**Case Example Learning Report Assessment Instructions**

**Due Date: April 17, 2020**

**Introduction**

Your Case Example Learning Report is based on the Google Glass case study discussed in Weekend One. The learning objective for this assessment is meant to help students internalise and apply key learnings from Weekend 1’s Required Readings and class content. (See Module 1 & 2 in Learning Resources in Blackboard course site). To achieve high marks for this assessment, students should note the Criteria and Marking rubric (below) and strive to critically discuss and apply key concepts from Weekend 1 with reference to the readings and class content.

Your report can follow the sub-headings below as you critically examine key concepts, theories, and terms to Google Glass case example. (Hint: The more you integrate readings, class content, and terminology into your critical discussion of Google Glass, the higher your marks! However, don’t just simply “term drop” or “name drop” – critically discuss the how and the why)

**Part 1: Where do Ideas Come from? (1000 words)**

In Weekend 1, we discussed different approaches to the way entrepreneurs ***act*** in identifying and pursuing innovation ideas. In this section, students should critically discuss discovery vs. creation approaches, and related causal vs. effectual logic, and the “Entrepreneurial Method” (Saravathy) from the Required Readings and critically examine how these concepts apply (or not) to the Google Glass case example. The role of path dependencies and the resource-based view of the firm is also discussed in how the firm creates and sustains competitive advantage.

**Part 2: What is an Entrepreneur? (500 words)**

In Weekend 1, we discussed various definitions for what exactly ***IS*** an entrepreneur. Historically, researchers have tried to define entrepreneurs by unique traits and cognitive abilities, while others more recently focus on the actions and behaviours entrepreneurs take which are performed better or faster than non-entrepreneurs. Lastly, we discussed various “myths” commonly held about entrepreneurs in different contexts. In this section, you are invited to reflect critically about what you think is an entrepreneur and what defines him/her and how they might be different from non-entrepreneurs. Be sure to reflect on your own pre-conceptions that you may have held BEFORE Weekend 1 and how this may have changed after doing the Required Readings and reflecting on our first weekend’s recorded class activities.

**Format**

1. Use page numbering.
2. Submit your paper online through the TurnitIn link on Blackboard.
3. The paper should contain the following:
	* References. Use consistent and clear format. Choice of style (e.g. APA, Harvard) is up to you.

**Criteria & Marking:**

**Case Example Learning Report**

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| Attainment: | **Insufficient****< 49** | **Fair****50-64** | **Competent****65-74** | **Advanced****75-84** | **Exemplary****85-100** |
| **Part 1 Criterion****Where do Ideas Come from?** |
| The case report critically discusses concepts and theory from Required Readings and class content applied to the Google Glass case study. 15 Marks | Evident that knowledge from the course is used to help to explain the discovery vs creative approaches to entrepreneurial ideas and the role of causal vs. effectual logic as part of the “Entrepreneurial Method”. In the pursuit of entrepreneurial ideas, the role of path dependencies and resourced-based view of the firm is discussed as it relates to Google Glass case. Critical discussion of concepts and theory include references to relevant readings and course content. The critical discussion provided is complex, thorough and complete. |
| Attainment: | **Insufficient****< 49** | **Fair** **50-64** | **Competent****65-74** | **Advanced****75-84** | **Exemplary****85-100** |
|  **Part 2 Criterion****What is an Entrepreneur?** |
| The case report examines differing historical approaches to defining entrepreneurs vs. non-entrepreneurs, integrates discussion of Google Glass with empirical examples.10 Marks | Content from course readings and class is critically discussed in defining what makes entrepreneurs successful and why. to is used to support, explain and justify answers. Differing theory and perspectives are used appropriately and explained clearly. Common “myths” and changes in student perspective after reflecting on readings and class content show deep insight into what makes entrepreneurs successful.  |
| Attainment: | **Insufficient****< 49** | **Fair** **50-64** | **Competent****65-74** | **Advanced****75-84** | **Exemplary****85-100** |