

**Syllabus for BUS 69 – Eureka Campus**

**Semester & Year** Fall 2018

**Course ID and Section #** BUS 69 – E6817

**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>	MW 10-11:30am and by appointment
<i>Phone number</i>	707-476-4564
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**Textbook Information** *Title & Edition*

**THERE ARE NO REQUIRED TEXTS...BUT THE FOLLOWING ARE RECOMMENDED. COURSE MATERIALS WILL BE PROVIDED FOR FREE.**

**Recommended 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

*Author* [Alexander Osterwalder](#)

ISBN

0470876417 (Business Model Generation)

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.

### **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 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:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://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](http://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](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.

- 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](mailto: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	<b>No Deduction</b>
3 or 4 absences	20 Point Deduction
5 or 6 absences	40 Point Deduction
<b>7 or more absences</b>	<b>Please see the “Excessive Absence Policy” below.</b>

**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 2: 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 3 & 4: Business Models and Customer Development](#)

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

### [Lesson 5: Value Proposition](#)

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

### [Lesson 6: 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 7: Channels](#)

- Distribution Channels Overview
- Web Distribution

- Physical Distribution
- Direct Channel Fit
- Indirect Channel Economics
- OEM Channel Economics

### Lesson 8: Customer Relationships

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

### Lesson 9: 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 10: Partners

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

### Lesson 11: Resources, Activities and Costs

Four Critical Resources

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

**Discussion Board weekly post.** You are required to post once per week (by Friday of each week). The requirements for your posts are below:

- 1) A brief description of the questions that you are trying to answer this week - what do you need to know to move your business idea forward?
- 2) Describe the process of answering the question - how will you research?
- 3) Briefly describe the results of your research - what did you learn?

Please note that several potential questions for each block of the business model are included in the calendar below for each week.

**Each class** you will be asked to come prepared to present the key insights from your posts. Students will be randomly selected for in-class presentations. Due to the large class size, you will not be able to present each day, but you will be expected to be prepared to present if called upon. Your participation will be recorded for your "Participation" grade in the class (please see syllabus). You must be in attendance to receive credit. If your name is called and you are absent, you will receive a "0" for that presentation. **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 2	<p><b>Introduction to Business Modeling and Customer Development</b></p> <p>Questions to consider (from Blank's Lean Launchpad syllabi):            What is a business model? What are the 9 parts of a Business Model Canvas (BMC)? What are hypotheses? What is a Minimum Viable Product? How do you test your hypotheses? What is market size? How to determine whether your business model is worth doing?</p> <p><b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts</b></li> <li>● <b>Brainstorm business ideas and build teams</b></li> <li>● <b>Confirm your ability to login and use Canvas</b></li> </ul>
Week 2	Video: Lesson 3 & 4 Reading: 10%	<p><b>Business Modeling</b></p> <p><b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Write down hypotheses for each of the 9 parts of the business model canvas.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas and be prepared to present findings to the class.</b></li> </ul>

<p>Week 3</p>	<p>Video: Lesson 5 Reading: 20%</p>	<p><b>Value Proposition</b>  Questions to consider (from Blank's Lean Launchpad syllabi):  What is your product or service? How does it differ from an idea?  Why will people want it? Who's the competition and how does your customer view these competitive offerings? Where's the market?  What's the Minimum Feature Set? What unique insight do you have into the market dynamics or into the other variables that make this a fresh opportunity?  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Value Proposition canvas hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>What did you learn from customers or research?</b></li> <li>○ <b>How did your value proposition change from your hypothesis?</b></li> </ul> </li> </ul>
<p>Week 4</p>	<p>Video: Lesson 6 Reading: 30%</p>	<p><b>Customer Segments</b>  Questions to consider (from Blank's Lean Launchpad syllabi):  Who's the customer? User? Payer? How are they different (if you have multiple customers)? How can you reach them? How is a business customer different from a consumer?  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Customer Archetype hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>What were your hypotheses about who your users and customers were? Did you learn anything different?</b></li> <li>○ <b>Did your value proposition hypothesis change after talking with customers, researching, or analyzing competition?</b></li> <li>○ <b>Can you articulate the direct benefits that you offer? Will a customer be willing to pay? Why?</b></li> <li>○ <b>If your customer is part of a company (B2B customer), how will a buying decision be made? What is most important to him or her?</b></li> </ul> </li> </ul>



<p>Week 5</p>	<p>Video: Lesson 7 Reading: 40%</p>	<p><b>Channels</b></p> <p>Questions to consider (from Blank's Lean Launchpad syllabi): What's a channel? Direct channels, indirect channels, OEM, multi-sided markets, B2B vs. B2C, etc. What is the most effective way to reach your target customer(s)? How will you be competitive in this channel? Who are the dominant channel players currently? Is your competitive edge believable and sustainable?</p> <p><b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Channel hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>Did anything change about value proposition, target customer or overall model when researching your channel options?</b></li> <li>○ <b>Where will your customer want or need to buy this product?</b></li> <li>○ <b>What will you have to do well to succeed in this channel (what are the channel competencies)?</b></li> </ul> </li> </ul>
<p>Week 6</p>	<p>Video: Lesson 8 Reading: 50%</p>	<p><b>Customer Relationships</b></p> <p>Questions to consider (from Blank's Lean Launchpad syllabi): How do you create end user demand (pull demand)? How do you create B2B demand (push demand)? What sales efforts will you need to engage in? How does it differ across channels?</p> <p><b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Customer Relationship hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>Did anything change about value proposition, target customer, channel or overall model when researching your marketing options?</b></li> <li>○ <b>Detail your marketing hypotheses - why did you think would work? Why? How did you test your assumptions? What did you learn?</b></li> </ul> </li> </ul>

<p>Week 7</p>	<p>Video: Lesson 9 Reading: 60%</p>	<p><b>Revenue Modeling</b>  Questions to consider (from Blank's Lean Launchpad syllabi):  What's a revenue model? What types of revenue streams are there? How does it differ on the web versus other channels? How will you package your product? How will you price your offerings? What are the key financial metrics of your business model? What are your competitors doing to make money?  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Revenue Modeling hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>Did anything change about value proposition, target customer, channel or overall model when researching your marketing options?</b></li> <li>○ <b>Discuss your Revenue Model hypotheses - how did you think you would make money?</b></li> <li>○ <b>What is your price position hypothesis?</b></li> <li>○ <b>How do your competitors make money?</b></li> <li>○ <b>How did you test your assumptions? Did anything change?</b></li> </ul> </li> </ul>
<p>Week 8</p>	<p>Video: Lesson 10 Reading: 70%</p>	<p><b>Partners</b>  Questions to consider (from Blank's Lean Launchpad syllabi):  Who are your partners? Strategic alliances, competition (or cooperation), joint ventures, buyer / supplier, licensees, etc.? Why do you need them and what are the risks? Why will they partner with you? What's the cost of the partnership? Does an exclusive partnership make sense?  <b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Partner hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b> <ul style="list-style-type: none"> <li>○ <b>Discuss your Partner hypotheses - who are the key partners and relationships that you propose to build? Why?</b></li> <li>○ <b>How did you test whether or not these relationships would provide competitive advantages for you?</b></li> <li>○ <b>What changed in your thinking?</b></li> </ul> </li> </ul>

<p>Week 9</p>	<p>Video: Lesson 11 Reading: 80%</p>	<p><b>Resources, activities, and costs</b>  Questions to consider (from Blank's Lean Launchpad syllabi):  What resources do you need to build this business? How many people? What kind? Any hardware or software that is mission critical? Any IP you need to license? How much money do you need to raise? When? Why? When do you get paid vs. when do you pay others?  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Complete Resources, activities, costs hypotheses.</b></li> <li>● <b>Determine test plan for hypotheses - including pass / fail criteria.</b></li> <li>● <b>Report your findings on Canvas Discussion forum and be prepared to present findings to the class.</b></li> </ul>
<p>Week 10</p>	<p>Financial spreadsheets and business plan executive summary will be provided Reading: 90%</p>	<p>Introduction to financial projection spreadsheets and business plan executive summary documents  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Review financial spreadsheets and business plan documents.</b></li> <li>● <b>Ask questions.</b></li> <li>● <b>Be prepared to start filling out the first three tabs of worksheet.</b></li> </ul>
<p>Week 11</p>	<p>Finalize work Reading: 100%</p>	<p><b>Financial spreadsheet (review of first 1/2 of worksheet)</b>  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts.</b></li> <li>● <b>Present key assumptions in first three tabs of worksheet.</b></li> <li>● <b>Be prepared to start filling out the next three tabs.</b></li> </ul>
<p>Week 12</p>	<p>Finalize work</p>	<p><b>Financial spreadsheet (review of second 1/2 of worksheet)</b>  <b>Deliverables due:</b></p> <ul style="list-style-type: none"> <li>● <b>Submit required Canvas posts</b></li> <li>● <b>Present key assumptions in first three tabs of worksheet.</b></li> <li>● <b>Be prepared to start filling out the next three tabs.</b></li> </ul>
<p>Week 13</p>	<p>Finalize work</p>	<p><b>Finalize financial templates and conduct peer reviews of spreadsheets.</b>  <b>Draft Financials and Rationale posted to Canvas Discussion Board (Tuesday, 1pm). Peer feedback posted to Discussion Board is due.</b></p>

Week 14	Finalize work	<b>Finalize business plan executive summary and financial spreadsheets. Draft Financials and Rationale posted to Canvas Discussion Board (Tuesday, 1pm).</b>
Week 15	Present	<b>Final presentations (Email final spreadsheets and presentation to me <i>prior</i> to presenting)</b>
Week 16	Present	<b>Peer evaluation rubrics due (Finals week, emailed to me)</b>

**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 <b>due by Thursday, before class, of each week scheduled on Canvas</b>	90 Points (9 x 10 pts)
Video viewing and subsequent Canvas posts ( <b>due by Friday</b> of the week scheduled in syllabus)	90 Points (9 x 10 pts)
Weekly reflections presented to class on <b>Thursdays</b>	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
<b>Total Points Possible</b>	<b>540 Points</b>

**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

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.