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PROFESSIONAL DEVELOPMENT
ATTESTATION OF COLLEGE STUDIES

**VENTURE CREATION IN THE
CREATIVE AND CULTURAL INDUSTRIES**

Version 2.0

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SAJE

Carrefour jeunesse-emploi Montréal Centre-Ville

CDEC Centre-Sud / Plateau Mont-Royal

Embrase - Montreal

Experts/Conseil Ingénierie du développement durable

Fédération québécoise des coopératives

Femmessor

Fondation Canadienne des Jeunes Entrepreneurs (FCJE)

International Startup Festival

Mon projet d'affaires centre de formation et de coaching d'affaires pour femmes

Office de la propriété intellectuelle du Canada (OPIC)

Startup Canada

Startup Weekends

Table des Carrefours-jeunesse emploi de l'île de Montréal

YES Montreal

Other

CLD Les 3 Monts

CLD Rosemont-Petite Patrie

Conférence régionale des élus de Montréal

Fasken Martineau DuMoulin

Fondation de l'entrepreneurship

RESO

PROGRAM IDENTIFICATION

XXXX

VENTURE CREATION IN THE CREATIVE AND CULTURAL INDUSTRIES

PROFESSIONAL DEVELOPMENT¹ A.E.C

2015

Type of Certification:	Attestation of College Studies		
Credits:	13 1/3 credits		
Hours:	Theory:	120	hours
	Lab:	240	hours
	Total:	360	contact hours
	Homework:	240	hours

¹ AEC de perfectionnement

ADMISSION REQUIREMENTS

Ministerial Requirements

A person who has received instruction considered sufficient by the College and meets one of the following conditions may be admitted to a program of studies leading to an Attestation d'études collégiales (AEC):

1. the person's studies have been interrupted for at least two consecutive terms or one school year;
2. the person is covered by an agreement entered into between the College and an employer or by a government program;
3. the person has pursued postsecondary studies for at least one year.

College Requirements

1. The College considers sufficient instruction to be one of the following:
 - a. A minimum of an Attestation of College Studies (AEC) or Diploma of College Studies (DEC) related to the creative and cultural sectors.
 - b. A combination of experience and/or training deemed appropriate for the program.
2. English language skills equivalent to placement at Preparation for College English or higher. Applicants may be required to take an English placement test.
3. A letter of intent and curriculum vitae which should provide the program with information regarding the applicant's aptitudes, skills, experience and interest in founding a company or organization in the creative or cultural industries.

Selection Criteria

Once a candidate is pre-selected based on the admission criteria above, a selection interview will evaluate some of the candidate's personal characteristics and readiness for the program. The candidates will be evaluated on the following skills and characteristics:

- Working knowledge of French;
- Readiness for the program;
- Interpersonal skills;
- Creativity;
- Initiative;
- Ambition;
- Flexibility/adaptability/Coachability;
- Willingness to take risks;
- Willingness to learn;
- Tenacity/Perseverance.

BACKGROUND

The Venture Creation in the Creative and Cultural Industries Program, the first of its kind in Quebec, was developed following a three-year immersion period in the world of startups in Montreal, Toronto and New York; an environmental scan of entrepreneurship and incubation practices in cities around the world; consultations with entrepreneurship training and support organizations, colleges and universities; and one-on-one discussions with entrepreneurs. The universities consulted are Babson College and Stanford University in the United States, Ryerson University in Toronto and HEC de Montréal.

This AEC program is focused on the very early stages of starting a new venture whether it is a commercial business, a social enterprise or an entrepreneurial project within an existing organization. The program fills a gap in entrepreneurship education which is either focused on the business plan or on accelerating existing startups. The program develops the competencies and fosters the attitudes an entrepreneur needs to identify opportunities, solve problems and bring an idea or innovation to market.

Entrepreneurship is a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context.¹

Eric Ries, author and originator of the Lean Startup approach to venture creation in the technology domain, defines entrepreneurs as:

“...Anyone who is trying to innovate without knowing what's going to happen is an entrepreneur, their venture is a startup.”

Entrepreneurs Don't Necessarily Graduate from Business Schools

There has been a growing trend in the development of startup ecosystems around the world. Most have started from the entrepreneurs' need to support each other, meet like-minded individuals and share best practices. High-tech, mobile and web, health and clean-tech incubators are blossoming around the world. Universities are also providing dedicated spaces for new venture creation as well as integrating incubation in the curriculum.²

Some universities have recognized that traditional MBA programs are not often suited to entrepreneurs in the early stages of venture creation. Until now, university entrepreneurship courses have focused on business skills relevant to small, medium or large companies already in

² Ryerson University, Digital Media Zone

operation and have been less relevant to entrepreneurs in the startup phase of building a company or social enterprise. According to Steve Blank, author of *The Startup Owner's Manual*:

*"Startups are not just smaller versions of large companies."*³

While large companies work with known products and services, startups search for a business model; they work with *unknowns*. The MBA program was designed to bring professional education standards to big business, not to help entrepreneurs.⁴

Entrepreneurship education is currently undergoing a major transition. Several North American universities such as Harvard, Stanford, UC Berkeley and the University of Toronto are adopting a different entrepreneurship training approach, focusing on the skills entrepreneurs need to **start** a new venture rather than the business skills needed to **administer** a business. They are revising their programs to adopt *Lean Startup*⁵ principles in the classroom.

*The Lean Startup isn't just about how to create a more successful entrepreneurial business...it's about what we can learn from those businesses to improve virtually everything we do. I imagine Lean Startup principles applied to government programs, to healthcare, and to solving the world's great problems. It's ultimately an answer to the question 'How can we learn more quickly what works, and discard what doesn't'?*⁶

According to Steve Blank and Jerry Engel in the *The Lean LaunchPad Educators Teaching Handbook* (January 2013):

*"A startup is a temporary organization designed to search for a repeatable and scalable business model."*⁷

Bridging the Gap

Scalable startups have been the realm of technology entrepreneurs. For these companies, scale may require venture capital investments in the millions. Social entrepreneurs, on the other hand, build innovative organizations (for-profits or non-profits) to solve societal problems. Their scalability is assessed on how well they provide solutions rather than profits and how much venture capital they can raise.

³ Steve Blank, *Lean LaunchPad Training for Educators* at Stanford University

⁴ Ibid.

⁵ Ries, Erik. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business, 2011.

⁶ Tim O'Reilly, <http://theleanstartup.com>

⁷ Blank, Steve and Bob Dorf. *The Startup Owner's Manual*. K&S Ranch Consulting, 2012.

In Montreal, there are very few medium or high growth companies in the creative and cultural sector even though Montreal is an enormous pool of talented and creative individuals. Graduates of creative programs usually aspire to be self-employed workers offering freelance services. Creative and cultural entrepreneurs often have to make do with very little support that meets their unique needs as founders of **medium to high growth ventures**. Many creative individuals are highly skilled in their domains, but have fewer of the skills required to start and manage a new venture.

A handful of organizations in Montreal do provide individual support for artists, makers and designers, but are limited to helping the self-employed creative entrepreneur or very small ventures. By comparison, Montreal's entrepreneurial ecosystem provides resources to support the tech sector with a variety of activities and services such as accelerators, boot camps, networking events, workshops and startup weekends. Presently, there are no incubators or accelerators and certainly no instructional programs supporting creative entrepreneurship in the city.

Dawson College and Cégep du Vieux Montréal are joining forces to bridge this gap in the creative and cultural sectors by providing substantial support in the form of a combined instructional and pre-incubation program.

The Lean Startup Approach and Design Thinking

Many existing entrepreneurship support programs, including the ASP⁸ *Lancement d'une d'entreprise* offered by school commissions in Québec, focus on the development of the business plan. Business plans are mostly built on a set of untested assumptions and rarely survive their first contact with the market. Long-range forecasts in multiple areas of uncertainty are essentially fiction, according to Steve Blank. Some entrepreneurs really believe that they have the best product or service and, working on a set of untested assumptions, may spend years in development and planning without ever consulting potential customers. When trying to execute on the business plan, many fail miserably and regret having spent fortunes developing a product or service for which there is no market. Certainly, being an entrepreneur is not about writing business plans, as these can easily be written by consultants offering such services.

Eric Ries, author of *The Lean Startup*, developed a startup methodology by observing Silicon Valley entrepreneurs. Some incubation and training programs offered by the Founder's Institute and District 3 at Concordia University are now adopting this method and encouraging entrepreneurs to leave the confines of their offices during the early development stage of a new venture in order to gather evidence on the validity of their business models prior to ever writing a business plan.

⁸ Attestation de spécialisation professionnelle

In the very early stages of venture creation, entrepreneurs using a lean approach to venture creation make hypothesis concerning their business model; prototype their product or service quickly and efficiently based on the model; design experiments in order to test their hypothesis; then refine their model based on the data gathered. They experiment their model with customers and obtain feedback from them. They then make decisions to iterate or abandon their model. The idea is to fail fast if failing at all, avoiding the potential disaster of spending too much time and money in developing a product or service with no market. This scientific method of approaching venture creation is starting to gain momentum around the world. Whereas, to date, the lean approach has been widely used by technology startups, the design thinking approach may be seen as more interesting to the creative and cultural startups.

Design thinking refers to the cognitive activities designers apply during the process of designing. It is a form of solution-based or solution-focused thinking starting with a goal (a better future situation) instead of solving a specific problem. Several alternate solutions and paths leading to the goal are considered simultaneously and iterated. In some design cases, the initial problem may even be redefined. This approach differs from the more linear scientific method that elaborates all the parameters of a problem first in order to create one solution. The design thinking approach was adapted for business purposes by David M. Kelley, who founded IDEO in 1991 and has found applications for organizations who wish to use an empathic approach to problem-solving.

Business Modeling Tools

Tools and methodologies designed specifically for startups include Steve Blank's *Customer Development*, Eric Ries' *Lean Startup*, Alex Osterwalder's *Business Model Canvas* (BMC) and, more recently, the *Value Proposition Canvas*. Several entrepreneurship educators are now encouraging customer discovery, testing assumptions and validating each of the BMC's components and iterating both the product and business model much the same way design thinking principles are applied to problem-solving. The *Business Model Canvas* is used as an evolving storyboard permitting the entrepreneur to glean insights and make decisions based on acquired data.

Although not a replacement for the business plan just yet, the Business Model Canvas has become the business model discovery tool utilized by faculty in entrepreneurship education departments across the United States and Canada, including in Montreal at the HEC.

ENTREPRENEURIAL COMPETENCIES

The Consortium for Entrepreneurship Education,⁹ formed by the departments of education in 10 U.S. states (Ohio, Colorado, Minnesota, North Carolina, Nebraska, Missouri, Illinois, Arizona, Oklahoma, and Michigan), developed The National Content Standards for Entrepreneurship Education (Figure 1) and has identified 15 major standards for entrepreneurship education. They are divided into the following three major sections:¹⁰

1. **Entrepreneurial Skills:** The unique traits, behaviors and processes that differentiate an entrepreneur from an employee or manager.
2. **Ready Skills:** The business or entrepreneurial knowledge and skills that are prerequisites or co-requisites for the study of entrepreneurship.
3. **Business Functions:** The business activities performed in starting and running a business.

Overlying the Ready (technical) and Business Skills are the Entrepreneurial Skills, the processes and traits/behaviors applicable to new ventures and ongoing ventures that create/drive/change economic activity: new markets, new products, new businesses, etc. These non-sequential, often overlapping stages of the entrepreneurial process are:

Discovery: The stage in the entrepreneurial process in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, markets, ventures, etc.

Concept Development: The stage in the entrepreneurial process in which the entrepreneur plans the venture, identifies needed resources, identifies strategies to protect intellectual property, etc.

Resourcing: The stage in the entrepreneurial process in which the entrepreneur identifies and acquires the financial, human, and capital resources needed for the venture startup.

Actualization: The stage in the entrepreneurial process in which the entrepreneur operates the venture and utilizes resources to achieve its goals/objectives.

Harvesting: The stage in the entrepreneurial process in which the entrepreneur decides on the venture's future (growth, development, demise).

⁹ <http://www.entre-ed.org>

¹⁰ Copyright (c) 2004 by the Consortium for Entrepreneurship Education

Our program will focus on the pre-startup and startup phase of a new venture and will develop the Workplace and some of the Industry-wide Technical competencies of the National Content Standards using the dynamic model of customer discovery and customer validation (Lean approach) as well as Design Thinking approach to problem-solving and opportunity identification.

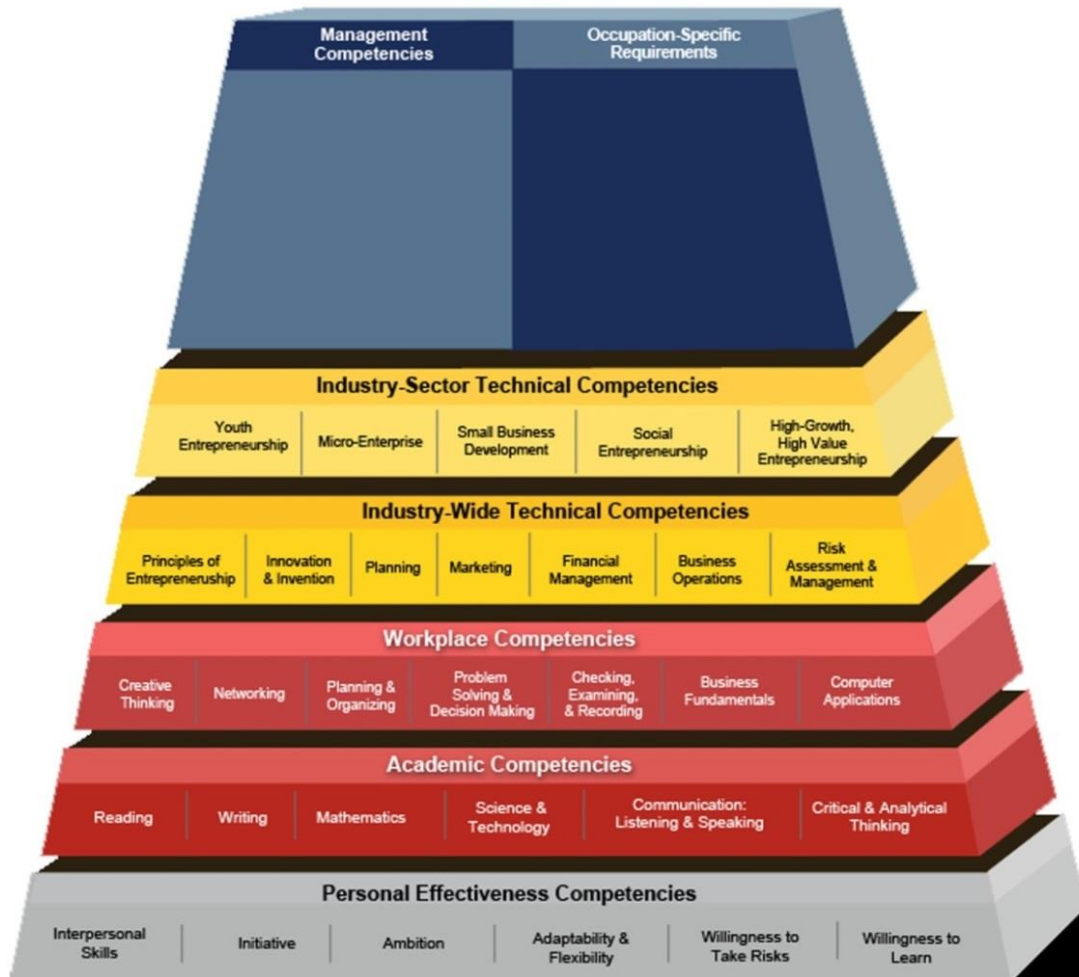


Figure 1: Model developed by The Consortium for Entrepreneurship Education

THE ENTREPRENEUR

Entrepreneurs are the backbone of our global economy. Founding a commercial business or a social enterprise requires a great deal of hard work and grit. Entrepreneurs not only have a burning desire and motivation to solve a problem, they possess several cognitive skills that distinguish them from others. According to a study called *Five Minds for the Entrepreneurial Future*¹¹ by Thomas N. Duening, entrepreneurs have too many ideas. They possess a designing mind; are risk takers and are able to look ahead and adapt to possible risks; they are resilient and

¹¹ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.385.9386&rep=rep1&type=pdf>

can handle failure by sticking to their vision; they have an effectuating mind – they most likely won't read a book about entrepreneurship to become an entrepreneur. They are more action oriented. They are not ones to write a business plan and execute it perfectly. Serial entrepreneurs are better at persuasion, leadership, personal accountability. They are goal oriented, have great interpersonal skills but they are not as strong at analytical problem-solving, empathy, planning and organizing and self-management.

Successful entrepreneurs come from a wide range of backgrounds and possess a variety of different motivations, networks and resources. A Kauffman Foundation study summarizes the traits of successful entrepreneurs who have founded high-growth ventures. They are said to have passion, proactivity, tenaciousness and an ability to mobilize resources.¹²

To be an entrepreneur requires three major categories of skills. The managerial and interpersonal skills of listening, communication, negotiation and mobilization of third parties; the business management skills such as decision-making, marketing, accounting, finance, production, control and human resources; and the personal qualities of creativity, self-control, willingness to take risks, adaptability and leadership.

THE OCCUPATION

The **entrepreneur**¹³ comes up with new ideas for products and services, creates, innovates and disrupts existing ways of doing things. Entrepreneurs start new businesses or social enterprises. The entrepreneur takes risks in implementing the idea, orchestrates the development of the startup and takes full responsibility for its success or failure. Ultimately, the entrepreneur is responsible for establishing the company's vision and direction, building and supervising a team, reaching out to and developing customers, and mobilizing the resources to operate and grow the company or organization. This person leverages the talents and skills of his or her team to compensate for any weaknesses in his or her own skill set. The entrepreneur is a leader and motivator.

In the pre-startup or startup phase of a new venture, the entrepreneur searches for and implements a business model, solves business problems as they come up and, may have to make decisions to adjust the model or change directions as necessary. The entrepreneur spends most of his or her time communicating the enterprise's product or services to stakeholders, negotiating deals and strategic partnerships, closing sales and raising capital. As a new business leader, the entrepreneur assumes all risk and reporting responsibilities to authorities. In situations where the entrepreneur is also the product or service developer he or she spends time developing prototypes in parallel to other operational tasks.

¹² These findings can be accessed on the Kauffman Foundation's website (<http://www.kauffman.org/>),

¹³ Our reference here to entrepreneur excludes the self-employed worker (lifestyle entrepreneur) who is the sole proprietor and employee of the enterprise.

An entrepreneur may be one of two or more company founders, may take full or part ownership and control of the company he or she has founded and may eventually relinquish control completely. Serial entrepreneurs start new businesses and then turn over the day-to-day operations to other individuals to then move on to a new idea and a new venture.

Once the company or organization is founded, the entrepreneur who decides to take control of operations takes on the role of a senior business manager. Typical titles in an operations role include CEO, director and president. Most entrepreneurs are also known as founders or co-founders.

An **intrapreneur** is a person within an existing organization who takes direct responsibility for turning an idea into a finished product by using entrepreneurial skills and the resources of the organization, but who does not assume the financial risk associated with the venture. Intrapreneurs usually have a supervisory or managerial role within existing enterprises. They are responsible for coordinating the work of intermediary group workers: designers, makers, sales and marketing teams and support staff. Typical titles include project supervisor, project coordinator, project lead and manager.

During a pre-startup or startup phase of a new venture, both the entrepreneur and the intrapreneur must demonstrate versatility and the willingness to take on extra responsibilities. The entrepreneur should expect to work long hours over several months and perhaps years with very little personal revenue to start.

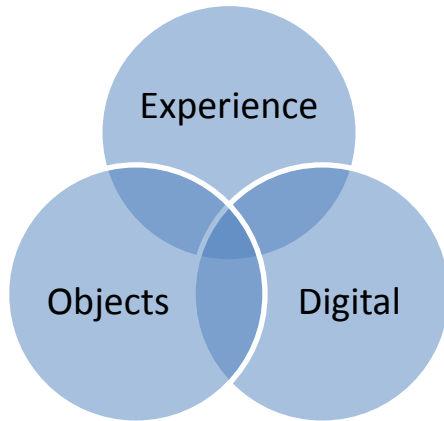
Creative entrepreneurs or intrapreneurs will build new ventures in a broad range of fields. They work in a collaborative, highly cross-disciplinary environment with a mix of creative, technological and business talents.

THE CREATIVE INDUSTRIES

The creative industries are emerging as one of the world's most dynamic sectors leveraging human creativity for economic development. The cultural and more lucrative creative industries operate in three spheres of activities at the intersection of art, design and technology.

There are many definitions of the creative economy. The British Council defines it as: advertising, architecture, art, crafts, culinary arts, design, fashion, film, music, performing arts, publishing, R&D, software, toys and games, TV and radio, and video games.

There are three types of products or services produced by companies in the creative sector: physical objects, digital products and experiences.



..... the concept of 'the creative and cultural economy' is growing around the globe as the interface between culture, economics and technology. Our world is increasingly dominated by images, sounds, symbols and ideas that are creating new jobs, wealth and new culture.

(Mapping the Creative Industries: Toolkit, British Council 2010 Creative Economy Unit)

At the intersection of experience and technology are two very successful Montreal companies, Moment Factory and PixMob, which deliver their experiential products around the globe. Recently OMsignal designed and produced wearable devices setting the pace for the next big trend in fashion and health monitoring. Other successful Montreal companies and organizations in the creative sector include Le Cirque du Soleil, the Montreal International Jazz Festival, Just for Laughs, Twist Image, Cossette, Sid Lee, C2 MTL.

PRESENTATION OF THE PROGRAM

Introduction

This Attestation of College Studies in Venture Creation in the Creative and Cultural Industries is intended to give talented and creative professionals the hands-on experience, mentorship, coaching, critiques, tools and workspace they need to build valuable business propositions, develop their projects and ultimately start commercial or social ventures in the creative and cultural industries.

The program will foster collaboration between participants and facilitate the active participation of established entrepreneurs to support the creation of startup ventures. This learn-by-launching structure gives participants a chance to build their entrepreneurial skills in an environment where they will be exposed to the real world as quickly as possible.

The program is designed specifically to take students through the discrete development steps of an early-stage company or organization in the creative or cultural sector. The program will focus on helping students develop workplace and industry-wide technical competencies based on the dynamic model of customer discovery and product/service validation as well as using design thinking approach to problem-solving and opportunity identification.

Although accepted into the program as individuals, students will be working in teams throughout the program. In order to form teams, students will be required to attend two meet-up socials to present themselves to the cohort and to establish a team.

This program may be offered in a bilingual setting, so an ability to work in both official languages is highly recommended.

Program in the Context of Dawson College's Strategic Plan

This program reflects Dawson College's commitment to the intellectual, economic and social development of its community. Specifically, this program helps to further the following goals from the Dawson College Strategic Plan:

- To deliver high-quality programs and services;
- To be a leader in anticipating and responding to the needs of society;
- Foster entrepreneurship in our educational endeavors.

AIMS AND GOALS OF THE PROGRAM

Program Aims

To prepare entrepreneurs (founders) to launch a venture in the creative and cultural industries (commercial or social in nature).

Program Goals

The program prepares students for a career as an entrepreneur, founder or co-founder of a company or organization. Graduates of the program will exercise their function as leaders in the creative or cultural sectors. Graduates may also find themselves working as 'intrapreneurs.' An intrapreneur is a person within an existing organization who takes direct responsibility for turning an idea into a finished product by using entrepreneurial skills and the resources of the organization but who does not assume the financial risk associated with the venture.

The program will help develop the skills and competencies founders/entrepreneurs/intrapreneurs need to identify opportunities or needs, find solutions, act upon ideas, innovate, develop and lead a team, develop partnerships, mobilize resources and seek funding for a venture.

ENTRANCE PROFILE

This program is best suited for aspiring and early-stage entrepreneurs who are passionate about building a company or organization, or innovating within an organization. Candidates for the program may or may not have an idea for a new product, service or event when they begin the program and may or may not have previous business experience. Students will come from a range of fields, from health, business and technology to the social, cultural and creative industries. Students must possess the following personal effectiveness competencies:

- Interpersonal skills;
- Creativity;
- Initiative;
- Ambition;
- Flexibility/adaptability;
- Willingness to take risks;
- Willingness to learn;
- Tenacity/Perseverance.

Candidates must be interested in developing an entrepreneurial project in one or several of these creative or cultural sectors: advertising, architecture, crafts, culinary arts, design (graphics,

interior, and industrial), film, photography, videography, interactive leisure software, music, performing arts, publishing, television, radio and the visual arts.

EXIT PROFILE

At the end of the eight-month program, graduates should be able to:

Define

- Determine the customer value proposition
- Develop and validate a business model
- Define a company or organization's vision and mission

Connect

- Search for, create and lead a startup team
- Develop a customer base
- Develop and leverage strategic partnerships

Mobilize

- Mobilize startup physical resources
- Secure financing

Build

- Develop and implement an entrepreneurial project within an organization
- Commercialize a product or implement a service or event
- Launch a commercial or social venture
- Utilize startup tools and technology

In addition to the high level of technical skills acquired in the program, graduates will have developed the key entrepreneurial attitudes and abilities, such as:

- initiative,
- a sense of professional and personal responsibility,
- a sense of professional and personal ethics,
- a sense of global citizenship responsibility towards the planet,
- the ability to manage time and stress in professional situations.

PROGRAM COMPETENCIES

To obtain an AEC in Venture Creation in the Creative and Cultural Industries students must acquire all eleven of the following competencies:

Comp #	Statement of the Competency
BY89	Analyze the occupation
BY90	Generate and explore ideas
BY91	Communicate in various work situations
BY92	Develop a professional network
BY93	Search for and validate a business model
BY94	Mobilize resources
BY95	Use digital tools
BY96	Use business skills
BY97	Plan and organize an entrepreneurial project
BY98	Solve problems and make decisions
BY99	Manage risk

Program Grid

TERM	COURSES		COURSE HOURS	PONDERATION			CREDITS
				Theory	Laboratory	Individual Work	
	Course Number	Course Title					
1	360-E01-DW	Creativity, Innovation & Entrepreneurship in the Creative and Cultural Industries	45	1	2	2	1 2/3
	420-E02-DW	Digital Skills for Creative Entrepreneurs	45	1	2	2	1 2/3
	415-E03-DW	Design Thinking for Creative Entrepreneurship	45	1	2	2	1 2/3
	410-E04-DW	The Creative Entrepreneur's Toolkit I	45	1	2	2	1 2/3
			180	4	8	8	6 2/3
2	360-E05-DW	People, Teams and Strategic Partnerships	45	1	2	2	1 2/3
	415-E06-DW	Customer Creation	45	1	2	2	1 2/3
	415-E07-DW	Venture Creation for Creative Entrepreneurs	45	1	2	2	1 2/3
	410-E08-DW	The Creative Entrepreneur's Toolkit II	45	1	2	2	1 2/3
			180	4	8	8	6 2/3
Total:			360	8	16	16	13 1/3

COURSE-COMPETENCY MATRIX

TERM	COURSES	COMPETENCIES										COURSE HOURS	PONDERATION			CREDITS		
		Analyze the occupation	Generate and explore ideas	Communicate in various work situations	Develop a professional network	Search for and validate a business model	Mobilize resources	Use digital tools	Use business skills	Plan and organize an entrepreneurial project	Solve problems and make decisions		Manage risk	Theory	Laboratory		Individual Work	
		BY89	BY90	BY91	BY92	BY93	BY94	BY95	BY96	BY97	BY98		BY99					
1	Information Gathering and Defining the Value Proposition																	
	360-E01-DW Creativity, Innovation & Entrepreneurship in the Creative and Cultural Industries	X	X	X		X						X		45	1	2	2	1 2/3
	420-E02-DW Digital Skills for Creative Entrepreneurs							X					X	45	1	2	2	1 2/3
	415-E03-DW Design Thinking for Creative Entrepreneurship		X	X	X	X						X		45	1	2	2	1 2/3
	410-E04-DW The Creative Entrepreneur's Toolkit I			X		X			X				X	45	1	2	2	1 2/3
														180	4	8	8	6 2/3
2	Planning, Mobilizing Resources, Formalizing Structure																	
	360-E05-DW People, Teams and Strategic Partnerships			X	X		X					X		45	1	2	2	1 2/3
	415-E06-DW Customer Creation			X	X			X				X		45	1	2	2	1 2/3
	415-E07-DW Venture Creation for Creative Entrepreneurs			X			X			X	X	X		45	1	2	2	1 2/3
	410-E08-DW The Creative Entrepreneur's Toolkit II			X					X					45	1	2	2	1 2/3
														180	4	8	8	6 2/3
Shaded cell indicates where a competency terminates																		
Total:												360	8	16	16	13 1/3		

COREQUISITES

COURSE	CO-REQUISITE
360-E01-DW Creativity, Innovation & Entrepreneurship in the Creative and Cultural Industries	410-E04-DW The Creative Entrepreneur's Toolkit I
415-E03-DW Design Thinking for Creative Entrepreneurship	410-E04-DW The Creative Entrepreneur's Toolkit I
360-E05-DW People, Teams and Strategic Partnerships	410-E08-DW The Creative Entrepreneur's Toolkit II
415-E06-DW Customer Creation	410-E08-DW The Creative Entrepreneur's Toolkit II
415-E07-DW Venture Creation for Creative Entrepreneurs	410-E08-DW The Creative Entrepreneur's Toolkit II

ACADEMIC STANDING AND ADVANCEMENT POLICY

To be in good standing and to register unconditionally, students must meet the requirements of the College's Academic Standing and Advancement Policy as well as the program requirements.

College Requirements¹⁴

- Students must have passed more than 50% of their courses for the year (not including Summer School).
- Students admitted in January must pass more than 50% of their courses in that semester.
- Students must also meet the standards of their particular program. If that policy is more stringent than the College policy, the program policy (DEC or AEC) takes precedence.

Students denied permission to register under this section have a right to appeal to the College Academic Standing Appeals Committee.

Students who do not fulfill the above conditions may register only with the permission of the Academic Standing Appeals Committee.

¹⁴ As per ISEP, Section III, Paragraph I.1

Program Requirements

Advancement

- Students must pass 415-E03-DW *Design Thinking for Creative Entrepreneurship* to advance to the second term.

In extenuating circumstances the Manager of AEC Programs may recommend an exception to advancement decisions to the Program Dean.

PROFESSIONAL CONDUCT

Students are expected to exhibit behaviour appropriate to a company or enterprise founder, hereinafter referred to as “professional conduct.” Company or enterprise founders are expected to demonstrate a high level of integrity, honesty and respect for others and for the environment.

Students must be respectful of all property at the College and other program locations. Courtesy, teamwork and cooperative behaviour toward others is expected at all times. Professional conduct must be displayed in all activities associated with the program. Students who exhibit inappropriate behaviour may be removed from the program. The procedure for removing students from the program on the basis of professional conduct will be applied in accordance with the College’s Institutional Student Evaluation Policy (ISEP, Section III, Paragraph K.2).

Some examples of inappropriate behaviour are:

- Unauthorized or inappropriate use of facilities and equipment
- Refusal to follow instructions given by staff or faculty regarding the safe use of equipment and facilities
- Behaviour detrimental to the learning or work environment (e.g. rudeness, interference with other students’ learning, etc.)
- Unethical practices, misappropriation of another’s work (including intellectual property), unauthorized copying and distribution of images (including reference materials), destruction of other students’ work
- Disregard for public and private property
- Disregard for the right to privacy of individuals

Students who have been expelled on the basis of professional conduct may appeal the decision to the Academic Dean.

APPENDIX A – OBJECTIVES AND STANDARDS

CODE: BY89	
OBJECTIVE	STANDARD
Statement of the Competency Analyze the occupation	Achievement Context <ul style="list-style-type: none"> • Using recent information about careers as an entrepreneur • Using recent information about sectors of activity • Using relevant reference documents • Attending meet-up groups • With guest speakers
Elements of the Competency	Performance Criteria
1. Describe the personal traits and behaviors associated with successful entrepreneurial performance	1.1 Description of desirable entrepreneurial personality traits 1.2 Determination of personal biases and stereotypes 1.3 Determination of talents and interests 1.4 Honest evaluation of personal capabilities 1.5 Evaluation of one’s aspirations, potential, innovative past, modes of learning, work methods and limits 1.6 Self-assessment to determine entrepreneurial potential 1.7 Evaluation of one’s propensity for risk
2. Identify the main steps in implementing an entrepreneurial project in the industry of interest	2.1 Explanation of the need for entrepreneurial discovery 2.2 Analysis of the dynamics of the industry and market 2.3 Assessment of global trends and opportunities 2.4 Realistic description of the entrepreneurial discovery process 2.5 Recognition of obstacles, risks and possible failures 2.6 Identification of various types of business models and organizations
3. Examine the various tasks related to being a founder of a commercial business or social enterprise	3.1 Thorough examination of the operations of different work functions and of the context in which they are carried out 3.2 Determination of the relative importance of tasks

CODE: BY89	
4. Set personal goals	<ul style="list-style-type: none"> 4.1 Identification of personal goals 4.2 Demonstration of interest and enthusiasm 4.3 Demonstration of creativity 4.4 Demonstration of determination 4.5 Proper assessment of risk 4.6 Use of feedback for personal growth
5. Compare different forms of entrepreneurship	<ul style="list-style-type: none"> 5.1 Comparison of social innovation vs. economic innovation 5.2 Comparison and contrast of entrepreneurship vs. intrapreneurship 5.3 Comparison of differing innovation agendas 5.4 Description of innovation from a global perspective
6. Research the industry sector	<ul style="list-style-type: none"> 6.1 Description of the key players and their characteristics 6.2 Thorough analysis of the dynamics and the potential of the industry 6.3 Description of contextual factors: external variables (political, economic, social, technological, etc. 6.4 Thorough analysis of the competition 6.5 Identification of key players in the industry and their strengths and weaknesses. 6.6 Positioning of the business opportunity in the industry 6.7 Identification of the key success factors in the industry 6.8 Description of the target customer, the suppliers, the substitute products or services, the barriers to entry
7. Determine opportunities for venture creation	<ul style="list-style-type: none"> 7.1 Demonstration of the methods for generating an idea 7.2 Clear description of the project 7.3 Realistic choice of means of carrying out the project 7.4 Demonstration of an answer to a need 7.5 Demonstration of the innovative character of the project

CODE: BY90	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>Generate and explore ideas</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • In a think-lab environment • For an entrepreneurial project • In a team • Using digital tools • With relevant documentation • Using a “design-thinking” approach
<p>Elements of the Competency</p>	<p>Performance Criteria</p>
<p>1. Define the problem or opportunity</p>	<p>1.1 Thorough analysis of the need or opportunity 1.2 Suitable inventory of existing related ideas 1.3 Appropriate choice and use of brainstorming techniques 1.4 Formulation of new ideas 1.5 Relevance of ideas 1.6 Demonstration of open-mindedness</p>
<p>2. Create and consider several options</p>	<p>2.1 Consideration of multiple solutions 2.2 Application of idea generation techniques (Nominal Group Technique, Round Robin, Creative Matrix, etc.) 2.3 Use of appropriate idea generation tools 2.4 Prototyping and experimentation of ideas 2.5 Demonstration of suspension of judgment 2.6 Demonstration of open-mindedness 2.7 Demonstration of capacity for imagination, creativity and empathy</p>
<p>3. Evaluate the options</p>	<p>3.1 Demonstration of the ability to self-assess 3.2 Determination of means to improve options</p>
<p>4. Refine selected options</p>	<p>4.1 Judicious selections from a bank of solutions</p>
<p>5. Select the idea to implement</p>	<p>5.1 Clarity and completeness of the idea 5.2 Selection of appropriate idea 5.3 Use of creative technique to implement the idea</p>

CODE: BY91	
OBJECTIVE	STANDARD
Statement of the Competency Communicate in various work situations	Achievement Context <ul style="list-style-type: none"> • Based on values, organizational culture, policies and the organization’s operating procedures • Dealing with personnel from inside and outside the establishment or company • Using presentation tools and communications equipment
Elements of the Competency	Performance Criteria
1. Communicate in writing	1.1 Proper use of grammar and vocabulary in all business correspondence, promotional materials and presentations 1.2 Clarity of informational messages 1.3 Persuasiveness of messages
2. Contribute to the implementation of the client-based approach	2.1 Correct perception of the context and particularities of the communication situation 2.2 Appropriate application of communication and observation techniques 2.3 Demonstration of empathy and open-mindedness when dealing with clients 2.4 Demonstration of an approach adapted to each client’s needs 2.5 Constant demonstration of respect, open-mindedness and tolerance toward clients 2.6 Constant concern for ethical behavior in the client relationship
3. Establish cooperative relationships with personnel inside and outside the organization	3.1 Consideration of one’s responsibilities in attaining objectives 3.2 Constant participation in support of task completion 3.3 Efficient communication with people inside and outside the organization 3.4 Correct and efficient application of telephone communication techniques 3.5 Constant concern for ethics in interpersonal relationships

CODE: BY91	
4. Negotiate with personnel inside and outside the organization	<ul style="list-style-type: none"> 4.1 Proper recognition of the other party's interests 4.2 Demonstration of objectivity and provision of support for the interests to be defended 4.3 Proper use of an appropriate negotiation approach for the situation 4.4 Demonstration of acceptance of objections in a spirit of cooperation 4.5 Demonstration of an attitude appropriate for negotiating 4.6 Demonstration of respect for rules established by the company
5. Manage conflict	<ul style="list-style-type: none"> 5.1 Explanation of the nature of organizational change 5.2 Description of the nature of organizational conflict 5.3 Appropriate application of techniques for handling of customer/client complaints 5.4 Demonstration of empathy and self-control 5.5 Demonstration of objectivity in solving relationship problems 5.6 Appropriate use of assertiveness 5.7 Effective stress management techniques
6. Give presentations	<ul style="list-style-type: none"> 6.1 Clear, structured and interesting presentation of pertinent information 6.2 Use of quality tools in order to capture the audience's interest 6.3 Persuasiveness of message 6.4 Responses pertinent to the questions asked 6.5 Demonstration of a positive and respectful attitude 6.6 Demonstration of assurance and enthusiasm

CODE: BY91	
7. Work in a team	<ul style="list-style-type: none"> 7.1 Strict adherence to objectives, decisions and methods of teamwork 7.2 Methodical application of rules of teamwork 7.3 Application of pertinent solutions to the team's problems as well as to situation changes 7.4 Demonstration of meeting preparation and leadership 7.5 Demonstration of respect for the privacy of others 7.6 Demonstration of respect for diversity 7.7 Demonstration of a conciliatory attitude where appropriate. 7.8 Judicious evaluation of one's participation within the team

CODE: BY92	
OBJECTIVE	STANDARD
Statement of the Competency Develop a professional network	Achievement Context <ul style="list-style-type: none"> • Leveraging existing networks • In situations representative of planning and organizing an entrepreneurial project • Calling on other references and resources as necessary • Using digital tools, social media and the internet
Elements of the Competency	Performance Criteria
1. Develop an online presence	1.1 Relevancy of web sites for profile creation 1.2 Consideration of web etiquette 1.3 Appropriateness of online persona 1.4 Management of online persona 1.5 Appropriateness and effectiveness of email communication 1.6 Concern for legal matters
2. Build relationships	2.1 Demonstration of creativity in establishing a network 2.2 Efficient recording of contact information 2.3 Effective leveraging of personal network 2.4 Intentional search to make contacts through organizational events, social events, external organizations, and professional activities 2.5 Identification of potential partners/employees/consultants who complement one's own strengths and weaknesses 2.6 Demonstration of trustworthy behavior to build successful business relationships 2.7 Effective communication during social gatherings
3. Collaborate with contacts	3.1 Demonstration of initiative in establishing collaborations 3.2 Collaborations among partners to ensure buy-in and follow through on strategies 3.3 Identification of mutually beneficial goals and work cooperatively with partners to achieve them 3.4 Collaboration in virtual teams via conference calls, web casts, and net meetings

CODE: BY92	
4. Find strategic partners	<ul style="list-style-type: none"> <li data-bbox="764 258 1437 331">4.1 Establishment of strong and lasting partnerships with business contacts <li data-bbox="764 331 1437 405">4.2 Effective search for ways of increasing business opportunities with contacts <li data-bbox="764 405 1437 520">4.3 Fruitful negotiation with partners to create opportunities that increase the competitive position of both parties <li data-bbox="764 520 1437 594">4.4 Innovative propositions for business deals to customers, suppliers, and business partners

CODE: BY93	
OBJECTIVE	STANDARD
Statement of the Competency Search for and validate a business model	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Using digital tools and the internet • Using a Creative Business Model Canvas • In a team • With customers • Leveraging one’s personal and professional network
Elements of the Competency	Performance Criteria
1. Articulate hypotheses	1.1 Statement of the value proposition 1.2 Identification of customer segments 1.3 Formulation of customer relationships 1.4 Identification of channels 1.5 Identification of revenue streams 1.6 Identification of key partners 1.7 Identification of key resources 1.8 Identification of key activities 1.9 Formulation of cost structure
2. Build a client-base	2.1 Definition of target customers 2.2 Efficiency of customers search 2.3 Management of contact information 2.4 Establishment of good personal relationships with customers 2.5 Respect for the rules of etiquette
3. Build a prototype	3.1 Develop a minimum viable product 3.2 Appropriate deployment of product or service 3.3 Appropriate adjustment of product or service based on customer feedback

CODE: BY93	
4. Test hypothesis	<ul style="list-style-type: none"> 4.1 Effective use of customer discovery strategies 4.2 Relevant series of experiments based on hypotheses 4.3 Effective meeting with customers 4.4 Effective pitch to customers 4.5 Effective logging of critiques and suggestions 4.6 Effective discussions with group members 4.7 Determination of insights 4.8 Demonstration of openness to critique 4.9 Demonstration of flexibility and adaptability 4.10 Articulation of next steps to be taken 4.11 Active participation of all team members
5. Iterate or pivot	<ul style="list-style-type: none"> 5.1 Decisions based on information gathered 5.2 Appropriate refinement of the business model

CODE: BY94	
OBJECTIVE	STANDARD
Statement of the Competency Mobilize resources	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Leveraging existing resources • Based on established objectives and available budgets • Based on necessary documentation and pertinent regulations
Elements of the Competency	Performance Criteria
1. Determine the need for co-founders	1.1 Appropriate use of professional network to establish the need for a co-founder 1.2 Establishment of the ideal complement to one's own skills, talents and qualities 1.3 Use of creative ways to find a co-founder 1.4 Consideration of the size of the team 1.5 Consideration of co-founder's personal and financial goals 1.6 Judicious selection of a co-founder if needed 1.7 Determination of official roles 1.8 Consideration of legal matters
2. Build a team	2.1 Explanation of factors to consider in determining a venture's human resource needs 2.2 Proper analysis of qualitative and quantitative personnel needs 2.3 Consideration of the objectives, budgetary constraints and the necessity to ensure that activities are performed properly 2.4 Identification of one's own talents 2.5 Identification of complementary talent needs 2.6 Thorough search for complementary talents 2.7 Generation of interest in the organization 2.8 Consideration of effectiveness of recruiting web page 2.9 Use of passive and active recruiting tactics to build a team 2.10 Judicious screening, selection, interviewing and hiring of appropriate team members 2.11 Respect for candidate privacy

CODE: BY94	
	<ul style="list-style-type: none"> 2.12 Clear information of the establishment or company's mission, objectives and operating procedures 2.13 Negotiation of new-hire's salary/pay, options, equity, etc. 2.14 Identification of team members' strengths and weaknesses 2.15 Demonstration of team leadership and management 2.16 Demonstration of concern for legal matters 2.17 Development of an organizational culture
3. Seek out physical resources	<ul style="list-style-type: none"> 3.1 Description of considerations in selecting capital resources 3.2 Thorough assessment of the costs and benefits associated with resources 3.3 Identification of minimum startup resources 3.4 Thorough search for and comparison of resources available through different vendors 3.5 Effective negotiation with vendors 3.6 Pertinent acquisition of capital resources
4. Seek out financing	<ul style="list-style-type: none"> 4.1 Demonstration of an understanding between debt and equity financing for venture creation 4.2 Description of processes used to acquire adequate financial resources for venture creation/startup 4.3 Selection of appropriate sources to finance venture creation/startup 4.4 Active pursuit of appropriate capital 4.5 Appropriate use of social media to raise capital

CODE: BY95	
OBJECTIVE	STANDARD
Statement of the Competency Use digital tools	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Using the internet, computer and audiovisual equipment • Using software or mobile applications relevant to the work occupation
Elements of the Competency	Performance Criteria
1. Use online marketing tools	1.1 Description of the role of advertising in shaping online experience 1.2 Selection of appropriate social media platforms 1.3 Effective use of social media platforms 1.4 Diligent practice of digital etiquette
2. Develop content for a basic website	2.1 Demonstration of a basic understanding of the different web page creation tools 2.2 Ease of use of website 2.3 Appropriate integration of visual information on the web page
3. Use video and image manipulation software	3.1 Critical assessment of the visual content consumed in an online environment 3.2 Basic use of image manipulation for web publishing 3.3 Basic use of video and sound editing for web publishing 3.4 Relevant use of podcasting 3.5 Efficient management of user-generated content 3.6 Appropriate use of semiotics 3.7 Use of storytelling through digital media 3.8 Development of web content to manage the creative contributions of others 3.9 Use of proper methods for sharing visual content online

CODE: BY95	
4. Communicate and access online information	<ul style="list-style-type: none"> 4.1 Identification of types of connections: local, national and global 4.2 Demonstration of social consciousness and digital engagement 4.3 Distinction between various search engines 4.4 Demonstration of effective search skills on the web 4.5 Thorough evaluation of the credibility of internet resources
5. Use collaborative tools	<ul style="list-style-type: none"> 5.1 Demonstration of an understanding of the mechanics and implications of cloud computing 5.2 Demonstration of successful teamwork in a virtual project environment 5.3 Explanation and contrast of F2F and telecommunications techniques within a collaborative environment 5.4 Efficient use of file sharing tools 5.5 Efficient use of asset management tools 5.6 Efficient use of virtual meeting tools 5.7 Efficient use of presentation tools 5.8 Efficient use of a word processing and spreadsheet software 5.9 Proper use of calendar and time-management software 5.10 Proper adaptation of tools to mobile, tablet and desktop computing
6. Ensure online privacy and security	<ul style="list-style-type: none"> 6.1 Demonstrate an understanding of the legal framework for privacy and security in Canada 6.2 Consideration of issues related to constant online presence and online identity 6.3 Effective use of digital copyright 6.4 Proper configuration of internet browser for cookies 6.5 Description of online behaviours such as cyberbullying and cybercrime (phishing, spam, spooking, identity theft) 6.6 Discussion of intellectual property issues

CODE: BY95	
7. Use information management tools	<ul style="list-style-type: none"> 7.1 Adequate management of virtual assets in a global universe 7.2 Effective management of digital information 7.3 Proper use of current file management methods and techniques 7.4 Demonstration of cross-platform accessibility 7.5 Adequate filtering, backup and accountability procedures 7.6 Adequate management of bookmarks and links 7.7 Adequate management of email folders and filters 7.8 Proper management of shared drives
8. Perform analytics	<ul style="list-style-type: none"> 8.1 Application of metrics to evaluate the success of digital marketing strategies 8.2 Analysis of the benefits and costs of paid vs free web analytics tools 8.3 Visualization and interpretation of data gained through analytics or other analysis
9. Use spreadsheets	<ul style="list-style-type: none"> 9.1 Use spreadsheet software to enter, manipulate, edit, and format data 9.2 Organized, attractive, and useful worksheets, charts, and graphs

CODE: BY96	
OBJECTIVE	STANDARD
Statement of the Competency Use business skills	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project or new venture • Drawing on one’s knowledge and experience base • Calling on other references and resources as necessary • Using digital tools and the internet • Using case studies
Elements of the Competency	Performance Criteria
1. Manage legal matters	1.1 Selection of the form of business ownership (ex: sole proprietorship, partnership, corporation) based on goals 1.2 Adequate and timely protection of copyright (e.g. intellectual property, trademarks, performance rights, neighbouring rights, moral rights, etc.) 1.3 Relevancy of legal documents for business operations 1.4 Timeliness and accuracy of the businesses' reporting 1.5 Adhesion to personnel regulations 1.6 Implementation of workplace regulations 1.7 Identification of legal resources 1.8 Determination of the need for permits and licenses 1.9 Development of strategies for legal/ government compliance 1.10 Management of relationships with legal advocates 1.11 Establishment and enforcement of contracts and agreements 1.12 Provision for loss and damage 1.13 Management of risk for legal action 1.14 Fulfillment of statutory obligations

CODE: BY96	
2. Commercialize a product or service	<ul style="list-style-type: none"> 2.1 Appropriate leveraging of the marketing toolkit (the 4 P's) and the key components of marketing and sales 2.2 Relevancy of tools to communicate with customers, investors and the media such as an elevator pitch, an executive summary, and a company presentation or customer pitch 2.3 Definition of early strategic marketing goals for their business 2.4 Incorporation of effective strategies to ensure the success of marketing communication to attract and win customers 2.5 Measurement and management of each stage of the sales process leading to closing the sale 2.6 Professionalism of the business pitch
3. Operate the business	<ul style="list-style-type: none"> 3.1 Planning of business layout based on need 3.2 Efficient selection of equipment 3.3 Establishment of operating procedures 3.4 Selection of business location and distribution channels 3.5 Management of computer-based operating systems 3.6 Establishment of company buying/purchasing policies 3.7 Choice of vendors and negotiation of contracts 3.8 Effective daily operations: schedule staff, maintain inventory, organize shipping/receiving

CODE: BY96	
4. Manage human relations	<ul style="list-style-type: none"> 4.1 Strategic establishment of a board of directors 4.2 Relevancy of advisory committee members 4.3 Development of organizational culture 4.4 Consideration of legal issues 4.5 Operationalization of HR fundamentals including recruiting, hiring, paying, managing and terminating employees. 4.6 Clarity, timeliness and fairness of performance evaluations 4.7 Demonstration of key management competencies and practices to lead a team 4.8 Consideration of international labor laws 4.9 Consideration of cultural differences within the organization.
5. Keep records	<ul style="list-style-type: none"> 5.1 Explanation of the nature of business records 5.2 Precision of record keeping and maintenance of daily financial transactions 5.3 Thorough recording and reporting of sales tax 5.4 Proper maintenance of personnel records 5.5 Proper maintenance of customer records
6. Use basic accounting	<ul style="list-style-type: none"> 6.1 Description of accounting procedures and financial reports 6.2 Establishment of financial goals and objectives 6.3 Preparation of estimated/projected income statement 6.4 Appropriate estimation of cash-flow needs 6.5 Monitoring and management of the cash flow 6.6 Preparation of estimated/projected balance sheet 6.7 Determination and deposit of payroll taxes 6.8 Timely filing of tax returns 6.9 Accuracy of information

CODE: BY96	
7. Make financial projections	<ul style="list-style-type: none"> 7.1 Realistic and thorough preparation of a financial plan 7.2 Description of key financial documents such as cash flow statements, balance sheets, income statements, expense statements, and key costs to the business (i.e. cost of sales, gross margins, etc.) 7.3 Interpretation of financial statements using ratio analysis 7.4 Setting performance indicators 7.5 Establishing the breakeven point 7.6 Consideration of possible risky scenarios
8. Obtain funding	<ul style="list-style-type: none"> 8.1 Adequate evaluation of risks associated with obtaining business credit 8.2 Forecast of different scenarios to manage risk 8.3 Identification of funding options for their business, including bootstrapping, 'friends, family and fools', government grants and programs, angel and venture capitalist investment 8.4 Description of debt financing, equity, angel investment, grants etc. 8.5 Realistic valuation of the business and cost of financing the project. 8.6 Timely establishment of relationships with financial institutions 8.7 Exploration of opportunities to secure venture capital 8.8 Identification and timely access to donations-in-kind and services 8.9 Administration of remuneration and expenses 8.10 Successful pitch to potential financial contributors.

CODE: BY96	
9. Manage time	<ul style="list-style-type: none"> 9.1 Appropriation of a process to improve one's effectiveness and efficiency 9.2 Recognition of time and resource intensive activities 9.3 Recognition of activity priorities 9.4 Recognition and identification of obstacles, constraints and values that prevent the performance of key activities 9.5 Appropriate utilization time management tools and techniques 9.6 Adoption of a continuous improvement approach to planning and organization work.
10. Manage stress	<ul style="list-style-type: none"> 10.1 Identification of sources of stress 10.2 Determination of ways of dealing with stressful situations (the 4 As: Avoid, Alter, Adapt, Accept)
11. Negotiate deals	<ul style="list-style-type: none"> 11.1 Description of the types of negotiations and negotiators 11.2 Appreciation and understanding of the importance of negotiation for an entrepreneur 11.3 Proper preparation, exploration, discussion, exchange, compromise and conclusion 11.4 Creation of value during the negotiation process 11.5 Creation of a win-win situation 11.6 Consideration of legal matters
12. Build and lead a team	<ul style="list-style-type: none"> 12.1 Demonstrated passion for goal attainment 12.2 Responsibility for the enterprise 12.3 Utilization of positive statements 12.4 Encouragement of creative thinking and innovation 12.5 Leveraging of people's strengths 12.6 Determination of the roles and responsibilities that leaders and members bring to an organization 12.7 Enlistment of others in working toward a shared vision 12.8 Building of consensus 12.9 Evaluation of characteristics of effective team players and effective teams 12.10 Complementarity of teams' skills and talents

CODE: BY96	
	12.11 Selection of people committed, interested, and capable of undertaking the task at hand 12.12 Recognition of others' efforts

CODE: BY97	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>Plan and organize an entrepreneurial project</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Based on the project's objectives • Using digital tools • Working with resource people • Using the necessary documents • Respecting scheduling and budgetary limitations • In cooperation with others
Elements of the Competency	Performance Criteria
1. Set priorities and goals	<ol style="list-style-type: none"> 1.1 Precise determination of objectives 1.2 Identification of the sequence of tasks and the resources needed to achieve a goal, and prioritization of key action steps 1.3 Realistic estimation of the time demand involved 1.4 Effective use of decision-making tools 1.5 Clarification of objectives 1.6 Communication of priorities and goals to the team
2. Anticipate risk	<ol style="list-style-type: none"> 2.1 Preparation of strategies to deal with problems or drastic changes 2.2 Evaluation of proposed actions and timelines against organizational mission and values 2.3 Integration of the current plan with other plans as needed to achieve the overall mission
3. Establish an action plan	<ol style="list-style-type: none"> 3.1 Judicious planning of human, material and financial project resources 3.2 Appropriateness of the amount of resources allocated to realizing the plan 3.3 Clear formulation of tasks 3.4 Appropriate delegation of responsibilities 3.5 Equitable sharing of responsibilities 3.6 Logical ordering of tasks and activities 3.7 Establishment of a realistic schedule 3.8 Efficient use of time 3.9 Effective use of appropriate planning tools

CODE: BY97	
4. Monitor and adjust the plan	<ul style="list-style-type: none"> 4.1 Adjustment of priorities as needed 4.2 Monitoring and evaluation of social, fiscal, and political trends that affect the plan 4.3 Clear and detailed recording of activities related to accomplishing stated objectives 4.4 Rigorous and regular inspection of the quality of work and adherence to the work schedule and budget 4.5 Demonstration of respect and confidence toward project participants 4.6 Timely communication of progress and relevant changes to project timelines 4.7 Use of means to improve the quality of the project 4.8 Adaptation of work methods to increase project profitability 4.9 Demonstration of judgment and initiative in unforeseen situations 4.10 Timely seeking of others' input about critical actions, timelines, sequencing, scope, methodology, expected outcomes and priorities 4.11 Timely adjustment of plan based on input 4.12 Demonstration of anticipation of the impacts and risks of decisions and actions

CODE: BY98	
OBJECTIVE	STANDARD
Statement of the Competency Solve problems and make decisions	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Drawing on one’s knowledge and experience • Calling on the necessary references and resources • Using digital tools and the internet
Elements of the Competency	Performance Criteria
1. Identify the problem	1.1 Anticipation or recognition of a problem 1.2 Identification of the true nature of the problem by analyzing its component parts 1.3 Effective use of information relevant to the problem using available reference systems
2. Locate, gather, and organize relevant information	2.1 Effective use of both internal resources (internal computer networks, company filing systems, etc.) and external resources (internet search engines, etc.) to locate and gather information 2.2 Thorough examination of the relevance and completeness of information obtained 2.3 Involvement of others in seeking solutions 2.4 Demonstration of listening skills 2.5 Recognition and efficient addressing of important gaps in existing information 2.6 Organization or reorganization of information as appropriate to gain a better understanding of the problem
3. Generate alternatives	3.1 Justified generation of a variety of high-quality alternative approaches to the problem based on gathered information 3.2 Skillful use of logic and analysis to identify the strengths and weaknesses, costs and benefits, and short- and long-term consequences of different approaches 3.3 Rapidity of response to new challenges

CODE: BY98	
4. Choose a solution	<ul style="list-style-type: none"> 4.1 Presentation of a range of solutions and courses of action with benefits, costs, and risks associated with each 4.2 Decisive choice of the best solution after contemplation of available approaches 4.3 Demonstration of capacity to make difficult decisions even in highly ambiguous or ill-defined situations 4.4 Judicious choice of effective solutions 4.5 Demonstration of autonomy in decision making when appropriate 4.6 Consideration of the opinion of others when appropriate 4.7 Clarity, consistency and transparency of decisions 4.8 Effective presentation of both the problem analysis and the recommended solution 4.9 Demonstration of integrity in all decision making
5. Implement the solution	<ul style="list-style-type: none"> 5.1 Timely commitment to a solution 5.2 Realistic approach to the implementation of the chosen solution 5.3 Observation and evaluation of the outcomes of implementation 5.4 Assessment of the need for alternative approaches 5.5 Identification of lessons learned

CODE: BY99	
OBJECTIVE	STANDARD
Statement of the Competency Manage risk	Achievement Context <ul style="list-style-type: none"> • In situations representative of planning and organizing an entrepreneurial project • Based on the project’s objectives • Using digital tools and the internet • Working with resource people • Using the necessary documents • With appropriate legal counsel
Elements of the Competency	Performance Criteria
1. Analyze and predict risk	1.4 Description of types of business risk 1.5 Identification of the risks associated with the economic, political and cultural context of the country in which the establishment or company wishes to do business 1.6 Determination of factors affecting business risk 1.7 Determination of ways that the business can be protected against loss 1.8 Assessment of risks associated with the venture 1.9 Determination of business's liabilities 1.10 Explanation of ways to transfer risk 1.11 Evaluation of risk-taking opportunities 1.12 Demonstration of capacity to assume risk 1.13 Determination of risks associated with obtaining business credit
2. Plan to mitigate risk	2.1 Development of strategies to protect computer (digital) data 2.2 Development of security policies and procedures 2.3 Evaluation of insurance coverage offers 2.4 Rigorous verification of the protection offered by the sales or purchase contracts

CODE: BY99	
3. Take action to minimize loss	3.1 Establishment of controls to prevent embezzlement/theft 3.2 Effective implementation of systems to protect customer and employee confidentiality 3.3 Effective implementation of system to protect company assets

APPENDIX B - COURSE GUIDELINES

Course Title	Creativity, Innovation & Entrepreneurship in the Creative and Cultural Industries
Course Number	360-E01-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	<p>BY89 Analyze the occupation</p> <p>BY90 Generate and explore ideas</p> <p>BY91 Communicate in various work situations</p> <p>BY93 Search for and validate a business model</p> <p>BY98 Solve problems and make decisions</p>
Course Description	<p>This course will review the key characteristics of successful enterprises, entrepreneurs and leaders within the cultural and more commercially focused creative industries. It will examine some of the existing business models, review how best to build a financially sustainable company and connect students with creative entrepreneurial/business support organizations.</p> <p>Students will learn how to identify opportunities using a design thinking approach in order to build value propositions. They will be required to get out of the classroom to observe the environment and talk to potential stakeholders.</p> <p>At the end of the course, students will have a good understanding of what it means to be an entrepreneur in the creative and cultural industries. They will also have a working value proposition to implement throughout the duration of the program.</p>
Instructional Objectives	<ul style="list-style-type: none"> ● To evaluate one’s skills, talents and ability to undertake an entrepreneurial project ● To research and analyze the dynamics of the creative or cultural industry of interest ● To determine market size ● To entrepreneurial thinking to recognize opportunities ● To use design thinking to determine a value proposition

<p>Topics Covered</p>	<p>Exploring Entrepreneurship</p> <p>Characteristics of entrepreneurs, lifestyle, financial, professional, teams; Entrepreneurship in the creative industries; Case studies of companies in the creative industries; Researching the industry – gathering knowledge, due diligence</p> <p>Concept Analysis and Market Research: The Value Proposition</p> <p>Using ethnographic study to identify opportunities; Understanding and using design thinking to explore ideas; Understanding the market, competitors, determining one’s vision; Determination of one’s competitive advantage; Concept statement, formulating the value proposition, the pitch</p>
<p>Teaching Methods</p>	<p>This course will be facilitated by a faculty member who will invite entrepreneurs in the related industries to the classroom.</p> <p>The teaching methods consist of a survey class (lecture + guests) and a flipped classroom with small team-based, self-directed experiential projects. Case studies of companies in the creative industries will also be used.</p> <p>Facilitated classes will also help students identify opportunities using ethnographic studies and explore ideas using a design thinking approach. Alexander Osterwalder’s Value Proposition Canvas will be used to organize hypothesis.</p>
<p>Corequisites</p>	<p>410-E04-DW The Creative Entrepreneur’s Toolkit I</p>

Course Title	Digital Skills for Creative Entrepreneurs
Course Number	420-E02-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	BY95 Use digital tools BY99 Manage risk
Course Description	<p>The purpose of this survey course is to provide students with an array of useful digital tools for building a new venture, as well as the technical vocabulary to communicate with team members, customers and suppliers.</p> <p>At the end of the course, students will have acquired general knowledge and basic skills related to modern technological and project management tools, as well as an understanding of current innovative technological trends. Using industry-standard software and production practices, students will be able to design and produce digital content.</p>
Instructional Objectives	<ul style="list-style-type: none"> • To use the language of technology • To understand current trends in technology in various industries, including the creative and cultural industries • To understand programmer and designer tools for the purpose of communicating with a team • To determine your company's online content, marketing and branding for the company website • To access and communicate online information • To ensure online privacy and security • To use the basic functions of video and image manipulation software • To set up and perform analytics on website • To use spreadsheets for the purpose of making company projections • To use information management tools • To use collaborative and project management tools
Topics Covered	<p>Technological Trends</p> <p>Technical vocabulary: understanding HTML, coding, designing, talking to programmers and designers, Wi-Fi, cellular technology, wearable devices, mobile devices.</p>

	<p>Tools</p> <p>Basic website design using WordPress, basic Photoshop and Moviemaker, creating brand awareness online, using Google AdWords, Facebook, Twitter, Pinterest, analytics, security and privacy, spreadsheets, information management tools, collaborative tools</p>
<p>Teaching Methods</p>	<p>This is a survey course that will be team-taught by subject matter experts for the related topics to the classroom.</p> <p>The teaching methods consists of an experiential learning methodology coupled with theory and hands-on exercises</p>

Course Title	Design Thinking for Creative Entrepreneurship
Course Number	415-E03-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	BY90 Generate and explore ideas BY91 Communicate in various work situations BY92 Develop a professional network BY93 Search for and validate a business model BY98 Solve problems and make decisions
Course Description	<p>Steve Blanks said it best “Startups are not just smaller versions of large companies.” While large companies work with known products and services, startups search for a business model; they work with unknowns. Business plans, according to many entrepreneurs and investors, are built on a set of untested assumptions and rarely survive their first contact with the market. Instead of the business plan, the course will focus on searching for a creative venture’s model.</p> <p>The purpose of this course is to guide students through the market discovery and intelligence process for the purpose of searching for and designing a model for a venture in the creative and cultural sector.</p> <p>Students will continue to build on the value proposition developed in the co-requisite course using a design thinking approach and will get out of the classroom to talk to end-users, suppliers, and partners to validate assumptions made concerning their model. At the same time, students will develop a minimal viable product, service or event to test and iterate if need be. Students will make decisions based on the feedback they obtain from the various stakeholders.</p> <p>At the end of the course, students will have a validated creative venture model.</p>
Instructional Objectives	<ul style="list-style-type: none"> • To search for a business model using the Value Proposition Canvas and the Creative Business Model Canvas • To apply lean strategies to experiment with the product and business model: hypothesis, set up experiments (interview), incorporate feedback, iterate or pivot • To set up interviews with at least 50 customers/suppliers/ potential partners • To develop a minimal viable product, service or event • To develop a business model for a new or existing company

<p>Topics Covered</p>	<p>Concept Analysis & Customer Development, The Business Model; Testing your Business Concept</p> <p>Business model generation: the Creative Business Model Canvas; Using the Lean LaunchPad online platform; Market and target customers, segmenting markets, value proposition, key partners, resources, activities, channels, revenue stream, cost structure); Lean startup approach, customer development; Performing due diligence; Generating hypotheses and setting up appropriate questions for the various stakeholders; Presenting yourself, your message and appropriate questioning; Establishing product-market fit</p>
<p>Teaching Methods</p>	<p>Taught with flipped classroom: team based, immersive and experiential.</p> <p>The first three weeks of this course will be offered with a flipped classroom pedagogy supplemented with some lecturing and hands-on exercises. Students will work in teams and be assigned a mentor. Starting with a completed Creative Business Model Canvas, students will leave the classroom to get feedback on their value proposition and all other elements of the Creative Business Model Canvas during a period of 12 weeks.</p> <p>Weekly class meetings will consist of a panel of entrepreneurs and advisors as well as a faculty member. Student teams will each present their lessons learned for the week and receive feedback from the panel. The feedback will then be incorporated in a new iteration of the BMC until the business model is validated.</p> <p>All BMC iterations and lessons learned will be stored in Lean Launchpad Central, an online course management platform moderated by the mentors and faculty.</p> <p>This course allows for the possibility of failure.</p>
<p>Corerequisites</p>	<p>410-E04-DW Creative Entrepreneur’s Toolkit I</p>

Course Title	The Creative Entrepreneur's Toolkit I
Course Number	410-E04-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	BY91 Communicate in various work situations BY93 Search for and validate a business model BY96 Use business skills BY99 Manage risk
Course Description	<p>This is one of two business skills survey courses for creative entrepreneurs. The purpose of the course is to provide students with the business modeling, communication, financial and legal literacy for building a new venture. It will also cover time management, organizational efficiency and prioritizing workload.</p> <p>At the end of the course, students will have chosen the company's or organization's legal entity, learned to manage their time, started the process of protecting their ideas and their company, made three-year projections for their startup, identified and started to seek out potential sources of funding. Students will have also refined their pitch to customers, investors, suppliers and other stakeholders such as government agencies.</p>
Instructional Objectives	<ul style="list-style-type: none"> • To understand the startup world and risk • To complete a business model canvas • To choose a legal entity for the company or organization • To create a strategy for protecting the company and one's ideas • To understand the local, regional and federal legal framework • To recognize the ethical perspective in the application of legal issues in business situations • To describe key contract content • To utilize different valuation techniques to estimate the market value of the venture at various stages • To design a financial model, map relationships and prioritize predictions • To build a financial plan by identifying the financial needs of different parts of the business plan and planning a budget so that initial funds are used to reach key milestones • To calculate revenue, costs, and investment forecasts

	<ul style="list-style-type: none"> • To forecast different scenarios to manage risk • To apply and execute basic Excel formulae • To identify the key metrics to assess the financial performance of an initiative • To become familiar with the various debt and equity sources of financing available to new and growing businesses. • To determine sources of grants and understand the approach to grant writing. • To create a logical narrative using structured thinking and storyboarding techniques • To pitch the company’s value proposition and present financial projections for the purpose of obtaining financing for a venture • To manage one’s time effectively and prioritize workload • To understand the effects of time and uncertainty on financial decisions
<p>Topics Covered</p>	<p>Startup Risk Introduction to startups and startup risk</p> <p>Business Model Canvas Value proposition, customer segments, customer relationships, channels, revenue streams, key partners, key resources, key activities; Formulation of cost structure</p> <p>Time and Stress Management Work plans and critical paths, organizing and prioritizing workload tools and techniques; Stress management techniques</p> <p>Communication Principles of effective communication: presenting, writing, collaborating, teamwork, writing a good executive summary</p> <p>Storytelling; the pitch deck: presentation to investors and other granting agencies; suppliers, partners etc.</p> <p>Legal Different legal entities: sole proprietorship, partnerships, corporations, not-for profits, limited liability company; Protecting IP: confidential information, know-how, trade secrets, patents, patent quality, trademarks and service marks, copyrights, proprietary materials, licensing technology, materials transfer, university and government partnerships, barriers to entry, legal counsel; Government regulations: three levels – local, provincial, federal; Protecting IP from within: employee agreements, limiting access to proprietary information; Contracts</p> <p>Finances</p>

	<p>Record Keeping and Basic Accounting</p> <p>Pricing services and products, break-even analysis, feasibility, financial projections, the accounting system and equation, Financial ratios: profitability, liquidity, risk, efficiency; ratio analysis; Financial statements: cash flow statements, balance sheets, income statements, expense statements and key costs to the business; How to budget for startup success, valuation</p> <p>Funding: identify funding and working with investors; Non-equity funding sources: bootstrapping, government grants, debt financing; Equity capital: sources for entrepreneurs, devising capital strategy for growth, understanding friends and family investors, angel investors, venture capitalists process of raising money from equity investors, crowdfunding</p>
<p>Teaching Methods</p>	<p>This course will be facilitated by a faculty member who will invite various business advisors and subject matter experts for weekly workshops. There will be 15 workshops in all.</p> <p>The teaching methods consist of an experiential learning methodology coupled with presentations and hands-on exercises related to each team's needs.</p> <p>Business advisors will be made available to consult with student teams on an individual basis.</p>

Course Title	People, Teams and Strategic Partnerships
Course Number	360-E05-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	<p>BY91 Communicate in various work situations</p> <p>BY92 Develop a professional network</p> <p>BY94 Mobilize resources</p> <p>BY98 Solve problems and make decisions</p>
Course Description	<p>In this course, students will apply concepts, tools and techniques acquired in the co-requisite Creative Entrepreneur's Toolkit II course.</p> <p>This course will provide students with an opportunity to make important professional contacts and explore strategic alliances and/or partnerships. Students will be expected to work outside the classroom and attend several meetup groups. The course will also develop students' team-building and leadership skills and help students adapt their pitch to different stakeholders.</p> <p>At the end of this course, students will have determined the need for co-founders and partners, identified their startup team, mobilized potential partners around their vision and built a contact list of potential board members, partners, customers, suppliers and funding partners.</p>
Instructional Objectives	<ul style="list-style-type: none"> • To build a startup team • To establish a good work environment • To determine needs for outsourcing • To understand contractual obligations • To apply criteria for determining the right partners and acquisition targets • To analyze the value for potential partner companies and describe various partnership models • To search and establish strategic alliances or partnerships
Topics Covered	<p>Building a Startup Team</p> <p>Searching for and establishing strategic partnerships, planning the organizational structure, startup culture, the management team, selecting board members and advisory boards</p> <p>7</p>

	<p>Work Environment</p> <p>Creating a positive work environment, communicating your values, creating clarity in the organization, providing appropriate reward systems, creating a learning environment, celebrating victories</p> <p>Contacts and Outsourcing</p> <p>Developing a network of professionals; Outsourcing : legal professionals, financial professionals , business consultants, marketing consultants , business development consultants; Writing and signing contracts</p>
<p>Teaching Methods</p>	<p>Can be taught with lectures or optional flipped classroom – team based, immersive and experiential</p>
<p>Corequisite</p>	<p>410-E08-DW Creative Entrepreneur’s Toolkit II</p>

Course Title	Customer Creation
Course Number	415-E06-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	<p>BY91 Communicate in various work situations</p> <p>BY92 Develop a professional network</p> <p>BY95 Use digital tools</p> <p>BY98 Solve problems and make decisions</p>
Course Description	<p>In this course, students will apply concepts, tools and techniques acquired in the co-requisite Creative Entrepreneur's Toolkit II course in order to find and market to customers, create end-user demand generate revenue from their creative practice.</p> <p>Students will apply the fundamental concepts and principles of marketing and sales learned in the co-requisite course in order to make decisions on what to do first and what will have the most impact on the end-user. They will plan their marketing strategy and learn how to sell "value" to consumers.</p> <p>At the end of this course, students will have developed their new venture's marketing communications and put in place their first marketing strategy. They will also have made several sales calls and closed at least one sale.</p>
Instructional Objectives	<ul style="list-style-type: none"> • To define early strategic marketing goals for one's business • To develop marketing communications • To describe tools and techniques for acquiring, activating and retaining customers • To refine the elevator pitch, executive summary and presentation or customer pitch for customers, investors and the media • To incorporate effective strategies to ensure the success of marketing communication to attract and win customers • To measure and manage each stage of the sales process leading to closing the sale
Topics Covered	Brand, advertising, the marketing toolkit (the Four P's) and the key components of marketing and sales, social media and other media tools; Sales, cold-calling, closing a sale, negotiation, contracts.
Teaching Methods	<p>This course can be taught with lectures or optional flipped classroom – team based, immersive, and experiential.</p> <p>Peer, teacher, mentor and advisor critiques.</p>

	Case studies, mock scenarios.
Corerequisite	410-E08-DW Creative Entrepreneur's Toolkit II

Course Title	Venture Creation for Creative Entrepreneurs
Course Number	415-E07-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	BY91 Communicate in various work situations BY94 Mobilize resources BY97 Plan and organize an entrepreneurial project BY98 Solve problems and make decisions BY99 Manage risk
Course Description	<p>In this course, students will apply concepts, tools and techniques acquired in the co-requisite Creative Entrepreneur's Toolkit II course to plan and manage a new business venture or entrepreneurial project. This course will take the form of a capstone project where students integrate their acquired knowledge, skills and competencies.</p> <p>The course will focus on structuring the informal research and defining stage into a more structured operation. The focus will now be on building the organizational structure and planning for growth.</p> <p>At the end of this course, students will have formalized the structure of the business or entrepreneurial project, selected an advisory board and board of governors, established an action plan and started the process of finding financing for their project.</p>
Instructional Objectives	<ul style="list-style-type: none"> ● To develop formal structured departments such as sales, marketing and business development, etc. ● To assigns VPs and focus on building departments ● To recruit CEO if founder is not the right person ● To name an advisory board and board of governors ● To prepare a pitch to obtain financing ● To plan and prioritize workload ● To create an action plan ● To mitigate risk
Teaching Methods	Self-directed learning: team based, immersive, and experiential. Peer, teacher, mentor and advisor critiques.
Corerequisite	410-E08-DW Creative Entrepreneur's Toolkit II

Course Title	The Creative Entrepreneur's Toolkit II
Course Number	410-E08-DW
Course Ponderation	1-2-2
Total Hours	45
Number of Credits	1 2/3
Program Competencies	BY91 Communicate in various work situations BY96 Use business skills
Course Description	This is the second of two business skills survey courses. The purpose of the course is to provide students with the business and communication skills to build a new venture. At the end of the course, students will have established a short list for a board of governors and an advisory board, built a marketing and sales strategy and made at least one sale all the while operating a startup.
Instructional Objectives	<ul style="list-style-type: none"> • To articulate the final value proposition, vision, mission • To develop a board of governors and advisory board • To understand what goes into developing a brand and a visual identity • To describe the metrics which underpin customer acquisition • To create and execute a sales plan; to forecast sales • To negotiate deals and partnerships • Recruiting talent • To handle human relations in the context of building a team • To use the Four P's of marketing • To use appropriate advertising channels • To keep records and manage cash • To use stress and time management techniques • To operate a startup • To take measures to prevent loss • To commercialize a product or service
Topics Covered	Recruitment and Selection of Employees Attracting and retaining talent, hiring, independent contractors, legal issues, contracts.

	<p>Communication Conflict resolution, negotiating, resolving disputes</p> <p>Brand, Image Brand and image, leveraging skills to create a visual identity. Online presence.</p> <p>Marketing strategies Segmentation, branding and advertising, public relations, social media, the Four P's of marketing, planning web presence, monitoring impact. Social Media Marketing. Crowdfunding as marketing tool.</p> <p>Advertising Trade shows, marketing alliances, public relations, customer service, etc.</p> <p>Organizational Structure - Vision, Mission, Board, Partners Articulating the mission statement Picking a board of directors and advisory board, organizational culture</p> <p>Sales Sales forecasting for a startup, sales plan, cold-calling, sales, closing; Channels: distributors, external sales team, sales/service process</p> <p>Managing cash and operating the business Manage cash and burn rate</p> <p>Operations Control (depending on the sector of activity) Receiving orders, billing and collecting, paying vendors and suppliers, inventory control, handling warranties and returns, service level agreements, security systems, contingency plan. Loss prevention.</p>
<p>Teaching Methods</p>	<p>This is a survey course that will be facilitated by a faculty member who will invite various business advisors and subject matter experts for weekly workshops.</p> <p>The teaching methods consist of an experiential learning methodology coupled with presentations and mock scenarios.</p> <p>Business advisors will be made available to consult with student teams on an individual basis.</p>