**Washington State University**

**MAJOR CURRICULAR CHANGE FORM - COURSE**

(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

<table>
<thead>
<tr>
<th>Future Effective Date: 1/13/2014 (effective date cannot be retroactive)</th>
<th>New course</th>
<th>Temporary course</th>
<th>Drop service course</th>
<th>There is a course fee associated with this course (see instructions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Variable credit 1-3</td>
<td>☑ Repeat credit (cumulative maximum 6 hours)</td>
<td>☐ Lecture-lab ratio (former ratio)</td>
<td>☐ Prefix (former prefix)</td>
<td>☐ Cooperative listing (UI prefix and number)</td>
</tr>
<tr>
<td>☑ Increase credit (former credit 3)</td>
<td>☐ Conjoint listing (400/500)</td>
<td>taught by: WSU</td>
<td>UI</td>
<td>jointly taught</td>
</tr>
<tr>
<td>☐ Number (former number)</td>
<td>☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Crosslisting (between WSU departments) (Must have both departmental signatures)</td>
<td>☐ Request to meet GER in</td>
<td>☐ Fulfills GER lab (L) requirement</td>
<td>☐ Professional course (Pharmacy &amp; Vet Med only)</td>
<td>☐ Graduate credit (professional programs only)</td>
</tr>
<tr>
<td>☐ Other (please list request)</td>
<td>This course was submitted without the request for variable credit and repeat credit marked on the form. in 2013 fall memo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BA course prefix</th>
<th>579</th>
<th>MBA Capstone title</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 1-3</td>
<td>Admission to the MBA, PhD in Business Admin or Masters of Accounting prerequisite Masters of Accounting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>credit lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs per week</th>
<th>per week</th>
<th>per week</th>
</tr>
</thead>
</table>

**Description (20 words or less)**

Analyze, evaluate, and recommend management action for a specific strategic business project (an existing organization or new venture).

**Instructor:** Various

**Contact:** Cheryl Oliver

**Phone number:** (509) 335-3596

**Email:** cheryl.oliver@wsu.edu

**Campus Zip Code:** 991844750

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- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Fullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

**Chair/date**

**Dean/date**

**General Education Com/date**

**Chair (if crosslisted/interdisciplinary)**

**Dean (if crosslisted/interdisciplinary)** *

**Graduate Studies Com/date**

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**All-University Writing Com/date**

**Academic Affairs Com/date**

**Senate/date**

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Memo

To: Catalog Subcommittee

From: Eric Spangenberg, Dean, College of Business

Date: January 8, 2014

RE: Course details change for BA 579

The attached curriculum change form and syllabus request a change to a recently approved course -BA 579. The MBA programs (online, executive online, Pullman full-time, Vancouver and Tri-Cities part-time) each offer the sequential course content in different ways due to program scheduling (online program courses are 7 weeks to 16 weeks, online EMBA courses are 5 weeks, and campus based program courses are 16 weeks each). In order to best accommodate the needs of our students, we had intended in our original request that this course be for variable credits and repeatable for credit but we did not clearly articulate that in the form or the syllabus to the degree necessary for proper implementation across our programs. Please contact Associate Dean David Sprott (509-335-6896) or Assistant Dean Cheryl Oliver (509-335-2363) with any specific questions regarding this request.
Online MBA students take the course according to the graphic below. They are in a 22 month program, where we offer one 7 week course at a time until about 8-9 months into the program when we offer the business planning course.

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Fall 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2 2014</th>
<th>Fall 1</th>
<th>Fall 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
</tr>
</thead>
</table>

Executive MBA Online students take the course according to the graphic below. They are in an 18 month program where we offer one 5 week course at a time until about the 9th month when we offer the business planning course.

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Fall 2</th>
<th>Fall 3</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Spring 3</th>
<th>Fall 1</th>
<th>Fall 2</th>
<th>Fall 3</th>
<th>Spring 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 600 Study Abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pullman MBA students take the course according to the graphic below. They are in a 1 year, full time, program where we offer the business planning course from start to finish:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTOP 593: Managerial Leadership and Administrative Policy</td>
<td>FIN 526: Problems in Financial Management</td>
<td>BA 600: Study Abroad</td>
</tr>
<tr>
<td>Actg 533: Administrative Control</td>
<td>Marketing 506: Marketing Management and Administrative Policy</td>
<td>MIS 557: Designing Business Intelligence Systems</td>
</tr>
<tr>
<td>BA 514: Business Analytics: Transforming Data into Decisions</td>
<td>MktOp 556: Advanced Business Modeling</td>
<td></td>
</tr>
<tr>
<td>Mktg 555: Marketing Analytics</td>
<td>MktOp 590: Strategy Formulation and Org Design</td>
<td></td>
</tr>
<tr>
<td>BA 579: 2 credits</td>
<td>BA 579: 2 credits</td>
<td>BA 702: 2 credits</td>
</tr>
</tbody>
</table>
Business Administration
579
MBA Capstone A

Catalog Description: V 1 (1-3) May be repeated for credit. Letter grading.

Prereq: Admission to the MBA, Master of Accounting, or Business PhD programs. Analyze, evaluate, and recommend management actions for a specific strategic business project (for an existing organization or new venture).

Course Instructors: This course will be instructed by Dr. Joe Harris in collaboration with Debra McCarver.

Please contact your instructor through the course space whenever possible. If this is not possible, the instructors may be reached at:

Email: harrisj@wsu.edu
Phone: 509-335-6415

Joseph B. Harris

Mr. Harris is the Director of the Washington State University EDA University Center. Mr. Harris assists the state’s small businesses with high-tech product development and commercialization. He also provides direct one-to-one counseling to small business owners for management and technical issues such as strategy development, cash flow analysis, market plan development, business plan development, policies and procedures, purchase or sale of business and access to capital.

Mr. Harris also serves as an adjunct Professor in the WSU Center For Entrepreneurial Studies. He has taught classes in Entrepreneurial Marketing, Management and
Finance. He has also taught Mgt. 496, which leads the student through the process of writing a business plan for their own business, and Mgt. 492 which teaches students to act as a consultant to local businesses.

Mr. Harris worked for several years as a counselor for the Washington Small Business Development Center. During this time he worked with over 800 small businesses in the State, consulting on such issues as business plan development, business startup, marketing, finance, management and strategy.

Mr. Harris operated his own business for 8 years. His scientific instrument manufacturing company had sales of over $1 million with 14 employees. He has personally been involved in the writing and administering of three successful SBIR Phase I awards and one Phase II award granted to companies he has owned.

Mr. Harris holds a B.S. and MBA degree from Washington State University.

**Debra McCarver**
Email: dmccarver@wsu.edu
Phone: 509-335-7876

I have a passion for entrepreneurship and business and currently am starting a company, Godman Media Ventures (GMV). GMV will use new media to bring like-minded groups of people together. Our first product is currently in development.

I also have a passion for philanthropy and social entrepreneurship. In 2006 I traveled to Cambodia as part of a business startup team to launch a Social Entrepreneurship venture, Khmer Krafts. Khmer Krafts teaches village girls to sew and then employs them at a fair wage making handbags, purses and other sewn items. We have met with success as Khmer Krafts is currently still in business employing about 30 women.
For several years I ran my own consulting firm, working with clients in the areas of development, fundraising, Marketing, Public Relations and business Formation. Prior to going into business for myself I worked as the Director of Marketing for a private high school and as business/sales manager at a radio station.

My undergraduate education is a Bachelors of Arts degree in Business Administration. I later went on to receive an MBA from Northwest Nazarene University.

My teaching philosophy centers around practical experience, learning through education and research as well as through practical, hands-on experience integrating such experiences in class. I currently teach several senior level college and MBA classes online in Entrepreneurship, Management and Marketing.

Prior to teaching online I was a full time faculty at Washington State Universities. Here I taught the capstone courses for the Entrepreneurship major and prepared teams to compete in the WSU Business Plan Competition. I have worked with hundreds of students over the past three years, including multi-disciplinary teams of engineers, scientist and business students working to prototype a product and create a business plan around it. This spring (2012) one of my online teams took 2nd place in the entire competition!

I am married to Dave McCarver (16 years) and am the proud mom of a 3-year-old little girl, Reagan, and an 11-month-old baby, Roslyn. Dave is an engineer for Schweitzer Engineering Labs. We enjoy our girls, family, friends, music, white-water rafting and international travel. We currently live in Nampa, Idaho.
Text and Resources:

Textbooks:


Online Readings:

- Any online readings will be posted in the course space.

Required Software:

- Microsoft Internet Explorer (7.0 or higher) or Firefox
- Adobe Acrobat Reader (6.0 or higher)
- Microsoft Office 2007 or 2010

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**Course Overview**

This first Class, BA 579 for 1 credit, takes you through the process of choosing a new product idea, testing the new product for commercial potential through a feasibility study, changing course as necessary to discover the correct business model, and making a final decision about whether or not to move toward commercialization. The deliverables for this class will be a written and oral feasibility study.

BA 579 for 3 credits is the second in the series of capstone courses. The students entering this class should have already chosen a new product idea. They will have performed a feasibility study and the instructors will have agreed that the new product is feasible and has an above average chance of being commercially viable. You will now begin the process of creating a business plan. A business plan is a description of how you expect to perform all the necessary
business functions required to launch a new product or service and successfully operate a business.

In the BA 702 for 2 credits course (graduate school final examination), you will prepare and practice presenting an oral presentation of your business plan. Time will also be given to polishing the written business plan prepared in BA 579.

Both the oral and written business plan that you create will be presented to a faculty committee and will act as the final project required for your MBA degree. The committee will act as potential investors and will judge your presentation by both the quality of the business plan and the likelihood of commercial success in the marketplace. They will also review the plan to ensure that you have written it from the perspective of an MBA and are able to communicate your understanding of the core knowledge of the MBA program.

Because the BA 579 and BA 702 final course will depend on having a viable business idea, the feasibility study you perform in this class you are about to enter is critically important to your overall success in preparing for your final MBA project.

Course Goals and Methods

It is a generally accepted fact that the success rate of new product introduced to the marketplace is about 20%. This holds true whether the new product is introduced by an existing company or a new startup. This means that about 80% of new products introduced to the marketplace will fail to reach their goal.

This course will introduce you to the latest techniques for lowering the risk of failure and discovering a path to follow to successfully introduce a new product to the marketplace. Please be sure to read the required sections of the texts. The authors of these texts are on the leading edge of research on how to best introduce new products. They have devised a model that works, and we will be using their model in this course. This model can be used whether you are involved in new product development in an existing company or are just beginning with a startup.

It is hoped that you will be excited to learn this process and anxious to implement these ideas in your current company or in a new business you wish to start.

Through experiential learning, you will identify and specify a strategic project (opportunity or problem) that can be analyzed and evaluated either in an existing organization or a new venture business plan. You will undertake an in-depth analysis of the strategic opportunity or problem, and integrate the results of your analysis into a complete and comprehensive set of recommendations pertaining to the strategic project focus.
Student Learning Outcomes (SLO’s)

1. **SLO** – Conduct relevant data-driven research to identify significant business problems.
   A. **Assessment** – This SLO will be assessed through the analysis of data and applied to the creation of a potential new product idea.

2. **SLO** - Integrate and synthesize knowledge and perspectives from multiple business disciplines.
   A. **Assessment** – This SLO will be assessed through researching three of the nine building blocks of a successful business startup. The research data will be analyzed to properly identify a new product’s value proposition, customer segments and channels.

3. **SLO** – Use data-driven analysis results to recommend feasible solutions to business problems and justify courses of action.
   A. **Assessment** - The SLO will be assessed by conducting market research to validate that the new product idea will solve a business problem better than any other alternative.

4. **SLO** – Apply leadership concepts to analyze business situations and develop theory-based recommendations based on the nature of the strategic problem.
   A. **Assessment** – This SLO will be assessed by the student’s analysis of the three building blocks of a successful startup. The student will make decisions about the leadership qualities and styles needed to implement each of the building blocks into a successful business startup.

5. **SLO** – Identify relevant ethical, global, and societal issues; explain how these affected the analysis and were taken into account when formulating recommendations.
   A. **Assessment** – This SLO will be evaluated through the in-depth market research conducted in the previous SLO’s.

6. **SLO** – Develop and justify an effective business strategy using research and analysis.
   A. **Assessment** – This SLO will be assessed through the presentation of a final written report. This report will include a summary of the research conducted, analysis of the research results and final recommended conclusion.

Feasibility Study Objectives

At the end of this course, you will be able to:

- Perform the process of creating a new product or service idea.
- Determine the market feasibility of a proposed new product idea.
- Improve oral and written presentation skills by presenting a persuasive argument for moving your new product idea to the business plan phase.
- Demonstrate your understanding of the synergy of the various business disciplines as they relate to a startup business.
Time Commitment

Depending on your prior exposure to subject matter and business research, this course will require **moderate to significant time commitment**. I expect that students will spend, on average, between 15-20 hours each week on readings, research, discussion, and assignments.

(For a conventional three-credit hour course during a standard fifteen-week semester, students are expected to devote three hours of outside study per credit hour each week. This three-credit hour course will only be seven-weeks in duration, hence the higher weekly time commitment.)

Depending on the deliverables for a particular week, more time will be required in some weeks than in others.

Course Schedule

The course is organized by weeks, i.e. activities and assignments for each week and their associated due dates are Weekly Activities and Assignments.

For course work due dates, please view the Course Schedule. Expand the **Content** folder in the Map menu on the left by clicking the plus sign (+), then select **Course Schedule**.

Questions for Instructor

Questions and feedback targeted at the course instructor should be posted in the “Questions for Instructor” discussion area. The Instructor will typically log into the course space 3-5 times per week, thus response time to questions will reflect this frequency. If another student in the class offers appropriate answers/feedback to others’ questions, the instructor typically will not follow up on these discussions. In addition, it is also common for several students to ask the same question. In those instances, the instructor may only respond to one student, operating under the assumption that students are reading all responses in the “Question for Instructor” discussion area. If for some reason, students wish their particular questions be kept confidential, questions may be sent to the instructor via e-mail.
Course Work

The course work for BA 702 focuses on the final presentation the student will make to the faculty committee. The student will prepare and present both a written business plan and an in-person oral presentation. The in-person requirement means that the student must be seen speaking during the presentation. The student does not need to be physically present during the oral presentation.

Participation and Professionalism

For Participation and Professionalism each student is expected to contribute to the class discussion space in civil, constructive, value-adding ways. Students will also be evaluated based on their level of professionalism in all course-related activities.

Instructor Interaction

The instructor will work closely with each student to perfect both the oral and written business plan presentation.

Late Work Policy

Assignments due dates and times are posted. Late assignments will be allowed only in cases of unavoidable personal or family emergencies and the student must notify me as soon as possible. In all other cases there will be a significant reduction in points for late assignments.

Grading
This is an MBA program with high standards and expectations. As such, this course will be rigorous and grading will be demanding. All work will be graded on quality, completeness, timeliness, organization and presentation.

A note on presentation - Potential investors will not be receptive to business plans that are poorly organized, poorly written, contain grammatical and/or spelling errors, or are otherwise less than professional. Therefore, it is imperative that all assignments are well written and presented in a professional manner. Assignments turned in that have less than satisfactory presentation of material will be returned to the team for remedy before the substance of the assignment will be graded.

Grades will be assigned using the criteria below:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 3 Business Ideas</td>
<td>50</td>
</tr>
<tr>
<td>What is a Startup</td>
<td>25</td>
</tr>
<tr>
<td>Create Business Model Canvas</td>
<td>25</td>
</tr>
<tr>
<td>Create Hypotheses</td>
<td>100</td>
</tr>
<tr>
<td>Guru Call Sheet</td>
<td>50</td>
</tr>
<tr>
<td>Potential Customer Questions</td>
<td>50</td>
</tr>
<tr>
<td>Value Proposition Results</td>
<td>100</td>
</tr>
<tr>
<td>Customer Segments Results</td>
<td>100</td>
</tr>
<tr>
<td>Customer Channels Results</td>
<td>100</td>
</tr>
<tr>
<td>Final Report</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

- 93.0 – 100%  A
- 85.0 – 92.9%  B
- 75.0 – 84.0%  C
- 67.0 – 74.9%  D

**Incomplete Grade Policy**

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

- Students must request an incomplete in writing or by e-mail from the Instructor before the end of the semester. Such requests should be signed and dated by the student and
must explain the reasons behind the request for the incomplete. Typically, reasons will involve extraordinary circumstances (e.g., family emergency, serious illness).

- In order to be considered for an incomplete, a student must be receiving a passing grade at the time of the request.
- If an incomplete is granted, then the standard WSU policy applies (i.e., all work must be completed within one full year from the end of the enrollment semester at issue. Otherwise, an automatic grade of F, or failing, will be entered on the student’s transcript).

The MBA Oath

The MBA Oath was created to make a real impact on the meaning of the MBA degree and on the role people expect business to play in society. While other professions have certain guiding principles/pledges that are administered at graduation or after passing certain professional examinations, this does not presently exist for business school students. The students who designed the MBA Oath believe the purpose of the Oath is to set a new standard for how people conduct business in the future.

Please visit the following website to learn more about this initiative from a number of MBA alumni: http://mbaoath.org/

Add/Drop/Withdrawal Dates

As Online MBA courses are not scheduled according to full WSU semesters, the traditional university add/drop/withdrawal dates do not apply. Online MBA courses must be dropped on the first day of courses for a full refund and approved drop. All drops later than the first day will be subject to approval. Refund requests after the first day will be pro-rated through week one. After week one, refunds will not be available. Tuition is due on the first day of class. Student accounts not paid in full by the beginning of the second day of class will result in the student being removed from the course.

Academic Regulations

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. For the most accurate and up to date information start with your home
campus Web site. For information specific to Academic Regulations please use the Website search function.

- WSU Online & Pullman Campus: http://wsu.edu/
- WSU Spokane: http://spokane.wsu.edu/
- WSU Tri-Cities: http://www.tricity.wsu.edu/
- WSU Vancouver: http://www.vancouver.wsu.edu

MIDTERM GRADE POLICY

Midterm grades will be submitted for students enrolled in undergraduate courses by 5:00 p.m. on the Wednesday of the eighth week of the fall and spring semesters.

For courses that are letter graded, midterm grades may reflect the full range of letter grades (A-F) or may use the C or F grade only. Specifics for this course are located at the top of the grading section. (If this information is missing please contact your instructor.)

- C and F are defined as follows:
  - A C midterm grade is given to any student who is making satisfactory progress.
  - An F midterm grade is given to any student whose progress is not acceptable and who needs to discuss his/her progress with the instructor.

The assessment should not be interpreted as a formal grade, but rather as an indication of the student’s progress to date. Midterm grades are advisory and do not appear on the student’s permanent record, the WSU transcript.

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Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://academicintegrity.wsu.edu/. Please use these resources to ensure that you don’t inadvertently violate WSU's standard of conduct.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).
Reasonable Accommodations

Reasonable accommodations are available in online classes for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend you begin the process as soon as possible.

For more information contact a Disability Specialist on your home campus:

- **WSU Online & Pullman**: 509-335-3417 [http://www.accesscenter.wsu.edu](http://www.accesscenter.wsu.edu), Access.Center@wsu.edu
- **Spokane**: [http://spokane.wsu.edu](http://spokane.wsu.edu.html)
- **Tri-Cities**: [http://www.tricity.wsu.edu/disability/](http://www.tricity.wsu.edu/disability/)

Online Collaboration

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts you’ll meet students with vastly different opinions and backgrounds. When you don’t agree with their views, pause a moment. Weigh their words. You’re encouraged to disagree with the substance of others’ ideas and opinions, but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.
Netiquette:

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to “read” emotion in online discussions – be clear, use emoticons or concisely express your feelings (e.g., "ha, ha")
- Use of capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback (good idea, thanks), be polite, and avoid hostile or curt comments, stereotypes and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.
- Maintain a sense of dignity and decorum (class is not the same place as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority and reason.

For more on the Core Rules of Netiquette visit http://coursedesign.colostate.edu/obj/corerulesnet.html

Critical Thinking

The ability to think and write critically is an essential skill in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and instructors. Throughout this course you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations. The course developer or your instructor may have provided a critical thinking rubric in this course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

Technical Support

If you need technical assistance, please expand the Content folder in the Map menu on the left by clicking the plus sign (+), then select Technical Support.

Library Support
All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full text journal articles.

- General Library Links by campus: [http://www.wsulibs.wsu.edu/electric/](http://www.wsulibs.wsu.edu/electric/)

Review the Libraries’ Online Information for more guidance.

- [Online Library Tour for Pullman Campus Undergraduates](http://www.wsulibs.wsu.edu/electric/)
- [Online Library Tour for WSU Online Campus Students](http://www.wsulibs.wsu.edu/electric/)

**eTutoring**

As a WSU student you have **FREE unlimited** access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available resource that you may utilize as needed. With three ways to access a tutor you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subject, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.
- eChat rooms allow students to meet with tutors in one-on-one tutoring sessions via a fully interactive, virtual online environment.
- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our eQuestions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the [http://etutoring.org/login.cfm?institutionid=176](http://etutoring.org/login.cfm?institutionid=176) site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development and Writing!

**WSU Online Student Support**

The WSU Online Web site ([http://online.wsu.edu](http://online.wsu.edu)) has all the non-content and administrative related information you need to be a successful online learner. Login using your WSU Network ID and password to access your personalized information.
• Student Services information is available to provide assistance with any non-advising administrative questions
• Study tips and resources give you a good head start in assuring success with your course are also located on the Web site.

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Academic Calendar

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX and select your home campus from the drop down menu.

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Course Schedule

For course work due dates, please view the Course Schedule. Expand the Content folder in the Map menu on the left by clicking the plus sign (+), then select Course Schedule.

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On Campus Safety

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students on all campuses. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan. It is highly recommended that you visit this web site http://oem.wsu.edu/ to become familiar with the information provided as well as the site for your specific campus if applicable.

- WSU Pullman: http://safetyplan.wsu.edu
- WSU Spokane: http://spokane.safetyplan.wsu.edu/
- WSU Tri-Cities: http://www.tricity.wsu.edu/safetyplan/
- WSU Vancouver: http://www.vancouver.wsu.edu/safety-plan

Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
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</table>
| 1    | 1. Complete the **Introduce Yourself Assignment**.  
      2. Read the **Introduction to the Course**.  
      3. Read **What is an Entrepreneur?** and complete the related activity.  
      4. Read **Entrepreneurial Venture or Small Business** and complete the related activity.  
      5. Post the **Description of 3 Business Ideas**.  
      6. Watch the video presentation of Alexander Osterwalder: **Osterwalder explaining the Business Model Cavas**.  
      7. Complete Readings in the Text.  
      8. Read **A Startup is Not a Smaller Version of a Large Company**.  
      9. Read **What's A Startup? First Principles**.  
     10. Read **Make No Little Plans - Defining the Scalable Startup**.  
     11. Complete the **Reading Assignment**. |
| 2    | 1. Evaluate and analyze the new product presentations of two other students in the class.  
      2. Choose the Best Business Idea and Submit a Full Description to the Instructor.  
      3. Complete Readings in the Text.  
      4. Create a Business Model Canvas.  
      5. Read **What is a Hypothesis?** and complete the related activity.  
      6. Read **The Nine Building Blocks Assignment** and complete the related activity.  
      7. Create a Hypothesis for Each of the Nine Building Blocks.  
      8. Submit the Business Model Canvas |
| 3    | 1. Submit a completed "Guru" Call Sheet.  
      2. Submit a completed "Potential Customer" Questionnaire for "Value Proposition" Hypothesis. |
| 4    | 1. Complete Readings in the Text.  
      2. Test the “Value Proposition” Hypothesis.  
      3. Complete the Value Proposition Score Sheet and submit it to the instructor.  
| 5    | 1. Complete Readings in the Text.  
      2. Read **What is a "Pivot?"** and complete the related activity as
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Complete Readings in the Text</td>
</tr>
<tr>
<td>2.</td>
<td>Read the Customer Channels PDF</td>
</tr>
<tr>
<td>3.</td>
<td>Test the &quot;Customer Channels&quot; Hypothesis</td>
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<tr>
<td>4.</td>
<td>Complete the Customer Channels Score Sheet and submit it to the instructor</td>
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<tr>
<td>6</td>
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<tr>
<td>1.</td>
<td>3. Read the Customer Segments PDF</td>
</tr>
<tr>
<td>2.</td>
<td>4. Test the &quot;Market Segment/Target Customer&quot; Hypothesis</td>
</tr>
<tr>
<td>3.</td>
<td>5. Complete the Market Segment Score Sheet and submit it to the instructor</td>
</tr>
<tr>
<td>4.</td>
<td>6. Submit a completed &quot;Potential Customer&quot; Questionnaire for &quot;Customer Channels&quot; Hypothesis</td>
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<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Write the Final Report and submit it to the instructor.</td>
</tr>
</tbody>
</table>
Course Information

Catalog: BA 579A: Capstone A

Credit: 3 semester credit hours

Lead Instructor: Velle Kolde

Live Session: TBA
E-mail: velle.kolde@wsu.edu

Mr. Kolde has more than 30 years of experience in the technology industry where he has practiced in all areas of business. His career began in Silicon Valley in the emerging semiconductor industry. Later, he joined Xerox, IBM, Oracle and Microsoft. As the treasurer of Oracle USA, he was a pioneer in leasing software use rights. He transitioned from finance to oversee sales and operations of Oracle education services. In 1991 he joined Microsoft and was responsible for sales and operations for the education services group. He moved on to the channel policy and strategy group, helped develop a new volume selling business model, and personally designed the current advanced pricing model.

Mr. Kolde worked with the Windows Server product marketing team, growing Microsoft's new business to a position of market leadership in small and mid-sized servers. He later launched Microsoft's drive into the large enterprise server segment, and was instrumental in a program that placed highly skilled consultants at large companies worldwide. Velle led marketing and public relations for Microsoft's Automotive Business Unit, transforming the marketing and public relations functions with new approaches to integrated marketing strategy and brand development. By collaborating on design and execution of creative consumer-pull strategies, he converted customers into strategic marketing partners to include the highly successful and award winning campaigns for Ford SYNC and Powered by Microsoft. Velle earned a bachelor's degree in business administration and a master's degree in accounting from WSU where he has served on the College of Business National Board of Advisors since 2000.
Course Overview

This class is the second in a series of two capstone courses. Entering this class, you have already chosen a new product idea. You have performed a feasibility study and your instructors have agreed that your new product is feasible and has an above average chance of being commercially viable. In this course, you will expand on your work from Capstone A to create a comprehensive, professional business plan for your new venture. Your business plan will leverage the work from the feasibility analysis you completed in Capstone A, and define the strategies, operations, management and financing of the business.

This class takes you through the process of preparing a business plan. This is your proposed plan for launching a new product into the marketplace and successfully operating the resulting company.

This class will be divided into six modules. The first module will be an introduction to the business plan and a review of business plan basics. You will be asked to write a description of your new product idea and the problem it solves for the potential customer.

Module two will be a discussion of market research and the proposed marketing plan. You will perform an industry analysis, identify the target market, analyze the competition and write the marketing plan. A result of this module will be the creation of the overall strategic plan.
In Module three, you will describe your company operations. Topics will include an operations, technology, management, organization and development plans. You will create milestones and timelines during this module.

In Module four you will create the financial documents. These will include projections for an income statement, balance sheet, cash flow and breakeven. A list of supporting assumptions will be included.

You will finalize your business plan in Module five. You will analyze a sample business plan, create an executive summary and then write the final business plan, combining all the parts from the previous modules, taking this opportunity to include feedback and address any deficiencies or shortcomings in your plan to date.

Module six will be a culmination of the business planning process, whereby you will hone your oral presentation skills in anticipation of submitting both your written business plan and presentation to the faculty committee in BA 702. The plan will be judged on the scholarly approach to the business plan as well as the likelihood of commercial success.

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Course Goals

Through experiential learning, you will discover the process of successfully introducing a new product to the marketplace. Specifically, you will:

• Learn the process of creating a new product or service idea.
• Demonstrate your understanding of the process of determining market feasibility of a proposed new product idea.
• Improve written presentation skills by presenting a persuasive argument for moving the new product idea to the business plan phase.
• Demonstrate your understanding of the synergy of the various business disciplines as they relate to a startup business.
• You will learn and demonstrate effective presentation techniques.
• Through instructor and student feedback, you will optimize your oral and written presentations.
• At the end of the course you will be able present with poise, confidence and persuasiveness an excellent oral and written business plan to the faculty committee.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will explain what it means to be an entrepreneur</td>
<td>This SLO will be assessed by written assignments</td>
</tr>
<tr>
<td>The student will understand the traits and characteristics of an entrepreneur</td>
<td>This SLO will be assessed by written assignments and group discussion</td>
</tr>
<tr>
<td>The student will evaluate their propensity to be entrepreneurial.</td>
<td>This SLO will be assessed by analysis of self tests.</td>
</tr>
<tr>
<td>The student will understand the differences between a small business and entrepreneurial</td>
<td>This SLO will be assessed by written assignments and group discussion.</td>
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<tr>
<td>venture.</td>
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<tr>
<td>The student will be able to evaluate the impact these differences with respect to how the</td>
<td>This SLO will be assessed by written assignments and group discussion.</td>
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<tr>
<td>business should be run?</td>
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<tr>
<td>The student will understand the process for finding new product ideas.</td>
<td>This SLO will be assessed by the idea generation assignment.</td>
</tr>
<tr>
<td>The student will be able to define and apply criteria used to select an idea for further</td>
<td>This SLO will be assessed by the idea selection assignment.</td>
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<td>development.</td>
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<tr>
<td>The student will understand the functions and attributes of a business model.</td>
<td>This SLO will be assessed by written assignments and group discussion.</td>
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<tr>
<td>The student will evaluate whether a business model is worth doing?</td>
<td>This SLO will be assessed by written assignments and group discussion.</td>
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<tr>
<td>The student will be able to create the value proposition</td>
<td>This SLO will be assessed by value proposition research and creation written and</td>
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<tr>
<td>presentation assignments.</td>
<td>presentation assignments.</td>
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<tr>
<td>The student will understand the 9</td>
<td>This SLO will be assessed by the 9</td>
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<tr>
<td>Components of a business model.</td>
<td>Components assignment.</td>
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<tr>
<td>The student will understand the Minimum Feature Set.</td>
<td>This SLO will be assessed by value proposition research and creation assignment.</td>
</tr>
<tr>
<td>The student will create experiments are needed to run test business model hypotheses</td>
<td>This SLO will be assessed by research and creation assignments for each component of the business model.</td>
</tr>
<tr>
<td>The student will analyze and evaluate customer segments.</td>
<td>This SLO will be assessed by customer segment written and presentation assignments.</td>
</tr>
<tr>
<td>The student will create strategies to acquire, retain, and grow customers.</td>
<td>This SLO will be assessed by customer segment written and presentation assignments.</td>
</tr>
<tr>
<td>The student will analyze and evaluate distribution channels.</td>
<td>This SLO will be assessed by value distribution channels written and presentation assignments.</td>
</tr>
<tr>
<td>The student will create a distribution strategy.</td>
<td>This SLO will be assessed by value distribution channels written and presentation assignments.</td>
</tr>
<tr>
<td>The student will analyze and evaluate revenue strategies and pricing tactics.</td>
<td>This SLO will be assessed by revenue model written and presentation assignments.</td>
</tr>
<tr>
<td>The student will create a revenue model.</td>
<td>This SLO will be assessed by revenue model written and presentation assignments.</td>
</tr>
<tr>
<td>The student will analyze and evaluate partnering options.</td>
<td>This SLO will be assessed by partner model written and presentation assignments.</td>
</tr>
<tr>
<td>The student will create a partner strategy.</td>
<td>This SLO will be assessed by partner model written and presentation assignments.</td>
</tr>
<tr>
<td>The student will determine the key resources and key activities required for the business model.</td>
<td>This SLO will be assessed by key resources and key activities written and presentation assignments.</td>
</tr>
<tr>
<td>The students will create a complete financial model for the business.</td>
<td>This SLO will be assessed by revenue &amp; costs and key activities written and presentation assignments.</td>
</tr>
<tr>
<td>The student will synthesize the nine components into a comprehensive business model.</td>
<td>This SLO will be assessed by the complete written Business Model and Feasibility Study assignment.</td>
</tr>
<tr>
<td>The student will evaluate the feasibility of the business model.</td>
<td>This SLO will be assessed by the complete written Business Model and Feasibility Study assignment.</td>
</tr>
</tbody>
</table>

**Time Commitment**

Depending on your prior exposure to subject matter and business research, this course will require a moderate to significant time commitment. I expect that you will spend, on average, approximately 10 hours each week on readings, research, discussion, and assignments.

Depending on the deliverables for a particular week, more time will be required in some weeks than in others. Capstone B is about planning the implementation of the proposed solution to the market place – you will accomplish this by preparing a business plan.

**Course Work**

The business plan is the core deliverable of Capstone B and, along with the video presentation, and will be evaluated by a panel of faculty members in BA702. Your business plan should not be more than 25 pages, excluding title page, table of contents, and appendices.

Before you dive into the specifics, here are some important points to keep in mind when reading the textbook and working on your plan.

1. Please note the examples of each business section found in the textbook are just examples, and rather simplistic ones. You are expected to have thorough fact-based analysis supporting your conclusions and recommendations.
2. Second, there are some items that can be logically placed in more than one section, so there is some variation in how you can put together the plan. It's important that you provide the information in a clear and logical manner that is easy for reader to follow. Exactly which section a certain item (e.g. risk analysis) is covered isn't that important as long as it is adequately covered and the document has logical flow. Sometimes it makes sense to cover the item in multiple sections, as some sections may seem incomplete without it. You have options in how to
approach this. One approach is to write each section so that it can stand alone, which has merit if your reader is just going to read the Executive Summary and then jump to the few sections that are of particular interest to them. The downside is that if your reader is going through the plan cover to cover, it’s a bit annoying to be reading the same material multiple times. Another approach is to cover an item in great detail (i.e. completely and comprehensively) in one section, and make summary statements of the item in other sections – with a footnoted reference to the page with detailed discussion of the item.

3. Finally, there are instances in which it appears the author is saying or asking for the same thing over and over again in different sections of the plan. There’s a bit of that because, as mentioned above, there are several logical places you can place some topics. But also look critically at the purpose of the section; in many cases there are discernible differences. For example, the target market and marketing plan sections are both about customers. In the target market section, you are describing your target customers, including their habits, preferences, demographics, etc. – it’s about who your customers are. In the marketing plan section, you talking about how (given all that you know about your customers/target market) you are going reach those customers and influence them to try your product. Similarly, the industry analysis section is about the industry. It’s not about your product, your company or how you fit into the industry - it’s about the industry. You will use the data and insights from your industry analysis section to determine how you will position your product and company in the market, but you will actually include that elsewhere in your plan.

4. **Do use** tables, charts and other graphics to present quantitative data, org structure, processes/cycles, etc.

**Grading**

This is an EMBA program with high standards and expectations. As such, this course will be rigorous and grading will be demanding. All work will be graded on *quality, completeness, timeliness, organization and presentation*.

**A note on presentation:** In general, executives, investors, and other sophisticated stakeholders will not be receptive to feasibility analyses and business plans that are poorly organized, poorly written, contain grammatical and/or spelling errors, or are otherwise less than professional. Therefore, it is imperative that all assignments are well written and presented in a professional manner. Assignments turned in that have less than satisfactory presentation of material will be returned to the student for remedy before the substance of the assignment will be graded.

There are eighteen assignments in this course (roughly one per week excluding the presentations) with most varying in point value from 25-100 points. The financial plan deliverable (100 points) and the final business plan (100 points) are more significant and carry greater value. There are a total of 925 points. Please see the Assignments Calendar page for the point values for each submission.

**Letter Grade Distribution**

<table>
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<th>Letter Grade</th>
<th>Final Total Percentage</th>
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</table>

Letter Grade Final Total Percentage

A  93-100%
A- 90-92.99%
B+ 87-89.99%
B  83-86.99%
B- 80-82.99%
C+ 77-79.99%
C  73-76.99%
C- 70-72.99%
D+ 65-69.99%
F  Below 60%

Evaluation Rubrics

Please see the Graded Assignments tab and view the grading rubric for each assignment.

Late Work Policy

Assignments due dates and times are posted. Late assignments not only hamper your learning process, but also create a backlog that is very difficult to handle. Late assignments will receive a 10% deduction per day. It will not be possible to provide timely feedback on late submissions.

As instructors, we know that sometimes life gets in the way of submitting an assignment. If you have one of those situations, let us know at least three days in advance that you need more time and we won’t like it, but we’ll attempt to work with you as you deal with your circumstances. Please approach deadlines in a professional manner.

Policies

Academic Regulations
Students enrolled in distance courses are subject to the same WSU academic regulations as on-campus students. A complete listing of the WSU academic regulations is available online (Academic Regulations).

As a WSU student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit http://www.registrar.wsu.edu/registrar/apps/ferpa.aspx.

**Academic Integrity**

Threaded discussion posts in online course spaces are an integral part of the online learning environment. In certain courses, assessment of discussion posts is included as part of the final grade. You will be expected to participate in the online discussions in a way that engages with the topic and with the other participants. An overview of the criteria used in this course to evaluate your participation through your original and response posts is provided in the online course space, if applicable.

WSU is committed to the rights of all community members to freedom of expression and academic freedom. In order to protect the rights of all participants and to preserve the educational tone of online course spaces, the following rules apply:

Postings must comply with the University's policy on appropriate use of computing resources, including those regarding harassment and discrimination. Behavior prohibited by the Standards of Conduct for Students, is not permitted.

- WSU Online: [http://www.wsu.edu/ElectronicPolicy.html](http://www.wsu.edu/ElectronicPolicy.html)
- WSU Spokane: [http://spokane.wsu.edu/students/](http://spokane.wsu.edu/students/)
- WSU Tri-Cities: [http://www.tricity.wsu.edu/current.htm](http://www.tricity.wsu.edu/current.htm)

Instructors have the authority to remove posts that violate these rules. Continued postings in violation of these rules may result in removal of access rights, course failure, and, when appropriate, referral to the Office of Student Conduct.

**Online Collaboration**

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts you’ll meet students with vastly different opinions and backgrounds. When you don’t agree with their views, pause a moment. Weigh their words. You’re encouraged to disagree with the substance of others’ ideas and opinions, but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the
discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.

Netiquette:

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to “read” emotion in online discussions – be clear, use emoticons or concisely express your feelings (e.g., “ha, ha”)
- Use of capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback (good idea, thanks), be polite, and avoid hostile or curt comments, stereotypes and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.
- Maintain a sense of dignity and decorum (class is not the same place as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority and reason.

For more on the Core Rules of Netiquette visit [http://coursedesign.colostate.edu/obj/corerulesnet.html](http://coursedesign.colostate.edu/obj/corerulesnet.html)

Resources

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. You may also visit the WSU Access Center website at [http://www.accesscenter.wsu.edu](http://www.accesscenter.wsu.edu)

Please also note that students must seek accommodation and present the results to the faculty at the beginning of each course.
EMBA Online Student Support

Your EMBA Student Services Advisor has all the non-content and administrative-related information you need to be a successful online learner. Please do not hesitate to contact your Advisor at studentsupport@wsuemba.com or 1-877-960-2032. This support includes questions surrounding purchasing course materials, registration, billing, financial aid, and graduation.

Students may occasionally require health and counseling support outside of their Advisor’s expertise.

WSU Health and Counseling Services offers a selection of self-help materials and recommendations at: http://counsel.wsu.edu/selfhelp

U lifeline (http://www.ulifeline.org/) offers an anonymous, confidential, online resource center, where students can be comfortable searching for the information they need and want regarding emotional health.

The national suicide prevention lifeline, for US residents, can be reached via http://www.suicidepreventionlifeline.org/ or 1 800 273 TALK

Veterans also have access to the Veterans Crisis Line at http://veteranscrisisline.net/ or 1 800 273 8255 (press 1)

Technical Support

The following page is available to assist with common technical questions you may have. As well, you can access live chat and phone support 24 hours a day, every day of the year: Helpdesk online support portal. This service is for assistance to resolve problems you believe are not associated with the computer hardware and software you have purchased from a vendor.

Examples of problems that fall within this category are:

- Unable to view multimedia files.
- Unable to view responses to comments you have posted in the Discussion Forum.

If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor.

The contact information for the Help Desk is:

Toll free: 1-877-960-2032

Online Help Form: https://supportcenter.embanet.com/wsu
Hardware and Software Requirements

WSU is a member of the MSDNAA, which is Microsoft’s Academic Alliance. Through this alliance all WSU students, faculty, and staff can get certain Microsoft software for free. The following link provides all relevant details: [http://infotech.wsu.edu/about/policies/MSDNAA.htm](http://infotech.wsu.edu/about/policies/MSDNAA.htm). This is a great opportunity for all members of our community so be sure to take advantage of this great resource.

**Required Hardware:**

Strong business communication and teamwork are essential components of this online program. For this reason, many courses will require you to submit deliverables that require audio and/or video. As well, you will be actively participating in webinars each week. To succeed, you must have a webcam and headset with microphone.

**Required Software:**

- Microsoft Internet Explorer (8.0 or higher), Firefox (3.xx or higher), or desktop versions of Chrome or Safari
- Adobe Acrobat Reader (6.0 or higher)
- Java Plugin (Download latest version)
- Adobe Flash Plugin (Download latest version)
- Microsoft Office 97/2003 or higher (Word, Excel, PowerPoint, and Access)

Sometimes you will be required to use word processing, spreadsheet, and presentation software, such as Word, Excel, and PowerPoint found in Microsoft Office. You will also need to be comfortable with various aspects of using the Internet so be sure you fully understand:

- Search engines
- Newsgroups
- E-mail
- File downloading

**Library Support**

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full text journal articles.

- General Library Links by campus: [http://www.wsulibs.wsu.edu/](http://www.wsulibs.wsu.edu/)

Review the Libraries’ Online Tour for WSU Online Campus Students for more guidance

- [http://www.wsulibs.wsu.edu/wsuonlinetour/](http://www.wsulibs.wsu.edu/wsuonlinetour/)
Assignments Calendar

Assignments and other learning activities are due by **11:55 pm Pacific**, unless otherwise noted. Please see the clock at the upper-right corner of the page. All assignments will be submitted using the folders at left.

**IMPORTANT:** Please look closely at the due dates, as some of the presentation assignments in Module 6 are due ahead of some of the other assignments.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Key Information</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Introduction to Business Plans</strong></td>
<td><strong>Topic:</strong> Reconnect with your instructors and classmates by doing the following:</td>
<td>Go to Graded Assignments folder to post your introduction.</td>
<td><strong>Sunday, August 25</strong></td>
<td>25</td>
</tr>
</tbody>
</table>
| **Discussion 1.1: Reconnecting for Capstone B** | • Tell us what changes you’ve made or new ideas you’ve had about your product idea since you first decided to pursue it early in Capstone A.  
• Give us your thoughts and concerns about beginning the Capstone B course.  
• Post a link to your most recent Elevator Pitch video. This may be either one you recently recorded and added to your portfolio at the end of A or a fresh one you create at the start of this Capstone. The key is that it should be a strong pitch that promotes your product idea as it is now and not the first pitch you produced earlier in Capstone A.  
• Be sure to respond to the posts of at least two colleagues. |                |             |        |
| **Assignment 2.1: Company**        | From time to time, you will be asked to make modifications to the paper using the **Sunday, September 1** |                |             | 50     |
format suggested in the textbook to highlight certain aspects of your product. This assignment is an example of some additions I would like you to make. In this assignment, you will be asked to modify the format used on page 81 of your textbook. Please begin your narrative of the business plan by describing the problem that you have identified. Next, describe your product as the solution to the problem. Then follow with an explanation of your value proposition and why your product is better than any competing solutions to that problem. Leading off with this sequence grabs the reader’s attention and focuses their mind on your product. This sets the stage for the rest of the business plan and is the purpose for its existence. Afterwards, begin the description of your company as outlined in the textbook example. Under the section of the sample plan "The Company’s Mission," be sure to also include a "Vision Statement." Investors want to know what about your overall vision for your company. Do you want to become the market leader for your product, sell one to every household, etc? This is how they gauge your passion for your product and the scope and scale you envision for your company. To complete this assignment, be sure to have the following included:

1. Describe the problem your potential customers are facing.
2. Describe your product idea
and why it is the best solution to the customer’s problems.

3. State your product’s value proposition. Quantify the value your product brings to the customer (faster, cheaper, better, and by how much). Your whole business plan will be built around the advantages you state in the value proposition. This value should be woven into every section of the plan.

4. Write a vision and mission statement for your new business.

5. Identify the services, development to date and legal status and ownership components of your business plan. For legal status and ownership, you may identify those you anticipate.

---

**Module 2: Market Research and Marketing Plans**

Using information from the text and your library and online research, prepare an Industry Analysis. To write the industry analysis, use the example on pages 97-98 of the textbook as your guide. Even though your final written industry analysis may only be 1-2 pages long, you will need to thoroughly research your industry to glean and summarize important information that could be critically important to your business’ success.

Be sure to include the following in your analysis:

Submit your paper using the dropbox under the Graded Assignments tab at left. Sunday, September 8 75
The following document has references to WSU library databases with direct links to each. This should make it very easy for you to find information in the WSU library without needing to learn how to navigate through the various pages looking for the correct information. Click here: Utilizing Library Resources

Using the textbook worksheets completed for this lesson to guide you, summarize your target market. Use the example on pages 112-114 of the textbook as your guide.

Be sure to address the following:

- Target market size and growth rate
- Demographics / geographics
- Lifestyle / business style and psychographics
- Purchasing patterns
- Buying sensitivities
- Market size (in dollars, and in units and/or customers) and trends

Submit your paper using the Graded Assignments tab at left.

Assignment 4.1: Target Market

Assignment 5.1: Competitor
<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Key Information</th>
<th>Due Date</th>
<th>Points</th>
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</table>
| Analysis              | you, summarize the write the competition section of your business plan. Use the example on pages 129-132 of the textbook as your guide. However, be sure to also include in your competitive analysis a discussion of switching costs. While not included in the textbook example, please also provide a weighted competitive assessment table and discuss its meaning for your new product. See the lesson content for ideas on how to create a weighted competitive assessment table. Your completed Competitor Analysis should include the following:  
  - Competitive position  
  - Market share distribution  
  - Global competition  
  - Future competition  
  - Barriers to entry  
  Using the textbook worksheets completed for this lesson to guide you, summarize and write the strategy section of your business plan. Use the example on pages 147-148 of the textbook as your guide. Your completed Strategy Plan and Risk Analysis should address the following:  
  - Industry trends  
  - Target market  
  - Competitive environment  
  - Company strengths  
  - Risks assessment                                                                                                                                                                                                                                                                                                                                                       | dropbox under the Graded Assignments tab at left. | Sunday, September 29 | 50     |
<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Key Information</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Assignment 7.1: Marketing Plan and Sales Strategy</strong></td>
<td>Using the textbook worksheets completed for this lesson to guide you, summarize and write the marketing plan and sales strategy section of your business plan. Use the example on pages 177-178 of the textbook as your guide. Be sure to address the following in your Marketing Plan and Sales Strategy:</td>
<td>Submit your paper using the dropbox under the Graded Assignments tab at left.</td>
<td><strong>Sunday, October 6</strong></td>
<td>75</td>
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<td><strong>Module 3: Company Operations</strong></td>
<td>Using the textbook worksheets completed for this lesson to guide you, summarize and write the marketing plan and sales strategy section of your business plan. Use the example on pages 204-206 of the textbook as your guide. Be sure to address all the necessary components of an Operations Plan:</td>
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<tr>
<td><strong>Assignment 8.1: Operations &amp; Technology Plan</strong></td>
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<td></td>
<td><strong>Sunday, October 13</strong></td>
<td>25</td>
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<tr>
<td>Assignment Name</td>
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<tr>
<td>Assignment 8.2: Management and Organization Plans</td>
<td>Be sure to address the following in the Management and Organization section:</td>
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<td></td>
<td>• Key employees and principals</td>
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<td></td>
<td>• Compensation and incentives</td>
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<td></td>
<td>• Board of Directors</td>
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<td></td>
<td>• Advisory committee</td>
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<td></td>
<td>• Consultants and other</td>
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Using the textbook worksheets completed for this lesson to guide you, summarize and write the Technology section of your business plan. Use the example on page 214 of the textbook as your guide.

Your technology plan should address the following:

- Technology goals and position
- Internet goals and plan
- Software, hardware, and telecom needs
- Technology personnel needs

Using the textbook worksheets completed for this lesson to guide you, summarize and write the Management and Organization section of your business plan. Use the example on pages 234-236 of the textbook as your guide.

Submit your paper using the dropbox under the Graded Assignments tab at left.

Sunday, October 13
50
The section on Social Responsibility and Sustainability of the business plan and a sample can be found on pages 246-247 of the text. In this section, you will describe the core values held by members of your firm and how you will act on those in terms of your involvement in the communities you will exist in and serve.

Assignment 9.1: Social Responsibility and Sustainability Plan

The Social Responsibility and Sustainability Plan should address the following:

- Social responsibility goals
- Company policy
- Social responsibility certifications
- Community involvement
- Sustainability

Submit your paper using the dropbox under the Graded Assignments tab at left.

Assignment 9.2: Development & Exit Plan

Using the textbook worksheets completed for this lesson to guide you, summarize and write the Development and Exit Plan section of your business plan. Use the example on pages 263-265 of the textbook as your guide.

The Development and Exit Plan should address the following:

- Long term goals
- Growth strategy
- Milestones
- Risk evaluation

Submit your paper using the dropbox under the Graded Assignments tab at left.
Assignment Name | Description
--- | ---
Module 4: Financials | Using the textbook worksheets completed for this lesson to guide you, write the Financials Plan section of your business plan. Use the example on pages 303-310 of the textbook as your guide.

Your Financial Plan should have the following components:

- Income statements with effective explanations and annotations showing relevance to the goals of the plan
- Balance sheets with effective explanations and annotations showing relevance to the goals of the plan
- Cash flow statements with effective explanations and annotations showing relevance to the goals of the plan
- Other statements such as sources and uses of funds (if appropriate), break even analysis and supporting schedules with explanation, footnotes, and relevance to the goals of the plan
- Appendices containing additional relevant supporting details and data that are properly titled and indexed

Submit your paper using the dropbox under the Graded Assignments tab at left.

Assignment 10.1: Financials | Sunday, October 27
--- | ---
Assignment 11.1: The Ask and The "Ask" | Sunday, November 3
--- | ---
Deal

is the part of your business plan where you actually ask for money and explain the benefits of the investment to the potential funder. This section should be short, concise and to the point, summarizing how much you need and the benefits to the investor. For the purposes of this course, you will assume that you will request funding from an investor. Refer to pages 340-341 in the text to examine the various sources of funding that you could use to start your business. This section should be no more than 1-2 pages long.

Module 5: Finalizing the Plan

Following the recommendations in chapter 4, write an Executive summary for your Business plan. Ideally the executive summary will be one page long, but definitely not longer than two pages.

The Executive Summary should:

- Articulate the problem to be solved in an "attention-getting" manner.
- Clearly portray the Product Idea
- Include a Value Proposition that clearly describes how the new product addresses customer pain/need and quantifies benefits.
- Present a clear and capable management team/plan.
- Describe clear and compelling competitive advantages of the business.
- Include key financial information and realistic

Assignment 11.2: The Executive Summary

Submit your paper using the dropbox under the Graded Assignments tab at left.

Sunday, November 3

25
For this assignment, you will submit your complete business plan. Use the following guidelines as you finalize your plan:

- Use the information from all the previous course assignments to present information in each of the topic areas. The best way to do this is to use the information from the worksheets in the text and let that information "flow through" to the final version of the business plan. Most of the information should already have been written.

- Take the opportunity to incorporate feedback and address any deficiencies or shortcomings in the plan to date.

- The order of your business plan can be customized and does not need to adhere to the exact order in which it was created, however, all components that you worked on throughout the duration of the course must be included.

- The body of the plan should be no more than 25 pages long, but may have additional information in the appendices.

This week's content includes a list of tips and best practices for writing a business plan. Use these suggestions as a guide to writing.
Assignment Name  Description  Key Information  Due Date  Points

your plan, but be sure to personalize your plan so it doesn’t look like you followed a "cookie cutter" approach.

Module 6: Oral Presentation

*Please note that due dates for this module overlap with the previous module.

In this assignment, you will submit the first draft of your presentation. The oral presentation is a selling tool. The purpose of making an oral presentation of your business plan is to sell you and your company to the investors. Your goal is to create excitement and the desire for the investor to know more about your company. Generally the oral presentation should follow the format of the written business plan. However, creativity is important. You are not only presenting information, but you are trying to connect to your audience. A good way to view your presentation is that you are telling the story of your business. Arrange the information in whatever order makes your product idea interesting, compelling and exciting.

After you have submitted your presentation, you are to review and critique the presentations of two other students in the class. Your instructor will assign the students whose work you will review. Use the following form to complete your review:

Grading Criteria for the Oral Presentation

You will also receive feedback from
<table>
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<tr>
<th>Assignment Name</th>
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<tr>
<td>Assignment 15.1: Final Presentation</td>
<td>Your instructor will use the following grading criteria to complete the review:</td>
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**Grading Criteria for the Oral Presentation**

The instructors will pass you through this if they feel that you have met the qualifications to pass the BA702 Faculty Committee's review. If not, you will be asked to make necessary revisions to get you fully ready for that review.

Submit your paper using the dropbox under the **Graded Assignments** tab at left.

**Assignment Name** | **Description** | **Key Information** | **Due Date** | **Points** |
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<tr>
<td>Assignment 15.1: Final Presentation</td>
<td>Your instructor will use the following grading criteria to complete the review:</td>
<td></td>
<td>Sunday, November 24</td>
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Schedule of Instructional Topics

Module 1: Introduction to Business Plans

Lesson 1: Review of Business Plan Basics

Lesson Topic

You already have a business concept developed and have conducted a feasibility analysis. You have confidence that your new idea has a reasonable chance of commercial success. The next step is to write a business plan. This semester will be devoted to the creation of a business plan for your new product idea. The business plan will summarize the information and conclusions you made during the feasibility study, as well as create a road map of how to actually to take your idea to market.

Learning Objectives

- Familiarize yourself with business plan basics.

Lesson 2: The Company Description

Lesson Topic

In this lesson, we will be starting to develop our business plan. The assignment for this lesson will ask you to affirm your value proposition and write your vision and mission statement. This is an important deliverable in that it sets the tone for the rest of your business plan.

Learning Objectives

At the end of this lesson, you will:

- Understand the value proposition as the basic building block of a business plan.
- Understand the importance of a vision and mission statement in setting the overall direction of the business plan.

Module 2: Market Research and Marketing Plans

Lesson 3: The Industry Analysis

Lesson Topic
This lesson discusses the importance of an industry analysis in a business plan. The industry analysis attempts to discover if there are opportunities in this industry for your company to make attractive profits. It also investigates potential threats in this industry that could limit your success or cause your failure. A thorough investigation is critical to the success of your new venture.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of an industry analysis as a first look at the environment the new business will find itself in.
- Learn research techniques to find the appropriate information for an industry analysis.

---

**Lesson 4: The Target Market**

**Lesson Topic**

The topic for this lesson is to identify the best target market for the new product idea. Identifying the target market is the first step to preparing a successful marketing plan. It’s critical for a new business to know who their best potential customers are so that marketing and sales can be optimized.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of identifying a target market and the role it plays in the company’s overall marketing plan.
- Be able to apply techniques for identifying the best target market for your new product idea.

---

**Module 2: Testing Your Business Hypotheses**

**Lesson 5: The Competition**

**Lesson Topic**

In this section you will identify and analyze your competition. You will explain your plan to offer your customers a unique set of features that cannot easily be duplicated by your
competition. In order to do this, you must recognize who your competitors are and identify their strengths and weaknesses relative to your new product idea.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of recognizing and analyzing the competition.
- Be able to apply techniques for analyzing the competition and drawing conclusions of how to better compete.

**Lesson 6: The Strategy Plan**

**Lesson Topic**

Choosing the right strategy is all about creating a sustainable competitive advantage. This lesson will give you the information you need to choose the most appropriate strategy for your new business.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of choosing an effective strategy for your new business.
- Be able to identify the five basic business strategies and choose the one that best fits your business.

**Lesson 7: The Marketing Plan**

**Lesson Topic**

After all the time you’ve spent planning, designing, exploring, and creating your new product and business, at the end of the day the first and most important job of your business is to sell a product. This is the job of the marketing and sales plan. This section is to guide you through the process of creating these plans.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of a marketing plan and the role it will play in the success of your business.
- Be able to apply techniques for preparing a marketing plan.
• Be able to apply techniques for preparing a sales plan.

Module 3: Company Operations

Lesson 8: Operations, Technology, Management, & Organization Plans

Lesson Topic

In this section you will prepare your operations and technology plan in addition to your management and organization plan.

Operations & Technology:

This is where you begin to explain the day-to-day functions of your business. Once you open the doors of your business, how will it all work?

What kind of a phone system will be needed? What about computers? What kind is needed and for what purposes? What software programs will make operations run more smoothly? What technology will be needed for production? These issues need to be addressed in the technology plan.

Management & Organization:

The people are the business. They are the ones that make things happen. They are the key to success in any business. That’s why investors say that they would prefer an excellent management team with a mediocre product than an excellent product with a mediocre management team. This plan will discuss how the strengths of the management team and how that management team is structured are key to achieving your company goals.

Learning Objectives

At the end of this lesson, you will:

• Understand the importance of an operations plan and the part that it plays in the success of your new company.
• Identify the issues that need to be addressed in an operations plan and how to effectively integrate them into your business plan.

• Understand the importance of the technology plan and the role it plays in the success of the new company.
• Identify the issues that need to be investigated in preparing the technology plan.
• Be able to effectively prepare your technology plan.

• Understand the importance of the management plan in meeting company goals and driving it toward success.
- Be able to effectively present the management team's credentials and explain how they are organized for success.

**Lesson 9: The Development and Exit Plan**

**Lesson Topic**

Dwight D. Eisenhower, former President of the United States and former Commander of the D-Day invasion of Europe during WWII made this statement: "Plans are worthless, but planning is everything." His meaning was that most plans change during implementation, but the process of planning allows adjustments to be made midstream to successfully reach the end goal.

This is the planning part of the business plan. This section of the plan asks you to step back and take a "big picture" look at where you are going with your business. You will discuss goals, strategies, milestones and eventually an exit plan.

You should consider finding answers to the following questions:

1. Through which channels do our customer segments want to be reached?
2. How are they being reached now?
3. How do we raise awareness about our company’s products and services?
4. How do we help customers evaluate our organization’s Value Proposition?
5. How do we allow customers to purchase specific products and services?
6. How do we deliver a Value Proposition to our customers?
7. What is the outline of the most effective marketing plan to reach the market segment you identified and validated in the last activity?

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of planning by setting goals, strategies and milestones.
- Understand the importance to an investor of having an exit plan.
- Be able to apply techniques for setting goals, strategies and milestones.
- Create a successful exit plan.

**Module 4: Financials**

**Lesson 10: The Financial Plan**

**Lesson Topic**

Every business has sales (income) and expenses. How these two relate to each other determines the success of the business. While many entrepreneurs ignore the financials, they do so at their
own peril. Every business decision an owner or manager makes has a financial consequence. Attention to detail in the financial plan will assure a more successful startup and a more smoothly operating business.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the important role financial planning plays in the success of a startup business.
- Be able to prepare the projected financial statements required by potential investors.

**Lesson 11: The Ask and The Deal**

**Lesson Topic**

In this course, you will present your business plan to a panel of WSU faculty members. They will act as potential funders for your new business idea. You will present your business plan to them as if you were seeking funding from them. They will judge whether or not your business plan has real world potential and whether or not they would invest. Prepare your “Ask” and present the “Deal”. This is the part of your business plan that you actually ask for money and explain the benefits of the investment to the potential funder. In this lesson, you will explore these aspects and then put together these aspects of your plan.

**Learning Objectives**

At the end of this lesson, you will:

- Be able to ask a potential investor for the amount of money needed to start your business (the ask).
- Be able to present to potential investors the rewards they will receive for investing in the startup (the deal).

**Module 5: Finalizing the Plan**

**Lesson 12: Writing the Executive Summary**

**Lesson Topic**

In this lesson, you will learn to write the executive summary for your business plan. While it’s the last thing you write, it is placed at the beginning of the business plan. The executive summary is the first thing that will be looked at by the reader. Since the reader will probably use
the executive summary to decide whether or not to read the rest of the plan, the executive summary needs to "hook" the reader with the unique aspect of the new product and its ability to solve an important problem.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the importance of using the executive summary to invite the reader to read the entire business plan.
- Master techniques for writing an exciting and inviting executive summary.

**Lesson 13: Finalizing the Business Plan**

**Lesson Topic**

Now it’s time to assemble all the information gathered during the past semester into a final written business plan. You will also prepare an oral presentation in preparation for presenting your entire business plan to a faculty committee who will judge whether or not you have met all the requirements for your EMBA degree. You will be judged equally on both the oral and written presentations.

**Learning Objectives**

At the end of this lesson, you will:

- Understand the proper format for writing a full business plan.
- Be able to use the material from all previous assignments to write an effective business plan.
- Be able to prepare and deliver a compelling video presentation of your business plan.