

Western University Faculty of Engineering
Thompson Centre for Engineering Leadership & Innovation
ENGSCI 3330B: New Venture Creation
Course Outline-Winter 2021

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Class Schedule: Monday, 7 – 9:30 p.m.
Location: See OWL for Zoom links
Office Hours: Book an appointment at
<https://calendly.com/audraquinn/audra-quinn-office-hours>

Description: This course provides an overview on the principles of entrepreneurship. It is designed to introduce students to the core concepts and tools used to increase the likelihood of organizational success in launching and managing new ventures. More broadly, it is designed for any student wishing to better understand the entrepreneurial process, including opportunity recognition, development, and new venture formation. Students wishing to pursue entrepreneurial ventures, work for an entrepreneurial firm, serve the entrepreneurship community (VC firms, etc.), or become entrepreneurs within a large company are welcome. For students interested in 'getting your hands dirty' by identifying real-life problems / opportunities and developing your ideas through talking to subject matter experts and interviewing potential stakeholders, this course is ideal.

Academic Calendar Copy: This course highlights the process of new venture creation. The entrepreneurial process is introduced as a path to market that includes searching for and screening new ideas, planning development, and starting up new ventures. The course delivery, through the Ivey Business School case method, fosters learning within an active class environment.

Contact Hours: 2.5 lecture hours/week plus 0.5 hours offline, 0.5 course.

Antirequisite: Business Administration 4558A/B - New Venture Creation

Prerequisites: Business Administration 2257, or permission of the instructor

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

CEAB Academic Units: Complementary Studies (Elective Course) = 100% or 39 AUs

Required Reading:

1. Students must complete the Basadur Creative Problem-Solving Profile by 5pm on the Monday, January 11 **prior to class**. Please only take this ONCE.
 - a. Here is the link:
<https://www.basadurprofile.com/invitation/accept.aspx?key=BMMTVFKO>
 - b. The team key is: BMMTVFKO
2. Students must also purchase a course packet from Ivey Publishing. Here are the steps to do so:
 - a. Go to the Ivey Publishing website at www.iveycases.com
 - b. [Log in](#) to your existing account or click "[Register](#)" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
 - c. Click on this link or copy into your browser: <https://www.iveycases.com/CoursepackView.aspx?id=27706>

- d. Click "Add to Cart".
- e. You may choose to order in either **print** or **digital** format.

Optional Supplementary Texts:

- Basadur, G. (2016). Design-Centered Entrepreneurship. In *Design-Centered Entrepreneurship*. Taylor and Francis. <https://doi.org/10.4324/9781315686912>
- Osterwalder, Alexander, and Yves Pigneur. Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons, 2010.

General Learning Objectives (CEAB Graduate Attributes)

Knowledge Base		Use of Engineering Tools		Impact on Society and the Environment	
Problem Analysis		Individual and Team Work	3/3	Ethics and Equity	1/3
Investigation		Communication Skills	3/3	Economics and Project Management	2/3
Design		Professionalism	2/3	Life-Long Learning	

Notation: x/y, where x is the cognitive level (1: Remember, 2: Understand, 3: Apply) at which the attribute is assessed and y is the academic level (1: Beginner, 2: Intermediate, 3: Advanced) at which the attribute is assessed.

Topics and Specific Learning Objectives

- Understand what goes into “searching” for opportunities (spotting problems, proposing coherent solutions, and developing a portfolio of opportunities) and have practice doing so;
- Understand what goes into “screening” opportunities and have practice doing so;
- Know how to solve problems arising in unstructured situations in new ventures through “planning”;
- Understand some next steps that are needed in the “setup” and “startup” of a venture once an opportunity is sufficiently developed; and
- Understand some of the challenges of then growing the business beyond the startup stage.

Timetable:

DATE	TIME	TOPICS	READINGS	ASSIGNMENTS DUE THIS WEEK
Class 1: Jan. 11	7-9:30 pm	<p>Course Introduction & Overview Entrepreneurship as Creative Problem Solving</p> <p>The Basadur Creative Problem-Solving Profile Learn your strengths and weaknesses</p> <p>Goal Orientations</p>	<ul style="list-style-type: none"> • Take: Basadur Creative Problem-Solving Profile prior to class: https://www.basadurprofile.com/invitation/accept.aspx?key=BMMTVFKO • Take: <i>Goal Orientation questionnaire, link provided in class</i> 	Complete the Basadur Creative Problem-Solving Profile by 5pm on January 11

		Problem Storming		
Class 2: Jan. 18	7-9:30 pm	<p>Creativity Training Increase your creative capacity</p> <p>Solution Generation In-class workshop on generating novel solutions</p> <p>Effectual Reasoning: The Bird-in-the-Hand Principle</p>	<ul style="list-style-type: none"> • Read: “How Pixar Fosters Collective Creativity” (Course Packet) • Read: “The Creativity Crisis” (On OWL) • Read: “How (Some) Board Games Can Help Us Be (More) Innovative” (On OWL) 	<ol style="list-style-type: none"> 1. [Individual] List of Potential Problems
Class 3: Jan. 25	7-9:30 pm	<p>Identifying Opportunities</p> <p>IdeaSpace Students will take one idea from the “solution” list through “Idea Space” - from “grounded” to “spaced out” to “blue sky”</p> <p>Javelin Board: Customer/Problem Hypothesis Who has the problem? Which customer do you prioritize? How do we test if they actually care about this problem?</p> <p>5 Why’s exercise Coming up with objective questions to mitigate risk, not confirm beliefs</p>	<ul style="list-style-type: none"> • Read: Hypothesis-Driven Entrepreneurship (Course Packet) • Watch: https://www.youtube.com/watch?v=-_MH8TENpwc&list=PLs_gbYlsnsV9I0IOWmS0-SkkA5piktTaf5&index=9 • Read: https://medium.com/use-r-research/never-ask-what-they-want-3-better-questions-to-ask-in-user-interviews-aeddd2a2101e 	<ol style="list-style-type: none"> 1. Notebook checkpoint 2. [Individual] List of Potential Solutions 3. Shark Tank Viewing Party, Jan. 27 at 8 pm PT on Zoom 4. Share interview questions on Teams by noon on Tuesday, Jan. 26 and give/receive peer feedback by Thursday, Jan. 28.
Class 4: Feb. 1	7-9:30 pm	<p>Javelin Findings What did you learn from your interviews? Will you persevere on the customer or pivot? (1 of 5)</p> <p>Pitching an Idea Becoming A Showrunner</p> <p>Customer Value Proposition Charting the competition</p> <p>Forming a Team Crazy Quilt Principle New Venture Teams research</p> <p>Live Case – PieceMeal</p>	<ul style="list-style-type: none"> • Read: “How to Pitch a Brilliant Idea” (Course Packet) • The Elements of Value (Course Packet) • Listen: https://www.stitcher.com/show/partners/episode/kevin-systrom-mike-krieger-67461293 • Review & Discuss: View live case materials on Teams and participate in the discussion board 	<ul style="list-style-type: none"> • [Individual] Javelin Board Customer/Problem Findings • Write-up for Jan. 20 Shark Tank viewing party <i>only if</i> you were not able to join us on Zoom
Class 5: Feb 8	7-9:30 pm	<p>PITCHES! The top 10 pitches will give a live 60-second</p>	<ul style="list-style-type: none"> • Flipgrid – Share your pitch video and tagline 	<ol style="list-style-type: none"> 1. [Individual] 60-Second Fast Pitch posted to FlipGrid by

		<p>pitch & get live feedback</p> <p>Team Formation – Groups will be formed around the top 8 ideas from the pitches. Teams establish team name and share their problem-solving, goal orientation and values profiles.</p> <p>Javelin Board: Customer/Problem Hypothesis 2 Based on the existing findings, teams will decide:</p> <ul style="list-style-type: none"> • Will you persevere on the problem or pivot? (2 of 5) • Is there a better customer segment? • What's the next test? • Review interview questions 	<ul style="list-style-type: none"> • Flipgrid – Provide comments to at least 10 other pitchers. Click "Like" ONLY for your top 5 pitches on the platform • Take this Assessment before class: http://testdrive.teamrelate.com and have your Creative Problem-Solving profile and Goal Orientation results handy 	<p>Thursday, January 28 at 5pm</p> <p>2. [Individual] Customer Value Proposition Brief #1</p>
Feb 15		No class – Family Day!		
Class 6: Feb 22	7-9:30 pm	<p>Mid-point Course Evaluation - survey</p> <p>Javelin Board – Problem/Solution Hypothesis</p> <ul style="list-style-type: none"> • Will you persevere with the problem or pivot? (3 of 5) • Is there a better customer segment? • What's the best solution? • What's the riskiest assumption about the solution? <p>Pivoting – LIVE STMT case</p> <p>Creating a Landing Page of Lo-Fi Website Testing interest in your solution with a low-fi web presence.</p>	<p>Listen: https://mastersofscale.com/stewart-butterfield-the-big-pivot/</p> <p>Read: STMT: Pivoting a Clothing Retail Startup</p> <p>Watch: https://www.youtube.com/watch?v=SPm2Ef9-H1E&list=PLsgbYlsnsV9I0IOWmS0-SkkA5piktTaf5&index=10</p>	<ol style="list-style-type: none"> 1. Notebook checkpoint 2. [Team] Javelin Board Customer/Problem Findings - 2 3. Share interview questions on Teams by noon on Feb. 23 and give/receive peer feedback by Feb. 25

<p>Class 8: March 1</p>	<p>7-9:30 pm</p>	<p>PITCHES! Teams will give a live 90 second pitch & get live feedback</p> <p>Javelin Board: Problem – Solution Findings Teams will update the class on their path to their solution and present their landing pages for feedback.</p> <ul style="list-style-type: none"> Will you persevere or pivot? (4 of 5) <p>Engaging Partners What help will I need to launch this venture?</p> <p>Bootstrapping & Effectual Reasoning: The Affordable Loss Principle</p> <p>MVP Moving beyond the landing page to create a looks like/feels like prototype.</p>	<p>Watch: The First 1,000 Days of Airbnb - https://www.youtube.com/watch?v=ZPLnfUPBXwA</p> <p>Review & Discuss: https://thenextweb.com/insider/2017/05/04/product-hunt-story-began-according-founder-ryan-hoover/</p> <p>Participate in discussion on Teams</p>	<ol style="list-style-type: none"> [Team] Javelin Board Problem/Solution Hypothesis Findings [Team] Landing Page/Lo-Fi Website
<p>Class 9: March 8</p>	<p>7-9:30 pm</p>	<p>Landing Page findings Teams will update the class on their landing page findings</p> <ul style="list-style-type: none"> Will you persevere or pivot? (5 of 5) <p>Business Model Canvas</p> <p>Shopify and/or Glide (no-code app) workshop</p>	<p>Read: What is a Business Model? (course packet)</p> <p>Review & Discuss: https://en.wikipedia.org/wiki/Business_Model_Canvas https://en.wikipedia.org/wiki/Product/market_fit</p> <p>Participate in discussion on Teams</p>	<ol style="list-style-type: none"> [Team] Landing Page Findings
<p>Class 10: March 15</p>	<p>7-9:30 pm</p>	<p>MVP Students will share their first MVP for review for feedback</p> <p>What Makes Entrepreneurs Entrepreneurial? The Lemonade Out of Lemons Principle - Leveraging surprises</p> <p>Acquiring the First Customer What is your “go to market” strategy? i.e., pricing, distribution, promotion, product?</p>	<p>Read: “What Makes Entrepreneurs Entrepreneurial?” (Course Packet)</p> <p>Review & Discuss: View live case materials on Teams and participate in the discussion board</p>	<ol style="list-style-type: none"> Notebook checkpoint [Team] Business Model Canvas completed

		Going To Market: Live case with Moxie.xyz Paul Kuveke		
Class 11: March 22	7-9:30 pm	Funding Growth Feasibility Presentations Prep Expectations and tips	<ul style="list-style-type: none"> • Read: Note on VC financing (Course Packet) • Read: The Founder's Dilemma Wasserman (Course Packet) • Optional: Watch: The Social Dilemma and participate in discussion board on Teams https://www.netflix.com/ca/title/81254224 	<ul style="list-style-type: none"> • [Team] Minimum Viable Product – final • [Team] Go-To-Market Brief • Sign up for a practice presentation time on Doodle
Class 12: March 29	7-9:30 pm	Practice Presentations & feedback		<ol style="list-style-type: none"> 1. Notebook checkpoint 2. [Team] PowerPoint Presentation emailed by 6:30 p.m.
Final class: April 5		Final Presentations		<ol style="list-style-type: none"> 1. PowerPoint Handouts for Final Feasibility Presentations emailed by 6:30 p.m. 2. [Individual] Team Member Evaluation 3. [Individual] Course Evaluation

Evaluation

EVALUATION OF OUTCOMES

Entrepreneur's Notebook. Students will create a minimum of 10 entries in an Entrepreneur's Notebook on Teams. This is your place to document ideas you have, reflect on the frustrations and revelations along the entrepreneurial journey, and report your key take-aways from class and the readings. These will be graded based on the quality of the connections drawn from the readings to your lived experience, and the completeness of the journal.

Ideation Captures. Students will address all of the following factors en route to “discovering the customer” and verifying the feasibility of the product/service and business model they have conceived.

1. List of Potential Problems – Each innovation must solve a “problem,” broadly defined. It can be something that causes pain (tangible or psychological) or meets a desire (known or not yet realized). But innovation is *always* in response to a problem. Each student will begin by diverging a list of potential problems and converging on one to be solved. The list of potential problems will be reviewed for evidence of “divergence” and “convergence.”
2. List of Potential Solutions – Students will then use the Creative Problem-Solving Process to generate a list of potential solutions to the problem they have selected and from which they will choose *one* idea for their individual 60-second Fast Pitch. The

“capture” of the ideation session will be reviewed for its adherence to the CPS process and principles.

Customer Value Proposition (CVP). Is it clear why a customer would want to purchase this product/service versus an alternative? Individuals will create a visual chart that shows where their product/service lives in the competitive marketplace and why it’s better/differentiated from the competition.

Shark Tank On-Line Discussion. Students will view one episode of the television show “Shark Tank” on Zoom and discuss each pitch, using insights from the course to evaluate the effectiveness of the pitch, the likelihood of funding for the business and the decision process of the sharks.

1. If you are unable to watch the episode with the group on Zoom, you will need to view the recording asynchronously and write a short review of the program – a few sentences for each pitch using insights from the course to evaluate the effectiveness of the pitch, the likelihood of funding for the business and the decision process of the sharks.

Fast Pitch. Using techniques learned in class and by watching Shark Tank, each student will make a 60-second pitch on Flipgrid, introducing their innovative solution to the class, noting the problem, solution, customer, CVP, and ask.

1. Students and instructor will provide their feedback on Flipgrid. The feedback for each pitch will be shared with the “pitcher.”
2. The second, final fast pitch will be given by one or more members of the team and will be graded based on the grading rubric in Appendix A. Students and instructor will provide feedback to the team.

Javelin Experiment Board

After creativity training, teams will choose an idea to move forward with for feasibility testing, conducting experiments to test the hypotheses/assumptions of the customer, problem and solution to help them capture market knowledge, and decide whether to “pivot” or “persist” with their original idea. All tests and findings must be recorded and submitted. These assignments will be graded primarily based on the “timeliness” of the submission (i.e., to receive full credit they must be turned in on or before the due date), and the “completeness” of the entries.

1. Javelin Board Customer/Problem Hypothesis Findings (Individual) – Through an in-class brainstorming session, students will identify the customer segment they want to focus on, the problem facing this segment, and the “riskiest assumption” that they’re making and will need to test. Students will establish success measures, then get out of their comfort zones and talk to **at least 5 potential customers**. Findings from the first test will be due the following week, in written form with survey/interview results. **An extra credit point and standing ovation is awarded to any individual that “kills” a problem or customer segment idea and pivots.**
2. Javelin Board Customer/Problem Hypothesis Findings #2 (Team) – Students will be placed in teams and choose one problem. They will design at least one new experiment, whether it’s a new/second customer segment, or modification of the problem facing this segment. Team will identify the “riskiest assumption” that they’re making and will need to test. Students will establish success measures,

then they have one week to talk to **at least 10 potential customers**. Findings from the next test will be due the following week in written form with survey/interview results. Based on findings, the team will decide to “pivot or persevere.” **An extra credit point and standing ovation is awarded to any team that “kills” a problem or customer segment idea and pivots.**

3. Javelin Board Problem/Solution Hypothesis (Team) – The team will move forward with creating a solution for a customer segment, establish the riskiest assumption to test, and success criteria. Then they have two weeks to talk to **at least 10 potential customers**. Findings from this test will be due the following week in written form with survey/interview results. **An extra credit point and standing ovation is awarded to any team that “kills” a problem or customer segment idea and pivots.**
4. Landing Page – Based on what has been learned, teams will create a landing page or lo-fi web presence in order to assess interest in the solution. This can be created through a website service of your choice.

Business Model Canvas. Teams will create a visual chart of their business model. They may use a PDF version of the canvas or sign up for <https://canvanizer.com/>.

Minimum Viable Product (MVP). An MVP is a type of prototype that is a “looks like” or “works like” model of the ultimate product. It might be used to test or illustrate the “technical feasibility” of an innovation. In this usage, it answers the question, “Will it work?” Once developed enough to be purchased, it can test the “market feasibility” of the product or service, answering the question, “Will anyone pay money for this?” Each team must produce an MVP to try to sell their first customer.

NOTE: Students **need not** resubmit previous assignments should they pivot or completely change their idea mid-term. However, the Final Feasibility Presentation must include all of the required components for the new idea.

Feasibility Presentations. Each team will have 10 minutes to orally present their idea and defend the feasibility of their solution in a PowerPoint slide presentation delivered to a panel of business experts who will provide feedback (up to 5 minutes) and evaluate the report based on the rubric in Appendix B. Every team member must participate in the live presentation in some way. The grade for the Final Feasibility Presentation will be informed by the scores given by the panelists but ultimately given by the instructor. (See Appendix B for a grading rubric.)

Each team will give a “practice” feasibility presentation during the second-to-last class session in order to receive feedback in advance of the final feasibility presentation given to a panel of judges. These presentations will utilize PowerPoint slides. Students must email the slides to the instructor by 6:30 p.m. the evening of each presentation.

Attendance/Participation. This is a highly experiential class, largely dependent upon classroom interaction. As a result, students will be expected to attend every class and be an active participant in all in-class discussions. A portion of the participation grade will be awarded based on attendance, contribution in the online forums and on live, in-class participation. (See Appendix C for a grading rubric.)

Team Member Evaluation. Up to 10 points will be awarded for Group Participation based on feedback from the rest of the team. (See Appendix D for a grading rubric.)

	<u>Points Per Deliverable</u>	<u>Number of Deliverables</u>	<u>Total Points</u>	
<u>Individual</u>				
Entrepreneur's Notebook	20	x 1	20	
Shark Tank Discussion	5	x 1	5	
Ideation Capture #1 - Potential Problems	5	x 1	5	
Ideation Capture #2 - Potential Solutions	5	x 1	5	
60-Second Fast Pitch - Individual	5	x 1	5	
Customer Value Proposition Brief	5	x 1	5	
Customer/Problem Findings #1	5	x 1	5	(33.3%)
<u>Team</u>				
Customer/Problem Findings #2	5	x 1	5	
Problem/Solution Findings	5	x 1	5	
Landing Page	3	x 1	3	
Landing Page Findings	5	x 1	5	
Business Model Canvas	5	x 1	5	
90-Second Fast Pitch - Team	5	x 1	5	
Minimum Viable Product (MVP)	5	x 1	5	
Go-To-Market Brief	5	x 1	5	(25.3%)
<i>[Pivot Points - extra credit]</i>	1	x 5	5]	
Feasibility Presentations:				
Practice Presentation emailed by 6:30pm	1	x 1	1	
Final Presentation emailed by 6:30pm	1	x 1	1	
Final Presentation	25	x 1	25	(18%)
Class Contribution:				
Attendance/Contribution	25	x 1	25	
Team Member Evaluation	10	x 1	10	(23.3%)
TOTAL POINTS POSSIBLE			150	

POLICY ON LATE ASSIGNMENTS

Please note that all assignments (including ideation team captures, briefs, and prototypes) are to be submitted digitally in OWL by 6:30 pm on the due date. It's very important that the assignments in this class are done on time, and in order, as they build upon each other toward your final presentation. In fairness to other students and the instructor, **LATE ASSIGNMENTS WILL DECREASE 20% EACH DAY THEY ARE LATE.** If you are unable to turn in an assignment for any reason, please let the instructor know as soon as possible, **prior to the assignment's due date.** Requests for late submission will be evaluated on a case-by-case basis. Generally, late assignments will only receive full credit in cases of extreme emergency or sickness

PROHIBITED INFORMATION

Unless explicit instructions are received from your instructor to the contrary, your preparation must be limited to the information provided by your instructor(s), plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your learning team or section classmates, and not augmented with information obtained anywhere else. Information related to cases that have been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution purposes.

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of Western's Student Code of Professional Conduct.

Attendance: Students should immediately consult with the instructor or department Chair if they have any problems that could affect their performance or attendance in the course. Where appropriate, the problems should be documented (see the attached "Instructions for Students Unable to Write Tests or Examinations or Submit Assignments as Scheduled"). The student should seek advice from the instructor or department Chair regarding how best to deal with the problem. Failure to notify the instructor or department Chair immediately (or as soon as possible thereafter) will have a negative effect on any appeal.

Generally, absences are considered "excused" *only* in cases of emergency, sickness, religious holiday, or to fulfill academic/scholarship requirements. Unexcused absences will be evaluated on a case-by-case basis and may adversely affect your grade. Any student who misses more than 25% (3 classes) will be reported to the Dean (after due warning has been given). On the recommendation of the department, and with the permission of the Dean, the student will be assigned a failing grade in the course.

For more information concerning medical accommodations, see the relevant section of the Academic Handbook:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

For more information concerning accommodations for religious holidays, see the relevant section of the Academic Handbook:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Cheating and Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. University policy states that cheating, including plagiarism, is a scholastic offence. The commission of a scholastic offence is attended by academic penalties, which might include expulsion from the program. If you are caught cheating, there will be no second warning.

All required papers may be subject to submission for textual similarity review to commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents on the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the relevant section of the Academic Handbook:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Use of Electronic Devices: Students may use laptops, tablet computers, or smart phones (vibrate mode only) during class for course related activities. Non-emergency phone calls or text during class are not permitted.

Policy on Repeating All Components of a Course: Students who are required to repeat an Engineering course must repeat all components of the course. No special permissions will be granted enabling a student to retain assignment, or presentation marks from previous years. Previously completed assignments cannot be resubmitted by the student for grading in subsequent years.

Internet and Electronic Mail: Students are responsible for regularly checking their Western e-mail and the course web site (<https://owl.uwo.ca/portal/>) and making themselves aware of any information that is posted about the course.

Accessibility: Please contact the course instructor if you require material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext. 82147 for any specific question regarding an accommodation.

Support Services: Office of the Registrar, <http://www.registrar.uwo.ca/>
Student Development Centre, <http://www.sdc.uwo.ca/>
Engineering Undergraduate Services,
<http://www.eng.uwo.ca/undergraduate/> USC Student Support Services,
<http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health @ Western, http://www.health.uwo.ca/mental_health/, for a complete list of options about how to obtain help.

**APPENDIX A
60-SECOND FAST PITCH EVALUATION FORM**

All of the pitches will be evaluated based on the “magnitude” of the problem being addressed, the “innovativeness” of the solution, the “appeal” of the benefits, the “clarity” of the ask, and the presenter’s overall “skill” in making the pitch.

Presenter _____

Venture Idea _____

	Low		Average		High
Magnitude of the Problem	1		2		3
<i>Is this a problem that is shared by a large number of people and/or by people who are highly motivated to find a solution? To what extent did you “feel the pain”?</i>					4
					5
Innovativeness of the Proposed Solution	1		2		3
<i>How unique is this solution? Will it disrupt the status quo?</i>					4
					5
Attractiveness of the Customer Value Proposition	1		2		3
<i>Is it clear why a customer would want to purchase this product/service versus an alternative?</i>					4
					5
Clarity of the ask	1		2		3
<i>Did they state who/what they’re looking for?</i>					4
					5
Skill of the Presenter in Making the Pitch	1		2		3
<i>Was the presenter confident? Did they make the pitch well?</i>					4
					5

TOTAL POINTS _____

Comments:

**APPENDIX B
FINAL FEASIBILITY PRESENTATION EVALUATION FORM**

Students: _____

Venture: _____

To what extent has the student:	Very Little			Very Much	
Problem Statement <i>Established that they are addressing a pain or creating an opportunity for a large number of people who are highly motivated to try it?</i>	1	2	3	4	5
Solution Statement <i>Verified that their solution "fits" the problem articulated in their Problem Statement?</i>	1	2	3	4	5
Customer Value proposition <i>Made clear why a customer would want to purchase this product/service versus an alternative and how they've tested the market for demand.</i>	1	2	3	4	5
Proof of Concept/Prototype <i>Built a "looks like" or "works like" prototype that effectively illustrates that the product or service will "work" and can economically be manufactured in quantities that meet customer demand?</i>	1	2	3	4	5
Business Model/Go-To-Market Strategy <i>Established how the venture makes money, how they will execute it, and how they will go to market with it.</i>	1	2	3	4	5
Skill of the Presenters <i>Convinced you of the overall feasibility (or infeasibility) of the new venture opportunity?</i>	1	2	3	4	5

TOTAL POINTS _____

**APPENDIX C
ATTENDANCE/PARTICIPATION FORM**

Student Name _____

Participation in class 5 = Engages others, high-value contributor _____
4 = Engaged, valuable contributor
3 = Somewhat engaged, restating info from reading
2 = Infrequent contributor, low-value insight
1 = Disengaged, no contribution
0 = Not present or detracts from class

Participation on forums 5 = Engages others, high-value contributor _____
4 = Engaged, valuable contributor
3 = Somewhat engaged, restating info from reading
2 = Somewhat engaged, low value insight
1 = Somewhat engaged, rude or idea-killing comments
0 = Not present

**APPENDIX D
TEAM MEMBER EVALUATION FORM**

Your Name _____

Please rate each of your team members (excluding yourself) with a percentage that represents their level of effort and contribution to the completion of the briefs and feasibility presentation. So, for example, if their contribution was all that you would expect from them – they showed up for all meetings, consistently contributed ideas, shared equally in the work, and generally gave it their “all” – you might give them a “100%.” If, on the other hand, they only gave the project half of what you would expect from them, you might give them a “50%.” These percentages will be used to determine how many of the **10 Team Participation points** each student will receive. Also, please write a short comment on the performance of each member of your team to help the instructor understand your rating. All of these scores will be kept anonymous.

**Percentage
of Overall
Contribution**

Team Member #1 _____
Comments:

Team Member #2 _____
Comments:

Team Member #3 _____
Comments:

Team Member #4 _____
Comments:

Team Member #5 _____
Comments: