



6300:201-004: Introduction to Entrepreneurship Online – A Web Based Course

**College of Business Administration
The University of Akron**

Class homepage is on Springboard – go to <http://springboard.uakron.edu/>
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Course Description

This online course helps students development an “entrepreneurial mindset”, provides students with a broad contextual understanding about the critical importance of entrepreneurship to the United States in the 21st Century, and helps students develop the analytical, conceptual and critical thinking skills required to test the feasibility of an entrepreneurial business idea. While this course is titled “Introduction to Entrepreneurship”, it could just as appropriately be titled “Introduction to STEM Entrepreneurship and the Commercialization Process”. To accomplish these learning objectives, the course includes two separate but interrelated parts: A Foundational Learning Segment and an Experiential Learning Segment.

The Foundational Learning Segment of this course provides the following, primarily through a portfolio of topical online videos and video lectures and assessment quizzes:

- Perspective about how the global economy has evolved and the challenges and opportunities it presents for the future. (Through videos featuring Dr. Hans Rosling and Mr. Johnathan Holfield.)
- Perspective about how the American Free Enterprise System works and the importance of entrepreneurship and innovation to its continued success. (Through a series of video lectures by Mr. John Klipfell.)
- Perspective about what entrepreneurs do and think (i.e. their entrepreneurial mindset). (Through an array of videos titled “In their own words, stories of entrepreneurs from students to serial entrepreneurs.)
- Perspective about the critically important role that STEM (Science, Technology, Engineering & Math) plays as a catalyst to the development of a large majority of the new products and services and solutions of the future. (Through a portfolio of videos featuring dozens of the leading entrepreneurial STEM researchers and practitioners in Ohio.)
- Perspective about resources that are available for entrepreneurs through the innovation ecosystem of Ohio. (Through access to a portfolio of regional videos featuring many of the robust venture development organizations and initiatives in Ohio.)

The Experiential Learning segment of this course helps students develop the analytical, conceptual and critical thinking skills required to test the feasibility of an entrepreneurial business idea or concept. It accomplishes this objective by having each student work as part of a team that utilizes the “*Ohio Roadmap to Future Jobs and Prosperity*” developed by the *Believe in Ohio* program (*Roadmap*) as part of a disciplined, iterative process that focuses on examining an entrepreneurial idea from the perspective of how the proposed product, service or solution addresses the needs and wants of its customers and users and provides value to them. This analytical approach allows the prospective entrepreneur to tune up their idea so that it makes sense in the market. Alternatively, if the idea can’t or won’t be iterated into something the market wants, the entrepreneurs will have saved thousands of dollars and hours in wasted effort and time. *The Roadmap* approach forces a prospective entrepreneur to:

1. Define the problem, pain point or market opportunity that their entrepreneurial idea is intended to solve. (*Roadmap Milepost 1*).
2. Propose a solution to the problem, pain point or market opportunity. (*Roadmap Milepost 2*).
3. Set forth the STEM concepts and principals that underlie their idea, and provide the evidence and support that the enabling technologies can in fact be applied as intended. (*Roadmap Milepost 3*)
4. Determine who the target customers and users are for the idea and undertake the market research needed to authenticate their analysis. (*Roadmap Milepost 4*)
5. Determine who their direct and indirect competitors are with the objective of learning from their experiences and value propositions they offer to their customers and users. (*Roadmap Milepost 5*)



6. Set forth and evaluate the customer value proposition and competitive advantage that their idea offers (*Roadmap Milepost 6*)
7. Determine what revenue streams and funding measures they expect will support and underwrite their entrepreneurial product, service or solution idea. (*Roadmap Milepost 7*)
8. Determine the startup costs and operating costs needed to bring their idea to fruition and to market (*Roadmap Milepost 8*)
9. Provide a written assessment about the STEM principals and applications underlying their idea how they will work to authenticate the idea. (*Roadmap Milepost 9*)
10. Provide a written assessment of the commercialization feasibility of their idea based upon their evaluation of the information developed under the preceding Mileposts and whether or not they recommend moving forward with the idea. (*Roadmap Milepost 10*)

Note: A series of 3-7 minute video discussions explaining each of Mileposts 1=8 and other topics are available to students. The discussion group includes Professor Dr. Brian Davis, Chair of the Biomedical Engineering Department at the University of Akron, Believe in Ohio program entrepreneur Mr. John Klipfell, and Ms. Courtney Gras, a dynamic, young, accomplished, Akron area entrepreneur and University of Akron alumna.

Only by following a disciplined, iterative process that focuses on examining an entrepreneurial idea from the perspective of how the proposed product, service or solution addresses the needs and wants of its customers and users and provides value to them can one make an informed decision as to whether their idea has commercial and investment potential.

Students will be evaluated on the effort and insight they put into collecting, evaluating, documenting and iterating their product idea at each Milepost on the *Roadmap*. Students will periodically submit for review a written summary of the activities that they have undertaken and their ongoing assessment of the commercial feasibility of their idea. Students will also be evaluated on what they have learned from the many videos readings, interviews, and discussion that they have observed or participated in.

While there appear to be many assignments for this course (much of which includes material on the Believe in Ohio website), all of the assignments are important and contribute to the students understanding of entrepreneurship, innovation and the development of their idea in the Entrepreneurial Ecosystem of Ohio. Throughout, students will receive what is hoped will be constructive feedback throughout the semester. Keep the following in mind:

- The process of assessing the commercial feasibility of your idea is iterative. When analyzing your business hypothesis, the info you gather always involves repeating many of the explorative and analytical steps before a particular business concept gels into something that is viable.
- When the feasibility analysis is “complete,” you should be able to determine whether the conditions are right for you to go forward with your business concept.
- If conditions are not favorable, you will review the areas you tested to see whether another approach (an iteration or a “pivot”) might make the concept viable.
- Many concepts can be feasible if the right conditions are in place, or if you create the right conditions.
- Knowing how particular aspects of a business concept can be adjusted to achieve feasibility, or recognizing that this business is not for you for any reason is when mastery of the course material has been achieved.



About the disciplined, iterative, analytical process utilized by the “Ohio Roadmap to Future Jobs and Prosperity” in this course...

During the mid-1990’s, Mr. Steve Blank, a renowned entrepreneur, author and university professor and lecturer, created a Customer Development methodology which “details a scientific approach that can be applied by startups and entrepreneurs to improve their product’s success by developing a better understanding of their consumers”. Blank’s Customer Development methodology later became the cornerstone of the Lean Startup Movement popularized by entrepreneur Mr. Eric Ries, who was one of Mr. Blank’s students. (Wikipedia) Mr. Ries book titled “*The Lean Startup: How Today’s Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*” was published in 2011 is one of the cornerstone’s to the worldwide Lean Startup Movement.

In a similar vein, Dr. Alexander Osterwalder, a Swiss business theorist, author and consultant and Professor Yves Pigneur, a Belgian computer scientist and professor at the University of Lausanne, in 2010 co-authored a book titled “Business Model Generation” based on Dr. Osterwalder earlier work in development of the *Business Model Canvas*. “The *Business Model Canvas* is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm’s or a product’s value proposition, infrastructure, customers and finances. It assists firms in aligning their activities by illustrating potential trade-offs.” (Wikipedia)

The *Business Model Canvas* gave rise to the *Lean Canvas* which is a version of the *Business Model Canvas* adapted by Texas serial entrepreneur Mr. Ash Maurya specifically for startups. The *Lean Canvas* focuses on addressing broad customer problems and solutions and delivering them to customer segments through segments through a unique value proposition.” (Wikipedia)

The Believe in Ohio program’s “Ohio Roadmap to Future Jobs and Prosperity” is based loosely on the “*Lean Canvas Business Model*” developed by Mr. Ash Maurya that was adapted from the “*Business Model Canvas*” by Alexander Osterwalder and Yves Pigneur, and is licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License. www.Strategyzer.com

The Believe in Ohio program is a free program from The Ohio Academy of Science that helps students prepare for the future. The program was developed in collaboration with Entrepreneurial Engagement Ohio, with the support of the Ohio Board of Regents and the 130th Ohio General Assembly. www.BelieveInOhio.org

Teams

You will self-form teams based on the list of Business Ideas that all of you must submit as one of your first assignment. I will merge all the ideas submitted and publish a subset of my favorite ideas under the Discussion Tab. In my experience, teams of more than 4 persons have considerable difficulty coordinating their schedules and working effectively together. Therefore, teams will consist of 2 to a maximum of 4 students, with a mix of grade levels preferred.



Class Participation

You will contribute to class discussion via the Discussions tab in Springboard. Your overall commitment and attitude toward this course, and your active *written* participation in class discussions, will be monitored. In grading class participation, I look at both the quantity and quality of your class contributions / interventions. Class participation is obviously a function of preparation, skills, attitude, and a willingness to actively commit yourself in front of your colleagues. Accordingly, comments like "I agree" without any reason or supporting evidence is not useful or acceptable. Here are a few words to describe what I would like to see.

Relevance -- does the comment bear on the subject at hand? Comments that do not link up with the focus of the discussion can actually detract from the learning experience.

Causal Linkage -- are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.

Responsiveness -- does the comment react in an important way to what someone else has said?

Analysis -- is the reasoning employed consistent and logical?

Evidence -- have data from the case, from personal experience, from general knowledge been employed to support the assertions made?

Importance -- does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?

Clarity -- is the comment succinct and understandable? Does it stick to the subject or does it wander?

Self-paced, self-disciplined Design

Please don't try to complete this course in the last two weeks. Students' report that this course is as much as or in some cases MUCH more work than a regular face to face course. Therefore, don't expect to successfully finish the class if you wait until the last two weeks of the term to start. Because of the new Withdrawal policy I will not approve a grade of incomplete except in the most dire of circumstances.

While it will be easy for you to think that your professor is available 24/7, this is not correct. There are some days that professor's time will be extremely limited which will be announced to you. I will generally be online daily to check your progress when possible. Nevertheless, a 48 hour response from the professor will be considered timely. Therefore, you must plan for a day or two turnaround between your inquiry and my reply.

Weekly Assignments

A comfortable rate of progress is to complete one assignment per week. Do not underestimate the time requirements for this online class.

I strongly recommend that you watch the video lessons at:

<http://www.ohioinnovates.org/sites/2015course/regional/sites/neoinnovates/neohome2015.html>. These videos present the core tenets of this course, and we will refer to them continuously throughout the semester.

You may contact the professor or other students at any time through the use of the Discussions Tab and online chats. You can talk about and discuss concepts with anyone, inside or outside the course.

There are a number of activities that are undertaken in the feasibility course.



1. Students explore their own new business product and service ideas to better understand whether their goals, values and skills are suited for pursuing these opportunities.
2. The process of value creation and customer validation is discussed and activities involved with assessing opportunities are undertaken throughout the semester.
3. The elements of a Value Proposition are studied and critiqued.
4. Based on insights as they evolve from your study and research, you will create, edit, rewrite and change a value proposition that articulates a unique set of benefits to a specific set of customers.
5. Please don't fall behind, work closely with your team. Call me if you need my help, sooner rather than later.

	Week Of	Class Assignments & Activities	Preparation & Homework
1	8/29/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. A01 – Are you ready for the future? 2. A02 – The rapidly growing global economy's impact on the future. 3. A04 – Will you be a competitor or a benchwarmer? Competing and winning in the flat world. <p>After viewing each video, take the assessment quiz on iLearn.</p> <p>Watch the Roadmap Introduction Video in preparation for the series of Roadmap instructional videos by Dr. Davis, Mr. John Klipfell and Ms., Courtney Gras that will be used in the weeks that will follow,</p>	<p>Get started. Develop perspective on the global innovation economy.</p> <ol style="list-style-type: none"> a. Put your head shot up on Springboard b. Discuss your student profile and expectations and tell us about yourself in the Discussion Tab on Springboard <ul style="list-style-type: none"> • The purpose of this assignment is to provide the instructor and your fellow students with some insights about your background, and your expectations for this course. c. Get yourself setup on the iLearn system where you will answer the assessment quizzes required to verify your viewing of videos. d. Watch the three videos selected to provide perspective on the Global Economy. Take the assessment quizzes. e. In a maximum one page written document, provide your perspective about the three videos and how you believe you need to plan for the future. Submit your written comments on your Discussion Tab on Springboard.
2	9/6/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. B01 – Kaufman Foundation Video Series #1 2. B08 – Real world stories about five collegiate entrepreneurs 3. B13 – Real world stories of seven entrepreneurs at the Akron Global Business Incubator 4. AO3 – Embrace the Future, Believe in Yourself. <p>After viewing each video, take the assessment quiz on iLearn. Download the Ohio Roadmap to Future Jobs & Prosperity (Roadmap) found in Module 1 on the Springboard Content Tab</p> <p>Watch Roadmap Milepost (MP) videos: MP 1 – Problem Statement, Pain Point, Market Opportunity, MP 2- What is your Proposed Solution? MP 3 – What STEM Principals Underlie Your Proposed Solution?</p>	<p>Develop perspective on the “Entrepreneurial Mindset”. Come up with new product, service or business ideas. (Mileposts 1,2,3)</p> <ol style="list-style-type: none"> a. Watch the four videos selected to provide perspective on the Entrepreneurial Mindset. Take the assessment quizzes. b. Then watch the three short Roadmap Videos about Mileposts 1, 2 and 3 which discuss some matters you should consider when developing a potential new product, service or business idea. c. Interview three people about potential ideas you have for new Product, Service or Business Ideas. d. Applying what you learned from the Roadmap Milepost Videos 1, 2 and 3, as well as your interviews and submit three (3) Product, Service or Business Ideas that apply STEM as a catalyst for improvement. <ul style="list-style-type: none"> • For each idea, briefly summarize in writing the Problem/Opportunity. Solution and the underlying STEM concepts. • Tell us what your favorite idea is from among your three ideas submitted and why. • Submit your ideas and written discussion to your Discussion Tab on Springboard.



3	9/13/2016	<p>Click on these links to see new approaches to innovation:</p> <ol style="list-style-type: none"> 1. Cleveland Clinic Top Medical Innovation for 2016 2. Brookings Institute Innovations change the world 3. http://hbswk.hbs.edu/item/6496.html and see a company's approach to milkshake innovation <p>For the first two videos, take the assessment quiz on iLearn.</p> <p>Watch the Roadmap video for Milepost 3 again.</p> <p>Watch at least one video from Believe in Ohio Content Track D for at least two of your ideas.</p> <p>After viewing each video, take the assessment quiz on iLearn.</p>	<p>Develop perspective on how technology advancements have and will change the world. Determine which STEM concepts, disciplines; advancements make possible your proposed solutions. Determine if the technologies supporting you solutions exist and are viable for what you want to do. (Focus on Milepost 3)</p> <ol style="list-style-type: none"> a. Watch the first two videos noted at left to provide perspective on how technology developments are and will change the world. Take the assessment quizzes. b. Watch the video for Milepost 3 again to understand what we are looking for in the discussion that follows. c. For each of your three product/service/business ideas from above, view at least one video from Believe in Ohio Content Track D that is directly or tangentially related to the STEM disciplines and technologies you expect will enable your new idea. Take each assessment quiz. d. With the knowledge and background gleaned from above, assess the state of development of the STEM concepts, disciplines and advancements that exist and determine the feasibility of each of your ideas. If the technologies are not fully developed, assess the feasibility of further development of the technology to make your idea feasible. Bear in mind that ideas may change! e. In a maximum one page written document, provide your perspective about state of development and the feasibility of applying the STEM needed to enable each of your three ideas. Submit your written comments on your Discussion Tab on Springboard.
4	9/20/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. E12 – An Historical Perspective 2. E13 – The Free Market, Cornerstone of American Prosperity 3. E14 – Capital Investment and Profits, Fuels that Make Our Economy Run <p>After viewing each video, take the assessment quiz on iLearn.</p> <p>Watch the following Roadmap Milepost (MP) video: MP 4 – Who are your target customers and intended users?</p>	<p>Develop perspective about how the American Free Enterprise system works. Determine who your target customers and users are. (Focus on Milepost 4)</p> <ol style="list-style-type: none"> a. Watch the three videos selected to provide perspective about how the American free enterprise system works. Take the assessment quizzes. b. Watch the short Roadmap Video about Milepost 4 which discusses who your targeted customers and users are in preparation for the assignments that follow. c. Choose one of your previously submitted ideas. Then Interview at least 3 more people to see if they are experiencing the problem you have described, and how bad that problem is for them. Try to determine if that problem exists for them, how bad it is, and what they are doing now to manage it. When you do your interview, do not suggest your solution! Your mission is to gather information. d. Document your conversations in notes that you will use throughout the semester. Do the interviews early enough to consolidate your data and enter it on your Roadmap e. Create your first pass at your Roadmap using the template that was included previously under a content tab that you downloaded as instructed. f. Submit your Roadmap, updated through at least Milepost 4 to Dropbox. If you have not already formed a team this will an individual submission. If your team is partially formed, the group will share the grade.



5	9/27/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. E15 – The critical importance of entrepreneurship 2. E16 – Entrepreneurship begins with imagination 3. E17 – Risk, reward and responsibility, they go hand in hand <p>After viewing each video, take the assessment quiz on iLearn.</p> <p>Watch the following Roadmap Milepost (MP) video: MP5 – Who are your competitors?</p>	<p>Continue to develop perspective on how the American Free Enterprise System works Determine who your competitors are. (Focus on Milepost 5)</p> <ol style="list-style-type: none"> a. Watch the three videos selected that continue the discussion about how the American Free Enterprise System works. b. Watch the Roadmap Video about Milepost 5 which discusses the value of searching and researching near and potential direct competitors to your idea. c. Using the idea that previously chose to pursue, do an Internet search of near competitors and direct competitors to your new product, service or business idea. Find and list at least five near and direct competitors. d. For each of the above listed competitors, chose the three that seem the most relevant to your idea. Then thoroughly research and document those competitors, responding to these questions: <ul style="list-style-type: none"> • In what ways does each indirectly or indirectly compete or potentially might compete with your idea? • Describe and discuss each competitors business model and how well you think it works for them. • Describe and discuss who each competitor’s customers and users are and what value proposition that they offer. • Reassess your responses to Mileposts 1 – 5 in light of what you learned from your competitive analysis. • Submit your written discussion from above to your Dropbox.
6	10/4/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. E18 – How our country compares to the rest of the world. 2. E19 – The challenge and opportunity of the world market. 3. E-20 – Continuing the American success story, the challenge of the next generation. <p>After viewing each video, take the assessment quiz on iLearn.</p> <p>Watch the following Roadmap Milepost (MP) video: MP6 – What is your customer value proposition and competitive advantage?</p>	<p>Develop perspective on how the American Free Enterprise System works in the context of the global economy. Evaluate what customer value proposition and competitive advantages you offer for your prospective customers. (Focus on Milepost 6)</p> <ol style="list-style-type: none"> a. Watch the three videos selected to provide perspective about how the American free enterprise system works. Take the assessment quizzes. b. Following up on the idea that you have chosen to pursue, determine what you believe to be the compelling customer value proposition you offer and what competitive advantage you offer over potentially competitive products, services or businesses. c. Interview an additional three people to gather more data on the market needs. d. In a maximum half page written document, summarize what you believe is the customer value proposition and competitor advantage that you offer. Submit your written comments on your Discussion Tab on Springboard.
7	10/11/2016	<p>Videos to watch, take notes and assess:</p> <p>Re-watch the following short instructional video MP 4 – Who are your target customers and intended users?</p>	<p>Reassess who your prospective customers and users are and assess what they might think about your idea and proposed solution. (Refocus on Milepost 4)</p> <ol style="list-style-type: none"> a. View again the short instructional video about Milepost 4 to put your focus on customers and users again. b. Following up on the idea that you have chosen to pursue, interview at least 3 relevant people about whether they are experiencing the problem you have described, and how bad that problem is for them. Try to determine if that problem exists for them, how bad it is, and what they are doing now to manage it. When you do your



			<p>interviews this time, describe for them your proposed solution and ask them what they think about the idea and whether they would buy it. Also, ask them for suggestions that they think might improve upon your idea/solution.</p> <p>c. In a maximum one page written document, re-assess and summarize who you believe your customer to be and what they will likely think about your idea/solution to the problem/opportunity your idea is based upon. Submit your written comments on your Discussion Tab on Springboard.</p> <p>d. Re-assess and re-submit an updated version of the Roadmap, updated through Milepost 6 to your Dropbox.</p>
8	10/18/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. C01 – An introduction to the Innovation Economy of Northeast Ohio 2. C05 – About JumpStart, Inc. <p>After viewing each video, take the assessment quiz on iLearn.</p> <p>Watch the following Milepost Videos: MP 7 Part B – What types of startup funding methods do you expect to use, MP 7 Part A – What types of operating revenue streams do you expect to generate?</p>	<p>Develop perspective about the Entrepreneurial/Innovation Ecosystem in each Ohio region. (Foundational learning) Develop perspective about the various funding and revenue streams that may exist for entrepreneurs (Experiential Learning, Milepost 7)</p> <ol style="list-style-type: none"> a. Watch the two videos selected to begin to provide perspective about Ohio’s Entrepreneurial/Innovation Ecosystem. Take the assessment quizzes. b. Watch the three short instructional videos (SUP 1, 2, and 3) that provide perspective on the funding and revenue streams entrepreneurs may encounter and count on. c. In a maximum of a one page written document, set forth your preliminary thoughts about how you expect you might fund your idea and what revenues streams might be developed. Over the next two lessons, you will have an opportunity to drill down and better understand what revenue funding options and revenue streams might work with your idea/venture. d. Submit your written comments on your Discussion Tab on Springboard.
9	10/25/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. C06 – Growth Opportunity Partners, a JumpStart Company. 2. C07 – JumpStart/ Morgan Foundation Mentoring Program 3. E10a – Is Crowd Funding a good fit for you Startup or Scaleup? (Part 1) 4. E10a – Is Crowd Funding a good fit for you Startup or Scaleup? (Part 2) <p>After viewing each video, take the assessment quiz on iLearn.</p>	<p>Continue to develop perspective about the Entrepreneurial/Innovation Ecosystem in each region. Begin to develop a funding plan and revenue model for your idea. (Continued focus on Milepost 7)</p> <ol style="list-style-type: none"> a. Watch the two videos selected to continue to provide perspective about the Northeast Ohio Entrepreneurial/Innovation Ecosystem. Take the assessment quizzes b. Watch the two videos about Crowd Funding. Take the assessment quizzes. c. Working as a team, develop the following in support of your product, service or business: <ul style="list-style-type: none"> • A draft funding model to get things started and off the ground, • A draft product/service/business customer pricing model • A draft operating and financially sustainable revenue model. • In a maximum of one page, post your draft plan on your Discussion Tab on Springboard.
10	11/1/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. C10- Akron Global Business Accelerator 2. C09 – Small Business Development Centers of Northeast Ohio 3. E08 – Venture Capital & High Growth Funding (Part 1) 	<p>Continue to develop perspective about the Entrepreneurial/Innovation Ecosystem in each region. Finalize a funding plan & revenue model for your idea. (Continued focus on Milepost 7)</p> <ol style="list-style-type: none"> a. Watch the two videos selected to continue to provide perspective about the Northeast Ohio Entrepreneurial/Innovation Ecosystem. b. Watch the two videos about Venture Capital & High Growth Funding. Take assessment quizzes. c. Working as a team, reassess, then finalize the following: <ul style="list-style-type: none"> • Your funding model to get things started and off the ground,



		<p>4. E09 – Venture Capital & High Growth Funding (Part 2)</p> <p>After viewing each video, take the assessment quiz on iLearn.</p>	<ul style="list-style-type: none"> • Your product/service/business customer pricing model • Your operating and financially sustainable revenue model. • Post your final funding/revenue plan on your Discussion Tab on Springboard. <p>d. Re-assess and re-submit an updated version of the Roadmap, updated through Milepost 7 to your Dropbox.</p>
11	11/8/2016	<p>Videos to watch, take notes and assess:</p> <ol style="list-style-type: none"> 1. C18 – Braintree Business Development Center 2. C33 – Youngstown Business Incubator 3. E06 - Patents & Intellectual Property 101 – Part 3 4. E07 – How to get a patent – A scientist’s perspective <p>After viewing each video, take the assessment quizzes.</p> <p>Watch the following Milepost Videos: MP 8 Part A – What startup costs do you expect to incur? MP 8 Part B – What Operating Costs Do You Expect to Incur.</p>	<p>Continue to develop perspective about the Entrepreneurial/Innovation Ecosystem in each region. Begin to develop a startup and operating cost plan and startup schedule (Focus on Milepost 8)</p> <ol style="list-style-type: none"> a. Watch the two videos selected to continue to provide perspective about the Northeast Ohio Entrepreneurial/Innovation Ecosystem. Take the assessment quizzes b. Watch the three short instructional videos (SUP 4, 5, and 6) that provide perspective on the funding and revenue streams entrepreneurs may encounter and count on. c. Watch the two videos about Patents & Intellectual Property. Take the assessment quizzes. d. Working as a team, develop the following in support of your product, service or business: <ul style="list-style-type: none"> • A draft timeline of all steps you believe needed to take your idea from concept to rollout • A draft budget that corresponds to the steps on your timeline. Everything on your timeline requires two things: time and resources (i.e. money) to execute. Don’t leave anything out. • A high level draft budget that reflects the nature and the ongoing operating costs you expect your venture will require. • In a maximum of one page, post your draft startup and rollout plan on your Discussion Tab on Springboard.
12	11/15/2016		<p>Finalize a startup and operating cost plan and startup schedule (Continued Focus on Milepost 8)</p> <ol style="list-style-type: none"> a. Working as a team, develop the following in support of your product, service or business: <ul style="list-style-type: none"> • A timeline of all steps you believe needed to take your idea from concept to rollout • A budget that corresponds to the steps on your timeline, that recognizes the cost in terms of time and resources needed to execute your plan. • A high level budget that reflects the nature and the ongoing operating costs you expect your venture will require. • In a maximum of one page, summarize your startup and rollout startup and operating cost plan and post it to your Discussion Tab on Springboard. b. Re-assess and submit an updated, final version of the Roadmap, updated through Milepost 8 to your Dropbox.
13	11/22/2016		<p>Develop an overall assessment of the STEM concepts, disciplines and advancements that serve as the catalyst to make your entrepreneurial product/service/business possible. (Milepost 9)</p> <ol style="list-style-type: none"> a. In a maximum of one concisely written page, discuss the STEM concepts, disciplines and advancements that you have applied that make possible your proposed product/service/business venture. What you write should be written with sufficient specificity that makes clear that:



			<ul style="list-style-type: none"> • You fully understand the science, required engineering, technology and math/analytics that are a part of your proposal. • It is feasible to apply the STEM that you proposed to develop the product/service/business venture that you propose. • If additional STEM research or development is required to make your proposed product/service/business venture feasible, that is discussed with sufficient specificity that you understand what additional work needs to be done. <p>b. In lieu of an oral presentation or pitch of your idea, you must prepare a PowerPoint presentation that explains and makes the case for you proposed new product/service/business venture. As this PowerPoint presentation must be submitted to complete this course, you are encouraged to begin working on the presentation now, and not to wait to the last moment.</p>
14	12/6/2016		<p>Summarize in writing your assessment of the commercial feasibility of your proposed new product/service/business venture. (Milepost 10)</p> <p>a. In a maximum of two concisely written pages, provide your assessment of the commercial feasibility of your plan. Your writing should include a discussion of the following (Roadmap Mileposts 1-10):</p> <ul style="list-style-type: none"> • The problem, pain point or market opportunity that your plan is intended to address • Your proposed solution • Who your target customers and users are and what you have learned from your research about them • Who your current and potential competitors are and what you have learned from them • What value proposition and competitive advantage that your proposal offers • Your anticipated startup funding plan and online revenue model • Your Startup/Rollout plan and calendar that includes an assessment of the significant startup and operating costs you expect that the development of your proposal/venture will require • An overall assessment of the commercial feasibility of your proposal. <p>b. Continue to work on the development of a PowerPoint presentation that explains and makes the case for you proposed new product/service/business venture. This PowerPoint presentation must be submitted to complete this course.</p>
15	12/13/2016		<p>Final work product to be turned in to complete the course</p> <p>a. Before turning in your work, make sure that you have thoroughly proofread your work product, ensuring that that it is professional in appearance and construction, is written with good grammar and sentence structure, and properly cites referenced materials and the ideas of others.</p> <p>b. Submitted materials should include the following:</p> <ul style="list-style-type: none"> • An Executive Summary that provides in 250 words or less a concise summary of your proposal.



			<ul style="list-style-type: none"> • An assessment of the commercial feasibility of your proposed new product/service/business venture as discussed in Lesson 14 • An assessment of the STEM concepts, disciplines and advancements that make possible your proposed new product/service/business venture as discussed in Lesson 13 • A PowerPoint presentation that explains and makes the case for your proposed new product/service/business venture <p>c. All these materials are to be uploaded on Springboard.</p>
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Penalties for Procrastination

While this is a self-paced course there are two substantial penalties for procrastination. If you are late with your submission of any of the writing assignments you will lose points. To add insult to injury, you will probably not be able to catch up before the course is over.

You will lose 10% of the point grade for each week you are late on the first writing assignment. For subsequent assignments you will lose **10% for each day** you are late. This applies to the entire group.

Digital Availability of the Professor

While it's easy for you to think that your professor is available 24/7, this is not true. There are some days that professor's time will be extremely limited which will be announced to you. I will generally be online daily to check your progress when possible, but there can be up to a two days wait between visits at times.

You will be able to work at your own pace and you must manage your time accordingly. Working at your own pace does not mean you can take long breaks away from the course and hope to succeed. If you have not logged in and been active in the course for four (4) days, this can be evidence of your lack of attention to the course. Because this is self-paced, you must make plans to be online and work regularly.

The design of this course is for you to achieve mastery over the various competencies and not to be graded as in more traditional courses. The expectation is that everyone has the opportunity to earn an A in the course by the ability to succeed in each of the assignments before moving on. You can think of the design of this course as learn, evaluate, re-learn, reevaluate. Details on grading are below.

Do not underestimate the amount of work in this course. You need to set a plan to stay close to the suggested completion schedule and to meet the hard deadlines.

Textbook and Course Support

There is no textbook for this course. For background reading, I recommend The Startup Owner's Manual by Steve Blank and Bob Dorf, ISBN 978-0-9849993-0-9. It is widely available at various online bookstores. It is also available in Kindle and e-book versions.

The text book is not necessary to complete the videos.



Grading Policy

1. The final grade in the course is based on the the sum of the points earned on the written assignments.
2. ***I DO NOT ACCEPT ASSIGNMENTS IN EMAIL. All assignments shall be submitted via Springboard in order to receive credit.***

Grade Item	Points
Picture Posted in Your Profile on Springboard	25
Perspectives of first three videos	50
Material from Week 2	75
Material from Week 3 (1 page written statement)	75
Material from Week 4 (Roadmap through Milepost 4)	75
Material from Week 5 (Responses to Mileposts 1-5)	75
Material in from Week 6 (Customer Value Proposition)	75
Material from Week 7 (Updated Roadmap through Milepost 6)	75
Material from Week 8 (Revenue streams)	75
Material from Week 9 (Operating Model)	75
Material from Week 10 (Updated Roadmap through Milepost 7)	75
Material from Week 11 (Start-up and roll-out plan)	75
Material from Week 12 (Updated Roadmap through Milepost 8)	75
Material from Week 13 (Draft of Powerpoint slides)	75
Material from Week 14 (Updated Powerpoint slides)	75
Material from Week 15 (Final executive summary)	125
Total Possible Points	1175

The percentage grade is calculated as the sum of your points divided by the total number of points for the semester. Following is the University of Akron Grading Scheme to assign a grade to a percentage.

Grade	Lower %	Upper %
A	93.0	100
A-	90.0	92.99
B+	87.0	89.99
B	83.0	86.99
B-	80.0	82.99
C+	77.0	79.99
C	73.0	76.99
C-	70.0	72.99
D+	67.0	69.99
D	63.0	66.99
D-	60.0	62.99
F	0	59.99

The class is not competitive with the other students and all will make the grade for which they have accumulated points.



Computer Requirements

In order to fully participate in the course, you need to have the following:

1. Each student needs to be familiar with Chrome or Firefox to access this course and other resources. You will have to disable popup blockers if some material does not present itself. See help in Springboard for problems. Use Firefox if strange things start to happen in Chrome.
2. Students must receive email addressed to your @zips.uakron.edu account. You can use Google Apps or Zipline <http://zipline.uakron.edu> or forward their UAnet ID to an e-mail address they read often. Google Apps E-Mail System is supported at http://support.uakron.edu/wiki/index.php/Google_Apps_E-Mail.
3. Interested students can seek help for off-campus use in the basement of the library at the Technology Learning Support Center. Their phone numbers is (330) 972-6888, or email them at tlsc@uakron.edu. Hours are on the page listed in the next link.
4. The best URL for help is ZipSupport at <http://www.uakron.edu/its/hoss/helpdesk/index.php> and the best link on that page is to the wiki at <http://support.uakron.edu/>.
5. Students are required to use the class homepage at <http://springboard.uakron.edu>. Specific help might be found by emailing springboardhelp@uakron.edu.
6. Help in using the university library including full text access from home is here: <http://www.uakron.edu/libraries/>. To access some service from home you will have to use VPN if you are off campus. <http://support.uakron.edu/wiki/index.php/Vpn> gives instructions on VPN.

Communication Requirements

1. You must regularly read your UAnet email or have it forwarded to your preferred email account. See some of the links above or go to the Springboard page. If I communicate to your UAnet email account I will assume you have read it within two days. There is no exception to this.
2. I will use the communication features of Springboard extensively in this class. I will respond to any email address you use, but when I am mailing to you I will either email internally in Springboard (less likely) or to your UAnet address (most likely) only.
3. You might consider whether your alternate email address is suitably professional in nature, for example fun_guy@somewhere.com does not create as good impression as first.lastname@somewhere.com. In other words, keep your 'play names' private.
4. On that last point you may also understand that things posted to your Facebook and other social pages are permanent and may seriously affect your ability to get a job.
5. An excellent professional social site is <http://linkedin.com>.
6. We will also use the threaded discussion functions in Springboard, so make sure you are familiar with them.
7. We will also use WebEx for presentations, both from me to you and, for the final presentation, from you to me.



How To Raise Questions Of A General Nature

Contacting Dr. Davis when you think your question is of general interest.

Use the discussion section of Springboard where I have created a topic of Questions for the Class. Be careful to select a usefully descriptive and helpful title for your discussion since these will stay in everyone's discussion list for the entire term.

Contact fellow students when you think your question is of general interest.

The discussion section of Springboard is a great place to start conversations with other student. You may email other students as well within Springboard.

Contacting Dr. Davis OFFLINE

1. Email for Dr. Davis is bdavis3@uakron.edu. You will get the fastest response by using that email address. PLEASE FOLLOW THESE INSTRUCTIONS:
2. You must include the Course in the subject, that is, include the phrase "Intro to Trep Online".
3. You must always include your UANet ID (xyz987@zips.uakron.edu) with **your full name** in your signature of the email. If you don't include your UANet ID and name, I will simply reply "Who is this?".
4. Write professionally, always. This is the way you make your primary impression.
5. PLEASE: Re-read your email before you send it. Make sure it has a descriptive subject line, and your name and section in the body.
6. My Office is room 275 West Tower, Auburn Science and Engineering Center.
7. ***Email is the single best way to get to me. It documents the communication.***
8. ***The exception to Number 9 is that I DO NOT ACCEPT ASSIGNMENTS IN EMAIL. All assignments shall be submitted to the correct Dropbox in order to receive credit.***

Format and Instructions for Final BMC Feasibility Analysis

The final BMC feasibility analysis content paper should be no more than 2 pages attached to your first BMC and final BMC, for a total of 4 pages. You will describe in greater detail all the info that you wanted to put in the BMC boxes but would not fit. Your appendix can be as long as you need it to be to include all the information you think is important and should include the following:

1. List of questions you asked during your customer discover interviews.
2. Summary and analysis of the data you obtained.
3. Insight into how you distilled the info you received during customer discovery.
4. Your information can be hand written and scanned if you haven't transcribed it into word or excel.
5. Include a bibliography of your secondary sources such as library resources and online data.
6. You may include any backup documents that you have created or that support your paper.

You must not exceed 14 pages total, and fewer pages is also good. If you are able, try to get to 7 pages with efficient use of lists and words. Do not use flowery text, TV marketing hype, exclamation points, rhetorical questions embedded in massive paragraphs. Numbered or bulleted lists force you to think clearly and state your facts clearly.

- You WILL include your team members' names in the header, and



- Your Project Title and Online Intro and, again, your team members names will be on your Cover page, which does not count toward your total page count.

The remaining 2 pages of your 4-page summary will include:

1. Executive Summary and Go–No Go Decision: two paragraphs or a bulleted list for the executive summary should fit on $\frac{1}{4}$ to $\frac{1}{2}$ of a full page. Summarize your problem and solution, your market feedback and potential servable market. Make it interesting and compelling, but do not use exclamation points.
2. Value Proposition and Product-Market Fit. A further description of your business concept and value proposition than was included in the Executive Summary, including your customer description. Try not to repeat too much of what is in the final BMC, but you may elaborate on what is there.
3. A description or list of your major competitors.
4. A brief list the next steps after this course: major activities, tasks and resources that you need to get to the Minimum Viable Product.
5. You should also include the a One Period Income Statement. The simplest of income statements is a forecast of revenue and costs based on what you learned from your customer discovery.

The key to this assignment, and the course, is to use the evidence you have obtained from your customer contacts to convince me or a partner that you should:

1. pursue this idea further to complete a business plan and seek funding, **or**,
2. change the idea in some direction to create a better product – market fit, **or**,
3. scrap this idea, don't waste your time writing a business plan for a dead idea, and move to a better one.