

BA4146/5146 Applied Innovation Based Entrepreneurship  
Course Schedule (T 14:45-17:30 online)

<b>Instructor:</b>	Adil ORAN
<b>Office:</b>	FEAS Building B, H 114
<b>Phone:</b>	210 2041
<b>E-mail:</b>	<a href="mailto:adiloran@metu.edu.tr">adiloran@metu.edu.tr</a>
<b>Office Hours:</b>	TW 10:15-11:30, or by appointment
<b>Course Web Page:</b>	<a href="http://adiloran.com/">http://adiloran.com/</a>
<b>Course Description:</b>	
<p>This course will be a hands-on learning experience for students that have an innovative entrepreneurship project or are willing to join another's project. Participants will learn to work in teams, developing an initial business model for the chosen project, and then focusing on different blocks of the business model each week in order to find supporting information or disproving the many assumptions of the business model. The weekly work will include significant time (~10 hours/week) spent outside of the classroom interviewing/talking to relevant parties for that part of the business model. During weekly class sessions teams will present their new findings, any needed adjustments to the business model, and ideas about how to test the next block of the business model. Each team will maintain a blog with weekly updates about what they did that week and updates to their business model.</p>	
<b>Course Student Learning Objectives: (CSLOs)</b>	
<p><i>Upon successful completion of this course, students should be able to:</i></p> <p><b>Course Specific Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify and screen potential business ideas.</li> <li>2. Be able to develop business ideas into business models.</li> <li>3. Know how to test assumptions contained in business models and iterate the model and product as needed.</li> </ol> <p>⋮</p> <p><b>Discipline Specific Skills:</b></p> <ol style="list-style-type: none"> <li>4. Understand the significant role of innovation based entrepreneurship.</li> <li>5. Develop the skills and learn the tools to increase the likelihood of becoming a successful entrepreneur.</li> </ol> <p>⋮</p> <p><b>Personal and Key Skills:</b></p> <ol style="list-style-type: none"> <li>6. Develop problem solving skills.</li> <li>7. Develop writing and discussion skills.</li> <li>8. Learn to apply the abstract concepts learned in the classroom to real world cases.</li> <li>9. Develop team-based working skills.</li> </ol> <p>⋮</p>	
<b>Learning and Teaching Methods:</b>	
<p>The class will be a flipped class and only have a limited amount of traditional lectures. Most of the class time will be used to follow-up and provide feedback on how the groups have been testing and developing their business ideas. Students are required to come to class and take part in the weekly lessons learned presentations. Teams are required to make weekly presentations as well as maintain a blog of their weekly out-of-class activities related to the project.</p>	
<b>Required Reading:</b>	
<ul style="list-style-type: none"> <li>• BMGen: Alexander Osterwalder and Yves Pigneur, Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</li> <li>• SOManual: Steve G. Blank and Bob Dorf, The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company</li> </ul>	

- Steve G. Blank and Kathleen Mullaney, How to Build a Startup, The Lean LaunchPad. [www.udacity.com/course/ep245](http://www.udacity.com/course/ep245)

**Suggested Reading:**

- Eric Ries, **The Lean Startup**: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.
- Bill Aulet, **Disciplined Entrepreneurship**: 24 Steps to a Successful Startup.
- John Mullins, **The Customer-Funded Business**: Start, Finance, or Grow Your Company With Your Customers' Cash.

**Assessment and Grading:**

Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Class Participation	%15	Attendance and Class participation	1-8	Written and oral (during office hours)
Team project Blog updating work done	%30	Weekly blog updates	1-9	Written and oral (during office hours)
Lessons learned presentations	%25	Weekly presentations	1-9	Written and oral (during office hours)
Team Final Project Presentation	%30	Comprehensive report and presentation	1-9	Written and oral (during office hours)

No "extra" work above the aforementioned will be accepted or credited.

**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".

**Course Policies:**

**Class Participation:** The students will be assigned readings from the textbook and are expected to come to class prepared and ready to take part in class discussions. Therefore, attendance is strongly recommended in this class. Past experience repeatedly demonstrated that students who regularly attend class and read the chapter assignments perform significantly better than students who have an intermittent attendance and/or who do not keep current in reading the chapters.

**Blog:** Each team will set up a blog and use it to communicate their weekly out-of-class activities related to the project.

**Lessons learned presentations:** The weekly lessons learned presentations will summarize what they did to test the relevant part of their business model that week. They will review what they learned from this and how it affected their business model. Finally, they should list what they plan to do the following week.

**Team Final Project:** The final project will present the idea, how it evolved throughout the semester and what the final version has become. A report and a presentation is required.

**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](mailto:engelsiz@metu.edu.tr)) verifying their disability, and outlining the special arrangements required. Please note that no 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. Appendices are required only if they are assigned. The students are required to read the chapters and appendices before they are covered in class.

Tentative Course Schedule			
Week	Topic	Reading/ Assignment	CSLO
1	Syllabus, Speednetworking, activity		1,2,4,5,7,8
2	Business Model Canvas		1,2,4,5,7,8
3	Customer Development	presentation of project ideas	1,2,4,5,7,8
4	Minimum Viable Product	presentation of project ideas	1,2,4,5,7,8
5	Customer Segments	Initial team business models presented, how to test Customer Segments	1-9
6	Value Proposition	Lessons Learned about Customer Segments, how to test Value Proposition	1-9
7	Customer Relations	lessons learned about Value Proposition, how to test Customer Relations	1-9
8	Channels	lessons learned about Customer Relations, how to test Channels	1-9
9	Revenue Models	lessons learned about Channels, how to test Revenue Models	1-9
10	Key Activities	lessons learned about Revenue Models, how to test Key Activities	1-9
11	Key Resources	lessons learned about Key Activities, how to test Key Resources	1-9
12	Key Partners	lessons learned about Key Resources how to test Key Partners	1-9
13	Cost Structure	lessons learned about Key Partners, how to test Cost Structure	1-9
14	Presentation details	lessons learned about Cost Structure	1-9