

CRI 400 • Entrepreneurship in Creative Industries • Winter 2019

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Tutorials Section / Time / Classroom / GA/TA / Email	1 / Thursday 1-2 PM / KHE332 / Calla Evans / c2evans@ryerson.ca 2 / Monday 1-2 PM / KHE332 / Tanya Pobuda / tpobuda@ryerson.ca 3 / Monday 10-11 AM / KHE321B / Calla Evans / c2evans@ryerson.ca 4 / Thursday 12-1 PM / KHE332 / Calla Evans / c2evans@ryerson.ca 5 / Monday 1-2 PM / VIC104 / Calla Evans / c2evans@ryerson.ca 6 / Thursday 10-11 AM / VIC104 / Tanya Pobuda / tpobuda@ryerson.ca
Please include "CRI400" in the subject line of all emails. Emails usually answered within 48 hours. Only Ryerson e-mail accounts to be used for communication between faculty and students. All news posted on class D2L (announcements).	

Course Description

This course applies entrepreneurship theory and principles to the practice of entrepreneurship in Creative Industries. Entrepreneurs in Creative Industries drive the creation of new cultural products, firms, and markets, generating new wealth and new cultural value. They are visionary change agents who leverage cultural knowledge and talent to produce commercially viable, sustainable and socially desirable cultural products and services.

This course will nurture the skills and attitudes of nascent entrepreneurs in the Creative Industries to allow them to successfully plan, launch, and manage small firms in the Creative Industries. It will critically review the key characteristics of successful enterprises, entrepreneurs and leaders within the cultural and more commercially focused Creative Industries, it will look at the range of business models that exist, review how best to build a financially sustainable firm, and provide models of entrepreneurial/business support relevant and useful for entrepreneurs in Creative Industries.

Course Objectives

By the end of the course, students will be able to:

- Understand and describe the nature and diverse range of entrepreneurial activity in the creative industries. (2I)
- Understand and critique the various approaches to entrepreneurship. (2bR)

- ❑ Use entrepreneurial thinking processes to solve problems and identify opportunities for themselves and the organizations they work with. (2R, 7R)
- ❑ Find and exploit his/her/their own knowledge, expertise, network and resources in entrepreneurial endeavors. (6R)
- ❑ Apply entrepreneurial competencies in the development of business opportunities (in existing companies/organizations). (8bR)
- ❑ Distinguish entrepreneurs from intrapreneurs, and their roles in the creative economy. (2R)
- ❑ Effectively communicate a new business opportunity in pitch format. (4R)

These learning outcomes are related to Creative Industries Educational Goals/Program Objectives listed at the end of this course outline as follows: Introduction (I), Reinforcement (R), reach a level of Proficiency (P).






Required Readings & Resources




- ❑ Textbook: Mariotti, S. & DeSalvo, D. (2014). *The young entrepreneur's guide to starting and running a business: turn your ideas into money*. New York: Crown Business.
- ❑ Articles listed in the Weekly schedule





IMPORTANT:





- Students are expected to complete required readings prior to the lecture.
- Assigned articles & reports will be available through the e-resources in the course's D2L shell.





Weekly Schedule (Subject to change)


WEEK 1	Wednesday January 16, 2019
 TOPICS	Overview - Course outline, assignments, important dates Introduction <ul style="list-style-type: none"> ▪ Entrepreneurship ▪ Entrepreneurship myths ▪ Entrepreneurship in the Creative industries
 READ	Mariotti, S. & DeSalvo, D. (2014). Chapter 1.
 DUE	Before first class: Welcome survey (NOTE: you need a profile photo for this activity) <ul style="list-style-type: none"> ▪ Quiz on readings (This Quiz ONLY - Saturday after class, 10 a.m.)
 TUTORIAL	<ul style="list-style-type: none"> ▪ Personal introductions ▪ What's your passion? What are your priorities? ▪ <i>Idea generation workbook</i> - personal mind maps (jobs, hobbies, skills, education, network)
WEEK 2	Wednesday January 23, 2019
 TOPICS	<ul style="list-style-type: none"> ▪ Causation & effectuation / Effectuation principles ▪ Opportunity identification (external & internal factors) ▪ Trends in the creative industries





	READ	<ul style="list-style-type: none"> ▪ Mariotti, S. & DeSalvo, D. (2014). Chapter 2. ▪ University of Virginia. <i>What is effectuation?</i> Available here: http://www.effectuation.org/sites/default/files/documents/effectuation-3-pager.pdf ▪ Interaction design.org. <i>The basic principles of effectuation: how to use what you already have to become more innovative.</i> Available here: https://www.interaction-design.org/literature/article/the-basic-principles-of-effectuation-how-to-use-what-you-already-have-to-become-more-innovative
	DUE	<ul style="list-style-type: none"> ▪ Quiz on readings ▪ Complete <i>Idea generation workbook</i> - personal mind maps
	TUTORIAL	<i>Idea generation workbook</i> - Circumstances (customer needs, problems, trends, creative imitation, change in situation)





WEEK 3		<i>Wednesday January 30, 2019</i>
	TOPICS	<p>Opportunity evaluation</p> <ul style="list-style-type: none"> ▪ Entrepreneur sweet spot ▪ VRIO matrix ▪ Surveys, focus groups, AB testing <p>Lean start-up</p> <ul style="list-style-type: none"> ▪ Minimum viable product ▪ Fail cheap, fail fast, fail smart
	READ	TBD
	DUE	<ul style="list-style-type: none"> ▪ Quiz on readings ▪ Complete <i>Idea generation workbook</i> - Customer needs, problems, trends, creative imitation, change in situation
	TUTORIAL	<i>Idea generation workbook</i> – idea development (combine personal maps with circumstances using forced connections)


WEEK 4		<i>Wednesday February 6, 2019</i>
	TOPICS	<ul style="list-style-type: none"> ▪ Consumer life-stages (Persona) ▪ Customer journey map (CJM) ▪ Product lifecycle ▪ Product specifications
	READ	<ul style="list-style-type: none"> ▪ Mariotti, S. & DeSalvo, D. (2014). Chapter 6. ▪ Smilansky, O. (2015, 06). What you need to know about customer experience maps. <i>Customer Relationship Management</i>, 19, 26-29. Retrieved from http://ezproxy.lib.ryerson.ca/login?url=https://search-proquest-com.ezproxy.lib.ryerson.ca/docview/1702885735?accountid=13631
	DUE	<ul style="list-style-type: none"> ▪ Quiz on readings ▪ Complete <i>Idea generation workbook</i> - <i>Idea generation workbook</i> - idea development (combine personal maps with circumstances)
	TUTORIAL	<ul style="list-style-type: none"> ▪ Consumer life-stages (Persona) ▪ Customer journey map (CJM)




WEEK 5		<i>Wednesday February 13, 2019</i>
	TOPICS	Business models Differentiation strategies <ul style="list-style-type: none"> ▪ Benchmarking ▪ Business model canvas ▪ Blue ocean strategy
	READ	<ul style="list-style-type: none"> ▪ Lyubareva, I., Benghozi, P. J., & Fidele, T. (2014). Online Business Models in Creative Industries: Diversity and Structure. <i>International Studies of Management & Organization</i>, 44(4), 43-62. ▪ Sheehan, N. T., & Bruni-Bossio, V. (2015). Strategic value curve analysis: Diagnosing and improving customer value propositions. <i>Business Horizons</i>, doi:10.1016/j.bushor.2015.01.005
	DUE	<ul style="list-style-type: none"> ▪ Quiz on readings ▪ Entrepreneur interview (in pairs)
	TUTORIAL	Design product/service for “Business for a day”





Study Week		<i>Wednesday February 20, 2019</i>
	No classes	





WEEK 6		<i>Wednesday February 27, 2019</i>
	TOPICS	<ul style="list-style-type: none"> ▪ Pivoting (Lean start-up) ▪ Remix ▪ Developing your pitch
	READ	Mariotti, S. & DeSalvo, D. (2014). Chapter 9
	DUE	Quiz on readings
	TUTORIAL	Peer-to-peer feedback on idea - how can we improve our product/service?


WEEK 7		<i>Wednesday March 6, 2019</i>
	TOPICS	Acquiring resources The start-up team (Human resources) Why start-ups fail (& how to prevent it)
	READ	Mariotti, S. & DeSalvo, D. (2014). Chapters 10 & 18
	DUE	Quiz on readings
	TUTORIAL	TBD





WEEK 8		<i>Wednesday March 13, 2019</i>
	TOPICS	Financing <ul style="list-style-type: none"> ▪ Bootstrapping ▪ Crowdfunding ▪ The 3F’s

		<ul style="list-style-type: none"> ▪ Angel capital ▪ Venture capital ▪ Customers
	READ	Mariotti, S. & DeSalvo, D. (2014). Chapters 5 & 13
	DUE	Quiz on readings
	TUTORIAL	Plan the finances of your business for a day

WEEK 9		<i>Wednesday March 20, 2019</i>
	TOPICS	Legal aspects of starting-up <ul style="list-style-type: none"> ▪ Legal structure ▪ Contracts ▪ Intellectual property
	READ	Mariotti, S. & DeSalvo, D. (2014). Chapters 4, 14 & 16
	DUE	Quiz on readings
	TUTORIAL	Draft agreement with your team

WEEK 10		<i>Wednesday March 27, 2019</i>
	TOPICS	Types of entrepreneurs Startup buzzwords: what you should know <ul style="list-style-type: none"> ▪ Born-globals ▪ Gazelles ▪ Unicorns ▪ Crowdsourcing vs. crowdfunding ▪ Social responsibility
	READ	<ul style="list-style-type: none"> ▪ Mariotti, S. & DeSalvo, D. (2014). Chapter 8. ▪ Howe, N. (2016). The New Rules Of The Creative Economy. Forbes. Available at: https://www.forbes.com/sites/neilhowe/2016/08/31/the-new-rules-of-the-creative-economy/#799bb80f644b ▪ Luchsinger, V., & Bagby, D. R. (1987). Entrepreneurship and intrapreneurship: Behaviors, comparisons, and contrasts. <i>S.A.M. Advanced Management Journal</i>, 52(3), 10. ▪ Camelo-Ordaz, C., Fernández-Alles, M., Ruiz-Navarro, J., & Sousa-Ginel, E. (2012). The intrapreneur and innovation in creative firms. <i>International Small Business Journal</i>, 30(5), 513-535.
	DUE	Quiz on readings
	TUTORIAL	"Invest" on your classmate's ideas

WEEK 11		<i>Wednesday April 3, 2019</i>
	LAB	<i>Business for a day (in teams)</i>

 TUTORIAL	NO TUTORIAL
WEEK 12	<i>Wednesday April 10, 2019</i>
 DUE	Report of results of <i>Business for a day</i>
 PRESENT	Final presentations – SELECTED TEAMS Presence is mandatory for everyone
 TUTORIAL	NO TUTORIAL

Assignments, Evaluation, Marking

Assignment	% of Final Grade	Due Date	Difficulty level	Delivery method	Modality
1. Welcome survey	4	Week 1	Low	Google survey	Individual
2. Class participation	12	Every class	Varies	Google survey	Individual
3. Third-hour participation	5	Every class	Varies	Google survey	Individual
4. Tutorial participation	10	Every class	Varies	Google survey	Individual
5. Quizzes on readings	14	Weeks 1, 2, 3, 7, 8, 9, 10	Intermediate	D2L Quiz	Individual
6. Idea generation workbook	10	Week 4	Low	D2L drop box OR hard copy	Individual
7. Persona + CJM + BMC - Initial	5	Week 4	Low	In class	Tutorial
8. Entrepreneur interview (podcast or video)	10	Week 5	Intermediate	D2L drop box	Team
9. Persona + CJM + BMC - Pivot	5	Week 7	Low	In class	Tutorial
10. Plan the finances of your business	5	Week 8	Intermediate	In class	Tutorial
11. Agreement with your team	5	Week 9	Intermediate	In class	Tutorial
12. "Invest" on your classmate's ideas	5	Week 10	Low	In class	Tutorial
13. Business for a day OR Intrapreneurship business	10	Week 12 (report)	High	D2L drop box	Team
Total	100				

BONUS MARKS: There will be bonus marks opportunities throughout the session, they will be announced in the class and posted on D2L. Bonus marks are cumulative, and you can accrue up to 4 points.

Assignments are due at the start of class unless noted. Additional details / information on assignments may be posted on the Course D2L. Professors reserve the right to (re)assign students in teams to balance numbers and skills. Tutorial activities will be guided by your TAs during tutorial hours.

1. Welcome survey

Please complete the welcome survey so your professor can have a sense of the experience and expectations of everyone taking the course. It takes less than 10 minutes, but be mindful that you'll be required to submit a portrait photo (of yourself).

2, 3 & 4. Class, third hour & tutorial participation

You must be present for at least 80% of class activities - class, third hour, tutorials - in order to pass the course (if you're continuously late and/or leave early, your professor and/or TA will deduct attendance points).

5. Quizzes on readings

Every weekend before class, there will be a Quiz to verify comprehension of assigned readings. The quiz can take between 10 and 20 minutes to complete, make sure you have read the papers and chapters before you make the attempt, and take time to complete the quiz. Quizzes will be mostly graded automatically in D2L (true/false and multiple choice questions), but may also include open-ended questions that will be graded manually.

6. Idea generation workbook

A workbook will be distributed through the D2L platform. Students must complete the exercises to identify resources and opportunities to identify feasible business ideas. Workbook will be graded on percentage of completion.

7. Persona + CJM + BMC - Initial

8. Entrepreneur interview (podcast or video) - in pairs

For this assignment, you have to interview an entrepreneur (no family members, must be a young company, less than 10 years) and record the audio or video. Upload the interview to a video or audio sharing platform, like YouTube or Vimeo. Ask the entrepreneur the following questions, plus 3 additional questions each (14 in total):

1. What does your company do?
2. Where did the idea come from?
3. How did your personal experience, education and interests help you with your business?
4. How has the business changed/evolved from the initial idea?
5. Did you require external investment to start?
6. Did you develop a business plan? Why / why not?
7. What motivated you to start your own business?
8. What qualities/characteristics do you believe are important to be a successful entrepreneur?

9. Persona + CJM + BMC - Pivot

Revisit your start-up's persona, customer journey map and business model canvas after learning about pivots and business models for the creative industries. Complete the templates once more, making sure you're including what you've learned in class.

10. Plan the finances of your business

Find the break-even point of your business: how much are you spending? Are you considering salaries? How much is the client willing to pay for your product/service? Make a projection for your business.

11. "Invest" on your classmate's ideas

12. Business for a day OR Intrapreneurship business report

Teams must find a feasible business idea they can execute **for one day**. They can find a new idea, or continue with the 20 CAD challenge idea, but must make a pivot or remix. The team must begin activities as a real start-up. Report back on your experiences:

- Team
- Concept & business model
- Target market
- Finances
- Results

Selected teams will present their business to a panel of “investors” (experts in Toronto start-up ecosystem).

Handing in Papers / Late Policy / Other Relevant Information

- It is the student’s responsibility to contact the professor or the Academic Manager, Student Affairs (Paula) or the Student Affairs Assistant (Angella) promptly concerning any situation that may have an adverse impact upon his/her academic performance as soon as the issue becomes known. Requests for consideration on health grounds require a Health Certificate of letter from an appropriate health professional to be submitted to the School (in this case, Paula or Angella). The form can be found at <http://www.ryerson.ca/senate/forms/medical.pdf>.
- Any considerations for academic accommodation for religious reasons must be requested by the end of the second week of the term.
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;
- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this service must, by the end of the second week, consult with the instructor to make alternate arrangements.
- The unauthorized use of intellectual property of others, including your professors’, for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture

notes, presentation materials used in and out of class, lab manuals, course packs, and exams.

- **Show respect for your fellow students.**

- Arrive on time (before 10 minutes after the hour). Be ready to start.
- Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if he/she interferes with their colleagues' learning.
- NO eating in class. Coffee or water are fine.

Computers and other electronic devices are allowed in class to take notes, mark up lecture slides and do quick internet searches of relevant materials. But students on Facebook or Youtube or watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2016/17 Creative Industries Student Handbook for specific information with respect to the following policies:

- *Policy #60: Student Code of Academic Conduct*
- *Policy #61: Student Code of Non-Academic Conduct*
- *Policy #134: Undergraduate Academic Consideration and Appeals.*
- *Policy #157: Ryerson's E-mail Accounts for Official Communication*
- *Policy #159: Academic Accommodation of Students with Disabilities*

School of Creative Industries' Intended Learning Outcomes

Updated: December 12, 2018

By the end of this program, successful students will be able to...

1)... contribute productively to the Creative Industries by

a) critically analyzing and synthesizing knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function and

b) recommending how the Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;

- 2)... demonstrate an entrepreneurial capacity
 - a) to engage in independent learning and
 - b) to transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production.
- 3)...facilitate the work of artists, writers, designers and media makers by
 - a) applying an integrated knowledge of creative and production processes (both individual and system-based)
 - b) accessing funding and investments; and,
 - c) recognizing and responding to future challenges and opportunities in their sectors including technological change.
- 4) ...communicate within and to creative enterprises, academia and industry effectively and persuasively in
 - a) verbal form
 - b) written form; and,
 - c) presentations using a range of appropriate media
- 5)... conduct research relevant to cultural and industry issues,
 - a) formulating appropriate research questions and conceptual frameworks; employing data collection techniques and applying the appropriate
 - b) quantitative tools and methodologies and/or
 - c) qualitative tools and methodologies
- 6)... implement and manage projects requiring
 - a) problem-solving,
 - b) team building,
 - c) negotiation and
 - d) collaborative work practices.
- 7) ... apply the skills and knowledge to:
 - a) critically evaluate the aesthetic quality of creative works
 - b) apply fundamental business and management skills within organizations and as entrepreneurs,
 - c) integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion and distribution of commercial or noncommercial cultural products with a solid

understanding of the theoretical and historical underpinnings of one or more creative industry sectors; and;

d) apply an understanding of the limits to their own knowledge and abilities and how this might influence their analyses and need to learn more

8) ... participate fully in the greater community upon graduation by:

- a) Having develop a personal plan for continuing development of professional skills and flexible ongoing career paths;
- b) acting as socially responsible citizens, exhibiting behavior consistent with integrity and strong ethical mores; and,
- c) working towards creating diverse and inclusive cultural opportunities accessible to all

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