IDSN 525: Business Essentials
Units: 3.0
Spring 2024
Wednesdays, 5:30 – 6:50 PM Pacific Time

Instructor: Scott Armanini
Office: Online
Office Hours: By appointment
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Course Description

"Business Essentials" is a general management course designed for students in the online Master of Integrated Design, Business and Technology degree program. The course provides students exposure to the various functional disciplines found within a business:

(1) building theoretical and analytical fluency through the introduction of core concepts, methods, and frameworks, and
(2) initiating a discussion about how those disciplines are integrated and/or interdependent.

Developed to provide students with a view of the common leadership and managerial challenges found in firms at various points in the organizational life cycle—from prelaunch through maturity—the course uses a variety of methods to enhance students' flexibility and adaptability in a dynamic business world characterized by uncertainty.

The course focuses students' attention on the robust quantitative and qualitative analytic skills proven, over time, to support sound decision-making and managerial action—skills in:

(1) adopting strategies to support long-lived, competitively strong business organizations;
(2) choosing and deploying a marketing mix that will generate awareness, trial, and ongoing purchase of those organizations' products and services;
(3) understanding how to best allocate and manage financial and other resources to support ongoing operations; and
(4) identifying, evaluating, and selecting new opportunities appropriate to business growth or new venture launch.

Learning Objectives and Outcomes

The high-level goal of this course is to introduce students to an array of basic concepts and tools useful in various organizational settings. Students will:

- Gain a basic understanding of business strategy, accounting, marketing, operations, organizational management, and entrepreneurship
- Understand interdisciplinary and cross-functional interactions within established and emerging firms
- Gain an appreciation for decision-making complexity within organizations and organizational networks
- Apply learned theories and frameworks across a variety of business situations
- Develop critical-thinking skills across an array of business disciplines

Recommended Preparation: IDSN 510: Integrative Practices Residential
No prior business knowledge is required or expected for this class. Those with extensive prior business education are encouraged to complete IDSN-530 Technology Essentials or IDSN-520 Design Essentials in lieu of this course.

Course Notes
This course will be conducted online, using a combination of synchronous and asynchronous methods.

Technological Proficiency and Hardware/Software Required
Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

	Apple	Windows PC
Laptop (Minimum standards)	2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7 - Minimum 13" display 250 GB SSD or larger 16 GB memory	- Intel Core i5 or Intel Core i7 - Minimum 14" display 250 GB SSD or larger 16 GB memory
Warranty	Manufacturer warranty or extended warranty coverage (Apple Care)	Manufacturer warranty or extended warranty coverage
Operating System	Mac OS X 10.13 or higher	Windows 7, 10 operating system or higher
Peripherals	- HD webcam, speakers and microphone (Most newer laptops have built-in webcam, speakers and microphone) - Headset - Digital camera (Cameras on newer smartphones are acceptable) - External drive for cloud account for backup and storage	
Software	- Adobe Creative Cloud (Photoshop, Illustrator, and InDesign) - Adobe Acrobat Reader - Microsoft Office Suite - Sophos Endpoint Security (antivirus) - Browser: Most recent version of Firefox, Chrome, Safari, or Internet Explorer	
Network	Cable modem, DSL, T1/T3 or higher	

USC Technology Rental Program
The university realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an USC Technology Rental Program Application .

Required Readings and Supplementary Materials
Required reading will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

Required Textbooks:

1) **IDSN 525 Business Essentials (Spring 2024)**
Harvard Business School Publishing (HSBP) CoursePack ($15)
https://hbsp.harvard.edu/import/1138952
To purchase you will have to register and log in. If you need assistance, contact Harvard Business Publishing
Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).

2) *Getting to Wow! Silicon Valley Pitch Secrets for Entrepreneurs*
by Bill Reichert and Angelika Blendstrup
ISBN-13 : 979-8590166336
https://www.amazon.com/Getting-Silicon-Valley-Secrets-Entrepreneurs/dp/B08TS4RHKN

3) *Value Proposition Design: How to Create Products and Services Customers Want,* Alexander
Osterwalder, Yves Pigneur, Gregory Bernarda, Alan Smith, Trish Papadakos (Designed by). Wiley.
ISBN: 9781118968055
First 100 pages are free:
https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf

Free Resources
Alexander Osterwalder (www.alexosterwalder.com)
Strategyzer (www.strategyzer.com)

Book preview: *Business Model Generation*
https://assets.strategyzer.com/assets/resources/business-model-generation-book-preview-2010.pdf

Book preview: *Value Proposition Design*
https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf

Book preview: *Testing Business Ideas*
https://cdn2.hubspot.net/hubfs/4952096/Strategyzer-Books-Testing-Business-Ideas-Teaser.pdf

Book preview: *The Invincible Company*
https://cdn2.hubspot.net/hubfs/4952096/Strategyzer_Series_Books_The_Invincible_Company_Preview.pdf

Book preview: *High Impact Tools for Teams*
https://www.strategyzer.com/hubfs/High-Impact-Tools-for-
teams_%20HITT%20Book%20Preview_sample.pdf

Clayton Christiansen (Jobs to be Done)
Michael Porter (5 Forces)
Steve Blank (www.steveblank.com)
        Why the Lean Startup Changes Everything
Blue Ocean Strategy (Red and Blue Oceans)
IDEO (Design Thinking)
Stanford d.school (design resources)
Intuit (Quickbooks)

https://hbsp.harvard.edu/import/1138952
To purchase you will have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).

Climbing Mt. Everest
Leadership & Team Simulation

Learning to work effectively with strangers in teams solving problems has become an essential part of the modern workplace. In most of these situations the teams are physically dispersed sometimes across time zones and communication and coordination must be done using the electronic tools available such as Zoom. While the COVID-19 pandemic and its impact on our traditional face-to-face instruction is something new to many of you and is challenging, it is also a realistic foreshadowing of your future work life. So difficult as this online mode of instruction is, it is good practice some important job skills.

One of the dilemmas in working in these virtual stranger teams is that the people in them don't have an easy way of getting to know each other so that important group norms such as trust and psychological safety are given, reciprocated, and earned. In this class, we have that same problem as it is hard to get to know each other without first working together on a tangible problem to learn who can be counted on for what.

The purpose of the Everest simulation is to help us in this process by providing you with a tangible problem to try and solve together in your virtual team. Just as in a real-world team, you will each have a different role to play with different motivations and information to contribute. Also, just as in a real-world team, you will be competing with other teams and your performance will be evaluated and will count in your overall evaluation.

Finally, just as in team based organizations (e.g., the Jet Propulsion Lab or JPL) your individual performance will be evaluated by your peers and their willingness to work with you on future teams determines whether or not you get paid (i.e., in team-based organizations the teams have the budget lines so, if your peers don't select you to work with them on a future team, there is no budget line to pay you).

In the same way, at the Academy you are building your personal reputation in this first semester within the Academy. That reputation will follow you throughout the years in this program. Not only may you have problems getting your peers to work with you but their willingness to work with you after graduation will help determine just how helpful they may be in your future career success.

Software Demo: Once you purchase the coursepack and open the Everest simulation you can watch the "***How to Play***" video.

Grading

Deliverable	Due Date	Points	Percentage
Ethics – Team Video	January 24	100	10%
Mt. Everest – Team Video	January 31	100	10%
Individual Assignment #1 – Business Model Canvas	February 7	50	5%
Individual Assignment #2 – Value Proposition Canvas	February 14	50	5%
Reflection #1 – Design Thinking	February 28	100	10%
Individual Assignment #3 – Brand + Marketing Strategy	March 20	100	10%
Individual Assignment #4 – Pitch Deck	April 24	100	10%
Individual Assignment #5 – P&L, Cash Flow Statement	April 24	100	10%
CEO of You, Inc. Individual Budget	All Semester	100	10%
Final Presentations	April 24	100	10%
Participation	All Semester	100	10%
Totals		**1000**	**100%**

Grading Breakdown

Grading Scale
Course final grades will be determined using the following 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+   67-69
D   63-66
D-   60-62
F   59 and below

Assignment Submission Policy
All assignments and labs must be delivered, per instructor guidelines to be distributed, by **11:59 p.m. Pacific Time** on the date that deliverable is listed as due. No exceptions. (Early submissions are, of course, encouraged!)
- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional document.

All assignments, no matter how late, must be completed in order to pass this class.

Late Submissions
Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the below *are* the extensions.

- Submission in the 24 hours after the deadline   10% deduction
- Submission between 24 and 48 hours after the deadline   20% deduction
- Submission between 48 hours and 3 days after the deadline   50% deduction
- Submission more than 3 days after the deadline   100% deduction

Keep copies of all your files and emails until the end of the semester.

Correcting a Grading Error or Disputing a Grade
If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits re-evaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.)

Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. Additionally, students who need accommodations for religious observations should provide advanced notice to instructors and student athletes should

provide Travel Request Letters. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

- Unless students provide an accommodation letter from USC's Office of Student Accessibility Services (OSAS) or a letter from IYA Student Services detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to the instructor as soon as possible to discuss appropriate accommodations. Either classroom recordings or live remote access to the class via Zoom will be provided.
- Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of any class sessions that you can't attend for medical reasons, and accommodations will be arranged to view recorded lectures and submit alternatives to any missed class participation. Students will not be penalized for not attending class in person under these circumstances.
- In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19.

Iovine and Young Hall Cleanout

The Academy is unable to store student projects and materials beyond the end of the semester. Students must remove all projects and personal materials from the Creators Studio, lockers/locker room, and other classrooms by the end of each semester. **All projects and materials left in Iovine and Young Hall will be discarded two days after final exams end. No exceptions.**

Additional Policies

Class notes policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relationship to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice: No student may record any lecture, class discussion or meeting with the instructor without his/her prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions

are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

Participation: Students are expected to actively participate in this course. In an online forum, participation includes:
- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class.

Contact Hours

This 3-unit course requires 1125 minutes of instructional time in the summer, which equals 94 minutes (1.55 hours) of instructional time each week. Instructional time may be further broken down into 47 minutes (0.78 hours) of asynchronous time and 47 minutes (0.78 hours) of synchronous time. In addition, it is expected that students will work, on average, an additional 188 minutes (3.1 hours) per week outside of class — on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as regularly scheduled evening or weekend classes, once each week.
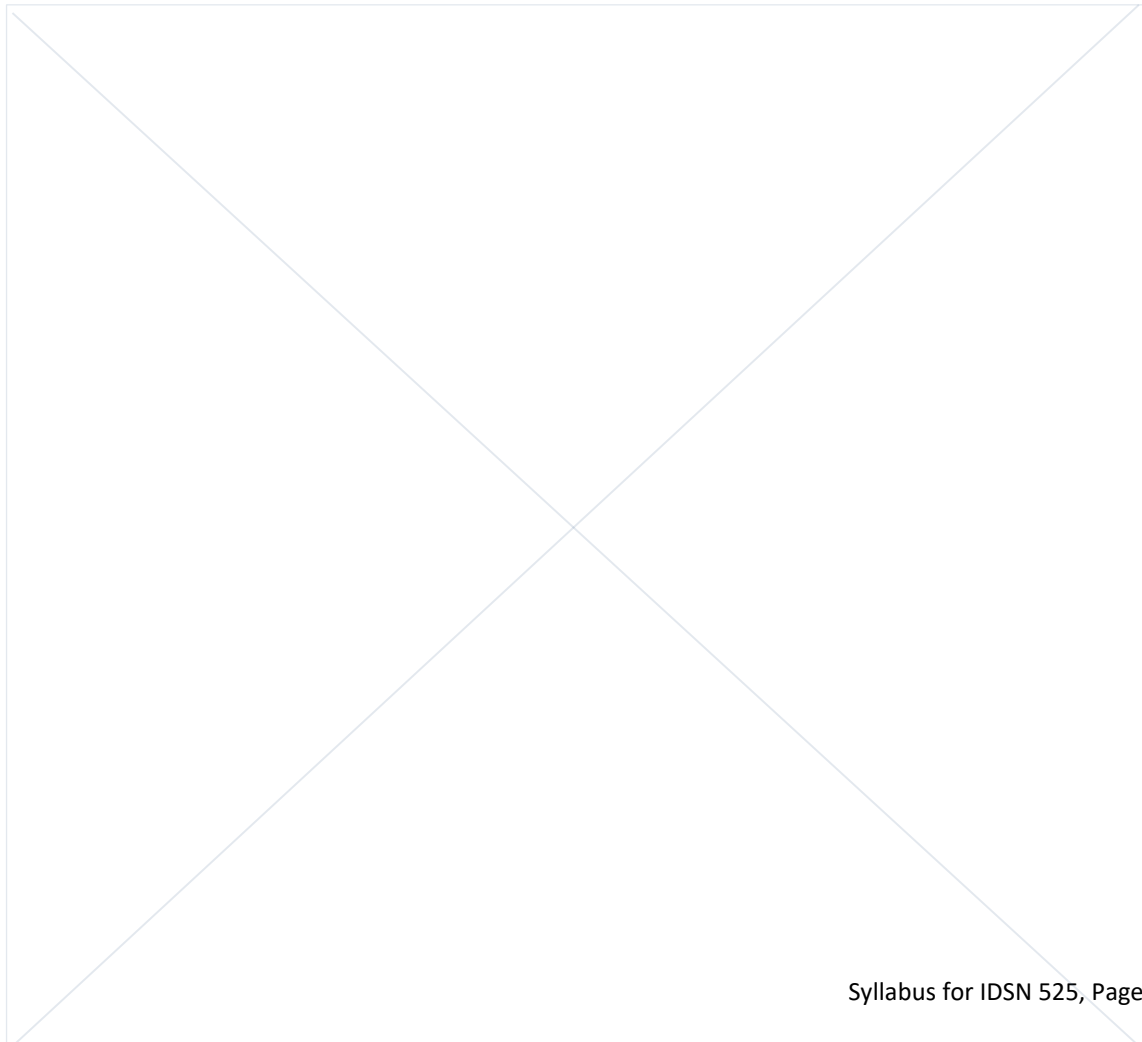
Statement on Academic Conduct and Support Systems

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 Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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) 740-9355(WELL), press "0" after hours – 24/7 on call*
Studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) *- (213) 740-0776*
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention *- (213) 821-4710*
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion *- (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice *- (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
Week 1 January 10	Introductions (3-5 minutes each) Course Overview: What are Business Essentials? • Idea to Minimum Viable Product (MVP) • MVP to Launch • Fundraising • Market Entry • Growth • Scaling	**N/A**	**Watch the movie *Moneyball*** **Starting today**: You are a "*Business of One*" Record all of your expenses and revenues Over the course of our semester, how do your spending decisions change?
Week 2 January 17	Making Data-Driven Decisions Ethics	**In-Class Discussion: Moneyball** **Each Team will Read / Watch and Present**: ***Theranos*** (Elizabeth Holmes and Sunny Balwani) https://www.businessinsider.com/theranos-founder-ceo-elizabeth-holmes-life-story-bio-2018-4 https://www.msn.com/en-us/news/world/ex-theranos-coo-sunny-balwani-convicted-faces-20-years-in-prison ***Bernie Madoff*** https://www.youtube.com/watch?v=rH1Y66IwKvc ***Kids4Cash*** https://www.youtube.com/watch?v=LvXUzpYRfVU ***Chris Christie and Bridgegate*** https://www.nytimes.com/2016/11/04/nyregion/george-washington-bridge-scandal-what-you-need-to-know.html ***McDonald's Coffee lawsuit*** https://www.vox.com/policy-and-politics/2016/12/16/13971482/mcdonalds-coffee-lawsuit-stella-liebeck ***McMillions*** https://www.hbo.com/mcmillions ***NASA / Morton Thiokol O-Rings*** https://www.npr.org/sections/thetwo-way/2016/01/28/464744781/30-years-after-disaster-challenger-engineer-still-blames-himself ***Varsity Blues*** https://www.nytimes.com/2021/10/09/us/varsity-blues-scandal-verdict.html	**Ethics: Team video #1** Your choice of scandal Due before class, January 24 **Purchase** Harvard Business School Publishing (HSBP) CoursePack ($15) https://hbsp.harvard.edu/import/1138952 To purchase you will have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or custserv@hbsp.harvard.edu).

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
Week 03 January 24	Leading Distributed Teams	**In-class exercise**: Mt. Everest Simulation **Files: Climb Mt. Everest** Introductory slides with embedded videos Transcript of videos **Files: Ethics** Professor Elizabeth Armini's book	**Team Video #2** Due before class, January 31
Week 4 January 31	Jobs to be Done Business Model Canvas	**Watch**: Clay Christensen: *The Jobs to be Done Theory* Alexander Osterwalder: *Business Model Canvas* **Read**: *Jobs to be Done* https://strategyn.com/jobs-to-be-done/ Steve Blank: *Why the Lean Startup Changes Everything* https://hbr.org/2013/05/why-the-lean-start-up-changes-everything Steve Blank: *The Class That Changed the Way Entrepreneurship is Taught* https://steveblank.com/2021/07/13/this-class-changed-the-way-entrepreneurship-is-taught/ **Training**: *Introduction to the Business Model Canvas* https://platform.strategyzer.com/training/crash-courses/business-model-basics	**Individual Assignment #1** Create a Business Model Canvas for _____, Due before next class. February 7

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
		Building Blocks of the Business Model Canvas https://www.strategyzer.com/business-model-canvas/building-blocks *Business Model Examples* https://www.strategyzer.com/business-model-examples **Book preview**: *Business Model Generation* https://assets.strategyzer.com/assets/resources/business-model-generation-book-preview-2010.pdf	
Week 5 February 7	Value Propositions	**Read**: *Value Proposition Canvas* https://www.strategyzer.com/canvas/value-proposition-canvas https://assets.strategyzer.com/assets/resources/the-value-proposition-canvas.pdf **Book preview**: *Value Proposition Design* https://assets.strategyzer.com/assets/resources/value-proposition-design-book-preview-2014.pdf **Training**: *Introduction to the Value Proposition Canvas* https://platform.strategyzer.com/training/crash-courses/value-proposition-canvas	**Individual Assignment #2**: Create a Value Proposition Canvas for _____. Due before next class, February 14 **Watch Super Bowl commercials** on February 11

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
Week 6 February 14	Advertising Customer Discovery	**Discuss Super Bowl Commercials** **Read**: Steve Blank: *How to Find a Market?* https://steveblank.com/2021/11/04/market-definition-its-the-front-end-of-customer-discovery/ Customer Needs https://strategyn.com/outcome-driven-innovation-process/understanding-customer-needs/	
Week 7 February 21	Design Thinking	**Watch / Read**: *IDEO on 60 Minutes* https://www.ideo.com/post/ideo-on-60-minutes-and-cbs-this-morning **Read**: IDEO: *Design Thinking* https://designthinking.ideo.com/ IDEO: *Field Guide to Human-Centered Design* https://d1r3w4d5z5a88i.cloudfront.net/assets/guide/Field%20Guide%20to%20Human-Centered%20Design_IDEOorg_English-0f60d33bce6b870e7d80f9cc1642c8e7.pdf IDEO: *Design Thinking for Educators* https://designthinking.ideo.com/resources/design-thinking-for-educators IDEO: *Design Thinking for Educators Toolkit*	**Individual Reflection #1** Design Thinking Due before our next clas, February 28

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
		https://f.hubspotusercontent30.net/hubfs/6474038/Design%20for%20Learning/IDEO_DTEdu_v2_toolkit+workbook.pdf	
Week 8 February 28	Red and Blue Oceans	**Watch**: *Blue Ocean* (videos) https://www.youtube.com/c/blueoceanstrategy **Read**: *Red Ocean vs. Blue Ocean* https://www.blueoceanstrategy.com/tools/red-ocean-vs-blue-ocean-strategy/ *Blue Ocean Toolkit* https://blueoceanstrategy.s3.amazonaws.com/download/Blue-Ocean-Toolkit-2021.pdf	
Week 9 March 6	Branding	*Brand Toolkit* https://www.columnfivemedia.com/wp-content/uploads/2021/02/C5-Brand-Strategy-Brand-Toolkit-Updated-February-2021.pdf *Brand Identity Toolkit* https://www.columnfivemedia.com/wp-content/uploads/2021/08/Column-Five-Brand-Identity-Toolkit.pdf : *Employer Brand Toolkit* https://www.columnfivemedia.com/wp-content/uploads/2020/09/C5-EmployerBrandToolkit-FINAL-UPDATE.pdf	

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
		50 Handy Employer Brand Tools, Tips, and Resources https://www.columnfivemedia.com/resources-tools-to-build-a-strong-employer-brand/ *Content Marketer's Guide to Data Storytelling* https://www.columnfivemedia.com/resources/content-marketers-guide-to-data-storytelling/	
Spring Break March 11 – 15 Week 10 March 20	Marketing	Read: *Ultimate Guide to Content Distribution* https://www.columnfivemedia.com/wp-content/uploads/2017/10/UltimateGuidetoContentDistributionFINAL.pdf *50+ Handy Content Strategy Tips, Tools, and Resources* https://www.columnfivemedia.com/tips-tools-resources-content-strategy/ **Book preview**: ***Testing Business Ideas*** https://cdn2.hubspot.net/hubfs/4952096/Strategyzer-Books-Testing-Business-Ideas-Teaser.pdf **Training**: *From Idea to Business* https://platform.strategyzer.com/training/crash-courses/from-idea-to-business *Porter's Five Forces Worksheet* http://designbusinessschool.com.au/wp-content/uploads/2016/02/DBS-Porters-Five-Forces-worksheet.pdf	**Individual Assignment #3** Create the Brand and Marketing Strategies for _____. Due before next class, March 20

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
		https://unleashresults.com/wp-content/uploads/2020/03/Worksheet-Competitive-Analysis-v-2014-04.pdf https://www.researchgate.net/profile/Azam_Pasha2/post/Can_any_one_suggest_competitive_strategies_for_small_business/attachment/5b60ce474cde265cb652f203/AS%3A654561031241730%401533070919505/download/Porters-five-forces_Worksheet_NEW.pdf	
Week 11 March 27	Fundraising Financials	**Read**: Bill Reichert (Getting to Wow! Silicon Valley Pitch Secrets for Entrepreneurs) Individual Assignment 03: *The 6 Essentials of a Basic Cash Flow Statement* https://quickbooks.intuit.com/accounting/reporting/cash-flow/#about *Statements of Cash Flows: Three Examples*, HBS 9-193-1 (Harvard Business Press Coursepack) Register for Intuit QuickBooks Watch these two videos that show you how to do **simple financial projections within QuickBooks** and a **simple pro-forma balance sheet within QuickBooks**. This video shows you how to **take your QuickBooks data and export it to Excel and then run your proforma financial statements** *Accounting Basics* https://www.accountingcoach.com/accounting-basics/explanation	**Individual Assignment 04**: Create a Pitch Deck and Fundraising "Ask" for _____. Due before class on April 24

Week and Dates	Topics/Daily Activities	Readings and Homework for Today's Class	Deliverable/Due Dates
		Watch *SBA business plan video (30 minutes)* or **r**ead the transcript	
Week 12 April 3	Financials	In-Class Exercise	**Individual Assignment 05**: Create a Pro Forma P&L and Cash Flow Statement for _____. Due before class on April 24
Week 13 April 10	Supply Chain	Read: *The U.S.'s Supply Chain was a Ticking Time Bomb. Here's How to Rebuild It* https://uscsupplychain.com/blog-post/ *Supply Chain Shortages Are Blocking Multiple Industries. Here's What It Means For You* https://uscsupplychain.com/blog-post/supply-chain-shortages-are-blocking-multiple-industries-heres-what-it-means-for-you/ Watch: *The Future of Supply Chain Education* https://uscsupplychain.com/blog-post/watch-the-future-of-supply-chain-education/	
Week 14 April 17	In-Class Exercise	In-Class Exercise	
Week 15 April 24	Final Presentations	Final Presentations Live, or pre-recorded video	