

Submission:

# Excellence in Entrepreneurship Teaching and Pedagogical Innovation



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# Description of the Pedagogical Innovation

## What is an IDEA BLITZ?



An intensive weekend experience for students, entrepreneurs, corporate innovators or social change-makers.



An action-based program that combines and builds upon several innovation processes.



A way to focus your team's collective efforts toward developing new solutions for customer pain-points and/or societal challenges.



A semi-structured experience for participants from any industry to quickly get comfortable with uncertainty, build their entrepreneurial competencies, and demystify the ideation and validation process

The IDEA BLITZ is a weekend-long, immersive, and intensive virtual learning experience that introduces students to the process of developing, testing, and validating ideas under uncertainty and time-pressure. It combines valuable elements from several innovation processes and structures those elements to create a meaningful learning experience for students to go through the process of developing, testing, validating, and presenting a new idea at a rapid pace. It also provides participants with concrete tools, frameworks, and perspectives that they can then use to look for more entrepreneurial opportunities in work and in life.

The IDEA BLITZ is designed to be a little intimidating to mimic the experience of bringing a new business venture to market under uncertainty. Students are expected to work in cross-functional virtual teams to surface, build, accelerate and present a valuable new business concept. All this happens in less than 48-hours. However, teams are equipped with a structured process, relevant course seminars, an understanding of useful tools, models and frameworks, and access to faculty coaches to guide them to ensure they not only make sustained progress during the IDEA BLITZ, but also to ensure they learn concepts that will serve them well in the future.

By the end of the course, students have increased entrepreneurial confidence and an enhanced ability to recognize, validate and take action to pursue early-stage entrepreneurial opportunities. The course provides students the opportunity to recognize a problem and develop solutions to these challenges, demystifying the way students see the ideation and entrepreneurial validation process. Students who get the most out of this course are those that commit to the process and fully dedicate themselves in a way that mirrors how one would act if engaged in an early-stage startup. While some courses are structured entirely upon formulas and ways to help an entrepreneurial start-up succeed, the IDEA BLITZ specifically specializes in helping students to become comfortable with early-stage venture uncertainty, ambiguity, and resource constraints.

The IDEA BLITZ is structured such that it can be introduced to students from all over the world. We designed it to be used on the Kelley Direct Online MBA program, and we have delivered it for students from across North America, Europe, Asia, Middle East, Australia, and Africa. Students work in virtual teams comprising participants from across the globe and in so doing they are forced to consider if and how entrepreneurial challenges and opportunities translate and transfer to other parts of the world culturally, politically, and practically.

To facilitate structured interaction and engagement, we provide each team with a customized virtual whiteboard template (using a software tool called *MURAL*), that walks them through the IDEA BLITZ process and allows for ongoing information sharing and collaboration from wherever they are in the world. Exhibit 1 provides a copy of the virtual whiteboard tool that walks students through the IDEA BLITZ process.

## The IDEA BLITZ process that students work through entails 9 stages:

Stage	Description	Relevant Tools	Outcomes
Pre-IDEA BLITZ	Students voluntarily submit 30-second video pitch describing a problem that they propose to solve in the IDEA BLITZ. All students watch the submitted videos and vote-up the ones that they would be keen to work on. Using this information, IDEA-BLITZ teams of 4-6 people are formed, made up of the person who submitted a problem (team leader) and others with an interest in working on that problem.	<ul style="list-style-type: none"> <li>Pitch video instructions and example</li> <li>Voting tools to vote up videos of relevant problems</li> </ul>	Teams of 4-6 students, each focused-on a problem submitted by a student based on personal interest.
Identify a problem	Participants identify and specify the problem to be solved. This entails asking five questions about the focal problem including: What is the problem? Who has it? When do they experience it? Where do they experience it? And why does the problem exist?	<ul style="list-style-type: none"> <li>5 W's – what, who, when, where, why?</li> <li>Additional key questions in the format of 'can', 'will', and 'are'</li> <li>Problem statement generation</li> </ul>	<p>A list of salient questions that need answering.</p> <p>A clear statement of the problem to be addressed.</p>
Discover the nuance of the problem	Participants seek out external perspectives and insights on the problem to be addressed. This may include interviewing experts, searching the internet for information pertaining to the problem, or trying to find other novel, interesting and relevant information about the problem they are trying to solve.	<ul style="list-style-type: none"> <li>Individual collection of external insights</li> <li>Collective grouping of major insights from all members of the team</li> <li>Fishbone diagram to organize external and internal insights pertaining to the problem</li> </ul>	A clear understanding of the problem categorized into major structural components.
Expand the set of possible solutions	Participants move to generating possible solutions to the problem. The key here is to carry this out as an offline individual exercise. The culminating output is a structured proposed solution sketch by everyone. Each solution sketch needs to be understood without explanation.	<ul style="list-style-type: none"> <li>Four-step process to sketch a proposed solution: <ul style="list-style-type: none"> <li>Stream of consciousness writing</li> <li>Doodling</li> <li>Magic 8s</li> <li>Solution sketch</li> </ul> </li> </ul>	A proposed solution sketch by each team member, posted anonymously to the team's virtual whiteboard.
Align the team on a solution	Participants now move from divergent to convergent thinking. After each participant posts their proposed solution sketch to the team's whiteboard, the team undergoes a series of activities to assess each option before ultimately voting on the solution sketch(es) that they wish to pursue.	<ul style="list-style-type: none"> <li>Art museum observation</li> <li>Speed critique of sketches</li> <li>Heat mapping</li> <li>Anonymous voting</li> </ul>	Convergence on the solution(s) to be developed. The team advances the solution or the best parts of multiple solution sketches.
Build a rough prototype	After identifying a solution concept, teams are tasked with building a rough prototype of their solution, a minimum viable product (MVP). This entails working through pre-build considerations by deciding what to build and how to build it. Then the participants build a prototype of their proposed solution.	<ul style="list-style-type: none"> <li>Template on prebuild considerations and questions</li> <li>Instructions for MVP build options</li> </ul>	A rough prototype of proposed solution (an MVP).
Learn from audience reactions to the prototype	Participants test their prototype by sharing what they have built with users and other stakeholders. The team gathers and analyzes data on user responses to the prototype.	<ul style="list-style-type: none"> <li>Pain-product fit interviews</li> <li>Surveys</li> <li>Simulations</li> </ul>	Data analysis of user responses. Suggestions for improving the prototype.
Iterate the solution	Using the data collected in the prior stage, teams now iterate, refine, and improve the initial prototype.	<ul style="list-style-type: none"> <li>Workspace for iteration</li> </ul>	An updated prototype to address audience reactions.
Tell others	Creating a storyboard around the conceptualized problem and solution and recording the crowdfunding video.	<ul style="list-style-type: none"> <li>Storyboard</li> <li>Tools for video recording, editing</li> </ul>	Completed crowdfunding video.
Celebrate, celebrate with zest	This is the celebration stage, giving participants the opportunity to relish the progress made, display the final videos, and for judges to decide upon a winner.	<ul style="list-style-type: none"> <li>Crowdfunding videos produced by the student team</li> </ul>	The final videos are judged by industry experts. <sup>1</sup>
Post-IDEA BLITZ	Following the IDEA BLITZ, each student writes a reflection essay, sharing what they have learned.	<ul style="list-style-type: none"> <li>Essay instructions and grading rubric</li> </ul>	Student essay with clear, concrete insights.

<sup>1</sup>Judges from the most recent IDEA BLITZ course in April 2021 included: [Christopher Lustrino](#) from [KingsCrowd](#), [Kelli N. Jones](#) from [Sixty8 Capital](#), [Samantha Ginther](#) from [High Alpha](#), [Justin Renfro](#) from [Wefunder](#), [Jason Whitney](#) from [IU Ventures](#), and [James Hereford](#) from [Launch Factory](#).

## ***Novelty of the IDEA BLITZ***

Five aspects of the IDEA BLITZ that enhances its novelty:

1. **Virtual delivery.** The IDEA BLITZ provides a highly engaging and experiential entrepreneurial learning experience in a virtual setting. This means students from different parts of the globe can participate and learn from one another; its virtual format also allows instructors to make entrepreneurship education meaningful, real, and fun despite social distancing requirements. We were prompted to create the IDEA BLITZ as a virtual course because of the pandemic, but this constraint helped us to develop and deliver a course that in many ways increases the quality of student engagement, learning and output relative to an in-person experience. For example, using online tools we can efficiently collect idea pitches before the IDEA BLITZ and have participants vote on ideas that appeal to them, so we could then place them in teams based on those votes before the weekend started. We also reduce bias through some anonymous voting mechanisms that are facilitated by the whiteboard technology. The first iteration of the IDEA BLITZ was one of the first virtual entrepreneurship events to launch (in mid-March 2020) in direct response to the COVID-19 crisis. This was before other accelerator programs created virtual experiences. Several news articles are linked below (Exhibit 4) that identify the novel timing and social impact of the initial IDEA BLITZ.
2. **Unique format.** The IDEA BLITZ is a unique format of entrepreneurial learning experience. It borrows from and integrates concepts from several different methodologies e.g., design sprints, hackathons, startup weekends and design thinking. For a full discussion on the intersection of these methodologies please see the article entitled: *The COVID-19 Virtual Idea Blitz: Marshaling social entrepreneurship to rapidly respond to urgent grand challenges* published in *Business Horizons* (Linked below – Exhibit 5). This article captured and reflected our learning and insights from the first IDEA BLITZ that we hosted, and we have iterated our processes over the last 14 months and now offer it as a course for credit at Indiana University - Bloomington.
3. **Novel output.** The IDEA BLITZ process prompts student teams to develop a crowdfunding video for their proposed solution. This not only helps them develop valuable presentation, video editing and production skills, which serve them well in any future entrepreneurial endeavors, but the production of a crowdfunding video also allows students to seek funding immediately following their IDEA BLITZ should they choose to move forward in their entrepreneurial venture. In fact, some students have used their video to raise funding for their ideas. Some of the news articles linked below (Exhibit 4) describe how students used these videos to raise funding for their ideas following an IDEA BLITZ.
4. **Use of technology.** In designing the IDEA BLITZ process, we used “off-the-shelf” technology in novel and interesting ways to positively impact student learning. For example, we use PlayPosit for video voting in advance, shared Google documents to facilitate efficient and effective information sharing, and MURAL as a whiteboard tool to foster active collaboration within the teams. We have developed a comprehensive template via MURAL which allows all group members to contribute simultaneously while also providing structure and process needed in the startup experience (this template is available for download [here](#)). Getting students used to collaborative technology early allows early integration into their business practices, allowing them to connect with global talent to launch innovations now and in the future.
5. **Global participation and connections.** The structure and process of the IDEA BLITZ means that students are not constrained by location, and we have had people from all over the world collaborating on our IDEA BLITZ's to date. Students who were quarantined in foreign countries over the pandemic got the opportunity to collaborate and interact with their cohort in the USA because of their participation in the IDEA BLITZ. The varied insights from students from across the globe have enriched the learning for all involved.

## ***Impact of the IDEA BLITZ***

The impact of the IDEA BLITZ can be assessed with respect to how it facilitates the development of students' entrepreneurial skills and competencies, the impact that student teams have on helping to solve real world problems, and the extent to which the IDEA BLITZ model has been shared and replicated at other universities.

1. **Development of students' entrepreneurial skills and competencies.** By the end of the IDEA BLITZ participants have a marked increased entrepreneurial confidence and an enhanced ability to recognize, validate and take action to pursue early-stage entrepreneurial opportunities. Here is a small sampling of unsolicited student testimonials from follow up emails that highlight some of the things that students have taken away from this class:
  - *"Without you guys, I don't think I could start my entrepreneurial journey ever."*
  - *"This was an experience I will cherish throughout my life. It has opened my mind, my thinking and outlook on how to make an idea into something tangible. Before this class, I was unsure if I could be creative or an entrepreneur but now, I am confident that I will someday soon will start my own business. Thank you."*
  - *"Got to know new people, work with them, and honestly I never thought I'd learn so much (including creating an app/website from scratch). That's so much more considering we just worked on an idea for 3 days."*
  - *"Actually, putting our skill sets, passions, and drives to something that can potentially make a difference has been a unique and valuable experience, and I have learned a-lot".*
  - *"Amid the pandemic, it's hard to have a winning spirit. That 48-hours gives you the winning spirit to celebrate your successes. The professors are so lively and made it so interactive and engaging. It was such a positive experience."*

Some students provided some video testimonials about their experience: [Matthew](#), [Bill](#), [Susan](#), [Punya](#). More student comments can be found in Exhibit 3.

2. **Relevance through solving real world problems.** The course provides students with an opportunity to identify a real-world problem and then work intensely, in a team, on solving that problem. Students can choose to propose social impact projects, for-profit enterprises or simply state a problem that they would like to try to solve. Participants then record a 30-second video and submit before the class starts. The most intriguing problems are voted up and teams are assembled to work on an idea to address that problem. The problems addressed are not hypothetical or abstract, they are real and meaningful. Several student teams have used the progress that they made on the IDEA BLITZ to launch a new ventures or social impact projects, while others have come away from the IDEA BLITZ with deeper insight and appreciation for the nuance and complexity of a problem, they initially thought was easily solvable. Some teams have gone on to garner external funding to pursue their idea. At the end of the weekend, participants have a fully formed crowdfunding video that they can publicly disseminate to get funding or communicate their new idea. Here is an example of one of those videos: [DiaperDoc](#)
3. **Replication and scalability.** The IDEA BLITZ course is easily replicated or transferred to other educational settings—several higher education institutions, including the University of Cambridge (United Kingdom), Algebra University (Croatia), California State Polytechnic University, Pomona, and Valdosta State University have reached out to the organizing team seeking guidance on how to organize similar events. The process is highly transferable, not only to other universities, but also to other settings. We have already discussed its use with several corporate partners to work on specific problems in their own firms utilizing this methodology. In addition to corporate application, the organizing team has also facilitated its application to several accelerators and incubators in the United States.
4. **Video summary.** The First Idea Blitz was launched in March 2020 as a rapid social entrepreneurship response to the developing global pandemic. This video describes the initial experience and its impact (in March 2020): [IDEA BLITZ #1 video \(March 2020\)](#)
5. **Website:** A website was created to describe the innovative program: [IDEA BLITZ website](#)

## ***Exhibits***

Exhibit 1: Mural Template for IDEA BLITZ

Exhibit 2: Syllabus for the IDEA BLITZ Course

Exhibit 3: Additional Student Comments about their IDEA BLITZ Experience

Exhibit 4: Media Coverage and News Clippings

Exhibit 5: Research Publications

# Exhibit 1: Mural Template for IDEA BLITZ

## KELLEY IDEA BLITZ KELLEY DIRECT MBA PROGRAM

**WELCOME TO THE KELLEY DIRECT IDEA BLITZ!** This intensive Kelley Direct experience introduces students to the process of developing, testing, and validating ideas under uncertainty and time pressure. If that sounds a bit intimidating, well, you are acknowledging that this will be a challenging course, but rest assured you will be provided with relevant course seminars and many of our best faculty coaches to guide you through this process. By the end of the course we expect that you will have increased entrepreneurial confidence and an enhanced ability to recognize, validate and take action as it relates to early-stage entrepreneurial opportunities.

This course is intended to provide a real-world challenge and hopefully demystify the way you see the initial ideation and entrepreneurial validation process. We expect the students that get the most out of this course will be the students that "buy in" to this process and fully dedicate themselves in a way that means there you resist and if you were actually engaged in an early-stage startup. We hope you take full advantage of this unique opportunity to develop your entrepreneurial belief!

### SCHEDULE

View the Proposed Schedule

Day/Time	Topic	Facilitator	Subtopics
Thursday, April 8	Introduction to the IDEA BLITZ	Shane	
Friday, April 9	Introduction to the IDEA BLITZ	Shane	
Saturday, April 10	Introduction to the IDEA BLITZ	Shane	
Sunday, April 11	Introduction to the IDEA BLITZ	Shane	
Monday, April 12	Introduction to the IDEA BLITZ	Shane	
Tuesday, April 13	Introduction to the IDEA BLITZ	Shane	
Wednesday, April 14	Introduction to the IDEA BLITZ	Shane	
Thursday, April 15	Introduction to the IDEA BLITZ	Shane	
Friday, April 16	Introduction to the IDEA BLITZ	Shane	
Saturday, April 17	Introduction to the IDEA BLITZ	Shane	
Sunday, April 18	Introduction to the IDEA BLITZ	Shane	
Monday, April 19	Introduction to the IDEA BLITZ	Shane	
Tuesday, April 20	Introduction to the IDEA BLITZ	Shane	
Wednesday, April 21	Introduction to the IDEA BLITZ	Shane	
Thursday, April 22	Introduction to the IDEA BLITZ	Shane	
Friday, April 23	Introduction to the IDEA BLITZ	Shane	
Saturday, April 24	Introduction to the IDEA BLITZ	Shane	
Sunday, April 25	Introduction to the IDEA BLITZ	Shane	
Monday, April 26	Introduction to the IDEA BLITZ	Shane	
Tuesday, April 27	Introduction to the IDEA BLITZ	Shane	
Wednesday, April 28	Introduction to the IDEA BLITZ	Shane	
Thursday, April 29	Introduction to the IDEA BLITZ	Shane	
Friday, April 30	Introduction to the IDEA BLITZ	Shane	

### PROCESS

- IDENTIFY
- DISCOVER
- EXPAND
- ALIGN
- BUILD
- LEARN
- ITERATE
- TELL
- CELEBRATE

### 1. IDENTIFY (THE PROBLEM TO BE SOLVED)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 2. DISCOVER (THE NUANCE OF THE PROBLEM TO BE SOLVED)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 3. EXPAND (THE SOLUTION SET OF POSSIBILITIES)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 4. ALIGN (THE TEAM BEHIND A SPECIFIC SOLUTION)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 5. BUILD (THE MVP)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 6. LEARN (FROM EXTERNAL AUDIENCE REACTIONS TO YOUR MVP)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 7. ITERATE (YOUR MVP BASED ON AUDIENCE FEEDBACK)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 8. TELL (OTHERS ABOUT YOUR SOLUTION)

What is the problem you are solving?

Who is the target audience?

What are the key challenges?

What are the key opportunities?

What are the key risks?

What are the key stakeholders?

What are the key resources?

What are the key constraints?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

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What are the key inhibitors?

What are the key drivers?

What are the key barriers?

What are the key enablers?

What are the key inhibitors?

What are the key drivers?

What are the key barriers?

### 9. CELEBRATE (THE SAME AS CELEBRATE BUT WITH MORE ZEST)

Way to go! You just completed a full Virtual IDEA BLITZ!



### TEAM INFORMATION

Identify Problem to solve: **Name**

Name	Cell #	Location	Company	LinkedIn URL	Skills/ Capabilities
Member 1					
Member 2					
Member 3					
Member 4					
Member 5					
Member 6					
Member 7					
Member 8					
Member 9					
Member 10					

Zoom (Video Conferencing URL): **URL**

Google Slides link: **URL**

Dropbox (File shared folder): **URL**

Coach: **Name**

## Exhibit 2: Syllabus for the IDEA BLITZ Course

### X503/X513 TOPICS IN BUSINESS ANALYSIS Kelley Direct Spring Term (April 2021)

#### Professor Greg Fisher

Larry and Barbara Sharp Professor of Entrepreneurship  
Professor of Management & Entrepreneurship  
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#### Professor Will Geoghegan

Interim Chair of the Kelley Direct Program  
Professor of Management & Entrepreneurship  
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#### Professor Regan Stevenson

Shoemaker Faculty Fellow in Entrepreneurship  
Professor of Management & Entrepreneurship  
rstev@indiana.edu

#### Course Learning Objectives

This intensive Kelley Direct experience introduces students to the process of developing, testing, and validating an idea. In this class, students work through a rapid series of activities that mimic the pre-launch activities of a growth-oriented startup and culminates with the development of funding pitch video. Overall, the course will strengthen student capabilities as entrepreneurial innovators by enhancing their ability to recognize, validate and analyze opportunities through a lens of innovation, and communicate entrepreneurial solutions that solve a fundamental problem or offer unambiguous value. The class is an important opportunity for convergence of knowledge and professional skills already gained in the Kelley Direct program. The learning objectives are:

1. Introduce concepts specific to entrepreneurship and business strategy in an ambiguous context through a real business experience focused on developing an idea and creating a persuasive business video presentation to attract potential resource providers to support the concept. This course will sharpen the ability of a student to quickly frame a problem, generate advanced analysis of entrepreneurial options, and offer actionable recommendations (This maps to the program's learning goal of articulating ideas, thoughts, recommendations, and other communications clearly, concisely, and persuasively to business audiences; SLO 4.1).
2. Through Idea Blitz seminars and structured team activities students will be tasked with understanding the dynamic complexities of an entrepreneurial problem, gathering feedback from potential stakeholders, identifying issues with proposed solutions and validating assumptions related to the business concept. (This maps to the program's learning goal of responding appropriately to feedback and demonstrating emotional intelligence; SLO 4.2).
3. Students will work collaboratively on an intensive weekend long project in which they will be required to make several team-based decisions while dealing with uncertainty and time pressure. As part of the program students will work together to understand a market opportunity, pivot a solution to adequately address that market opportunity and build a prototype (MVP) that functions to

generate interest from potential stakeholders by the end of the Idea Blitz (This maps to the program's learning goal of working effectively with others to complete projects or other work.; SLO 4.3)

#### Course Materials

All course materials are provided in electronic form through the Kelley Canvas course site. No purchase of textbooks or other outside published material is required.

- In addition to Canvas, we will be using a collaborative white boarding software tool called **Mural** in this course. You will receive more instructions on this when class begins. You can create your own account if you wish (using your IU email address) at [www.mural.com](http://www.mural.com) (however, you will not need an account for this class).
- See canvas for a link to the Zoom Room for all seminars and workshops.

#### Before the Weekend Idea Blitz

Leading up to the Idea Blitz students are strongly encouraged to submit **30 second initial idea videos** in advance of the Idea Blitz (see canvas for deadline). This is an opportunity for every student in the class to submit an initial idea video pitch of 30 seconds (maximum) of a work-in-progress concept or market pain-point that they would like to pursue for the weekend. It can explain either:

- An initial idea (describing both the initial concept you have and the potential problem it solves) that you would like to work on for the Idea Blitz Weekend.
- A specific problem or pain-point that you believe generalizes to a group of customers that you would like to attempt to build a solution to address (even if you do not yet have an idea for a solution).

Note. If your video is voted into the weekend Idea Blitz by your peers you will be asked to take on the role of *Entrepreneurial Lead* during the weekend (see below for description) and you will receive a bonus of 3%.

All students must **watch and rate the initial idea videos** asynchronously as part of a crowdsourced vetting of initial concepts (these ratings will be used to form teams and select the initial ideas that advance to the weekend). The processed and collated initial idea videos will be made available on canvas and students are expected to watch and rate each idea video (see canvas modules for dates).

#### What is an "Idea Blitz"?

This is a weekend long intensive experience that combines the best components of two classic innovation models, a design sprint and a startup weekend. During this idea blitz students will experience what it is like to work on a cross-functional virtual team to help surface, build, and accelerate a new business concept. These concepts could be traditional for-profit business ideas or social innovations. The goals of the idea blitz include expanding awareness of processes and practices for developing new business concepts and championing collective efforts to bring those concepts to fruition including developing an MVP (prototype), and presenting a compelling video pitch related to the concept. The first live session and team assignments will occur on the **Thursday before the Idea Blitz** (this session is highly suggested but a make-up quiz is available if you are unable to attend). The weekend intensive Idea Blitz experience runs from **Friday, April 9th to Sunday, April 11th** with a finals video viewing/ debrief and reception to follow. **You should be prepared to dedicate the entire weekend to this project.**

#### Entrepreneurial Leads and The Evolution of an Idea

If your initial idea submission is selected via the crowdsourced process to advance to the Idea Blitz weekend, you will be asked to serve in the role of *Entrepreneurial Lead*. In this capacity you will

serve as the point person for orchestrating the progression of the concept and the team through a set of structured activities. Although the entrepreneurial lead will have the most familiarity with the concept initially, it is imperative that the entrepreneurial lead engage with and rely on all team members to be part of the creative and validation process. It is **almost impossible** that an idea will 'survive' completely intact from Friday to Sunday. Indeed, pivoting (i.e., changing one or more aspects of the concept as you test and learn more about the customer pain and potential solutions) is a critical part of the entrepreneurial process and should be embraced as positive and adaptive rather than experienced as a failure. It is absolutely vital that the entrepreneurial lead and all team members stay open to the strong possibility that some (perhaps many or all) of your initial assumptions might turn out to be invalidated, and therefore as a team you may determine that a pivot related to your pain, solution or target market is warranted.

**Coaching during the Idea Blitz**

During the Idea Blitz weekend, teams have meetings with faculty coaches. In each of these sessions, the team must demonstrate to the coach that the team meets mandated milestones for the meeting. Although coaches will drop in on team workrooms from time to time, teams are responsible for contacting their coaches to schedule time throughout the weekend as needed (contact details for your coach will be provided during the kickoff session). To make the most of your coaching sessions, teams should generate a list of questions or action items in advance of each meeting. Your coach is available to assist with procedural, validation, and concept questions but the agenda of coaching meetings is the responsibility of the team. Coaches are prepared to spend up to **100 minutes** of coaching time with each team during the Idea Blitz. Please plan accordingly and schedule all meetings directly with your coaches. Coaching assignments will be provided during the Kickoff session. The coaches will assess each team's progress and provide guidance to teams on what they suggest being done to deliver on the expectations. [Note: A team that does not meet milestones on Saturday may be asked to withdraw immediately from the Idea Blitz course and team members receive an "incomplete" for the course].

**Idea Blitz Attendance and Engagement**

Reminder - In order to earn a passing grade, full attendance is required for all sessions and activities from **Friday, April 9th to Sunday, April 11th (no exceptions)** will be made). If you anticipate that you may have a conflict with your schedule, you should strongly consider dropping this course immediately and selecting an alternative course.

**Peer Evaluation**

Evaluation by peers of contribution and professionalism within the team impacts the course grade. You will receive an email from CATME to carry out the peer evaluation on the **Monday following the Idea Blitz (April 12th)**. You will then have until **Sunday, April 18th** to complete the peer evaluation. Please ensure that you receive this email and check junk folders to ensure you have not missed it. Students who fail to complete the peer evaluation will receive a deduction of 10 points to their overall score.

The specific constructs that will be evaluated via the CATME portal are:

- Contributing to Work
- Interacting with Teammates
- Keeping Team on Track
- Expecting Quality

- Having Knowledge/Skills
- Team Satisfaction
- Team Cohesiveness

**Course Assessment**

The following components are evaluated for a final course grade.

Course Grade Weight	Deliverable
2%	<b>Pre-Weekend Deliverable (see canvas for deadline)</b> Watch and rate your peers' initial idea pitch videos
78%	<b>Final Group Deliverable (see canvas for deadline)</b> Crowdfunding video (and peer evaluation multiplier)
20%	<b>Final Individual Discussion Paper (see canvas for deadline)</b> Two-page discussion paper on specific learning outcomes from the Idea Blitz  Essay on <b>how your Idea Blitz experience informs your understanding of the process of going from idea to pitch</b> . This essay should focus on both of the following aspects: <ul style="list-style-type: none"> <li>• The individual or team competencies that you believe are required to effectively develop and validate startup ideas.</li> <li>• The factors/ tactics that you believe can improve the prospects of a crowdfunding pitch to resonate with an external audience.</li> </ul> For this essay you should base your arguments on your Idea Blitz experience, the content presented in this course or other Kelley courses, and/or external sources where applicable. Full rubric will be provided on Canvas.
3% Bonus	<b>Bonus Points: Selected as Entrepreneurial Lead</b> If your business idea is selected by your peers to advance to the Idea Blitz and you effectively assume the role of Entrepreneurial Lead for your team during the weekend, you will earn a bonus toward your final course grade.
(up to -10%)	<b>Peer evaluation</b> You will receive an email from CATME to carry out the peer evaluation shortly after the Idea Blitz weekend concludes.

### Course Schedule

\*All times EST\*

Date	Topics
March 22 <sup>nd</sup> – April 2 <sup>nd</sup>	<b>Ideation:</b> Watch the Ideation asynchronous videos on Canvas ( <i>Optional but encouraged if you plan to submit an initial idea video</i> )
March 22 <sup>nd</sup> – April 2 <sup>nd</sup>	<b>Optional Supplemental Reading</b> Optional - Review the supplemental reading list prior to the Idea Blitz weekend (see canvas modules).
April 2 <sup>nd</sup> 11:59 pm	<b>Initial Idea Video Submission (Optional)</b> If you would like to present an idea for the Idea Blitz weekend, create a 30 second video explaining either: <ul style="list-style-type: none"> <li>Your initial idea (describing both the initial concept you have and the potential problem it solves) that you would like to work on for the Idea Blitz weekend.</li> <li>A problem that you would like to work on (even if you do not yet have an idea for a solution).</li> </ul> <p>Note- maximum of 30 seconds*** It is critical that at this stage you communicate your idea concisely and clearly. If your video is longer than 30 seconds it may be edited to stop at the 30 second mark reducing the likelihood that it will be up-voted and selected through the crowdsourcing process to advance to the Weekend Blitz.</p>
April 4 <sup>th</sup> by 5:00pm	<b>Initial Ideas Posted</b> All Student Initial Idea Video Submissions will be posted on Canvas
April 4 <sup>th</sup> 5:00pm – April 7 <sup>th</sup> 3:00pm	<b>Initial Idea Video Crowdsourced Ranking</b> Watch and Rank each Initial Idea Video Submission. This process will identify the ideas that will move forward to the weekend and determine team allocations.
April 8 <sup>th</sup> 7:30pm - 10:00pm	<b>Idea Blitz Overview and Teams Announced</b> <ul style="list-style-type: none"> <li>See the Idea Blitz weekend schedule for content details.</li> </ul> <p>Note. If you have a conflict or are unable to attend this live sessions you <b>must notify</b> the Professors (<a href="https://iu.instructure.com/courses/1977384/quizzes/3254187?module_item_id=23539125">see canvas for deadline</a>) using this link- <a href="https://iu.instructure.com/courses/1977384/quizzes/3254187?module_item_id=23539125">https://iu.instructure.com/courses/1977384/quizzes/3254187?module_item_id=23539125</a>. If you miss this live session, you will also be required to complete a brief quiz prior to the start of the Idea Blitz after watching the video recording of the overview session (the video recording will be posted on canvas shortly after the session concludes). If you attend this live session, you can skip the <b>makeup quiz</b> that appears on the canvas modules page.</p>
April 9 <sup>th</sup> - 11 <sup>th</sup>	<b>Idea Blitz Weekend</b> Mandatory attendance for the entire weekend. See weekend schedule for details.

### Idea Blitz Weekend Schedule

\*All times EST\*

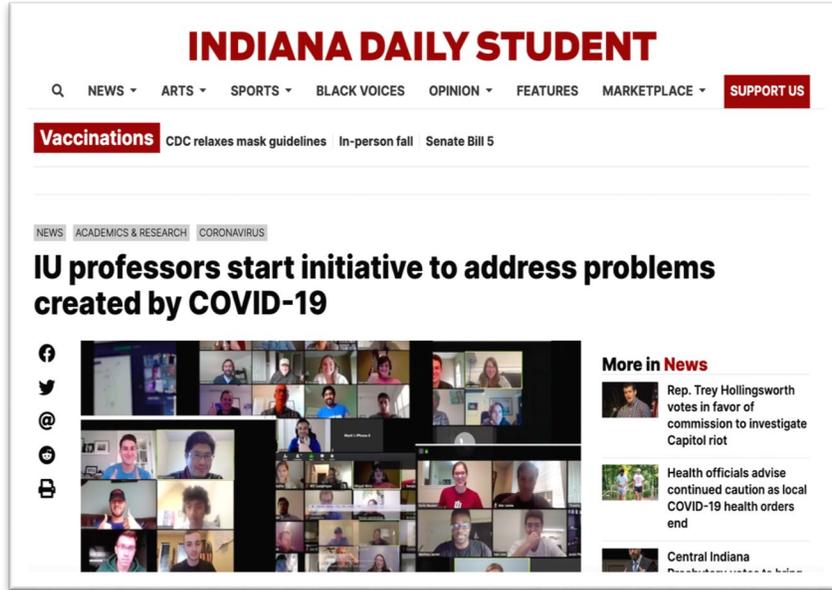
Day/ Time	Topic	Context	Deliverable
<b>Thursday, April 8th</b>			
7:30pm - 8:15pm	Overview of an Idea Blitz	Seminar	
8:15pm - 10:00pm	Crowdsourced ideas, entrepreneurial leads & team allocations announced.	Group Work	Initial Team Activity
<b>Friday, April 9th</b>			
6:00pm - 6:45pm	Stage 1 & 2: Identify and Discover	Seminar	
6:45pm - 8:15pm	Identify and discover more about the specific problem you seek to solve.	Group Work.	Problem Statement Fishbone Diagram
8:15pm - 9:00pm	Stage 3: Expand	Seminar	
9:00pm (Optional)	Daily team debrief and/or additional team work time (optional)		
<b>Saturday, April 10th</b>			
Morning – 10:00am	Expand possible solution set	Individual Work	Expand/Pivot Activity
10:00am - 10:15am	Stage 4: Align	Seminar	
10:15am - 11:30am	Focus and align on a specific solution	Group Work	Solution Voting
11:30am -12:30pm	Stage 5, 6 & 7: Build, Learn & Iterate	Seminar	
1:00pm - Onward	Build a prototype (MVP) and learn by validating/testing the prototype with potential customers.	Group Work	MVP build Testing Results Iterate?
Suggested	<i>Lunch/Breaks</i> - Don't Forget to take some team breaks** <i>Suggested</i> – End the workday with a Team Debrief and plan for next steps.		
<b>Sunday, April 11th</b>			
10:00am -10:45am	Stage 8: Tell	Seminar	
10:45am - 5:00pm	Develop a crowdfunding video to tell others about your idea and convey the value of what you have developed.	Group Work	Crowdfunding Video.
Suggested	<i>Lunch/Breaks</i> - Don't Forget to take some team breaks**		
<b>5:00 PM</b>	<b>Submit Final Crowdfunding Video</b>	<b>Final Submit*</b>	
5:00pm - 7:00pm	<b>Students.</b> Take a well-deserved break. <b>Judges.</b> Semi-final judging.	All videos will be available for viewing after the weekend.	
7:00pm - 8:00pm (optional)	Live final round video viewing and debrief. <i>Virtual Reception to follow!</i>	Viewing, Facilitated Discussion and Virtual Reception: Time to <i>Celebrate!</i>	

### Exhibit 3: Additional Student Comments about their IDEA BLITZ Experience

Team	Comment
5	"This was a fantastic exercise and had a great team with which to work."
4	"I really had fun in this Idea Blitz. The team was amazing. Everyone was fully engaged, 100% dedicated. And the result paid off!"
3	"This was a very rewarding and beneficial exercise so thank you to all the instructors and cohorts for conducting this successful event. All the instructors did a phenomenal job of keeping the seminars and instructions crisp and very much to the minute (great time management)"
27	"Each member of the team came from different backgrounds, different geographies, ethnicities, skill sets etc. Yet we were able to work cohesively towards our goal. We gave each other good feedback and put our efforts in understanding various viewpoints. We also took criticism from the coach constructively and ended up as one of the finalists. We put out good quality work. I am honored to have worked with these amazing professionals. We played to our strengths and learned some new ones along the way. This was an experience I will cherish throughout my life. It has opened my mind, my thinking and outlook on how to make an idea into something tangible. Before this class, I was unsure if I could be creative or an entrepreneur but now I am confident that I will someday soon will start my own business. Thank you."
25	"It was really fun working with this team to create this company and product. By the end of the weekend we felt like a family!"
22	"Thank you for a great experience! It felt very well structured, and I will undoubtedly refer back to the resources in the future."
18	"Idea Blitz March 2021 was a fantastic experience. I really lucked out with my team. Our idea was interesting & motivating, every team member exhibited enthusiasm, encouraged and supported each other through every step... It's amazing what a group of "switched on" strangers can do in just the span of a weekend when they're fully aligned and focused."
17	"Really happy with this experience and working with this team. I learnt a lot. As a team, we accomplished a lot with what we have and in a really short time."
15	"Was a great experience - thank you!"
13	"Fantastic experience; I really enjoyed working with my group."
1	"It has been really great team and so the experience of Virtual Blitz. Thanks!"
11	"Great group dynamic and team overall. We had a lot of incredible ideas and input from the entire team. Everyone was so passionate we really put ourselves in a time crunch at the end, but overall the learning experiences of the Idea Blitz are something that I will take forward in more than just my professional life."
14	"Enjoyed process. Learned a lot."
16	It was a great weekend working with the group. Love the course and would definitely take it again if the opportunity presented itself."
2	"It was a great experience working with the team members - lots of learning over the weekend. Lots of experiences were shared between the team members and I believe, since all team members believed in the idea, we delivered our best - and that was the main reason, our idea was selected in the semi-final round."
6	"I learnt a lot and made some new friends. Starting a business is my dream and the Idea Blitz was a perfect tool to learn. Thanks for providing this opportunity and I will be reaching out to you guys for advice on my startup. Two big thumbs up on the Idea Blitz!"
6	"It has been a pleasure working on the Idea Blitz with my team mates on Group 6. We started with a very broad problem on saving the environment and through a lot of good team discussion, settled on an idea that everyone on the team was passionate about. Everyone on the team was very respectful of each other's ideas and went above and beyond in their individual contributions to the team. Best of all, everyone was really invested and energized about the problem and solution that we worked on and kept each other motivated to produce the best work we could in the time that we had. All in all, it has been a lot of good learning and we have forged some great relationships from the Idea Blitz."
9	"This was a wonderful experience and I really enjoyed working with my team!"

**Exhibit 4: Media Coverage and News Clippings**

Indiana Daily Student (2020). IU professors start initiative to address problems created by COVID-19. Full article available to view at: <https://www.idsnews.com/article/2020/04/iu-professors-start-initiative-to-address-problems-created-by-covid-19>



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Kelley School of Business (2020). Faculty at Kelley offer their innovative and entrepreneurial expertise to fighting COVID-19. Full article available to view at: <https://news.iu.edu/stories/2020/03/iub/releases/27-kelley-school-of-business-idea-sprint-weekend-coronavirus.html>



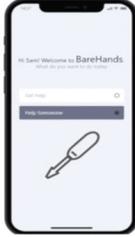
Kelley School of Business (2021). Virtual Idea Blitz builds Kelley Direct student's entrepreneurial, teamwork skills. Full article available to view at: <https://kdblog.kelley.iu.edu/2021/05/19/virtual-idea-blitz-builds-kelley-direct-students-entrepreneurial-teamwork-skills/>

**Virtual Idea Blitz builds Kelley Direct student's entrepreneurial, teamwork skills**

Posted on **May 19, 2021** by **Hannah Carroll**

What started last year as an effort to solve COVID-19 challenges transformed into a fast-paced virtual competition for [Kelley Direct Online MBA](#) students.

Held over a weekend in April 2021, the Idea Blitz introduced students to the process of developing, testing, and validating a business idea. Kelley Direct offered the intensive experience in lieu of [Kelley On Campus](#), an in-person experience that was postponed due to safety and travel concerns.



"The Kelley Direct faculty and staff have become very nimble and found ways to engage students in spite of the pandemic," said Purnyatoya Mohapatra, MBA'22, a member of the winning Idea Blitz team. "The Blitz was something I wouldn't have gotten to do without Kelley Direct. It was different and unique."

The Idea Blitz combines components of two classic innovation models—a design sprint and a startup weekend. As in a design sprint, the teams follow a process to surface an idea, uncover insights, and prototype the concept. The weekend ends with a video pitch to a

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Kelley School of Business (2020). Faculty at Kelley offer their innovative and entrepreneurial expertise to fighting COVID-19. Full article available to view at: <https://blog.kelley.iu.edu/2020/04/14/faculty-at-kelley-offer-their-innovative-and-entrepreneurial-expertise-to-fighting-covid-19/>

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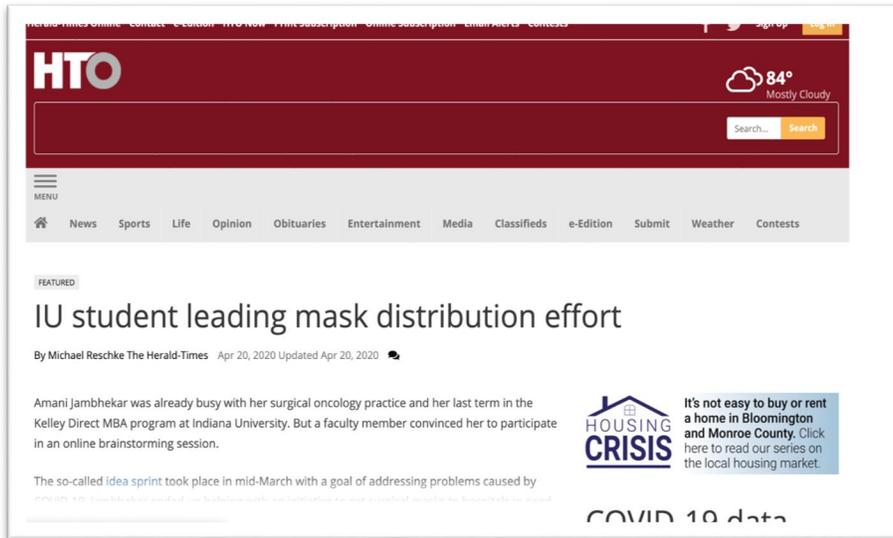
**Kelley School of Business**

Go from Moment to Momentum

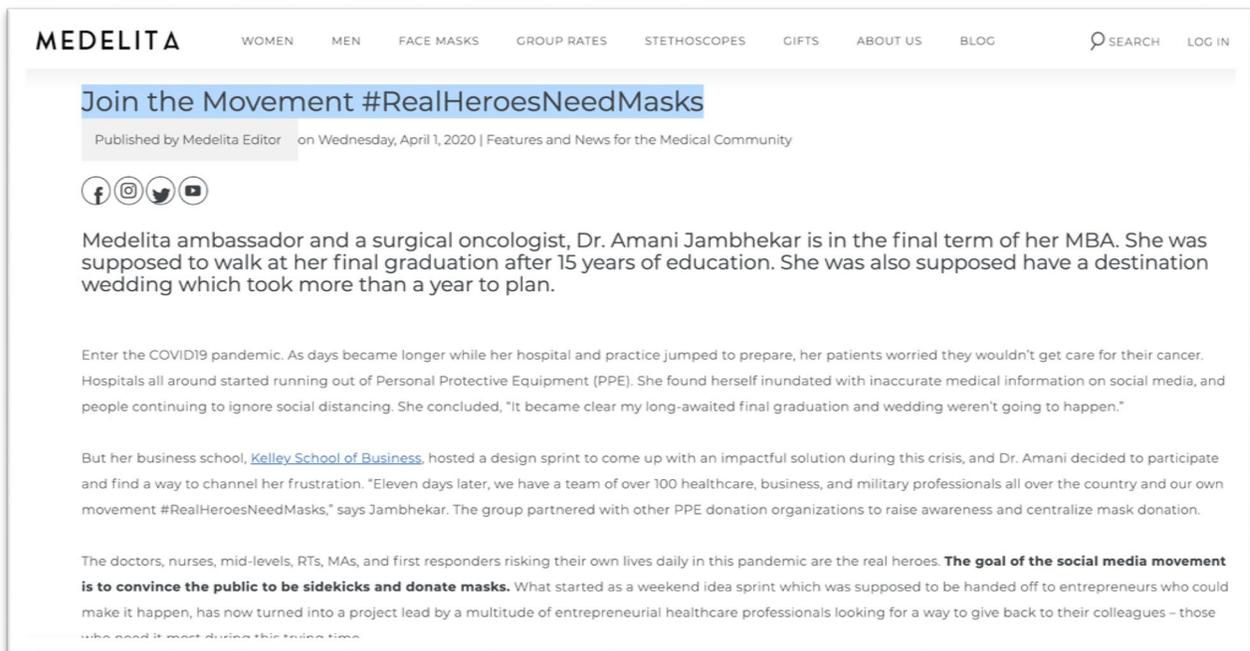
**Faculty at Kelley offer their innovative and entrepreneurial expertise to fighting COVID-19**

Posted on **April 14, 2020** by **George Vlahakis**

The Herald Times (2020). IU student leading mask distribution effort. Full article available to view at: [https://www.hoosiertimes.com/herald\\_times\\_online/news/covid19/iu-student-leading-mask-distribution-effort/article\\_ce3fo64a-80c6-11ea-af83-ofd52538d160.html](https://www.hoosiertimes.com/herald_times_online/news/covid19/iu-student-leading-mask-distribution-effort/article_ce3fo64a-80c6-11ea-af83-ofd52538d160.html)



Medelita (2020) Join the Movement #RealHeroesNeedMasks. Full article available to view at: [https://www.medelita.com/blog/real-heroes-need-masks/?fbclid=IwARoS3O\\_SE\\_XUfSXEJtTcPmnFUtkh8VSeImwBc\\_crKvDI8\\_gsFreFnYIVyHc](https://www.medelita.com/blog/real-heroes-need-masks/?fbclid=IwARoS3O_SE_XUfSXEJtTcPmnFUtkh8VSeImwBc_crKvDI8_gsFreFnYIVyHc)



Kelley School of Business (2020). IU Research Office, Kelley School provides financial support for social ventures coming out of Idea Sprint Weekend Against COVID-19. Full article available to view at: <https://blog.kelley.iu.edu/2020/05/22/iu-research-office-kelley-school-provides-financial-support-for-social-ventures-coming-out-of-idea-sprint-weekend-against-covid-19/>

**INDIANA UNIVERSITY**

**KELLEY SCHOOL OF BUSINESS**

## Kelley School of Business

Go from Moment to Momentum

### IU Research Office, Kelley School provides financial support for social ventures coming out of Idea Sprint Weekend Against COVID-19

Posted on **May 22, 2020** by **George Vlahakis**

BLOOMINGTON, Ind. – In mid-March, faculty at Indiana University’s [Kelley School of Business](#) organized a three-day “virtual idea blitz” to address impacts of COVID-19 across the arenas of health, education and small business, in communities and through changed purchasing behaviors.

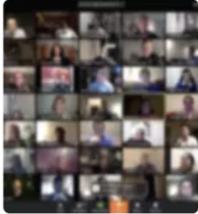
Led by [Regan Stevenson](#), assistant professor of management and entrepreneurship and the John and Donna Shoemaker Faculty Fellow in Entrepreneurship, and [Matthew Josefy](#), assistant professor of strategy and entrepreneurship, the initiative resulted in 21 ideas with corresponding pitches were developed in five thematic areas: health needs, education, ...

News Break (2020) Kelley School initiative sparks ideas from around world to address problems from coronavirus. Full article available to view at: <https://www.newsbreak.com/news/1536076391037/kelley-school-initiative-sparks-ideas-from-around-world-to-address-problems-from-coronavirus>

## Kelley School initiative sparks ideas from around world to address problems from coronavirus

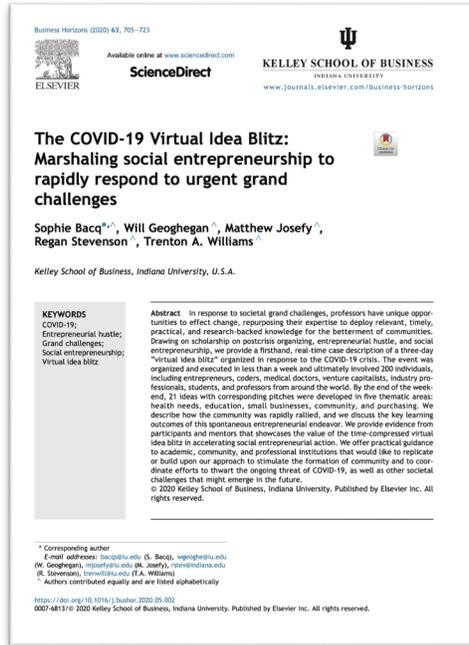
iu.edu 2020-03-27

BLOOMINGTON, Ind. -- Among the millions of Americans working from home, a group of Indiana University Kelley School of Business professors created a worldwide movement to seek solutions for problems arising from the novel coronavirus.



## Exhibit 5: Research Publications

Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. A. (2020). The COVID-19 Virtual Idea Blitz: Marshaling social entrepreneurship to rapidly respond to urgent grand challenges. *Business Horizons*, 63(6), 705-723. <https://doi.org/10.1016/j.bushor.2020.05.002>



Fisher, G., Stevenson, R., & Burnell, D. (2020). Permission to hustle: Igniting entrepreneurship in an organization. *Journal of Business Venturing Insights*, 14, e00173. <https://doi.org/10.1016/j.jbvi.2020.e00173>

