Institute of Technology Entrepreneurship and Commercialization

TIMG 5002 Technology Entrepreneurship

Winter 2026 (January 6 to April 8, 2026)

CLASS TIME AND PLACE

- Tuesdays, 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 = Evidence)
- You are expected and encouraged to attend in person. Online when sick.

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 every Friday morning, 10AM to 1PM. Request by email.

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.

INTRODUCTION

TIMG 5002 is an applied, evidence-driven course focused on how new ventures are recognized, validated, and assessed for readiness. Rather than starting with ideas, students begin by studying how real ventures create and capture value in changing environments. They then progress through structured stages of customer validation and commitment, producing documented evidence at each step.

The course is organized around four markers—Frame, Opportunity, Readiness, and Final—that reflect how real ventures move from opportunity recognition to venture readiness. Progress is evaluated based on evidence of customer-validated outcomes, not intentions, opinions, or effort. By the end of the course, students produce a decision-quality report demonstrating whether their venture is ready to pursue further growth through the Nicol Entrepreneurship Institute.

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!

WHAT YOU WILL BE ABLE TO DO BY THE END OF TIMG 5002

By the end of TIMG 5002, students will be able to:

1. Link external change to strategic decisions, customer value creation, and value capture using credible evidence.

2. Validate real problems by demonstrating that specific customers agree a problem is important and worth solving.

3. Assess customer commitment by producing evidence that customers act to obtain value from a solution.

4. Differentiate ventures meaningfully by comparing customer alternatives and explaining why a proposed solution is better or different.

5. Synthesize venture evidence into a coherent, decision-quality assessment of venture readiness.

6. Identify constraints and risks that materially affect venture success and incorporate them into next-step planning.

7. Use AI tools responsibly by disclosing usage, verifying outputs, and grounding all claims in credible evidence.

STUDENT CAPABILITIES DEVELOPED BY TIMG 5002

By completing TIMG 5002, students develop four capabilities:

1. Opportunity Recognition Ability to identify how external changes (technology, regulation, markets) create new possibilities for value creation and capture.

2. Evidence-Based Validation Ability to replace assumptions with real customer evidence and distinguish signal from noise.

3. Customer Commitment Assessment Ability to evaluate venture progress based on customer action, not interest or opinions.

4. Venture Readiness Judgment Ability to synthesize evidence, constraints, and risks to make a credible go/no-go decision.

These capabilities mirror how real opportunities are screened in industry.

MINDSET & TEAMWORK

TIMG 5002 is about making the shift from being a *"paying student consuming education"* to becoming a *"professional delivering value while building capabilities and opportunities."*

You will work in teams, just as you will in professional settings where success depends on preparation, delivery, and refinement.

Each team will:

- Prepare and submit one Final Assignment that frames and consolidates your work during the Winter term

- Deliver three presentations (Weeks 4, 9, and 13) – purpose of the presentations is to provide evidence that you met the requirements of the Framing, Application, and Readiness markers

- Develop and submit professional slide decks that support your presentations with clear, evidence and visuals

- Refine and submit your slide decks after each presentation, incorporating feedback from peers, instructor, and externals to strengthen both content and delivery.

This prepare → present → refine cycle is at the heart of the course. It mirrors high-quality professional practice, where value is created through disciplined preparation, persuasive delivery, and continuous improvement.

By the end of TIMG 5002, you will have shown that you can meet markers' requirements, and that you can do so with the professionalism, adaptability, and client focus that open new opportunities for your career and entrepreneurial success.

TEAM COMPOSITION

- Each team is comprised of 1, 2 or 3 students.

- Team composition may change at any time before 11:59 p.m. Tuesday February 24 (end of 7th week)

- The instructor does not engage in changes in team composition.

- If the composition of your team changes for some reason, all you need is to send an email to the instructor with your ex- and new team members in the cc of the email.

TWO COMPLEMENTARY LEARNING SPACES: CLASSROOM AND THE HOME

Our TIMG 5002 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.

COLLECTIVE LEARNING

Our TIMG 5002 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 5002, this 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.

  - Revised versions that incorporate peer and instructor feedback following presentations.

- **Feedback Memos**

  - Notes or summaries of critiques from peers, instructors, or AI acting as a simulated client.

  - Helps students track how their work improves over time.

  - Released following presentations in Weeks 4, 9, and 13.

CLASS ATTENDANCE

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.

Zoom is used as our virtual communication tool for synchronous meetings and classes.

ASKING QUESTIONS

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

Outside class – A discussion forum called "The Question Forum" is available on Brightspace for you to ask questions. Ask your questions there so all can benefit from the answer.

- Tip: Click subscribe on the "The Question Forum" 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

- Monday, January 5 – Start of term.

- Friday, January 16 – Last day to change courses.

- Saturday, January 31 – Last day to withdraw from course with a full fee adjustment.

- Monday, February 16 – Statutory holiday. University closed.

- Monday, February 16 to Friday, February 20 – Break week, no classes.

- Sunday, March 15 – Last day for academic withdrawal from courses.

- Friday, April 3 – Statutory holiday. University closed.

- Wednesday, April 8 – Last day for classes; follows Friday schedule.

CLASS SCHEDULE WINTER 2026

Class Number	Date	Purpose of the Class
Class 1	Tuesday, January 6, 2026	Introduce the course, explain the evidence-based marker structure, and clarify expectations for customer-validated progress.
Class 2	Tuesday, January 13, 2026	Develop skills in analyzing external change and understanding how real ventures create and capture value.
Class 3	Tuesday, January 20, 2026	Prepare Frame Marker analyses by distinguishing founder claims from credible evidence and extracting transferable patterns.
Class 4	**Tuesday, January 27, 2026**	**Frame Marker presentations demonstrate evidence-based understanding of venture value creation and capture.**
Class 5	Tuesday, February 3, 2026	Transition from framing insights to identifying potential customer problems worth validating.
Class 6	Tuesday, February 10, 2026	Refine problem clarity and value promises in preparation for customer engagement.
—	**Tuesday, February 17, 2026**	**No class (Reading / Break Week)**
Class 7	Tuesday, February 24, 2026	Analyze customer interview evidence and assess whether problems are real and important to specific customers.
Class 8	Tuesday, March 3, 2026	Strengthen differentiation and define evidence-driven next steps toward pilot or trial readiness.
Class 9	**Tuesday, March 10, 2026**	**Opportunity Marker presentations demonstrate validated problems, customer agreement, and clear next steps.**
Class 10	Tuesday, March 17, 2026	Shift focus from validation to action by designing pilots and trials that require real customer commitment.

Class Number	Date	Purpose of the Class
Class 11	Tuesday, March 24, 2026	Assess early customer actions and refine what must be built or delivered for real-world use.
Class 12	Tuesday, March 31, 2026	Consolidate readiness evidence and prepare for Readiness Marker presentations.
Class 13	**Tuesday, April 7, 202**	**Readiness Marker presentations demonstrate evidence that customers are willing to act to get value offered.**

ASSIGNMENTS

This course includes both graded and non-graded components.

Graded Assignments

- Final Report

Ungraded Assignments

Each team will deliver three presentations in the term:

- Week 4 – Frame Marker
- Week 9 – Opportunity Marker
- Week 13 – Readiness Marker

For each presentation, teams must:

- Upload a professional slide deck by 11:59 PM Monday before class
- Upload a revised version of the professional slide deck by 11:59 PM Friday 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 9:00 AM the day after the class.

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

<u>Engagement</u>

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.

<u>Respect and integrity</u>

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.

<u>Submission responsibility</u>

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

<u>Academic Integrity</u>

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).

<u>ChatGPT and other generative AI technology</u>

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 responsible.

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.

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