PRINCIPLES OF EXPERIENTIAL INNOVATION I (3 CREDITS)

Florida International University, Honors College
IDH 2003 (3 credits), Fall 2019
TTH – 9.30 to 10.45 AM; Room: EC 1109
Instructors: Sharan Ramaswamy, PhD
E-mail: sramaswa@fiu.edu
Office hours: W/TH 2-3.30 pm (EC 2614)

COURSE OVERVIEW
This first in a two-semester course sequence focuses on understanding the start-up culture and in particular, the basic knowledge and processes needed to identify if a technology/product derived from the university classroom and/or lab can be translated to the commercial marketplace. Teams will have to identify a product/technology upfront that they will use to explore its commercial prospects. Experiential learning assignments in teams will facilitate recognitions of gaps in local businesses and the mindset of local start-ups. The course will transition to learning important steps needed to protect intellectual property and clearly defining the value proposition of the technology. Practice exercises in talking to individuals and the “elevator-pitch” will be emphasized in the latter part of this course. The remainder of the course will describe the key initiating elements of a business model that needs to be clearly understood as part of lean innovation methodologies.

This course is equivalent to Social Science (Group Two) and Global Learning Foundations, requirements that are not typically covered in Engineering programs.

GLOBAL LEARNING COURSE OUTCOMES
This is a Global Learning (GL) Foundations course that counts towards your FIU Global Learning graduation requirement. For questions regarding GL requirements, please contact your Honors College academic advisor. GL Learning Outcomes for IDH 2003:

- Global Awareness: Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts. Global awareness-relevant materials - Items 1, 5, 6 and 27 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) regionally-specific regulatory and governmental approvals, (ii) social entrepreneurship in under-developed areas and (iii) estimating the global market size.

- Global Perspectives: Students will be able to analyze the multiple causal forces that shape the perspectives of historical, individual persons—economic, political, sociological, technological, cultural, etc.—and their resulting differing perspectives. Global perspective-relevant materials - Items 8, 11 and 14 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) regional and cultural norms/views of the “Entrepreneur”, (ii) traditional versus web-based technologies in global markets and (iii) global perspectives needed for the technology’s business model canvas.

- Global Engagement: Students will demonstrate a willingness to engage in negotiation in order to reach evidence-based conclusions. Global engagement-relevant materials - Items 15, 16, 23 and 25 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) international partnerships for joint-commercialization, (ii) language and other potential international barriers and (iii) customer validation across different regions.

- Assessments: (1) Overall assessment of student’s understanding of customer discovery/development principles for technological innovations both from a national and international perspective.
(2) Customer Discovery Presentations addressing cultural and global context.
GL-specific assignments:

**Global Awareness:** Site presentations (company/Presentation 1 and start-up/Presentation 2)

*Evaluation Process:*
- Clarity and organization of presentations
- Quality of findings presented, in the context of observations such as, revenue streams, pain points, opportunities for improvement, and so on.
- Being able to interpret the observations into insights.

**Global Perspective:** Final Report

*Evaluation Process:*
- Completeness of report
- Writing Style and Organization
- Convincing arguments in report
- Soundness of logic in customer discovery thus far and the next steps in this entrepreneurial process

**Global Engagement:** Initial phases of customer discovery presentations (Talking to the public/Presentation 3 and Getting out of the building – the real deal/Presentation 4)

*Evaluation Process:*
- Clarity and organization of presentations
- Quality of findings presented, in the context of customer archetypes, their pains, needs and outlooks.
- Being able to interpret the customer pains/needs into insights.

- Specific perspectives/diversity components in selected reading and videos (see Proposal Project Report on page 9 for all required reading and videos):

*Important note about diversity in reading/videos:* Even though the majority of the reading and videos are from the author, Mr. Steven Blank, please note that I have adopted the National Science Foundation (NSF) I-Corps (https://www.nsf.gov/news/special_reports/i-corps/) approach to Entrepreneurship and in many ways, this course serves as a pre-I-Corps course while maintaining the same I-Corps philosophy. Note also that Mr. Steven Blank is a successful entrepreneur and author of the NSF I-Corps curriculum, who distilled a diverse set of approaches into a compact strategy in order to predict the probability of successful commercialization of a technological innovation, i.e., the concept by which the NSF I-Corps curriculum is based. For example, Mr. Blank addresses the utility of the business model canvas (BMC) which consists of 9 core components. However, the BMC is a concept that is credited to the following original reference:


**READINGS:**

- CH1: The path to Disaster: A start-up is not a small version of a big company:
  - Perspectives from the culture of a start-up organization versus a full-fledged company.
- CH2: The path to the epiphany: the customer development model and the customer development manifesto.
  - Understanding pivots and recognizing the perspective of them as not failures.
- CH3: An introduction to customer discovery.
  - Recognizing diversity and archetypes of customers, such as “Early Evangelists”.
VIDEOS:

- Blank S: customer segments
  - Diversity/Perspectives in potential customers archetypes that are interviewed.
- Blank S: customer relationships
  - Perspectives on how to keep and grow customers based on their pain-points and needs.
- Blank S: discovery is for founders
  - Importance of why customer discovery is for Founders of the start-up due to their unique perspectives and vision for their technology and why this cannot and should not be subcontracted to someone for hire.
- Blank S: being aggressive
  - What “aggressive” means in customer discovery with cultural contexts.
- Blank S: conducting a customer interview
  - How to communicate and approach different people from diverse backgrounds and professions.
- Blank S: letting the customer interview flow
  - Listening to customers and their perspectives on their lives rather than asking or telling them about your technology.
- Blank S: customer empathy
  Having compassion and recognizing special needs of individuals, by experiential recognition of what it is like to live their life.

Co-Curricular activities: The global learning component of this course will largely be built into the experiential learning process of understanding the “norms” of a company versus a start-up culture as well as “getting out of the building” and talking to random people in an interview format. Specifically, your pre-customer discovery phase will require a recognition of individual pains/needs as well as a certain degree of empathy, which may have cultural, international, and religious components. Moreover, the typical aggressiveness associated with an Entrepreneurship culture in the US will have to be negotiated with the practices internationally in various countries, wherein one still needs to be aggressive, but with a keen recognition of the regional context. You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your Honors College graduation portfolio, be sure to document your hours.

COURSE FORMAT

This course will not follow traditional course structure since it attempts to mimic the start-up culture. The instructors have adopted the NSF I-Corps (https://www.nsf.gov/news/special_reports/i-corps/) approach to Entrepreneurship and in many ways, this course serves as a pre-I-Corps course while maintaining the same I-Corps philosophy. A large portion of this philosophy will require “Flipping-the-classroom” and frequently, learning as “Getting out of the building”; indeed, you as an innovator cannot get insights simply from a book or online, it needs to be seen, felt, heard – it needs to be Experiential. **Three central features of this 1st course in experiential innovation are:** (ii) learning how to talk to people, specifically in an “interview” format, and (ii) gaining the know-how of explaining one’s technology in plain language and the value it provides and (iii) The factors that need to be considered when technologies are developed while at the University.

We will communicate on a first name basis, and as instructors, will be blunt in our questions and feedback. “Time is money” and simple things such as being late and unexcused absences will not be tolerated. Students will work in teams and the success of the team will depend on the equal and substantial contribution of each member. Please note that the environment is not meant to be taken offensively or personally, it’s meant to allow you be able to articulate what your innovation is and to then efficiently go about speaking to people about it.
COURSE MATERIALS

Course Canvas Website – All required video links (by Mr. Steven Blank, Successful entrepreneur and author of the NSF I-Corps curriculum) and instructions for reading assignments (mostly from Mr. Blank's book listed below) will be posted on the course website. Canvas will also be the medium by which students can submit their assignment. The course website will thus be essential to this course. Specific videos and readings will include the following materials:

1) Chapters 1, 2 and 3 of The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company Hardcover – by Steve Blank and Bob Dorf. This book will be used in the 2nd half of this course and is also required in the second course in this 2-part course sequence.
   CH1: The path to Disaster: A start-up is not a small version of a big company
   CH2: The path to the epiphany: the customer development model and the customer development manifesto
   CH3: An introduction to customer discovery

2) Blank S: What is a company:
   https://www.youtube.com/watch?v=Ro4DOOMuTMg&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa

3) Blank S: The business model
   https://www.youtube.com/watch?v=bGhmBlkbGL8&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=2

4) Blank S: business model canvas
   https://www.youtube.com/watch?v=NBdO_S2jzIQ&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=3

5) Blank S: value proposition
   https://www.youtube.com/watch?v=oFyZan4hQmE&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=4

6) Blank S: customer segments
   https://www.youtube.com/watch?v=xBLDFsj153s&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=5

7) Blank S: channels
   https://www.youtube.com/watch?v=93AaEAcRgrs&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=6

8) Blank S: customer relationships
   https://www.youtube.com/watch?v=7BTW_P8fYlk&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=7

9) Blank S: revenue streams
   https://www.youtube.com/watch?v=-K9dLZpl6y4&list=PLEKYx_qOGsa3rIFTYx-C9ImAR-C0avNa&index=8

10) Blank S: pre-planning
    https://vimeo.com/groups/204136/videos/87303446

11) Blank S: customer interview dry run
    https://vimeo.com/groups/204136/videos/87302981

12) Blank S: discovery is for founders
    https://vimeo.com/groups/204136/videos/87302891

13) Blank S: pass/fail experiments
    https://vimeo.com/groups/204136/videos/87302754

14) Blank S: being aggressive
    https://vimeo.com/groups/204136/videos/87302631

15) Blank S: conducting a customer interview
    https://vimeo.com/groups/204136/videos/87302479

16) Blank S: letting the customer interview flow
    https://vimeo.com/groups/204136/videos/87302329

17) Blank S: sizing the opportunity
    https://vimeo.com/groups/204136/videos/87302172

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions; The Start-up</td>
</tr>
<tr>
<td>2</td>
<td>Team forming; Idea development</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual property; Proposal components</td>
</tr>
<tr>
<td>4</td>
<td>Value proposition I: Hypothesis, product, market type, competitive</td>
</tr>
<tr>
<td>5</td>
<td>Value proposition II: Characteristics, Elevator pitch</td>
</tr>
<tr>
<td>6</td>
<td>Talking to people; Conducting a customer interview</td>
</tr>
<tr>
<td>7</td>
<td>Operation of a company – site visit</td>
</tr>
<tr>
<td>8</td>
<td><strong>Team Presentation 1</strong></td>
</tr>
<tr>
<td>9</td>
<td>Operation of a start-up – site visit Customer Discovery Preview</td>
</tr>
<tr>
<td>10</td>
<td><strong>Team Presentation 2</strong></td>
</tr>
<tr>
<td>11</td>
<td>Customer Discovery Preview</td>
</tr>
<tr>
<td>12</td>
<td>Why Miami? - Getting out of the building exercise I – Public</td>
</tr>
<tr>
<td>13</td>
<td><strong>Team Presentation 3</strong></td>
</tr>
<tr>
<td>14</td>
<td>Why Miami? Getting out of the building exercise II– Industry</td>
</tr>
<tr>
<td>15</td>
<td><strong>Team Presentation 4</strong></td>
</tr>
<tr>
<td>16</td>
<td>Resources at FIU for commercialization</td>
</tr>
<tr>
<td>17</td>
<td>Closing Comments; Part II – Sneak Peak</td>
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**Fall 2019, Tentative Course Schedule***

Do not copy without the express written consent of the instructor.
TEAMS:
You will be assigned to TEAMS in this course. Note that you will have to work with one another but each assignment and report you turn in must be your own – EVERYBODY turns in their own work. Each group will consist of 3 students.

GRADING
The final grade for this course will be computed from the results of the following:

Attendance: 10%
CLASS ATTENDENCE IS MANDATORY

Homework/Quizzes: 15%
HOMEWORK AND QUIZZES WILL BE CENTERED ON QUESTIONS THAT WILL REQUIRE GRASP OF KEY CONCEPTS COVERED BY ITEMS 1-30 IN THE “COURSE MATERIALS” SECTION OF THIS SYLLABUS.

SPECIFIC HOMEWORK ASSIGNMENTS ARE AS FOLLOWS:

VALUE PROP – VERSION 1:
PLEASE UPLOAD YOUR 2 POWER-POINT SLIDES ONTO CANVAS, REGARDING YOUR TEAM NAME, TEAM MEMBERS (SLIDE 1) AND VALUE PROP (SLIDE 2). FOR GRADING PURPOSES, YOU AND YOUR TEAMMATE BOTH NEED TO UPLOAD THE FILE EVEN THOUGH IT IS THE SAME FILE.

VALUE PROP – VERSION 2:
YOU NEED TO UPLOAD YOUR FOLLOWING ASSIGNMENT INTO CANVAS “VALUE PROP - VERSION 2”:
INSTRUCTIONS:
2 SLIDES.
SLIDE 1 - TEAM NAME, MEMBERS AND VALUE PROP STATEMENT
SLIDE 2 - QUANTIFY THE VALUE AND PROVIDE CITATIONS/REFERENCES AS NEEDED; THEN VERBALLY JUSTIFY THAT QUANTIFICATION IN-CLASS. 5 MINUTES / TEAM.
AS BEFORE, FOR GRADING PURPOSES, BOTH MEMBERS OF THE TEAM NEED TO SUBMIT THE ASSIGNMENT TO CANVAS, EVEN THOUGH THE SUBMISSION IS THE SAME. IN THIS ASSIGNMENT, YOU ARE ALSO REQUESTED TO PROVIDE FEEDBACK IN CANVAS TO 2 OF THE OTHER TEAMS. ENTREPRENEURSHIP IS A TEAM SPORT AND WE NEED TO HELP EACH OTHER! AFTER THE DUE DATE FOR THIS ASSIGNMENT (SEP 24TH) YOU WILL HAVE ACCESS TO 2 OF YOUR CLASSMATES’ SUBMISSION. EACH OF YOU HAVE BEEN RANDOMLY ASSIGNED TO PROVIDE FEEDBACK TO 2 OF YOUR CLASSMATES (NOT INCLUDING YOUR TEAMMATE OF COURSE).

FIELD, NOVELTY AND HYPOTHESIS:
IN THIS ASSIGNMENT YOU WILL SUBMIT 3 POWER-POINT SLIDES:
1) YOUR FINAL VALUE PROP SLIDE, WITH TEAM NAME AND TEAM MEMBER NAMES, THAT ALSO SHOWS THE QUANTIFICATION OF THE VALUE(S) AND SUPPORTING REFERENCES.
2) THE FIELD IN WHICH YOUR TECHNOLOGY BELONGS.
3) THE PRESUMED NOVELTY OF YOUR TECHNOLOGY (MAKE SURE TO CITE/PROVIDE PROOF!)
4) STATE YOUR HYPOTHESIS
5) REVIEW 2 OF YOUR PEERS (THE SAME TWO AS BEFORE, BY END OF FRIDAY SEPTEMBER 27).
YOU WILL PRESENT THESE SLIDES WITH YOUR TEAM

FEASIBILITY:
THIS IS THE ONLY ASSIGNMENT IN THIS COURSE WHERE YOU CAN GO BIG ON SCIENCE STUFF - BUT CAREFUL, IT NEEDS TO BE EXPLAINED SO THAT IT IS CLEAR TO A LAY AUDIENCE. NO SLIDE LIMIT BUT A 10 MINUTE TIME LIMIT FOR YOUR PRESENTATION. SLIDES NEED TO BE UPLOADED IN CANVAS BY CLASS TIME. ONE SLIDE NEEDS TO INCLUDE SKETCHES OR A VISUAL REPRESENTATION OF YOUR PROTOTYPE. IF YOUR PRESENTATION IS NOT CONVINCING YOU WILL HAVE TO SIMPLIFY YOUR TECHNOLOGY AT THE COST OF IT BEING NOT NOVEL, NOT AS VALUABLE, ETC, BUT THAT IS OK AT THIS STAGE; HOWEVER YOU CANNOT MOVE COMPLETELY OUT OF YOUR TECHNOLOGY SPACE AT THIS STAGE AS WE ALREADY DISCUSSED IN CLASS. PLEASE BE SURE TO USE SLIDES THAT ARE SIMPLE AND CLEAR (E.G. BLACK IN WHITE BACKGROUND) AND EACH TEAM MEMBER NEEDS TO UPLOAD THE SAME SLIDES FOR GRADING PURPOSES.
**Team Presentations: 40%**

**TEAM PRESENTATION 1: COMPANY:**

*IDEA AND SUBSTANCE PROVIDED BY BRANDY NAGEL, GEORGIA TECH; AND BONNIE BACHMAN, MISSOURI S&T*

**DUE:** BY CLASS TIME ON CANVAS

**PURPOSE:**

TO DEVELOP AN UNDERSTANDING OF HOW A BUSINESS OPERATES THROUGH OBSERVATION AND THE DEVELOPMENT OF THOSE SKILLS.

**INTRODUCTION:**

ONE WAY TO DEVELOP A GOOD IDEA IS TO GENERATE MANY IDEAS. IN THIS EXERCISE, YOU HAVE AN OPPORTUNITY TO VISIT LOCAL BUSINESSES, OBSERVE HOW THEY WORK AND GENERATE A LIST OF PROBLEMS. WORKING IN YOUR TEAM, PLAN A VISIT TO ONE OF THE LOCAL BUSINESS WHEN YOU CONTACT THE ORGANIZATION TO ASK FOR A TOUR, IDENTIFY YOURSELF AS A FIU STUDENT. WHILE ON THE TOUR, YOUR TASK IS TO OBSERVE AS MANY PROBLEMS (PAIN POINTS, INEFFICIENCIES, OPPORTUNITIES FOR IMPROVEMENT, ETC.) AS POSSIBLE. FOR EVERY 30 MINUTES OF TOUR/OBSERVATION TIME, YOU SHOULD IDENTIFY 20 TO 25 PROBLEMS.

**NOTE:**

- WHILE YOU ARE ON THE TOUR, ASK AS MANY QUESTIONS AS YOU WANT.
- ASK IF YOU CAN TAKE PICTURES OR RECORD VIDEO.

LOOK FOR OPPORTUNITIES, BIG AND SMALL. YOU DON’T HAVE TO KNOW HOW TO SOLVE THE PROBLEM, YOU JUST HAVE TO OBSERVE THE PROBLEM.

FOLLOWING THE TOUR/OBSERVATION TIME, SPEND ABOUT AN HOUR TO CREATE A MASTER LIST OF PROBLEMS OBSERVED. NEXT, EVALUATE THE IMPORTANCE OR SEVERITY OF EACH PROBLEM.

HERE ARE A FEW QUESTIONS TO GET YOU STARTED:

- IS IT A WASTE OF MONEY?
- IS IT A WASTE OF TIME?
- IS IT A DANGEROUS SITUATION?
- IS IT BAD FOR THE ENVIRONMENT?
- DOES IT INFLUENCE CUSTOMER SERVICE?
- DOES IT INFLUENCE EMPLOYEE SATISFACTION?

FINALLY, EACH PERSON SHOULD IDENTIFY ONE OR TWO PROBLEMS TO EXPLORE IN GREATER DETAIL. FURTHER EXPLORATIONS MIGHT INCLUDE SCHEDULING A FOLLOW UP VISIT TO THE LOCATION, TALKING TO THE PEOPLE INVOLVED OR RESEARCHING ALTERNATIVES.

THIS IS A THOROUGH PRESENTATION, NOT JUST A LIST OF PROBLEMS. YOU MUST PROVIDE A THOROUGH POWER-POINT PRESENTATION (10 MINUTES) OF YOUR TOUR IN CLASS.

**PRESENTATION MECHANICS:**

- FORMAT OF YOUR PRESENTATION SHOULD INCLUDE THE FOLLOWING ELEMENTS:
  1. GENERATE A LIST OF PROBLEMS (20-25 PROBLEMS FOR EVERY 30 MINUTES OF OBSERVATION).
  2. EVALUATE IMPORTANCE OR SEVERITY OF EACH PROBLEM AND DESCRIBE YOUR RANKING SYSTEM USED.
  3. THE PROBLEM LIST RANKING THEM IN ORDER OF HIGHEST TO LOWEST SEVERITY
  4. SELECT ONE OR TWO PROBLEMS TO EXPLORE IN MORE DEPTH AND PRESENT A BRIEF DESCRIPTION OF HOW YOU FURTHER EXPLORED THE PROBLEM(S) AND WHAT YOU LEARNED.
  5. YOUR PAPER-PHOR-POINT PRESENTATION IS TO BE SUBMITTED ON CANVAS BY 9.35 AM ON OCTOBER 15TH.
  6. INCLUDE A COVER PAGE WITH THE FOLLOWING INFORMATION:
     - YOUR NAMES
     - TEAM NAME
     - BUSINESS TOURED WITH CONTACT INFORMATION
     - DATE OF TOUR
  7. INCLUDE PICTURES OR VIDEO IF THEY ENHANCE THE PRESENTATION, PLEASE ASK YOUR HOST FOR PERMISSION TO TAKE PICTURES OR VIDEO.

**TEAM PRESENTATION 2: START-UP:**

THIS ASSIGNMENT IS IDENTICAL TO THE PREVIOUS OBSERVATION ASSIGNMENT (REFER TO THAT HANDOUT). THERE ARE HOWEVER 2 KEY DISTINCTIONS:

1) THIS ASSIGNMENT WILL BE ON A START-UP, IDEALLY IN THE PROCESS OF CUSTOMER VALIDATION AND/OR CREATION.

2) YOU MUST INCLUDE A SLIDE SUMMARIZING SOME OF THE KEY FEATURES YOU OBSERVED TO BE DIFFERENT IN THE START-UP COMPARED TO AN ESTABLISHED COMPANY.
AS ALWAYS BOTH TEAM MEMBERS NEED TO UPLOAD THE FILE ON CANVAS BY THE PRESCRIBED DEADLINE IN ORDER TO RECEIVE CREDIT.

TEAM PRESENTATION 3: GETTING OUT OF THE BUILDING EXERCISE 1 – PUBLIC:
IN THIS ASSIGNMENT, AS DISCUSSED IN CLASS, YOU (YOUR TEAM) WILL BE GETTING OUT OF THE BUILDING AND TALKING TO THE PUBLIC ABOUT YOUR TECHNOLOGY SPACE. YOU WILL NOT TELL THEM ABOUT YOUR TECHNOLOGY! RATHER YOU WILL ASK THEM ABOUT THEIR PAINS AND GAINS RELATED TO THE TECHNOLOGY SPACE (E.G. WEATHER-RESISTANCE, PARKING ISSUES, ETC.). YOUR TEAM WILL THEN PRESENT YOUR FINDINGS IN CLASS. YOUR PRESENTATION WILL BE RESTRICTED TO 10 MINUTES MAXIMUM. YOUR PRESENTATION CAN INCLUDE FIGURES, TABLES, AUDIO AND VIDEO COMPONENTS AND YOU ARE FREE TO INCLUDE WHATEVER YOU WANT THAT WILL GIVE US A STRONG IMPRESSION OF THE CUSTOMER DISCOVERY EXPERIENCE YOU WENT THROUGH. YOU NEED TO HAVE CONDUCTED NO LESS THAN 15 CUSTOMER INTERVIEWS. AN INTERVIEW SHOULD HAVE LASTED FOR AT LEAST 10 MINUTES OR IT DOES NOT COUNT. AS ALWAYS, BOTH TEAM MEMBERS NEED TO UPLOAD THE SAME PRESENTATION ON CANVAS TO FOR GRADING PURPOSES.

THE FOLLOWING SLIDES (5 TOTAL) MUST BE IN YOUR PRESENTATION:
1) COVER SLIDE SHOWING TEAM NAME, TEAM MEMBERS NAME, VALUE PROP AND NUMBER OF CUSTOMER INTERVIEWS COMPLETED.
2) A SLIDE DESCRIBING YOUR PAINS AND SUBSEQUENT STRATEGIES IN SECURING INTERVIEWS - ANYTHING DIFFERENT NOW IN COMPARISON TO TALKING TO THE PUBLIC PREVIOUSLY?
3) A SUMMARY OF THE KEY INSIGHTS AND IDEAS GAINED FROM THE INTERVIEWS, WHAT ARE THE PAINS AND GAINS?
4) WHO WERE THE CUSTOMERS WHO WERE ABLE TO PROVIDE THESE KEY INSIGHTS - WHAT WAS THEIR ARCHETYPE?
5) DO YOU PLAN TO PIVOT OR NOT AND WHY?

GRADING RUBRIC:
10 POINTS - FOLLOWING INSTRUCTIONS RELATED TO INCLUSION OF THE 5 SLIDES REQUESTED ABOVE
10 POINTS - CLARITY AND ORGANIZATION OF PRESENTATION
10 POINTS - MEETING THE MINIMUM SET OF INTERVIEWS AND GOING THROUGH THE PROCESS
20 POINTS - QUALITY OF INSIGHTS BEING PRESENTED - DID YOU GET THE INFORMATION WHAT YOU WANTED OUT OF THE EXPERIENCE?

TEAM PRESENTATION 4: GETTING OUT THE BUILDING, "THE REAL DEAL" - 1
IN THIS ASSIGNMENT, AS YOU DID IN THE LAST EXERCISE WHEN TALKING TO THE PUBLIC, YOU WILL BE GETTING OUT OF THE BUILDING AND TALKING TO YOUR FIRST GUESS OF A CUSTOMER ARCHETYPE WHO WORKS IN AN ORGANIZATION THAT YOU THINK IS INTERESTED IN YOUR TECHNOLOGY SPACE. FOR EXAMPLE, THIS COULD BE SALES MANAGERS AT RETAIL STORES, FITNESS TRAINERS AT GYMS, ENGINEERS AT A TECH FIRM AND SO ON. YOU WILL NOT TELL THEM ABOUT YOUR TECHNOLOGY! RATHER YOU WILL ASK THEM ABOUT THEIR PAINS AND GAINS RELATED TO THE TECHNOLOGY SPACE (E.G. WEATHER-RESISTANCE, PARKING ISSUES, ETC.). YOUR TEAM WILL THEN PRESENT YOUR FINDINGS IN CLASS. LISTEN TO THE DATA AND DON'T GO BY FEELINGS!!! YOUR PRESENTATION WILL BE RESTRICTED TO 12 MINUTES MAXIMUM. YOUR PRESENTATION CAN INCLUDE FIGURES, TABLES, AUDIO AND VIDEO COMPONENTS AND YOU ARE FREE TO INCLUDE WHATEVER YOU WANT THAT WILL GIVE US A STRONG IMPRESSION OF THE CUSTOMER DISCOVERY EXPERIENCE YOU WENT THROUGH. YOU NEED TO HAVE CONDUCTED NO LESS THAN 20 CUSTOMER INTERVIEWS, WHICH WILL BE A COMPULSORY COMPONENT OF THE REQUIRED PROJECT REPORT (SEE IN PROJECT REPORT SECTION ON PAGE 9). THIS NEEDS TO CONSIST OF 2 DIFFERENT CUSTOMER SEGMENTS/ARCHETYPES WITH A MINIMUM OF 10 INTERVIEWS IN EACH SEGMENT/ARCHETYPE, AN INTERVIEW SHOULD HAVE LASTED FOR AT LEAST 10 MINUTES OR IT DOES NOT COUNT.

THE FOLLOWING SLIDES (8 TOTAL) MUST BE IN YOUR PRESENTATION:
1) COVER SLIDE SHOWING TEAM NAME AND TEAM MEMBERS NAME
2) VALUE PROP AND NUMBER OF CUSTOMER INTERVIEWS COMPLETED.
3) YOUR CUSTOMER ARCHETYPE GUESS AND WHY YOU GUESSED AT THIS ONE.
4) A SLIDE DESCRIBING YOUR PAINS AND SUBSEQUENT STRATEGIES IN SECURING INTERVIEWS - ANYTHING DIFFERENT NOW IN COMPARISON TO TALKING TO THE PUBLIC PREVIOUSLY?
5) A SUMMARY OF THE KEY INSIGHTS AND IDEAS GAINED FROM THE INTERVIEWS, WHAT ARE THE PAINS AND GAINS?
6) WHO WERE THE CUSTOMERS WHO WERE ABLE TO PROVIDE THESE KEY INSIGHTS - WHAT WAS THEIR ARCHETYPE?
7) DO YOU PLAN TO PIVOT OR NOT AND WHY? SPECIFICALLY, DID YOU GUESS RIGHT?
8) YOUR UP-TO-DATE BUSINESS MODEL CANVAS (BMC). NOTE THAT IN ALL LIKELIHOOD THE ONLY 2 COMPONENTS OF THE BMC THAT WILL HAVE STUFF IN IT ARE THE VALUE PROPS AND CUSTOMER SEGMENTS BOXES (UNLESS THERE IS SOME COMPELLING REASON THAT LED YOU TO FILL-IN THE OTHER BOXES). MAKE SURE TO LEAVE OLD HYPOTHESES STILL THERE IN THE BMC BUT WITH A STRIKE-THROUGH LINE THROUGH IT.

GRADING RUBRIC:
15 POINTS - FOLLOWING INSTRUCTIONS RELATED TO INCLUSION OF THE 8 SLIDES REQUESTED ABOVE
15 POINTS - CLARITY AND ORGANIZATION OF PRESENTATION
15 POINTS - MEETING THE MINIMUM SET OF INTERVIEWS AND GOING THROUGH THE PROCESS
30 POINTS - QUALITY OF INSIGHTS BEING PRESENTED - DID YOU GET THE INFORMATION WHAT YOU WANTED OUT OF THE EXPERIENCE?
Self & Peer Evaluation: 10%
This will assess in confidentiality, your assessment of yourself and that of your team-members in team activities, namely in the homework and presentations, which are largely team-based.

Proposal Project Report: 25% (There is no final exam; instead the proposal project report will be due during final exam week).
This report represents your individual description of your experience in IDH 2003: Principles of Innovation 1. In this final proposal project report which should be no more than 7-pages, you will have the following sections:
1) Your team and a background of each team-member
2) Your technology (any sketches or visual descriptions to communicate this will help).
3) Broader impact (the field in which you technology is poised to make an impact)
4) Justify with references*, your rationale for the @ customer segments/archetypes you had selected.
5) Potential commercial impact (based on your online research and preliminary customer discovery so far, based on a minimum requirement of 20 interviews).
6) Next steps (what do you think are the key procedures that need to be done in your customer discovery and prototype development activities)
Figure(s) and/or table(s) should be included as part of the 7-page requirement, if you believe it/they will strengthen your proposal.

Grading Rubric:
1) Completeness of report - 20 points
2) Writing style and organization - 20 points
3) Convincing arguments in report* - 30 points
4) Soundness of logic in customer discovery thus far and the next steps in this entrepreneurial process* - 30 points

*It is important to note that credible references (e.g., scientific publications, public website, textbooks, etc.) are crucial for these components, in order to substantiate your interpretations of your technology and its related market prospects. These references need to be cited in your report where applicable. In addition, these references need to extend beyond the required readings and videos for this course, so that a diversity of expert opinions can be incorporated in order to promote a multi-perspective analysis that will facilitate rigor in your arguments and logic. The list of references will need to be a part of your 7-pages.

Recommended Format:
1) Include a cover page with name and panther id, and this page is not part of the 7-page limit.
2) Use Arial 11 font or Times New Roman 12 font, single space, with spaces between paragraphs.
3) 1" margins all around.

Instructions and deadlines for assignments, presentations and reports will be announced in class and posted on canvas ahead of time. Class absences are not excusable unless it is a documented emergency situation – kindly plan your time accordingly.

Do not copy without the express written consent of the instructor.
RELIGIOUS HOLIDAYS:
Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

HEALTH CHALLENGES:
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

HONORS COLLEGE REQUIREMENTS REGARDING CITIZENSHIP REQUIREMENTS (HONORS HOURS, LECTURES, COMMUNITY SERVICE), ACADEMIC STANDING, ACADEMIC MISCONDUCT POLICY, AND STUDENT PORTFOLIOS:

Honors College Requirements
Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements
Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/current-students/citizenship/.

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include in consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See http://honors.fiu.edu/students/honors-advising-center/portfolio-for-graduating-seniors/.

HONORS COLLEGE ACADEMIC MISCONDUCT STATEMENT:
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties:
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://integrity.fiu.edu/misconducts.html.
Please refer to the following documents for additional information:

FIU Code of Academic Integrity – http://integrity.fiu.edu/

College Student Handbook – http://studentaffairs.fiu.edu/about/student-handbook/