



**Institute of Technology Entrepreneurship and Commercialization**

**TIMG 5202 Moving Digital Transformation and Entrepreneurship  
Research into Business Practices**

**Fall 2025 (September 3 to December 20, 2025)**

**TIME, PLACE AND DELIVERY MODE**

Wednesdays, 6:05 p.m. – 8:55 p.m. Eastern Time (Ottawa time)

In person: Nicol Building 4050

Online: <https://carleton-ca.zoom.us/j/92282783058>

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](mailto:tony.bailetti@carleton.ca)

Office: Nicol Building 5027

**COURSE LEVEL LEARNING OUTCOMES**

By the end of this course, graduate students in the Technology Innovation Management program will be able to:

- Apply foundational frameworks to assess the feasibility of digital transformation and entrepreneurship opportunities.
- Evaluate and validate solutions by moving from feasibility analysis to testing in applied or simulated business contexts.
- Translate prototype outcomes into business-ready solutions suitable for adoption by organizations.
- Prepare and deliver professional presentations that clearly communicate findings and recommendations.
- Employ AI tools effectively to support research, analysis, and solution development.

## **CALENDAR DESCRIPTION**

TIMG 5202 [0.5 credits]

Moving Digital Transformation and Entrepreneurship Research into Business Practices

This course equips graduate students with the skills to transform digital transformation and entrepreneurship research into business practices using AI tools. Students will learn to synthesize academic insights, apply leading frameworks, and prototype AI-assisted solutions for real-world implementation. The course balances academic depth with practical application and prepares students for thesis research or applied innovation projects.

## **TARGET AUDIENCE**

TIMG 5202 is for TIM students in their second, third, or fourth term who are registered in one of the following pathways:

- Master of Digital Transformation and Entrepreneurship – Technology Innovation Management
- Master of Applied Business Analytics – Technology Innovation Management
- Master of Engineering – Technology Innovation Management
- Master of Technology – Technology Innovation Management
- Master of Entrepreneurship – Technology Innovation Management
- Master of Entrepreneurship – Technology Innovation Management with Collaborative Specialization in Accessibility
- Master of Science – Technology Innovation Management

TIMG 5202 is a required course for the Master of Digital Transformation and Entrepreneurship pathway.

## **LEARNING SPACE**

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 TIMG 5202A Dig Trans Res in Bus Practice (SEM) Fall 2025.

Two complementary learning spaces support TIMG 5202, Classroom and the Home.

Our TIMG 5202 classroom is a space for active learning. It is not just a place to sit and listen. When we come together, we use our time to think critically, collaborate, and apply ideas to real-world challenges. This is where knowledge is tested, debated, and transformed into something practical and actionable. In the classroom, you work as professionals—engaging in dialogue, solving problems, and producing outputs that matter.

Your home, by contrast, is the place where you prepare yourself for that active work. It is where you consume content—whether through readings, videos, or AI-powered tools—that provides you with the concepts, frameworks, and background knowledge needed. This

preparation allows our classroom sessions to move beyond lectures and into meaningful practice.

By dividing these roles—home as the space for content consumption and classroom as the space for doing— we ensure that every moment spent together advances TIM students' ability to perform, reflect, and deliver at a professional level.

Our TIMG 5202 course will feel very different from courses where the classroom is the space for content consumption. The value of slides prepared by the instructor may be high when the classroom is the space for content consumption. When the classroom is the space for active learning, the most important content is the one that is produced collectively. In 5202, this collective content is captured as:

- **Class Takeaways**
  - Shared list of key insights and lessons generated in each session.
  - Captures the collective learning rather than individual notes.
- **Refined Slide Decks**
  - Student slide decks improved during class discussion.
  - Versions that incorporate peer and instructor feedback.
- **Prototypes / Drafts**
  - Early versions of reports, business models, or executive summaries developed in class.
  - Demonstrates iteration and refinement cycles.
- **Feedback Records**
  - Notes or summaries of critiques from peers, instructors, or AI acting as a simulated client.
  - Helps students track how their work improves over time.
- **Decision Logs**
  - Documentation of choices made during class activities (e.g., which approach was selected and why).
  - Reinforces professional practice of recording rationale for decisions.

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

We will not video the classes.

## **COURSE SCHEDULE**

Class #		Topic	Output
1	Wed Sep 3	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• TIMG 5202 Assignment Handout – F2025</li> <li>• Turning Research into Business-Ready Solutions</li> <li>• Frameworks in the DT&amp;E Domain</li> <li>• What is Distinct About Digital Offers</li> <li>• Characteristics of a Translational Scientist</li> </ul>	<ul style="list-style-type: none"> <li>• Problem statement</li> <li>• Opportunity statement</li> </ul>
2	Wed Sep 10	<ul style="list-style-type: none"> <li>• Plan evidence review</li> <li>• Develop client persona</li> </ul>	<ul style="list-style-type: none"> <li>• Revised problem statement</li> <li>• Client simulation logic</li> <li>• Initial stakeholder map</li> <li>• Review question</li> <li>• Review protocol</li> </ul>
3	Wed Sep 17	<ul style="list-style-type: none"> <li>• Collect and synthesize evidence</li> <li>• Identify opportunities and risks based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Search log</li> <li>• Summary</li> <li>• Synthesis</li> <li>• Key themes</li> <li>• Opportunity &amp; risk list</li> <li>• Summarize key themes</li> </ul>
4	Tues Sep 23	Upload slide deck: Part 1. Framing & evidence building	Slide deck
4	Wed Sep 24	Presentations: Part 1. Framing & evidence building	<ul style="list-style-type: none"> <li>• Feasibility package</li> <li>• Frameworks used</li> <li>• Process improvement recommendations</li> </ul>

4	Thurs Sep 25	Submit Class 4 takeaways	At least three takeaways
4	Sat Sep 27	Upload revised slide deck: Part 1. Framing & evidence building	Slide deck
5	Wed Oct 1	Frame use cases	<ul style="list-style-type: none"> <li>• Use case document</li> <li>• Prototype options matrix</li> </ul>
5	Thurs Oct 2	Submit Class 5 takeaways	At least three takeaways
6	Wed Oct 8	Design prototype options	<ul style="list-style-type: none"> <li>• Decision criteria document</li> </ul>
6	Thurs Oct 9	Submit Class 6 takeaways	At least three takeaways
7	Wed Oct 15	Build preliminary solution design	<ul style="list-style-type: none"> <li>• Prototype design document</li> <li>• Draft IP strategy or value proposition</li> </ul>
7	Thurs Oct 16	Submit Class 7 takeaways	At least three takeaways
	Break week		
8	Wed Oct 29	Test & collect feedback	<ul style="list-style-type: none"> <li>• Feedback summary</li> <li>• Updated risk list</li> <li>• Prototype Package</li> </ul>
8	Thurs Oct 30	Submit Class 8 takeaways	At least three takeaways
9	Tues Nov 4	Upload slide deck: Part 2. Design & Prototype Translation	Slide deck
9	Wed Nov 5	Presentation: Part 2. Design & Prototype Translation	<ul style="list-style-type: none"> <li>• Prototype package</li> <li>• Frameworks used</li> <li>• Process improvement recommendations</li> </ul>
9	Thurs Nov 6	Submit Class 4 takeaways	At least three takeaways
9	Sat Nov 8	Upload revised slide deck: Part 2. Design & Prototype Translation	Revised slide deck

10	Wed Nov 12	Assess market & scaling potential	Market segmentation report, Scaling environment assessment
10	Thurs Nov 13	Submit Class 10 takeaways	At least three takeaways
11	Wed Nov 19	Develop deployment plan & measure readiness	Deployment options matrix, Rollout implementation plan, KPI dashboard
11	Thurs Nov 20	Submit Class 11 takeaways	At least three takeaways
12	Wed Nov 26	Package results for stakeholders	Deployment summary package, Final Gate Review slide deck, Business-Ready Solution Package
12	Thurs Nov 27	Submit Class 12 takeaways	At least three takeaways
13	Tues Dec 2	Upload slide deck: Part 3. Deployment Readiness & Business Application	Slide deck
13	Wed Dec 3	Presentation: Part 3. Deployment Readiness & Business Application	<ul style="list-style-type: none"> <li>• Deployment package</li> <li>• Frameworks used</li> <li>• Process improvement recommendations</li> </ul>
13	Thurs Dec 4	Submit Class 13 takeaways	At least three takeaways
13	Sat Dec 6	Upload revised slide deck: Part 3. Deployment Readiness & Business Application	Revised slide deck
	Wed Dec 13	Submit final reports	<ul style="list-style-type: none"> <li>• Report 1: Converting research into business-ready solutions</li> <li>• Report 2: Process improvement recommendations</li> </ul>

### COURSE-RELATED QUESTIONS AND OFFICE HOURS

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,” or ask them in class. 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 or ask the question in class.

The Ask the Instructor discussion forum is available in the course's Brightspace page inside the "About the Course" 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 <https://carleton-ca.zoom.us/j/94662270936>, or in person at the LTW Boardroom (5064 Nicol Building). Students should let the instructor, and the TIM Office know about emergencies without delay.

## **RULES OF CONDUCT**

### **Engagement**

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

Engagement with course material means:

- Active participation: Students are actively involved in interacting with the content of the course, such as through reading assignments, participating in discussions, completing exercises, and applying concepts to practical scenarios.
- Critical thinking: They analyze, question, and critically evaluate the material, rather than passively receiving information.
- Application: Students use the knowledge they gain to solve problems, conduct experiments, or create projects, demonstrating their understanding and integration of the material.

Engagement with peers means:

- Collaboration: Students work together on assignments or class discussions, sharing insights, and learning from each other's perspectives.
- Feedback and support: They provide and receive constructive feedback on each other's work, and offer support and encouragement, fostering a collaborative learning environment.
- Communication: Engaging in meaningful conversations and interactions with classmates, both inside and outside of the classroom, to deepen their understanding and build a sense of community.



## Teams

Students will engage with the course material individually and as part of teams.

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

Each team may consist of one, two, or three students, and team composition can be adjusted at any time up until 11:59 p.m. on Wednesday, November 5. The instructor will not take part in arranging or managing team changes. If your team composition changes for any reason, the only requirement is to notify the instructor by email, ensuring that your former teammates are copied on the message. This process keeps communication clear and transparent without requiring the instructor to mediate team adjustments.

## Expectations

	The instructor expects students to:
<b>Academic integrity and participation</b>	<ul style="list-style-type: none"><li>• Deliver excellent presentations. An excellent presentation is clear, concise, insightful, and completed within the allotted time</li><li>• Submit assignments that meet specifications on time</li><li>• Deliver professional-quality work (i.e., your work is clear, influential, organized, and free of spelling errors, poor grammar, inconsistent formatting, and other mistakes)</li><li>• Comply with the university's academic integrity standards (e.g., will not plagiarize)</li><li>• Interact with peers and the instructor to produce new knowledge</li></ul>
<b>Teamwork and communication</b>	<ul style="list-style-type: none"><li>• Arrive prepared to team meetings</li><li>• Not permit (i.e., not allow) or engage in freeloading for team projects or group work</li><li>• Work through adversity and disagreement while maintaining a positive and respectful mindset (towards others and oneself)</li><li>• Deal with uncertainty productively</li><li>• Respond to emails reliably and promptly</li><li>• Work respectfully and collaboratively with others</li></ul>
<b>Classroom etiquette</b>	<ul style="list-style-type: none"><li>• Be prepared for each class and fully participate in all classes</li><li>• Show up to class on time</li></ul>

	<ul style="list-style-type: none"> <li>• Manage time by scheduling course assignment due dates and requisite study time into their personal calendar</li> </ul>
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## ASSIGNMENTS

This course includes both graded and non-graded components.

### Graded Assignments

- Report 1: Converting Research into Business-Ready Solutions (75%)
- Report 2: Process Improvement (25%)

### Non-Graded Assignments

Each team will deliver three presentations over the course:

1. Framing & Evidence Building
2. Design & Prototype Translation
3. Deployment Readiness & Business Application

For each presentation, teams must upload a professional slide deck by Tuesday before class and submit a revised version by Saturday after class. The revised slide deck is expected to show substantial improvement over the initial version.

Students are also expected to collaborate within their teams to prepare assigned exercises before class and to present their work during class time.

In addition, each student must submit at least three individual takeaways by 8:00 a.m. the day after the class.

## 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.

	<b>What the instructor expects</b>	<b>What the instructor finds unacceptable</b>
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<b>Course assignments</b>	<ul style="list-style-type: none"> <li>• Original work</li> <li>• High-quality work delivered on-time for public examination</li> </ul>	<ul style="list-style-type: none"> <li>• Plagiarized work</li> <li>• Low-quality work delivered late with excuses</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Co-create innovation to make a difference in our university, disciplines, and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world</li> </ul>
<b>Source of information</b>	<ul style="list-style-type: none"> <li>• Reputable scholarly journals</li> </ul>	<ul style="list-style-type: none"> <li>• Low quality journals, individual opinions, and stories</li> </ul>
<b>Mode in which students acquire knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Independent and critical thinking</li> <li>• Application of new knowledge to gain insights on how to launch and grow technology companies</li> </ul>	<ul style="list-style-type: none"> <li>• Memorization and regurgitation of information</li> <li>• Application of superficial opinions, stories, management fads, generalities</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Trying new things, destroying boundaries, and being deep thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Relevant, substantive, fun, positive, 24x7 experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Worthless, trivial, theatre, boring, negative, 3 hrs/week listening</li> </ul>

## 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](https://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](https://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](mailto: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](https://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](https://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](mailto:timprogram@CUNET.Carleton.ca) or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

**HAVE A GREAT FALL TERM LEARNING!**