

Institute of Technology Entrepreneurship and Commercialization

TIMG 5201W TECHNOLOGY AND WEALTH

Winter 2023 (January 12 to April 12, 2022)

TIME, PLACE AND DELIVERY MODE

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

In person: Nicol Building 3020

Online: <https://carleton-ca.zoom.us/j/93230150387> and the codeword:5201W.

All course participants must use Carleton email accounts.

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 helps a TIM student to:

1. Formulate pricing and differentiation methods and business models supported by market research
2. Incorporate modern technology to improve performance
3. Keep up to date with the latest developments in industry and market domains
4. Analyse the journey that a startup takes to achieve a valuation of \$1 billion or more
5. Develop personal skills and form relationships
6. Foster a culture of innovation and growth, including team building skills

COURSE DESCRIPTION

TIMG 5201 [0.5 credit] Technology and Wealth

Tools, models, approaches, theories, and frameworks used to deploy technology to create and appropriate wealth.

TARGET AUDIENCE

TIMG 5201 is designed for graduate students in the three TIM project options (M.Eng., M. Ent., and M.A.B.A.) as well as the TIM thesis option (MAsc.).

TIMG 5201 is required for all students in the M. Ent. option.

Typically, the breakdown of the students in the TIMG 5201 class by option is: 44% M. Ent., 38% M.Eng., 12% MABA and 6% MAsc.

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>. To access the course, go to the link, submit your credentials, and select TIMG5201W Technology and Wealth Winter 2023.

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 assignments on time. Each student is responsible for the submission of their own assignment and the assessments they receive. Students will work in groups during class; 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 assignment due 11:59 p.m. Wednesday		THURSDAY CLASS 6:05 p.m. – 9:00 p.m.		After-class assignment due 11:59 p.m. Sunday
<ul style="list-style-type: none"> • A well-researched pricing and differentiation approach and a sustainable business model. • Proposal to improve organizational performance through the use of modern technology. • An analysis of successful unicorn companies, including insights into the factors that contributed to their success and increased valuation. • Plan to develop expertise in a particular domain, including a network of contacts and mentors, and key skills that can be applied to future endeavors. • A framework for fostering innovation and growth in the work environment, resulting in new ideas, products, or services that drive business success. 				

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 or online. 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 assignment ahead of each class. Students will engage with the material on their own time and at their own pace, while meeting expected assignment deadlines. By completing the readings and videos, and completing the pre-class assignments, students will arrive to class prepared to engage in higher-order learning activities.

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

COURSE-RELATED QUESTIONS AND OFFICE HOURS

Course-related questions – Students should post all questions about the course, including questions about course content, procedures, and assignments, 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 “About TIMG 5201W, Discussion, Schedule and Documents” section.

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.

Office hours – 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 for the course, or in person at the LTW Boardroom (5064 Nicol Building). Students should let the instructor know about emergencies without delay.

RULES OF CONDUCT

Engagement

Student engagement with their peers and the course content is important for learning. Students’ success depends on their passion to make a difference using their education as well as 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”, “Project Teams” and Domain Groups. Students form groups and can request to be transferred from one group to another at any time.

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

Expectations

	The instructor expects students to:
Academic integrity and participation	<ul style="list-style-type: none">• Deliver excellent presentations. An excellent presentation is clear, concise, insightful, and completed within the allotted time• Submit assignments that meet specifications on time

	<ul style="list-style-type: none"> • 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) • Interact with peers and the instructor to produce new knowledge
Teamwork and communication	<ul style="list-style-type: none"> • Arrive prepared to team meetings • Not permit (i.e., not allow) or engage in freeloading for team projects or group work • Work through adversity and disagreement while maintaining a positive and respectful mindset (towards others and oneself) • Deal with uncertainty productively • Respond to emails reliably and promptly • Work respectfully and collaboratively with others
Classroom etiquette	<ul style="list-style-type: none"> • Be prepared for each class and fully participate in all classes • Show up to class on time • Manage time by scheduling course assignment due dates and requisite study time into their personal calendar

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:	Assignments
Execute – do what you are required to do	<ul style="list-style-type: none"> • Exceed or meet specifications on all assignments
Synthesize – figure out what is important	<ul style="list-style-type: none"> • Prepare aids for three presentations • Compare pricing and differentiation methods • Define path followed by companies that became unicorns

Recommend – determine what should be done	<ul style="list-style-type: none"> • Recommend how to use modern technology to improve performance • Recommend behaviours based on analyzing companies that became unicorns • Plan to develop personal skills and build a network
Generate – create something from nothing	<ul style="list-style-type: none"> • Conceptualize a venture • Plan to become an expert in a domain • Propose new project based on analyzing companies that became unicorns
Communicate – deliver high-quality presentations	<p>Deliver three presentations,</p> <ul style="list-style-type: none"> • Price and differentiate • Incorporate modern technology to improve performance • Recommend behaviours and propose new projects based on analyzing companies that became unicorns

ASSIGNMENTS

This course has 24 assignments.

You can:	Assignments	Number of submissions
Take responsibility for your education	Pre-class assignments	6
Take responsibility for your education	After-class assignments	8
Prepare a slide deck or handout	Aid for a presentation	3
Communicate with skill	Presentations	3
Work with a team to prepare an assignment	<p>Team Assignments – final</p> <ol style="list-style-type: none"> 1. Price and differentiate 2. Incorporate modern technology to improve performance 3. Behaviours in 5201 and Proposals for new things from lessons 	3

	learned examining unicorn companies	
Work individually to prepare an assignment	Individual assignments – final 1. Evidence of domain expertise 2. Plan to develop skills and build a network	2
		25

ASSESSMENT

This course uses the specification grading system¹ to assess 20 of the 25 assignments and the traditional grading system to assess five assignments – three team and two individual assignments.

Specification grading allows students to choose the grade they wish to earn based on the amount of effort they wish to put in.

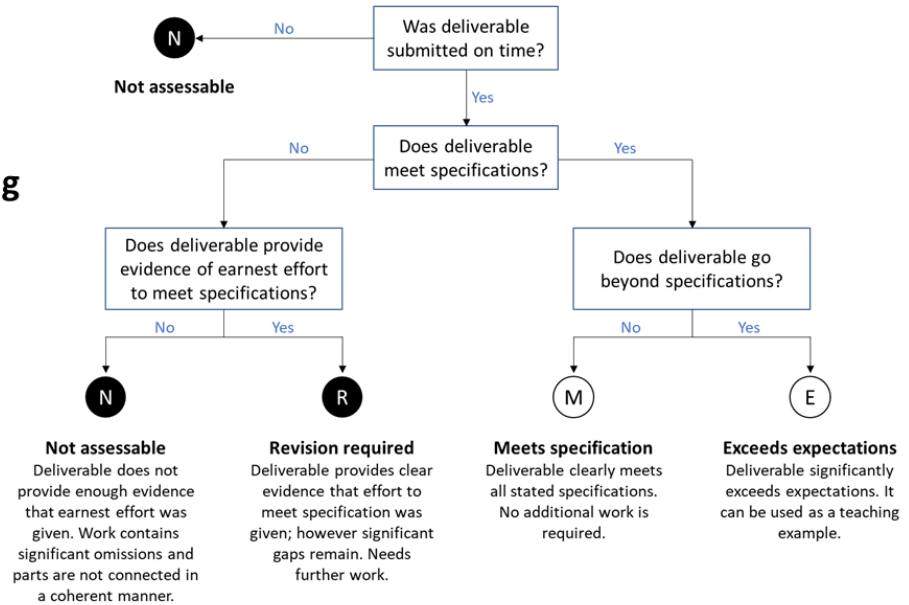
Students receive clear specifications that their assignments must meet, and the instructor evaluates whether the assignments that students submit meet the stated specifications. The specification grading system is not concerned with points, partial credits, or course pass or fail. An assignment that a student submits either meets specifications or it does not.

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

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

Specifications grading

- Meets specs or does not meet specs
- Not concerned with points or partial marks



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

YOUR LETTER GRADE

To determine your letter grade in this course, we use a formula that considers your grade from the five final assignments and the number of assignments you complete with a grade of M or E.

To make this adjustment, we use a constant value for each letter grade (which we call K) and subtract from it the number of assignments that receive an M or E grade. We then take half of this difference and round it to the lower whole number to get an integer adjustment.

Assignments that receive an R or N grade do not count towards completing an assignment to specification.

For example, let's say you received an "A" grade on your five final assignments and completed 13 assignments with an M or E evaluation. To calculate your final letter grade, we would use the formula: $(K - (M+E))/2$, where K is the constant value for the letter grade that you're aiming for, and (M+E) is the number of assignments completed to specification.

If K for an "A" grade is 19, and a student completes 13 assignments, then we would calculate the adjustment as: $(19 - 13)/2 = 3.0$, which rounds up to 3. This means that your final letter grade would be adjusted down by three levels from an A to a B.

To summarize, your final letter grade is determined by the grade assigned to your five final assignments adjusted based on the number of assignments completed to specification using the formula $(K - (M+E))/2$ rounded to the lower integer.

The table below provides the value of K for each letter grade.

Letter grade for the course	Letter grade for TIM Project Proposal	Constant value for the grade (K)
A+	A+	20
A	A	19
A-	A-	18
B+	B+	17
B	B	16
B-	B-	15

COURSE SCHEDULE

Note that the TIM faculty (Professors Muegge, Tanev, Weiss, Westerlund and Bailetti) will deliver a “GO workshop” during class in week 2 (Friday, January 20).

The schedule for TIMG 5201W Project Based Learning is below.

Week #	Class date	Pre-class assignment	Class activity	Post-class assignment
1	January 12		Overview	<ul style="list-style-type: none"> TIMG 5201 to attain TIM students’ April 31 objectives
2	January 19		Course co-design	<ul style="list-style-type: none"> Affordance theory ChatGPT
3	January 26	<ul style="list-style-type: none"> Venture conceptualization 	Market research	<ul style="list-style-type: none"> Objective Method How ChatGPT supports method
4	February 2	<ul style="list-style-type: none"> Plan to become expert in a domain 	Pricing & domain expertise	<ul style="list-style-type: none"> Improved plan to become expert in a domain
5	February 9	<ul style="list-style-type: none"> Comparison of pricing approaches 	Pricing, differentiation, & behaviours in learning space	<ul style="list-style-type: none"> Comparison of pricing and differentiation of pricing approaches

6	February 16	<ul style="list-style-type: none"> • Behaviours in 5201 • Personal skill development 	<ul style="list-style-type: none"> • Personal growth • Critical thinking skills 	<ul style="list-style-type: none"> • Developing personal thinking skills
Break week	February 20-26			
7	March 2	<ul style="list-style-type: none"> • Presentation aid 	Presentations: Pricing & differentiation	
8	March 9	<ul style="list-style-type: none"> • Presentation aid 	Presentations: Incorporate modern technology to improve performance	
9	March 16	<ul style="list-style-type: none"> • Gather information on unicorns • Describe company • Define path • Identify factors that drove company to become a unicorn 	Collect & analyze information	<ul style="list-style-type: none"> • Improve pre-class assignment • Recommend 5201 behaviours
10	March 23	<ul style="list-style-type: none"> • Improve after-class assignment • Proposal to build new thing 	Recommend behaviors, create new things, domain expertise, skill development, network building	<ul style="list-style-type: none"> • Plan to develop skills and build a networks • Evidence of domain expertise
11	March 30	<ul style="list-style-type: none"> • Presentation aid 	Applying unicorn learnings to recommend behaviours and create new things – part 1	
12	April 6		Applying unicorn learnings to recommend behaviours and create new things – part 2	
	April 20	Team Assignments – final		

	<ol style="list-style-type: none"> 1. Price and differentiate 2. Incorporate modern technology to improve organizational performance 3. Behaviours in 5201 and Proposals for new things from lessons learned examining unicorn companies <p>Individual assignments – final</p> <ol style="list-style-type: none"> 1. Evidence of domain expertise 2. Plan to develop skills and build a network
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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.

ChatGPT

Students are encouraged to use ChatGPT (<https://chat.openai.com/chat>) to:

- Improve content of your assignments and presentation aids
- Align parts of an assignment to make a whole
- Acquire information
- Eliminate all errors in grammar, spelling, and capitalization as well as citations and references
- Generate ideas, make recommendations, extract what is most important

Futurepedia.io

Futurepedia (<https://www.futurepedia.io/>) provides an inventory of more than 1,200 AI applications organized in 50 categories.

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 assignments	<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"> • Co-create innovation to make a difference in our university, disciplines, and communities 	<ul style="list-style-type: none"> • Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world
Source of information	<ul style="list-style-type: none"> • Reputable scholarly journals 	<ul style="list-style-type: none"> • Low quality journals, individual opinions, and stories
Mode in which students acquire knowledge and skills	<ul style="list-style-type: none"> • Independent and critical thinking • Application of new knowledge 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 deep thinkers 	<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 respectable 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

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 WINTER TERM LEARNING!