1 COURSE ESSENTIALS

1.1 SECTION INFORMATION
ENTR 320-1 Call # 20358
Monday/Wednesday 2:00 – 3:15 in Ed Center 101

1.2 COURSE DESCRIPTION (CATALOG)
This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. Reflecting recent research, the course focuses on opportunity recognition, business model generation and lean startup. Students will research and develop a repeatable, scalable business model.

Prerequisites: ENTR 200 or MKTG 302 or ARTM 325 or CSCI 215

1.3 REQUIRED TEXTS
- “How to Build a Startup” online lecture videos by Steve Blank available at www.Udacity.com/course/ep245

1.3.1 Optional, but Recommended Text

1.4 CONTACTING THE PROFESSOR
Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen,” “Professor Dave”)

EMAIL (BEST WAY TO REACH ME): HansenD@cofc.edu Add “ENTR 320,” or something similar, to the subject line

OFFICE HOURS: M/W 12:30 – 1:30, Th 12:00 – 3:00 – no appointment necessary – drop by for any questions, or to chat about entrepreneurship, beer, sci fi, soccer, or Star Wars

OFFICE LOCATION: Tate Center, Room 308 (cross the bridge from 3rd floor of Beatty, then head left)

BY APPOINTMENT: for any other time not listed above, you may make an appointment with me

ONLINE: LinkedIn (davidjhansen), Facebook and Twitter (by request), Skype (dr.david.j.hansen), Steam (creative-destruction), other games/platforms by request

1.5 “MAKE A PROFIT WHILE MAKING A DIFFERENCE.”
– Stuart Williams, Social and Environmental Entrepreneur-in-Residence.

DEPARTMENT STATEMENT OF EXCELLENCE:
The Department of Management & Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

You are encouraged to incorporate making a social and/or environmental impact with your business projects.
2 COURSE CONTENT

2.1 TABLE 1: COURSE OBJECTIVES (BLOOM’S TAXONOMY LEVEL: ORGANIZED FROM LOWER-TO HIGHER-ORDER THINKING SKILLS)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>How the Content Will Be Delivered</th>
<th>How You Will Demonstrate the Objective</th>
<th>How the Objective Will Be Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through this course you will:</td>
<td></td>
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<tr>
<td>1. describe the customer development process as a method of searching for</td>
<td>Steve Blank videos on Udacity</td>
<td>Quizzes, Assignments</td>
<td>Quiz Results, Performance on Assignments</td>
</tr>
<tr>
<td>product-market fit (Understand);</td>
<td>along with other videos,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. develop your creativity and design thinking skills (Apply);</td>
<td>readings from the texts and</td>
<td>Assignments and In Class Exercises</td>
<td>Performance on Assignments</td>
</tr>
<tr>
<td>3. critique and recommend improvements for other teams’ business model</td>
<td>articles, class discussion and</td>
<td>Evaluate Other Teams' Pitches</td>
<td>Peer Rating of Quality of Feedback</td>
</tr>
<tr>
<td>pitches (Analyze);</td>
<td>activities.</td>
<td></td>
<td>Pitch Evaluations, Pitch Competition</td>
</tr>
<tr>
<td>4. convince/persuade others that you have identified a product-market fit</td>
<td>assignments, In Class Exercises,</td>
<td>Performance on Assignments</td>
<td></td>
</tr>
<tr>
<td>(Evaluate);</td>
<td>The Whole Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. be able to complete (Understand), use (Apply), test (Analyze), validate</td>
<td>assignmen, In Class Exercises,</td>
<td>Performance on Assignments</td>
<td></td>
</tr>
<tr>
<td>(Evaluate), developing new (Create) business model canvases.</td>
<td>The Whole Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 TOPICS COVERED

- Customer development
- Customer research
- Conducting interviews
- Problem solving
- Hypothesis testing
- Business model canvas components
- Giving and evaluating elevator pitches
- Creativity/design thinking
- Pivots
- Competitive strategy

2.3 SCHOOL OF BUSINESS LEARNING GOALS

1. Communication skills – written reports, oral pitches and conducting interviews

2. Global and civic responsibility – consideration of socially- and environmentally-responsible aspects of problems and solutions (consistent with the department statement of excellence found above); additionally, global awareness is integrated throughout the course

3. Intellectual innovation and creativity – the major class project is designed to encourage innovativeness and require considerable creativity

4. Synthesis – the project requires bringing together a comprehensive business model, which involves most of the functional areas of business
### 3 Grading

#### 3.1 Specifications Grading

I will be using a system called Specifications Grading. What this basically means is that every graded component of the class is effectively “pass/fail” (though I’ll use the terms “Good” and “Not Good”). This means essentially all or nothing on each one (no partial credit). Why use this system? **You control your grade.** In this system, you choose the grade you want at the start of the course and you know exactly what you need to do to earn that grade. No more haggling over this point or that or not being quite sure what you need to do in order to get this grade or that. Furthermore, the amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, you can skip more assignments and quizzes, miss more classes, etc. But if you want an A, you’ll have to do more.

#### 3.2 Table 2: Final Grade Table

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Individual Components</th>
<th>Team Components (each one must meet requirements for a rating of “Good”)</th>
</tr>
</thead>
</table>
| A            | • Have **no more than 2** unexcused absences  
• Earn “Good” on all Foundation Assignments, with **no more than 4 requiring a redo**  
• Complete the final reflection  
• Earn 100% on **all 11 quizzes**  
• Earn “Good” on one extra-curricular report | All of B, plus:  
• Complete a strategy canvas  
• Use the MVP in testing the canvas  
• Test/research the left side of the canvas  
• Complete the third report |
| B            | • Have **no more than 4** unexcused absences  
• Earn “Good” on all Foundation Assignments, with **no more than 4 requiring a redo**  
• **Complete the final reflection**  
• Earn 100% on **all but 1** (of 11) quiz | All of C, plus:  
• Create an MVP  
• Use business model patterns for brainstorming  
• Test get/keep/grow, channels and revenue/pricing  
• Complete the second report |
| C            | • Have **no more than 6** unexcused absences  
• Earn “Good” on all Foundation Assignments, with **none requiring more than one a redo**  
• Earn 100% on **all but 2** (of 11) quizzes | All of D, plus:  
• Use canvas as a brainstorming tool  
• Test product-market fit  
• Complete the first report |
| D            | • Have no more than 8 unexcused absences  
• Receive “Good” on all Foundation Assignments, but 1 or more required a second redo  
• Earn 100% on all but 3 (of 11) quizzes | • Complete partnership agreement  
• Give a pitch (not a presentation), within the allotted time  
• Provide pitch feedback |
| F            | Fail to meet 2 or more of the criteria for a D |
3.3 TOKENS

The “all or nothing” aspect of grading may seem a bit scary, but you’ll have the opportunity to make up for mistakes by using tokens. You will be given 3 tokens. The ways in which you may use a token are:

- to “excuse” an unexcused absence
- complete an individual or team assignment or report up to 48 hours late
- to REDO an unsatisfactory team assignment or report within ONE WEEK

Tokens will not be necessary for individual assignments. All of them are “Foundation Assignments” and you must pass all of them to pass the class. Thus, you can resubmit them if they are not “Good.” However, repeatedly doing so can impact your grade. See the grade table above. For team assignments, only one team member needs to use a token (but you need to tell me who is “taking one for the team.”)

3.4 EARNING YOUR FINAL GRADE

You MUST meet ALL criteria in a grade level to earn that grade. I will only make exceptions and assign a plus or minus if you have ONE item in the immediately lower (-) or higher (+) grade level.

So make sure you are achieving ALL of the goals for the grade you want. DO NOT expect to get an A or even a B if, for example, you have attendance that only meets the criteria for a C, even if you meet all of the other criteria for an A. You know from DAY 1 what you need to do to earn a grade. The final grade you EARN is up to YOU!

3.5 IN RELATION TO COURSE OBJECTIVES

At the C-level, you will have met the basic objectives of the course.

Note that for individual components, higher grades reflect more and better work in achieving the course objectives. Each grade level requires better performance on quizzes and foundation assignments, requires more attendance and grades A and B each add on an additional assignment. Bold items in the table indicate the additions and increases from lower letter grades.

For team components, higher grades reflect more advanced work. The team assignments are progressive in that they draw on deeper course knowledge. At higher grades, you will have gotten further in your understanding and abilities associated with the course objectives.

4 LEARNING COMPONENTS

4.1 FOUNDATIONAL ASSIGNMENTS

Starting the second week and continuing for six weeks, you will have simple, individual assignments to complete, such as completing one interview. These assignments lay the foundation for the work you will do in this class. Thus, you MUST pass them to pass the class. As with the quizzes, these will always be due no later than Sunday night.

The purpose of these are for me to make sure you are doing the basic work correctly before getting into the larger assignments. I will provide detailed instructions in how to do the assignments, so it should not be too difficult to pass.

Since it’s imperative that you know how to do the tasks, if you don’t pass, you will be able to redo the assignments. But as noted above, having to redo several assignments or redo an assignment more than once, will lower your maximum grade. And since many of them build on prior assignments, failing one can lead to failing several others. So make sure you get them right the first time, especially since they will pile up fast if you are frequently having to redo them. Do not hesitate to contact or see me if you have questions. I want to make sure you have these basic skills.
4.2 CLASS PREPARATION

This class is designed in the form of a flipped classroom. You are expected to come to class prepared by reviewing the assigned readings and/or watching the online lectures. Prior students say that this is essential (see advice for future students on OAKS). This way class time can be more effectively used for discussion, feedback, activities, team work, developing ideas and working on the project. The online lecture videos are available at www.Udacity.com/course/ep245 ("How to Build a Startup" by Steve Blank). You will have to register to watch the videos, but they are free. The videos are used by Steve Blank in classes at Stanford, Berkley, and Columbia and by the National Science Foundation and numerous other universities around the world.

4.2.1 Preparation Quizzes

Reading and preparation will be assessed by online quizzes (OAKS) to be completed the night before class. There will be a quiz due no later than Sunday night each week. Quizzes are based on the readings and/or video for the coming week. They are not meant to be difficult. They are open book, open internet and not timed. All of the quizzes for the whole semester should be set up and open within the first week or so of class – so don’t feel like you need to wait until an hour before they are due to complete them, because you won’t do well (especially since it means you probably haven’t done the preparation for class).

4.2.1.1 Quiz Grading

The knowledge needed for the quizzes is essential knowledge for the class. Because of this, and due to the quiz being generally easy, you should aim for 100% on every quiz. Many of the questions simply require finding the definition, list, example, etc. in the reading or videos. Some questions require simple application, but should still be easy if you have done the reading/watched the video – you can even take the quiz while you’re doing the preparation. Each quiz below 100% drops you into a lower grade category (see grading table in section 3.2).

4.2.1.2 Quiz Reflection

If you don’t get 100% on a quiz, all is not lost however. The purpose of the quizzes is that you have reviewed and have a basic understanding of the material. You can change your result to 100% by completing a self-reflection assignment within one week of the quiz. For each incorrect answer, you will write a short explanation of why the correct answer is correct and where the information can be found in the reading or video. In addition, you will need to write a short reflection on why you got the questions wrong and what you will do to ensure you do better on future quizzes. While this is not a difficult exercise, it can be time consuming. So it is much better to plan ahead to give yourself sufficient time to do the reading/watch the videos AND take the quiz before it is due.

4.3 ATTENDANCE

4.3.1 Attendance is Required

Attendance is one of the grading components. Missing class without providing a reasonable excuse for doing so, will be counted as an unexcused absence. Please either see me or fill out an Absence Memo through Student Affairs. The absence memo is then forwarded on to all of your instructors. If you are excused from class for an extended period of time (e.g. family emergencies, jail, etc.), please be sure to keep in contact with both myself and your teammates in order that you do not fall too far behind and/or hurt your team. You will be provided with a name tent, which will help with taking attendance and for me and your classmates to get to know your name.

4.3.2 Arriving Late or Leaving Early

Note that leaving early for or returning late from vacation is not a valid excuse for missing class (unless flights are cancelled). In addition, coming to class late is a distraction to me and your classmates. Showing up late (more than 5 minutes) or leaving early, without prior permission, on 3 occasions will count as an unexcused absence.
4.3.3 Your Responsibility
It is your responsibility to ensure that I add you to the roll if you do come in late. I will frequently update attendance on OAKS. If you find a discrepancy, it is your responsibility to address it ASAP – not at the end of the semester when you realize that it will impact your grade.

4.4 TEAM PROJECT
Course objectives 2-5 will be primarily accomplished through an experiential learning project. This involves conducting an extensive project to iteratively develop and test a business model. The majority will be done in teams – some of it inside, but most of it outside of class. This will be challenging and a lot of work, but the main goal is for you to have a potential new venture that you can launch. Details of the project are provided in a separate document.

4.4.1 Forming Teams – DO NOT PICK YOUR FRIENDS
You will work in teams throughout the semester. Picking the right teammates will be essential. You’ll have opportunity to meet, interview and learn about your classmates prior to forming teams. It is imperative that you form teams based around common interests and desired grade. I pretty much guarantee, from experience, that if you form a team based on working with your friends, you will struggle. Trust me. Your friends are your friends socially. In class, where your grade depends on them, is a completely different situation. I have recently seen several teams imploding because they partnered with friends. Either because the friends had different interests or one person slacked and the rest of the team was apprehensive to call the teammate out on it. So, the whole team suffered.

4.4.2 Managing Your Team
The first assignment you'll complete is a partnership agreement, detailing the responsibilities and expectations of team members. Part of your monthly reports (next) will include an assessment of each member of your team. This will be a checklist of various expectations (e.g., showing up on time to meetings), contributions and work ethic. If someone is not pulling their weight, you will be able to fire them.

4.4.3 Assignments and Reports
As you saw in the final grade table, team assignments and reports are a major component in your final grade. As a team you will decide what grade you want and thus how much work you will need to do. The higher the grade, the more work you’ll have to do and the further into the semester you will be working. If you and your team decide you only want to get a C, then most of your work will be finished before spring break. If a team member leaves, stops working or is fired, then that person will have their grade based just on the work they did. So, it’s possible that a member of a team that does all the work for an A only gets a C. These will take over the individual assignments in being due no later than Sunday night.

4.4.4 Interviews
A main aspect of customer development is to “get out of the building” and interview potential customers and partners in order to test hypotheses regarding your business model. So, another part of the reports will include having a number of correctly-done interviews recorded and stored on a shared drive. I will spot check the interviews. If any of them are incorrectly done (e.g., not following the interview protocol), then the report will fail, and you will need to redo it (at the cost of someone’s token).

4.4.5 Pitches
Depending on the desired final grade, you will give one or more elevator pitches. These pitches are not graded. The main point is to practice and improve your pitching ability leading up to the pitch competition (next) at the end of the semester. Each pitch should be treated as if you are giving your final pitch to the judges. What will be graded is the feedback you provide to other teams. The pitches are scheduled for Mondays, with the feedback due Sunday nights.
4.4.6 **Pitch Competition**
In place of a final exam, teams will have the opportunity to make a final pitch to a panel of judges. Teams must meet the requirements for a C in order to participate. The judges will be experienced entrepreneurs and angel investors. This is the real deal. Winners will earn real money!

4.4.7 **Additional Team Help**
Your team will periodically meet with me and mentors for additional help, feedback and coaching (see calendar below). Each team will be given the opportunity to work with a mentor from SCORE. Make good use of it.

4.5 **FINAL REFLECTION**
For students pursuing an A or a B, you will individually write a reflection of your experience in the class, plus what you learned about entrepreneurship, what you liked about the class, what you didn't like about the class and suggestions for improving it.

4.6 **EXTRA-CURRICULAR ENTREPRENEURSHIP OPPORTUNITIES**
Students seeking an A in the class will need to attend any of the opportunities below and write a 500-word, single spaced paper, detailing what you learned about entrepreneurship from attending. Papers are due within one week of the session. There will likely be other events throughout the semester. If you are not pursuing an A, it is still worthwhile going and thus I will grant an additional token for doing so. Students always say they learn a lot.

4.6.1 **Charleston Angel Partners (CHAP)**
The Angel Partner meetings are on Wednesdays at 5:30, once a month on the second floor of the Tate Center. See [www.CHAPSC.com](http://www.CHAPSC.com) for upcoming sessions. There are rules for attending. First, dress at least business casual – most people there will be in business attire. Second, do not plan to come late or leave early. Entrepreneurs will be making presentations and/or the angels will be discussing investments. If you come in late or leave early you will be disturbing these activities. Third, you must plan to be “a fly on the wall.”

4.6.2 **VentureSouth Angel Partners**
Another angel group in Charleston is VentureSouth. They are a bit more restrictive in allowing students – you will need to apply to attend. I will provide further information later.

4.6.3 **Kauffman’s One Million Cups**
One Million Cups is an event initiated by the Kauffman Foundation to spur entrepreneurship in cities all over. At these meetings, a startup company will make a 6-minute pitch. The audience is a collection of people interested in entrepreneurship and innovation and willing to offer advice and help. It should be a good experience to see what pitching is like. You may even want to present there yourself some day. You can find out about the Charleston meetings at [http://www.1millioncups.com/charleston](http://www.1millioncups.com/charleston). They are every Wednesday between 9 and 10 AM at The Schoolhouse in W. Ashley (though check the website before going, they have moved several times).

5 **ASSIGNMENT EXPECTATIONS**

5.1 **EXPECTATIONS FOR WRITTEN WORK**
Following the School of Business learning goal of effective communications, all written and oral work must be completed in professional style, and follow basic principles of effective written and oral communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly
written, and free from grammatical and/or typographical errors. In other words, **grammar, spelling and formatting will count on all assignments.** If you need help with writing quality papers or making good presentations, please make use of the writing and speaking labs available through the Center for Student Learning at the library: [csl.cofc.edu](http://csl.cofc.edu).

### 5.2 Academic Integrity

Lying, cheating, attempted cheating, and **plagiarism** are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, **fabricating data**, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the **Student Handbook** at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

### 6 Disability Statement

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

### 7 Classroom Expectations

#### 7.1 Technology

Laptops should be closed except when needed for note taking, working on your project or researching a question that comes up in class.

Cell phones: Please turn off the ringers! Do not text during class! If I see you looking at a screen and smiling/laughing, I will ask you to share with everyone – then I will take your laptop or phone and hold it until the end of class.
7.2 **RECYCLING**

Please recycle your trash. It saves the College money (your tuition) and is the right thing to do.

8 **MENTORS**

To help you get the most out of the project, and to help ensure you take it seriously, we will have several mentors. Pat Manna, a retired entrepreneur, will attend most classes. In addition, he will hold informal “office hours” – the days, times and locations are yet to be determined. Jeff von Freymann is a member of SCORE and will attend some classes. He will also help you connect your team with a SCORE mentor for the project. There will be assorted other mentors throughout the semester. These are great connections and resources – most the most of them.

9 **IF YOU WANT TO DO WELL IN THIS CLASS**

9.1 **FAIR WARNING**

This class requires more work than typical classes, and most of it is outside the classroom. It is meant to simulate what startups are like in the real world, including ambiguity, uncertainty, time constraints, dealing with team conflict, etc. The difference is that it will be a lot less difficult than actually starting a company, and the consequences of failure are much less severe.
## 10 Rough Outline of Class

*All readings and viewings should be completed by Sunday night*

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Class Objectives</th>
<th>Pre-class Preparation</th>
<th>Quiz^</th>
<th>Individual (I) and Team (T) Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>8-Jan</td>
<td>Introductions</td>
<td>Introductions, syllabus and expectations Review of assignments, grading, Oaks, how learning is different in this class and more</td>
<td>Syllabus Advice from Former Students Video Lesson 2*</td>
<td>All</td>
<td></td>
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<tr>
<td>Wed</td>
<td>10-Jan</td>
<td>Course Overview</td>
<td></td>
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<tr>
<td>Tues</td>
<td>16-Jan</td>
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<tr>
<td>Wed</td>
<td>17-Jan</td>
<td>Customer Development</td>
<td>Understand the customer development process; Understand the different levels of markets</td>
<td>Video Lesson 4</td>
<td>1</td>
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<tr>
<td>Sun</td>
<td>21-Jan</td>
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<td></td>
<td></td>
<td>Two</td>
<td>I1. Contract and target</td>
</tr>
<tr>
<td>Mon</td>
<td>22-Jan</td>
<td>Customer Research and Interviewing</td>
<td>Understand how to do interviews by asking the right questions and how they are different from surveys</td>
<td>Articles on OAKS BMG**: 126-133 VPD***: 106-119</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>24-Jan</td>
<td>Customer Segments</td>
<td>Understand what customer jobs, pains and gains are</td>
<td>Video Lesson 6 BMG: 20-21 VPD: 12-25</td>
<td>2</td>
<td></td>
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<tr>
<td>Sun</td>
<td>28-Jan</td>
<td></td>
<td></td>
<td></td>
<td>Three</td>
<td>I2. One interview</td>
</tr>
<tr>
<td>Mon</td>
<td>29-Jan</td>
<td>Understanding Problems</td>
<td>Understand the importance of solving a customer problem</td>
<td>Pain article on Oaks Watch Google video on doing user research (can skip the Q&amp;A)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>31-Jan</td>
<td>Overview of Teams</td>
<td>Understand how finding the right teammates makes a huge difference</td>
<td>Students' advice on teams</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>4-Feb</td>
<td></td>
<td></td>
<td></td>
<td>Four</td>
<td>I3. Id 2+ jobs, pains, gains + a problem to fall in love with</td>
</tr>
<tr>
<td>Mon</td>
<td>5-Feb</td>
<td>Form Teams</td>
<td>Find classmates with similar interest</td>
<td>Project Guide</td>
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<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>Creativity</td>
<td>Develop your creativity and design thinking. BMG: 134-145, 244-259 VPD: 160-165</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Five I4. Generate 25 ideas for target T1. Partnership agreement</td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td>Five I5. Potential product-market fit I6. Write 1 test card</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Six I5. Potential product-market fit I6. Write 1 test card</td>
</tr>
<tr>
<td>Mon</td>
<td>First Pitch</td>
<td>30-second pitch Watch videos and read articles about doing elevator pitches VPD: 132-3</td>
</tr>
<tr>
<td>Wed</td>
<td>Business Model Canvas Overview</td>
<td>Understand the business model canvas, how to use it and how the components work together as a whole Video Lesson 3 BMG: Read - 14-15, 42-51 VPD: 156-157, Skim: 16-41</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Seven I7. Complete one canvas</td>
</tr>
<tr>
<td>Mon</td>
<td>Get/Keep/Grow + Channels Team Meetings</td>
<td>Work on your Channels and Customer Relationships plan Video Lessons 7, 8</td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td>Seven I7. Complete one canvas</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Eight T2. First report</td>
</tr>
<tr>
<td>Mon</td>
<td>Second Pitch</td>
<td>1-minute pitch Understand why you shouldn't fall in love with an idea; Use the business model canvas as a brainstorming tool Articles on OAKS</td>
</tr>
<tr>
<td>Wed</td>
<td>Pivots</td>
<td>8</td>
</tr>
<tr>
<td>Sun</td>
<td></td>
<td>Nine T3. Pitch feedback T4. Multiple canvases</td>
</tr>
<tr>
<td>Mon</td>
<td>MVP</td>
<td>Develop MVP that fits your target customers VPD: 218-223, 228-31, 236-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>Wed 14-Mar</td>
<td></td>
<td>Patterns</td>
</tr>
<tr>
<td>Mon 13-Mar</td>
<td></td>
<td>(last day to withdraw with W)</td>
</tr>
<tr>
<td>Sun 1-Apr</td>
<td></td>
<td>Flex/Teamwork</td>
</tr>
<tr>
<td>Wed 28-Mar</td>
<td></td>
<td>Team Meetings</td>
</tr>
<tr>
<td>Mon 27-Mar</td>
<td></td>
<td>Third Pitch</td>
</tr>
<tr>
<td>Wed 4-Apr</td>
<td></td>
<td>Revenue Streams</td>
</tr>
<tr>
<td>Sun 8-Apr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 9-Apr</td>
<td></td>
<td>Competition</td>
</tr>
<tr>
<td>Wed 11-Apr</td>
<td></td>
<td>Key Partners; Key Activities; Key Resources; Cost Structure</td>
</tr>
<tr>
<td>Mon 16-Apr</td>
<td></td>
<td>last (practice) pitch</td>
</tr>
<tr>
<td>Wed 18-Apr</td>
<td></td>
<td>team meetings</td>
</tr>
<tr>
<td>Mon 23-Apr</td>
<td></td>
<td>Prep and Wrap Up pitch competition</td>
</tr>
<tr>
<td>Mon 30-Apr</td>
<td></td>
<td>Competition</td>
</tr>
</tbody>
</table>

^ Quiz numerals (1-11) indicate on which quiz (one – eleven) the material is covered
* Video lessons are on Udacity.com
** BMG = Business Model Generation text
*** VPD = Value Proposition Design text