



Sprett
School of Business
Carleton University



Institute of Technology Entrepreneurship and Commercialization

TIMG 5002A Technology Entrepreneurship

Fall 2025 (September 3 to December 5, 2025)

CLASS TIME AND PLACE

- Thursdays, 18:05 p.m. - 20:55 p.m. Eastern Time (Ottawa time)
- In person: Nicol Building 4030
- Online: [Click here to enter Zoom classroom](#) (passcode = Focus)
- This is a HyFlex course. You can attend in person, online, or a combination of both.

WEBSITE FOR COURSE RESOURCES AND ONLINE PARTICIPATION

- [Click here to enter "Brightspace" – the online course environment](#)

INSTRUCTOR

- Professor Eduardo Bailetti
- Eduardobailetti@cunet.carleton.ca
- Office: Nicol Building 5060
- Virtual office hours available Friday mornings 11AM to 1PM by email request.

COURSE CALENDAR 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 is a required course addressing the needs of graduate students registered in the Technology Innovation Management (TIM) program's Master of Applied Business Analytics (MABA), Master of Technology (MTech), Master of Entrepreneurship (MEnt), Master of Digital Transformation & Entrepreneurship (MDTE), or Master of Applied Science (MASc) pathways.

Students from other programs and faculties are welcome to attend this course.

1 – INTRODUCTION

In a world of rapid change, learning to think and act entrepreneurially is one of the most powerful capabilities you can develop.

The purpose of this course is to develop your entrepreneurial competence so that you have the mindset and tools to create impact, wealth, stability, and autonomy in your life.

Developing the mindset, knowledge and skills required to create value in today's world is a worthwhile pursuit, regardless of the career path you are on.

To develop your entrepreneurial competence, the course engages you to 1) build early assets for a new venture with potential to reach \$1M annual revenue within three years, 2) create a final asset that directly benefits your career, and 3) develop essential skills for collaboration and persuasive communication, and 4) strengthen your judgement about when and how to use artificial intelligence (AI) effectively.

This course is designed for your personal and professional growth. Your investment in time and effort is a direct investment in the person you are building through education. Take ownership of your learning and use it to create meaningful value in your life.

Make the most of this opportunity.

2 – LEARNING OUTCOMES

Through your active engagement in this course, you will develop the ability to:

1. Generate and critique new venture concepts, communicate them effectively, and refine them through iteration and constructive feedback.
2. Evaluate venture concepts presented by others and formulate constructive feedback that supports their development.
3. Empathize with customers and stakeholders to identify needs and circumstances, and craft value propositions that address their motivations and challenges.
4. Connect how resources and stakeholders interact to enable value creation and delivery.
5. Conduct competitor analysis and make strategic choices to position a new venture effectively in a market.
6. Critically reflect on personal use of AI tools to strengthen awareness and judgement in how you interface with AI and how you can create value beyond what AI can do alone.
7. Reframe your course work so it serves as persuasive evidence that motivates a specific audience to agree with and act on a clear ask.

3 – LEARNING ENVIRONMENT

You will participate in a dynamic learning environment where you and your peers define what is valuable, engage deeply with your work, and strive to achieve your goals.

While the instructor can support you in navigating the uncertainty and pressures of learning new things, your personal motivation and attention are ultimately crucial for your success.

To effectively learn as a student, you must:

- **Desire the change that education can bring** – Genuine learning requires a willingness to evolve and adapt. If you won't change, we can't teach you.
- **Pay attention throughout the process** – Focus is essential for you to engage with, understand and retain new ideas and ways of doing things. Pay attention to details.
- **Manage the uncertainty inherent in learning** – Embracing the discomfort of the unknown is critical to mastering new skills and knowledge. You must stretch to grow.

There will be lots of presentations, lots of discussion, and you will be expected to engage the professor in thought.

Take high-quality notes, share your perspectives, and actively participate.

Passive listening is discouraged, whether you are attending in person or online. Active participation is a critical component of the learning process. Engaging fully in discussions, presentations, and exercises will deepen your understanding of the material and foster a collaborative learning environment that benefits all us.

Class preparation

The course is cumulative, so the homework and classwork are designed to complement each other and build on top of what came before. Stay ahead.

Complete all assigned asynchronous work before coming to class. This provides the foundation for richer, more informed participation during class time, ultimately deepening your learning experience.

Approach each session with an open and curious mindset. We can all learn from each other's experiences, perspectives, and work.

Bring your personal laptop so you have access to the internet and AI tools.

Arrive hydrated and fed so you can focus. Turn your ringers off (better yet, hide your phone).

Sickness and childcare

If you are feeling unwell, please stay home and connect online to protect the health of others. None of us want to get sick!

If you need to bring your child to class, they are always welcome to sit quietly with us. In case of sickness or bringing a child to class, notify the instructor via email in advance.

We are committed to creating a supportive and understanding learning environment. If you encounter other challenges that affect your participation in the course, please communicate with the instructor as soon as possible.

Online course infrastructure

All course content, instructions, links, and submission portals are available online here: <https://brightspace.carleton.ca/d2l/home>. To access the course Brightspace webpage, go to the link, submit your credentials, select the academic term, and click this course.

- Tip: Review your Brightspace settings to ensure you receive notifications from the system.
- Tip: Ensure your Carleton email notifications are set up on all your devices. Important.

Asking questions

In class – The instructor will always dedicate time to field course-content-related questions.

Outside class – An anonymous discussion forum is available to you to ask questions. Ask your questions there so all can benefit from the answer. It's called "Ask the Prof" on Brightspace.

- Tip: Click subscribe on the Ask the Prof discussion forum to keep track of all Q&A posts.

Accommodations and non-course related questions – If you want guidance on private issues or are seeking accommodation (in advance of a deadline), please email the instructor directly.

University's important dates

- September 3rd (Wednesday) – Start of term
- September 16th (Tuesday) – Last day to register and change courses
- September 30th (Tuesday) – Last day to withdraw with full fee adjustment
- October 13th (Monday) – University closed for statutory holiday
- October 20-24 – Break week, no classes
- November 15th (Saturday) – Last day for academic withdrawal from courses
- December 5th (Friday) – Term ends; Last day for classes and assignments

4 – ASSIGNMENTS

There are three course assignments.

MYNEWCO = conceptualize, shape, and champion an opportunity for a new venture designed to generate at least \$1M annual revenue within 3 years.

CAREER ASSET = craft a digital asset that packages your course work as persuasive proof for a real audience (recruiter, grant funder, potential advisor) to act on a clear ask.

REFLECTIONS = build a portfolio of short reflections that demonstrate your awareness of how you use AI and the value you add beyond it.

**Full submission details, rubrics, and deadlines are provided to enrolled students on the course's Brightspace.

Schedule of deliverables

TIMG 5002-A Fall 2025		
Class	Date	Deliverable
1	Sept 4, 2025	
2	Sept 11, 2025	Personal Profile*
3	Sept 18, 2025	
4	Sept 25, 2025	MYNEWCO - Ideas*
5	Oct 2, 2025	MYNEWCO - Problem
6	Oct 9, 2025	REFLECTION 1
7	Oct 16, 2025	MYNEWCO – Venture Snapshot
BREAK WEEK	Oct 20-24, 2025	NO CLASS
8	Oct 28, 2025	REFLECTION 2
9	Nov 4, 2025	MYNEWCO - Strategic Position
10	Nov 11, 2025	REFLECTION 3
11	Nov 18, 2025	MYNEWCO - Initiatives
12	Nov 25, 2025	REFLECTION 4
13	Dec 2, 2025	MYNEWCO - Showcase
Finals	Dec 20, 2025	CAREER ASSET

* Deliverable not graded.

Assignment briefs

1) MYNEWCO

You will design and champion your own venture concept across the term. It covers idea generation and problem definition to strategy, execution planning, and a final venture showcase. The common north star is conceptualizing a technology-driven venture that realistically could reach \$1M annual revenue within three years.

There are 6 deliverables that cumulatively (i.e., scaffold) build you up to a venture concept:

- **Ideas**

Generate and share multiple venture ideas early in the term to explore options and receive feedback.

(This is ungraded but formative)

- **Problem**

Detail a problem definition that will serve as the basis for the new venture's existence. Anchor the problem with credible evidence (secondary research, data, reports). Clear problem framing and legitimate evidence are emphasized.

(Specifications grading is used to assess)

- **Venture Snapshot**

Describe the proposed venture concept in more detail, using clear arguments and coherent logic. Covers who the venture serves, what it offers, why they pay, and why the team has a credible claim to own/control their part of the solution.

(Specifications grading is used to assess)

- **Strategic Position**

Prepare a memo to your board of advisors (real or imagined) that explains your choices for how you intend to strategically position your venture in a market so that it will win. Make choices that set up the venture to achieve \$1M in annual revenue within 3 years.

(Rubric-based – weighted toward the quality and coherence of strategic choices and their link to evidence, and the design and execution of the competitor analysis)

- **Initiatives**

Prepare a memo to your board of advisors (real or imagined) that lays out the key initiatives your venture must undertake in the near term to generate persuasive evidence that strengthens confidence key stakeholders have in the venture and its team so they will work with you.

(Rubric-based – weighted towards empathy for stakeholder motivations/constraints, what evidence would produce the desired signals, and feasibility of initiatives to produce the evidence)

- **Showcase**

Deliver a professional presentation of your venture to an audience of community members and your peers. This is your chance to synthesize all previous deliverables into a compelling case for your venture's reason to exist and ability to meet the goal of generating \$1M annual revenue within 3 years.

(Rubric-based – weighted towards delivery quality and synthesis of information from across the project)

2) CAREER ASSET

This assignment is completed as a take-home exam after classes conclude.

You will design and build an asset that you can use to persuade a specific group of people to say yes to an ask related to a near-term career objective of yours. For example: hire you for a role, grant you a \$10K Nicol Internship, or join your board of advisors.

The goal is to create something public facing that demonstrates how you can create value, is tailored to a specific target audience, and makes a clear ask for meaningful action aligned with your near-term career objective. Your task is to translate the work you have done during this course into evidence that will persuade this audience to agree to your ask.

(Rubric-based – weighted toward effective translation of coursework into resonating messages, clarity of design logic, and the coherence and professionalism of the digital asset)

3) REFLECTIONS

You will create 4 short reflective posts that show your awareness of how you used AI in this course and the value you added beyond what the tools could do alone. To produce each AI Reflection, you will first use AI to complete a task assigned that is related to an upcoming MYNEWCO deliverable. You will then produce the written reflection.

The goal is to build awareness and judgement about when AI is useful, its limits, and where your own decisions matter most. Thoughts and conclusions must be authored by you, not by AI. Only you know your thinking and can witness your own experiences. AI may polish sentences.

(Rubric-based – weighted towards evidence of metacognition, and critical judgement about AI tool use and personal value creation beyond AI's capabilities)

5 – STUDENT EVALUATION

Assignments and deliverables	Final evaluation weight
MYNEWCO	
Problem	4%
Venture Snapshot	10%
Strategic Position	20%
Initiatives	15%
Showcase	15%
CAREER ASSET	20%
REFLECTIONS 1, 2, 3, 4	16%

All late submissions will receive a 10% penalty per whole day (rounded up) of lateness.

The total score from the three assignments will be added together and then compared to your peers to determine your letter grade.

Grades submitted by the instructor are subject approval of the Faculty Dean and may require revision. No grades are final until they have been approved by the Dean.

Note that a "B-" is the minimum passing grade for the course. Lower is considered a fail.

One-time permission to extend submission deadline – Students are expected to submit course deliverables following the instructions and specification provided, on time (i.e., before the deadline), and to high-professional standards. However, each student can expect to receive a short extension to a submission deadline once during the term. Students wishing to use this extension are expected to email the instructor with their request for this accommodation.

Note on specifications grading:

Specifications ("specs") grading evaluates whether a submission clearly meets the stated requirements. It's designed for easier grading and involves no partial points. Each spec-graded submission is judged against a short, explicit checklist.

Two early MYNEWCO deliverables use this method: Problem and Venture Snapshot.

How it's marked

N — Not assessable: missing, late, or too incomplete to evaluate.

R — Revision required: submitted, but does not meet the specs; revise and resubmit.

MR — Meets after Revision: your revision now meets the specs.

M — Meets: fully meets the specs the first time.

E — Exceeds: clearly surpasses the specs (model quality).

To meet specs, submit on time and double check your work meets stated requirements.

6 – STANDARDS OF BEHAVIOUR

TIM brand and values

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

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">• Only 3 hrs/week listening, worthless, trivial, theatre, boring, negative

Expectations of students

You are here for your own growth, so we believe in and expect the highest standards from you.

The instructor expects you as a student to:

- Comply with the university's [academic integrity standards](#).
- Use generative AI ethically and responsibly, ensuring that it is used as a tool to enhance your capabilities rather than replace you as the one learning.
- Ensure assignments meet grading specifications before submitting.
- Deliver clear, influential, organized, and error-free professional-quality work.
- Complete individual work independently.
- Submit assignments on time and show up to class on time.
- Be prepared and actively participate in all classes.
- Avoid disturbances in class, including device alerts and side talking.
- Collaborate and interact respectfully with others.
- Engage with peers and instructors to produce new knowledge.
- Take initiative in tasks benefiting the venture project and your learning.
- Use the Carleton email for course-related correspondence.
- Respond to emails promptly and professionally.
- Deliver clear, concise, insightful presentations within the allotted time.
- Schedule assignments and study time in personal calendars.
- Send advance notification of scheduling conflicts, absence from class, assignment submission lateness, and clarifications needed to complete work on time.
- Navigate adversity and disagreements with a positive, respectful mindset.
- Deal with uncertainty productively.

Students are not required to purchase textbooks or other learning materials for this course.

However, given we now live in the age of AI, it is recommended that students get themselves access to modern large language model (LLM) like Anthropic's Claude, OpenAI's ChatGPT, or another similar quality general purpose technology.

Rules of conduct

Engagement

Your engagement with your peers and the course content is important for learning. Your success depends on the extent and intensity of your engagement.

You are expected to show up prepared to and actively engage in class discussions.

Respect and integrity

You are to interact with your peers, the instructor, and the learning space with respect and integrity. Students come from different places, cultures, religions, legal systems, family dynamics, and experiences, and possess different perspectives, sexual orientations, beliefs, and norms. Abusive, intolerant or prejudice behaviour or sentiment will not be tolerated in our learning environment at any point in time. Ever. The TIM alumni form a unified community, and students will inevitably be alumni together; you are expected to behave accordingly.

Submission responsibility

You are to submit each deliverable, regardless of whether it is graded.

Academic Integrity

This is a graduate course at an academic institution of higher learning. You are to support your claims with well-researched facts, cite their sources using accepted citation practices, and produce work and correspondence that meets high standards of professionalism. Plagiarism is not acceptable in any form. You are expected to familiarize yourself with the university's standards on plagiarism as you will be held accountable to it (see plagiarism).

ChatGPT and other generative AI technology

You are encouraged to use generative artificial intelligence (genAI) applications such as ChatGPT (<https://chat.openai.com/chat>) within this course. ChatGPT will be actively taught and used throughout the course. You must be using your brain to do your work rather than ask the machine to do it all for you. You are expected to use the technology responsibly.

To be considered "responsible" when using these technologies, you are expected to 1) submit record of your conversation with the genAI application, 2) check, verify, and provide proper citations to the claims and ideas used, and 3) apply critical thinking skills to increase the value created by the machine. Assignment submissions that appear unedited, unthinking, copy-paste text from the machine will be flagged and penalized.

Example uses of ChatGPT:

- Improve the quality of the venture presentation slide deck and presentation
- Translate text
- Generate text
- Summarize text
- Explore concepts and brainstorm options
- Propose research method steps
- Engage in question answering and role playing
- Improve the explanation of data acquisition and data analysis
- Eliminate all errors in grammar spelling, capitalization, and punctuation
- Ensure that citations and references are complete and correct

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 [website on Academic Integrity from the Carleton Registrar's Office](#) 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.

The [University Academic Integrity Policy](#) defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- Using another's data or research findings without appropriate acknowledgement

- Submitting work developed in whole or in part by someone else, with or without modifications, as one's own; and
- Failing to acknowledge sources using proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

7 – Support and resources

Information on accommodations

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

Informal accommodation due to short-term incapacitation

If you require short-term informal accommodations due to the need to travel to Canada, sickness, or emergency. Provide your request in writing to the instructor in advance. If accommodations are due to an emergency, contact the instructor as soon as possible to alert him of the situation. Undue delay to inform the instructor may result in denial of request for accommodations. In the case of sickness, provide the instructor with your completed Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

Pregnancy obligation: write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism

Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or <mailto:pmc@carleton.ca> for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

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 will be provided to students who compete or perform at the national or international level. Write to me 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>

Mental health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Carleton provides a list of support services available here: <https://carleton.ca/wellness/>

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>
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Final personal note:

This learning experience is for YOU and the career you envision for yourself. Remember this!

You are not here for nice grades; you are here to maximize your personal development so that you give your future self more options for happiness and success. Find your motivation.

Learning is difficult, so recognize this early and be conscious of your thinking patterns. It is likely that your motivation and energy will fluctuate as the term progresses. Remember the struggle is where the value is. Stay vigilant and trust the process.

Embrace the new, push through the uncertainty, and don't forget to take moments to give yourself credit for your growth as you go through the process.

This is your opportunity to achieve another level. Use it.

I am delighted to have the opportunity to work with you and can't wait to see how you develop this term.

HAVE A GREAT TERM LEARNING!

-Professor B.