Hacking for Hollywood

Course: Hollywood meets Silicon Valley, using Lean to hack Hollywood
Course No: CNTV599
Title: Special Topics – Hacking For Hollywood
Semester: Spring 2020
Units: 4
Day: Mondays
Time: 6:00pm – 9:00pm

Description: Disruption is happening to Hollywood and Hollywood needs to team up with as many innovative thinkers as it can to help it adapt to the changing landscape. The tools of the last 100 years need a true update. Using the Lean Startup Methods, there is a real untapped opportunity for the Cinematic Arts Industry to team directly with the USC creatives, technologists, and innovators to tackle and solve those problems.

This is a hands-on, evidence based, team class with close engagement with the Hollywood community where you learn what it is like to solve some of the toughest problems facing the industry.

The class brings together the Hollywood technology and creative community together with USC students to advance the state of creative technologies and products for the industry. The secondary goal is for students to gain a full understanding of what it means to bring new creative and tech products to market for the Cinematic Arts.

The class will solicit a new technology & innovation wish-list from the industry, primarily from the studios, post houses, and distribution partners. The focus will be on issues and opportunities where the industry believes a new approach can enable real solutions to be brought to market. A number of Studios and Partners have already committed to being involved.

Students apply in teams of 4-5 to adopt one of those problems and apply to the class to find out if there is a viable product market fit for the idea or learn to pivot accordingly based on data that they learn by making Minimum Viable Products (MVPs) and interviewing stakeholders/customers. Goal is six to eight teams take the class at a time each working different problems with the help of the problem sponsor from the Hollywood community together with a group of advisors and mentors from the community to define the problem fully and work to find a

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solution to the problem. Student teams take actual problems facing (and learn how to apply the **Lean launchpad and Lean Startup** principles, ("business model canvas," "customer development," and "agile engineering") to discover and validate customer needs and to continually build iterative prototypes to test whether they understood the problem and solution. Teams take a hands-on approach requiring close engagement with the studios, post houses, and general community. Limited enrollment; team and individual applications. The class is taught as a reverse classroom. The class will serve as the model that can be patterned at other Universities.

Additionally, if a group of students feel they have a technology product that fits the Cinematic Arts and want to figure out if there is product market fit using the Lean Launchpad methodology they are also eligible to apply.

Success in the class does not necessarily mean finding product/market/fit for a technology and launching a startup. While nice to develop a fundable startup as the outcome, the true goal of the course is to teach students what it means to leverage new technologies for the Cinematic Arts, work with industry professionals, and learn the Lean LaunchPad methodology.

Teams: 6-8 teams of 4-5 USC students, 4 team members ideal. Preferably higher-level undergrad or grad students, should have at least 1-2 creative, 1-2 business and 1-2 technical/engineer on the teams. But the mix is problem specific.

Instructors: 3 to 4 – suggested - USC-SCA (TBD), USC-Viterbi (TBD), Studio-CTO/VC (TBD Current USC faculty), Ken Williams, Steven Weinstein, Richard Berger, Hanno Basse

Guidance: Steve Blank

Mentors: One mentor is assigned solely to each team based upon the idea will pull from the pool of Studio CTOs (most have agreed), Local Entrepreneurs and VCs, and Technologists

Sponsors: For teams that choose a problem as defined by one of the studios/industry groups, there is a main point of contact.

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Advisors: A group of industry veterans who understand the lean method and understand Film and TV

TA's: TBD
Location: TBD
Launch: Spring 2020
Days: One day a week for the 3 hours, for the semester
Office Hour: Each Team meets with an instructor each week for 20 minutes
Webpage: TBD

Texts: Business Model Generation: Osterwalder, et al
Value Proposition Design: Osterwalder, et al
Startup Owner's Manual: Blank & Dorf
Talking to Humans: Constable & Rimalovski

Lectures: http://www.udacity.com/view#Course/ep245/CourseRev/1

Prerequisite: Passion in discovering how to innovate at speed

Instructional Method: The class uses eight teaching methods, some of which may be new to you. These include: 1. experiential learning, 2. team-based, 3. a "flipped" classroom, 4. advanced topic lectures, 5. weekly team presentations, 6. team teaching, 7. observing other teams and providing constructive feedback, and 8. Team blogs. (see appendix for more info)

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Week	Team Presentation	Lecture Topic
Week 1	None	*Introduction to interviewing Customers, course, what is an MVP, Introduction to Hollywood Technology (see description on pp. 9-10)*
Week 2 (no class)		No Class - Outside – meet with sponsor, understand the customer
Week 3	Understanding Hollywood	Technology lecture from CTO from Studio, Meet with sponsors to do needs analysis
Week 4	Needs Analysis	Lecture 0 - Design Thinking and figuring out if the problem exists
Week 5	Business Model Canvas	*Lecture 1* Business Model Canvas, Cust Development, Customers
Week 6 (no class)		Work on your MVP in detail – No Class
Week 7	Customers	*Lecture 2* Value Proposition
Week 8	Value Proposition	*Lecture 3* Customer Segments
Week 9	Customer Segments	*Lecture 4* Distribution Channel
Week 10	Distribution Channel	*Lecture 5* Customer Relationships
Week 11	Customer Relationships	*Lecture 6* Revenue Streams
Week 12	Revenue Streams	*Lecture 7* Activities and Resources
Week 13	Activities and Resources	*Lecture 8* Partners, Costs, Operating Plan & Funding
Week 14	Partners Costs, Operating Plan, Draft Final LLP	*Lecture* 9 Reflections
Week 15	Lessons Learned Prelim	Q&A with teaching team about the class
Finals Week	Lessons Learned Presentation	Final Presentation

Amount of Work

Teams have reported up to 8-10 hours of work each week. Getting out of the classroom is what the effort is about. If you can't commit the time to talk to users, this class is not for you. Teams are expected to have completed **at least 10 in-person or video conference interviews each week** focused in the business model canvas area being covered that week.

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Only Project

Given the amount of work this class entails, there is no way you can do the work while participating in multiple startups. A condition of admission to the class was that this is the only startup you are working on this quarter.

Shared Materials

Your weekly presentations and final Lessons Learned presentations will be shared and visible to others. We may be videotaping and sharing many of the class sessions.

Your Work in this Class is Open Sourced

Anything you develop during this class (software, hardware, ideas, etc.) is open-sourced. Since this class is about product market fit and not how the technology works at a deep level, it is possible to take this class without revealing the underlying technologies other than their viability.

Deliverables

Meaningful customer discovery requires the development of a minimum viable product (MVP). Therefore, each team will deliver:

1. Product
   a. Teams building a physical product must show us a bill of materials cost and a prototype.
   b. Teams building a web product must build the site, create demand and have users using it.
   c. Teams building a mobile product are expected to have working code and have users using it.
2. Your weekly blog narrative is an integral part of your deliverables. It's how we measure your progress.
3. Your team will present a weekly in-class 8-minute summary of progress

Class Culture

This class pushes many people past their comfort zone. If you believe that the role of your instructors is to praise in public and criticize in private, **do not take this class.** You will be receiving critiques in front of your peers every week.

Grading Criteria

This course is team-based and 85% of your grade will come from your team progress and final project. The total score is multiplied by a "peer grading multiplier" as assigned to you by your team at the end of the quarter.

Your peers will also grade your contribution to your team. Grading criteria are broken

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down as follows:

15%   Individual participation in class. You will be giving feedback to your peers.

15%   Out-of-the-building progress as measured by blog write-ups each week. Each week, team members must complete required number of interviews and update the Business Model Canvas.

15%   Presentations weekly.

25%   Team weekly "lesson learned" update presentation (see weekly schedule for required content and format)

30%   Team final presentation (H4H Final Assignment)
Deliverable: At Final Class each team will present a 10-minute "Lessons Learned" presentation (2-min video summarizing journey; 8-min final presentation)
Goal: Communicate what you learned during semester and how you learned it. Show what you learned and how you learned it.

Use the language of class: interview, iterations, pivots, restarts, experiments, MVPs, evidence.
The focus of your presentation will be on how you gathered evidence and how it impacted your understanding of your mission models, while you were building your MVP.

Strategy: Tell us how you used customer discovery and MVPs to evolve your mission/business model through iterations, and how the accumulation of evidence outside the classroom led you to pivot.
Tactics:
Show:
- Initial hypotheses and petal diagram
- Quotes from customers that illustrate learnings insights
- Diagrams of key parts of the Canvas: customer flow, channel, get/keep/grow (before and after)
- Pivot stories
- Screenshots of the evolution of MVP
- Demo of final MVP
- Bring any "show and tell" items

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Before Class Begins

Teams are expected to hit the ground running. We assume that you and your team have come prepared having read the assigned materials, watched the online lectures, and have gone outside the building to begin Customer Discovery. We expect you to have:

1. Spoken to your Hollywood sponsor for teams that adopt a problem
2. Introduced yourself to team mentor
3. Began Customer Discovery with these first 10 customers before the start of the class
4. Map out the first hypotheses you want to test & develop; identify the initial MVP you will present on day one of the class

Required Reading/Viewing Before First Class:

Read the *Harvard Business Review* Article:
- Why the Lean Startup Changes Everything:
  https://hbr.org/2013/05/why-the-lean-start-up-changes-everything/ar/1

Read the Hacking for Hollywood Blog Posts (to be written)
- Hacking for Hollywood – making the world a safer place:
  http://steveblank.com/2016/01/26/hacking-for-hollywood-USC/

Review the Business Model Canvas
- Read about the business model canvas for background understanding:
  http://businessmodelgeneration.com/canvas/bmc
- Read: *BMG*: pp. 14-49 [Loc 275 – 823] The 9 Building Blocks of the Canvas. pp 77-87 [Loc 1049 – 1204] multisided platforms, pp 134-142 [Loc 1801 – 2003] Ideation, pp 200-211[Loc 2970 – 3169] business model environment
- *Watch* online lesson 1 (What We Know Now)

Review the Value Proposition Canvas
- Read about it and download it here:
  http://www.businessmodelgeneration.com/canvas/vpc

Review Customer Development
- *Watch* online lesson 1.5b (Business Models & Customer Development)
- Read: *SOM*: pp. 1-75 [Loc 384 – 1447] intro to customer development and discovery, market size, pp. 76-81 [Loc 1448 - 1537]value proposition and MVP, pp 112-122 [Loc 1964 – 2120] market type, pp. 123-124 [Loc 2144 – 2158] competitors, pp 189-199 [Loc 2998 – 3138] getting out of the building/experiments/contacts, pp 472 [Loc 6982] market size, pp. 473-475 [Loc 7009 – 7068] product features checklist pp. 487 [Loc 7275] Contacts checklist
- *Review*: *Talking to Humans*: Constable & Rimalovski

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- Talk to 10 customers and use what you learn to complete your business model canvas
- Record the customer interviews in your blog
- Use search tools and look for potential competitors and prior work done

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Class 1   **Business Model Canvas**

Team Presentation Topic: **Business Model Canvas**
Lecture Topic: **Customers**

To prepare for today's team presentation on **Business Model Canvas**:

Read	Listed in previous "Before Class Begins" section
Watch	Listed in previous "Before Class Begins" section

Create
 	
(8 min + 4 min Q&A)
	Slide 1 Title slide
	
	● Team name, team members/roles, support team (mentors, problems sponsors)
	● Number of customers interviewed this week
	● Total number interviews completed
	● Three sentence description what the team does and why users should care
	Slide 2 Show us the team
	● Details for this first week only
	Slide 3 Minimum Viable Product
	● Show us your MVP of the week
	● Tell us what hypothesis the MVP is testing, what data you expected and what you actually received.
	Slide 4: Customer Discovery
	● Tell us about your first 10 customer interviews.
	    Hypothesis: Here's What we Thought
	    Experiments: Here's What we Did
	    Results: Here's What we Found
	    Action: Here's What we Are Going to Do Next
	Slide 5: Business Model Canvas
	● Updated Business Model Canvas with week-to-week changes shown in red
	● Multi-sided markets shown in different colors

Prepare	**All teams come prepared to answer the following questions:** ● What's the difference between search and execution? ● What is a business model versus a business plan?

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	- What is the Business Model Canvas? - What are the 9 components of the Business Model Canvas? - What is the Business Model Canvas? - What are the 9 components of the Business Model Canvas? - What is a hypothesis? - What do we mean by "experiments"? - What is Customer Development? - What are the key tenets of Customer Development? - What is an MVP? - What are your first few of MVPs going to be?

Lecture will be on **Customers** and Customer Development
- Business Model Canvas, Customer Development, and Customers
- Who are your customers?
  - What are their relationships to each other? What are their interests?
- Limits of Customer Development in Hollywood

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Syllabus Appendix: Instructional Method

The class uses eight teaching methods, some of which may be new to you. These include: 1. experiential learning, 2. team-based, 3. a "flipped" classroom, 4. advanced topic lectures, 5. weekly team presentations, 6. team teaching, 7. observing other teams and providing constructive feedback, and 8. Team blogs.

1. *Experiential Learning*
This class is less about lectures and more about the learning occurs outside of the classroom through conversations with customers. Each week your team will conduct a *minimum* of 10 Customer/Partner interviews focused on a specific part of the business model canvas. This class is a simulation of what startups and entrepreneurship are like in the real world: chaos, uncertainty, impossible deadlines with insufficient time, conflicting inputs, etc.

2. Team-based
This class is team-based**.** Working and studying will be done in teams of four/five; admission is based on an interview with the teaching team. The commitment of the <u>entire team</u> to the effort and necessary hours is a key criterion of admission.

Each and every team member *should participate in customer discovery activities* (*testing hypotheses outside of the building)* by interviewing customers and partners. You cannot delegate customer discovery. Teams will self-organize and establish individual roles on their own. There are no formal CEO/VP titles, just the constant parsing and allocating of the tasks that need to be done.

In addition to the instructors and TA, each team will be assigned two mentors: a Hollywood sponsor who originated your problem (unless the problem came from the team), and a local mentor (an experienced entrepreneur, service provider, consultant, or investor) to provide assistance and support.

3. The Flipped Classroom
Unlike a traditional classroom where the instructor presents lecture material, you'll watch core weekly lectures on your time. These lectures contain the information you will need to complete that week's interviews. Summarizing your weekly team progress--something traditionally done as homework--is now done in class, with the teaching team offering personalized guidance to each team.

4. Advanced Topic Lectures
Online lectures will be supplemented by a deep-dive, in-class lectures tailored to this week's topic and the Hollywood Tech community.

5. You Present Your Progress Weekly
Each week all teams will present a 8-minute summary of what you learned testing specific hypotheses. The teaching team will provide advice and guidance.

6. Team Teaching and the Inverted Lecture Hall
Sitting in the *back* of the classroom are experienced instructors and mentors who've built and/or funded world-class startups and have worked with hundreds of entrepreneurial teams who will be commenting and critiquing each team's progress. While the comments may be specific to each team, the insights are almost always applicable to all teams. Pay attention.

7. Actively Observing Other Teams and Providing Written Feedback
The class is a learning cohort. It is your responsibility to help each other and learn from one another's experiences. This form of collaborative learning will accelerate your team's progress. Each week, when other teams are presenting, you will log feedback, ideas, helpful critiques and suggestions for each team as they present. This feedback is viewable by all members of the class, and may – at the discretion of the instructors – be shared for class discussion.

8. Keeping Track of Your Progress: Team Blogs
Each week as you get of the building and talk to customers we have you summarize what you learned on your team's blog. This allows you to share what you've learned with the teaching team and your industry experts. This, along with your weekly presentations is how we monitor your progress.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

Student Health Leave Coordinator – 213-821-4710

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Located in the USC Support and Advocacy office, the Health Leave Coordinator processes requests for health leaves of absence and advocates for students taking such leaves when needed.
https://policy.usc.edu/student-health-leave-absence/

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

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Diversity and Inclusion
Diversity and Inclusion are foundational to the SCA community. We are committed to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. The classroom should be a space for open discussion of ideas and self- expression; however, SCA will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against person or property. If students are concerned about these matters in the classroom setting they are encouraged to contact their SCA Diversity and Inclusion Liaison, http://cinema.usc.edu/about/diversity.cfm; e-mail diversity@cinema.usc.edu. You can also report discrimination based on a protected class here https://equity.usc.edu/harassment-or-discrimination/

Disruptive Student Behavior:
Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

PLEASE NOTE:
FOOD AND DRINKS (OTHER THAN WATER) ARE NOT PERMITTED IN ANY INSTRUCTIONAL SPACES IN THE CINEMATIC ARTS COMPLEX