The Creative Founder

Instructor: Christina Wodtke

cwodtke@cca.org

@cwodtke

415-577-2550 (cell, for emergencies only)

Meets: M/W 12-3
Room: SANF-E5
Office Hours: By Appointment, Typically M/W 11 am or W 3-4
Classroom code: ix6a67z

Goal: Provide an experiential learning opportunity showing how startups really get built, and through that, understand how business functions in order to be a more effective designer.

Course Description:

A designer has never had more opportunity in the world of business to create impact. Many venture capitalists today understand the value and are demanding that design be included in the founding of start-ups. In this studio course, students will apply their interaction design skills to designing not only a product but also a business. We will build an idea into a venture. This is not about writing a business plan or doing library research. You will be talking to actual customers and prototyping your idea. You'll experience the chaos and uncertainty of how many startups actually work. You'll learn how to use a business model to brainstorm each part of a company and use customer development to get out of the classroom to see if anyone other than you would want and use your product. As well, with the rise of the B-Corp, startups have more ways than ever to shape the world, and we will explore the ethical and societal ramifications

of startups.   Each week will be a new adventure as you test another part of your business model and share this knowledge with the rest of the class. By the end of course students should have a prototype and a pitch prepared. Even if you decide not to found, you will have the knowledge needed to join an early stage company as a full partner. Assumed prerequisite skills for this course are senior-level design skills, ability to plan and conduct human-centered design research, presentation skills and effective collaboration skills.

Learning objectives:

- Students will learn and apply detailed skills such as market assessment, customer psychology, business models, rapid iteration.
- Students will learn and apply process skills such as formulating a successful business concept and articulating and selling that idea to co-founders and funders.
- Students will deepen their understanding of critical elements that go into a successfully designed product and business
- Students will advance their ability to design with real world business and buildability constraints
- Students will learn to shape an idea with an eye to how it sits in the larger world around them, including employee, societal and environmental health (where applicable).
- Team dynamics and conflict resolution
- Presentation skills
- Argumentation and Critical Thinking
- Negotiation

Course Structure

This class is one big project: find your way to product/market fit.

Each class is organized around:

- Student presentations on their "lessons learned" from getting out of the building and iterating or pivoting their business model.
- Comments and suggestions from other teams, and teaching teams on the lessons learned.
- A lecture on one of the 9 building blocks of a business model and readings/videos, as well as supplementary topics.
- Weekly customer development sessions.
- Each team will capture their individual progression in learning by keeping an on-line journal/blog/wiki.

All assignments will be put on Google Classroom. Students are expected to turn them in there, if only to place a link to their blog, or upload slides, or simply say " Jane uploaded the slides." If we do not see something from you that indicates where your work is living, **I'll mark it incomplete.** Even if we saw you give the presentation.

Please talk to Christina if you are having trouble with Classroom BEFORE the due date.

Suggested Projects: While your first instinct may be a web-based startup, we suggest that you consider a subject in which you/a team member are a domain expert. In all cases, you should choose something for which you have passion, enthusiasm, and hopefully some expertise. Teams that select a web-based product will have to build the website for the class. Teams that select a physical product must have a bill of material and a prototype.

"Genius is the ability to make the most mistakes in the shortest amount of time."

Group Work

Teams presentations, 10 minutes each. Everyone must present.

• Update Business Model Canvas (show original, then show what you changed in new slide with changes in Red. Consider zooming in.) focus on customer segment and value proposition
• Here's What We Thought - Your hypothesis
• So Here's What We Did - **MUST include number and demographics of research subjects.**
• So Here's What We Found Out: Learnings.
• So Here's What We Are Going to Do Next

Individual Work

Individual work lets me know what you contributed to team progress. No blog post, I have to assume you did nothing.

Everyone will keep a blog on Medium
Photos and stories of your <u>personal</u> experience.

● **I** thought this
● **I** did this
● **I** learned this
● **I** want to try this next.

You can write bullet points or prose, as long as these points are covered. Making it an interesting read (think story!) will result in a better grade.

Homework will consist of reading from the assigned books, blogs or handouts and watching videos. There will always be something to turn in, usually a sketchnote, which goes ON YOUR BLOG.   This homework will be mostly in the beginning of the

semester.

The other homework is user research. You are expected to be running experiments weekly. As you hone in on a value proposition, you will spend more time refining this, and less on readings.

Experiments may be user testing, generative research, surveys, and much much more. You will gather data from a minimum of 5 potential customers each week, per student, unless explicitly given an alternative.

Required Texts:

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers

UX for Lean Startups: Faster, Smarter User Experience Research and Design

The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses

The Four Steps to the Epiphany

Value Proposition Design: How to Create Produ... by Alexander Osterwalder http://amzn.to/2bMKDHQ

Recommended Texts:

The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company

The Art of the Start: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything

Founders at Work: Stories of Startups' Early Days

Lean UX: Applying Lean Principles to Improve User Experience

Designer Founders (Free for Students)

Business Model You: A One-Page Method For Reinventing Your Career

Studio Etiquette

CCA classrooms, shops, and other facilities exist to create an efficient learning

environment. Many people will share the same space as you outside of class. It is imperative to leave your spaces orderly and clean.

This means removing your personal and course-related items from the space and leaving a clean work area. There is no storage for your belongings, unless specifically arranged with your instructor.

We will explicitly note when use of laptops is allowed in class. However, the use of laptops does not mean that you can use social networking sites, email, and so forth. Specifically:

- **The use of an iPod, iPhone, or similar music device** requires approval by the instructor for use in class. Most of the time in your class is about building a collaborative, supportive environment for work, and "plugging in" will obstruct your ability to be present and contribute in class.

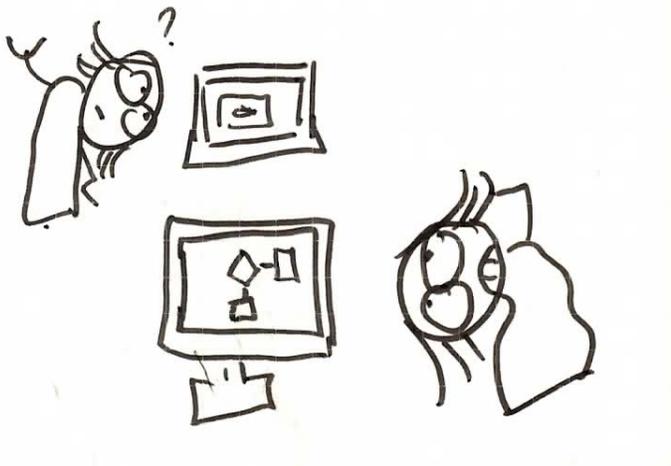- **Turn off your cell phone, mobile device, or iPad while in class**.
The use of phones and tablets is prohibited unless you have made special arrangements with your teacher due to extenuating, emergency circumstances. This includes checking for and/or sending text messages, checking social networks, etc.

- **No talking on cell phones in the studio**, even when classes are not in session. Those who share the studios with you do not want to be disturbed. Please go outside, unless there is a safety issue that needs to be addressed.

- **Facebook, social networking, etc.** While we will address social, digital tools through this class, it is not acceptable during studio work times, design activities, or lectures by the teacher or visiting teachers. In-class usage outside the context of the course will not be tolerated and it will impact your class participation grade.

Deliverable/Documentation Checklist

"Clarity, clarity, surely clarity is the most beautiful thing in the world,
A limited, limiting clarity
I have not and never did have any motive of poetry
But to achieve clarity."
-George Oppen

- ☐ If you do a presentation as a team, one person uploads and everyone else writes in Google Classroom "so-and-so uploaded our presentation." If you do not do leave a comment saying who uploaded the presentation, you'll be marked as incomplete.   If your teammate does NOT upload the presentation, you are all marked incomplete. You are a team, so you are responsible for each other.
- ☐ Multi-page deliverables (such as sketchnotes) are gathered into a single document with a Cover page that has your name and the name of the project.
- ☐ Documents must have a footer with your name, date, assignment name and page numbers.
- ☐ All sentences should be complete, readable sentences.
- ☐ Proofread. Use Spellcheck. Get a second person to read your work, to check for clarity.
- ☐ Photos are in focus and oriented correctly.   Don't make me grade like this:

- ☐ Filenames need to include your name and the assignment name, i.e. FirstName_LastName_Assignment (This makes a HUGE difference when

digging through Google drive.)

☐ File extensions are common and cross-platform, i.e. pdf, powerpoint, html
I DON'T USE A MAC! SHOCKING!

☐ Screenshots are clear, and big enough to make your point. Crop and zoom as needed. Use arrows and other callouts to point to the item you are discussing.

☐ All statements are supported by your reasoning, i.e. "The menu is confusing BECAUSE there is no visual hierarchy." "I choose orange as an accent BECAUSE it contrasts with the main color, which is blue." "I asked for registration after they have made a drawing BECAUSE the user sees the value in the app and is more likely to sign up." NOTHING is obvious.

☐ Support decisions with data whenever possible. ALWAYS list demographics and number of people you spoke with; use proper citation format if doing secondary research. Try this site http://www.citationmachine.net/
"If we're arguing with opinions, my opinion wins." - Interviews with CEOs

TRY TO REMEMBER I'M NOT IN YOUR HEAD.

Explain yourself clearly and thoroughly. If I have to guess, I guess I'll give you a

D.

You lose 5 points (of 100 pt project) for each ignored requirement.

Sketchnoting

All reading, videos and audio materials I give you will be accompanied by a request for a sketchnote.

There is SO MUCH out there on sketchnoting, trust me you can learn to do it. There are a few reasons why I ask for sketchnotes

● I can tell if you did the reading.

● You get much higher retention and comprehension if you sketchnote.

● The practice drawing ideas will serve you well in your career.

Some hints working with sketchnotes:

- Only draw key ideas. If you are reading a chapter and try to draw every single sentence, the sketchnote will be 20 pages, and it will take you hours.
- Photograph or scan your sketchnotes. Make sure you have plenty of light, they are focus and oriented correctly. If there are multiple pages, make a PDF.
- Don't fret too much over layout. They don't have to be gorgeous, I just need to be able to look at them and see you understood the material. Of course, sexy drawings tend to garner higher grades.
- If you must, you can do sketchnotes without drawing. I do expect variations in hierarchy, use of interesting dividers, bullets etc. See https://www.youtube.com/watch?v=oNQJReku9Gw
- Collect items for your visual vocabulary by copying. Copying is very relaxing, and can be done at the end of the day when you're fried. I often do a search on Noun project, copy from books http://eleganthack.com/a-library-of-visual-thinking/ or the Sketchnote Army http://sketchnotearmy.com/

Resources

A TEDx talk on the power of visual notetaking: Drawing in Class https://www.youtube.com/watch?v=3tJPeumHNLY

The Sketchnote Handbook https://www.amazon.com/Sketchnote-Handbook-illustrated-visual-taking/dp/0321857895/ref=sr_1_sc_1?s=books&ie=UTF8&qid=1472742335&sr=1-1-spell&keywords=the+skethcnote+handbook

The Doodle Revolution http://amzn.to/2bGpwsN

Sketchnote Podcast https://www.youtube.com/watch?v=3Fi3kHDs0rg

Dave Gray http://www.davegrayinfo.com/visual-thinking-school/ Wonderful

videos on how to render ideas

Grading Criteria

  The grading criteria are broken down as follows:

- 15% Individual participation in class. You will be giving feedback to your peers. It must be thoughtful and actionable.
- 30% Individual blog write-ups each week on Medium reporting out-of-the-building progress.

  Blog posts can be relaxed and conversational (while using punctuation and grammar), but must cover the lessons learned approach: I thought this, I tried this, this happened, next time I'll try this.

- 30% Team "lesson learned" summaries, presented in class each Monday
- 15% Team final report "The Pitch"
- 5% Final essay

  Note: I'll be marking down people who do not do the research each week (seen in blog posts and Lessons Learned presentations). You must commit to research.

Attendance Policy

  Students are expected to attend every class. This is for your own sake – we will move quickly, and it will be easy to fall behind.

  Three absences results in in a fail.

  Three tardies equals one absence. Students have failed just by being chronically late.

  Tardies are later than 10 minutes to class. A tardy more than 30 minutes is an absence.

The only excused absences are for illness, family emergencies, and (with advance notice and permission) internship related interviews. You must contact me as soon as possible regarding your absence. Generally, I will expect to hear from you before class; in exigent circumstances I would expect to hear from you within 24 hours.

All that said:

1. If you are sick, stay home. You need to be healthy to learn, and so do your classmates (and instructors). Remember that this is a very large community and some people within it are immune compromised, even if they look well. What is an annoying cough for you can put someone else in the hospital. If you are well enough to go to the Student Health Center, you can use class time to see a doctor or counselor and get a note. If not, stay home and worry about the note later.

2. I do not distinguish between mental health and physical health. If you cannot complete an assignment on time or come to class because of mental health issues, you must contact me about being late and provide a note, just as with physical health issues. I want to both respect your privacy and respect the student/professor relationship, so DO NOT give me any details on why you are missing class; your doctor or counselor will provide a generic note saying that you had a health problem and were unable to attend class.

Please note: missing class does NOT excuse you from completing design challenges, class readings and viewings, and other assignments due. All work must be completed if you wish to pass.

See student handbook for more:

https://www.cca.edu/students/handbook/academicpolicies

Accommodations

Any student who feels she/he may need an accommodation based on the impact of a disability should contact Access & Wellness Services (AWS) to discuss specific needs. Please contact Suzanne Raffeld, Director of AWS at 510-594-3775, via email at sraffeld@cca.edu, or stop by the office (Irwin Student Center) to coordinate reasonable accommodations for students with documented disabilities. To reduce the instances of

requests for last-minute accommodations, concerned students should consult with the AWS staff within the first few weeks of the semester.

No student may record or tape any classroom activity without the instructor's express written consent. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact AWS to request an appropriate accommodation.

Academic Integrity Code

CCA students are expected to maintain standards of academic integrity.

By enrolling in this course you agree to have read and accepted the terms of the CCA Academic Integrity Code. Please read and familiarize yourself with the College's code of conduct and integrity code:

http://www.cca.edu/students/handbook/conduct
http://www.cca.edu/students/handbook/integritycode

Specifically, the college defines four types of academic dishonesty:

- **Cheating**, or the intentional use or attempted use of unauthorized materials, information, or study aids in any academic or studio exercise.
- **Fabrication**, or the intentional and unauthorized fabrication or invention of any information or citation in any academic or studio exercise.
- **Plagiarism**, or the intentional or knowing representation of words, images, concepts, or ideas of another as one's own in any academic or studio exercise.
- **Facilitating academic dishonesty**, or intentionally or knowingly helping or attempting to help another to violate any provision of this code.

The Academic Integrity Code is to be upheld and enforced by all CCA students and faculty members. Depending on the nature or severity of the incident, violations of this code may result in academic and/or disciplinary sanctions up to including the failure of the course and dismissal from the college.