



BUSI 4810 Practicum in Business Creation

Offered concurrently with TIMG 5002 Technology Entrepreneurship
Fall 2015, September 4-December 1

Professor Tony Bailetti
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Class time: Tuesday, 6 to 9 p.m.
Place: 303 St Patricks
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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 before and after class or by appointment anywhere, anytime.

TARGET AUDIENCE

The course addresses the need of undergraduate students registered in the Minor in Entrepreneurship and the B.Com. Entrepreneurship.

CALENDAR DESCRIPTION

BUSI 4810 [0.5 credit]

Practicum in Business Creation

Students apply concepts and engage in groups to implement the design of an entrepreneurship project per their business plan developed in BUSI 3820. The projects provide opportunities for experiential learning. Graded as Sat/Uns

Prerequisite(s): BUSI 3820 and permission of the School of Business.

GOALS, OBJECTIVES AND ASSIGNMENTS

The goals, objectives and assignments of this course are:

Goals	Our students will demonstrate that they:	Assignment
To apply understanding of technology entrepreneurship to profitably launch and grow technology companies	<ul style="list-style-type: none"> 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 benefits of a venture's existence Can develop and validate assertions about what the venture must do to make money 	Assignment 1 – Plan for venture to generate \$1 M/year revenue in three years

	<ul style="list-style-type: none"> • Can critically analyze and question claims made about the factors that make money for a startup 	
To understand, not just know, about technology entrepreneurship	<ul style="list-style-type: none"> • Can benchmark the TIMG 5002 educational experience against a baseline set by the educational experience provided by two excellent online courses • Can link technology entrepreneurship with engineering processes • Can share what they learned with others in a way the audience understands it • Can operate at the upper limit of their competence 	Assignment 2 - Lessons learned
To champion a new venture	<ul style="list-style-type: none"> • 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

BUSI 4810 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
3. Apply theory and leverage ecosystem to provide sound answers to Why? What? How? Who? When? Where? questions
4. Focus on scalable ventures
5. Link technology to sustainable competitive advantages
6. Benchmark educational experience

BENEFITS

Benefits to undergraduate 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 undergraduate and 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:

	Asset	Description	Website	Contact
1	TIM program	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	carleton.ca/tim	"Emily Byron" <emily.byron@carleton.ca>
2	TIM Review	Journal that includes articles on technology and global entrepreneurship	http://www.timreview.ca	"Chris McPhee" <chris.mcphee@timreview.ca>
3	TIM Lecture Series	Lectures on topics that support massive innovation and growth in employment in the region	http://www.carleton.ca/tim	"Christine Shay" <Christine.Shay@Carleton.ca>
4	Gate Review Process	Process that supports TIM students develop their TIM theses and projects	http://www3.carleton.ca/tim/research.html	"Steven Muegge" <smuegge@sce.carleton.ca>
5	Venus Cybersecurity Corporation	Not-for-profit with a mandate to make Canada a global leader in cybersecurity	http://venuscyber.ca/	"Tony Bailetti" <Tony.Bailetti@carleton.ca>
6	BigBlueButton	Open source project that develops a Web conferencing system	bigbluebutton.org	"Steven Muegge" <smuegge@sce.carleton.ca>
7	Program that supports entrepreneurs launch and grow companies in Canada's Capital Region and make the region the most entrepreneurial in Canada			
7A	Lead to Win	Helps entrepreneurs in Ottawa and Gatineau to develop profitable opportunities	leadtowin.ca/about-detail	"Ludovico Prattico" <Prattico@leadtowin.ca>
7B	Carleton-led Accelerator	Provides funding for 18-29 year olds who wish to launch a technology business		"Tony Bailetti" <Tony.Bailetti@carleton.ca>
7C	Nicol Entrepreneurial Institute	Provides internships for students who wish to work on launching a business		"Tony Bailetti" <Tony.Bailetti@carleton.ca>
8	VENUS initiatives that support making Canada a global leader in cybersecurity			
	VENUS Institute	Provides research assistantships and jobs for students		"Dan Craigen" <"Dan Craigen" <dancraigen@rogers.com>
	Lead projects	Provides research assistantships and jobs for students		"Emily Byron" <emily.byron@carleton.ca>
	VENUS	Provides supports for		"Emily Byron"

	Ventures	students to launch and grow ventures and jobs for students who wish to work for ventures		<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.

	What is expected	What is unacceptable
Course deliverables	<ul style="list-style-type: none"> • Original work • High-quality work delivered on-time for public examination 	<ul style="list-style-type: none"> • Plagiarized work • Low-quality work delivered late with excuses
Focus	<ul style="list-style-type: none"> • Launch and grow technology companies that make money 	<ul style="list-style-type: none"> • Knowledge that fills menial gaps and has little or no impact on our region, country or world

Source of information and fact	<ul style="list-style-type: none"> • Reputable journals (See “Reputable” Journals below) 	<ul style="list-style-type: none"> • Low quality journals, personal opinions and stories
Mode in which knowledge and skills are acquired	<ul style="list-style-type: none"> • Independent and critical thinking • Application of theory to gain insights on how to launch and grow technology companies 	<ul style="list-style-type: none"> • Memorization and regurgitation of information • Application of superficial opinions, stories, management fads, generalities
Challenge	<ul style="list-style-type: none"> • Trying new things, destroying boundaries, and being outstanding thinker 	<ul style="list-style-type: none"> • 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.
Environment	<ul style="list-style-type: none"> • Relevant, substantive, fun, positive, 24x7 experiential learning 	<ul style="list-style-type: none"> • Worthless, trivial, theatre, boring, negative, 3 hrs/week listening

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>. 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>

COURSE SHARING WEBSITES

Student or professor 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

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.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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:

1	Business model for a technology company	65%
2	Lessons learned	25%
3	One presentation (10 minutes, 6 slides max) on two assignments delivered at the end of the term	10%
		100%

DUE DATES (NON GRADED, AND GRADED)

Week	Date	Deliverable	Graded?
4	Sep 29	Assignment 3 v 1 (6 slides, 10 minutes max)	No
6	Oct 13	Assignment 1 v 1 (750 words max + appendices) and Assignment 2 v 1 (500 words max + appendices)	No
8	Nov 3	Assignment 3 v 2 (6 slides, 10 minutes max)	No
9	Nov 10	Assignment 1 v 2 (1,500 words max + appendices) and Assignment 2 v 2 (1,000 words max + appendices)	No
12	Dec 1	Assignment 3 final (submit 6 slides, 10 minutes max presentation)	Yes
No class	Dec 8, before 6 p.m.	Assignment 1 final (3,000 words max + appendices) and Assignment 2 final (2,000 words max + appendices)	Yes

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. Link technology entrepreneurship with engineering processes
3. Share what they learned with others in a way the audience understands it
4. 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 describes the most insightful lessons learned while in the course and the results of benchmarking the TIMG 5002 experience against the baseline set by two excellent online courses.

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:

Week	Date	Deliverables and topics	Books & articles	Benchmark
1	Sep 8	INTRODUCTION <ul style="list-style-type: none"> Overview: course outline, assignments, ecosystem, baseline Assertions, distinctiveness, and definitions Theoretical perspectives First step 	<ul style="list-style-type: none"> Bailetti (2012) 	<ul style="list-style-type: none"> Blank (2011) Why governments don't get startups http://steveblank.com/2011/09/01/why-governments-don%E2%80%99t-get-
2	Sep 15	BUSINESS MODELS <ul style="list-style-type: none"> Discover, search process Frameworks 	<ul style="list-style-type: none"> Muegge (2012) Osterwalder & Pigneur (2010) 	<ul style="list-style-type: none"> Blank (2014) Lesson 0. Before you get started https://www.udacity.com/wiki/ep245/lecture-0 Blank (2014) Lesson 1. What we now know https://www.udacity.com/wiki/ep245/lecture-1 Blank (2014) Lesson 1.5 Business models and customer development https://www.udacity.com/wiki/ep245/lecture-1.5 Stanford (2014) Nine key frameworks of entrepreneurship https://www.youtube.com/watch?v=Rf3xSggpFHE&list=PLF6C0319C607DEDC1&index=3
3	Sep 22	VALUE PROPOSITIONS <ul style="list-style-type: none"> Compelling value propositions Define value proposition for each key stakeholder 	<ul style="list-style-type: none"> Anderson, Narus, & Van Rossum (2006) Osterwalder & Pigneur (2010) 	<ul style="list-style-type: none"> Blank (2014) Lesson 2 Value proposition https://www.udacity.com/wiki/ep245/lecture-2 Blank (2014) Lesson 3 Customer segments https://www.udacity.com/wiki/ep245/lecture-3
4	Sep 29	ASSIGNMENT 3 v 1 (not graded) <ul style="list-style-type: none"> Present Assignments 1 & 2 (6 slides, 10 minutes max) OPPORTUNITIES <ul style="list-style-type: none"> Company's name Sources 		<ul style="list-style-type: none"> Blank (2014) Lesson 4 Channels https://www.udacity.com/wiki/ep245/lecture-4 Blank (2014) Lesson 5 Customer relationships https://www.udacity.com/wiki/ep245/lecture-5
5	Oct 6	MARKET CREATION AND DEVELOPMENT <ul style="list-style-type: none"> Sources of opportunities Customer: market creation, development, sales funnel 	<ul style="list-style-type: none"> Bailetti (2011) Blank (2013) Mahr & Lievens (2012) Moogk (2012) Robinson (2009) 	<ul style="list-style-type: none"> Blank (2012) How to Build a Great Company, Step by Step http://www.youtube.com/watch?v=1RTcXwJuCaUstartups/ Krank (2012) Design your sales funnel process for profit http://www.youtube.com/watch?v

			<ul style="list-style-type: none"> Weiss (2012) 	<p>=joxKC_3JGw4</p> <ul style="list-style-type: none"> Moore (2011) The Chasm has evolved http://www.youtube.com/watch?v=6LHnFsqpzMM Johnson (2011) Where good ideas come from? http://blog.project-sierra.de/archives/2014 Heinemeier Hansson (2011) Constraints Are Your Friends http://www.youtube.com/watch?v=cAr-g7gFvxg von Hippel, Sonnack, & Churchill (2012) Lead user studies (1/6) - Developing breakthrough products and services http://www.youtube.com/watch?v=tNKrX1QxN6U von Hippel, Sonnack, & Churchill (2012) Lead user studies (4/6) - Identifying emerging market needs http://www.youtube.com/watch?v=L1OxuE7MO3s
6	Oct 13	<p>ASSIGNMENTS 1 & 2 (not graded)</p> <ul style="list-style-type: none"> Assignment 1 (750 words max + appendices) Assignment 2 (500 words max + appendices) <p>PRINCIPLES AND LESSONS FROM MISTAKES</p>	<ul style="list-style-type: none"> Audia & Rider (2005) Crenna (2011) Onyemah, Pesquera, Ali (2013) 	<ul style="list-style-type: none"> Jobs (2009) Steve Jobs explains the rules for success http://www.youtube.com/watch?v=KuNQgln6TL0 Kawasaki (2013) The Top 10 Mistakes of Entrepreneurs http://www.youtube.com/watch?v=HHjgK6p4nrw Stanford (2014) Customer development and lean startups https://www.youtube.com/watch?v=sBhtb6Hb_O4&list=PLF6C0319C607DEDC1&index=10 Stanford (2014) Customer development and the business model canvas https://www.youtube.com/watch?v=VGqusTa0wCw&index=11&list=PLF6C0319C607DEDC1 Stanford (2014) Why is customer development so tough? https://www.youtube.com/watch?v=R_cwS4_x1k0&index=12&list=PLF6C0319C607DEDC1
7	Oct	DISRUPTION	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Christensen (2013)

	20	<ul style="list-style-type: none"> Theory Market creation Novelty 		<p>Innovators Dilemma</p> <p>http://www.youtube.com/watch?v=RQSG_d0mmf0</p> <ul style="list-style-type: none"> Christensen, Raynor, & Anthony (2003) Six keys to building new markets by unleashing disruptive innovation <p>http://hbswk.hbs.edu/item/3374.html</p> <ul style="list-style-type: none"> Blank (2014) Lesson 6 Revenue models <p>https://www.udacity.com/wiki/ep245/lecture-6</p> <ul style="list-style-type: none"> Blank (2014) Lesson 7 Partners <p>https://www.udacity.com/wiki/ep245/lecture-7</p> <ul style="list-style-type: none"> Blank (2014) Lesson 8 Resources, activities, costs <p>https://www.udacity.com/wiki/ep245/lecture-8</p>
Fall break	Oct 27	No class		
8	Nov 3	<p>ASSIGNMENT 3 v 2 (not graded)</p> <ul style="list-style-type: none"> Present Assignments 1 & 2 (6 slides, 10 minutes max) 	<ul style="list-style-type: none"> Aunger (2010) DiGironimo (2011) Eisenhardt & Sull (2001) Gans & Stern (2003) Kim & Mauborgne (2005) 	<ul style="list-style-type: none"> SMART Technologies (2011) The history of technology in education <p>http://www.youtube.com/watch?v=UFwWWsz_X9s</p> <ul style="list-style-type: none"> Low (2012) Technology and business <p>http://www.youtube.com/watch?v=n8VRupoHARM</p>
9	Nov 10	<p>ASSIGNMENTS 1 & 2 (not graded)</p> <ul style="list-style-type: none"> Assignment 1 (1,500 words max + appendices) Assignment 2 (1,000 words max + appendices) <p>SALES</p>	<ul style="list-style-type: none"> Baker & Nelson (2005) Fisher (2012) Hayward, Shepherd, & Griffin (2006) Perry & Chandler, Markova (2011) Rindova, Barry, & Ketchen (2009) 	<ul style="list-style-type: none"> Sarasvathy (2012) How great entrepreneurs think and act differently <p>http://www.youtube.com/watch?v=q3rdTYXO4kc</p> <ul style="list-style-type: none"> Sarasvathy (2010) Effectuation vs. causation <p>http://www.youtube.com/watch?v=hCMpd7z4AbA</p>
10	Nov 17	<p>APPLY THEORY</p> <ul style="list-style-type: none"> Use theory to increase competitiveness of startups being launched Use lessons learned to increase strength of startups being launched 	<ul style="list-style-type: none"> Adner (2002) Adner, Levinthal (2002) Carayannopolous (2009) Choi, Sheperd (2005) 	

			<ul style="list-style-type: none"> • Christensen (2006) • O'Connor, Rice (2013) • Rosenkopf, McGrath (2011) 	
11	Nov 24	ASSIGNMENT 3 final (graded) <ul style="list-style-type: none"> • Present Assignments 1 & 2 (6 slides, 10 minutes max) • Celebrate the best Takeaways • 		
12	Dec 1	ASSIGNMENT 3 final (graded) <ul style="list-style-type: none"> • Present Assignments 1 & 2 (6 slides, 10 minutes max) • Celebrate the best • Takeaways 		
No class	Dec 8, by 6 pm	ASSIGNMENTS 1 & 2 (graded) <ul style="list-style-type: none"> • Assignment 1 (3,000 words max + appendices) • Assignment 2 (2,000 words max + appendices) 		

REQUIRED ONLINE RESOURCES

Blank, S. (2014) How to build a startup: The Lean LaunchPad.

<https://www.udacity.com/course/ep245>

Stanford (2014) Lecture Collection | Technology Entrepreneurship

<https://www.youtube.com/playlist?list=PLF6C0319C607DEDC1>

REQUIRED READINGS

Adner, Ron. 2002. "When are technologies disruptive? A demand-based view of the emergence of competition." *Strategic Management Journal* 23(8): 667-688.

Adner, R. and D. A. Levinthal. 2002. "The Emergence of Emerging Technologies." *California Management Review* (Fall): 50–66.

Anderson, J.C., J.A. Narus, and W. Van Rossum, W. 2006. "Customer Value Propositions in Business Markets." *Harvard Business Review*. March: 91-99.

Audia, P. G. and C. I. Rider. 2005. "A Garage and an Idea: What More Does an Entrepreneur Need?" *California Management Review* Fall 48(1): 6-28.

Aunger, Robert. 2010. "Types of Technology." *Technological Forecasting & Social Change*. 77:762-782.

Bailetti, Tony. 2011. "Fostering Student Entrepreneurship and University Spinoff Companies." *Technology Innovation Management Review*. October: 7-12. <http://timreview.ca/article/485>

- Bailetti, Tony. 2012. "Technology Entrepreneurship: Overview, Definition, and Distinctive Aspects." *Technology Innovation Management Review*. February: 5-12.
<http://timreview.ca/article/520>
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2. Osterwalder, A. and Y. Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1)

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1. Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business (ISBN: 978-0307887894)
2. Osterwalder, A. and Y. Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1)

3. Horowitz, B. (2014) *The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers*. HarperBusiness (ISBN: 978-0062273208)
4. Blank, S. and B. Dorf (2012), *The Startup Owner's Manual*. K & S Ranch (ISBN: 978-0984999309)
5. Thiel, P. (2014) *Zero to One: Notes on Startups, or How to Build the Future*. Crown Business. (ISBN: 978-0804139298)
6. Maurya, A. (2012) *Running Lean: Iterate from Plan A to a Plan That Works*. O'Reilly Media (ISBN: 978-1449305178)
7. Weinberg, G. and J. Mares (2014) *Traction: A Startup Guide to Getting Customers*. S-curves Publishing (ISBN: 978-0976339601)
8. Abrams, R. (2010) *Successful Business Plan: Secrets & Strategies*. Paperback. Planning Shop. (ISBN: 978-1933895147)
9. Scarborough, N.M. and J. R. Cornwall (2014) *Entrepreneurship and Effective Small Business Management (11th Edition)*. Prentice Hall (ISBN: 978-0133506327)
10. Mullins, J. (2013) *The New Business Road Test: What entrepreneurs and executives should do before launching a lean startup*. (ISBN: 978-1292003740)
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OPTIONAL READINGS

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REPUTABLE JOURNALS

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

Journals in technology innovation and entrepreneurship	Journals in management
45 Journals used in FT Research Rank	45 Journals used in FT Research Rank
Entrepreneurship Theory and Practice Journal of Business Venturing	Academy of Management Journal Academy of Management Review Administrative Science Quarterly California Management Review Harvard Business Review Management Science Organization Science Sloan Management Review Strategic Management Journal
Other - A	Other - A
IEEE Transactions on Engineering Management Journal of Product Innovation Management Research Policy Technological Forecasting and Social Change	Journal of Management
Other - B	
International Journal of Science Education R&D Management Technology Innovation Management Review	

Important Information:

- Students must always retain a hard 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, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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