Institute of Technology Entrepreneurship and Commercialization

TIMG 5002 Technology Entrepreneurship

Fall 2022 (September 7 to December 15, 2022)

TIME, PLACE AND DELIVERY MODE

Mondays, 6:05 p.m. – 9:00 p.m. Eastern Time (Ottawa time)

In person: Nicol Building 4020

Online: https://carleton-ca.zoom.us/j/92891299263

Delivery mode: HyFlex, students can attend in person, online or a combination of in person and online

INSTRUCTOR

Professor Tony Bailetti

tony.bailetti@carleton.ca

Office: Nicol Building 5027

ABOUT THE COURSE

This course develops the competences required to formulate a venture, strengthen competences, assess proposals to create new things, convert research results recently published in academic journals into value, and support narratives with facts.

The main purpose of this graduate course is to support students registered in their first term of the TIM Program to work at the higher levels of the Bloom Learning Taxonomy: analysis, evaluation, and creation.

The secondary purpose of this course is to develop the competences TIM students require to be up to date on entrepreneurship literature and use facts and data to support their arguments.

OFFICE HOURS

All Students

Instructor will hold office hours for all students registered in TIMG 5002 on Wednesday from 11 a.m. to 1 p.m. You can attend office hours either in person (5064 Nicol Building) or via zoom (https://carleton-ca.zoom.us/j/92891299263).

In addition, the instructor is available via email any time. Use email to inform the instructor of emergencies, request in-person or virtual appointments, and for other non-course-related subject matter. Email is the preferred mode as it keeps a record of the student-instructor exchanges.

Students meet the instructor using the Zoom link https://carleton-ca.zoom.us/j/92891299263, or in person at the LTW Boardroom (5064 Nicol Building). Students should let the instructor know about emergencies without delay.

Students who are outside of Ottawa

The instructor will hold office hours for students who are outside of Ottawa on Wednesday from 10 a.m. to 11 a.m. Out of Ottawa students can meet the instructor using the zoom link: https://carleton-ca.zoom.us/j/92891299263

COURSE DESCRIPTION

TIMG 5002 Technology Entrepreneurship [0.5 credits]

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.

TARGET AUDIENCE

TIMG 5002 Technology Entrepreneurship addresses the need of graduate students registered in the thesis (M.A.Sc.) and project (M.Ent., M.Eng., and M.A.B.A) options offered by the Technology Innovation Management (TIM) program. Students in other 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.

LEARNING SPACE

Course participants will engage in a learning space that includes synchronous and asynchronous learning activities.

All course content, instructions, links, and submission portals are available on Brightspace here: https://brightspace.carleton.ca/d2l/home. The homepage displays recent announcements, a calendar of deliverables, and a visual table of contents containing a section for student success, a section for weekly class content and deliverables, and a section for communication pathways. To access the Brightspace, go to the link, submit your credentials, and select TIMG5002 Technology Entrepreneurship Fall 2022.

Instructions for synchronous and asynchronous learning activities are available for each class inside the course's Brightspace page. Students must review these instructions in advance and complete activities and deliverables on time (individual and group). Each student is responsible for the submission of their own deliverable and the assessments they receive. Students will work in groups; however, each student controls their own submissions.

All classes follow a consistent pattern of learning activities to complete prior to, during, and after class time. Figure 1 illustrates the pattern of the course. The pattern incentivizes consistent effort from students (effort is correlated to learning) and ensures active class discussions and applications of course concepts rather than passive listening and low student engagement.
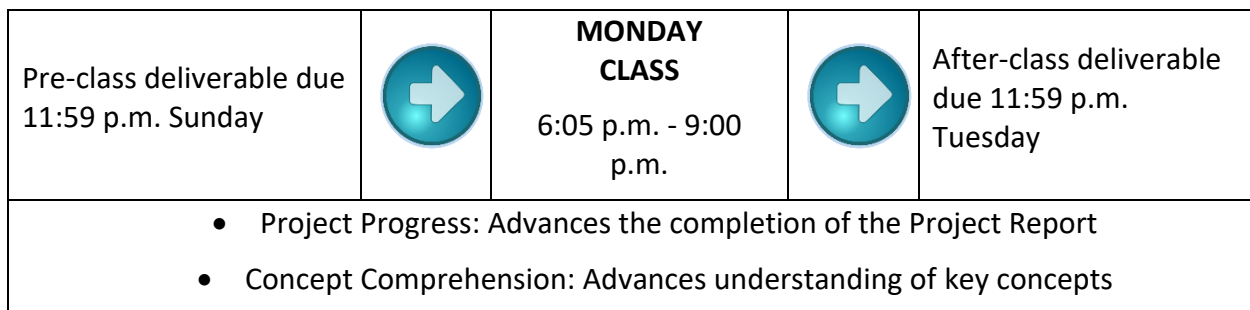
Pre-class deliverable due 11:59 p.m. Sunday	→	**MONDAY CLASS** 6:05 p.m. - 9:00 p.m.	→	After-class deliverable due 11:59 p.m. Tuesday
• Project Progress: Advances the completion of the Project Report				
• Concept Comprehension: Advances understanding of key concepts				

Figure 1 – Consistent pattern of learning activities prior to, during, and after class time.

Synchronous portion – class sessions

Class sessions are the *synchronous* portion of our learning space where all of us, from anywhere in the world, come together at the same time to interact.

Class sessions will include combinations of group discussions, project work, lectures, student presentations, Q&A sessions, and learning reflections.

Students have the option to join class sessions in person in room 5010, Nicol Building, or online via: https://carleton-ca.zoom.us/j/92891299263. The classroom has a camera, speakers, and television screens to bridge the online and offline worlds productively.

Students should engage in class regardless of in-person or online attendance.

Asynchronous portion – outside class sessions

The *asynchronous* portion of our learning space involves work done by students on their own time (i.e., activities completed outside of class).

Pre-class – Students receive a combination of readings and videos to consume and instructions to complete a pre-class deliverable ahead of each class. Students will engage with the material on their own time and at their own pace, while meeting expected deliverable deadlines. By completing the readings and videos, and completing the pre-class deliverables, students will arrive to class prepared to engage in higher-order learning activities.

After-class – Students receive instructions on the deliverables they need to submit after the synchronous classes. The after-class deliverables build on the pre-class deliverables and the in-class learning activities. Students will complete the after-class deliverables on their own time and at their own pace, while meeting expected deliverable deadlines.

COURSE-RELATED QUESTIONS

Course-related questions – Students should post all questions about the course, including questions about course content, procedures, and assigned deliverables, to the discussion forum on Brightspace titled "Ask the Instructor." Students that send course related questions to the instructor's email will receive a reply asking the student to post their questions to the Ask the Instructor discussion forum.

The Ask the Instructor discussion forum is available in the course's Brightspace page inside the "Communication Pathways" section. [Link to Ask the Instructor discussion forum](#).

Response time: please allow 24-48 hours for responses to questions posted during the work week. The instructor will answer the questions posted on the weekend on Mondays.

Tip: click subscribe on the Ask the Instructor discussion forum to keep track of all Q&A posts.

RULES OF CONDUCT

Engagement

Student engagement with their peers and the course content is important for learning. Students' success depends on the extent and intensity of their engagement.

Students will engage with the course individually and as part of groups. There are three types of groups students will engage with: "Learning Groups", "Venture Teams", and "Venture Team Clusters". The instructor assigns students into Learning Groups and Venture Team Clusters. Students organize themselves into Venture Teams. Each venture team may have up to three students.

Each student is to interact with members of their groups, teams, and clusters actively and respectfully to complete deliverables and assimilate the content covered in the course.

Expectations

The instructor expects students to:

- Submit deliverables that meet specifications on time

- Be prepared for each class and fully participate in all classes

- Show up to class on time

- Deliver professional-quality work (i.e., your work is clear, influential, organized, and free of spelling errors, poor grammar, inconsistent formatting, and other mistakes)

- Comply with the university's [academic integrity standards](#) (e.g., will not plagiarize)

- Work respectfully and collaboratively with others

- Interact with peers and the instructor to produce new knowledge

- Respond to emails reliably and promptly

- Complete individual work independently

- Deliver excellent presentations. An excellent presentation is clear, concise, insightful, and completed within the allotted time

- Take initiative to complete tasks that contribute to the needs of Mini Project Team

- Arrive prepared to team meetings

- Work through adversity and disagreement while maintaining a positive and respectful mindset (towards others and oneself)

- Deal with uncertainty productively

- Manage time by scheduling course deliverable due dates and requisite study time into their personal calendar

- Not permit (i.e., not allow) or engage in freeloading for team projects or group work

COURSE LEVEL LEARNING OUTCOMES

A learning outcome is what you will be able to do after completing this course.

The table below provides the learning outcomes at the course level.

You can:	Deliverables
Exceed or meet specifications	All deliverables
Formulate a new venture	Project Report
Assess venture proposals	Confidence Assessment
Communicate with skill	Venture Slide Deck, Venture Presentation
Take responsibility for your education	Project Progress, Concept Comprehension

ASSIGNMENTS

This course has 28 deliverables. A deliverable is a micro output from actions undertaken for the purpose of learning.

You can:	Deliverables	Individual (I) or Group (G)	Number of submissions
Exceed or meet specifications	All 32 deliverables	I and G	28
Formulate a plan to create a venture working in a group	Project Report - Venture	G	1
Convert research results recently published in academic journals into value	Project Report - Up to date	G	1
Find information and transform it into value	Project Report – Fact based	G	1
Formulate plan to develop your own competences	Project Report - Competence	I	1
Assess venture proposals	Confidence Assessment	I	4
Communicate with skill	Venture Slide Deck	G	2
Communicate with skill	Venture Presentation	G	2
Take responsibility for your education	Concept Comprehension	I	4
Take responsibility for your education	Concept Comprehension+	G	4
Take responsibility for your education	Project Progress	I	4
Take responsibility for your education	Project Progress+	G	4
			28

ASSESSMENT

This course uses the specification grading system[1] to assess students' deliverables and determine final grades. Specification grading allows students to choose the grade they wish to earn based on the amount of effort they wish to put in.
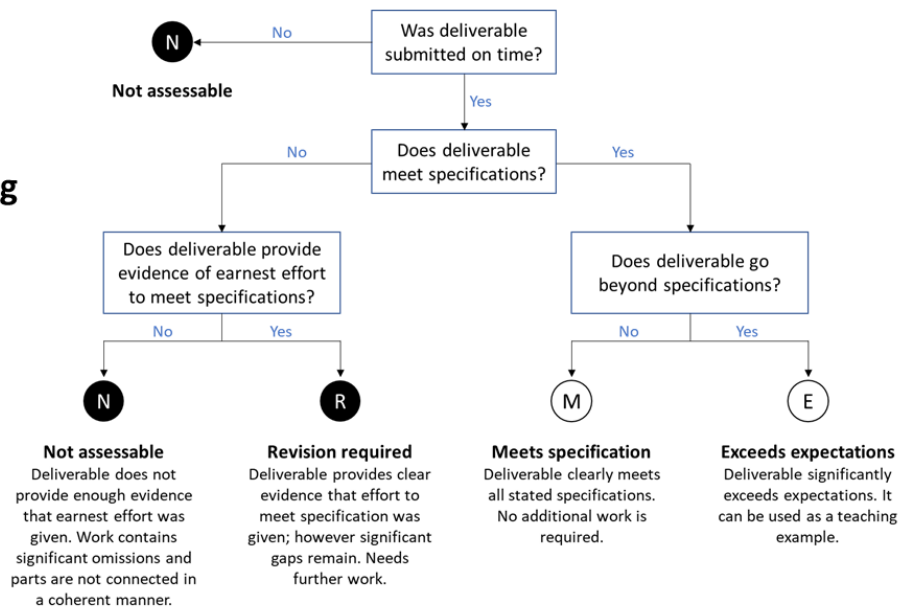
Students receive clear specifications that their deliverables must meet, and the instructor evaluates whether the deliverables that students submit meet the stated specifications. The specification grading system is not concerned with points, partial credits, or course pass or fail. A deliverable that a student submits either meets specifications or it does not.

A deliverable that meets specifications receives an "M" (meets specification) or an "E" (exceeds expectations). A deliverable that does not meet specifications receives an "N" (not assessable) or an "R" (revision required).

To assess deliverables, the instructor uses the NRME scale shown below.

1 – See Nilson, L.B., 2015. Specifications grading: Restoring rigor, motivating students, and saving faculty time. Stylus Publishing, LLC.

DELIVERABLE ASSESSMENT ADJUSTMENTS

You can adjust a deliverable's assessment in two ways. You can use an "E" to offset an "R" (i.e., the "R" becomes an "M", and the "E" becomes an "M"), or you can spend a token to bump an "R" to an "M".

A deliverable that is not submitted or does not come close to following instructions receives an "N". To adjust an "N", a student spends a token to receive a 48-hour extension and submits a deliverable that meets specification within the 48-hour extension.

YOUR LETTER GRADE

Your letter grade will be determined by first identifying your base grade and then applying base grade adjustments.

Base grade

The base grade is determined by the number of deliverables you get credit for in the term. Credit is earned for a deliverable when you receive an "M" or an "E" evaluation on your deliverable. An "R" or an "N" do not count as completing a deliverable to spec.

- To earn an "A", credit for 28 deliverables is required.

- To earn a "B", credit for 21-27 deliverables is required.

- Credit for less than 21 deliverables in this course will earn a "C". Note that a C is a failing grade for graduate students.

The table below shows the number of deliverables available for credit this term.

Deliverable type	Deliverable count
Project Report	4
Concept Comprehension	4
Concept Comprehension+	4
Project Progress	4
Project Progress+	4
Venture Presentation	2
Venture Slide Deck	2
Confidence assessment	4
	28

To earn an "A", you must meet specification on <u>all 28</u> deliverables. Therefore, at the end of the term, you may not have an "R" or an "N" remaining to qualify for an "A" base grade. Some "R" grades can be adjusted with tokens or "E" grades at the end of the term (see "Adjust a deliverable assessment" below) but an "N" grade that is not addressed immediately with a token will remain. A detailed explanation of tokens is in the course Brightspace.

Base grade adjustments

To calculate your final grade:

1. If you have three Es, three unused tokens, or a combination of three "E" grades and tokens remaining at the end of the term, the instructor will add a plus to your letter grade (e.g., A to A+, B to B+).

2. If you have no tokens remaining at the end of the course, the instructor will add a minus ("-") to your letter grade.

3. After assessment adjustments, if you end the term with 6 or more missed deliverables, including two or more "N" grades, the instructor will add a minus ("-") to your letter grade, regardless of tokens remaining.

Tokens

Tokens are a tool used by students and the instructor to determine final grades. Each student receives three tokens at the start of the term. Tokens are a finite resource. Students can earn a fourth token by completing the midterm feedback survey.

Students can use tokens to:

     a. Extend a deadline for a deliverable by 48 hours

     b. Cover a missed specification (bump an "R" to an "M")

     c. Influence the final grade (as stated above)

Students may use tokens during the term to extend a deadline by 48 hours from its original day and time. This is important for when students miss a deliverable and wish to avoid receiving an "N", which is irreversible later.

Tokens are used to bump an "R" to an "M" and to make base grade adjustments at the end of the term.

Students spend tokens to gain a 48-hour extension to a deadline by following the instructions detailed in the course's Brightspace page. See explainer on tokens found in "Course and grading" module within "Stuff for success."

OVERVIEW OF 13 CLASSES

Class 1 Course Overview New thing framework and its application to venture creation	**Class 2** Project Progress 1 Content of imagined future venture and its competences
Class 3 Concept Comprehension 1 External enablers and affordances	**Class 4** Project Progress 2 Confidence
Class 5. Concept Comprehension 2 Up to date and fact based	**Class 6** Project Progress 3 Purpose led and future fit ventures, strategy, and outcomes
Break Week	
Class 7 Venture Presentation 1 Confidence Assessment 1	**Class 8** Venture Presentation 1 Confidence Assessment 2
Class 9 Concept Comprehension 3 Initiatives, mechanisms, and outcomes	**Class 10** Project Progress 4 Value propositions
Class 11 Concept Comprehension 4 Strategy and interventions for Venture and Competences	**Class 12** Venture Presentation 2 Confidence Assessment 3
Class 13 Venture Presentation 2 Confidence Assessment 4	**Examination Week** Final Reports

COURSE SCHEDULE

Below is the schedule for TIMG 5002 Technology Entrepreneurship, Fall 2022.

Week	Class date	Week type	Focal topic	Deliverables
1	September 12	Course overview	New thing framework and its application to venture creation	-
2	September 19	Project progress	Content of imagined future venture and its competences	Progress 1 Progress+ 1
3	September 26	Concept comprehension	External enablers and affordances	Concept 1 Concept+ 1
4	October 3	Project progress	Confidence	Progress 2 Progress+ 2
5	October 10	Concept comprehension	Up to date and fact based	Concept 2 Concept+ 2
6	October 17	Project progress	Purpose led and future fit ventures, strategy, and outcomes	Progress 3 Progress+ 3
Break week	Oct. 24 – Oct. 28	-		
7	October 31	Presentations	Venture presentations	Slide deck 1 Present 1* Confidence 1
8	November 7	Presentations	Venture presentations	Present 1* Confidence 2
9	November 14	Concept comprehension	Initiatives, mechanisms, and outcomes	Concept 3 Concept+ 3
10	November 21	Project progress	Value propositions	Progress 4 Progress+ 4
11	November 28	Concept comprehension	Trials, minimal value networks, board of advisors	Concept 4 Concept+ 4
12	December 5	Presentations	Venture presentations	Slide deck 2

				Present 2* Confidence 3
13	December 9* *(a Friday)*	Presentations	Venture presentations	Present 2* Confidence 4
14	-	Final reports due before 11:59 PM on Friday December 16.		Group Project Report - Venture Project Report - Up to date Project Report - Fact based Individual Project Report - Competence

ADDITIONAL RESOURCES

Within the course's Brightspace there are documents providing detailed explanation of how the course works, what actions you can take to ensure your success, and learning resources you can use to do better in the course. These documents complement this course outline by going into greater detail and providing actionable advice and tools.

Students should carefully review all content in Brightspace, and the documents shared in the "Stuff for success" section of Brightspace. It is highly recommended that you adjust your personal settings in Brightspace for notifications to ensure you receive the notifications you wish to. It is also recommended you subscribe to the Ask the Instructor and Speak to the class discussion forums so when a new post is made there you receive a notification.

TIM BRAND, VALUES, GROUP WORK, PLAGIARISM, AND ISSUE TRACKING

Brand

The brand of the TIM program is an asset that is valuable. All TIM students and course participants work hard to protect and enhance both their own brand and the TIM brand.

Course participants should use Carleton email accounts.

TIM Values

The table below identifies our expectations (what we value) and what is not acceptable in our value system. Individuals registered in this course must act accordingly.

	What the instructor expects	What the instructor finds unacceptable
Course deliverables	• Original work • High-quality work delivered on-time for public examination	• Plagiarized work • Low-quality work delivered late with excuses
Focus	• Co-create innovation to make a difference in our university, disciplines, and communities	• Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world
Source of information	• Reputable scholarly journals	• Low quality journals, individual opinions, and stories
Mode in which students acquire knowledge and skills	• Independent and critical thinking • Application of new knowledge to gain insights on how to launch and grow technology companies	• Memorization and regurgitation of information • Application of superficial opinions, stories, management fads, generalities
Challenge	• Trying new things, destroying boundaries, and being deep thinkers	• Over-extending yourself by taking on so many things that you no longer have the capacity to do a respectable job at any of them.
Environment	• Relevant, substantive, fun, positive, 24x7 experiential learning	• Worthless, trivial, theatre, boring, negative, 3 hrs/week listening

Group work and free loaders

There is zero tolerance for free loaders in the TIM program. A freeloader refers to an individual who takes advantage of group members' efforts without contributing much to return. Free loaders are not welcome anywhere, and this course is no exception.

Group work is a key component of this course. A group deals with conflicts in a way that is fair, respectful, and fast.

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. If a student fails to submit an assignment with his/her name on the first page, the student will receive zero for the assignment.

Plagiarism

Plagiarism, including copying and handing in for credit someone else's work, is a serious instructional offence that will not be tolerated. Please refer to the section on instructional offenses in the Carleton Graduate Calendar for additional information. Plagiarism is against the TIM culture. A case of plagiarism will be referred to the Dean of the Faculty of Graduate and Postdoctoral Affairs (FGPA). The instructor will not deal with the matter directly. Carleton University has a clear process to deal with allegations of plagiarism.

Issue tracking and technical support

Students should alert the instructor of any content or technical issues you encounter in this course.

INFORMATION ON ACADEMIC ACCOMMODATIONS

Requests for Academic Accommodation

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

Pregnancy 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

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 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, which 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

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).

Other information

For more information on academic accommodation, please contact the departmental

administrator timprogram@CUNET.Carleton.ca or visit: students.carleton.ca/course-outline

HAVE A GREAT FALL TERM LEARNING!