Business Plan Development  
MGMT 5370, Winter 2017

Instructor: Sue Oliver, MBA, MA  
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Office Hours: Mondays, 3-5pm (in Bellevue) and by appointment other times/locations  
Class Meets: Mondays, 5:30-8:10pm, Bellevue Campus  
Class Website: Canvas  

Required Readings:  
- Additional online & media readings/viewings along the way

Suggested:  
- Ries, *The Lean Startup* (paperback), 2011  

Course Overview:  
- “By failing to prepare, you are preparing to fail.” ~Benjamin Franklin  
- “Any business plan won’t survive its first encounter with reality. The reality will always be different. It will never be the plan.” ~ Jeff Bezos  
- “Genius is one percent inspiration, ninety-nine percent perspiration.” ~Thomas Edison

In this course, students will learn how to discover and take a great business idea from concept to implementation through the art and science of business planning and implementation. Students will assess and validate the market potential for their business ideas and put together a feasible business model for attracting and deploying key resources as needed, including funding, a founding team, partners, investors (or donors), advisors, employees, volunteers, vendors, strategic partners, and others.
Ideas may relate to a new startup (high-growth or lifestyle), a significant new organizational initiative, a social enterprise, and include a new product, service, enhancement, or other major new initiative or offering.

Students will balance the plan with an execution/action plan ("plan, do, review"), leveraging lean startup principles. They will create a realistic, sustainable business model and plan that address real market needs and combine the students' passions/interests and their talents. Some class teams may choose to enter their business plans in various business plan competitions and investment forums in the region. Successful performance in this course does not require entering a competition or launching an actual business; however, students are required to treat this course as an "incubator" in which they will operate "as if" they were going to launch the new venture. In other words, this is NOT merely an academic exercise, but rather practical, experiential learning in the field.

A heavy emphasis will be on understanding customer/stakeholder needs, creating a solid value proposition ("secret sauce"), and developing a sustainable business model and competitive advantage. Students will be responsible for understanding and applying key business principles throughout the class and deliverables, particularly marketing, finance, operations, management, and leadership.

The learning method will involve a mix of interactive class lectures, guest speakers & panels, class discussions, social media & video, online dialogues, student presentations of timely & related topics, and experiential, in-the-field learning. Students are expected to come to class prepared to make a visible, consistent, and proactive contribution to the discussions in the classroom. Contributions include asking insightful questions, answering questions, providing examples from life experiences and other courses, expressing thoughtful opinions, taking positions, disagreeing with points made by the instructor or peers, and so forth.
Course Objectives for Students:
In this course, students will learn how to:
1. Learn to apply business planning principles within a variety of organizations and situations.
2. Put principles and learnings into practice by creating business ideas & models for real-life ventures.
3. Understand how to use lean startup, business model canvas, and other popular business planning tools.
4. Craft and communicate the key components of a business plan (problem/opportunity definition, market assessment, value proposition, offering definition, distribution/channels, pricing, marketing, financials, etc.)
5. Craft and communicate effective, real-life business plans to launch realistic, sustainable ventures or product/service offerings that attract buy-in and resources (e.g., investors, donors, partners, employees, etc.).
6. Learn to verbally pitch an idea and business model among various audiences.
7. Clarify their personal and professional motivations for launching a new venture or product/service offering (the “Why”)
8. Transform financial and other data into valuable information and use it to tell a powerful, compelling story.
9. Work effectively within a small team to jointly create a solid, actionable business plan.
10. Apply lean business startup principles within small and large companies.
11. Craft and communicate a solid (“get it done”) implementation plan to put the business plan into action.
12. Operate as an extraordinary entrepreneurial leader whether in a startup or a larger company.
13. Create together a classroom environment that supports generous sharing, open dialogue, active listening, solid teamwork, and critical thinking.

Who Will Benefit from Taking this Course:
- Students who want to launch a startup now or in the future, including for-profits and non-profits.
- Students who want to be more innovative and entrepreneurial within their larger organizations (“intrapreneurs”).
- Students who want to learn and practically apply the essential competencies of business planning and implementation to their personal and professional lives.

Academic Honesty
Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy. The policy can be found at the address below:
http://www.seattleu.edu/regis/Policies/Policy_2004-01.htm

If you are not sure whether a particular action is acceptable according to the Academic Honesty Policy, you should check with your professor before engaging in it. There is a zero tolerance policy regarding any form of abusive behavior or comments either toward fellow students or the professor.
Disability
If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Format of Assignments
All assignments are to be typed in no larger than 12pt font, single-spaced, in Word format (NOT PDF), and submitted to Canvas no later than 5:30pm PST on the due date of the assignment. Students are responsible for ensuring that assignment has been posted correctly to Canvas and on time. Please print your name and assignment number/title clearly on the document for credit and use a professional layout, spell-checked, including page numbers. Papers that are not in a professional format or submitted late will not be accepted.

Grade Scale
A = 95-100, A- = 90-94, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D=Below 70

Students in the class are not competing with each other for a limited number of "As"; however, to receive an A in the class, students must demonstrate outstanding performance in terms of the various grading factors, including participation.

Cell Phones and Pagers
Please turn off all cell phones while in class, as all calls and texting are to occur outside of the classroom. Some of you may want to use laptops to take notes or research a topic directly related to the class or your business plan, which is welcomed. However, please do not use laptops, tablets, or PDAs (cellphones, hand-helds) in class for any other non-class related activity (including instant messaging, answering/sending emails, web-browsing, etc.) unless specifically permitted by the instructor (and especially not during guest speaker visits). If you need to handle a personal emergency or urgent situation during class, in person, or by phone, text, email, etc., please excuse yourself from the class and return when you are complete.
Grading

You will be evaluated in several ways, including submitted written assignments; pro-active* participation in class discussions and presentations, as well as on Canvas; the team business plan, presentation, and peer evaluation.

Grade Point Allocation

1. Attendance (on time, until class-end) 5% (individual)
2. In-Class Participation* 10% (individual)
3. Canvas/Online Participation* 10% (individual)

Total Participation Grade 25%

4. Personal/Professional Business Plan 15% (individual) January 20
5. Business Idea & Model Critique/Analysis 20% (individual) February 21

Total Individual Assignment Grade 35%

Total Grade for Individual Participation and Assignments 60%

6. Business Plan Group Project:
   - Customer Validation 10% (team) February 14
   - Business Model Canvas 5% (team) March 14
   - Written Report 10% (team) March 14
   - Oral Presentation 10% (team) March 14
   - Team Evaluation/Feedback 5% (team) March 14

Total Team Project 40%

Total Grade 100%

Grade Components

1. Attendance (5%)

Timely and full class attendance (in person and online) is required. Your contribution is an important part of the learning experience gained by each of your peers. Absence means you are taking away from the class dynamic and evolving culture of the class. Unexcused absences, leaving early, or arriving late all negatively impact your attendance AND your participation grade.

2 and 3. *Proactive In-Class & Online Participation (20%)

Regularly, there will be exercises both in-class and on Canvas that are designed to reinforce the material under discussion. "Proactive" participation in each class and Canvas discussion is expected, which means offering your thoughtful opinions, questions, feedback, ideas, etc., regularly, beyond the instructor's directly requesting it from you as part of a class assignment or exercise. Students are expected to
check Canvas regularly for new content, discussion forums, and exercises, and respond by each assignment’s deadline.

You will be noticeable by your absence/lateness/leaving early and if you do not participate actively in the class or Canvas discussions and exercises. However, I encourage thoughtful participation and would rather see quality over quantity. Research indicates students learn from each other, as well as from the instructor. If you are not in class and/or do not participate in Canvas, we cannot learn fully from you - and you cannot learn fully from us.

4. Personal/Professional Business Plan (15%)
Using business plan principles and the business model canvas methodology as discussed in class, students will create a business model canvas and reflection paper for their personal or professional lives (current situation or desired outcome). The assignment will include a one-page business model canvas and 4-5 page reflection paper including the components from the “Business You” version of the Business Model Canvas (to be discussed in class and Canvas).

5. Business Idea & Model Evaluation (20%)
Students will select, read, and review an actual business idea & model from the perspective of an investor, partner, donor/sponsor, or other key stakeholders. Students will be responsible for researching and finding a real-life example that most interests them, with the instructor’s assistance as needed. The written evaluation will be 5-6 pages (excluding appendixes) addressing questions and following an outline to be posted by the instructor. It will include a completed business model canvas, analysis of the organization’s/venture’s strengths and weaknesses, opportunities and threats (SWOT), critical analysis of its strategy and recommendations & ideas for change/improvement. Most students select business ideas & models that relate to their team projects (e.g., competitor offerings), but this is not required.

6. Team Project (Team) 40%

Components:                          Due Date:

- Customer Validation                February 14th (survey results and summary)
- Business Model Canvas               March 14th
- Written Report                      March 14th
- Oral Presentation                   March 14th
- Team Evaluation/Feedback            March 14th

Teams of students will work together to find compelling business ideas that address significant real problems or opportunities in the world that are important to the team. The instructor will also offer real-life ideas from actual businesses, if teams want to use them. The student teams will generate a compelling business idea, business model, business plan (key components), and presentation of a
Components of the project include the following:

- Exploring and validating various business ideas based upon the team’s individual and collective input.
- Documenting the idea using the one-page, business model canvas approach.
- Socializing and validating the business model within at least one target market to obtain real, live feedback from potential customers (survey, interviews, etc., documented in report). Target 50+ clients for validation. (10%, survey results and 2-page summary, submitted on February 14th)
- Preparing a 10-12 page business plan (10%) in a professional, practical format (not an academic research paper). Additional pages for charts, financials, etc. may be included in the appendices. Instructor will share sample templates and plans. Minimum components include:
  - Detailed 1-Page Business Model Canvas (5%)
  - Core Business Model & Plan Components
    - Description of all business model canvas components, AND
    - Market analysis & sizing (in the customer segment section)
    - Go-to-market strategy (in the client channels section)
    - Competitor analysis (in value proposition section)
    - Product definition (in value proposition & activities sections)
    - 3-year Basic Financials, including income statement, including start-up expenses, operating expenses, break-even analysis, capital investments (if any), founder/personnel salaries, AND well-documented key assumptions
- Prepare a 2-page GROUP reflection paper include 1) strengths and growth edges of the team & 2) lessons learned & how they might be applied in future endeavors (5%)
- Preparing an 8- 10-minute formal oral presentation with 5 minutes of Q&A (10%). The presentation will be given to a panel of area experts (friendly “shark tank”) with input from the class and instructor. The presentation should include the pitch of the idea, business model, and key team learnings. Each team member must have a meaningful role during the presentation.
### Module 1: Foundations of Business Planning

**Class:** Introduction: What's Success?

**January 2**
- Session: a classroom environment for questioning, critical thinking, exploration, networking, collaboration, and support (Graziosi Speed)
  - Introductions, objectives, logistics
  - Course logistics
  - Class syllabus/turns
  - Review of assignments, requirements
  - Key success factors for class
  - Lecture materials, AFD, and schedules
  - Discuss various business plan types and use scenarios
  - The business planning process and key principles; overview of business model canvas
  - Review sample business plan outline
  - What comprises a great business ideas (pains, gains, value proposition)
  - Session: Pains/Gains that class works to address

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Pre-Class Canvas discussion (if assigned)
- Review sample pitches and plans (same prepared to discuss in class)
- Come to class prepared to pitch ideas for group projects (2 minutes each)
- Steve Blank videos and discussion (Canvas)
- Business Model you video and discussion
- Other Canvas discussion/postings, as assigned

**Pages:** 3-95

**Topics:** Chapters 1-2

**January 9**
- Understanding various business plan types and use scenarios
  - Understanding lean startup and other business planning best practices/methodologies
  - Explore different business planning tools, including the business model canvas
  - Pitch and discuss ideas for class projects
  - Select teams for projects
  - Discuss personal/professional business model canvas assignment

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Pre-Class Canvas discussion (if assigned)
- Review sample pitches and plans (same prepared to discuss in class)
- Come to class prepared to pitch ideas for group projects (2 minutes each)
- Steve Blank videos and discussion (Canvas)
- Business Model you video and discussion
- Other Canvas discussion/postings, as assigned

**Pages:** 56-87

**Topics:** Chapters 3-5

### Module 2: Defining and Validating Customers and Value Propositions

**January 17**
- Review: Business Model Customers
  - Deeper dive into Customer Development and Validation
  - Learn how to identify, qualify, and quantify key customer segments (and stakeholders)
  - Market assessment: top-down/bottom-up
  - Identifying and qualifying customer “pains” and “gains”
  - Understanding customer research methodologies and validation tools

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Submit group project idea, name, and project (via instructor via Canvas)
- Simon Sinek video and discussion (Canvas)
- Review discussions and posts on customer survey tools and methodologies (Canvas)
- Business Model You Assignment is due by 11:59pm Friday, January 20th

**Pages:** 110-123

**Topics:** 6-8

### Module 3: Defining the Offering

**January 25**
- Group Discussion: Business Model You assignment
  - Empathy maps/user scenarios
  - How to create unique value propositions
  - Testing value propositions
  - Customer relationships and channels (business model canvas)

**Guest Speaker**

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Review video/materials on empathy maps and user cases (Canvas)
- Review articles/videos on value propositions
- Come to class prepared to create an empathy map for your group project

**Pages:** 151

**Topics:** 9-11

### Module 4: Gaining a Powerful Financial Story

**February 2**
- throwing your audience and purpose
  - Key components of solid business plan financials for serious audiences
  - Due and Stems
  - How to craft compelling financial narratives

**Guest Speaker**

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Review and discuss examples of business plan financials (Canvas)
- Come to class with an understanding of your group

**Pages:** 211

**Topics:** 12-14

### Marketing plan components

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Assignment: Customer validation - survey results and summary due February 18th

**Pages:** 216

**Topics:** 15-16, Conclusion

### The Art of Flawless Execution

**February 21**
- Group Discussion: Business Model and Model Evaluation Assignment
  - Assignment: Business Model and Model Evaluation Due February 17th (Individual assignment)

**Pages:** 245-260

**Topics:** 17

### Delivering a Powerful Pitch

**February 28**
- Know your audience
  - Key success factors for planning and delivering compelling pitches

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Review and comment on pitch videos (Canvas)
- Review sample pitch Powerpoints (Canvas)

**Pages:** 261

**Topics:** 18

### Review and Prep Night

**March 1**
- Final review of all core concepts
- Final logistics for March 14th presentation
- Group Discussion: Lessons Learned, Remaining Questions

**Assignments and Preparations (Due by beginning of class, unless otherwise stated):**

- Final Presentations and Materials Due: Business Model Canvas, Final Report, Group Reflection, and PowerPoint

**Pages:**

**Topics:**

**Final Exam:** March 3

**Final Exam:** March 5