Course Syllabus

Course Information

Course Number/Section   ENTP 3320.001
Course Title   Startup Launch I
Term   Spring 2016
Days & Times   Tuesdays, 4:00–6:45 p.m., Venture Development Center (ROC 1.202z)

Instructor Contact Information

Instructor   Jeremy Vickers
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Office Location   SOM 4.203
Office Hours   Please schedule in advance

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Approval of supervising faculty is required.

Course Description

This course is designed to refine and validate a specific business concept based upon a student's new venture idea. The course utilizes a structured customer discovery/validation methodology that requires early customer engagement and the development and validation of a comprehensive business model. Key assumptions will be validated utilizing primary and secondary market research, interviews with prospective customers and other industry participants, and field-testing of Minimum Viable Products. Students or student teams will be selected and enrolled on the basis of a business concept proposal approved by the faculty. Multiple projects will proceed through the course as a cohort, guided by faculty and mentored by experienced entrepreneurs. Cubicle space in the Venture Development Center may be applied for.

Student Learning Objectives/Outcomes

The objective of this course is to refine and validate a specific business concept, and, by the end of the course, be in a position to make an informed decision to proceed, pivot, or terminate the venture. To this end, the specific course objectives are:

1. Students will apply a structured customer discovery and customer validation methodology to evaluate and develop a unique business concept in anticipation of a startup launch.

2. Students will conduct both primary and secondary research to develop, refine and validate the business concept and customer value proposition through interaction with prospective customers and other market participants.

3. Students will identify the key assumptions implicit in their business concept and validate these assumptions by developing testable hypotheses, and utilize a series of Minimum Viable Products to test their hypotheses by conducting market experiments.

4. Students will gain insight and perspective on their target industry by working with assigned mentors and other entrepreneurs and industry participants. Students will actively network across the D/FW entrepreneurial ecosystem by participating in selected activities and forums.

5. Students will develop, refine and validate a complete business model for their concept, integrating knowledge gained in multiple courses, and clearly defining the customer relationships, channels, resources, processes, partnerships, revenue models and cost structures essential to the successful launch of their business concept.

Required Textbooks and Materials
Required Texts

Blank, Dorf. _The Startup Owner's Manual_, Volume 1. 2012. K & S Ranch, Inc publishers. ISBN 978-0-9849993-0-9. (TSOM)

Osterwalder, Pigneur, _Business Model Generation_. 2010. John Wiley and Sons, Inc. ISBN 978-0470-87641-1. (BMG)

These books are available at the UTD Bookstore, Off Campus Books or Stanza Books on Campbell Rd, and via Internet at Amazon, etc.

General Course Format
This course is designed to progressively lead each team through a structured evaluation of each team's proposed business opportunity, clearly defining and validating key assumptions about the target customer, the customer's problem or need, the entrepreneur's solution, and the business model required to deliver the solution to the target customer.

The course will include lectures, discussions, individual project reviews, limited guest speakers, and presentations. The single weekly class will generally be composed of a short lecture and/or discussion session according to the course assignments and academic calendar, as well as frequent student presentations. These sessions are designed to raise student awareness and provide the student with models, frameworks, and approaches to address the issues associated with each topic. Individual project meetings may be scheduled outside normal class times to accommodate individual schedules. Classes will be interactive, drawing on each team's experiences and perspectives to the extent possible.

The assignments and deliverables will include:

- ### Weekly Activity Journal by each team including team status meetings
  Your weekly journal (like a blog) is an integral part of your course deliverables. It is one measure of progress and it is required to be maintained and updated at least once per week, if not after every customer/project meeting, activity, discussion or insight that "hits" you. Also, a weekly activity report item must be posted to your team journal as well that consists of a short summary, in bullet point format, of **1) progress during the prior week; 2) plans for the coming week; and 3) questions/issues/concerns/observations**. And every few weeks, status meetings outside class will be scheduled with faculty to mutually accommodate individual team schedules. This is intended as an in-person discussion to discuss, identify and plan for individual team needs, situation, progress, problem solving, review of Business Portfolio information as needed, etc.

- ### Business Model Canvas and other analysis tools
  Several iterations of a **Business Model Canvas**, **buyer utility matrix**, **customer discovery findings**, **milestones**, **Executive Summary**, and **financial projections** will be developed, submitted and presented to the class by each idea team during the semester. The rigor, completeness and relevant information content of these will be assessed. Repeated, incrementally changing presentations during class time help drive: 1) improvement and evolution of ideas; 2) constructive feedback from peers; 3) validation of ideas; and 4) better development and integration of ideas and learning. Seeing how the business model canvas changes over time is a key perspective to be gained. Please review the weekly breakdown for information on due dates.

- ### Pitch Presentation (each team)
  Each idea team will prepare and deliver a business presentation, with one significant preliminary version in the middle of the semester and an updated complete version at the end (**10 minute presentation plus 5-10 minute Q&A from instructor and the class)**. Each presentation will provide an overview of the project, including background, key results, and lessons learned. This is expected to be a management quality presentation, in content, appearance and conduct. Grading criteria will include: presentation materials (clear, comprehensive, logical, flow) 30%; delivery (clear, compelling, persuasive) 30%; questions and answers (answered class/instructor questions directly, clearly, effectively) 30%; time management (effective use of allotted time) 10%. **The content of both the preliminary and final presentation will follow the outline provided in Appendix B**.

- ### Feasibility Presentation (each team)

Each idea team will prepare and deliver a business presentation that is in response to the pre read materials associated with feasibility analysis. The presentation will be no more than 5 minutes in length and will cover the key topics discussed in the pre read materials. The point of this exercise is to quickly discuss how each basic tenant of feasibility analysis has been considered in preparation for the class and the launch of your idea. See attached slides *Will it Work*.

- ### *Book Presentation (each individual)*
  Each student will be assigned, at random, one book from a collection of 20 'startup' related books to read, summarize, and present core themes and takeaways for the class. The presentation will be graded on quality and content. The length will be less than 5 minutes per presentation. A list of the books is located in Appendix C.

- ### *Entrepreneurial Mentoring*
  This assignment involves discussion and interaction with one or more experienced industry entrepreneurs both from within and outside the University as appropriate and desired. The intent is to pair students with successful entrepreneurs to enable the student to gain one-on-one insight into the entrepreneurial experience as it related to your business idea progression, and add to individual development of professional networking skills. The instructor will arrange these mentoring assignments early during the semester based on individual group needs.

- ### *Personal Entrepreneurial Networking Development*
  Successful startups most often benefit from having a supporting "ecosystem" of experiences as well as connections across a spectrum of industry, personal and professional settings. These connections increase the personal success of individuals, as well as aid in the development of successful businesses. The emphasis here is on students taking responsibility for their own personal development and growth in order to foster more capable skills. Please see Appendix

Individual Participation

You are required to attend class and be actively involved in the idea team, attend status meetings, engage in discussion. This course is your course – your input will determine your outcomes. Missing a class due to illness or personal business should be minimized and avoided. Please let the instructor know in advance. Any absence not followed up with assignment and activity maintenance and catch-up will require a team conference to review the situation. This is a rigorous course. Excessive absences reduce your ability to perform, and abuse of the experiential and responsibilities inherent in this type of course could result in a letter grade reduction.

Obviously, you are fully and personally responsible for anything you miss. Keep in mind that all assignments must be submitted on or before the due date, regardless, and your engagement, commitment and responsiveness to your team and your projects is critical to your success. Late assignments may be penalized. Other weekly discussions and/or meetings will be considered for attendance as well.

Assignments & Academic Calendar
The following course schedule provides a detailed checklist of topics and assignments by week. This course outline provides a general plan for the course that may vary on a project by project basis. The Instructor reserves the right to make periodic changes to content, requirements, and schedule. Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind. Readings and assignments are to be completed before class, and all assignments are due at the beginning of the assigned class period, unless otherwise noted below.

Topics, Reading Assignments, Meetings, Due Dates, Event Dates

Date	Topic	Readings	In Class	Outside Class
Week 0, Pre Class	Feasibility Analysis and Preparation	Pre Read *Prep for Startup Launch I* and work on each item **Submit top 3 book choices before class**	• **No class** • **See APPENDIX D**	• n/a

Week 1, 1/12/16 VDC (ROC 1.202z)	Course Introduction, Requirements, Discussion, Feasibility Analysis, Milestones, and Business Model Canvas	Chapter 1, 2 TSOM;	• In-class meeting • Each group presents **Feasibility analysis presentation (5 minutes)** • Milestone development discussion • Business Model Canvas introduction • Tour of VDC and access	• JOURNAL • Pre-reading • Review syllabus
Week 2, 1/19/16 VDC (ROC 1.202z)	Discovery: Why customer is not a simple concept	Chapter 3 TSOM; BMG: Business Model Patterns section (p.52);	• In-class meeting • Weekly journal discussion • **Budget & Milestone v1** • Customer discovery process discussion • Market analysis discussion	• JOURNAL • Personal networking: self-paced
Week 3, 1/26/16 VDC (ROC 1.202z)	Status Updates Individual group meetings, and mentoring discussion	BMG: Story Telling section, p.170.	• <u>**No group class meeting**</u> • <u>**Meeting one on one with instructor**</u>	• JOURNAL • Personal networking: self-paced • Meet with instructor
Week 4, 2/2/16 VDC (ROC 1.202z)	Competition: Competitor and value chain assessment	BMG: Customer Insights section (p.126);	• In-class meeting • Journal discussion • Competitor analysis discussion • **Customer Discovery Summary v1** • **Business Model Canvas v1** • **Book Presentation #1 & 2**	• JOURNAL • Personal networking: self-paced • Mentoring
Week 5, 2/9/16 VDC (ROC 1.202z)	The Model: What you think your business can do?	Chapter 4 TSOM; BMG: Scenarios section (p.180);	• In-class meeting • Business model lecture • Checklist 3-12 review • Industry Ecosystem analysis overview • **Buyer Utility Matrix v1** • **Book Presentation #3 & 4**	• JOURNAL • Personal networking: self-paced • Mentoring
Week 6, 2/16/16 VDC (ROC 1.202z)	Test the Problem Solution: Is it something people can use Building an MVP	Chapter 5 TSOM; BMG: Ideation section (p.134);	• In-class meeting • **Customer Discovery presentation v2** • Checklist 13-17 review • Problem/Solution discussion • Building an MVP discussion • **Book Presentation #5 & 6**	• JOURNAL • Personal networking: self-paced • Mentoring
Week 7, 2/23/16 VDC (ROC 1.202z)	No class Prep for pitches		• <u>**No group class meeting**</u> • <u>**Meeting one on one with instructor**</u>	• JOURNAL • Personal networking: self-paced • Mentoring
Week 8, 3/1/16 VDC (ROC 1.202z)	The Pitch; Financial Projections; Pivot and Status Update	Chapter 6 TSOM; BMG: Business Model Perspective section (p.226).	• In-class meeting • Pitch layout and tips discussion • Checklist 19-21 review • Financial projections and budgeting discussion • **Book Presentation #7 & 8**	• JOURNAL • Personal networking: self-paced • Mentoring

Week 9, 3/8/16 VDC (ROC 1.202z)	Business Model Perspective: Taking an integrative view Customer Value, Function and Capture: Selling it	Chapter 7 & 10 TSOM; BMG: Managing Multiple Business Models section (p.232).	• In-class meeting • **Pitch v1** • **Financial Projections v1** • Customer value/selling discussion • Checklist 18,22-25	• JOURNAL • Personal networking: self-paced • Mentoring
Week 10, 3/22/16 VDC (ROC 1.202z)	Market Knowledge: Knowing what they really want	Chapter 8 TSOM BMG: Visual Thinking section (p.146).	• In-class meeting • **Customer discovery presentation v3** • **Status Update: MVP** • **Budget, & Milestones v2** • **Book Presentation #9 & 10**	• JOURNAL • Personal networking: self-paced • Mentoring
Week 11, 3/29/16 VDC (ROC 1.202z)	Thinking it Through: Do I have my story straight Executive Summary: Getting it all organized	Chapter 9 TSOM BMG: Evaluating Business Models section (p.212)	• In-class meeting • **Business Model Canvas presentation v2** • Executive Summary discussion and format review • Team discussion: skills, mentors, & advisors • Checklist 26-31 review • **Book Presentation #11, 12 & 13**	• JOURNAL • Personal networking: self-paced • Mentoring
Week 12, 4/5/16 VDC (ROC 1.202z)	Legal Challenges	Chapter 11 TSOM; BMG: Business Model Environment section (p.200);	• In-class meeting • Legal discussion: formation, founders docs, and IP • Budgeting for launch discussion • Go to market discussion • Checklist 32-35 review	• JOURNAL • Personal networking: self-paced • Mentoring
Week 13, 4/12/16 VDC (ROC 1.202z)	Wrap Up	Chapter 12 TSOM	• In-class meeting • Updates on legal formation/needs and final status updates Checklist 36-44 review	• JOURNAL • Personal networking: self-paced • Mentoring
Week 14, 4/19/16 VDC (ROC 1.202z)	Final Presentations		• In-class meeting • **Final Pitch presentations due v2** • **Submit final documents: Executive Summary, Milestones v3, Mentor/Community Engagement, & Financial Projections v2**	• Final JOURNAL entry
Week 15, 4/26/16 VDC (ROC 1.202z)	No class One on Ones with professor		• <u>**No group class meeting**</u> • <u>**Meeting one on one with instructor**</u>	• Final JOURNAL

Grading Policy

The list of assigned readings and class activity is contained in the course calendar above. The grading values are as follows:

Individual Participation and Journal	10%
Pitches and Feasibility Presentations	20%
Bus Model Canvas & Buyer Utility	15%
Entrepreneurial Mentoring Networking Participation	10%

Milestones and Financial Projections	15%
Customer Discovery Presentations	10%
Individual Book Presentation	10%
Executive Summary	10%
	100%

You are expected to read each assigned chapter and case study. Quality of your class participation, commitment and engagement is vital. The Instructor will not cover all elements of the texts during lectures. Grades will be assigned according to the following scale, and peer evaluations will be reviewed and incorporated into final grades:

Points	Grade	Points	Grade
>=97 – 100	A+	>=74 – <77	C
>=93 – <97	A	>=70 – <74	C-
>=90 – <93	A-	Less than 70	F
>=87 – <90	B+		
>=84 – <87	B		
>=80 – <84	B-		
>=77 – <80	C+		

Course Policies

eLearning
You will need to access eLearning for use during this class. This will be the method of communication that will be used to post some class related announcements, class support information including syllabus, and class session related study items and assignments. This will be your destination for submitting some assignments electronically. Direct any email/message communication to the Instructor through eLearning. A University policy to protect student privacy directs that faculty are not required to answer student emails unless they are from a UTD account. You should be able to access eLearning with your UTD ID and password. Call computer services at (972)-883-2911 if you need assistance, and view UTD website resources to become familiar with the eLearning system.

Paper and Assignment Recommendation
You should strive to prepare assignments that are of the same professional quality that you would provide the management of a business that you are dealing with or working for directly.

Preparations for and Discussion during Class
Class discussion will take place against a background of conceptual material that is acquired through assigned textbook reading, and brief lectures which are listed in the course outline.

Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues in great depth. So, skip the technicalities and simply ask yourself what the key insights and findings of each reading are and how they relate to the business concept you are focused on. Write these down. Try to relate them to the current and past course elements to gain a cumulative learning effect.

Most general managers spend very little time reading, and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is included in this class. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach.

Missed Classes
It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member and/or eLearning – not the Instructor. Each student is responsible for ALL information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

Make-up assignments

There will be no makeups available for assignments. However, extenuating circumstances can be accommodated.

Extra Credit
There will be no extra credit.

Late Work
All assignments are due on or before the due date and time. Late assignments will be reduced 15% automatically if turned in within one week and will not be given credit if turned in later than one week from due date.

Classroom Citizenship
Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Silence all cell phones and pagers.
- Take good notes
- Arrive on time, and don't leave early.
- Respect all opinions and cultures in class. You are expected to be open minded and willing to learn and experience while constructively contributing your own thoughts. The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

Peer Evaluation
If applicable, each team will have the opportunity to comment on and rate the performance and contributions of their peers. The evaluation form will be provided during the course, and a formula will be used to adjust individual grades if appropriate.

Technical Support
If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911. Also, see 866-588-3192 for eLearning Helpdesk..

Field Trip Policies / Off-Campus Instruction and Course Activities
Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course - none.

Student Conduct & Discipline
The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities.
The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the Course Syllabus Page 8, University's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972/883- 6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity
The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success. The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. See the following link for more details: http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings. The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see
http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at
http://www.utdallas.edu/disability/documentation/index.html

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code,Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's overall policies and procedures segment of the course syllabus, which for course purposes may be added to in the information above. Please go to http://go.utdallas.edu/syllabus-policies for these policies

All descriptions, assignments and timelines in this syllabus are subject to change at the discretion of the Instructor, including any appendices attached below.

APPENDIX A

Entrepreneurial Community Activity Selection List

Successful startups most often benefit from having a supporting "ecosystem" of experiences as well as connections across a spectrum of industry, personal and professional settings. These connections increase the personal success of individuals, as well as aid in the development of successful businesses. The emphasis here is on students taking responsibility for their own personal development and growth in order to foster more capable skills.

Category 1: Entrepreneurial Networking Events
Please visit www.launchdfw.com/events, select TWO events for the Fall, register and attend them. Please take a picture of yourself at the event (yes, a selfie) as proof of your attendance and forward to your professor.

Category 2: Entrepreneurial Pitch Events
There are numerous pitch events throughout the year. Please review the following accelerators (or others) and register to attend ONE pitch day during the semester. Please take a picture of yourself at the event (yes, a selfie) as proof of your attendance and forward to your professor.

Category 3: Entrepreneurial Mentor Opportunities
Sign up for TWO mentor whiteboard session at the DEC or Treehouse at:
www.thedec.co/events/whiteboard-sessions-dec
www.addisontreehouse.com/mentors

Category 4: Accelerators and/or Business Plan Competitions
Apply to at least ONE accelerator program from the list above or in another city OR submit an application to at least one Texas based university Business Plan Competition:
Baylor University's New Venture Challenge
TCU's Values and Ventures Competition
Rice University's Business Plan Competition
University of Texas' Business Plan Competition

APPENDIX B

Business Presentation Slide Format Outline and Content: use the context of presenting your idea to prospective investors, partners, key employees.

Slide Description	Content	Notes
Title	Company name; your name and title, contact info	Explain (say) what you do. "We sell ….", "we are a ……. Company." Be to the point.
Problem	Describe the customer pain you are relieving. Get everyone buying into what you are doing.	Don't cite market studies. Don't look like a solution in search of a problem.
Solution	Explain how you solve the customer pain/problem/need. Make sure audience understands what you sell and the value proposition.	No in-depth tech explanation. Tell the essence of how you fix the pain/problem/need. Example: We are a discount hotel website. We have written software that searches all other hotel sites and gathers price quotes into one report.
Business Model	Explain how you plan to capture value – make money; how will revenue flow to the company, your distribution channels, financial margins. Use Bus Model Canvas in part.	Explain the transaction from end-to-end. Pictures and diagrams are good. Reference examples of others who might use your same business model - value chain. Also, include names of companies already buying your product/service.
Underlying Strength	Describe the unique technology, process behind the product/service offering.	More diagrams, pictures, figures, flow diagrams, etc. are good here. Proof of concepts and sample products are very helpful.
Marketing and Sales	How will you reach your customer, and key partners? How will you create awareness of your product to the target customers?	Persuade judges that you know how to get the product to market, and in a cost effective way. Utilize Buyer Utility Map, industry eco system, and Value Curve concepts.
Competition	Portray who your competition is. Be complete, and not vague or general. Provide competitive matrix of relevant points of comparison	Tabular comparison is helpful. Talk about why you are better than other alternatives.
Management Team	Describe those involved in your management, advisors, directors, major investors/backers.	Demonstrate that you understand/recognize your personnel weaknesses as well as strengths.
Financial Projections and measures	Provide forecasts of dollars of revenue, units sold, number of customers, and expenses.	Document your assumptions well. Don't leave judges guessing. Integrate length of sales cycles, ramp-up times into estimates.
Current Status, Accomplishment list, planned timeline of activity/events.	Describe current status of product/service offering, showing near-term future expectations, and how you'll work to get there.	Create a picture of the progress or activity of your company so far. Some will use this as a split between current status, and next steps (for company and for outsiders/investors, etc.); utilize preliminary milestone plan info.

Note: adapted from "The Art of the Start" by Guy Kawasaki, p.51-52.

APPENDIX C

Selected Reading List:
The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business by Clayton Christensen

The Four Steps to the Epiphany: Successful Strategies for Products that Win by Steve Blank

Start with Why: How Great Leaders Inspire Everyone to Take Action by Simon Sinek

For Immediate Release: Shape Minds, Build Brands, and Deliver Results with Game-Changing Public Relations by Ronn Torossian

Startup Communities: Building an Entrepreneurial Ecosystem in Your City by Brad Feld

Never Eat Alone: And Other Secrets to Success, One Relationship at a Time by Keith Ferrazzi

Do More Faster: TechStars Lessons to Accelerate Your Startup by Brad Feld and David Cohen

Rework by Jason Fried

The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses by Eric Reis

The E-Myth Revisited by Michael Gerber

Click Millionaires by Scott Fox

The $100 Startup by Chris Guillebeau

The 4-Hour Workweek by Timothy Ferris

The Art of the Pitch by Peter Coughter

The Founder's Dilemmas: Anticipating and Avoiding the Pitfalls That Can Sink a Startup by Noam Wasserman

Pitch Anything by Oren Klaff

The Startup Game by William Draper

To Sell Is Human: The Surprising Truth About Moving Others by Daniel Pink

Made to Stick: Why Some Ideas Survive and Others Die by Chip & Dan Heath

The Art of the Start by Guy Kawasaki

APPENDIX D

<p align="center">Prep for Week 1 – Startup Launch 1</p>

Welcome to one of the most valuable and challenging opportunities of your academic career. You have been selected to participate in a unique program that will encourage and empower you to take ownership of your future while gaining skills that are invaluable for the rest of your career. As you prepare to launch your idea into a full-fledged business, a series of tips and preparations have been made to assist you in your journey. Over the next few months you have the opportunity to move your idea forward. Below you will find a series of steps that can assist you in this process. I ask that you complete some of these tasks and focus on those that require action for **Week 1 of class (feasibility presentation)**.

1. Purchase and begin reading through the first few chapters of the books:
    a. Blank, Dorf. *The Startup Owner's Manual*, Volume 1. 2012. K & S Ranch, Inc publishers. ISBN 978-0-9849993-0-9. (TSOM)
    b. Osterwalder, Pigneur, *Business Model Generation*. 2010. John Wiley and Sons, Inc. ISBN 978-0470-87641-1. (BMG)
2. Watch the intro video, download and familiarize yourself with the Business Model Canvas:
    a. http://businessmodelgeneration.com/canvas/bmc?_ga=1.204496400.1473027006.1438093855
3. Meet with your team to finalize company name and roles
    a. Each team member will decide their title and a brief job description (one person teams, please consider where you will supplement your team needs)
    b. Examples include: CEO, CFO, VP Sales, VP Technology, VP Operations, etc.
4. Setup your web presence and online social media accounts
    a. Visit a domain service and purchase, inexpensively, a domain for your business name (www.godaddy.com or www.networksolutions.com)
    b. Acquire social media domains: Twitter, Facebook page, Pinterest, etc.
5. Sign up for newsletters about startups and entrepreneurship or read key sites:
    a. https://www.startupdigest.com/digests/dallas
    b. www.launchdfw.com
    c. www.mashable.com
    d. www.techcrunch.com
6. Attend startup events or classes
    a. www.thedec.co or www.launchdfw.com
7. Review the DEC's Introduction to the Dallas Startup Community slide deck
    a. http://www.slideshare.net/thedec/intro-to-the-dallas-startup-community
8. Watch Guy Kawasaki's 10-20-30 Rule for great tips on pitching
    a. http://www.youtube.com/watch?v=-M13SObffog
9. Read a startup book
    a. http://www.lifehack.org/articles/productivity/20-books-read-before-you-start-your-own-business.html
10. Sign up for a mentor whiteboard session at the DEC or Treehouse:
    a. www.thedec.co/events or www.addisontreehouse.com/mentors
11. Review 'Will it work" slide deck attached and create your own 5 minute feasibility slide deck to be presented in Week 1 class