



USC Marshall

School of Business
*Lloyd Greif Center for
Entrepreneurial Studies*

BAEP 452 – Case Studies in Feasibility Analysis

TuTh – 10:00 AM - 11:50 AM – Syllabus

Section: 14382R

Units: 4
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Course Description

This course focuses on developing the analytical, conceptual, and practical skills required to test the feasibility of a new business concept. The primary activity of the class is the creation of a feasibility study focusing on a concept of your choice – a project that involves identifying, evaluating, and determining whether or not to exploit an entrepreneurial opportunity.

In the process of conducting your feasibility analysis, you will think critically about business concepts and undertake field research to answer fundamental questions about strategic, marketing, financial, operational, and human resource issues. You will formulate a concept statement; analyze your industry and market; conduct first-hand research on customers and competitors; create a value proposition; evaluate distribution channels, pricing strategies, and various types of business models; and estimate the resource requirements for the venture. Finally, you will practice pitching your business concept to entrepreneurs and investors.

This is not a “spectator” course. You will be required to engage actively in field research – which includes scheduling meetings with prospective customers to gain market intelligence, vendors to acquire process and pricing information, and business mentors who can provide experience and support. Through the extensive, practical work that you conduct in this course to research, craft, and test your business concept, you will be able to determine whether and how you wish to go forward with your venture.

Good luck and good venturing!

This class is not for “spectators.”

You will dedicate significant out-of-class time to projects that involve fieldwork.

Entrepreneurship is uncertain, and this course is designed to recreate some of that uncertainty.

Course Learning Objectives

In this course, you will:

- *Gain understanding of key business areas:* Apply concepts from strategy, marketing, accounting, finance, and operations to evaluate new opportunities
- *Build a global mindset:* Understand the global markets for capital, labor, and products
- *Demonstrate critical thinking skills:* Create hypotheses, gather data through primary and secondary research sources, and draw conclusions in environments of high uncertainty
- *Demonstrate leadership skills:* Collaborate in team environments without formal structure
- *Demonstrate ethical reasoning skills:* Recognize and evaluate situations presenting ethical challenges

- *Communicate effectively*: Create and deliver concise, compelling oral and written presentations; convey the essence of the critical thinking process; and defend conclusions rationally

To achieve these objectives, the course will be taught in a workshop/seminar format. Class sessions will be devoted primarily to discussing exercises completed, materials read or viewed, and activities undertaken outside of class. The course thus involves a significant amount of outside work that is time-consuming, ambiguous, complex, and multi-functional in nature. Learning and insights are gained as you go through the feasibility process in practice.

Required Materials

The required materials for this class include:

- **Course Reader** (price: ~\$58.50): Available through Harvard Business School Publishing: <http://cb.hbsp.harvard.edu/cbmp/access/57419439>. To purchase, you first have to register (if you've not done that previously), and log in. Contact HBSP if you have technical questions (1-800-810-8858 or techhelp@hbsp.harvard.edu, 8 AM - 8 PM ET, M - Th, and 8 AM - 7 PM ET, F).
- Additional assigned **readings** and **video lectures** will be provided in class or posted to Blackboard.

For students interested in reading further independently, some recommended books are:

- *Founder's Dilemmas*, Noam Wasserman
- *The Startup Owner's Manual*, Steve Blank and Bob Dorf
- *Business Model Generation*, Alexander Osterwalder and Yves Pigneur
- *Launching New Ventures*, Kathleen Allen

Additional entrepreneurship resources are listed in the Industry Research Guides on the Crocker Library website (<http://classic.marshall.usc.edu/library/industries/entrepreneurship.htm>).

Course Notes

Technology in the Classroom

Technology is central to our everyday lives and to many entrepreneurial endeavors (in terms of both product and process). We will therefore use it not only for out-of-class communication, but also for in-class and out-of-class activities. Please bring a laptop to class every day; though we will not use them every day, we will use them frequently. Below is a list of some of the technologies that we are likely to use over the course of the semester:

- Blackboard
- Canvanizer
- Google Drive
- GroupMe
- Jing
- Pathbrite
- Piktograph
- PollEverywhere
- Skype
- Socrative
- Zoom
- Weebly
- Wix

Course Communication

Course communication will take place through announcements in class and on Blackboard (blackboard.usc.edu), emails sent through Blackboard, and text messages sent through GroupMe. It is imperative that you have a fully operational Blackboard account with a current and correct USC email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, make sure to forward your USC email to the account you use. (Note: Some students' USC email quota fills by the end of each semester, causing class emails to bounce; remember to manage your account to ensure receipt of late-semester communication!)

You are responsible for ensuring that you receive and read class messages in a timely fashion.

Posted Materials

Students will be provided, through Blackboard, access to a series of video lectures – some of which will be led by the professor and others of which will be available through external sources. These videos will be a part of the assigned out-of-class work for BAEP 452. In several instances, class slides or other information will additionally be posted to Blackboard for reference. Often, these will not appear online until after the session in which the content within those materials is addressed. Posted slides contain only a subset of all course content. Students are responsible not only for this posted content, but also the additional content presented within all class lectures, class discussions, and class activities. Students are strongly encouraged to take independent notes for review.

Grading Policies

To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. Similarly, an A or A- on any assignment will reflect high quality work in excess of the minimum requirements addressed within associated assignment instructions. An A is a sign of superior work and, much like entrepreneurs' efforts, reflects the fact that you stood out from the crowd. All assignments will have complete instructions available in Blackboard and be discussed in class before they are due.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

ASSIGNMENTS AND GRADING DETAIL

This course includes the following, mandatory assignments. Further details for each will be provided separately.

- 1) Participation: Throughout the semester, you are expected to engage actively in our classroom discussions and activities. The quality of your engagement, plus the quality of the assignments listed below (within this "participation" section), will contribute to your overall participation grade.
 - Student Pitch (a 1-minute video introduction of you as an entrepreneur)
 - Workshop Prep Assignments (to prepare for each of 7 workshops during the semester)
 - Feasibility Feedback (critiquing and reflecting on two feasibility analyses written by others)
- 2) Workshop Preps: During the semester, we will work together or with one or more experts on various aspects of entrepreneurship in general and feasibility analysis in particular. You will be expected to prepare and submit materials in advance of these sessions. You will also be expected to submit a completed deliverable (to be graded) by each session's end, before you leave the classroom. The topics of each session are below.
 - Workshop 1 (Industry)
 - Workshop 2 (Concept)
 - Workshop 3 (Value)
 - Workshop 4 (Revenue)
 - Workshop 5 (Iteration)

- Workshop 6 (Money)
 - Workshop 7 (Story)
- 3) Feasibility Analysis: Throughout the semester, you will be asked to complete the components of a comprehensive feasibility analysis (delivered within five “Milestone” assignments) – and to then deliver a culminating, Final Feasibility Analysis. Importantly, this Final Feasibility Analysis should reflect, across each of its component parts, substantial revision relative to the earlier Milestone submissions (in response to feedback from faculty, from visiting experts, and from ongoing research conducted throughout the semester). The Milestones and Final Analysis are briefly described below:
- M1 (Concept Statement)
 - M2 (Product-Market Profile)
 - M3 (Business Model & Iteration)
 - M4 (Financial Roadmap)
 - M5 (Feasibility Presentation)
 - Final Feasibility Analysis (the culminating, most significant project of this class): This paper represents your opportunity to demonstrate your ability to conceptualize and analyze a business model.
- 4) Peer Evaluations: Commencing with Milestone 2, the Feasibility Analysis project will be conducted in small teams (of 3-4 students each). For each team Milestone (i.e., M1, M2, M3, M4, and M5), plus the Final Feasibility Analysis, every member of each team will be asked to submit a detailed, candid peer evaluation. I will assign scores for individual student contributions to team projects, as based on thoughtful consideration of the information provided through these evaluations (plus my assessment of the team’s project quality and my observations of the team’s working dynamics).
- 5) Reality Check: You will be provided a brief in which you are asked to help determine the level of financial support required for an entrepreneur to launch his business. This project may have multiple components, one of which is completed out of class, and one of which is completed in class; all components will be graded.
- 6) Quizzes: There will be brief entry or exit quizzes on days when readings are assigned as due or after important lectures/workshops, primarily designed to assess understanding and work completion. A total of seven Quizzes are planned; the best five of seven scores will count towards your final grade. Students can miss any one Quiz without penalty (and still be considered to have satisfied the eligibility requirement for extra points); no make-ups will be offered for missed Quizzes (with the top five remaining scores counting in the final grade).
- 7) Readings and Videos: You are expected to read or watch assigned materials in advance, including articles, cases, lectures, etc. You may be called upon at random at any time to address reading or video topics.

“Extra” Opportunities

- 1) Give a Day, Get a Day: As leaders in Southern California’s entrepreneurial community, we at Marshall hope our students will get involved in the world beyond our gates. In partnership with the National Foundation for Teaching Entrepreneurship (NFTE), we provide students with an opportunity to learn and lead while helping others learn. Students who volunteer for a professor-approved NFTE activity can earn a one-day extension on a single written assignment of their choice. An official process for giving and getting a day will be posted to Bb.
- 2) Thank You Letter(s): Students are encouraged to write thank you letters to our guests. A student can receive 10 bonus points for each drafted letter (up to a maximum of two letters = 20 points). Note that, in an effort to ensure a smooth distribution of letters, there will be a limit to how many letters per speaker can receive bonus points (though there will never be a limit on how many letters can be written). Further details regarding thank you letter creation and submission will be provided in class.

Extra points for thank you letters are only available to those who complete all required assignments on time; points are banked until semester’s end, and cannot be used to replace missed requirements.

Assignments

While this course has a lot of assignments, most of them contribute to the final feasibility analysis. Generating portions of the feasibility analysis throughout the term has been found to be effective in moving students through the process. This format also enables you to receive feedback early on and to make improvements before the final feasibility report. Your grade will be primarily determined based on your feasibility project, which will be conducted individually. Specifically, your final grade is based on an evaluation of the following activities:

ASSIGNMENTS	RESPONSIBILITY	POINTS	% OF GRADE
PARTICIPATION	Individual	150	15%
- Student pitch*	Individual	10	
- Feasibility feedback (x 2) *	Individual	20	
- Workshop prep (x 7) *	Individual	70	
- In-class contribution	Individual	50	
WORKSHOPS		100	10%
- Workshops 1-4 and 6-7	Individual	60	
- Workshop 5	Team	40	
MILESTONES		400	40%
- Milestone 1: Concept statement	Individual	50	
- Milestone 2: Product-market profile	Team	100	
- Milestone 3: Business model	Team	100	
- Milestone 4: Financial analysis	Team	50	
- Milestone 5: Feasibility presentation	Team	50	
- Peer Evaluations (M2, M3, M4, M5, Final)	Individual	50	
REALITY CHECK	Individual or Pairs	50	5%
QUIZZES (x7, lowest two dropped)	Individual	100	10%
FINAL FEASIBILITY ANALYSIS	Team	200	20%
TOTAL		1000	100%
All assignments, no matter how late, must be completed to pass this class.			

Note: If you don't inform me of missing or incorrect grades within two weeks of those grades being posted, they will be assumed correct. Do NOT wait until the semester's end to check or appeal grades.

Assignment Submission

All assignments must be uploaded to Blackboard by **9:00 AM Pacific Time** on the date that Deliverable is listed as due in the Course Schedule. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for deduction schedule).

- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional document. If the file is too big to upload to Bb, an alternate destination location should be confirmed, in advance, with the professor.
- Deliverables that exceed the maximum page or time limit will be assessed up to, not beyond, that limit.
- Read and heed supplementary Assignment Details carefully at such time as they are distributed.
- If your internet connection isn't working on the due date, you must both (1) deliver a hard copy by one minute prior to the start of class that day, and (2) upload the deliverable in the 24 hours after the class ends. Failure to upload a copy within 24 hours will yield the same grade deductions as below.

All assignments, no matter how late, must be completed in order to pass this class.

Late Policy

Assignments will be accepted after the deadline, with the following grade penalties. Don't ask for extensions; the below *are* extensions.

- | | |
|---|----------------|
| • Submission in the 24 hours after the deadline | 10% deduction |
| • Submission between 24 and 48 hours after the deadline | 20% deduction |
| • Submission between 48 hours and 3 days after the deadline | 50% deduction |
| • Submission more than 3 days after the deadline | 100% deduction |

Keep copies of all your files and emails until the end of the semester.

Evaluation of Your Work

Papers, Videos, Slides, and Other Submissions

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, in which you explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment’s return to you will not be addressed.)

Participation

Participation is comprised of multiple components (i.e., in-class comments, questions, and exercises) and is evaluated in various ways. Students are expected to read all assigned materials carefully and thoughtfully, and to be prepared to discuss those materials. Students are expected to research and prepare for guest speakers. Students are also expected to engage actively in classroom conversations – with the instructor as well as with other students (the latter in breakout groups). Class discussion participation tends to fall into the following categories:

- **Outstanding:** Student is highly engaged in and prepared for class session, contributing insightful questions and thoughts.
- **Excellent:** Student is moderately engaged in class, on a periodic basis, and occasionally contributes insightful questions and thoughts.
- **Average:** Student is somewhat engaged in class, contributing periodic questions and thoughts that might repeat content already in play.
- **Below Average:** Student rarely contributes in class.
- **Non-Contributing:** Student does not contribute in class.

Evaluation of in-class exercises will vary as based on each exercise. In many instances, completion of the exercise and, as appropriate, on-time submission of related materials will satisfy the participation requirement. In some cases, there might be a clear evaluative component (as explained by the instructor, during that session).

If you are unable to participate for language or other reasons, please consult me early in the semester.

ADDITIONAL INFORMATION

Add/Drop Process

If you fail to attend either of the first two sessions of the semester, without providing advance notification to the instructor, you will be dropped from this course. This policy is in place because this class is over-subscribed, with limited seating; it is imperative that students waiting to get into the class can fill empty seats in a timely manner, without risk of falling behind. (Please note: If you decide to drop, or if you are dropped, you risk not being able to add yourself to another section this semester. You can only add a class after the first week of classes if you receive approval from the instructor.)

In compliance with USC and Marshall's policies, classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes.

The last day to withdraw from this class, without a mark of "W" on your transcript is February 26, 2016. The last day to withdraw the class, with a mark of "W" on your transcript is April 8, 2016.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course **if** the graded work has not been returned to you (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy

Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

Technology Policy

Laptop, tablet, and Internet usage are not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. ANY web-enabled devices (e.g., laptops, tablets, smartphones) must be completely turned off during class time. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping of faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students. [Further details are provided in the Class Notes Policy, below.]

Academic Integrity and Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense

with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (Section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Please be advised that your assignments may be randomly submitted to “TurnItIn” through the Blackboard system, which will generate an originality report on your paper.

Your original thought, in addition to carefully cited sources, will ensure that you don’t run into academic integrity issues that may affect your grade or your status at USC. Any material cited verbatim from its source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also clearly cite the source material.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* (<http://equity.usc.edu/>) or to the *Department of Public Safety* (<http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us/>). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men* (<http://engemannshc.usc.edu/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage (<https://sarc.usc.edu/reporting-options/>) describes reporting options and other resources.

Class Notes Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Support Systems

Students whose primary language is not English should check with the *American Language Institute* (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* (www.usc.edu/disability) provides certification for students with disabilities and helps with the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (<http://emergency.usc.edu/>) will provide safety and other

updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Course Calendar

A detailed schedule of days, topics, and assignments is below. Note that the schedule is subject to change based on class progress and guest availability. (Key: CR = Course Reader; Bb = Blackboard; **W** = Watch; **R** = Read)

DATE	TOPICS	READ <input type="checkbox"/> OR WATCH <input type="checkbox"/> (IN ADVANCE)	DELIVERABLES
MODULE 1: THE CONCEPT			
WEEK 1			
Tuesday, January 10	Welcome		
Thursday, January 12		<input type="checkbox"/> Syllabus (Bb)	
WEEK 2			
Tuesday, January 17	Opportunity & Demand	<input type="checkbox"/> Sample Feasibility Analysis	• Feasibility Feedback
Thursday, January 19		<input type="checkbox"/> Is it Real? Can We Win? ... (CP) <input type="checkbox"/> Malincho (CP)	• Student Pitch • Quiz 1
WEEK 3			
Tuesday, January 24	Data & Confirmation	Workshop 1: The Industry	• WP1 (Problems & Solutions)
Thursday, January 27			
MODULE 2: THE CUSTOMER & THE MARKET			
WEEK 4			
Tuesday, January 31	Observing & Asking	<input type="checkbox"/> Observe First, Design Second (CP)	MILESTONE 1 (Concept Statement)
Thursday, February 2		<input type="checkbox"/> Customer Visits for Entrepreneurs ... (CP)	
WEEK 5			
Tuesday, February 7	Theory & Reality	Workshop 2: Concept	• WP2 (Web Prep) • Quiz 2
Thursday, February 9		<input type="checkbox"/> Why the Lean Start-Up Changes ... (CP)	
WEEK 6			
Tuesday, February 14	The Value Proposition	<input type="checkbox"/> Customer Value Propositions ... (CP) <input type="checkbox"/> Eager Sellers, Stony Buyers (CP)	• Quiz 3
Thursday, February 16		Workshop 3: Value	• WP3 (Sales Pitch)
MODULE 3: THE BUSINESS MODEL			
WEEK 7			
Tuesday, February 21	The Business Model	<input type="checkbox"/> Business Model Analysis for Entrepreneurs (CP)	MILESTONE 2 (Product-Market Profile)
Thursday, February 23		<input type="checkbox"/> Dropbox (CP)	• Quiz 4
WEEK 8			
Tuesday, February 28	Founders & Teams	Workshop 4: Revenue	• WP4 (Path to Profit)
Thursday, March 2		• Fate of the Vasa (CP) • Assembling the Startup Team (CP)	• Quiz 5

DATE	TOPICS	READINGS	DELIVERABLES
WEEK 9			
Tuesday, March 7	Data & Disconfirmation	Workshop 5: Iteration	• WP5 (Race On)
Thursday, March 9			
Have a fun, safe Spring Break!			
MODULE 4: MONEY & ORGANIZATION			
WEEK 10			
Tuesday, March 21	Pro Forma Financials		
Thursday, March 23		R Reality Check (Bb)	MILESTONE 3 (Business Model)
WEEK 11			
Tuesday, March 28	Seed Funding		• Reality Check
Thursday, March 30		R Financing New Ventures (CP) W The ABCs of VC (Bb)	• Quiz 6
WEEK 12			
Tuesday, April 4	The Financial Model	Workshop 6: Money	• WP6 (\$ Roadmap)
Thursday, April 6			
MODULE 5: PUTTING IT TOGETHER			
WEEK 13			
Tuesday, April 11	Story	R How to Harness Stories ... (CP) R Test for the Faint-Hearted (CP)	MILESTONE 4 (Financial Analysis)
Thursday, April 13		Workshop 7: Story	• WP7 (Kickstart It)
WEEK 14			
Tuesday, April 18	Perspective	R Sample Feasibility Analysis (Bb)	• Feasibility Feedback • Quiz 7
Thursday, April 20		W Sound Bites & Other Food for Thought	
WEEK 15			
Tuesday, April 25	Exit		MILESTONE 5 (Feasibility Presentation)
Thursday, April 27			
FINALS WEEK			
Final			FINAL (Feasibility Analysis)