

Institute of Technology Entrepreneurship and Commercialization

TIMG 5205 Customer Value Creation in Technology Firms

Fall 2023: Technology Innovation Management program, Carleton University

Instructor:

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Sprott School of Business
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Class sessions:

Mondays, 6:05 pm – 8:55 pm Eastern time (Ottawa time)
Sept 6, 2023, to Dec 8, 2023
In Person: Nicol Building 3030
Online: <https://brightspace.carleton.ca/d2l/home/232259>

Office hours:

The instructor will hold office hours by appointment. Please email the instructor to agree on a meeting time. In addition, the instructor is available via email at 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.

Course description

TIMG 5205 Customer Value Creation in Technology Firms [0.5 credits]

Company value architecture and value propositions, design thinking and multiple stakeholder perspectives on value, new product and service design, digital value creation, technology and complementary assets, latent needs, co-design and user innovation, technology and business strategy alignment, user experience, and customer retention.

Prerequisites: TIMG 5001 and TIMG 5002.

Learning space

Course participants will engage in a learning space with synchronous and asynchronous learning activities. All course content, instructions, links, and submission portals are available on Brightspace here:

<https://brightspace.carleton.ca/d2l/home/232259> .

The homepage displays recent announcements, a calendar of deliverables, and a visual table containing a section for student success, a section for weekly class content and deliverables, and a section for communication pathways.

Instructions for synchronous and asynchronous learning activities are available for each class on 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 submitting their deliverable and the assessments they receive. Students will work in groups; however, each student controls their submissions.

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

Students can join class sessions in person in room 3030, Nicol Building, or online via Zoom. 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 must 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 time and at their own pace while meeting expected assignment deadlines.

Course description

For companies to succeed in today's volatile, uncertain, complex, and ambiguous (VUCA) business environment, they need to manage a portfolio of value propositions as they create value for the customer, their suppliers, investors and employees, amongst their key stakeholders.

This course will look at the value creation process as a system and explore how a firm can manage its portfolio of value propositions effectively.

We will look at complementary perspectives on customer value creation through the commercialization of new technological products and services by new ventures and existing companies dealing with digitalization or focusing on the digital transformation of their businesses.

The first perspective focuses on familiarizing with key practical insights emerging from the latest research on value proposition development and business model design, focusing on shaping the portfolio value propositions to customers and all other relevant business stakeholders. This is a multiple-stakeholder perspective incorporating the contributions of the latest value proposition and business ecosystem research.

The second perspective focuses on value creation in digitally interconnected business environments by exploring How a company recognizes opportunities in digitally transformed markets? How does it decide which digital products and services to bring to market? And how does it ensure that its customers accept all these decisions?

The third perspective is based on a value creation approach emerging from the experience of top designers (Dorst, 2015). Instead of describing entrepreneurs' abilities to generate solutions, it introduces the practices of expert designers who explore new solutions and value propositions by examining problem situations. These practices are structured as a process which is known as "framing." The course will describe the nine steps of the frame creation process and clarify how the principles and practices behind these steps could complement the value proposition development processes of new ventures and young companies interested in scaling early and rapidly.

Objective

The course aims to enable students to acquire the proper competencies (attitudes, knowledge and skills) for adopting a proactive approach to customer value creation and problem-solving in the emerging digital era.

Upon course completion, participants will be able to:

- Summarize key insights from research on the interface of business ecosystems and value proposition development.
- Apply frameworks to identify and define good opportunities in digitally connected business environments.
- Examine a company's focus on digital assets and transform the challenges associated with value proposition development.
- Summarize the key insights and main steps of the frame creation design approach.
- Apply the frame creation approach to shape solutions to open, complex, dynamic, and networked problems.
- Articulate the challenges of conceptualizing value in the context of organizations interested in digitally transforming their businesses.
- Articulate business insights for new ventures and young companies interested in developing the upstream and downstream capabilities needed to create and capture value in the current business environment.

Main class readings

The list of references at the end of this course outline provides information about recommended readings. Articles can be accessed and downloaded through the CU Library Online Catalogue using the student's access privilege.

Administrative details

The instructor expects students to:

- 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).
- Submit assignments that meet requirements on time.
- 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 group's needs related to the group assignments.
- Arrive prepared for 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 calendar.
- Not permit (i.e., not allow) or freeloader for team projects or group work.

Assignments

The instructor marks all assignments herself. Late assignments are not acceptable. All assignments are required to complete the course. There is zero tolerance for freeloaders in group work. The best way to deal with freeloaders is to not include their names in the group assignment presentations or reports' first slide ("cover page"). If a student's name does not appear in an assignment submitted by his or her group, the student must submit the assignment on his/her own. A student failing to do so will receive a zero for the assignment.

Assignment	Grade %	Delivery date
<p>Group assignment 1. Value propositions in a digital business transformation and digital entrepreneurship context</p> <p>The objective of this group assignment is to use knowledge acquired in class and insights from latest research publications to suggest a framework that could be used to examine the value propositions of new ventures or existing companies engaged in shaping digitally enabled market offers or committed to a digital transformation pathway to business growth. To meet this objective, your group should:</p> <ul style="list-style-type: none"> • Get familiarized with the value proposition and digital value creation articles provided in the References to acquire a more profound sense of the digital entrepreneurship / digital transformation context and reflect on how specific research insights could inform value proposition development in organizations engaged in a digital transformation pathway. The focus should be on actionable frameworks that real-life companies could adopt. • Develop a set of appropriate keywords and perform a search within Academic Journal Databases (Web of Knowledge, EBSCO, Google Scholar) to identify additional articles suggesting frameworks that could provide ideas complementing the ones provided in the articles in the References. • Examine all relevant articles to identify insights that could help the development of value propositions in a digital business transformation and digital entrepreneurship context. Extract min 50 insights (specific paragraphs with references to the page number of the original article they are coming from) that could help VP development in a digital context. • Use the outcomes of the activities described in the previous steps and knowledge acquired in the course so far to suggest a framework to evaluate real-life companies' value propositions. • Use all the information you can find online (or in any other sources) to apply the suggested framework to a real-life company of your choice to identify and summarize its value proposition's key elements, competitive advantage, and differentiation points. <p><u>The final deliverables</u> of this assignment are:</p> <ul style="list-style-type: none"> • List of minimum 50 insights (specific paragraphs with references to the page number of the original article they are coming from) that could help VP 	20%	Sunday, October 15 th at 11:59 pm

<p>development in a digital context. The grading of this assignment component will be based on your ability to identify valuable research insights.</p> <ul style="list-style-type: none"> • A ppt presentation describing the logic of your actionable value proposition framework and the insights based on its application to a real-life company. <p>The key question is how well your framework helps you describe a real-life company's value proposition. You should specify how the digital context affects your framework and analytical approach in your presentation. The grading of the second component of the assignment will be based on your ability to articulate the logic of your value proposition framework, the quality of its application to your company of choice, the quality of your analytical insights, the visual formatting of the presentation and your presentation skills. Presentations should take no more than 15 min and up to 20 slides. Each group should decide how exactly to present.</p> <p>By the deadline, you should upload your presentation to the assignment folder and to the relevant discussion forum, so your classmates can provide further insights and improvement recommendations.</p>		
<p>Group assignment #2. A value lab approach to the development of an entrepreneurial strategy.</p> <p>The purpose of this group assignment will be to:</p> <ul style="list-style-type: none"> • Get deeply familiarized with the Value Lab approach to the development of an entrepreneurial strategy suggested in the articles (and the references therein): <ul style="list-style-type: none"> ▪ Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. <i>Strategic Entrepreneurship Journal</i>, 3(2), 127-146. https://doi.org/10.1002/sej.67 ▪ Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. <i>Management and Business Review</i>, 1(2), 68-76. https://mbrjournal.com/2021/11/03/value-lab-a-tool-for-entrepreneurial-strategy/ • Apply the Value Lab approach to the company you examined in Assignment # 1 in the best possible way. • Formulate key insights about/for the company and articulate the lessons learned from your experience using the Value Lab approach. <p><u>The deliverable of this assignment</u> is a ppt presentation describing how you have applied the Value Lab approach to the selected company, the critical insights about/for the company, and the lessons learned from your experience using the Value Lab approach. The grading of this assignment will be based on your ability to articulate the logic of the Value Lab approach, the quality of its application to your company of choice, the quality of your analytical insights and lesson learned, the visual formatting of the presentation and your presentation skills. Presentations should take no more than 15 min and up to 20 slides. Each group should decide how exactly to present.</p> <p>By the deadline, you should upload your presentation to the assignment folder and to the relevant discussion forum, so your classmates can provide further insights and improvement recommendations.</p>	20%	Sunday, November 12 th at 11:59 pm
<p>Group assignment 3. Frame creation approach.</p> <p>Identify an open, complex, dynamic, and networked problem and apply the Frame creation approach (Dorst, 2015, <i>Frame Innovation</i>) to articulate an entrepreneurial opportunity,</p>	20%	Monday, December 4 th by 11:59 pm

<p>suggest a solution, formulate a compelling portfolio of value propositions to all relevant stakeholders that could become the basis of a viable business model. The main deliverable is a 10-minute video presentation discussing your solutions within a ppt presentation. The ppt presentation should include no more than 20 slides. In your presentation, you should explain why the problem is open, complex, dynamic, and networked and apply the key steps of the frame creation approach: archeology – paradox- context-field-themes-frames-futures. Finally, you should discuss entrepreneurial opportunities, suggest potential solutions, and formulate a compelling portfolio of value propositions to the key players within the minimum viable network of stakeholders that could become the basis of a viable business model.</p> <p>By the deadline, you should upload your video to the assignment folder and the relevant discussion forum, so your classmates can provide further insights and improvement recommendations.</p>		
<p>Individual assignment: insights to classmates on group assignments/discussion forum participation</p> <p>Before each group assignment presentation, groups will upload their presentations to the relevant discussion forum (Assignment #1, Assignment #2 and Assignment #3). Based on their presentation (in class or on video), you are expected to provide feedback and insights into their work that will help them improve their value-creation framework in the future. You will be assessed on the quality of your insights and feedback. At a minimum, you should respond to at least two groups within each assignment (so, six responses at a minimum), providing further insights based on the knowledge you have acquired throughout the course and with your research. The responses should be approximately 300 words, including positive and improvement feedback and recommendations for further research.</p>	10%	Friday December 8 th by 11:59 pm
<p>Take home exam (individual): The assignment will be provided by the instructor on the last day of class</p>	30%	Friday, December 22 nd by 11:59 pm
<p>Total (max.)</p>	100%	

All assignments should be submitted to the relevant assignment folder on the course Brightspace site.

Class schedule

Session	Date	Topic	Assigned readings & class activities
1	Monday, Sept 11	<ul style="list-style-type: none"> • Course introduction and review of assignments • Value creation as a system – a portfolio view • Group formation 	<ul style="list-style-type: none"> • Course outline • Bailetti, T., Tanev, S., & Keen, C. (2020). What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly? <i>Technology Innovation Management Review</i>, 10(6).
2	Monday, Sept 18	<ul style="list-style-type: none"> • Integrated perspectives of value creation • Deconstructing the value proposition of an exemplar firm 	<ul style="list-style-type: none"> • Minerbo, C., & Brito, L. A. L. (2022). An integrated perspective of value creation and capture: a systematic literature review. <i>The Journal of Business & Industrial Marketing</i>, 37(4), 768–789. https://doi.org/10.1108/JBIM-12-2020-0542 • Payne, Frow & Eggert (2017). The customer value proposition: evolution, development, and application in marketing. <i>Journal of the Academy of Marketing Science</i>, 45(4): 467–489. • Eggert, Ulaga, Frow & Payne (2018). Conceptualizing and communicating value in business markets: From value in exchange to value in use. <i>Industrial Marketing Management</i>, 69: 80–90. • Payne, A., & Frow, P. (2014). Deconstructing the value proposition of an innovation exemplar. <i>European Journal of Marketing</i>, 48(1/2): pp. 237–270.
3	Monday, Sept 25	<ul style="list-style-type: none"> • Value creation in a digital context 	<ul style="list-style-type: none"> • Corsaro, D., & Anzivino, A. 2021. Understanding value creation in the digital context: An empirical investigation of B2B. <i>Marketing Theory</i>, 21(3), 317–349. • Ross, J., Beath, C., & Mocker, M. 2019. <i>Designed for Digital. How to Architect Your Business for Sustained Success.</i> <ul style="list-style-type: none"> ○ Ch. 2: Building Shared Customer Insights ○ Ch. 3: Building an Operational Backbone ○ Ch. 4: Building a Digital Platform
4	Monday, Oct 2	<ul style="list-style-type: none"> • Ecosystem view of value creation and capture 	<ul style="list-style-type: none"> • Pushpanathan, G., & Elmquist, M. (2022). Joining forces to create value: The emergence of an innovation ecosystem. <i>Technovation</i>, 115, 102453-. • Ketonen-Oksi, S., & Valkokari, K. (2019). Innovation Ecosystems as Structures for Value Co-Creation. <i>Technology Innovation Management Review</i>, 9(2), 25–35.
	Monday, Oct 9	Holiday – University closed.	
5	Monday, Oct 16	<ul style="list-style-type: none"> • Group presentations of Assignment # 1 	

		<ul style="list-style-type: none"> • Introduction to group assignment #2 	
	Monday, Oct 23	No classes	Fall break
6	Tuesday, Oct 30	<ul style="list-style-type: none"> • The Value Lab approach to the development of entrepreneurial strategy • A design practice approach to value creation – the key lessons from design 	<ul style="list-style-type: none"> • Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. <i>Strategic Entrepreneurship Journal</i>, 3(2), 127-146. https://doi.org/10.1002/sej.67 • Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. <i>Management and Business Review</i>, 1(2), 68-76. • Lessons from design, Ch. 3 in Dorst's <i>Frame Innovation</i>. • Rodgers, P., Innella, G. & Bremner, C. (2017). Paradoxes in Design Thinking. <i>The Design Journal</i>, 20:sup1, S4444-S4458, DOI:10.1080/14606925.2017.1352941
7	Monday, Nov 6	<ul style="list-style-type: none"> • Guest speaker: Gary Kearns, CEO of Growth analytics LLC - Value across organizational systems 	
8	Monday, Nov 13	<ul style="list-style-type: none"> • Group presentations for assignment #2 	
9	Monday, Nov 20	<ul style="list-style-type: none"> • The Frame creation approach 	<ul style="list-style-type: none"> • The Frame Creation Model, Ch. 4 in Dorst (2015). <i>Frame Innovation</i>. • The Principles and Practices of Frame creation, Ch. 5 in Dorst (2015). <i>Frame Innovation</i>. • The Three Challenges of Frame Innovation, Ch. 7 in Dorst (2015). <i>Frame Innovation</i>. • The Art of Frame Innovation, Ch. 8 in Dorst (2015). <i>Frame Innovation</i>. • Dorst, K. (2015). Frame Creation and Design in the Expanded Field. <i>She ji The Journal of Design, Economics, and Innovation</i> 1 (Autumn): 22-33.
10	Monday, Nov 27	<ul style="list-style-type: none"> • Guest speaker: Kelly Krumreich, Operations Director, Merinio - Customer enablement and re-framing of value for stakeholders 	
11	Monday, Dec 4	<ul style="list-style-type: none"> • Bringing it all together • Assignment #3 work time and final Q&A opportunities 	
12	Friday, Dec 8	<ul style="list-style-type: none"> • Individual work and Q&A 	

References

Recommended books

Bock, A. & George, G. (2018). *The Business Model Book. Design, build and adapt business ideas that drive business growth*. Pearson Education: <http://www.bizmodelbook.com/>.

Dorst, K. (2015). *Frame Innovation: Create New Thinking by Design*. MIT Press

Dorst, K., Kaldor, L., Klippan, L., & Watson, R. (2016). *Designing for the Common Good. A Handbook for Innovators, Designers and Other People*. BIS Publishers.

Gassmann, O., & Ferrandina, F., Eds. 2021. *Connected Business. Create Value in a Networked Economy*. Springer Nature.

Kelly, S., Johnston, P. & Danheiser, S. (2017). *Value-ology: Aligning sales and marketing to shape and deliver profitable customer value propositions*. Palgrave Macmillan.

Leonardi, P. M., & Neeley, T. 2022. *The digital mindset: what it really takes to thrive in the age of data, algorithms, and AI*. Harvard Business School.

Molenaar, C. 2022. *Demand-Driven Business Strategy. Digital Transformation and Business Model Innovation*. London: Routledge.

Ross, J., Beath, C., & Mocker, M. 2019. *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Schallmo, D., & Williams, C. 2018. *Digital Transformation Now! Guiding the Successful Digitalization of Your Business Model*. Springer Briefs in Business.

Articles on value creation in a digital transformation context

Ross, J., Beath, C., & Mocker, M. 2019. "Digital Business Design", Ch. 1 in *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Corsaro, D., & Anzivino, A. 2021. Understanding value creation in digital context: An empirical investigation of B2B. *Marketing Theory*, 21(3), 317–349.

Gassmann, O., & Ferrandina, F. 2021. "Connected Business: Creating Value in the Networked Economy". In Gassmann, O., & Ferrandina, F., Eds. 2021. *Connected Business. Create Value in a Networked Economy*. Springer Nature, pp. 3-34.

Matarazzo, M., Penco, L., Profumo, G., & Quaglia, R. 2021. Digital transformation and customer value creation in Made in Italy SMEs: A dynamic capabilities perspective. *Journal of Business Research*, 123, 642-656: <https://doi.org/10.1016/j.jbusres.2020.10.033>

Reddy, S. K., & Reinartz, W. 2017. Digital transformation and value creation: Sea change ahead. *GfK Marketing Intelligence Review*, 9(1), 10-17. Research Collection Lee Kong Chian School of Business. Available at: https://ink.library.smu.edu.sg/lkcsb_research/5902

Sahut, J.-M., Iandoli, L., & Teulon, F. 2021. The age of digital entrepreneurship. *Small Business Economics*, 56, 1159–1169. <https://doi.org/10.1007/s11187-019-00260-8>

Schallmo, D., Williams, C., & Boardman, L. 2017. Digital transformation of business models — best practice, enablers, and roadmap. *International Journal of Innovation Management*, 21(8), 1740014, 17 pages.

Articles on value propositions

Adner, R. (2017). Ecosystem as structure: An actionable construct for strategy. *Journal of Management*, 43(1), 39-58.

Bailetti, T., Tanev, S., & Keen, C. (2020). What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly? *Technology Innovation Management Review*, 10(6): <https://timreview.ca/article/1365>.

Dattée, B., Alexy, O., & Autio, E. (2018). Maneuvering in poor visibility: How firms play the ecosystem game when uncertainty is high. *Academy of Management Journal*, 61(2), 466-498.

Eggert, Ulaga, Frow & Payne (2018). Conceptualizing and communicating value in business markets: From value in exchange to value in use. *Industrial Marketing Management*, 69: 80–90.

Eggert, A. Kleinaltenkamp, M., & Kashyap, V. (2019). Mapping value in business markets: An integrative framework. *Industrial Marketing Management*, 79, May: 13-20.

Holttinen, H. (2014). Contextualizing value propositions: Examining how consumers experience value propositions in their practices. *Australasian Marketing Journal*, 22: 103–110.

Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. *Strategic Management Journal*, 39(8), 2255-2276.

Johansson-Sköldberg et al. (2013). Design Thinking: Past, Present and Possible Futures. *Creativity and Innovation Management*, 22(2): 121-146.

Payne, A., & Frow, P. (2014). Deconstructing the value proposition of an innovation exemplar. *European Journal of Marketing*, 48(1/2): pp. 237–270.

Payne, Frow & Eggert (2017). The customer value proposition: evolution, development, and application in marketing. *Journal of the Academy of Marketing Science*, 45(4): 467–489.

Vladimirova, D. (2019). Building Sustainable Value Propositions for Multiple Stakeholders: A Practical Tool. *Journal of Business Models*, 7(1): 1-8.

Wouters, M., Anderson, J., & Kirchberger, M. (2018). New-Technology Startups Seeking Pilot Customers: Crafting a Pair of VPs. *California Management Review*, 60(4): 101–124.

Articles on entrepreneurial value creation

Boudreau, K. 2017. A Short Guide to Strategy for Entrepreneurs. *Harvard Business Review*, Oct. 17, 2017: <https://hbr.org/2017/10/a-short-guide-to-strategy-for-entrepreneurs>.

Davidsson, P. 2015. Entrepreneurial opportunities and the entrepreneurship nexus: A re-conceptualization. *Journal of Business Venturing*, 30(5), 674-695. <https://doi.org/10.1016/j.jbusvent.2015.01.002>

Davidsson, P. 2015. Youtube video “Entrepreneurial opportunities and the entrepreneurship nexus: A re-conceptualization”: <https://www.youtube.com/watch?v=dAmJWz2uKic>

Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. *Strategic Entrepreneurship Journal*, 3(2), 127-146. <https://doi.org/10.1002/sej.67>

Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. *Management and Business Review*, 1(2), 68-76. <https://mbrijournal.com/2021/11/03/value-lab-a-tool-for-entrepreneurial-strategy/>

Ketonen-Oksi, S., & Valkokari, K. (2019). Innovation Ecosystems as Structures for Value Co-Creation. *Technology Innovation Management Review*, 9(2), 25–35.

Latour, B. 2020. What protective measures can you think of so we don't go back to the pre-crisis production model? <https://www.versopolis.com/festival-of-hope/festival-of-hope/846/what-protective-measures-can-you-think-of-so-we-don-t-go-back-to-the-pre-crisis-production-model>

Pinelli, M., Lechner, C., Kraus, S. and Liguori, E. 2022. Entrepreneurial value creation: conceptualizing an exchange-based view of entrepreneurship. *Journal of Small Business and Enterprise Development*, 29(2), 261-278. <https://doi.org/10.1108/JSBED-04-2021-0155>.

Pushpanathan, G., & Elmquist, M. (2022). Joining forces to create value: The emergence of an innovation ecosystem. *Technovation*, 115, 102453-.

Articles on frame creation

Dorst, K. (2015). Frame Creation and Design in the Expanded Field. *she ji The Journal of Design, Economics, and Innovation* 1 (Autumn): 22-33. <http://dx.doi.org/10.1016/j.sheji.2015.07.003>

Van Leeuwen, J., Rijken, D., Bloothoofd, I., Cobussen, E., Reurings, B., & Ruts, R. (2016). Thematic Research in the Frame Creation Process. Published in: *Service Design Geographies. Proceedings of the ServDes.2016 Conference*. Linköping Electronic Conference Proceedings 125 (2016) 352-364: https://ep.liu.se/en/conference-article.aspx?series=eep&issue=125&Article_No=29.

APPENDIX: 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).

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, follower-ship 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.

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

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 is 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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed!

<http://sprott.carleton.ca/students/undergraduate/learning-support/>

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: <https://carleton.ca/csas/>

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, 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 <http://carleton.ca/ccs/students/>
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