



Course Outline

TECHNOLOGY-BASED ENTREPRENEURSHIP

ME2062 – Spring 2016, 7.5 ECTS

COURSE LECTURERS

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COURSE DESCRIPTION

The primary objective of the course, *Technology-Based Entrepreneurship* (ME2062), is to immerse the student in the entrepreneurial processes of creating and leading innovative and impactful technology-based ventures. While many of the frameworks and practices presented in the course are relevant across all forms of entrepreneurship in a wide variety of services and product markets, this course is based primarily on technology entrepreneurship practices since technology entrepreneurship tends to be more complex due to a higher level of uncertainty in the product and market.

The course provides a broad practice-based experience in the process of creating technology-based businesses. Through a collection of lectures, discussions with guest speakers, and project work, this course enables students to understand and apply some of the tools of entrepreneurship as they relate to technology ventures. Central to the learning experience is the Venture Project through which students working in small teams will develop their new venture creation and management skills. (You may even consider entering your business idea in a venture/business plan competition, e.g., the Venture Cup: <http://www.venturecup.se/english/>, which has its first deadline on March 3, 2015.) As

such, this course will be a departure from more traditional engineering courses for many engineering students because it relies not on formulas but on conceptual thinking and analysis.

LEARNING OUTCOMES

This course is targeted towards engineering students who would like to begin to understand the technology and management phenomena of technology-based entrepreneurship. As this course focuses on real-world innovation and new venturing, participants are expected to take an active role in the course and their learning. After completing the course, you should be able to do the following:

- Demonstrate an understanding of how entrepreneurship theory and practice can inform the entrepreneurial decision making process from ideation to business model design to the launch of a new technology-based venture.
- Demonstrate the ability to gather, critically evaluate, and analyze relevant information using frameworks to make decisive recommendations for action in a given entrepreneurial situation.
- Demonstrate the ability to apply some of the tools to identify problems or needs related to technology; generate innovative, technological ideas; evaluate them; assess the competitive context; design business models; and begin laying the groundwork for the launch of dynamic technology-based enterprises.
- Demonstrate team management by producing professional reports and presentations developed through team collaboration.
- Demonstrate oral and written communication skills by using persuasive and evidence-based arguments in support of well-grounded management actions.

Please note that this course will not provide a complete overview of technology-based entrepreneurship as there are numerous complex issues related to the field that unfortunately cannot be covered due to the compact design of the course.

CLASS FORMAT

We will conduct each class more like a seminar in which our role will be as a moderator, questioner, and facilitator. The course involves a variety of activities such as lectures and discussions using pre-assigned readings, discussions, in-class exercises, outside class activities, group projects and presentations, and guest speakers. Students will be required to read classics in the field but also more contemporary works as well as deliver various inputs to a longer venture project. The core concepts and discussions are presented in the "anchor" sessions, which are mostly led by the course lecturers. Some of the sessions will be taught by an external lecturer who brings special knowledge or professional expertise to the topics under discussion.

We expect that you will come well prepared to each session. You are to complete the readings and assignments thoroughly before each class, and in some cases you will present the assigned material in class. Being prepared includes being able to discuss the assigned literature and relating it to your own experience as well as knowing the facts and issues when appropriate. In addition, we expect those students who are not presenting to be prepared with questions and comments and to contribute to the discussion.

Moreover, we are interested in the quality of your participation. Quality is the extent to which you offer key insights on course topics and readings, relate your comments to the

topics at hand, and relate current topics to previous topics or material from other classes. Comments that add value to our conversations possess one or more of the following attributes:

1. Offer a different, unique, and relevant perspective on the issue at hand.
2. Contribute to moving the discussion and analysis forward.
3. Build on others' comments. Too often students and managers fail to listen to the comments of others. Good comments might begin with "In agreement with what Jane has just said..." or "I'd like to disagree with Ted's point..." or "I think we're all missing a key point here..."
4. Transcend the "I feel" syndrome. In other words, a quality comment includes some evidence or analysis of inherent tradeoffs and demonstrates reflective thinking.

Guest Speakers. To get the most from lectures by the guest speakers, *you are to submit by 17.00 the night before his/her lecture two questions related to the subject of the class session on LinkedIn Group*). The questions may also be personal questions related to being an entrepreneur or the speaker's career.

Electronic Devices Policy: Currently, there is a movement within academia to enforce a no electronic devices (e.g., laptops, tabs, phones) policy in the classroom (See <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>.) However, we are of the opinion that access to the internet during class can facilitate your learning in this course, e.g., back channel discussions, googling terms you do not understand. Having said that, we do ask you *to restrict the use of your device in class to activities related to the course and to consider how your use of electronic devices affects your fellow students sitting near you.*

ASSIGNMENTS AND ASSESSMENT

Assignments will be completed either individually or in your groups, and there are two types of assignments: 1) Mandatory written and oral assignments and 2) In-class oral participation and outside of class written participation via your blog posts in which you share your learning and experiences.

You need to complete and submit **all** mandatory assignments and presentations by the respective times. *Information on the submissions is outlined in the Schedule and Readings document.* If you fail to submit your assignment by the specified due date and time, then you are submitting late. Submissions turned in late, but within 24 hours of the deadline, will receive half credit. Submissions more than 24 hours late will not be accepted. Exceptions to this policy may be granted for personal emergencies. All submission limits, including page limits, must be followed. Exceeding the limit will result in a reduction in the assessment of the submission.

We encourage you to be creative in your use of media and presentation tools in your coursework. Feel free to include YouTube or other video clips, storytelling, audience interaction, etc. This is a great chance to experiment. You are also more than welcome to use material from the internet for your assignments. Please remember, however, that you must properly cite any sources that you use. See www.plagiarism.org for some guidelines. You must also integrate the material into a professional presentation and be prepared to present as well as show that you have a thorough understanding of the material.

Please note that while all groups are asked to prepare the assignment for a session, only some groups may be asked to present their work, i.e., not all groups will have time to make their presentation.

ASSIGNMENT SCHEDULE					
Due date	Assignment	How to label the assignment and format	Submission location	Weight*	Individual or Group Assignment
April 11	Elevator Pitch	Pitch_Lastname.doc	Bilda and In class	5%	Individual
April 15 18:00	Group Formation for Venture Project	Groupname.doc	Bilda	P/F	Group
May 1 18:00	Individual Homework	HM_ Lastname.doc	Bilda	5%	Individual
May-8 18:00	Venture Project Video	Video_Groupname	Online	40%**	Group
May10 18:00	Feedback on Venture Video	Feedback_YourGroupname.doc	Bilda and email to respective group	P/F	Group
May-26 18:00	Venture Project Paper	Venture_Groupname.pdf	Bilda	40%**	Group
Day before lecture 18:00	Guest Speaker Questions	N/A	Linkedin	P/F	Individual
Ongoing	In-class Participation	N/A	N/A	10%	Individual
Ongoing	Online and Offline Activity Outside Class	N/A	N/A	20%	Individual
Exam week	Final Exam	N/A	N/A	20%	Individual

* P/F = Pass/Fail

**The presentation and plan are to be graded together for a total of 45%.

Grading Scale:

A (90-100%): Excellent

B (80-89%): Very Good
C (70-79%): Good
D (60-69%): Satisfactory
E (50-59%): Sufficient
Fx/F (0-49%): Fail

For group submissions, choose one group member to upload the document to Bilda.

Please note: If there is any problem uploading an assignment to Bilda, email the assignment to Serdar by the respective deadline (temiz@kth.se).

More information on each of the assignments is below.

Elevator Pitch

You will perform an individual elevator pitch in the classroom as well as submit your pitch in written form online and in class. More information is in the Pitch document.

Group Formation for Venture Project

You are to self-organize into groups of four to five students. It is your responsibility to form groups and choose the venture idea that will serve as the basis for your Venture Project assignment. Group composition is important since groupwork constitutes a large percentage of your grade. ***Please note that you will NOT be able to change groups after the deadline for the Group Formation For Venture Project assignment.***

Individual Homework

You will be assigned to do write an individual homework. More information will be provided latest, 1 week before the deadline. You are supposed to use online and offline resources and your learning during the class to answer questions in the homework.

Venture Project Video

You will create an Investment Pitch video to be presented in-class. More information is in the Venture Project document.

Feedback on Venture Project Video

During the Venture Project Presentation class, your group will be assigned to give Feedback on one other group's Venture Project video and Q&A. More information is in the Venture Project document.

Venture Project Paper

You will submit a written paper on your Venture Project. More information is in the Venture Project document.

In-class Participation¹

A goal for this classroom is to have a positive, courteous, and respectful environment that is conducive to learning. ***Each student must display a namecard in each session to facilitate class participation.*** Attendance, participation, assignments, and professionalism

¹ Adapted from D. McAlister.

count toward this grade. Furthermore, irreverent and off-topic comments will affect your participation grade. Class participation grades will be assessed using the Participation Continuum below.

Participation Continuum

Scale	Description
Top	
	- A consistent leader is always well-prepared for the class. Has an understanding of the relevant material. Offers a unique and relevant perspective on the issue at hand. Demonstrates reflective thinking through analysis. An initiator of activity in the class. Contributes to moving the discussion forward through responding to and building on others' comments. Listening is also given a priority. - Reasonably frequent participator in class as described above. Responds to other students as well as the instructor. - Occasionally takes the lead in introducing a new subject. Provides illustrations from his or her own experience about the subjects under discussion. - Occasional contributions to the class. Occasional responses to the remarks of other students. - Answers questions from the instructor. Occasionally provides illustrations from own experience in response to instructor's remarks. Rarely responds to other students. - Answers questions from the instructor. Otherwise does not take part in class discussion. - Takes no part in classroom discussion or activities.
Bottom	

Online & Offline Activity Outside Class

Students must also be active by sharing their knowledge and experience related to the course with people in your own group, in other groups, and people outside this course as well as by reflecting constructively on other students' work outside the classroom. One factor that will determine the grading of this component is your ability to reference and use the tools and frameworks presented in this course, i.e., are you applying and integrating the course material? Below are the relevant activities for this course component.

Join the 'KTH Tech Based Ent– 2016' LinkedIn Group

Be active in this group, post relevant articles, start discussions, contribute discussions, reflect upon lectures, presentations. These activities will improve your individual ability to contribute to in-class learning url is: <https://www.linkedin.com/groups/8507896>

Be active on Twitter

Please use the hashtags – #KTH and #ME2062 to share interesting sites and information you find related to the course on twitter (tweetdeck is a good twitter app). You might also want to follow #sthlmtech to learn more about the Stockholm startup scene.

Be active on the Intropreneur blog

You should blog individually at www.intopreneur.com. Suggested topics for your blog posts are listed below, and we are interested in the frequency, regularity of your activities, blog posts and contents, linking to each other's blogposts and blogs, discussing each other's topics, and other individual activities on these blogs. You should categorize/tag each of your individual posts with your group name. Also we recommend that you add categories and tags to your blog posts and consider readers while you are writing.

There are numerous tips on how to write blog posts on the internet, e.g., <http://www.socialmediaexaminer.com/26-tips-for-writing-great-blog-posts/>.

Collect Feedback on your Venture Idea

Each group member should receive feedback on your group's venture service/product from at least five different prospective customer/users and then based on this feedback, reflect upon your idea and answer these questions:

1. How did you find these people?
2. Which feedback did you get from them?
3. How do you think how you found these people and who they are influences the feedback you received?
4. Will you change your idea based on their feedback, why, why not?

You should then blog your findings and use this information for your Venture Project.

Attend Startup Events

Attend at least two Startup events and blog about your experience at these events. How did you find these events? What was the purpose of the event? With whom have you met? Take a few photos and share your experiences from these activities. Some advice is that you blog right after you participate in the activity. Remember to submit your blogpost as a link in the LinkedIn group. One suggestion is to join some of the Meetup Groups related to entrepreneurship and technology in Stockholm: <http://www.meetup.com/>. You might even want to start your own Meetup Group.

Help a Startup

Try out a product/service of at least two startups. What feedback would you give to this startup based on your experience with the product/service? In addition to your personal experience with the product, you may include other advice such as potential contacts you have that might be of help to the startup. Blog about these activities and submit it as a link in the LinkedIn group. We advise you to also send the feedback to the startup's founders. One idea is to look at the crowdfunding sites: FundedByMe, CrowdCube, Kickstarter, and Indiegogo, for ideas.

Lessons Learned

At the end of the course, you should blog about what you have learned during this course and what you would have liked to learn but did not.

Final Exam

The in-class exam will be in the form of essay questions and will be open course material/open computer/open internet. During the exam, you will NOT be allowed to discuss, communicate, interact, etc. online or offline with anyone regarding the exam other than the Examiner or us. *Your answers are to be the product of your individual work.* Moreover, after you take the exam, you are not allowed to discuss the exam with others who have not yet taken the exam at any time.

COURSE ADMINISTRATION

We will put either links on the Bilda page or upload the slides to Bilda. Main communication platform for the course will be Bilda, please follow it.

Guest presentations may or may not be shared so please be aware of that.

NDA POLICY

With business ideas shared as part of the class, the issue of intellectual property sometimes arises. Please note that there will be no non-disclosure agreements (NDAs) for ideas in this class. However, by participating in this class, you agree to act with discretion and integrity and treat all ideas presented as privileged communication. You also agree not to disclose or distribute information received unless you receive explicit permission to do so.

COURSE FEEDBACK

This class is for you, and we encourage you to provide ongoing feedback on the course and to make requests or express concerns. You can do that in person with us before or after class or during breaks or appointments or by email.

Please note that we reserve the right to change this course outline.