

COURSE INFORMATION

Course Title:	Technology Entrepreneurship	Course Code:	BAEN506/APSC541
Session and term:	2020W1-W2	Credits:	3
Division:	Marketing and Behavioural Science APSC	Pre-requisites:	Enrollment in a UBC graduate program and by application

Class Times / Classroom:

- *Section 001/201(BLUE):* Wednesdays 6:00-9:30pm: DL005 or other locations *as noted in schedule*
- *Section 002/202(GREEN):* Wednesdays 6:00-9:30pm: DL009 or other locations *as noted in schedule*

Course start/end dates: November 13, 20, 27, 2019 and January 8-April 15, 2020

Last day to withdraw without a W standing: November 28, 2019

Exams: This course **does not** have an exam, but will have final presentations during the exam period.

There are two sections, each taught by one Sauder and one Engineering/Science Professor and supported by one TA. Section allocation of students will take place after the late November team formation meeting.

REGISTRATION LOGISTICS

This course is open to students from ALL faculties (i.e.: not limited to APSC and Sauder) and has the primary goal of providing students with knowledge and practical experience related to the formation of an entrepreneurial enterprise based on the development of a new product or process. Typically working in teams of 6 students, the end-target in the course is to produce a viable product prototype and the necessary business plan to ensure its success in the marketplace.

This course is co-delivered by Applied Science and Business but open to UBC students from any faculty. Students from the Robert H. Lee Graduate School or other non-APSC faculties who take this course will be registered in BAEN506. APSC students will be registered in APSC541.

COURSE GOALS

This course is interdisciplinary and entirely project-based. This course provides students with an experience-based introduction into the process of starting a technology company. It is a real-life immersion into the process that founders go through when starting a high-tech company.

Student will be faced with the key issues involved in evaluating market opportunities, designing profitable business models, producing a solid business plan, raising capital and developing a winning team. Students will gain the skills and tools to creatively commercialize high tech research into profitable businesses. All venture ideas are subject to Professors' approval.

BRIEF COURSE DESCRIPTION

This course provides an experienced-based exposure to the process of starting technology-based entrepreneurial ventures. The course is suitable for students interested in finding out about the process of launching start-ups, and the multiple challenges associated with it. The main project is to develop an investor-ready pitch to investors about a start-up opportunity that is identified by a team of students. This course is hosted jointly between the Sauder School of Business and the Faculty of Applied Sciences and is also open to entrepreneurial-minded student across UBC that are enrolled at master, PhD or postdoc levels. The course harnesses Steve Blank's Lean Launch Pad methodologies.

LEARNING OBJECTIVES

Students will learn

1. The essential component of planning a new start-up, including
 - a. Recognizing viable market opportunities
 - b. Market assessment via secondary market research and customer discovery via primary market research
 - c. Creating a profitable business model and an executable business plan
 - d. Protecting the intellectual property at the heart of their technology company
 - e. Developing financial projections that are aligned with the fundamentals of the proposed business plan
2. To work with students in other discipline, integrate creative business strategies with solid engineering and effectively work in multi-disciplinary teams
3. To make decisions in highly uncertain and unstructured environments, and take in feedback from a large variety of sources that use it to improve their business plans, or help them to ‘pivot’ and find alternative ideas or approaches
4. To pitch their product, strategy and team to experienced entrepreneurs and investors

COURSE STRUCTURE

The course is taught in a “flipped classroom” format, with small group exercises and informal feedback sessions. This requires that you come to classes prepared, a) by doing the relevant directed readings, b) by undertaking the weekly work on customer discovery (interviews) and related work, and documenting progress on your team blogs, which will be provided to you. The time requirement for this class is heavy. Students should be prepared to dedicate a minimum of 10-15 hours per week to sufficiently prepare for classes and external presentations.

The course follows a team-learning format where teams are self-selected before Class 1. Students will stay with these teams for the duration of the course. If there are any problems in the group (e.g., free riders, group members being chronically late, etc.) the group members are expected to try to resolve the issue themselves and if the problem is not sufficiently resolved, only then should the group make one of the instructors aware of the issue through email or iPeer.

Each student team will pick its own business ideas. It is common for teams to start with several ideas, and then to change to another idea at a later stage, or to at least significantly pivot or narrow from one of the original ideas. You will be encouraged to pick something disruptive and viable. This is a short course and the primary intent is to help you learn a process for starting a venture. It is recommended that teams draw up a simple written note of mutual understanding, outlining that they each have an equal share of the input and output of the venture during the course. This should be re-visited at the end of the course and revised. Typically, at the end of the course there is an idea but no value. Everyone has an equal share of nothing. If one or more team members then want to pursue the idea further and add value in creating a venture, they should be free to do so.

WEB SUPPORT

Students will be using a private course blog integrated with Canvas where all course materials, class preparation, briefing notes and communications from Professors to all students will be managed. Students can access the course blog via Canvas. Canvas will also be used for the submission of assignments and posting of grades / comments. In addition to the main course blog and Canvas sites, each team will have a Slack channel where students document and communicate their team's progress. Each student is required to contribute to the team channel. Professors will have access to all team channels and will be reading them regularly. Students wishing a response from professors will message directly using the @symbol ahead of the professor ID or channel.

LEARNING MATERIALS

You are not required to buy any books for this course. However, we do expect you to come to classes prepared, and we will be referring to concepts from the following books. It is a good idea to have one copy of each in the team to refer to. As a minimum, you should peruse the free online resources that are available to support much of this material.

- Blank, S and Dorf, B (2012). *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company*, K&S Ranch Press: This is a good value buy. It may be available in the UBC bookstore, but is not specifically ordered for this course, in part because many students have preferred a digital copy with instant access. Please obtain directly, before the course. You can read the first few chapters by way of preparation. You may also review the slides posted on steveblank.com and the videos in the related [Udacity course](#) (free access with free sign-up).
- Osterwalder, A, and Pigneur, Y (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley: Many business students will have seen this. It is also in the Sauder Lam library. We will cross-reference this extensively. There are also free resources online. You can download the first 72 pages for free, and should familiarize yourself with this if it is new to you.
- Osterwalder, A and Pigneur, A (2014). *Value Proposition Design*, Wiley: Osterwalder's latest book drills deep on the challenging but critical fit between customer segments and value propositions. We will use a number of tools from this text. Some free information [here](#).
- Fitzpatrick, R ((2014). *The Mom Test: How to talk to customers & learn if your business is a good idea when everyone is lying to you*, Founder Centric.
- Further optional readings: more may be added to the course blog, but these will get you started.
 - Mullins, J (2010). *The New Business Road Test*, Prentice Hall. Read Chapter 1: *My opportunity: why will or won't this work?* p. 1-23.
 - Kawasaki, G (2004). *The Art of the Start: The Time Tested, Battle-Hardened Guide for Anyone Starting Anything*, Portfolio: ...or any posts by Guy Kawasaki, and then check out: [The Garage](#).
 - Wasserman, N (2012). *The Founder's Dilemmas*, Princeton.

TEACHING TEAM

Instructors



Name: [David J. Miller \(DJ\)](#)

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Office hours/location: Weds 1:00-2:00pm by appointment, 2:00-2:20pm drop-in, Thurs 9:30-10:30am by appointment, 10:30-10:50am drop-in (HA562). See <https://calendly.com/djmiller/dj-miller-office-hours> for details.



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ASSESSMENT

Assignment/Grade	Due Date (6PM unless otherwise noted)	%
Pre-class prep exercises	Per calendar/class blog prep instructions	5%
Assessment: Interview Rigour and Reporting - SLACK 1	Jan 22, 2020	2%
<i>iPeer 1</i>	<i>Feb 5, 2020</i>	<i>(-2% off participation if not completed)</i>
Participation 1	Grade will be posted by week of Feb 17, 2020	5%
Assessment: Interview Rigour and Reporting - SLACK 2	Feb 12, 2020	3%
Gate 1 Presentation	Feb 12, 2020	15%
Pivot Memo	Mar 11, 2020	5%
Financials	Apr 1, 2020	10%
Technical Report and Demo Day	Apr 1, 2020	10%
Interview Weekly Summaries	Apr 8, 2020	5%
Individual Reflection Document	Apr 8, 2020	10%
<i>iPeer 1</i>	<i>Apr 8, 2020</i>	<i>(-2% off participation if not completed)</i>
Participation 2	Grade will be posted by week of Apr 13, 2020	5%
Gate 2 – Final Presentation (Times to be posted)	Apr 15, 2020 (DUE AT 4PM)	25%
		100%

OVERVIEW OF DELIVERABLES

Pre-class Preparation

Most classes require pre-reading and content preparation. Some of this pre-preparation will be graded. See the calendar in the syllabus and the course blog for details. Most of these assignments will be submitted as a team to Canvas

Presentations (Gates)

This is a team deliverable. Presentations is a culmination of all work executed to date, and is supportive of meeting course objectives. Presentations are executed in front of

judges from industry who will provide constructive feedback based on real industry experience

Interview Reporting / Summary

This is a team deliverable. You are expected to keep regular running communications and documentation of your progress throughout the course. There will be three components.

1. Interview Reporting

A forum / tool (Slack channel) will be provided for you to log your regular communications. Using this tool as your main channel of communication, we will better be able to see and provide feedback on the development of your ideas. The goal of this course is to be experiential and rooted in customer feedback. We recommend that each group perform 15-20 interviews per week with prospective customers (average of 3-4 per person). It is good practice to have one person lead the interview while a second person keeps notes – not just for submitting interview transcripts / synopses, but for comparing and contrasting the interpretation of responses provided (or to catch the interviewer from breaking good interview form). Each week, your team must submit via Slack a weekly summary of your activities and new insights. You will be giving a suggested weekly reporting template. This report must be submitted before class on Wednesdays. Your team will be graded at two milestones, the grade reflecting on your rigour in interviewing and your consistency and efficacy in reporting.

2. Interview Summary

Near the end of the course, your team is to submit to Canvas a roll-up document of all of your interview weekly summaries along with a master summary of key insights, findings and conclusions. If you have been consistent in your weekly Slack reports, this exercise should be a simple one.

Participation

This is an individual assessment. This is not a lecture-based course; therefore, classroom discussion and activities are a vital part of the learning experience. Treat class like a business meeting: phones on silent and put away; laptops are closed as a default and only opened when Professors request it; be on time; come fed or be willing to wait until after class to eat, etc. Participation is the grade that the Professors give each individual student based on their professionalism and constructive involvement in-class (during plenary and team discussions, in the activities, as well individual attitude, lateness, etc.). So, in short, participation are grades students earn by being a positive and constructive member of the community during class time (from the Professors' perspective), and iPeer (see below- student's perspective) is used as evidence to deduct grades from a student's overall course grade for being a bad team member both in and outside of class.

Beyond in-class participation, active use of the Slack channel will also be assessed as part of the participation grades. Failure of the team to use the Slack channel actively will impact the participation grade of all team members.

Students will be expected to attend ALL classes and where they are unable to attend to notify the teaching staff ahead of time. Any absence over and above one excused absence (agreed in writing before class) will affect the course grade. Missing more than 2 classes will result in a failing grade and/or being required to withdraw from the course. Job interviews, club meetings, networking events or other extra-curricular activities are not acceptable reasons to miss class.

Where we have speakers in class, it is expected that students are prepared and interaction with guests will be evaluated as part of participation.

iPeer

As this course is entirely group-based, each student is required to complete iPeer twice during the course: once in an interim stage to provide feedback on how each team member is contributing, and again at the end of the course. iPeer provides the opportunity for students to confidentially raise concerns about their teammates (only the Professors can read what is written in iPeer). Students will complete a peer evaluation of each group member's contribution (including their own). Individual grades may be subject to adjustment following the Professors' review of peer evaluations. Reductions can be significant, ranging from a decrease of 10% to a decrease of 100% if an individual has contributed little or nothing to the team's work. In most instances, where team members are reliable and contribute, no adjustments are made.

Students are required to complete both iPeer evaluations by the specified deadlines noted above. **Failure to complete an evaluation will result in a loss of up to 2% per iPeer from the student's participation grade (aka – 8/10 becomes 6/10).** Submitting iPeer late is not possible because the system shuts down after the deadline. No extensions will be given, so please ensure you respond by the deadline.

Team Assignments

There are team assignments (pivot memo, prototyping/technical plan, financials). These regular assignments allow students to develop their presentations, and strengthen their fundamental business ideas. Typically, these are submitted to Canvas by one member of the team.

Individual Reflection Document

This is an individual assignment. The reflective diary is an opportunity to think introspectively. Drawing lessons from what was learned this semester, students should reflect on a cross-section of the topics taught and connect these with personal experience. Depth and breadth of reflective thinking should be evident in a diary. *Weekly entries are encouraged (best practices based on former students' experience)*, however the graded component is a final summary of what was learned from the entire course that is most useful as one looks forward as an entrepreneur and innovator. Students are meant to draw upon weekly entries for inspiration, and not cut and paste them.

GRADING

Grading Policies

The course is graded according to the policies for graduate programs at UBC:
<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,42,96,0>

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero. [This is standard for RHL courses.]

Re-Assessment

In your reviewing your grade, if you feel that something was overlooked, you may, within one week of the grade being released, submit a professionally worded email in which you request that your Professor re-evaluate the assignment. Explain fully and carefully why you think the

assignment should be re-graded. Any requests for a re-evaluation of your work must follow the above process. Note: A grade review may see your mark adjusted either, up or down.

STUDENT RESPONSIBILITIES AND COURSE / INSTITUTIONAL POLICIES

The course is a lively, practical course with a constant workload. **To succeed, you will be required to actively participate.** Successful completion of this course requires a commitment to self-discovery and a positive attitude. There are no lengthy lectures (only concept briefings); students are expected to have prepared for class by doing the pre-readings assigned on CANVAS/BLOG. During class time, teams will be exposed to various tools and exercises that draw upon knowledge from both the engineering and commerce disciplines. This course requires significant independent effort and effective team management skills, as the majority of the work will take place outside of class hours. Students will apply the skills they learned in class to their venture to validate the assumptions related to both the business model and prototype. Certain classes are designated as presentation sessions where teams formally present their progress to the Professors. On these evenings, teams should plan to spend the full and allotted class hours (before and after the meeting with Professors) working on their venture, as each team's presentation can fall early, mid or late in the evening class time.

Teams: The course follows a team-learning format where students self-form teams at the end of the third session in November. Students will stay with these teams for the duration of the course. If there are any problems in the group (e.g., free-riders, group members being chronically late, etc.) the group members are expected to try to resolve the issue themselves and if the problem is not sufficiently resolved, only then should the group make one of the instructors aware of the issue through email or iPeer.

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Given the team nature of this course, absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession may be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class *unless directed by the instructor for in-class activities (laptops will be used frequently throughout the course so do bring them to class)*. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

ACADEMIC CONCESSIONS

The policy on academic concession is detailed in policy [V-135](#).

If extenuating circumstances arise, business students should contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#). ASPC students (or students from other faculties)

For APSC or other faculties, excused absences must be approved and communicated through similar administrative bodies or discussed directly through the course's APSC Professors in advance of class.

Club meetings, networking events or other extra-curricular activities are not acceptable reasons to miss class. No penalty will be assessed for a missed class, assignment if RHL (or similar faculty agency) grants you an academic concession, but you are responsible to catch up or make arrangements with the professor to make-up the assignment. If you do not make these arrangements, you may receive a grade of zero for the assignment. Any academic concession requests for which the above accommodations are not adequate will be reviewed by the instructor on a case-by-case basis. In all instances, the academic standards of the course must be maintained.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are

expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

DIRECTIONS TO THE CLASSROOM

The first two classes in November, will be held at Sauder on the 4th floor in Henry Angus (HA)491, which can be accessed through the main entrances at Sauder.



into the learning labs (see map).

Subsequent classes will typically be held in the David Lam Learning Labs located in the basement of the Sauder Building, below Tim Hortons and WhiteSpot. While the Labs are in the Sauder compound, access cannot be gained from the main building. To access the learning labs, enter the Robert H Lee Graduate School doors to the left of the restaurants (not the main Sauder entrances) and take the stairs or the elevator down to the basement. Alternatively, you can walk around the back of the building past WhiteSpot (West on Agricultural Road) and take the first pathway at the back of the building down

SCHEDULE:

(Subject to change with class consultation)

Period (RHL)	Class	Date	Main Theme	Room	Time	Detailed Themes	Recommended Status	Graded Deliverables	Grade
P2	Course Intro (Kick-off)	13-Nov	Concepts in Entrepreneurship and Course Overview	HA491		entrepreneurship?	Pre-Prep: Thorough review of syllabus and course site on Canvas. Any questions regarding the course will be discussed in this first class. Recommended Status: Individuals should come to class having thoroughly reviewed the syllabus and the course site on Canvas. Any questions regarding the course will be discussed in this first class.		
					7:00-7:15	Break			
					7:15-7:30	Course Overview			
					7:30-8:30	Opportunity Identification			
					8:30-8:45	Briefing for Next Class			
	Team Formation 1	20-Nov	Get to know your Prospective Team	HA491	Pre-class		Pre-Prep: Team Builder (or Linked-in) Profile completed along with areas of interest Presentation prepared and practiced: 1 big idea, 1 slides, 1 minute. Slide must be in PowerPoint format and Recommended Status: Come to class having prepared a compelling presentation that showcases your ideas, interests and your personality.		
					6:00-8:00	1 big idea / 1 slide / 1 minute			
					8:00-8:30	Briefing for Next Class / And Next Term			
				Koerners pub	8:30-?	Mixer	Individuals should be prepared to discuss their interest areas. They should also be thinking about the traits that are desirable in a team.		
	Team Formation 2	27-Nov	Team Formation Exercises	DL009	Pre-class		Pre-Prep: A thorough review of profiles on the team builder site and potentially preliminary meetings with prospects executed during the week. At a minimum, individuals should come to team formation having thought about strategies to help support due diligence in team formations. Recommended Status: Numerous preliminary meetings and potentially some initial alliances		
					6:00-6:15	Process and Expectations for Class 1 / Slack Channels			
					6:15-8:30 or as required	Team Formation Process			
DL005 or out					8:30-9:30	Individual teams discuss next steps			

Period (RHL)	Class	Date	Main Theme	Room	Time	Detailed Themes	Recommended Status	Graded Deliverables	Grade	
P1	Course Intro (Kick-off)	08-Jan	Concepts in Entrepreneurship and Course Overview Opportunity Identification. Customer Discovery and Product-Market Fit	DL009/005	Pre-class		Pre-prep: Slide deck on 3 initial problem/opportunity areas and hypotheses to test - See course blog - class 1 prep for details			
					6:00-6:45	Activity 1	Recommended Status: Team should have logistics for course established. All team members should be established and using Slack channel. Focus is on commencing problem review and idea development. Initial problems being reviewed. Hypotheses being formed.			
					6:45-7:45	Customer Discovery Briefing and Activity 2				
					6:45-7:45	Teams 1-3 Presentations (15 mins each plus transitions)				
					7:45-9:15	Customer Archetype Briefing and Activities 3 and 4				
					8:15-9:15	Teams 4-6 Presentations (15 mins each plus transitions)				
9:15-9:30	Briefing - Next Class	Presentation of top three ideas								
P2	2	15-Jan	Opportunity Assessment. Customer Validation. Product Market Fit (con't)	DL009/005	Pre-class		Pre-prep: Pre-reading and preliminary exercise as foundation for discussion in class. See course blog - class 2 prep for details	Pre-class: prep exercises	1%	
					6:00-7:15	DITL Briefing and Activity 1 and 2	Recommended Status: Primary research interviews: hypothesis-test-(in)validate/pivot-next steps (on Slack)			
					7:15-7:45	Market Size and Competitive Distinction				
					7:45-8:00	Break				
					8:00-9:15	Buying Networks and Activity 3				
					8:00-9:15	Table presentations - Check in				Customer Archetype, Value proposition & customer segment hypotheses for lead idea(s) validated by primary research interviews.
9:15-9:30	Briefing Next Class									
P3	3	22-Jan	Design Thinking, MVP, Prototyping	DL009/005	Pre-class		Recommended Status: Continued primary research interviews: hypothesis-test-(in)validate/pivot-next steps (on Slack)	Assessment: Interview Reporting - SLACK 1	2%	
					6:00-7:15	Design thinking - Human-centered design				
					7:15-7:30	Break				
					7:30-9:15	Intro to MVP / Lean (agile) method - Prototyping 1 & 2 activities				Value proposition discovery for lead idea(s) and 3 maps: 1) Day in the life of customer: before & after 2) customer ecosystem, 3) internal buyer influence - validated by primary research interviews.
9:15-9:30	Briefing Next Class									
P4	4	29-Jan	Business Models	DL009/005	Pre-class		Pre-prep: Pre-reading and preliminary exercise as foundation for discussion in class. See course blog -	Pre-class: prep exercises	1%	
					6:00-7:45	Business model types, mash-ups and disruption - revenue implications	Recommended Status: Continued primary research interviews: hypothesis-test-(in)validate/pivot-next steps (on Slack)			
					7:45-8:00	Break				
					8:00-8:45	Tools: pass-fail test design for customer validation				Refinement of DITL and VP on lead idea
					8:45-9:15	Class check-in on interview process highs and lows				Initial market sizing and competitive analysis for lead idea(s) based on secondary market research
9:15-9:30	Briefing Next Class	Initial prototyping concepts for lead ideas								
P5	5	05-Feb	Go-to-Market Strategy and Customer Development	DL009/005	Pre-class		Pre-prep: Pre-reading and preliminary exercise as foundation for discussion in class. See course blog -	Pre-Class: prep exercises	1%	
					6:00-7:30	Channels and Implications for Margins	Recommended Status: Continued primary research interviews: hypothesis-test-(in)validate/pivot-next steps (on Slack)			
					7:30-7:45	Break				
					7:45-9:15	Customer acquisition programs.				Preliminary stab on business model, pricing. Refinement of customer archetypes on lead idea(s).
9:15-9:30	Briefing Next Class									

Period (RHL)	Class	Date	Main Theme	Room	Time	Detailed Themes	Recommended Status	Graded Deliverables	Grade	
Break		19-Feb	Mandatory Tech Check-in (APSC Students only)	DL009/005	6:00-9:30 by appointment	APSC students check-in on prototyping concepts (15 mins each)	Recommended Status: Updating content based on outcomes of Gate 1. Team preparation to support APSC students in Mandatory tech check-in	Participation: Interim Grade	5%	
		26-Feb								
		04-Mar								
P2	7	11-Mar	IP Strategy and Roadmaps	DL009/005	6:00-7:30	IP Strategy & commercialization	Recommended Status: Status updates to Slack	Assignment: Pivot Memo	5%	
					7:30-7:45	Break				
P2	8	18-Mar	Financial Projections	DL009/005	Pre-class		Pre-prep: Pre-reading and preliminary exercise as foundation for discussion in class. See course blog - class 8 prep for details Recommended Status: Continued refinement of all content (Status updates on Slack)	Pre-class: prep exercises	1%	
					6:00-7:30	(revenue)				
					7:30-7:45	Break				
P2	9	25-Mar	VC / Investment / Equity	DL009/005	7:45-9:30	Financial projections workshop 2 (cost)	Initial technical/corporate roadmaps and pro-forma revenue Prototype refinement			
					Pre-class					
					7:30-7:45	Break				
P4	10	01-Apr	Demo Day / Presentation Planning (and optional skills training)	DL009/005	Pre-class		Pre-prep: Demo day presentation. Business/Prototype demo. See course blog - class 10 prep for details Recommended Status: Prototype complete	Assignment: Consolidated Financials	10%	
					6:00-8:00	MVP demo day - all teams see all demos				
					8:00-8:15	Break				
					DL005	8:15-9:00				Optional Presentation Skills Refresher (both cohorts)
P4	11	08-Apr	Dry Run	Sauder - 9th Floor BIG 4	Pre-class		Pre-prep: Preliminary gate 2 pitch presentation for dry-run. See course Recommended Status: Initial pitch deck - Opportunity, Need and size. Technical solution and Roadmap. Go to market plan. Financials. Team. The ask. Preliminarily practiced presentation	Assignment: Interviews	5%	
					6:00-9:30	30 min slot with Instructors, followed by 30 min coaching with T.A. Teams only attend their 60 min timeslot DRY-RUN WILL TAKE PLACE ON THE 9TH FLOOR				
P4	12	15-Apr	Gate 2: Final Presentation	Sauder - 9th Floor BIG 4	Pre-class		Pre-prep: Refined and practiced final gate 2 pitch presentation. See course Recommended Status: Final presentation and reports. Refined and practiced presentation	Assignment: Technical Report	10%	
					30-6:40	2 cohorts one team at a time				
P4	12	15-Apr	Gate 2: Final Presentation	Sauder - 9th Floor BIG 4	6:40-7:15	Break	Recommended Status: Final presentation and reports. Refined and practiced presentation	Presentation: Final	25%	
					7:15-9:25	2 cohorts one team at a time				
									TOTAL	100%