

# Standard Course Outline

## **Title: *Technology-based Business Model: Developing and Financing***

### **I. General Information**

<b>Course Number</b>	GBA 630
<b>Title</b>	Technology-based Business Model: Developing and Financing
<b>Units</b>	3.0 credits
<b>Prerequisites</b>	Graduate standing
<b>Course Coordinator</b>	H. Michael Chung and Yulong Ma
<b>SCO Prepared by</b>	H. Michael Chung and Yulong Ma
<b>Date prepared/revised</b>	September 2014

### **II. Catalog Description**

Introduction to technology-based business models. Their development and financing by identifying high potential technology-intensive business opportunities. For future managers, investors, and those who have engineering and science background. Case studies, lectures, workshops, and projects that involve real word business ideas.

Letter grade only (A-F)

### **III. Curriculum Justifications**

Many students will turn to participate in a high-potential, scalable technology enterprise or join an early stage entrepreneurial team. This is especially significant

considering the phase of technological development, launching of innovative applications, and their impact on the economy and the society.

This course provides an opportunity to cultivate the attitude, knowledge and the skills to understand, evaluate, and develop a sound business model. The course introduces a structured way to think about and analyze the difference between success in the lab and success in the marketplace. It is designed to prepare students to review and convert their new ideas and start an innovative and entrepreneurial endeavor either inside a company or outside of such environment.

#### IV. Course Objectives

The primary objective of this course is to develop a conceptual framework and the analytic skills to understand the variety of management, technology and finance issues related to constructing a viable business model. The specific learning objectives of this course are as follows:

- **Critical Thinking Skills:** Students will build their critical thinking skills through the managerial decision-making process in developing a business model. Student will be able to demonstrate these skills through case analysis and problem solving exercises.
- **Interpersonal, Leadership, and Team Skills:** Students will develop their team work, interpersonal and leadership skills in a business start-up and/or in an enterprise. Students will be able to demonstrate the interpersonal, leadership and team skills through team projects including case analysis and group presentations.
- **Business Functions Skills:** Students will be able to demonstrate that a successful business model requires the understanding of all business functional areas as well as close cooperation with them.
- **Quantitative & Technical Skills:** Students will acquire the necessary quantitative and technical skills to analyze and interpret business decisions based on data and information. They will understand their effects on the business model they intend to build. Students will be able to demonstrate these skills through technology forecasting, risk analysis, technology valuation, capital budgeting, and financial analysis along with case studies and problem-solving exercises.

#### V. Outline of Subject Matter

The business model encompasses your strategies, product and services as well as customers. It describes how a firm would deliver the value propositions and the capabilities and the economic parameters that will enable you to meet your business

objectives. Understanding, analyzing, and developing a business model based on current and emerging technologies is a critical and demanding work process of management and also new hiring across industries. Moreover, how to relate the business model with the required capital and financial resources is of utmost importance for a firm to continue transforming the new idea to a viable product and service for a market. This course focuses on developing and sustaining a technology-based business model in a digital and competitive environment.

The topical outline for the module is the following:

<b>Week</b>	<b>Topic</b>
1	Introduction and Overview
2	Business Model Development Entrepreneurial Financing
3	Technology and Business
4	Business Model Innovation
5	Business Model and Network Effects
6	Technology Valuation and Risk Analysis
7	Capital and Financing Options
8	Measuring and Evaluating Financial Performance
9	Regulation of Financial Activities
10	Fundraising Tools and Techniques
11	Venture Capital and Investment
12	Experimenting with Business Models in the Real World
13	Preparing and Presenting Business Models
14	Project Presentation
15	Project Presentation
16	Final Exam

## **VI. Methods of Instruction**

This course will use a variety of methods or techniques to deliver the instructional materials and to achieve the course objectives. Classroom lectures, case studies, reading assignments, and group activities are among the methods used to present the topics and enhance the student's understanding of the course material.

Students are required to preview the course materials before each class. With a good preparation, students will be able to actively participate in class discussions and achieve effective learning. Students are encouraged to read the supplemental materials and to explore the library resources and internet for in-depth studies on interested topics. Field observation, real world project, and guest speakers and debate will be included to enrich students' learning experience.

Instructors in planning the exams, and other grading procedures, should adhere to the relevant [University Policy on "Grades, Grading Procedures, and Final Assessments, Final Course."](#)

The textbooks for this course should be chosen in accordance with the [University Policy on textbooks](#). There are many appropriate textbooks for this course; it is generally agreed that none of them is perfect. However, in addition to other reading materials and cases, this course will use the following textbook as the required readings:

**Suggested Textbooks:**

1. The Business Model Innovation Factory: How to Stay Relevant When the World is Changing, Saul Kaplan, Wiley, 2012
2. Technology Entrepreneurship, 2<sup>nd</sup> edition, Thomas Duening, Robert Hisrich, Michael Lechter, Academic Press, 2014
3. Venture Capital and the Finance of Innovation, 2<sup>nd</sup> edition, Andrew Metrick and Ayako Yasuda, Wiley, 2010
4. Entrepreneurial Finance, 5<sup>th</sup> edition, Chris Leach and Ronald Melicher, Cengage Learning, 2015.
5. Harvard Business Cases and Articles

## VII. Instructional Policy Requirements

The students are expected to comply with the universally accepted norms of considerate and courteous behavior, and with all University rules and policies found in the current [University Catalog](#), including the [Withdrawal Policy](#) and [Policy on Cheating and Plagiarism](#). It will be assumed that the students will adhere to the tenets of *academic integrity* as articulated in [Dean's Letter on Academic Integrity](#) throughout this course. Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc. as long as these policies are consistent with the above mentioned University policies.

It is expected that all students to attend classes regularly and to be responsible from all materials covered in class, regardless of their attendance. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the

appropriateness of the documents. It is important that the student provides all documentation without special prompting from the instructor. The student should give earliest possible notification of an anticipated excused absence. The students refer to [the specific university policy](#) on these issues.

Occasionally adjustments in the course assignments become necessary. The students should be notified about changes, if any, and, whenever possible, they should be consulted in advance about any changes.

**Students with Disabilities:** It is the responsibility of students with disabilities to inform the instructor within the first two weeks of the semester of the need for reasonable accommodations of their disabilities. Students are advised to seek assistance from Disabled Student Services (DSS) on campus. As soon as the need for accommodation is determined by DSS and the need is communicated to the instructor by DSS, reasonable accommodation will be made.