San José State University
School: College of Business
Department: Organization & Management
Course Number: Business 182
Title: Business Plans for New Ventures
Section: 1
Semester: Spring
Year: 2013

Instructor: Professor Anuradha Basu
Office Location: BT 556
Telephone: (408) 9243593
Email: Anu.basu@sjsu.edu
Office Hours: Monday, 2-3pm
Class Days/Time: Monday & Wednesday 12-1:15 p.m.
Classroom: BBC 226
Prerequisites: Bus 181 (Introduction to Entrepreneurship) or Instructor’s approval

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the faculty home page: www.cob.sjsu.edu/basu_a. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description (from SJSU Catalog)
An integrative course involving teamwork to prepare complete plans for starting a new business. This will require analyzing the industry and potential market, the competitive advantage of the business proposition, human and financial resource requirements and the founders' skills.

Course Goals and Student Learning Objectives
This course aims to equip students with the ability to craft a strategy for launching a new business venture. The course will also assist students in entering the Silicon Valley Business
Plan Competition (www.cob.sjsu.edu/svbpcc), which has a first prize of $10,000 and second prize of $5,000 (in cash).

Upon successful completion of this course, students will be able to:

- Appreciate the unique characteristics, requirements, challenges and opportunities of new business ventures.
- Utilize the concepts and theories discussed in class and apply them toward developing an actual business plan.
- Research and prepare a detailed business plan for a new venture opportunity.
- Evaluate and critique the business model and other aspects of a business plan.
- Understand the key issues in funding and implementing that plan.
- Develop strategic and organization skills by setting priorities and objectives and working in teams.
- Enhance business plan presentation skills required to attract potential stakeholders to the new venture.

**Required Texts/Readings**

**Textbook**

The required texts are available from Amazon (or other online booksellers):

- Guy Kawasaki, *The Art of the Start*, Portfolio, 2004; also available at any local Barnes & Noble or most Borders stores. (Chapter 1 is available as a free online PDF).

**Other Readings**

- There will be required readings from the *Wall Street Journal*. Discount subscription forms will be provided in class.
- *Inc.* Magazine.
- Significant use of other online resources for class discussions. You may use this sample list of websites to guide you in writing your Business Plans: (please do not limit yourself to these websites; there are many others available)
  - http://www.bplans.com/sample_business_plans.cfm
  - http://myownbusiness.org/
  - http://www.innovationamerica.us
  - http://www.businessplans.org/businessplans.html
  - http://techcrunch.com/startups/
• Other readings, cases, and handouts, will be distributed in class throughout the course.

Classroom Protocol

1. Classes will include a combination of lectures and student-led seminar sessions. Guest speakers will be invited to share their experience of starting or funding businesses. There will be class discussion of the reading material. During some sessions, written case analyses or exercises will be done in class.

2. Class participation is an important component of the course and all students are expected to contribute to class discussions by asking and answering questions, providing insights regarding the assigned material, sharing real-life examples from your experience or readings, and issues you may be facing in your team project. The professor and students in class are expected to challenge and critique comments to raise the quality of class discussions. Active participation in class discussion is necessary to gain full points for class participation. Students who are absent from a class session will not receive any class participation points for that session.

3. Students must turn off (or place on silent mode) their cell phones during class hours.

4. Unless there is a discussion or class exercise that requires student connection to the internet, students are not allowed to use laptops in the classroom. Using laptops (when not required) in class will result in a deduction of class participation credits for that day.

5. All assignments must be turned in before or at the start of class. Late submissions will not be accepted.

Assignments and Grading Policy

A. Team project - Business Plan. The key deliverable for the semester is the business plan for a new venture that students will develop throughout the semester in teams of 3-4 members. Students will write the plan in sections with specific dates for completing each section, and submit the final complete business plan for the course and to the Silicon Valley Business Plan Competition in May 2013. (See details below)

B. Individual Assignments. Assignments are given to support the concepts and theories found in the readings as well as those discussed in class. On some occasions, students may be asked to work on a problem in groups and submit a written assignment. Students should be prepared to present a summary of their assignment proposal or analysis to the class.

All submitted written work must follow the following format:

• All written assignments must be typed.
• Font type: Ariel or Times New Roman, no less than 10pts.
• Paper: 8.5 x 11 (white short bond)
• Margins: at least 1-inch margins on all sides of the paper.
• Spacing: Min. 1.5 or Double-spaced
• Number the pages
• Proofread your paper before turning it in, to make sure there are no spelling errors or typos.
• Don’t forget to include your name and date of submission on the document.
• Deductions will be applied to written work turned in that does not follow the format.

C. **Quizzes.** There will be short quizzes given randomly throughout the semester, to evaluate your understanding of the reading or case assigned for the day, and topics that have already been discussed (including lessons learned from guest speakers’ presentations). Latecomers risk not being allowed to take the quiz. Make-up quizzes will not be given.

D. **Final Exam.** There will be a final exam to wrap up the course and allow you to demonstrate that you have retained the material assigned earlier in the course. No make up exam or special arrangements will be provided unless requested in writing by the student and granted by the instructor before the scheduled exam time.

E. **Class participation.** As already state, class participation is an important element of the course. Becoming actively engaged in the subject matter is an essential part of learning. All students are expected to contribute to class discussions by asking and answering questions, providing insights regarding the assigned material, sharing real-life examples from your experience or readings, and issues you may be facing in your team project. The professor and students in class are expected to challenge and critique comments to raise the quality of class discussions. Active participation in class discussion is necessary to gain full points for class participation. In order to participate, you have to be present in class. As part of class participation, over the course of the semester, you are expected to bring in recent journal articles relating to the topic of the specific session.

Your grade will be determined by the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Business Plan intermediate deliverables/presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Final Business Plan presentation (BPC and classroom)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Percentage Breakdown

Course Name: Business Plans for New Ventures
Number: BUS. 182
Spring 2013
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66% - 64%</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
</table>

**Extra credit options, if available:**

Up to 5 bonus points may be awarded at the instructor’s discretion for attending and participating in special entrepreneurship-related events that are open to all students in the class. Special events include the Eminent Speaker series organized by the Silicon Valley Center for Entrepreneurship and other specified COB events. Students attending these talks by eminent entrepreneurs and industry leaders must sign the registration sheet and submit a short memo by the next class on three main learning points from the talk.

**Team Project – Business Plan:**

- Teams of students will create a workable business idea and develop it into a formal business plan, which will be submitted for the course and presented in the class, and submitted to the 2013 Silicon Valley Business Plan Competition. The objectives of the project are to enable students to:
  - a. Apply and synthesize various entrepreneurial concepts learned from the class.
  - b. Develop research skills, analytical/critical thinking, creative thinking, and problem solving skills.
  - c. Develop written and oral communication skills.
- Teams will be composed of 3 or 4 students, depending on the number enrolled in the course.
- Teams will be stronger if they have diversity in interests and experience.
- The project will consist of the following steps:
  - **Initial Business Concept proposal** (1-2 pages long). In the first few weeks of the course, each student is required to prepare 1-2 page description of an idea that they
would like to pursue. It could be an entirely new idea or an innovation on an existing product or service.

- Each student will present his/her idea in class (in 90 seconds’ elevator pitches), to persuade fellow students that their idea is exciting and viable. Based on the presentations, the top 8-10 concepts will be chosen for the business plan projects.

- Those students whose ideas are not selected will have to choose which concept they would like to work on. It will be the lead student-entrepreneur’s responsibility to recruit a team to work on the business plan. It is highly recommended that the ‘lead’ student try to establish a diverse team (e.g., the team should not be comprised of all finance majors or all marketing majors, etc.).

- **Industry & Market Analysis based on primary and secondary research.** The MLK Library, the San Jose public library network, and the *Wall Street Journal* are good sources for conducting research. SJSU students have access to a wide range of databases that provide market, industry, and financial information. You are also required to do surveys/interviews to test the viability of your business concept. Based on the research you conduct, you will proceed in preparing your business plan. This plan will be presented in class and submitted to the Silicon Valley Business Plan Competition. If selected as a semi-finalist, you will present it on May 18th.

- Grading criteria for the business plan papers is as follows:
  - **Content – 75%** (Clarity, Specificity, Comprehensiveness, Consistency)
  - **Organization – 25%** (Grammar, Presentation, Quality of writing, Citation of References)

- Group consulting sessions. Prior to the submission of the final project, group consulting sessions will be scheduled to review the status of your team project with the professor. Each team will have 15 minute meetings with the professor during class time to discuss their projects.

- **Final presentations.** These will be 10-minute Power Point presentations, through which students will summarize their business concept to the class (investors) and make their case for obtaining funding. Each presentation will be followed by Q&A. All team members should be prepared to answer questions on the final project. Each team will be randomly assigned to a date and time. All students are required to attend all final project presentations.

- The class will participate in reading and rating the Final Executive Summary and presentations.

- **Team peer evaluation.** Your team project is not complete until you evaluate the performance of each team member. Use the Team Evaluation Form on the web to assess both the quality and quantity of your own and your team members' performance on the project. This process determines the percentage of the final grade each member deserves. Students receiving a low grade on their peer evaluation will not benefit from the work of their team mates. For example, if a team receives a 95 on the project, a team member receiving a low peer evaluation grade will have his/her project grade lowered accordingly. In such a case, team members receiving good peer evaluation grades would earn a 95, but a team member receiving a low peer evaluation, for example, might receive a 65 or even a zero. Thus, there is an incentive to work together as a team. We will discuss in class the criteria used to
evaluate each member to lessen the likelihood of low grades based on personal
dislike, revenge, etc.

- **Final Executive Summary (1 page) and Business Plan.** Students will develop the
  Business Plan in stages, and may need to rewrite it one or more times as necessary,
  before submitting the final Business Plan by the deadline. The final Business Plan
document should be no more than 20 pages long. If needed, you can have appendices
showing details of the information you gathered from primary surveys or secondary
sources. The Executive Summary will be generated on the basis of the Business Plan
and will briefly explain the teams’ business concepts and plans for potential
investors (the class).

- Students will have the opportunity to participate in the Silicon Valley Business Plan
  Competition during Spring 2013 (see [www.cob.sjsu.edu/svbpc](http://www.cob.sjsu.edu/svbpc) for updates.

### Business Plan details of deliverables

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description and content</th>
<th>Due date</th>
</tr>
</thead>
</table>
| Initial Business Concept proposal (individual) | • Description of the proposed product or service  
• Description of the opportunity or problem being addressed  
• Description of the market or customer needs that could be served by the new idea  
• Description of the unique features of the product/service, and how it will benefit or add value to the buyer or end-user.  
• Brief explanation of why you are capable of executing this new venture. | Feb 6th |
| BP1: Business Model Canvas – First draft | • Describe business model canvas hypotheses for each of the 9 parts of the business model.  
• How will you test these hypotheses? | Feb. 25th |
| BP2: Industry & Market analysis | • Describe the industry you are entering, in terms of its size, growth rate, structure, key success factors, and long-term prospects.  
• Competitive analysis. Identify the existing or expected competitors and their market share.  
• What is/are the key entry barrier(s) you face?  
• Explain market segmentation for your product/service  
• Define the target market selected for your product/service concept in terms of demographics, psychographics, or purchase behavior. Explain why this segment is attractive.  
• Estimate its size, value, and growth potential.  
• Identify relevant trends in the last 2-3 years that are driving the market.  
• Describe existing buyer behavior and consumption patterns  
• Explain why the target market customers are likely to pay for your product/service.  
• What are the competitive advantage (strengths) of your new venture and product offering vis-à-vis competitors?  
• What barriers can you erect against new (subsequent) entrants?  
• Are there alternative target markets you can consider now or in the future? | March 11th |
| BP3: The Business Model and Marketing Plan | • What is your expected market share and how long will it take to achieve it?  
  Note: This report should be supported with empirical evidence. At least 3 separate sources should be cited in the text and appropriately referenced in MLA format at the end of the report. |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                          | • Outline your business model – identify the expected source(s) of revenue (will revenues be derived from product sales, subscriptions, transaction fees, usage fees, advertising, or licensing?)  
  • Explain why you chose the model and why you think it is effective.  
  • Explain your market entry strategy. Will you try to develop partnerships, if so, with whom and why?  
  • Explain the proposed marketing mix.  
  • Define your product offering – USP, features, benefits.  
  • Explain your strategy regarding pricing, compared with competition  
  • Distribution and trade channels  
  • Promotion and advertising strategy |
|                                          | April 3<sup>rd</sup>                                                                                                                  |
| BP4: Operations and HR Plan              | Operations plan  
  • Technical feasibility of the concept, IP  
  • Key resources required  
  • Production and service capacity, location  
  • Production process and workflow  
  • Key milestones and dates  
  HR Plan  
  • Management team  
  • Org chart  
  • Outline the role to be played by individual team members, the background of the founding team  
  • Identify any additional expertise you may require in your team. |
|                                          | April 17<sup>th</sup>                                                                                                             |
| BP5: Financial Plan and Risk Analysis     | • How much initial start-up capital will the venture require?  
  • What will your revenue and cost streams look like over time?  
  • Sales projections (3 years minimum)  
  • How many months will it take to ‘break even’ and obtain positive cash flows?  
  • What are your likely sources of finance?  
  • What are the key assumptions made in your plan  
  • What are the main risks?  
  • How will you address the risks and threats? |
|                                          | April 29<sup>th</sup>                                                                                                             |
| BP6: Final paper                         | A final paper consisting of revised and updated versions of BP1-5. Please include the following in your submission:  
  • A 1-page Executive Summary (single spaced, no smaller than 10 point font)  
  • Power point slides of the presentation  
  • All the graded BP sections in a separate section at the end of your submission |
|                                          | May 8<sup>th</sup>                                                                                                               |
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://www.sjsu.edu/advising/faq/index.htm#add

Information about late drop is available at http://www.sjsu.edu/aars/policies/latedrops/, Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies

Academic integrity

Students should know the University’s Academic Integrity Policy that is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.
The LARC website is located at http://www.sjsu.edu/larc/

SJSU Writing Center (Optional)
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/

Peer Mentor Center (Optional)
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

College of Business Program Goals:
I. Business Knowledge
   - To understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations
   - To obtain specialized knowledge of a single business discipline or functional area
IIa. Business Skills - Communication, Leadership and Ethics
   - To express ideas clearly, logically, and persuasively in oral and written communication
   - To comprehend the challenges and opportunities of working effectively with other people in a diverse environment
   - To demonstrate awareness of how ethical issues and responsibilities affect decisions and actions
IIb. Business Skills - Critical Thinking and Analysis
   - To comprehend and critically evaluate information presented in written and numeric form
   - To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology

Not all program learning goals are covered in every course.

College of Business Policies:
To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating:
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their
phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:**
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:**
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-1
## Course Schedule

*(Note: This schedule is subject to change with fair notice.)*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23 (W)</td>
<td>Introduction &amp; Course Overview. Show up!</td>
</tr>
<tr>
<td>2</td>
<td>Jan 28 (M)</td>
<td>Starting a startup. What do you need? What is essential for starting a company? <strong>Readings:</strong> Kawasaki, Ch. 1; Timmons, Ch. 1.</td>
</tr>
<tr>
<td>3</td>
<td>Jan 30 (W) IN BBC 032</td>
<td>Identifying opportunities. <strong>Reading:</strong> Timmons Ch1. <strong>HW1 due:</strong> (to be done individually, submit at the start of class. Max length: 2 pages): What can entrepreneurs do to increase the chances of business success?</td>
</tr>
<tr>
<td>4</td>
<td>Feb 4 (M)</td>
<td>Screening opportunities. <strong>Reading:</strong> Timmons, Ch 2.</td>
</tr>
<tr>
<td>5</td>
<td>Feb 6 (W)</td>
<td>Idea pitch &amp; concept selection <strong>HW2 due:</strong> BP proposal (to be done individually. Max length: 2 pages). Reference: Timmons, Ch 2 &amp; 3.</td>
</tr>
<tr>
<td>6</td>
<td>Feb 11 (M)</td>
<td>Idea pitch &amp; concept selection (cont’d), team formation</td>
</tr>
<tr>
<td>7</td>
<td>Feb 13 (W)</td>
<td>Business Model generation. <strong>Readings:</strong> Osterwalder pp. 14-51, Timmons Ch 3, Kawasaki, Ch 4. <strong>HW3 due:</strong> (to be done individually. Max length: 2 pages). Summarize the key elements of Osterwalder’s Business Model canvas. How does it compare with the Timmons’ model?</td>
</tr>
<tr>
<td>8</td>
<td>Feb 18 (M)</td>
<td>What goes into a Business Plan? <strong>Readings:</strong> Timmons Ch 3, Kawasaki, Ch 4. <strong>Guest lecture:</strong> Michael Bayne, founder, Rotamobility &amp; SJSU alumnus.</td>
</tr>
<tr>
<td>9</td>
<td>Feb 20 (W)</td>
<td><strong>BP work:</strong> Developing first business model canvas hypotheses for each of the 9 parts of the business model. How will you test them? What is the market size? Is the business worth pursuing? <strong>Readings:</strong> Osterwalder Ch.</td>
</tr>
<tr>
<td>10</td>
<td>Feb 25 (M)</td>
<td><strong>BP1 Team submission &amp; presentation</strong> of first business model canvas hypotheses for each of the 9 parts of the business model. <strong>Readings:</strong> Osterwalder Ch.</td>
</tr>
<tr>
<td>11</td>
<td>Feb 28 (W)</td>
<td>Analyzing the external environment. <strong>Readings:</strong> Timmons Ch 4</td>
</tr>
<tr>
<td>12</td>
<td>Mar 4 (M)</td>
<td><strong>BP work:</strong> Industry and Market analysis. What are the industry/market dynamics? Who is the competition? How do customers view these competitive offerings? Who is the customer? How do I protect my IP when I speak to customers/partners?</td>
</tr>
<tr>
<td>13</td>
<td>Mar 6 (W)</td>
<td>Business model and Marketing Plan – product, pricing, revenue model. What’s a revenue model? What types of revenue streams are there? <strong>Reading:</strong> Timmons Ch 5-6, Kawasaki, Ch 2.</td>
</tr>
<tr>
<td>14</td>
<td>Mar 11 (M)</td>
<td><strong>BP2 Team submission &amp; presentation</strong> – of Industry &amp; Market Analysis and learning from customer feedback. How many customers did you contact? What did you learn about your value proposition from talking to your first customers? What were your hypotheses about your users and customers? Did you learn anything different? What do customers say their problems are? How do they solve the problem today? What was it about your product/service that excited them?</td>
</tr>
<tr>
<td>15</td>
<td>Mar 13 (W)</td>
<td>Marketing Plan – distribution, promotion, demand creation. <strong>Reading:</strong> Timmons Ch 6.</td>
</tr>
<tr>
<td>16</td>
<td>Mar 18 (M)</td>
<td><strong>BP work:</strong> Marketing Plan. What’s your revenue model? How will you package your product into various offerings? How will you price them? Draw the diagram of payment flows.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>Mar 20</td>
<td>W</td>
<td>Operations &amp; development, project goal and milestones. <strong>Reading:</strong> Timmons Ch 7.</td>
</tr>
<tr>
<td>Mar 25-Apr 1</td>
<td></td>
<td>SPRING BREAK, Cesar Chavez Day</td>
</tr>
<tr>
<td>Apr 3</td>
<td>W</td>
<td><strong>BP3 Team submission &amp; presentation</strong> – Business Model &amp; Marketing plan. Update on initial Business model based on customer feedback. What we thought, what we did, what we found.</td>
</tr>
<tr>
<td>Apr 8</td>
<td>M</td>
<td>Key resources for your start-up. Cost structure and sources of finance. The concept of bootstrapping. <strong>Reading:</strong> Kawasaki, Ch 5.</td>
</tr>
<tr>
<td>Apr 10</td>
<td>W</td>
<td><strong>BP work:</strong> key resources, costs, and assumptions.</td>
</tr>
<tr>
<td>Apr 15</td>
<td>M</td>
<td>Building the Team. <strong>Reading:</strong> Timmons Ch 8, Kawasaki, Ch 6.</td>
</tr>
<tr>
<td>Apr 17</td>
<td>W</td>
<td><strong>BP4 Team submission &amp; presentation</strong> – Operations &amp; HR plan. Key resources.</td>
</tr>
<tr>
<td>Apr 22</td>
<td>M</td>
<td>The critical risks and offering plan. <strong>Reading:</strong> Timmons Ch 9</td>
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<tr>
<td>Apr 24</td>
<td>W</td>
<td>The financial plan. <strong>Reading:</strong> Timmons Ch 10.</td>
</tr>
<tr>
<td>Apr 29</td>
<td>M</td>
<td><strong>BP5 Team submission</strong> Financial plan and risk analysis.</td>
</tr>
<tr>
<td>May 1,6,8</td>
<td></td>
<td>Final presentations</td>
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<tr>
<td>May 13</td>
<td>M</td>
<td>Course wrap up</td>
</tr>
<tr>
<td>May 15</td>
<td>W</td>
<td>9:45-noon</td>
</tr>
<tr>
<td>Final Exam</td>
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<td>Final Exam</td>
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