

BA0401 Fundamentals of Entrepreneurship
Tuesdays and Thursdays, 14:25 – 16:00

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Office Hours:	
Course Web Page:	
Course Description:	
<p>Entrepreneurship is a big world, with its own jargon and rules. In this course, you will be exposed to the ‘fundamentals’. That is, you will not start a startup, nor pitch to investors. The key to entrepreneurship is to make a strong market research, find the value proposal and match that to the right customer base. That takes a lot of cold calls, not an easy thing to do. Working in teams is another hard thing. But once you nail all this, presenting your proposal becomes fun. We will be surfing the entrepreneurial world, learning all the actors, supportive institutions both local and international. By the end of the course, you will be able to understand the entrepreneurial jargon, know who is who in the ecosystem and tell if you want to go deeper.</p>	
Course Student Learning Objectives: (CSLOs)	
<p><i>Upon successful completion of this course, students should be able to:</i></p> <p>Course Specific Skills:</p> <ol style="list-style-type: none"> 1. Spot problems to be tackled. 2. Interview potential customers. 3. Use brainstorming techniques to come up with an innovative solution. 4. Apply design thinking techniques to come up with a prototype (a product or a service) ⋮ <p>Discipline Specific Skills:</p> <ol style="list-style-type: none"> 5. Craft a crude value proposition and link it with customer segments. 6. Pitch the value proposition-customer match to a jury. ⋮ <p>Personal and Key Skills:</p> <ol style="list-style-type: none"> 7. Talk to total strangers to spot problems. 8. Listen ‘actively’ to hear the unspoken needs of potential customers. 9. Determine personal values and link them with the vision of their team. 10. Use entrepreneurial jargon in conversation. 11. Write brief essays reflecting on evidence collected from market research, intuitive gatherings 12. Carrying out roles assigned by the team, discussing, giving and taking, reaching an agreement. ⋮ 	
Learning and Teaching Methods:	
<p>It will be FUN! Challenging, Engaging... Just like how entrepreneurship should be. There is an open source book by Laverty and Little (full reference provided below). You are expected to read the relevant chapters before coming to class. In class, there will be short lectures, activities, peer exercises, a lot of discussion, role-playing, presentations. A total of the 10 assignments are one-page essays. Being concise and clear is key in entrepreneurship, thus, one page essays. Both teamwork and individual work is expected. Team presentations will be conducted over zoom outside class hours.</p> <p>In the last two weeks, a book on Turkish Entrepreneurial Ecosystem is going to be assigned to Turkish speaking students. If any foreigners sign up, please see the instructor for a substitute material in the native tongue.</p> <p>Suggested Reading is for those who DO decide to go and become an entrepreneur. Dr. Adil Oran’s course is diving deep into that. So, do take that class to taste how to start a startup.</p>	

Required Reading:
<ul style="list-style-type: none"> Michael Lavery and Chris Little, <i>Entrepreneurship</i>, Jan 16, 2020, Houston, Texas. https://openstax.org/books/entrepreneurship/pages/1-introduction İ. Semih Akçomak, Berna Beyhan, Dilek Çetindamar, V. Sinan Tandoğan (2021) <i>Türkiye’de Yenilik Tabanlı Girişimcilik</i>, İstanbul Bilgi Üniversitesi yayınları.
Suggested Reading:
<ul style="list-style-type: none"> Gallo, Carmine (2014) <i>Talk Like TED</i>, MacMillian. Steve G. Blank and Kathleen Mullaney, <i>How to Build a Startup</i>, The Lean LaunchPad. www.udacity.com/course/ep245 Eric Ries (2011) <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>, Currency. Alexander Osterwalder and Yves Pigneur (2010) <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>, John Wiley and Sons. Steve G. Blank and Bob Dorf (2020) <i>The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company</i>, Wiley.

Assessment and Grading:				
Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Assignments	40	Max 1 page essay	1-12	Written and oral
Midterm exam	20	Max 2 page essay	1,2,3,4,5,11	Written and oral
Final Exam	20	Max 2 page essay	1,2,3,4,5,9,10,11	Written
Final Presentation and report	20	8 min. presentation and max 2 page essay	1,2,3,4,5,6,9,10,12	Written and oral
<p>Incompletes: A grade of incomplete will not be granted except for the most extreme circumstances and only after stringent verification and approval by the Department. A grade of incomplete will be granted only as a result of circumstances beyond the student's control. A grade of "I" is not given in lieu of an "FF".</p>				

Course Policies:
<p>Class Participation: If you read the book, it will be easier to participate in class.</p> <p>Team Final Project: As a team you will come up with a problem, propose a solution, match the solution with a customer segment. All of this will be an iterative process, which will be repeated over and over with supporting customer interviews. Eventually, you will come up with a version that will be presented to a jury. The instructor will be supporting with feedback throughout the rehearsals. Evaluation criteria of the jury is provided at the end of the syllabus. A written report will also be expected.</p> <p>Assignments: Some assignments are team-based, some are individual. Explanations and due dates will be provided in class.</p> <p>STUDENT DISABILITIES: Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university’s Disability Support Office (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; engelsiz@metu.edu.tr) verifying their disability, and outlining the special arrangements required. Please note that no</p>

accommodations will be provided to the disabled students prior to the completion of this approved University process.

ACADEMIC DISHONESTY: The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MSc degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

CHEATING: All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure of the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort, as well. Persons observed cheating in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

PLAGIARISM: The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources should be referenced appropriately.

METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

CIVILITY IN THE CLASSROOM: Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

Past observations showed that the METU classroom experience is improved when the following are true:

Students arrive on time. Timely arrival ensures that classes are able to start and finish at the scheduled times. Timely arrival shows respect for both fellow students and faculty and it helps to create a better learning environment by reducing avoidable distractions.

Students are fully prepared for each class. Much of the learning in this course takes place during classroom discussions. When students are not prepared, they cannot contribute to the learning process. This affects not only the individual but also the classmates who count on them.

Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged; however, intolerance for the views of others is unacceptable.

Laptops, phones and wireless devices are turned off.

STUDENT EXCUSES: Unless you inform me in advance, I will not excuse you from any of the grade requirements. At the same time, this does not mean that I will allow you to miss a test or an assignment with any excuse that you present to me. Please note that the excuse is acceptable for only the most extreme circumstances and only after stringent verification and approval by the Department.

KNOW YOUR RIGHTS AND RESPONSIBILITIES! <http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR! <http://oidb.metu.edu.tr/en/academic-calendar>

The instructor assumes that students who attend the next class have understood and accepted to agree with all the requirements and rules of this course.

The following table gives the tentative schedule for the semester. The lectures will stress the most important and/or most difficult material.

Tentative Course Schedule			
Week	Topic	Reading (before class)/ Assignment(after class)	CSLO
1	Syllabus, expectations of students from the course, Entrepreneurial vision, goals Activity: Speed networking	Steve Jobs Stanford Commencement Speech: Stay Hungry, Stay Foolish https://www.youtube.com/watch?v=UF8uR6Z6K Lc Read: Chapter 1 Lavery&Little (LL)	1,7
2	Entrepreneurial Journey, ethical and social responsibilities of entrepreneurs Activity: perception or deception?	Read: Chapter 2 LL Assignment 1: Analyze the Shkreli case and write a one pager to be turned in.	1,11
3	Creativity, Innovation and Invention https://imperialtechforesight.com/visions/ https://imperialtechforesight.com/wp-content/uploads/2020/02/Tech-Foresight-Table-of-Disruptive-Technologies.pdf Activity: Active listening	Read: Chapter 4 LL Before class: do the following tests, bring the results to class. Your personal vision https://openstax.org/books/entrepreneurship/pages/1-2-entrepreneurial-vision-and-goals DOPE test https://richardstep.com/dope-personality-type-quiz/dope-bird-4-personality-types-test-questions-online-version/ (voluntary) Entrepreneurial potential self assessment https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential	1,3,4,8
4	Linking of personal visions with that of the course Making of the teams as per DOPE test results Identifying entrepreneurial opportunity Activity: power of tower	Read: Chapter 5 LL Assignment 2: Come up with min. 3 opportunities as a team and e-mail them to the instructor. Explain how you came up with each and propose a solution to each in one page per team.	1,3,4,9,11,12
5	Discussion of opportunities and picking one Tale of two shoe salesmen Problem solving and need recognition, "Problem-based" interviewing Watch good and bad customer interviews	Read: Chapter 6 LL Assignment 3: Conduct 10 interviews (as a team) to be reported on a one-pager and orally in zoom (how did your ideas change?) Assignment 4: watch at least 2 presentations of your choice from	1, 2,7,8,11,12

	https://www.youtube.com/watch?v=Cl9vMBFHf0 Activity: role-play in pairs	https://www.valuer.ai/blog/the-startup-pitches-that-won-incredible-awards#Ready and write one paragraph for each stating why they are good.	
6	Entrepreneurial pitching, visually capturing (unsplash, freepik, pixabay), jawdropping pitches	Read: Chapter 7 LL Oral presentation of deductions from interviews, 5 minutes per team,, supported by visuals (on zoom, each team will arrange their appointed time with the instructor, zooms will be done off class hours)	5,6,12
7	Entrepreneurial Marketing and Sales Activity: Come up with persona(s) for your business idea, draw it, present it to class as a team.	Read: Chapter 8 LL	3,4,5,6,12
8	Midterm 1	Covering first 7 weeks' material	
9	Entrepreneurial Finance and Accounting Activity: Hosting an entrepreneur	Read: Chapter 9 LL Assignment 5: Conduct 10 more interviews and write a one page per team on how your business idea is changing	1-12
10	Team building, Business Modelling and Planning Activity: Fill out your value proposal and customer segment matching on Canvas	Read: Chapters 10&11 LL Assignment 6: Conduct 10 more interviews and redo your value proposal-customer matching ppt	1-12
11	Building Networks and Legal, IPR issues Activity: Using LinkedIn for networking	Read: Chapters 12& 13 LL Team Assignment 7: Check Google Patents for your idea, write a one page essay on what you found. (One essay per team)	11,12
12	Entrepreneurship Ecosystem in Turkey, Activity: hosting an entrepreneur	Read: Chapters 3&4 in Akçomak et.al. Bonus assignment: Go find a corporate employee and interview her for her take on entrepreneurship/intrapreneurship and report on one page	7,8,10,11
13	Entrepreneurship Ecosystem in Turkey, Activity: hosting a Technopark manager	Assignment 8: One page essay on what factors can you use from the Turkish entrepreneurial ecosystem to realize your venture and how? Assignments 9&10: Prepare your value proposal-customer segment match presentation, rehearse with the instructor on zoom and incorporate feedback to prepare for the final presentation.	10,11,12
14	Presentation of final version of value proposition and customer segment match And a two page report	The evaluation criteria of your presentation is provided on the next page. A panel-jury will evaluate your work.	1-12
Final	Written exam		1-12

More recommended material:

https://www.ted.com/talks/jill_bolte_taylor_my_stroke_of_insight/transcript?language=tr

Bestseller Book: Bad Blood, John Carreyrou Secrets and lies in a Silicon Valley Startup (literally a page turner, also available in Turkish, the trial is still going on, so really exciting to follow what's going to happen)

Kitchen Stories <https://www.youtube.com/watch?v=I0Oan6gGnVI>

Presentation Evaluation

Presentation Topic _____

Evaluator _____

Criteria	Great 4	Good 3	OK 2	Needs Improvement 1
Well planned beginning and ending				
Engaging, interesting				
Compelling evidence backed up by market research				
Consistent and coherent numbers				
Good use of visuals				
Good use of time				
Good use of voice and body				
Good flow overall				
Good teamwork				
No spelling mistakes, no mispronounced words				