

BUS 302 – 001/002 Business Modelling & Feasibility Fall 2023 Outline

Hill School of Business' Mission *We advance engagement in business and diverse communities through interdisciplinary thinking and research, experiential learning, and critical reflection for personal and professional fulfillment.*

CLASS TIME	10:00 – 11:15 p.m. / Tuesdays & Thursdays / Aug. 31 – Dec. 5
CLASS LOCATION	ED 623
REMOTE ACCESS	If outside Regina area, contact the Instructor to get a Zoom link.
COURSE SITE	http://www.uregina.ca/urcourses/ - access through your UR account
INSTRUCTOR / EMAIL	Bruce Anderson / Bruce.Anderson@uregina.ca
TELEPHONE	+1 (306) 337-2985 office or +1 (306) 539-6311 mobile
OFFICE HOURS	Flexible, by appointment only. Please reach out for assistance.

LAND ACKNOWLEDGEMENT

The University of Regina is situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the Nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. Today, these lands continue to be the shared territory of many diverse peoples from near and far.

COURSE DESCRIPTION AND OBJECTIVES

This course introduces the concepts and practices of entrepreneurship within the context of small business and provides useful tools for the evaluation of market opportunities through the development of an operational business model. Although entrepreneurship is a career choice, the concepts, skills and tools provided through this course will also be useful in many organizations, both public and private. Students will learn, practice, demonstrate and be evaluated on specific entrepreneurial and small business management concepts, skills and competencies. The course is divided into three key areas:

1. Alertness to, discovering and creating new opportunities,
2. Evaluation of entrepreneurial opportunities to determine their market feasibility, and
3. Consideration of elements of small business management before startup.

As this class features experiential learning (practical learning by doing, not memorizing), and team building techniques, students should be prepared to interact with their environment (both locally and globally), identify a potential opportunity, collect data on the opportunity (that may include collecting quantitative and qualitative market data using different techniques) and develop a business model. This business model will then be evaluated using specific tools delivered through this course and will culminate in the presentation of a feasibility analysis report. Case study methodology will be a prominent feature of this course, and students will be responsible for analyzing, problem solving and evaluating cases individually, competitively and in a team environment. A full business plan will not be developed. That opportunity exists in BUS 402.

Through lectures, case studies, group discussion, class exercises / projects, audio visual materials, extensive reading and interaction with local and global business markets, students will be able to:

1. Understand concepts related to entrepreneurship and the entrepreneurial process;
2. Assess the current environment for small business (through environmental scanning, the presentation of observed business opportunities, and discussion);
3. Develop an alertness to economic opportunities by applying specific tools and techniques;
4. Define legal forms of business and concepts pertaining to intellectual property and also be able to articulate a value proposition;
5. Apply tools, frameworks, and specific methodologies to define the industry and market to assess target market potential and the competitive environment;
6. Develop ideas into opportunities by understanding the concept of the business model and how different concepts work together to create value for specific customers within a market;
7. Evaluate a business concept / opportunity including assessing the impact / feasibility of the venture;
8. Conduct financial analysis (using pro forma income statements, balance sheets, cash flow analysis, break even analysis, etc.) to determine the financial feasibility of a venture;
9. Assess the merits of a start-up versus the purchase of an existing business or franchise; and
10. Understand business growth strategies, financing, management skills, and exit / succession strategy.

The value of understanding entrepreneurship will be useful in other business disciplines or other non-business areas. The course will be divided into three areas:

1. Alertness to, discovery of, and organizing around uncertain business ideas/concepts;
2. Evaluation of entrepreneurial value propositions and business models to determine their feasibility; and
3. Consideration of elements within small business management after start-up to prepare for choices in lifestyle, growth, or scaling.

COURSE EXPECTATIONS

The course will use lectures and guest speakers, current events, cases and exercises, discussions, projects, audio visual materials, online resources, and extra reading. Every student is **expected to be prepared for each class**. Check the class website *before every class*. **Please be familiar with this Course Outline.**

Accessibility Services The Centre for Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity. Students who require these services are encouraged to contact the Centre to discuss the possibility of academic accommodations and other supports as early as possible. For further information, please email accessibility@uregina.ca or call (306) 585-4491.

Technical Requirements For remote attendance, you will require a computer with a webcam, microphone, and speakers. You will have to meet minimum or ideally recommended computer requirements. See <https://www.uregina.ca/remote-learning/technical.html>

Class Delivery The class will be delivered in both in-person and remote formats. At the beginning of the course, **you will be required to select which format you will use**. Remote exams will use ProctorTrack software. If you attend remotely, you must always have your video on, unless you have received the Instructor's advance permission.

UR Courses Website contains all course materials, tools, pre-recorded video, and PowerPoints.

Technical Support

Contact IT Support for any assistance (IT.Support@uregina.ca or 306.585.4685).
Online assistance at <https://www.uregina.ca/remote-learning/technical.html>

Contacting Instructor

Please contact the instructor for assistance. *Email is preferred; use your university email address in UR Courses as external emails (e.g., Hotmail.com) may not get through.*

Class Attendance Required

Students are **expected to attend all classes**. If you are late, you are marked absent. You **must complete a minimum amount of course work (including attending at least 20 of 25 classes)** to be in good standing and to be eligible **to write the final exam**. Any absences will require a doctor's note or satisfactory explanation, and acceptable reasons do not include work commitments or holidays. Please arrive at least five minutes before class starts to be ready at the start time.

Due to privacy concerns, the class will not be recorded, and you may not record any portion of class.

Sickness

Any student who is experiencing COVID-19 symptoms and/or has tested positive for COVID-19 (and must, therefore, not come to campus), should contact me as soon as possible to discuss potential accommodations. A student who is unable to attend an on-campus midterm exam for these reasons should submit a student self-declaration of illness form to me, and we will discuss the potential for a deferred exam or adjusted exam weightings. If the exam is a final exam, the student self-declaration of illness form, together with a deferred exam application, should be submitted to Hill.Undergrad@uregina.ca.

LEARNING APPROACH

The class website is set up in the format of READ, REFLECT, and DO. Read what is required, then reflect on learning with questions asked. Finally, you will apply learning through an assigned task or exercise. This course is based on experiential learning (i.e., practical), and this is done through cases, exercises, assignments, etc.

BEING SUCCESSFUL IN THIS COURSE

As this course has no textbook, students will rely heavily on other readings and case studies, class discussion, experiential (i.e., applied) exercises, and reflection to provide a close to real-life experience. Readings and course notes will be available in advance on UR Courses. Students are expected to use outside resources that involve doing quantitative and qualitative research. Effective numeracy, strong oral and written communication skills, and critical thinking capacity are needed. This is a highly integrative class and students will use extensive course content from prerequisite classes and their own experiences.

Substantial pre-class work is needed for class and for active participation in class. As well, the case studies, projects, and exercises will require extensive time and energy. Please plan accordingly. The case study methodology will be a prominent feature of this course; students will be responsible for analyzing, problem solving, and evaluating cases. A case analysis primer is available on the class website.

Small group / class discussion will further enhance your learning and approach. You cannot do that unless you attend each class and are ready prior to the start of class. Also, in-class activities are part of the classroom experience and are disrupted with late arrivals or absences. If you cannot attend or expect to be late, please advise me in advance.

REQUIRED RESOURCES

Textbook: No formal textbook is required. This course is based upon critical readings, instructor-developed content and concepts / frameworks / tools that are available in the public domain or will be disseminated in class.

Required Readings: Readings and cases are posted on the UR Courses website, under the appropriate topics / themes. Some cases may also be provided to you via a handout in the class. Some readings and cases will have copyright fees, which are the responsibility of the student. Students will have the copyright fees added to their student account during the semester by Financial Services. Please note these fees are much less than the cost of a textbook and are expected to be about \$25-40.

The reading is extensive for every class. As the most readings and cases are made available to you electronically, feel free to bring your electronic device (i.e., laptop, tablet, or Smartphone) to class but restrict its use to class-related work.

The *Business Model Canvas (BMC)* is used as a required tool. Register with an email address and get a free condensed BMC book at <https://assets.strategyzer.com/assets/resources/business-model-generation-bookpreview-2010.pdf>. There is also a complete version of the book on reserve at the Library and lots of examples of the BMC on the internet.

The Bootstrapper's Bible is required <https://sethgodin.typepad.com/files/8.01.bootstrappersbible-1.pdf>.

Other Resources: Many resources are available on the internet, in libraries, etc. Some examples are:

- <https://www.strategyzer.com/> (mentioned above)
- Industry Canada: <http://www.ic.gc.ca/eic/site/icgc.nsf/eng/home> (See "Business and industry" link).
- Futurpreneur Canada (for entrepreneurs under age 35) www.futurpreneur.ca
- SK Startup Institute <https://skstartup.ca/>
- Economic Development Regina <https://economicdevelopmentregina.com/>
- SK Government <https://www.saskatchewan.ca/business/entrepreneurs-start-or-exit-a-business>
- Ewing Marion Kauffman Foundation: <https://www.entrepreneurship.org/>

The Archer Library staff are a great resource. Specifically, a business librarian (Kate Cushon) is designated as a resource for the Hill School of Business (and its students, regardless of home faculty). Also, Marilyn Andrews, the Data Librarian is very helpful with the Statistics Canada or other information you will need for research.

SUPPORT SERVICES – RESEARCH, STUDYING & WRITING

Each student may access a faculty academic program advisor, who is a great resource if you have any academic issues or questions. Other U of R services provided are:

- The **Student Success Centre** provides confidential guidance and support to students. Counselling services are also available for students experiencing anxiety, depression, other mental health-related issues, or chronic pain. Please visit <https://www.uregina.ca/student/counselling/>.
- **Mental Health Wellness Hub.** <https://www.uregina.ca/mental-wellness/>
- The **U of R Library** staff are always glad to help to students with research and assignments.
- **UR International** provides free assistance (e.g., English language services) to international students.

PREVENTION OF HARASSMENT POLICY

The University of Regina promotes a learning, working, and living environment that is respectful and free of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behaviour, which creates an intimidating, hostile or offensive environment for study through the harassment of and /or discrimination towards an individual or group. The Respectful University Policy may be found at <https://www.uregina.ca/policy/browse-policy/policy-GOV100-015.html>.

If you have concerns about any conduct occurring in BUS 302, please discuss this with the Instructor. You may also review the *Respectful University Policy Procedures (Revised 2017)* at <https://www.uregina.ca> or contact Coordinator, Respectful University Services at (306) 585-5400 or respect@uregina.ca.

ACADEMIC MISCONDUCT AND PLAGIARISM

While you are encouraged to interact with and learn from other students in this class, you are expected to do your own work. Copying others' work constitutes academic misconduct, and other examples of misconduct are sharing answers during exams, talking during exams, signing other classmates in for attendance purposes, etc. Using someone else's words as your own (i.e., plagiarism) includes omitting references, in-text citations, and quotation marks. Be sure you understand Student Code of Conduct and Right to Appeal, contained in the 2023-24 Academic Calendar <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/index.html> or ask your Instructor in advance about plagiarism or misconduct.

If you are **using someone's words or sharing their ideas, you must give them credit through proper citation, or it will be considered plagiarism.** In-text citations must be included for all information found through research. It must be cited even if the information is paraphrased. **You must cite ideas too, not just the words used.** Do not purchase or access student assignments. Even if cited, other students' work may not be used in any course assignments. You may not use AI software such as ChatGPT. NOTE: **ANY** level of plagiarism in the form of **ANY** missing in-text citations and/or references will be referred to the Associate Dean for investigation of academic misconduct. Do not affect your academic career with plagiarism; cite correctly!

GRADING

Deliverable	Mark Distribution	
1. WordFuze		7%
2. Coffee Shop Financials		8%
3. Case Hand-ins (Any 2)		18%
4. Feasibility Project		
a. Proposal Memo	7%	
b. Feasibility Report	<u>30%</u>	37%
5. Final Exam (case)		<u>30%</u>
	TOTAL	100%

DETAILED COURSE ASSESSMENT

Submission Requirements

Note: All assignments including cases are submitted by 11:00 p.m. on the day BEFORE class.

All assignments will be submitted electronically through UR Courses. Only one submission will be submitted from each group. Late assignments are not accepted and will be assigned a mark of 0%.

While each assigned task may have specific requirements, all written submissions will be typed and single-spaced with a 12-pt. font with margins of 2.5 cm (1"). Also, note that readability is improved using only left justification of text; please DON'T fully justify (i.e., don't make it square on both sides) your text. Page numbers and a table of contents should be used where appropriate. Your name(s) should also appear on all documents and be used as the file name. Please note that **all** assignments will be submitted electronically in a Microsoft Word format – saved in a .doc or .docx format. **No PDFs.**

Proper grammar and effective writing skills are essential to your success in a work environment and in this class. Marks will be deducted for poor writing style, poor grammar, and spelling errors. You may seek free writing assistance from the Student Development Centre <https://www.uregina.ca/student/ssc/> or via the Online Writing section on their website.

1. WORDFUZE (7%)

In groups of three, you will develop a compound word that has value and has the property of “stickyness”. It must be original, and you must ensure it is not found on the internet or in sources like Urban Dictionary. You will present your word and definition of the word to the class. During the semester, you will attempt to market that word, using innovative ways (e.g., social media, etc.) to create “sticky-ness”, and later present “evidence” that your word has “stuck”. Past examples are Swalker (“slow walker”) or Skeuple (“Sask. People”). You will present evidence to the entire class through a brief presentation and use any (ethical) means possible to convince the instructor and your classmates that your word has had the greatest impact in your defined market. Note: The exercise stresses the importance of testing your value proposition and the types and significance of evidence used when considering the strength of a value proposition.

2. Coffee Shop Observation (8%)

On your own, you will visit a local, independent (no national or international franchisees like Tim Horton's, Starbuck's, Robins, etc.) coffee shop of your choice and sit for at least one hour. Through basic observation and inquiry, you will figure out what is the cost and revenue structure for that business, supplemented with internet research. Your deliverable will be a brief report, and an attached income statement for one month of operations, projected from your observations and inquiry (and research). You will show your assumptions and calculations in your brief report and summarize your observations, including at least two suggested improvements to the shop's business model. Note: The task will help to demonstrate the pros / cons of observational techniques and relate back to the business model.

3. Case Hand-ins (18%):

Case hand-ins are due **by 11:00 p.m. on the day BEFORE the class** in which the case is discussed. Cases allow you to practice real-life decision making. For each case, you will read the case and prepare yourself for the in-class discussion, including reading the assigned course materials. You will also prepare a type-written response (maximum of 2 pages, single-spaced) to the case's assigned questions, and submit your hand-in electronically through UR Courses. You may pick any two (2) assigned cases to hand-in.

4. Feasibility Project (37%):

The purpose of a feasibility study is to determine if a NEW business concept is viable. While a feasibility study has some of the same elements as a start-up business plan, it is not “selling” an opportunity but rather assessing its likelihood for success. For your feasibility project, you will have two deliverables: a proposal

and full report. These phases will be done in same teams of three (3) people. You *must* get permission from the Instructor do the feasibility project on your own (and generally permission is only given when someone is pursuing a real business).

If you have difficulty picking a topic, please bring your ideas and interests to the Instructor and we will discuss options and ideas. We occasionally have external groups that would benefit from student work on feasibility studies, and those will be identified in class.

a. Proposal (7 Marks):

To *get permission to proceed* to the feasibility study, your group will submit a 2-page memo (with at least a 2-page appendix attached) outlining the proposed topic for your project.

The memo will include an outline of the viable business opportunities and the full names of team members. The memo will also contain a complete description of the value proposition, what needs the good/service will address, an early market assessment, and a summary of an interview with at least one entrepreneur (where you will discuss your opportunity with them to gain some insight from an experienced third party). If you require assistance identifying entrepreneurs, please contact the Instructor.

The Memo format is:

MEMO

To: Bruce Anderson
From: Your names of team members
Re: Subject
Date: Date submitted

Start of body of memo (structure this as you see fit but aim for clarity, conciseness and articulation of the business concept). You will refer to an Appendix in the memo body.

Note: The memo is a common business format, and it has no signature block (e.g., no “Sincerely”, no name at bottom, and no signature). The header and body are aligned as shown above.

The Appendix will summarize information from the entrepreneur interview. You must provide a signed release form with the signature of the person contacted (available on UR Courses).

You will be marked based on the following template:

- (1) Completion of the memo with all required information, but also well-written and in a proper, error-free format **(1 mark)**
- (2) Value proposition canvas assessment of opportunity. Create a VP Canvas of your market opportunity that is clear, short and uses course concepts. Also provide a brief few sentences describing the opportunity **(2 Marks)**
- (3) Outline two tests from the VP Canvas that are critical to your opportunity and where you need the most information. You do not need to do the tests (yet) but you will lay out your methodology design (e.g., questions, data approach, etc.) **(2 Marks)**
- (4) You will find an entrepreneur, business professional or qualified business advisors to test your VP Canvas. You will email any questions to the individual to receive a written response.

Explain the concept to the individual and get feedback. Your Appendix summary will include the questions asked and the feedback provided, AND an assessment of the value of the feedback you received (2 Marks)

b. Feasibility Report (30 marks):

The actual feasibility report document is the culmination of your planning, research, and business model development. It serves as a document that critically analyses whether or not you should proceed with the opportunity identified. There is no fixed length for the feasibility report, but it will likely be 10-15 pages, excluding Appendices. Do not add irrelevant information into the report; be precise and concise. Your feasibility study should use the following format:

- A. Title Page:** Business name; full contact information of the team members.
- B. Executive Summary:** 1-2 pages in length; generally, one paragraph for each of sections. (Note: this section is written after the report is completed and should be a stand-alone summary of your entire report).
- C. Table of Contents:** with page numbers (use References tab in Word to build your Table)
- D. Proposed Company Description:** Name of company & entrepreneur(s); ownership & legal structure; summary of proposed business – product/service, industry/target market, management and operations, funds needed and used, and sales projections. Add the business model canvas (BMC) illustration of potential entrepreneurial opportunity in an Appendix.
- E. Value Proposition:** What is the Value Proposition (VP) – customer segment and market fit elements that solve a customer’s pain or gain. What is your product service, who is your customer and what is the “stickiness” of the opportunity and its potential scalability?
- F. Competitive Advantage:** Based on the management structure and capacity you have developed within your business model, what exactly is your competitive advantage (CA), for how long, the factors that limit its strengths, and dynamic management of the CA into the future? Continue your discussion of your CA through revenue models, gross margin models, operating models, working capital models and investment models.
- G. Internal feasibility:** Based upon based upon the information provided above, do you have all the pieces in place to realistically deliver? Use the BMC to devise your competitive advantage(s), challenges, and the tests that the BMC dashboard reveals and how you may run these tests using lean canvas methods.
- H. External feasibility:** Porter’s Five Forces evaluation of the market, competition, barriers, and supplier and buyer power. Place the BMC within an external market matrix and derive any further tests that you believe should be run, and how you might do it. Furthermore, identify potential strengths your BMC may offer in this.
- I. Financial Feasibility:** Provide the following: 1) revenue projections based on best, worst and average case scenarios, 2) A pro forma income statement of the first year of operation, 3) a balance sheet of the first year of operation (focusing on investment needs, assets and long-term financing if necessary), and 4) a break-even analysis.
- J. Overall Assessment:** Conduct a critical analysis E, F, G, H and I above. This section will reflect a narrative of the gaps that are outstanding, potential uncertainty, and defined risks based on your VP and BMC research.
- K. Conclusion:** Make your recommendation as one of GO, NO GO, or PARTIAL GO (with potential changes to the BMC that you have identified as requiring change, strengthening and /or elimination) AND defend your choice.

There are essentially **two** distinct parts of the report. First, you have to develop your business idea sufficiently so that it can be evaluated. Second, you need to critically evaluate what you have developed. You will *not* be marked on how “successful” your opportunity may be, but on how well you have developed it and more importantly, how well you have evaluated it (coming up with an evaluation that states the opportunity is feasible or not and why, or what changes might be needed to make the opportunity feasible). You will be assessed on realistic business opportunities so please don’t attempt to develop a poor opportunity, somehow believing that will help your feasibility study easier - it won’t! Thus, pick a business you might realistically consider launching and then follow a realistic process to see if you should pursue the opportunity.

Remember to start early and allow sufficient time to collect your information and synthesize your ideas. The additional readings on UR Courses will be especially useful in completing the feasibility study. Also, while this is a practical or highly applied task, it is also an academic process. You will be required to source information you have collected and cite where that information has come from (using MLA style of citations).

5. Final Exam (30%):

The format of the exam will be case based. The final exam is comprehensive, covering all course content, including class discussions and material introduced in classes, as well as the skills developed. **Please note that if you miss more than five (5) classes, you may not be eligible to write the final exam and you must pass the final exam to pass the course.** If you cannot write the final exam for a medical or other legitimate reason, your final exam may be deferred. However, the Instructor cannot defer the final exam; please contact the Associate Dean – Undergraduate Programs for permission.

6. Participant Pool Research Credit:

The Participant Pool provides business students with the opportunity to participate in faculty research studies to earn up to 2% bonus marks on participating business classes. These marks will be added to your final grade if you have: 1) passed the final exam and 2) passed the class, before using the bonus. For more info about the participant pool and to sign up, please visit <https://www.uregina.ca/business> and find Pool of Research Participants under Quick Links, and go to Sona Systems. Register using the first part of your U of R email as ID (e.g., for smith23k@uregina.ca, use smith23k as your User ID).

CLASS SCHEDULE

The following is the *proposed* schedule but note that some changes may occur:

CLASS	DATE	CLASS TOPIC	READING
1	Aug. 31	<p>Welcome, Introduction / Overview Course Expectations</p> <p>What is Entrepreneurship and what is Entrepreneurial Process? Discussion of entrepreneurial concepts, theory, and environment Small Business in Canada & Saskatchewan Exercise(s) – Which structure to use?</p>	<p>Review: Course outline to ensure understanding</p> <p>Reading: Singh, Hill and Lumpkin paper</p>
2	Sept. 5	<p>Business Ideas, Alertness, Opportunities, and Value Proposition Defining the Value Proposition</p> <p>Opportunity Identification Exercise (in-class) – Discussion of Opportunity Identification Exercise The Innographer: The Super Hunch Worksheet – Introducing tools to help determine what ideas may be profitable opportunities!</p>	<p>Read: Business Model Canvas (BMC) book Review: Worksheets</p>
3	Sept. 7	<p>Discussion: Opportunity Identification Exercise (Discussion of students' findings, tools, and experiences as limitations to new opportunities)</p> <p>The Value Proposition (VP) Defining value proposition in Business Model Canvas (BMC) Class exercise - Evaluation of Value Propositions</p>	<p>Bring: Completed Opportunity Identification exercise</p> <p>Read: Blue Ocean Strategy (Kim and Mauborgne)</p>
4	Sept. 12	<p>The Value Proposition (continued) Exercise: Development of VP</p> <p>Case Analysis Process and Case Hand-ins Short-cycle Review of Twitter case</p>	<p>Teams for WordFuze</p> <p>Review: Case PowerPoint</p>
5	Sept. 14	<p>Discussion Case: The Entrepreneurs at Twitter: Building a Brand, A Social Tool, or a Tech Powerhouse? <i>Assigned Questions:</i></p> <ol style="list-style-type: none"> 1) Do users translate directly into dollars? 2) How is Twitter trying to monetize their user base? 3) What is Twitter's VP(s) and who are their customers? 4) Has their Value Proposition changed over time? How? <p>Case Discussion / Videos What are ways you could enhance VP – customer segmentation and / or create new revenue?</p>	<p>Read Practice Case – The Entrepreneurs at Twitter (Complete the assigned questions but no submission will be made)</p>
	Sept. 18	Submit: Project Team names (by UR Courses email)	

CLASS	DATE	CLASS TOPIC	READING
6	Sept. 19	Creating / discovering and selecting Opportunities (BMC) Idea generation and opportunity recognition, skills, networks, and addressing the psychological issues of entrepreneurship) What is Feasibility Analysis? Discussion of Feasibility Projects	Read: Sections 1 & 2 – The Bootstrapper’s Bible Pgs. 254. Read: IDEO Method (Brown) Review: Feasibility PP
7	Sept. 21	Front End Market Development Process (FED) Introduction of FED tool	Review: Course Materials Read: Value Proposition
8	Sept. 26	Creativity, Markets and Ideas that “Stick” Demonstrates the power of innovation and introduces the concepts of “market stickiness”: does your creativity feel and sound right? Introduce WordFuze In-class Exercise: Creating Words	See examples
	Sept. 27	Submission of Shutout case by 11:00 p.m. (via UR Courses)	
9	Sept. 28	Case 1: Shutout Solutions <i>Assigned Questions:</i> 1) What should be the key steps for the two entrepreneurs? 2) Should the company focus on one product line? Why/why not? 3) What would you consider in valuing the company if you were able to invest? Case Discussion	Case 1 – Shutout Solutions (See assigned questions)
10	Oct. 3	Follow-up on WORDFUZE – Who stuck it? Linkage to branding and marketing Outline of Coffee Shop Exercise	
	Oct. 4	Submission of Zero case by 11:00 p.m. (via UR Courses)	
11	Oct. 5	Case 2: Zero, Brammo and the Electric Motorcycle Industry <i>Assigned Questions:</i> 1) Why were different distribution channels used for Zero and Brammo? Do you agree? 2) Would you invest? Why or why not? Case Discussion	Case 2 – Zero, Brammo (See assigned questions)
	Oct. 10	No Class - Reading Week	
	Oct. 12	No Class – Reading Week	
12	Oct. 17	Business Models and Pivots Discussion of different types of BM’s and examples of companies.	Read: Morris, et al. 2005: Business Models
	Oct. 18	Submission of Netflix case by 11:00 p.m. (via UR Courses)	
13	Oct. 19	Case 3: Netflix <i>Assigned Questions:</i> 1) How was Netflix’s business model different than its competitors? 2) What competitive advantages existed for Netflix compared to Blockbuster and Wal-Mart? Case Discussion	Case 3 – Netflix (See assigned questions)
	Oct. 23	Feasibility Proposals due by 11:00 p.m. (via UR Courses)	

CLASS	DATE	CLASS TOPIC	READING
14	Oct. 24	Business Models and Costing Financials: Statements and Forecasting In-class Exercise	Read: Financial Statements Read: Accounting Basics
15	Oct. 26	Industry, Market Analysis and Doing Basic Market Research Overview of concepts, tools, and methodologies for collecting data to vet your entrepreneurial opportunity. In-Class Exercises on Research	
	Oct. 30	Submit Coffee Shop Exercise by 11:00 p.m. (via UR Courses)	
16	Oct. 31	Competitive Advantage & Intellectual Property Using BMC into a market to analyze competitive advantage. Guest Speaker: Cory Furman, Principal, Furman IP	
	Nov. 1	Submission of Beanz case by 11:00 p.m. (via UR Courses)	
17	Nov. 2	Case 4: Beanz Versus Starbucks: Personality in a Cup! <i>Assigned Questions:</i> 1) What is the state of competition and the economy and what impact will that have on Doug and Lori's decision? 2) What are their options and what would you recommend? Case Discussion	Case 4 – Beanz Versus Starbucks (See assigned questions)
	Nov. 6	Submission of WordFuze results by 11:00 p.m. (via UR Courses)	
18	Nov. 7	WordFuze Presentations	
19	Nov. 9	Evaluating your Business Model Discussion on the interconnectivity of the BMC and how to merge it into a framework for analysis of feasibility using financials. Dashboards, Iteration, and the Business Model Financing New Ventures: Figuring out the Financials Opportunity Evaluation and Break-Even Analysis: how and why	
	Nov. 13	Submission of Neechie Gear case by 11:00 p.m. (via UR Courses)	
20	Nov. 14	Case 5: Neechie Gear <i>Assigned Questions:</i> 1) What is Neechie Gear's current performance look like? 2) What brand has more value – Neechie Gear's social entrepreneurship or Netmaker's personal brand, and why? Case Discussion	Case 5 – Neechie Gear (See assigned questions)
21	Nov. 16	Building Organizational Capacity: Setting up an Effective Management Team, Managing HR Guest Speaker: TBD	
22	Nov. 21	Due Diligence, Buying a Business and What You Need to Know	Read: Sec. 3 – Boot. Bible
	Nov. 22	Submission of Tentree case by 11:00 p.m. (via UR Courses)	

CLASS	DATE	CLASS TOPIC	READING
23	Nov. 23	Social Enterprise, Ethics and the Social Value Proposition Case 6: Tentree <i>Assigned Questions:</i> 1) Should Tentree have been set as not-for-profit? Why (or why not)? 2) Are Tentree; advantages sustainable and why (or why not)? Case Discussion	Case 6 – Tentree (See assigned questions)
24	Nov. 28	Growth strategies and the Business Model	
	Nov. 29	Submit Final Report by 11:00 p.m. (via UR Courses)	
	Nov. 29	Submit Peer Evaluation forms by 11:00 p.m. (via UR Courses)	
25	Nov. 30	Topic: Conexus Business Incubator Guest Speaker: Matt Brennan, Program Coordinator, Cultivator Evaluation	
26	Dec. 5	Review and Wrap-up	
	Dec. 21	Final Exam –9:00 a.m.– 12:00 p.m. Location TBD	