

**BAEP 452 Feasibility Analysis**  
**Spring 2020**  
**Mondays 4:00-7:30pm, HOH 114**

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<b>Instructor:</b>	Dr. Helena Yli-Renko
<b>Office:</b>	Fertitta Hall, 5 <sup>th</sup> floor (JFF 514)
<b>Coaching Hours:</b>	Please set up an appointment for Monday afternoon office hours by going to <a href="https://calendly.com/hyr/spring-2020-student-meeting">https://calendly.com/hyr/spring-2020-student-meeting</a> or email me to set up a call or meeting for other times
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#### **COURSE DESCRIPTION**

This course focuses on developing the analytical and practical skills required to test the feasibility of a new venture business concept. The primary activity of the class is a feasibility project focusing on a concept of your choice, conducted in teams of 2-3 people. As a pre-requisite, you should have taken one of our introductory entrepreneurship courses. BAEP 452 is, in turn, the pre-requisite for BAEP 454 Venture Initiation.

Feasibility is all about Customers. Do you have your first customer? Does your concept solve a problem and provide a benefit for your customers? In this class you will be testing and adjusting your concept, gaining knowledge from customers and the marketplace in order to help you build a successful business. In this process, you will think critically about your business concept and undertake field research to answer fundamental questions about strategic, marketing, financial, and operational issues. You will formulate a concept statement; analyze your industry and market; create a value proposition; evaluate distribution channels, pricing strategies, and various revenue models; and estimate the resource requirements for the venture. Finally, you will practice pitching your business concept to investors/entrepreneurs.

This Feasibility course is taught in a workshop/seminar format. Class sessions are largely devoted to discussing exercises, materials, and the activities that you have undertaken outside of class. The course thus involves a significant amount of outside work that is time-consuming, ambiguous, and multi-functional in nature. The course is a “hands-on” course, where the learning and insights are gained as you go through the feasibility process in practice.

Also, there is more to entrepreneurship than the process of starting and growing a venture. Entrepreneurship is a mindset, a way of looking at things that is opportunity-focused and creative. It’s about passion—doing what you love. It’s about creating value and gaining independence. And it’s about challenge, persistence, and the ability to innovate. It is my hope that this course will foster this entrepreneurial mindset in you. I encourage you to approach the course as a way to set your entrepreneurial journey in motion. This is not a “spectator” course. Good luck and happy venturing!

## LEARNING OBJECTIVES

In this course, you will develop and test your new venture. Upon successful completion of the course, you will be able to:

1. Identify and develop business opportunities for venture feasibility testing
2. Apply entrepreneurial techniques and skills for customer discovery and for gathering and analyzing industry and competitor information
3. Distinguish types of product and service pricing and distribution models, and assess how they meet the realities of the marketplace and the needs of the customer
4. Develop a cash flow statement for a start-up based on premises built through primary and secondary research
5. Pitch a business concept to outside stakeholders

## COURSE MATERIALS

The required course reader is available electronically through HBSP; a link is posted on Blackboard. Other readings are posted on Blackboard in the “Readings and Assignments” folder. The session-by-session course schedule at the end of this syllabus lists the readings due for each class session and whether they are in the course reader or on Blackboard.

One of the free readings posted on Blackboard is the book “Talking to Humans” by Giff Constable. If you would like to purchase a hard copy, here is the Amazon [LINK](#). For students interested in a supplementary book, I recommend “The Startup Owner’s Manual” by Steve Blank and Bob Dorf.

## GRADING OVERVIEW

While there appear to be many assignments for this course, most of them contribute to the feasibility project. This format enables you to receive feedback on portions of the project early on.

<b><u>Grading Component</u></b>	<b><u>Points</u></b>	<b><u>%</u></b>
<b>Feasibility Project (2-3 person team)</b>		
Interim Deliverables		
Concept Statement and Industry and Market Overview	200	10%
Customer Discovery Plan and Interview Guide	100	5%
Competitor Grid	100	5%
Customer Discovery Results	200	10%
Financial Premises and Timeline	200	10%
Final Feasibility (report and visual decks, cash flow statement, and oral presentation)	500	25%
<b>Individual Contribution</b>		
“Inoculation” Assignment	100	5%
Participation (In-class participation, worksheets, etc.)	300	15%
Individual contribution to feasibility team, based on peer evaluation	200	10%
Individual fast pitches	100	5%
<b>TOTAL</b>	<b>2,000</b>	<b>100%</b>

Final grades represent how you perform in the class both in absolute terms and relative to other students. The target course GPA is 3.3 for undergraduate elective courses at Marshall. However, your grade will not be based on a mandated target, but on your performance. Your final grade will be assigned based on your total points from the evaluation components listed above, the overall average points within the class, and your ranking among all students in the class. Please note that letter grades will not be determined based on the traditional cutoff percentages of total possible points.

## ASSIGNMENT SUBMISSION GUIDELINES

All assignments are to be turned in as both hardcopies in class and electronically on Blackboard before the start of the class when they are due. For team assignments, only one person on the team should submit. Please list all team members' names in alphabetical order by last name on the first page of the document.

Submission between the beginning and end of the class will lead to a 10% deduction in score. Submission between the end of class and 48 hours after the time when the assignment was due will incur a 20% deduction. Assignments will not be accepted after 48 hours.

## DESCRIPTION OF GRADING COMPONENTS/ASSIGNMENTS

### Concept Statement and Industry and Market Overview

The purpose of this assignment is to formulate an initial business concept (which will change as the project progresses!), start understanding your industry and market opportunity, and to get you out into the field to talk to industry experts and potential partners and competitors. At a minimum, each team member should talk to 2-3 people for this assignment. The team should prepare a maximum of 6 Powerpoint slides (including cover page) that address the following:

- A one-paragraph articulation of your current working business concept (customer painpoint and solution, target customer, product/service, and distribution channel)
- Description of your industry (size, growth rates, industry structure, changes and trends, etc.). Focus on what is relevant for your business opportunity. What are the implications of your industry analysis for your venture concept?
- Draw and discuss the basic industry value chain showing how different types of players in the industry relate to one another. (Please note that this is not Porter's internal company value chain, but an industry-level analysis). Who are the major players in each category? What are the growth rates and profitability of each stage in the value chain? Is the value chain experiencing changes? How will your business fit into the industry value chain?
- What is the size of your business opportunity? Based on your current business concept and hypothesis of who your target customer is, develop a TAM (total addressable market) estimate. (This will get refined as a result of your customer discovery later in the process.)

Use of figures and charts is encouraged to support your points. Be sure to cite sources on each slide (as footnotes). Include a list at the end of the interviews and sources the team used (this reference list does not count towards the 6-slide maximum).

### Customer Discovery Plan and Interview Guide

The purpose of this assignment is to identify what you want to learn in your customer discovery, who you want to learn from, and how you will get to them. The team should prepare a maximum of 5 Powerpoint slides (including cover page) that address the following:

- Current version of your business concept
- What are the key hypotheses/risks in your business concept?
- Who are your target interviewees and how will you find them and get to them?

In addition to the Powerpoint slides, include a Word document interview guide that the team will use when talking to customers.

### **Competitor Grid**

The purpose of this assignment is to understand who your competitors are and how your product/service differs from theirs. In no more than 4 Powerpoint slides (including cover page), present:

- Current version of your business concept
- A competitor grid (or other graphical depiction) that divides your competitors into categories, lists players in each category, their strengths and weaknesses, and how you expect to win against them

### **Customer Discovery Results**

The purpose of this assignment is to analyze your customer discovery research results. In no more than 6 Powerpoint slides (including cover page), present:

- Current version of your business concept
- Brief overview of the methodology of your research (number of interviews, who the targets were, how you got to your interviewees)
- Key findings of your research (use of figures or tables is encouraged)
- What key conclusions you can draw based on your findings: what changes will you make in your business concept, in your financials, in your target market definition, or other aspects of the business model based on the results?
- Do your results raise further questions; how will you address these questions?

### **Financial Premises and Timeline**

The purpose of this assignment is to provide the basis for developing your financial projections so that you can determine whether and how your business will make money. In no more than 7 Powerpoint slides (including cover page):

- Include your revised one-paragraph articulation of your business concept only if you have made changes to it since the last assignment. (Do not include it if unchanged.)
- Develop a timeline that describes the sequence of events from today to the successful running of your new company, outlining as many major milestones as you can envision.
- Using the timeline, prepare a list of expenditures needed to execute your concept. Come up with a preliminary estimate of how much capital is needed to start the business. What will be your ongoing costs in running the business and what assumptions are you making about them?
- Describe your pricing and distribution strategy and how these will be reflected in your financial projections.
- Using the timeline, prepare an estimate of the timing and magnitude of cash payments coming in from customers. What will be your key revenue drivers and what assumptions are you making about them?
- Describe what you will do between now and the end of the semester to confirm/improve the assumptions to be used in your financial projections.

Be sure to cite sources (reports, interviews, competitor or customer research) to justify your premises.

### **Final Feasibility Deliverables and Presentation**

The final deliverables for the class include: (1) a Powerpoint report deck that integrates all the interim components, (2) a cash flow statement as an Excel file, and (3) a visual presentation deck that supports your oral presentation. A separate document regarding the details of the final deliverables and the grading sheet will be posted on Blackboard.

Each team will give a presentation of their feasibility project. The presentations will be judged by two external investors/entrepreneurs, as well as the other students in the class. Specific guidelines for the presentations will be posted and discussed in class.

The final deliverables and presentation will together account for 500 points (25% of class grade); these points will be the same for each team member. In addition, 200 points will depend on your individual contribution to the team, as evaluated by your teammate(s) using a peer evaluation form.

## **The Ask – “Inoculation” Assignment**

This assignment takes 21 days to complete and is designed to help you get in the habit of asking, to “practice your asking muscles,” and to stop being afraid of getting a “no.” You must make an ask for something that is highly likely to be rejected, at least once a day for the next 3 weeks.

Asks/rejections must take place in person (not online or by phone). An ask counts if you are out of your comfort zone. Do not pursue ridiculous asks, like “Can I have a trillion dollars?” At the time of rejection, you, not the respondent, should be in a position of vulnerability. You should be sensitive to the feelings of the person being asked. For this assignment, you cannot involve any others in this class (including the professor).

Write a one-page paper about your experience, describing notable asks/rejections, and how you changed over the three weeks. Provide examples of different types of asks that you conducted. Did you modify how you asked? How did it feel in the beginning vs. later? Did you get any surprise positive responses? What did you learn about asking? Focus on drawing out insights and takeaways related to what you learned in conducting this assignment.

## **Individual Fast Pitches**

This activity will take place during the University-mandated final exam time period when a “summative experience” is required. Each student will individually give a 1-minute quick pitch of their business concept. You may pitch the concept your team has been working on for the semester or a different/new concept. No notes or slides are to be used during the pitch.

## **Participation**

Your level of in-class participation will be evaluated based on both the quality (relevance and insightfulness) and quantity (frequency) of your comments and questions. Come to class having read and prepared the materials for that day. Some materials will have worksheet requirements associated with them. You will find the worksheet pages in the Blackboard “Readings and Assignments” folder. The worksheets will generally have 2-3 questions that must be answered prior to the class meeting in which they will be discussed. Completed worksheets should be turned in on Blackboard before the start of class and will be counted toward your participation grade. Bring a printout to class to use as your notes during the discussion.

## **Team Partnership Agreement and Kickoff Meeting Worksheets (participation grade)**

Your team must prepare a 1-2-page partnership agreement detailing the following: (1) Names of partners; (2) Purpose of the partnership; (3) Inception date of partnership and termination date; (4) General areas of responsibility for each of the partners; (5) Dissolution of the partnership; (6) Arbitration in the event of disagreement. An example will be posted and discussed in class prior to the due date.

Your team should also hold a team kick-off meeting and turn in a set of completed worksheets. Instructions will be discussed in class and the worksheets posted on Blackboard.

## **CLASSROOM POLICIES**

- Please be prompt. Arriving late or leaving early disrupts the learning experience for others. (I monitor attendance during the first 5 minutes of class and again after the break.)
- Laptop computers are to remain closed, unless otherwise instructed, as laptop use distracts from the class experience.
- Use of any distributed material is reserved exclusively for the USC students registered in this class. Videotaping or audiotaping lectures is not permitted due to copyright infringement regulations.

## GREIF CENTER CONFIDENTIALITY POLICY

Throughout the classes and events of the Lloyd Greif Center for Entrepreneurial Studies (“the Greif Center”), students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Center that all such information be treated as confidential.

By enrolling in and taking part in the Greif Center’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 use 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 Greif Center.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California Student Handbook SCampus and to any remedies that may be available at law.

The Lloyd Greif Center for Entrepreneurial Studies, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers, faculty or staff who are involved in our classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

## USC STATEMENT OF ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Conduct

Students are expected to make themselves aware of and abide by the University community’s standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a 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 me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

### Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system ([blackboard.usc.edu](http://blackboard.usc.edu)), teleconferencing, and other technologies.

## Support Systems

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call. [studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)  
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)  
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call. [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Campus Support & Intervention (CSI)* - (213) 740-0411. <https://campussupport.usc.edu/>  
A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

*Office of Equity and Diversity (OED)*- (213) 740-5086 | *Title IX* – (213) 821-8298. [equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)  
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symphlicity.com/care\\_report](http://usc-advocate.symphlicity.com/care_report)  
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* - (213) 740-0776. [dsp.usc.edu](http://dsp.usc.edu)  
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy* - (213) 821-4710. [uscsa.usc.edu](http://uscsa.usc.edu)  
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC* - (213) 740-2101. [diversity.usc.edu](http://diversity.usc.edu)  
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC*: (213) 740-4321, *HSC*: (323) 442-1000 – 24/7 on call. [dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)  
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC*: (213) 740-6000, *HSC*: (323) 442-120 – 24/7 on call  
[dps.usc.edu](http://dps.usc.edu). Non-emergency assistance or information.

## COURSE SCHEDULE

BB = Blackboard; CR = Course Reader

### Module 1. Getting Started: Forming Teams and Formulating Venture Concepts

Date	Topics	Readings and Preparation	Deliverables
Session 1 Jan 13	Introduction to the Course: What is feasibility analysis? Harnessing customer discovery and the Business Model Canvas. Team formation. Setup of the "Inoculation" assignment.	<ul style="list-style-type: none"> <li>• Read this syllabus and purchase the course reader</li> <li>• Be prepared to introduce yourself and your proposed project (if you have one that you are excited about)</li> <li>• Review other students' profiles (see link on BB) to find team members</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out your Student Information and Business Concept profile (link posted on BB)</li> <li>• Expectations for Course worksheet to be completed in class</li> </ul>
Jan 20	<i>MLK Day – no class</i>	<ul style="list-style-type: none"> <li>• <i>Review other students' profiles (link on BB) and contact them to find team members</i></li> <li>• <i>You have now completed one week of the "inoculation" assignment</i></li> </ul>	
Session 2 Jan 27	Formulating business concept statements Using the Business Model Canvas Team formation continued Discussion of team launch best practices	<ul style="list-style-type: none"> <li>• You have now completed two weeks of the "inoculation" assignment</li> <li>• Why the Lean Startup Changes Everything (CR)</li> <li>• Business Model Generation intro chapter (BB)</li> <li>• Example feasibility reports: Review the example feasibility reports (BB) and come prepared to discuss the strengths and weaknesses of the venture concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch out and come prepared to discuss your preliminary business concept using the business model canvas; template on BB (hard copy to be turned in after class discussion); do this assignment individually (you can compare with teammates later)</li> </ul>
Session 3 Feb 3	Debrief of "inoculation" assignment Industry analysis and value chain Estimating market size  The Food Truck Challenge simulation	<ul style="list-style-type: none"> <li>• How Venture Capitalists Evaluate Potential Venture Opportunities (CR). Discussion questions are listed on Discussion Worksheet 1. Please jot down your thoughts and turn in the worksheet.</li> <li>• The Food Truck Challenge is part of the CR; no preparation required.</li> </ul>	<ul style="list-style-type: none"> <li>• "Inoculation" writeup due (submitted on BB and hard copy turned in at beginning of class)</li> <li>• TEAM SIGNUP: 2-3 team members' names and initial concept description entered through the link posted on BB</li> <li>• Discussion worksheet 1 (submitted on BB)</li> </ul>

## Module 2. Customer Discovery and Competitor Research

Date	Topics	Readings and Preparation	Deliverables
Session 4 Feb 10	Business Concept and Industry and Market Presentations  Customer Discovery Process overview VentureBlocks Customer Discovery Simulation Game	<ul style="list-style-type: none"> <li>• Sign up for VentureBlocks simulation (link posted on BB)</li> <li>• Bring laptop <u>and headphones</u> to class!</li> </ul>	<ul style="list-style-type: none"> <li>• Business Concept and Industry and Market assignment (submitted on BB and hard copy turned in at beginning of class)</li> <li>• Team partnership agreement and team kickoff worksheets (submitted on BB)</li> </ul>
Feb 17	<i>President's Day - No class</i>	<i>In preparation for next week, read Talking to Humans booklet (BB) and work on team's Customer Discovery Plan and Interview Guide. Start interviewing!</i>	
Session 5 Feb 24	Customer Discovery Process (continued) Competitor Analysis	<ul style="list-style-type: none"> <li>• Talking to Humans booklet (BB)</li> <li>• <a href="#">Should I Send a Survey - No</a></li> <li>• Case: Hive Lighting (BB)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion worksheet 2 (submitted on BB)</li> </ul>
Session 6 March 2	Customer Discovery Plan presentations Customer Segments and Customer Relationships	<i>Fieldwork for customer discovery and competitor research should now be in full swing</i>	<ul style="list-style-type: none"> <li>• Customer Discovery Plan and Interview Guide assignment (submitted on BB and hard copy turned in at beginning of class)</li> </ul>
Session 7 March 9	Competitor Grid Presentations Mid-course check-in  Guest speaker entrepreneur	<i>Fieldwork for customer discovery and competitor research should now be in full swing</i>	<ul style="list-style-type: none"> <li>• Competitor Grid assignment (submitted on BB and hard copy turned in at beginning of class)</li> </ul>
March 16	<i>Spring Break - No class</i>		

### Module 3. Business Model Decisions and Financial Feasibility

Date	Topics	Readings and Preparation	Deliverables
Session 8 March 23	Feasibility financials 1: Developing financial premises. The Startup Game simulation	<ul style="list-style-type: none"> <li>Case: Surf Air Takes Flight (CR)</li> <li>The Startup Game is in CR; no prep required</li> </ul>	<ul style="list-style-type: none"> <li>Discussion worksheet 3 (submitted on BB)</li> </ul>
Session 9 March 30	No class – team consultations with professor All members of a team are required to attend a 20-minute meeting in my office to discuss your feasibility project.	<ul style="list-style-type: none"> <li>A link for scheduling the meetings will be posted on BB. Instructions for preparing for the meeting will be discussed in class and posted on BB.</li> </ul>	<ul style="list-style-type: none"> <li>Due at consultation: Preliminary customer discovery results and team’s project status report (instructions will be posted on BB; not graded, contribute to participation grade)</li> </ul>
Session 10 April 6	Feasibility financials 2: Developing a cashflow model. Cost structure, distribution and pricing.	<ul style="list-style-type: none"> <li>Financial exercise (instructions posted on BB)</li> </ul>	<ul style="list-style-type: none"> <li>Financial exercise spreadsheet (submitted on BB)</li> </ul>
Session 11 April 13	Customer Discovery Results presentations Sources of capital and fundraising process	<ul style="list-style-type: none"> <li><a href="#">1000 True Fans</a></li> <li>Case: How Much and from Whom? (CR) Read the case and come prepared to work on the discussion questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>Customer Discovery Results assignment (submitted on BB and hard copy turned in at beginning of class)</li> </ul>

### Module 4. Pitching and Wrap-Up

Date	Topics	Readings and Preparation	Deliverables
Session 12 April 20	Financial Premises and Timeline presentations Pitching your venture Course review		<ul style="list-style-type: none"> <li>Financial Premises and Timeline assignment (submitted on BB and hard copy turned in at beginning of class)</li> </ul>
Session 13 April 27	Final Presentations to investor/entrepreneur judges Course evaluations filled out in class		<ul style="list-style-type: none"> <li>Final report deck, visual deck, and cash flow statement due</li> <li>Pitch evaluation worksheet filled out in class</li> <li>Team peer review form due</li> <li>Participation self-evaluation form due</li> </ul>
Finals day	Individual fast pitches Top 3 feasibility teams announced (based on judges’ and class’ evaluations on April 27)	<ul style="list-style-type: none"> <li>Prepare and rehearse a 60-second pitch for your venture (can be either your feasibility project venture or a different venture)</li> </ul>	