

Syllabus for BUS 69 – Eureka Campus

Semester & Year Spring 2018

Course ID and Section # BUS 69 – E3741

Instructor's Name Chris Gaines

Day/Time TTH 1:15pm – 4:25pm

Location HU 218

Number of Credits/Units 4.0

Contact Information

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Two required texts from the same author:
Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers

Textbook Information

Title & Edition AND
Value Proposition Design: How to Create Products and Services Customers Want

Author [Alexander Osterwalder \(Links to an external site.\) Links to an external site.](#)

ISBN 0470876417 (Business Model Generation)
1118968050 (Value Proposition Design)

Course Description

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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 \(Links to an external site.\)](#) [Links to an external site.](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Academic Support

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

Academic Honesty

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: [site](#). Additional

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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/chapters/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf (Links to an external site.)Links to an external site.

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 (Links to an external site.)Links to an external site.). For more information on Public Safety, go to <http://redwoods.edu/safety/> (Links to an external site.)Links to an external site. In an emergency that requires an evacuation of the building:

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

- 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

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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:

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 Absence Policy" below.

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#> (Links to an external site.)[Links to an external site.](#)

(Links to an external site.) [Links to an external site.](#)

[Lesson 1: What we Now Know \(Links to an external site.\) Links to an external site.](#)

- 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 \(Links to an external site.\) Links to an external site.](#)

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

[Lesson 2: Value Proposition \(Links to an external site.\) Links to an external site.](#)

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

[Lesson 3: Customer Segments \(Links to an external site.\) Links to an external site.](#)

- 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 \(Links to an external site.\) Links to an external site.](#)

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

[Lesson 5: Customer Relationships \(Links to an external site.\) Links to an external site.](#)

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

[Lesson 6: Revenue Model \(Links to an external site.\) Links to an external site.](#)

- 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 \(Links to an external site.\) Links to an external site.](#)

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

[Lesson 8: Resources, Activities and Costs \(Links to an external site.\) Links to an external site.](#)

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
Week 1	Video: Lesson 1	<p>Introduction to Business Modeling and Customer Development</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):</p> <p>What is a business model?</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
Week 2	Video: Lesson 1, 1.5A / B Reading: 10%	<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 • Determine test plan for hypotheses - including pass / fail criteria. • Report your findings on Canvas and be prepared to present findings
Week 3	Video: Lesson 2 Reading: 20%	<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 idea??</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 present findings

		<ul style="list-style-type: none"> ○ How did your value proposition change from your hypothesis?
Week 4	<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?</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. • Report your findings on Canvas Discussion
Week 5	<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?</p> <p>Direct channels, indirect channels, OEM, multi-sided markets, B2B vs. B2C, etc.</p> <p>What is the most effective way to reach your target customer(s)?</p> <p>How will you be competitive in this channel?</p> <p>Who are the dominant channel players currently?</p> <p>Is your competitive edge believable and 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 pass / fail criteria. • Report your findings on Canvas Discussion forum
Week 6	<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)?</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 pass / fail criteria. • Report your findings on Canvas Discussion forum

<p>Week 7</p>	<p>Video: Lesson 6 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 there?</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 pass / fail criteria. • Report your findings on Canvas Discussion forum
<p>Week 8</p>	<p>Video: Lesson 7 Reading: 70%</p>	<p>Partners</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):</p> <p>Who are your partners?</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Submit required Canvas posts. • Complete Partner hypotheses. • Determine test plan for hypotheses - including pass / fail criteria. • Report your findings on Canvas Discussion <ul style="list-style-type: none"> ○
<p>Week 9</p>	<p>Video: Lesson 8 Reading: 80%</p>	<p>Resources, activities, and costs</p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):</p> <p>What resources do you need to build this business?</p> <p>How many people? What kind?</p> <p>Any hardware or software that is mission critical?</p> <p>Any IP you need to license? How much money do you need to raise? When? Why?</p> <p>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

Week 10	Financial spreadsheets and business plan executive summary will be provided Reading: 90%	Introduction to financial projection spreadsheets and business plan summary Deliverables due: <ul style="list-style-type: none"> • Submit required Canvas posts. • Review financial spreadsheets and business plan documents. • Ask questions. • Be prepared to start filling out the first three tabs of worksheet.
Week 11	Finalize work Reading: 100%	Financial spreadsheet (review of first 1/2 of worksheet) Deliverables due: <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	Finalize work	Financial spreadsheet (review of second 1/2 of worksheet) Deliverables due: <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	Finalize work	Finalize financial templates and conduct peer reviews of spreadsheets. Draft Financials and Rationale posted to Canvas Discussion
Week 14	Finalize work	Finalize business plan executive summary and financial spreadsheets. Draft Financials and Rationale posted to Canvas Discussion Board).
Week 15	Present	Final presentations (Email final spreadsheets and presentation to me <i>prior</i> to presenting)
Week 16	Present	Peer evaluation rubrics due (Tuesday, 1pm, emailed to me)

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:

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 (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.

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
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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.