in the academic regulations of the Sprott School of Business, attendance at courses of instruction is mandatory. Students who are absent for more than 9 hours of class time will be excluded from the final examination.

Assignments and Use of AI

- All assignments must include student name, number and signed declaration of academic integrity. The Instructor also requests complete transparency on usage of AI and tools. Submitted reports and presentations should not be AI generated. The instructor reserves the right to request all research and to meet with the student or teams to regarding authenticity of submissions.

Late submissions and Request for deferrals

- Policy is 10% per day late (starting immediately after the beginning of the class of the submission date).
- Requests for a deferral for a report submission due to medical reasons or due to a scheduling conflict must go directly to Student Services and request a deferral.

Please note that it is not possible to submit extra course work to improve your mark.

Course Schedule: ECMP 5003 Entrepreneurship
Mondays 11:35am – 2:25pm

Date	**Lecture Theme & issues**	**Relevant Article Readings**	**Case / Assignments**
September 14	Developing Strategic Start-up and New Business Intelligence	*Course Syllabus & outline Review and In-class Lecture Notes / Slide Presentations*	▪ Team Formation for the New Launch Plan
September 21	Product and/or Service Idea Generation – Value to Consumers and Investors	*You Don't Have to be an Entrepreneur to be Entrepreneurial (McMullin & Kier)*	▪ Participation #1 ▪ Various businesses ideas for the New Venture Launch Plan
September 28	New Entrepreneurial Business Planning Process – Developing a Core Business Strategy for Start-ups and New Ventures	*The CEO of Canada Goose in Creating Homegrown Luxury Brands (Reiss)*	▪ Participation #2
October 5	Marketing Management Implementation Strategies, Strategic Marketing Mix & Customer Relationship Management	*Why Great New Products Fail? (Simester)* *Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.)*	▪ Participation #3 ▪ **DUE Project Proposal by email by 5:00pm October 8th**
October 12	Thanksgiving Holiday		
October 19	New Business Brand Positioning and Target Market Development	*The New Science of Customer Emotions (Magids et al.)*	▪ Participation #4 ▪ **Team Application Exercise #1**
October 26	Fall Reading Week Break		

November 2	Digital New Venture Branding and Crowdfunding Strategies for Start-Ups	*Crowdsourcing in a Time of Empowered Stakeholders (Wilson et al.)*	▪ Participation #5
November 9	Investment Development Strategies and Strategic Alliances for Start-Ups	*Is a start-up's strength becoming its weakness? (Case and Commentary, Nanda & Kind)*	▪ Participation #6 ▪ **Team Application Exercise #2**
November 16	Competing on a Social Purpose	*Competing on Social Purpose (Vila & Bharadwaj)*	▪ Participation #7
November 23	Key Performance Indicators for Launch Strategies	*The Magic that Makes Customers Stick (Thomke)*	▪ Participation #8
November 30	New Business Plans – Feedback opportunities and Brand Plan Team Analysis	*In-class Lecture Notes / Slide Presentations*	▪ Participation #9 ▪ **Final Team Presentations**
December 7	Influencers, AI and the Future Direction of Entrepreneurial Strategies	*More than Meets The Eye: The Functional Components Underlying Influencer Marketing (Campbell and Farrell)*	▪ Participation #10
Friday, December 10	Entrepreneurship Application and Opportunities	*In-class Lecture Notes / Slide Presentations*	

Contribution to Learning Goals of the Program (BCom):

Program Learning Goal	**Competencies Not Covered**	**Competencies Introduced (only)**	**Competencies Taught But Not Assessed**	**Competencies Taught and Assessed**
BC1 Knowledge *Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.*				**X**
BC2 Collaboration *Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.*				**X**
BC3 Critical Thinking *Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.*				**X**
BC4 Communication *Graduates will be effective and persuasive in their communications.*				**X**

ADDITIONAL INFORMATION

Course Sharing Websites
Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading
In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50
Grades entered by Registrar:
WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodation
Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit

the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. **carleton.ca/pmc**

Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: **carleton.ca/sexual-violence-support**

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.
https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf
For more information on academic accommodation, please contact the departmental administrator or visit: **students.carleton.ca/course-outline**

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.
Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: https://carleton.ca/registrar/academic-integrity/.

Sprott Student Services
The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We

can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support
The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:
- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://carleton.ca/its/get-started/new-students-2/