

# USC Marshall

School of Business

*Lloyd Greif Center for  
Entrepreneurial Studies*

**BAEP 552: Feasibility Analysis**  
**Wednesday - 6:00 to 10:00 p.m.**  
**May 27<sup>th</sup> – August 5<sup>th</sup>**  
**JKP 204**

## **Summer 2015 Syllabus**

Version 3 [June 9, 2015]

BAEP 552 is a three-unit entrepreneur course for graduate students. Successful completion of BAEP 551 or 586 is required.

**Steven Mednick**, Associate Professor of Clinical Entrepreneurship; Associate Director, Marshall Center for Global Innovation

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E-mail: [steven.mednick@marshall.usc.edu](mailto:steven.mednick@marshall.usc.edu)

Office Hours: Wednesday 2-4:45 p.m.

Individual appointments – I am very happy to schedule an individual meeting with you. Please speak with me during class or contact me either by mobile phone or email to schedule.

Email and voice mail are preferred format for messages. Scheduled phone meetings are encouraged.

### **PURPOSE:**

This course provides students with an insight as to how entrepreneurs think. Entrepreneurs are not risk takers; they are risk managers. Feasibility is the process by which they assess and manage risk. Feasibility is a combination of first taking an idea and turning it into a concept. That concept is then tested to assess the market risks, the distribution risks, the perceived value of the benefits and finally the financial risks. Inherent in any new venture analysis are the people resources required and their availability.

The Entrepreneur Program encourages students to approach this course by using it as background for becoming an entrepreneur or, in their own career choices, to be able to deal with the recognition, evaluation and exploitation of opportunities. Our primary goal is to help you create a successful venture or to become part of the entrepreneurial team managing an emerging business.

**This course is not a “spectator” course.** You will be actively researching, testing and crafting a comprehensive feasibility analysis based upon an initial business concept of your choosing. Consequently, **you are required to undertake a significant amount of work outside of class.** By taking this course, you are agreeing to complete all of the assignments in a timely fashion without excuse. By taking this course, you are setting your entrepreneurial journey in motion.

This course is the essence of The USC Entrepreneur Program.

To accomplish this goal, the course is divided into several major themes:

1. Introduction: What is feasibility? How is it practiced?
2. Industry Knowledge: The first critical step.
3. Market Assessment: Knowing the customer segments.
4. Distribution: How to get to the customer and how to deliver a customer benefit.
5. Benefit (Technology) Assessment: Benefit vs. Features. How do you create a value proposition?
6. Financial Assessment: Does it make "cents"?

### **SEMESTER PROJECTS:**

There are two major projects and nine minor assignments to be completed during the semester as well as writing a Feasibility Analysis (this really compiles the all of your semester's work). A couple of the assignments are completed during class. These exercises are most meaningful if engaged as real world feasibility. Projects may be done individually or in teams of no more than three students. Our long experience has clearly shown that students working individually gain a great deal more knowledge and understanding of the entrepreneurial feasibility process than working in groups.

This class is highly structured but will change if faculty discerns that students or conditions indicate the need to change. Student desires and backgrounds are considered. Special projects are encouraged, upon approval. Your expectations are important!

All PROJECTS are presented in the Class Schedule. When the project is listed in ALL CAPITALS that is the date when it is due.

EXCEPT FOR THE FINAL FEASIBILITY PLAN, LATE WORK WILL LOSE 10% of the POINTS for **each week** it is late. After the third week, you will not receive faculty feedback. If you must be absent from class on an evening when an assignment is due, prior to class please send an email to Steve Mednick at [steven.mednick@marshall.usc.edu](mailto:steven.mednick@marshall.usc.edu) with an attached copy of your assignment. Concurrently, please post to Blackboard and follow up with the hard copy; we will not print out emails.

**FINAL FEASIBILITY ANALYSIS LATE PENALTY.** A different and separate penalty schedule applies to the Final Feasibility Analysis as follows: **Final Feasibility Analyses in hard copy are due in class by 6:00 p.m. on August 5<sup>th</sup>.** A 5% penalty of your grade will be deducted for Analyses submitted after 6:00 p.m. on the day the Analysis is due. **An additional 5% daily penalty will apply for each day thereafter until your Analysis is submitted in hard copy. Electronic only copies of your Analysis cannot be accepted.**

### **RESEARCH ASSIGNMENTS and CLASS PROJECTS:**

Entrepreneurship is a highly personal and competitive process; students will be required to show high involvement and input. These twin goals are accomplished by the nature of the work assigned and the projects conducted.

Entrepreneurship is not a 'seat-of-the-pants' game. Feasibility analyses (pre-start) and subsequent business plans (business execution) should reflect careful research, require thoughtful writing and will take a great deal of your time.

This course is very robust and begins with the assumption that you have chosen to make this journey. Each week there will be an assignment that will be most meaningful and educational if you place yourself in the position of an entrepreneur about to conduct feasibility on launching a venture. Balance has been struck in the scheduling and grading of assignments.

## **GUESTS:**

From time to time we will have guests. You are expected to greet them at the beginning of class. They will be prompt. We never wish to have late arrivals but especially so when we have guests.

## **ACADEMIC STANDARDS AND DISABILITY ACCOMMODATIONS:**

The University community consisting of faculty, students and administration is dedicated to high ethical standards. Every person at USC has an inherent responsibility to uphold the principles of academic integrity. Students are expected to understand the Academic Integrity guidelines in SCampus.

Any student requesting academic accommodations based on a physical, psychological or learning disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to us as early in the semester as possible (by the second week of the semester). DSP is located in STU 301 and is open from 8:30 AM to 5 PM, Monday through Friday. The telephone number for DSP is (213) 740-0776.

## **COURSE GOALS:**

Upon completion of this course, students will:

- Be able to develop an effective business concept that can be tested.
- Demonstrate analytical and critical thinking skills through the process of completing a feasibility analysis for a new venture.
- Demonstrate primary and secondary research skills.
- Build an effective and persuasive case for the feasibility of a business concept they have chosen.
- Effectively present their feasibility analyses before a panel of judges from the market.

## **COURSE DESCRIPTION:**

This course entails the development of analytical and conceptual skills required to test the feasibility of a business concept in the market. It requires students to undertake field research, develop and think critically about a business concept, answer fundamental questions about strategic, marketing, financial, operational, and human resource issues.

## **COURSE READER:**

COURSE: **BAEP-552**

PURCHASE: USC Bookstore or order online

[https://www.universitycustompublishing.com/catalog/login.php?school\\_id=1](https://www.universitycustompublishing.com/catalog/login.php?school_id=1)

Your custom course materials published by University Readers contain required readings that have been carefully selected for this course.

To purchase your course materials, go to [https://www.universitycustompublishing.com/catalog/login.php?school\\_id=1](https://www.universitycustompublishing.com/catalog/login.php?school_id=1). You will create an account and be prompted to choose your state and institution. Easy-to-follow instructions will lead you through the rest of the purchasing process. Payment can be made by all major credit cards or electronic check. Your order is then processed and shipped out to you swiftly (orders are typically processed within 24 hours and often same day). Shipping time will depend on the selected shipping method. If available for your course, you will also be given instructions on how to download a FREE PDF download or a Full Digital Pack so you can get started on your required readings right away. If you need further assistance or have any questions, please contact us at 800.934.9313 or [reader@bookstore.usc.edu](mailto:reader@bookstore.usc.edu).

## **COURSE PREREQUISITES:**

Students should have taken BAEP 550/551 or the MBA Core GSBA 586/ MBA-PM pre-fall entrepreneurship course. Any exceptions are within the discretion of the professor.

## **LEARNING OBJECTIVES**

In broad terms, the following activities are (Essential, Important, Minor) for this course:

- |                  |   |
|------------------|---|
| <b>Important</b> | Gaining factual knowledge (terminology, classifications, trends)  |
| <b>Important</b> | Learning fundamental principles, generalizations, or theories   |
| <b>Essential</b> | Learning to apply course materials (to improve thinking, problem solving, and decisions)  |
| <b>Important</b> | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| <b>Important</b> | Acquiring skills in working with others as a member of a team   |
| <b>Minor</b>     | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)                                 |
| <b>Minor</b>     | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)                 |
| <b>Important</b> | Developing skill in expressing oneself orally and in writing  |
| <b>Important</b> | Learning how to find and use resources for answering questions or solving problems  |
| <b>Important</b> | Developing a clearer understanding of, and commitment to, personal values   |

## **MBA PROGRAM POLICY GOVERNING NON-MARSHALL EVENTS THAT CONFLICT WITH CLASSES AND REQUIRED ACADEMIC ACTIVITIES:**

Attendance at all classes and required MBA Program and Career Resource Center activities is expected of every Marshall MBA student. However, there are times during the academic year when external (non-Marshall) events and activities conflict with regularly scheduled classes and academic requirements.

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## MANAGING CONFLICTS

MBA students please refer to the Appendix at the end of this syllabus regarding course conflicts.

## PARTICIPATION and CLASS ASSIGNMENTS:

**CLASS ATTENDANCE:** The Entrepreneur Program is a real life experience and as such expects real world professionals. The motto is "treat each other as you would a customer." Therefore, tardiness and absences without notice are not acceptable. If you have a customer meeting, you will be on time. If you cannot be on time, you will call well in advance. Similar etiquette is required in this program.

Moreover, the summer session is eleven weeks in length, compared to a fifteen-week fall or spring semester. Consequently, it is imperative that students make every attempt to attend all eleven-class sessions so that critical course material is not missed.

**PROJECT PRESENTATIONS:** (25 Bonus Points). All students will be asked to present various assignments and projects. Please e-mail your desire to be considered as a volunteer. **All students** should prepare a two-slide PowerPoint ("PPT"). Bring the PPT on a memory stick to class if you are presenting.

**GOTO:** (Maximum 25 Bonus Points) Plan to submit at least one effort as a Good of the Order. This concept is to encourage you to share the **contacts** you make as you learn the industry. Articles, etc. are not appropriate for this class. Your presentation should be in the form of a PPT covering the person, how you learned of them, how you made contact, what you wanted to learn, what you learned and what the hand off or next scheduled action is.

**READINGS and CASE STUDIES:** Readings and Case Studies are contained in a course reader available as set forth herein. Readings are an important part of the learning process. Our knowledge and our perceptions come in a variety of ways. Certain beliefs are from our environment. Perceptions are what we learn by personal observation and experience. A final portion of our understanding is learned through the experiences of others. Reading academic articles is a way to share in the research done by others. Several readings are included to offer background on certain entrepreneurial phenomena and as the basis for classroom discussion.

**Complete the readings and be prepared to discuss the cases on the date assigned. Students will be asked to present case material and lead class discussion on a weekly basis.**

**PROJECT RELEVANCY AND DIFFICULTY:** Grading weight will be given to the difficulty of the project undertaken. A simple project designed to build a life style business is easier to research and assess the feasibility as compared to a complex multi operational, technology based firm. The weighted factor will be assigned when the working concept has been approved.

## CLASS GRADING

<b>Class</b>	Class participation*		100
<b>Strangers' Diary</b>	Create a diary summarizing the name, company name, date of your meeting and key take-away(s). A minimum of 10 strangers is required.		100
<b>Major Projects</b>			
	Proof of Customer Segments	400	
	Financial Feasibility	<u>200</u>	600
<b>Final Project</b>	Final Feasibility Analysis		1000
<b>Minor Projects</b>			
	Industry Trends/Drivers	100	
	Customer Segments Grid	100	
	Value Proposition Hypothesis [in class exercise]	50	
	Customer Segments Test	100	
	Three (3) Concept Statements	100	
	Establishing initial product/service price	100	
	Establishing Financial Premises	100	
	Concept Statement development [in class exercise]	100	
	60 Second Pitch	<u>100</u>	850
	<b>Not Graded (+ / n / -)</b>		
	Declare an area of interest		
	"Test driving your business start"		

<b>Total Points</b>		<b><u>2,650</u></b>
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<b>Bonus opportunities</b>	GoTos (maximum 25 bonus points)	25
	Project presentations	25
	60 Second Pitch Semi-Finalists	25
	60 Second Pitch Finalists	25

*Note: Professor reserves the right to periodically offer additional bonus points throughout the semester as the occasion arises.*

### **Class participation\***

**100 points** – student is highly engaged in class on a weekly basis contributing insightful questions and thoughts.

**50 points** – student is moderately engaged in class on a periodic basis and occasionally contributes insightful questions and thoughts.

**25 points** – student is somewhat engaged in class contributing obvious questions and thoughts.

**0 points** – student does not contribute in class.

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## UNIVERSITY OF SOUTHERN CALIFORNIA MARSHALL SCHOOL OF BUSINESS

### The Lloyd Greif Center for Entrepreneurial Studies

#### CONFIDENTIALITY POLICY

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

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

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

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

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

## Course Deliverables

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**Due: June 3**

### **In class concept statement development and presentation (100)**

This in class project is conducted in teams of three students selected in class. The assignment consists of two parts: (1) evaluation of the team members' individual ideas ("opportunity recognition") and the selection of the best concept to pitch in class; and (2) for the selected concept, the development of the key elements of a business model (see below). At this stage, you will tell us "what you think" rather than "what you know."

Written deliverable due prior to the group concept statement presentation.

### **Declare an area of interest assignment (+/n/-)**

Prepare a not to exceed two (2) pages, typed, double-spaced, summary that shares your interest in a particular area: technology, real estate, entertainment, distribution etc. The paper should state why you are interested in this area, what aspect you see yourself in (sales, invention etc.) and what experience, if any, you already have in this or a related area.

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**Due: June 17**

### **Industry Trends & Drivers (100)**

The areas of greatest interest to entrepreneurs are industries in flux: areas of chaos and opportunity. Define the industry trends occurring in the industry of interest to you. Also, what are the industry drivers effecting the trends? Three pages, typed, double-spaced.

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**Due: June 24**

### **Customer Segments Grid (100)**

Prepare a concept grid listing all of the alternative customer segments you are considering, the means by which you will reach each of your potential customers and the benefits (for your value proposition) you will transfer to them. In the fourth column list your primary competitor(s).

### **Value Proposition Hypothesis (50), In class assignment**

For each customer segment you have defined in your Customer Segments Grid assignment, describe what value you will deliver. Which one of our customer segment's problems are you helping to solve? Which customer needs are your satisfying? What "bundles of products and services" are you offering to each customer segment?

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**Due: July 1**

### **Customer Segments Test (100)**

Prepare a paper, which may be in outline form and/or in part in the form of a questionnaire that first lists your potential target customer segments and then the questions you would prepare to validate the critical elements of your concept. Indicate how you would test the basis for your customer buy decision in favor of your product or service over the alternative available.

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**Due: July 8**

**Concept Statement(s) (100)**

The work done in your Customer Segment Grid was a broad statement of all of the potential opportunities available to you. These three (3) Concept Statements should be a result of your meeting with strangers and your increasing knowledge of the industry.

Articulate in one paragraph your concept and the underlying business model. **You must create three concepts.**

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**Due: July 15**

**Establishing Initial Product/Service Price (100)**

Determining the pricing of your product or service is perhaps the single most difficult challenge facing a start up venture. Yet it is often left to the competition to set your price.

To begin this challenge, prepare a cost estimate of the service or product you are delivering. Now determine the cost of your distribution channel. Together they represent your delivered cost.

The final set of columns is what value the market will place on your offering. How does this compare to the competition value, distribution and pricing. Somewhere in this grid is your correct initial pricing.

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**Due: July 22**

**Financial Premises (100)**

In your financial premises detail the basis for the premises you have made or are making in building your model of how your business operates. These should include the critical elements that will be reflected in your ultimate financial statements and cash flow, for example, timing of cash payments by your customer and yourself). List of expenditures and expenses needed to execute your concept. For the financial premises, you must support each and every line item with third party research – no personal opinion.

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**Due: July 29**

**Financial Feasibility (200)**

In the long run, ventures succeed and fail on their financial basis. You will prepare a financial feasibility for your concept that will contain the key financial elements discussed in class. A separate hand out will be given in class outlining the elements of financial feasibility.

**Proof of Customer (400)**

To be successful in establishing your new venture requires intimate knowledge of your potential customer. You need to know their needs and their buying process. Many successful firms have been launched using the customer in hand approach wherein the first sale was actually the basis of starting the firm. The purpose of this project is to define your initial target customers and design a process and to **get actual feedback** from them on their benefit needs and why and how they buy. **This assignment requires you to report your findings (data) and analyze the results. In short, tell us what you now know and not what you think.**

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**Due: August 5<sup>th</sup>**

### **Major Project - The Feasibility Analysis (1000)**

The feasibility is the culmination of all of your work. It is your most important output but is never seen in the public. It is the pillars that hold the structure together. The quality of the work you have done will have more to do with your success and failure than any other set of actions you take.

*Your printed Feasibility Analysis is to be submitted in class by 6:00 pm. Concurrently, post a copy to Blackboard.*

### **Strangers log (100)**

Feasibility 552 is a “do it” course. Introduction 551/Pre Fall 2 are “think about it” courses. As a student in 552, you have signed up for an intensive boot camp experience in entrepreneurship. A high portion of your training comes from you exploring your industry to recognize opportunities that can be exploited. To do that requires you contact many people you do not now know. These strangers hold the key to unlock the information you need.

Keeping data on these contacts and recording the value of these strangers should now be part of your mindset. They will make a difference in your success and failure in life. They are the difference in grading in this class. Your diary of strangers is a pivotal part of the grading of this class. The diary must cover the entire semester and contain a minimum of **10 strangers. It is due August 5<sup>th</sup>.**

### **60 Second Pitch (100)**

Now that your Feasibility Analysis has been completed, you have an opportunity to pitch your concept to business angels and to your classmates. Why are you pitching your concept in class? Because, your ability to verbally articulate your concept in sixty seconds or less to potential investors, bankers, customers, suppliers, distributors and others is critical to your success moving forward. *You must be present in class on August 7<sup>th</sup> and pitch in order to garner the 100 points – no exceptions.* Good luck and enjoy!

#### Week 1 – May 27

#### EVENING LINE-UP

##### **Class discussion:**

Introduction to BAEP 552

What is feasibility?

Introduction to the Entrepreneur's Feasibility Funnel

Syllabus & course expectations

##### **Readings:**

"Design Thinking," *Harvard Business Review*

"How to design A Winning Business Model," *Harvard Business Review*

**[Please be prepared to discuss both articles in class.]**

Blookie Feasibility Plan – for reference only

**Preparing for the first ungraded assignment:** Area of Interest – see deliverables

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#### Week 2 – June 3

#### AREA OF INTEREST

#### CONCEPT STATEMENT DEVELOPMENT AND PRESENTATION

#### EVENING LINE-UP

**Steve Jobs:** "How the Apple 1 computer was born." Launching with a customer in hand.

**Student presentations:** Area of interest

##### **Class discussion:**

The Final Feasibility Analysis

Concept Statement development

**In class exercise:** Concept development and presentation

This in class project is conducted in teams of five students selected in class. The assignment consists of two parts: (1) evaluation of the team members' individual ideas ("opportunity recognition") and the selection of the best concept to pitch in class; and (2) for the selected concept, the development of the key elements of a business model (see below). At this stage, you will tell us "what you think" rather than "what you know."

**Written deliverable due prior to the group concept statement presentation. This in-class assignment is worth 100 points.**

Please organize your paper as follows:

- Provide the names of all group members on your paper and email the final version to [steven.mednick@marshall.usc.edu](mailto:steven.mednick@marshall.usc.edu).
- Systematically (but concisely) discuss each team member's opportunity based upon your team's criteria. Briefly explain your criteria. Select one opportunity that you believe has the highest potential and explain why this opportunity was selected over the others.
- Craft an initial business concept statement for the selected opportunity setting forth the following elements:
  - Product/service
  - Target customer
  - Distribution channel (how you will reach your customer)
  - Customer benefits
  - Revenue model

The ideal concept statement is written as a single paragraph with each element above given one sentence.

Your group will present your concept statement in class.

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### **Week 3 – June 10**

#### **EVENING LINE-UP**

**Guest:** Kimberly E. Esser, Business Information Specialist, Crocker Business Library, USC Marshall School of Business

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Class discussion:**      Patterns of Change  
                                 Industry research  
                                 Primary & secondary research  
                                 Interactive opportunity recognition  
                                 Customer definition

**Heads up:** Proof of Customer Segments assignment

**Preparing for next week:** Industry Trends & Drivers assignment

**Case studies:** Belkin Case [**Please be prepared to discuss in class.**]  
                     Ingvar Kamprad & IKEA [**Please be prepared to discuss in class.**]

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### **Week 4 – June 17**

### **INDUSTRY TRENDS & DRIVERS**

#### **EVENING LINE-UP**

**Guest:** Bart Greenberg, Partner, Haynes & Boone LLP

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student presentations:** Industry Trends & Drives

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**Class discussion:**

Where is your customer taking you?  
What is a concept?  
Developing a Customer Segment Grid  
Vital area, niches and industry drivers

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**Week 5 – June 24****CUSTOMER SEGMENT GRID****EVENING LINE-UP**

**Guest:** Jack Bicer, CEO, Septium Corporation, enterprise web and mobile application development

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student Presentations:** Customer Segment Grid

**Class discussion:**

Customer Segments Test and re-introduction to Proof of Customer  
People risks  
Location risks  
Governmental risks  
Technology risks

**Presentation:** Bootstrapping Your Business

**Class exercise:**

Value Proposition Hypothesis – in this exercise you will brainstorm on why your customers will buy from you – i.e., what customer problem are you solving or what customer need are you filling?

**Written deliverable due prior to the end of class. This in-class assignment is worth 50 points.**

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**Week 6 - July 1****CUSTOMER SEGMENTS TEST****EVENING LINE-UP**

**Guest:** Josh Speyer, Founder & CEO, Automotive.com, [DVD], *Preparing for the Start*

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student presentations:** Customer Segments Test

**Class discussion:**

Crafting a concept statement – 3 variations required  
Industry pain  
Product/service/customers/customer benefits  
Distribution channel(s)  
Revenue model  
Competition through distribution/benefit

**Presentation:** The New Venture Financial Landscape

**EVENING LINE-UP**

**Guest:** Betsy Densmore, Founder and President, Academies for Social Entrepreneurship

**Student presentations:** Concept statements

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Class Discussion:**

Establishing initial price and volume

Crafting a brochure/web presence

**Case Study:** Scalix Corporation: The Evolution of a Sales Model [Please be prepared to discuss in class.]

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**EVENING LINE-UP**

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student presentations:** Establishing Initial Price

**Class discussion:**

Developing Premises

Premises vs. assumptions

Proof of Customer final questions

**Feasibility Assumptions and Conclusions**

Forecasting Sales

Cash Needs Assessment

Entrepreneur's Bet

Preparing for "Test driving your business start"

Sensitivity analysis

Sales forecast

**"Test driving your business start" assignment and blank spreadsheets posted on Blackboard. This ungraded assignment will be discussed in class July 22<sup>nd</sup>.**

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**EVENING LINE-UP**

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student presentations:** Establishing Financial Premises

**Cash Flow Exercises**

"Test driving your business start"

Projected Balance Sheets  
Electronic "What If"  
Pricing and volume  
Building a benefit list  
Creating a timeline to a successful start and beyond

### **Financial Feasibility**

Ingredients of financial feasibility  
Review of the financial feasibility grade sheet

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**Week 10 – July 29**

**FINANCIAL FEASIBILITY  
PROOF OF CUSTOMER**

### **EVENING LINE-UP**

**GoTo Sharing Strangers:** Student volunteers (maximum 2 students)

**Student presentations:** Financial Feasibility & Proof of Customer

#### **Class discussion:**

Financial feasibility final questions  
Crafting a feasibility plan  
Scope  
Section conclusions  
Overall conclusion  
Concept statement  
Support schedules

**Practicing the 60 Second Pitch:** Students practice their pitches in class and receive feedback from our guests.

**The key elements of a fast pitch** – Tech Coast Angels guidelines (handout)

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**Week 11 - August 5**

**FINAL FEASIBILITY ANALYSIS  
STRANGERS' LOG  
60 SECOND PITCH**

### **EVENING LINE-UP**

**Student presentations:** Final Feasibility Analysis

#### **Elevator Shoot Out – 60 Second Pitch"**

Everyone Pitch Round 1: 100 points  
Semi-finalists Round 2: 25 points  
Finalist Selection: 25 points  
(Must present in class in order to receive Round 1 points.)



#### **Class wrap-up**

**Hard copy Final Feasibility Analyses are due in class by no later than 6:00 p.m. Additionally, please upload your Final Feasibility Analysis to Blackboard prior to class.**

## APPENDIX

### **MBA PROGRAM POLICY GOVERNING NON-MARSHALL EVENTS THAT CONFLICT WITH CLASSES AND REQUIRED ACADEMIC ACTIVITIES:**

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### **MANAGING CONFLICTS**

The Program Office and CRC will identify, as far in advance as possible and to the best of their ability, the dates of external events and activities that draw a significant number of students. The Program Office will work with the departments and individual faculty to make adjustments to the academic calendar in ways that minimize or eliminate any conflict between these activities and normally scheduled academic requirements.

### **WHEN CONFLICTS OCCUR**

When a conflict or overlap between an external activity and academic requirements cannot be avoided, the following steps will be taken to address the issue:

The Program Office and CRC will generate a list of students who have expressed an interest in the event and who have met the requirements and standards for participation. The Program Office will vet students for appropriate and successful degree progress, academic probation, professional behavior and conduct. The CRC will review students for successful completion of career services programs and training specific to the event and use of the CRC, appropriate behavior with respect to employers and for overall professional behavior and conduct.

The Program Office and CRC will notify the faculty of the conflict. This notification will be sent as far in advance of the conflict as possible and will include: a description of the event and a justification for student participation; the number of students who have been approved to attend the event or activity who will miss the class; and, a deadline for faculty response.

Faculty will decide whether or not the students may miss the academic requirement or class and communicate their decision to the Program Office or CRC (not the students) by the established deadline.

The Program Office and CRC will notify the students of their eligibility to participate in the event and generate for each faculty member affected by the event or activity, a list of students who have been approved to participate.

**Please note:** *staff will not seek to over-ride the decision of the faculty. Students will be notified about their ability to participate in the event by the Program Office and the CRC only after a decision by the faculty has been made.*

If students are released from the class or activity, the students will be held responsible for the content and deliverables missed as a result of their participation in an event outside of class.

If students are not released from the class or activity, the Program Office and CRC will notify the students that they are not approved for the event and that their absence from class may negatively impact their grade and/or performance in the class or activity.