

Syllabus for BUS 69 – Eureka Campus

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| Semester & Year | Fall 2017 | |
| Course ID and Section # | BUS 69 – E3336 | |
| Instructor's Name | Chris Gaines | |
| Day/Time | TTH 1:15pm – 4:25pm | |
| Location | HU 218 | |
| Number of Credits/Units | 4.0 | |
| Contact Information | <i>Office location</i> | AT 139 |
| | <i>Office hours</i> | T/TH noon-1pm and by appointment |
| | <i>Phone number</i> | 707-476-4564 |
| | <i>Email address</i> | chris-gaines@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <p>Two required texts from the same author: Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers AND Value Proposition Design: How to Create Products and Services Customers Want</p> |
| | <i>Author</i> | Alexander Osterwalder |
| | <i>ISBN</i> | 0470876417 (Business Model Generation) |

Syllabus for BUS 69 – Eureka Campus

1118968050 (Value Proposition Design)

Course Description

An overview of the strategic business planning process including analysis of the marketing, operations, management, technology and finance functions of a new business venture. The student will learn the strategic business planning process by creating a professional business plan supported by robust financial projections. Emphasis will be placed on the development of a competitive, differentiated and sustainable business model.

Student Learning Outcomes

1. Create a comprehensive business plan.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

Syllabus for BUS 69 – Eureka Campus

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website

at: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website

at: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

Be aware of all marked exits from your area and building.

Syllabus for BUS 69 – Eureka Campus

- Once outside, move to the nearest evacuation point outside your building;
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Additional Policies, Assignments and Grading

In-class Participation Policy: Your presence and participation will greatly benefit the classroom experience for you and your classmates. For this reason, your final grade will be raised if your in-class participation is good, and penalized if your in-class participation is poor.

The following is a partial breakdown of your participation grade:

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| 0 to 2 absences | No Deduction |
| 3 or 4 absences | 20 Point Deduction |
| 5 or 6 absences | 40 Point Deduction |
| 7 or more absences | Please see the "Excessive |

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| | Absence Policy” below. |
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Excessive Absence Policy: Missing 7 or more classes in this course will significantly impact your ability to succeed, and thus, is deemed “excessive.” Any student who is absent for 7 or more class sessions may be dropped from the course.

NOTE: If a fellow student signs the attendance sheet for you – you will both lose 100 points from your class total. If you sign the attendance sheet for a day that you were absent – you will lose 100 points.

Participants in intercollegiate events or students with employment conditions that will cause them to miss classes should see me to discuss attendance alternatives. The only exception to this attendance policy is for an unusual emergency, such as a prolonged illness or family emergency.

I will only make allowances for such an emergency if I am notified in **advance** that you will be unable attend class.

Code of Conduct - Professional conduct is built upon the idea of mutual respect. The remainder of your class participation points will be determined based upon (but not limited to) the following criteria:

- **Attending the class.** Please see attendance policy above.
- **Arriving on time.** Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- **Participating in the Daily News discussions in class.**
- **Minimizing disruptions.** All cell phones and pagers should be turned off during class. You should not leave and re-enter the class. You should avoid engaging in side conversations after class has begun.
- **Being prepared for class.** You should be ready to discuss any assigned readings and to answer any assigned questions for each day’s class, including being ready to open a case assigned for that day.
- **Turning off your cell phone (or any other electronic device) prior to class.** Please turn your phones off prior to entering the classroom.
- **RESPECT.** You should act respectfully toward all class participants.

Late Homework Policy: Each student will be given two (2) opportunities for turning in late homework without penalty. If the late work is a group assignment, the entire group will lose one credit. If a student has already used all late work opportunities – he or she will receive a zero (0) for the assignment and all future late assignments. In order to receive credit for your two late work opportunities, you must turn in your late work **no later** than the next class session following the original due date for the assignment. All other late work will not be accepted – regardless of the circumstances that caused the work to be late. **No exceptions. NOTE: Late work will not be accepted for the business plan, business plan presentation, or case study analysis assignments. The above late work policy is only valid for homework assignments.**

Lab work - Video review and feedback: Please review each video below per the syllabus schedule. One post will be **due by the Friday** of each week that details your learning and questions from the video. Please see the Canvas Module assignment for each week for more details.

The lectures below can be found here (use the drop down menu "Lessons" on the left to access different lessons): <https://classroom.udacity.com/courses/ep245/lessons/48696636/concepts/487540090923#>

[Lesson 1: What we Now Know](#)

- History of the Corporation
- Startups Are Not Smaller Versions of Large Companies
- Waterfall Development
- Customer vs. Product Development
- Entrepreneurial Education

[Lesson 1.5 A and B: Business Models and Customer Development](#)

- Value Proposition
- Customer Segments
- Revenue Streams
- Key Resources
- Customer Development Processes
- Minimum Viable Product
- Market Opportunity Analysis

[Lesson 2: Value Proposition](#)

- Value Proposition and the Minimum Viable Product
- Customer Archetype
- MVP Physical && Web/Mobile
- Common Mistakes With Value Proposition

[Lesson 3: Customer Segments](#)

- Product Market Fit
- Rank and Day in the Life
- Multiple Customer Segments
- Market Types Introduction: Existing, Re-segmented, New, Clone
- Consequences of Not Understanding a Market

[Lesson 4: Channels](#)

- Distribution Channels Overview
- Web Distribution
- Physical Distribution
- Direct Channel Fit
- Indirect Channel Economics
- OEM Channel Economics

[Lesson 5: Customer Relationships](#)

- Paid Demand Creation
- Earned Demand Creation
- Get Physical
- Viral Loop
- Web Customer Acquisition Costs

[Lesson 6: Revenue Model](#)

- How Do You Make Money
- Revenue Streams and Price
- Direct and Ancillary Models
- Common Startup Mistakes
- Market Types and Pricing
- Single and Multiple Side Markets
- Revenue First Companies
- Market Size and Share

[Lesson 7: Partners](#)

- Partner Definition
- Partner Resources
- Partner Types
- Greatest Strategic Alliance
- Joint Business Development

[Lesson 8: Resources, Activities and Costs](#)

Four Critical Resources

- Financial Resources
- Human Resources
- Qualified Employees and Culture
- Intellectual Property Overview

Note: Some of the questions and methodology below are used directly from Steven Blank's Lean Launchpad syllabi. Steven Blank, and the Lean Launchpad movement generally, deserve full credit for the methodology.

| Week | Videos / Reading | Notes |
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| Week 1 | Video: Lesson 1 | Introduction to Business Modeling and Customer Development Questions to consider (from Blank's Lean Launchpad syllabi) |

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| | | <p>What is a business model? What are the 9 parts of a Business Model Canvas? What are the hypotheses? What is a Minimum Viable Product? How do you validate your business model? How to determine whether your business model is working?</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts • Brainstorm business ideas and build teams • Purchase all course materials and confirm your ability to complete the course |
| <p>Week 2</p> | <p>Video: Lesson 1, 1.5A / B</p> <p>Reading: 10%</p> | <p>Business Modeling</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Write down hypotheses for each of the 9 parts of the Business Model Canvas. • Determine test plan for hypotheses - including pass/fail criteria. • Report your findings on Canvas and be prepared to discuss them in class. |
| <p>Week 3</p> | <p>Video: Lesson 2</p> <p>Reading: 20%</p> | <p>Value Proposition</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):</p> <p>What is your product or service? How does it differ from an existing product or service? How does your customer view these competitors? What's the Minimum Feature Set? What unique insight do you have about your customer? What are the other variables that make this a fresh opportunity?</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Value Proposition canvas hypotheses. • Determine test plan for hypotheses - including pass/fail criteria. • Report your findings on Canvas and be prepared to discuss them in class. <ul style="list-style-type: none"> ○ What did you learn from customers or research? ○ How did your value proposition change from your initial hypothesis? |
| <p>Week 4</p> | <p>Video: Lesson 3</p> <p>Reading: 30%</p> | <p>Customer Segments</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):</p> <p>Who's the customer? User? Payer? How are they different (if at all)? How do you reach them? How is a business customer different from a consumer customer?</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Customer Archetype hypotheses. • Determine test plan for hypotheses - including pass/fail criteria. |

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| | | <ul style="list-style-type: none"> • Report your findings on Canvas Discussion forum a the class. <ul style="list-style-type: none"> ○ What were your hypotheses about who your us anything different? ○ Did your value proposition hypothesis change a researching, or analyzing competition? ○ Can you articulate the direct benefits that you c pay? Why? ○ If your customer is part of a company (B2B cus made? What is most important to him or her? |
| <p>Week 5</p> | <p>Video: Lesson 4</p> <p>Reading: 40%</p> | <p>Channels</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi)</p> <p>What's a channel? Direct channels, indirect channels, OEM, r What is the most effective way to reach your target custome channel? Who are the dominant channel players currently? I sustainable?</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Channel hypotheses. • Determine test plan for hypotheses - including pas • Report your findings on Canvas Discussion forum a the class. <ul style="list-style-type: none"> ○ Did anything change about value proposition, ta researching your channel options? ○ Where will your customer want or need to buy ○ What will you have to do well to succeed in this competencies)? |
| <p>Week 6</p> | <p>Video: Lesson 5</p> <p>Reading: 50%</p> | <p>Customer Relationships</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi)</p> <p>How do you create end user demand (pull demand)? How do What sales efforts will you need to engage in? How does it d</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Customer Relationship hypotheses. • Determine test plan for hypotheses - including pas • Report your findings on Canvas Discussion forum a the class. <ul style="list-style-type: none"> ○ Did anything change about value proposition, ta model when researching your marketing option |

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| | | <ul style="list-style-type: none"> o Detail your marketing hypotheses - why did you test your assumptions? What did you learn? |
| Week 7 | <p>Video: Lesson 6</p> <p>Reading: 60%</p> | <p>Revenue Modeling</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi)</p> <p>What's a revenue model? What types of revenue streams are versus other channels? How will you package your product? the key financial metrics of your business model? What are y</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Revenue Modeling hypotheses. • Determine test plan for hypotheses - including pas • Report your findings on Canvas Discussion forum a the class. <ul style="list-style-type: none"> o Did anything change about value proposition, ta model when researching your marketing option o Discuss your Revenue Model hypotheses - how o What is your price position hypothesis? o How do your competitors make money? o How did you test your assumptions? Did anythi |
| Week 8 | <p>Video: Lesson 7</p> <p>Reading: 70%</p> | <p>Partners</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi)</p> <p>Who are your partners? Strategic alliances, competition (or supplier, licensees, etc.? Why do you need them and what a you? What's the cost of the partnership? Does an exclusive p</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Partner hypotheses. • Determine test plan for hypotheses - including pas • Report your findings on Canvas Discussion forum a the class. <ul style="list-style-type: none"> o Discuss your Partner hypotheses - who are the you propose to build? Why? o How did you test whether or not these relations advantages for you? o What changed in your thinking? |
| Week 9 | <p>Video: Lesson 8</p> <p>Reading: 80%</p> | <p>Resources, activities, and costs</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi)</p> |

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| | | <p>What resources do you need to build this business? How much software that is mission critical? Any IP you need to license? When? Why? When do you get paid vs. when do you pay others?</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Resources, activities, costs hypotheses. • Determine test plan for hypotheses - including pass/fail criteria. • Report your findings on Canvas Discussion forum at the end of the class. |
| Week 10 | <p>Financial spreadsheets and business plan executive summary will be provided</p> <p>Reading: 90%</p> | <p>Introduction to financial projection spreadsheets and business plan</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Review financial spreadsheets and business plan draft. • Ask questions. • Be prepared to start filling out the first three tabs of the spreadsheet. |
| Week 11 | <p>Finalize work</p> <p>Reading: 100%</p> | <p>Financial spreadsheet (review of first 1/2 of worksheet)</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Present key assumptions in first three tabs of worksheet. • Be prepared to start filling out the next three tabs. |
| Week 12 | <p>Finalize work</p> | <p>Financial spreadsheet (review of second 1/2 of worksheet)</p> <p>Deliverables due:</p> <ul style="list-style-type: none"> • Submit required Canvas posts • Present key assumptions in first three tabs of worksheet. • Be prepared to start filling out the next three tabs. |
| Week 13 | <p>Finalize work</p> | <p>Finalize financial templates and conduct peer reviews</p> <p>Draft Financials and Rationale posted to Canvas Discussion Board and feedback posted to Discussion Board is due.</p> |
| Week 14 | <p>Finalize work</p> | <p>Finalize business plan executive summary and financials</p> <p>Draft Financials and Rationale posted to Canvas Discussion Board</p> |

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| Week 15 | Present | Final presentations (Email final spreadsheets and presentation to me <i>prior</i> |
| Week 16 | Present | Peer evaluation rubrics due (Tuesday, 1pm, emailed to |

Final Presentation: We will discuss topics related to the "art" of public speaking and the inevitable anxiety that we *all* feel prior to a speech or presentation. It is my hope that we can learn to harness our nerves related to public speaking and support each other in our presentations - as they say, "we are all in this together."

For your presentation, your team will be asked to play the role of the "decision makers" within an entrepreneurial start-up company. You will present your business plan to a classroom of potential investors. Your collective creativity, enthusiasm, and thorough research will either convince our class to invest in your new company...or not. We will discuss the requirements of the presentation at length in class.

PLEASE NOTE: Attendance is required for all presentations; there will be no make-up presentations. It is expected that you will attend your fellow classmates' presentations as a professional courtesy – even if you have already completed your presentation. If you fail to attend your scheduled presentation, you will not receive any points for your group work (regardless of contributions to the team effort prior to the presentation date).

Grading (The Bottom Line): Grades will be assigned using the following performance measures:

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| Participation (in-class and roll call) | 100 Points |
| Business modeling- Canvas weekly posts of research due by Thursday, before class, of each week scheduled on Canvas | 90 Points (9 x 10 pts) |
| Video viewing and subsequent Canvas posts (due by Friday of the week scheduled in syllabus) | 90 Points (9 x 10 pts) |
| Weekly reflections presented to class on Thursdays | 80 Points |

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| | (8 x 10 pts) |
| Financial worksheets - presenting assumptions to class on Thursdays and posting drafts on Canvas | 40 Points (4 x 10 pts) |
| Final spreadsheets (posted to Canvas) | 50 Points |
| Final presentation | 100 Points |
| Total Points Possible | 540 Points |

PLEASE NOTE: The above assignments and point totals are tentative / subject to change.

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| 100% - 93% | A | 92.9% - 90% | A- | 89.9% - 87% | B+ |
| 86.9% - 83% | B | 82.9% - 80% | B- | 79.9% - 77% | C+ |
| 76.9% - 70% | C | 69.9% - 60% | D | 59.9% - 0% | F |

If your final grade is "on the bubble" (e.g., 79% or 89%), **class participation and attendance** will be the deciding factor.

Notes / reminders: *The work schedule above is subject to change.* I will keep the class informed of any changes. If you are absent for your presentation, you will not receive credit for the assignment. Your final score will also be influenced by the feedback received from your peers via the Peer Evaluation form (if you are working as a team). This form is included on the Canvas site and the process will be discussed at length in class.