

ENT 527

Theories in Entrepreneurship

Fall 2024

Professor: Dr. André Laplume

Office Location: TRS 3-091

Office Hours: After class or by appointment

Email: alaplume@torontomu.ca

Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and their own ventures.

We ignite student passions and empower students to achieve extraordinary goals. As Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national, and global impact. We provide access to world-class support and funding for our students' new ventures and are deeply embedded within our community.



Course Description:

This course will expose the student to many of the topics currently dominating the study of entrepreneurship. Students will be expected to read and critically analyze current and classic research on entrepreneurship, to synthesize diverse perspectives, and to contribute their own original thoughts to significant debates in the field. The course features a combination of seminars, presentation, readings, and lectures to enhance the student's understanding of entrepreneurship as an academic discipline, and to develop an ability to apply this research to the practical managerial challenges of the entrepreneurial firm.

Course Overview:

This course is designed for students who need to understand entrepreneurship from a deeper and more theoretical perspective than simple practitioner guidance. It introduces and integrates theory from the domains including management, economics, sociology, technology, and psychology to develop an advanced perspective on the function of entrepreneurship in late-stage capitalism. It also exposes students to advanced topics in research methods and logical reasoning. This course therefore provides excellent preparation for further academic studies at the graduate level.

Course Objectives:

Upon completion of the course, students will be able to:

- Search and access scholarly research in peer-reviewed journals
- Critically review the importance, philosophy, research design, results and implications of scholarly research
- Review and summarize significant trends and debates in the entrepreneurship literature
- Understand the state of major streams of entrepreneurship research, and methodological approaches and tools.
- **TRSM Goal 3:** Students will be able to synthesize, analyze, and interpret a range of information using quantitative and qualitative techniques, for the purpose of making sound and ethical business decisions.

Prerequisite(s):

ENT526

Assignments and Grading

Present a Theory – (20%)

You individually select an entrepreneurship theory and present it to the class in 5 minutes flat. Use any tool at your disposal to help you present the theory, but avoid video unless you made it yourself. Followed by 5 to 10 minutes of Q&A-style discussion, where students will act questions to improve their understanding of the theory and its application.

Review a Theory – (20%)

In teams of two (2), you will review a theory by searching recent papers on Google Scholar and reading their abstracts and introductions. Deliverable is a two-page update and improvement to the theory description provided. Use a minimum of five new highly relevant citations.

Knowledge Test – (20%)

Questions will cover the theories discussed in the class as well as provide a numeracy assessment.

Review a New Theory or Create a New Theory – (20%)

In teams of up to five (5), you will make your own theory OR find a theory that is not in the list provided and write a review for it. Deliverable is a two-page (single spaced) summary of theory and related research evidence. Try to elaborate some propositions that emerge from the theory.

In-class participation (20%)

With 50 short student presentations in the works, there will be plenty of need for participation by asking good questions and making insightful comments to the presenters. Attendance is required and three or more absence will likely result in an F.

Class Schedule

Class *	Topics	Deadlines
1 – Sept 4	Introduction	
2 – Sept 11	The Field of Entrepreneurship	
3 – Sept 18	Institutions and Network Theories	A1
4 – Sept 25	Psychology and Bias Theories	
5 – Oct 2	Cognition and Affect Theories	
6 – Oct 9	Knowledge Spillover and Spinouts	
Fall break		
7 – Oct 23	Resources and Bricolage Theory	A2
8 – Oct 30	Lean Startup and Effectuation	
9 – Nov 6	Midterm Quiz	Test
10 – Nov 13	Entrepreneurial Power & Emancipation Theory	
11 – Nov 20	Stakeholder theory	
12 – Nov 27	Technological theories	A3

READINGS

Since we have three-hour classes, we have two required readings per class. All readings for this course are available through the TMU library or e-reserve.

Class 2 – The Field of Entrepreneurship

- Audretsch, D. (2012). Entrepreneurship research. *Management Decision*, 50(5), 755-764.
- Kuratko, D. F. (2011). Entrepreneurship theory, process, and practice in the 21st century. *International Journal of Entrepreneurship and Small Business*, 13(1), 8-17.

Class 3 – Institutions and Network Theories

- Baumol, W. J. (1990). Entrepreneurship: Productive, unproductive and destructive. *Journal of Political Economy* 98(5): 893-921.
- Burt, R. S. (2018). Structural holes. In *Social stratification* (pp. 659-663). Routledge.

Class 4 – Psychology and Bias Theories

- Baron, R. A. (1998). Cognitive mechanisms in entrepreneurship: why and when entrepreneurs think differently than other people. *Journal of Business Venturing* 13(4): 275-294.
- Gaglio, C. M. and J. A. Katz (2001). The psychological basis of opportunity identification: entrepreneurial alertness. *Small Business Economics* 16(2): 95-111.

Class 5 – Cognition and Affect Theories

- Valliere, D. (2013). Towards a schematic theory of entrepreneurial alertness, *Journal of Business Venturing* 28(3), 430-432. (A)
- Grégoire, D. A., Cornelissen, J., Dimov, D., & Van Burg, E. (2015). The mind in the middle: Taking stock of affect and cognition research in entrepreneurship. *International Journal of Management Reviews*, 17(2), 125-142.

Class 6– Knowledge Spillover Theory and Spinouts

- Acs, Z. J., Braunerhjelm, P., Audretsch, D. B., & Carlsson, B. (2009). The knowledge spillover theory of entrepreneurship. *Small business economics*, 32, 15-30.
- Yeganegi, S., Dass, P., & Laplume, A. O. (2024). Reviewing the employee spinout literature: A cross-disciplinary approach. *Journal of Economic Surveys*, 38(1), 137-167.

Class 7 – Resources and Bricolage Theory

- Barney, J. B. (2018). Why resource-based theory's model of profit appropriation must incorporate a stakeholder perspective. *Strategic Management Journal*, 39(13), 3305-3325.
- Baker, T., & Nelson, R. E. (2005). Creating something from nothing: Resource construction through entrepreneurial bricolage. *Administrative science quarterly*, 50(3), 329-366.

Class 8 – Lean Startup and Effectuation Theory

- Leatherbee, M., & Katila, R. (2020). The lean startup method: Early-stage teams and hypothesis-based probing of business ideas. *Strategic Entrepreneurship Journal*, 14(4), 570-593.
- Chandler, G. N., DeTienne, D. R., McKelvie, A., & Mumford, T. V. (2011). Causation and effectuation processes: A validation study. *Journal of business venturing*, 26(3), 375-390.

Class 9 – Knowledge Quiz

Class 10 –Entrepreneurial Power and Emancipation Theory

- Santos, F. M., & Eisenhardt, K. M. (2009). Constructing markets and shaping boundaries: Entrepreneurial power in nascent fields. *Academy of Management Journal*, 52(4), 643-671.
- Rindova, V., Barry, D., & Ketchen Jr, D. J. (2009). Entrepreneurship as emancipation. *Academy of management review*, 34(3), 477-491.

Class 11 – Stakeholder Theory

- Laplume, A., Walker, K., Zhang, Z. & Yu. X. 2021. Incumbent stakeholder management performance and new entry. *Journal of Business Ethics*, 174(3): 629-644.
- Laplume, A. O. (2021). From instrumental stakeholder theory to stakeholder capitalism. In *Oxford research encyclopedia of business and management*.

Class 12 –Technological Theories

- Thomas, L. D., & Tee, R. (2022). Generativity: A systematic review and conceptual framework. *International Journal of Management Reviews*, 24(2), 255-278.
- Zaheer, H., Breyer, Y., & Dumay, J. (2019). Digital entrepreneurship: An interdisciplinary structured literature review and research agenda. *Technological Forecasting and Social Change*, 148, 119735.

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Department Policies

Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as group chats. *Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.*
- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the Library for [APA style guide references](#)). *Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!*

Professionalism

Your participation in the all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

Important Resources Available at Toronto Metropolitan University

- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).

You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For extenuating circumstances, Policy 167: Academic Consideration allows for a once per semester academic consideration request without supporting documentation if the absence is less than 3 days

in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment always require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning Guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).
- Information on Academic Integrity for [Faculty](#) and [students](#).

Accessibility

- Similar to an accessibility statement, use this section to describe your commitment to making this course accessible to students with disabilities. Improving the accessibility of your course helps minimize the need for accommodation.
- Outline any technologies used in this course and any known accessibility features or barriers (if applicable).
- Describe how a student should contact you if they discover an accessibility barrier with any course materials or technologies.

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

Wellbeing Support

At Toronto Metropolitan University (TMU), we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email csdc@torontomu.ca
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email osvse@torontomu.ca
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing website](#).