



Course Syllabus

BUS316G

Business Models and Leadership in Times of Transition

Number of ECTS credits: 6

Time

From 1st of June 2020 till 17th of July 2020

Tuesdays from 14:00 to 18:00

Thursdays from 14:00 to 18:00

Place:

Vesalius College Pleinlaan 5 Brussels

Contact Details for Professor

Name of Professor: Michel de Kemmeter

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Office hours: after email

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Course Prerequisites (if any)

No requirements.

Course Description

The world, our society and economy are changing fast. Technological advances and heightened collective consciousness can provide a unique opportunity to address current challenges. Business, diplomacy and politics all play a significant role in ensuring that today's possibilities are translated in feasible and progressive answers to world-spanning issues. The challenge is on the levels of individual people's alignment with their jobs, on the level of the company strategy, and on the level of territorial development.

Which are the transition scenarios in order to come up with sustainable solutions knowing that we are currently at a crossroads of historical challenges? There are some need-to-know cornerstones for a sustainable transition.

The students will integrate them and apply them to a live project. This course will drive them to develop personal opinion and critical decision-making skills, based on their research and on empiric knowledge.

Further Detail on Course Content (if needed)

The basics of Systemic Economy - the proposed model -are:

- 1) Everything we do in our projects should contribute to common good, progress or historical challenges: The intention is thus shifted from accumulating financial results, to creating value and progress for society, and/or regenerating environment. Add value to commons, improve health, social connection, housing, mobility, education, environment,... In itself, this cornerstone is an important shift with traditional economic models. It's the most important philosophical shift of this new approach. Instead of serving individual interests, it contributes systemically to multiple causes, creating important market traction, mobilization of resources and teams.
- 2) Open the spectrum of value on 7 levels: Value (assets) and potential (liabilities, needs) should be measured (qualified and quantified) on 7 levels. Value has been too much based solely on the monetary scale.

The 7 levels are:

1. Earth (negative impact vs. contribution/compensation)
2. Financial/material (traditional balance sheet)
3. Processes, methodology (inefficient and waste producing vs. efficient circular)
4. Emotional (trust, motivation, reputation vs. demotivation or bad reputation)
5. Communication
6. Knowledge
7. Common Good (vs. social collateral damage)

The S&P 500 stats also confirm that 87% of the value of stocks are immaterial, non tangible. It's time to learn to measure intangible value and liabilities to enable efficient management and higher leverage.

- 3) Switch from linear two dimensions business paradigms to ecosystem models, in three dimensions: The linear "suppliers-clients" two dimension business models are opening up to stakeholders' models. In a traditional economy, where scarcity of resources makes the fortune of a few, a new plug-and-play with resources and needs on 7 levels opens up huge new opportunities to create larger economic activity and sustainable solutions for all.

The pedagogic approach will invite the students to choose a business case and apply the learned keys so that multiple added value can be created. They can choose a known project in their environment, an existing "traditional" business to disrupt, or a project they would be working on.

Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge

- Demonstrate their understanding of "Business models and leadership in times of transition", by
 1. Putting a business into its global context (geography, business area)
 2. Detecting unique added value creation possibility based on historical challenges
 3. Mapping stakeholders with their resources and needs
 4. Creating an alternative business models with multiple cash flows
 5. Demonstrating their knowledge of 'Systemic Business models' by explaining the added value on a specific business case
 6. Explaining the fundamentals of economic and societal transition, and keys of a successful business transition
 7. Basics of psychology of team, stakeholders and target public

In terms of skills

8. Sectorial waking and focused research on opinion leadership
9. Connect resources and needs inside a business ecosystem
10. Create a powerful reason of being and mobilize a team
11. Deal with psychology of change
12. Create a new business model, developing multi-stakeholders' business model
13. Demonstrate effective and integrative team-work
14. Present the model simply and powerfully: demonstrate effective oral presentation skills

In terms of attitudes,

15. Critical attitudes, which are necessary for "life-long learning"
16. An attitude of open-mindedness and self-critical reflection with a view to self-improvement
17. Focus towards the ethical dimensions of different aspects of the content of this course
18. An open attitude towards intercultural team-work

LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK

(BA in Business Studies)

Summary:

Number of assignments used in this course:

Number of Feedback occasions in this course (either written or oral):

Number and Types of Teaching Methods:

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.	1-7	Lectures, presentation, readings	Quality of filling the templates	1 oral feedback
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies	2, 12	Lectures, presentation, readings	Quality of filling the templates	1 oral feedback
The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.	8, 9	Lectures, presentation, readings	Quality of filling the assignment 2 and its oral defense	1 oral feedback
The bachelor recognizes the importance of life-long learning.	10, 11, 15, 16	Lectures, presentation	Quality of the self-evaluation	
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	13, 14	Lectures, presentation, readings	Quality of the presentation	

<p>The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems</p>	<p>17</p>	<p>Lectures, presentation, readings</p>	<p>Quality of filling the templates</p>	<p>1 oral feedback</p>
<p>The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.</p>	<p>3</p>	<p>Lectures, presentation, readings</p>	<p>Quality of filling the templates</p>	<p>1 oral feedback</p>

Main Course Materials

(please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of presentations, lecture notes, required reading and videos.

Presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, presentations and important messages will be uploaded to the Vesalius portal. Students are expected to visit this site regularly to keep abreast of course evolutions.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Recommended References books:

- de Kemmeter, M. and Mossay, M. (2017), Shifting Economy
<https://philoma.org/wp-content/uploads/docs/2017/shiftingeconomyEbookComplet.pdf>
- de Kemmeter M., (2005), The Values of Time
<https://drive.google.com/a/uhdr.net/file/d/1qGdKEVAQKazt1-Q34KFqPpnFpwj8T71K/view?usp=sharing>

Active Learning and Intensive 'Reading around the Subject':

- Bauwens, M. (2014). Network Society and Future Scenarios for a Collaborative Economy, Palgrave Pivot.
- Hawken, P. (2017) Drawdown. Penguin Books.
- de Kemmeter, M. and Mauhain, P. (2014). Le nouveau Jeu Économique,
https://www.academia.edu/13993674/Le_Nouveau_Jeu_Economique
- Laszlo, E. (1996). The Systems View of the World: A Holistic Vision for Our Time, Hampton Press
- Osterwalder, A. and Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers.
- Bacon, J. (2012). The art of community : Building the new age of participation. O Reilly
- Jeremy Rifkin, The Empathic Civilization (2010), paperback.

Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in Business Studies

Journal of International Business Studies; Journal of Management Studies; Journal of Marketing; Academy of Management Review; Accounting, Organizations and Society; Accounting Review; Administrative Science Quarterly; American Economic Review; Contemporary Accounting Research; Econometrica; Entrepreneurship Theory and Practice; Harvard Business Review; Human Relations; Human Resource Management; Information Systems Research; Journal of Accounting and Economics; Journal of Accounting Research; Journal of Applied Psychology; Journal of Business Ethics; Journal of Business Venturing; Journal of Consumer Psychology; Journal of Consumer Research; Journal of Finance; Journal of Financial and Quantitative Analysis; Journal of Financial Economics; Journal of Management; Journal of Management Information Systems; Journal of Marketing Research; Journal of Operations Management; Journal of Political Economy; Journal of the Academy of Marketing Science; Management Science; MIS Quarterly; MIT Sloan Management Review; Operations Research; Organization Science; Organization Studies; Organizational Behavior and Human Decision Processes; Production and Operations Management; Quarterly Journal of Economics; Research Policy; Review of Accounting Studies; Review of Economic Studies; Review of Finance; Review of Financial Studies; Strategic Entrepreneurship Journal; Strategic Management Journal

Websites of interest

- Club of Brussels publications
-> www.clubofbrussels.org
- P2P foundation - <https://p2pfoundation.net/>
The P2P Foundation Wiki
-> <https://wiki.p2pfoundation.net/>
The P2P Foundation Blog
-> <https://blog.p2pfoundation.net/>
- Drawdown (*100 solutions to reverse global warming*)
-> <https://www.drawdown.org/>

Work Load Calculation for this Course

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours 'out of class' time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class:

8 hours per week / 48 hours in total

Time allocated for course readings:

3 hour per week / 18 hours in total

Time allocated for preparing Assignment 1:

10 hour

Time allocated for preparing Assignment 2:

40 hour

Time allocated preparing/revising for written Final Exam:

20 hours

Total hours for this Course:

140 hours

Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

•	Assignment 1: Research on subject	10%
•	Assignment 2: Business case proposal	60%
•	Final presentation	30%
•	TOTAL	100%

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

Letter grade	Scale of 100 (VeCo Grading Scale)	Scale of 20 (Flemish System)
A	85-100	17.0-20.0
A-	81-84	16.1-16.9
B+	77-80	15.3-16.0
B	73-76	14.5-15.2
B-	69-72	13.7-14.4
C+	66-68	13.1-13.6
C	62-65	12.3-13.0
C-	58-61	11.5-12.2
D+	54-57	10.7-11.4
D	50-53	10.0-10.6
F	0-49	0-9.9

Description of Activities, Grading Criteria and Deadlines

Assignment 1 : Research on subject

Students are required to choose a business case in order to apply the key tools and learnings taught throughout the course. They can choose a known project in their environment, an existing “traditional” business or nonprofit to disrupt.

To justify the selection of their business case, they are requested to :

- Analyze of the global context and fundamentals (based on instruction given in the second course)
- Identify which vital function the case meets and how (based on instruction given in the second course)
- Highlight specific and transversal opinion leadership

Students can decide to either submit the research on the subject alone, in group of two or in group of three student.

Once submitted, students cannot change the groups.

Deadline submission is on 15/06/2020 (see in course Schedule overview)

Assignment 2: Written Business Case proposal

- Define which global challenges chosen project is meeting (based on the global challenges sheet the Professor will provide in class)
- Define unique value proposition and project DNA
- Define which communities are activated around the project and how
- Map activated stakeholders and their resource exchange
- Sectoral waking on state of the art, and explain how the proposed solution is better
- Filling the 7D-Value template for your case
- Systemic balance score card for goal setting and measuring success
- Explain how and why pivots were operated during project development
- Explain the business model and (light) quantification of multiple cash flows

The second assignment deadline submission is on 08/07/2020.

Note : A printed draft version can be handed in on voluntary basis to the Professor on 01/07/2020 for informal feedback.

Final presentation

The oral presentation and defense of the assignment 2 (Written Business Case) to investors and/or the management of the project or company chosen for the exercise.

Maximum 15 mintes presentation.

Rubrics: Transparent Grading Criteria for Each Assignment

The following criteria will be applied in assessing your written work:

Grading form for written assignments (more than 10% of the final grade)

Criterion	Excellent – Very Good 4 – 5	Average - Good 2,5 – 3,9	Fail 0 – 2,4
Introduction			
Explains choice & societal relevance of topic (10%)	The author provides a clear and convincing explanation of the choice of topic and highlights its significance in societal terms, based on the global and historical challenges taught in class	The author provides an explanation which is, however, not fully convincing.	No or very weak explanation provided
Sectoral research (15%)	The author explains clearly and convincingly the wider sectorial and business context (wider topic) related to the business case proposal. Gaps in the literature are briefly identified.	The author explains in general terms how the business case proposal relates to the	No or very weak explanation provided.
Conceptual Model			
Outline of structure of the paper and main argument (30%)	The author provides a clear outline of the main argument and will how she/he will structure the business case proposal with the reference tools from the book Shifting Economy, being taught in class	The author provides an outline of the main argument and will how she/he will structure the business case proposal with the reference tools from the book Shifting Economy, being taught in class- but lacks clarity	No or very weak outline
Compares, contrasts & synthesizes main authors/ approaches (15%)	The student compares, contrasts and synthesizes a wide range of key authors and arguments.	The student mentions some of the key authors and arguments, but does not fully synthesize the material or compares and contrasts in a limited manner; or only does one of the two	No or very weak synthesis and/or comparing & contrasting or arguments and authors
Structure / Language			
Correct use of language (10%)	Correct use of language - correct spelling, grammar, and English expression	Use of language with occasional flaws in spelling, grammar and expression	Very flawed use of language. Many spelling and grammar mistakes

Thesis is structured in a logical and coherent way. (20%)	The paper is structured in a coherent and logical way, supporting the clarity of the argument and analysis	The structure is generally logical and coherent, but at places unclear – the sub-sections could be better organized	No or very unclear/incoherent structure
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Vesalius College Attendance Policy

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section "Avoiding Plagiarism" in the College Catalogue for further guidance.

Turnitin

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin through Canvas

Course Schedule (Overview)

Week 1	01/06/2020	Introduction to the Course and Overview of Course and Requirements - first proposals of case studies
	03/06/2020	Fundamentals, historical challenges, functions of society, tendencies, sectoral shifts
Week 2	08/06/2020	Sectorial waking, opinion leadership, improving knowledge by systemically crossing assets and sciences
	10/06/2020	Collective intelligence activation and workshops
Week 3	15/06/2020	Basics of psychology of needs and values: why and how do people shift in consciousness, individually and collectively Handing in Assignment 1
	17/06/2020	Value proposition canvas of your project
Week 4	22/06/2020	Activate communities to create traction for your new business
	24/06/2020	Contractualization of strategic alliances to activate resources in stakeholders' ecosystem
Week 5	29/07/2020	Business plan and calculations of multi-cash flow
	01/07/2020	Validation of your new business - reality check, scale up potential and quantify externalities + Handing in printed draft of assignment 2 for feedback on voluntary basis
Week 6	06/07/2020	Goal setting and systemic balance score cards for stakeholders' ecosystem
	08/07/2020	Finalizing your multi cash flow sustainable business model + Handing in Assignment 2
Week 7	July 13-17th	FINAL EXAMS

Detailed Session-by-Session Course Outline

Week 1, Session 1 (Monday, 01 June 2020)

Introduction to the Course and Overview of Course and Requirements - first proposals of case studies

Compulsory reading

Mossay E., de Kemmeter M., *Shifting Economy* (2017) (pp. 13-21.)

Recommended reading

Jeremy Rifkin, *The Empathic Civilization* (2010), paperback.

Michel Bauwens, *Network Society and Future Scenarios for a Collaborative Economy* (2014), Palgrave Pivot.

Guiding Questions

Which are the fundamentals of economy and society mutations ?

What are the connexions between collective consciousness of citizens and economical paradigms and consumption behaviour ?

Are the next shifts to be feared for or to be positively expected ?

Week 1, Session 2 (Wednesday, 03 June 2020)

Fundamentals, historical challenges, functions of society, tendencies, sectoral shifts

Compulsory reading

Mossay E., de Kemmeter M., *Shifting Economy* (2017) (pp. 27-65.)

Filling in the 12 vital functions for the reason of being of your case

Filling Macscope

Recommended reading

Reading and mastering UN SDG's.

<https://sustainabledevelopment.un.org/?menu=1300>

For each SDG, understand the "[Targets & Indicators](#)"

Guiding Questions

What are the visible symptoms of historical shifts ?

What impact will they have on our society and economy ?

Which functions of society are fundamental, and who will be able to answer them in a risk-free way ? And how ?

Week 2, Session 3 (Monday, 08 June 2020)

Sectorial waking, opinion leadership, improving knowledge by systemically crossing assets and sciences

Compulsory reading

Mossay E., de Kemmeter M., *Shifting Economy* (2017) (pp. 81-110)

Recommended reading

Michel Bauwens, *Network Society and Future Scenarios for a Collaborative Economy* (2014), Palgrave Pivot.

Jeremy Rifkin, *The Empathic Civilization* (2010), paperback.

Ervin Laszlo: "The Systems View of the World: A Holistic Vision for Our Time", Hampton Press, 1996

Guiding Questions

Let's not reinvent the wheel: where is the knowledge I need to solve the challenges with my next business ?

How do you become an opinion leader in your field ?

How to come up with milestone innovations? How to provoke emerging potential ?

Week 2, Session 4 (Wednesday, 10 June 2020)

Collective intelligence activation and workshops

Compulsory reading

Appreciative Inquiry: A Positive Revolution in Change Paperback – October 31, 2005 by [David L. Cooperrider](#)

- Chapter 2: What is Appreciative Inquiry?
- Chapter 3: The Appreciative Inquiry 7-D Cycle
- Chapter 6: Roles, Responsibilities and Relationships

Recommended reading

Markova D. and McArthur A., [Collaborative Intelligence: Thinking with People Who Think Differently](#) (2015)

Guiding Questions

How to get the best out of my team and of my stakeholder ecosystem ?

How do I get everybody focused around my goal and vision ?

How do I motivate my team ?

Week 3, Session 5 (Monday, 15 June 2020)

Basics of psychology of needs and values: why and how do people shift in consciousness, individually and collectively

Compulsory reading

Simon Sinek: Start with Why

(https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

Recommended reading

Cyrulnik B., Resilience: Resilience: How Your Inner Strength Can Set You Free from the Past, 2011

The Values of Time, chapter 4: The wheel of time (pp. 45-145)

Guiding Questions

What is the best trigger for people, fear or love ?

How do you balance unconscious dependence with conscious autonomy ?

What makes people change and shift into coherent and sustainable behaviour ?

Note: Students are requested to hand in the 1st assignment during this course.

Week 3, Session 6 (Wednesday, 17 June 2020)

Value proposition canvas of your project

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017) (pp. 180-194.)

Recommended reading

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers by Alexander Osterwalder and Yves Pigneur

Guiding Questions

What is the unique added value you bring with your project ?

What is the unique DNA of your project/business ?

How does the intelligence of your business model protect your company ?

Week 4, Session 7 (Monday, 22 June 2020)

Activate communities to create traction for your new business

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017)

Filling in Alliance map: pp. 38-29 and 150-159

Filling in the Holistic Business Model Canvas (pp.184-187)

Recommended reading

Bacon J., The art of community : Building the new age of participation (2012)

Guiding Questions

Which are the communities who would carry the vision of your project and its business model?

How could you keep them in, in the long run ?

How could you include them in the improvement of your business model ?

Week 4, Session 8 (Wednesday, 24 June 2020)

Tangible and intangible value, assets and liabilities on 7 levels

Crossing needs and assets in your ecosystem

Create strategic alliances

Contractualization of strategic alliances to activate resources in stakeholders' ecosystem

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017)

Reading the 7D-value template of the current stage of your case: pp. 170-171

Reading Alliance map: pp. 38-29 and 150-159

Guiding Questions

How would you build a contract, where you know in advance that new stakeholders will enter, and the model will shift ?

-> How would you contractualize stakeholders in a moving context ?

What would be the non-negotiable aspects of your collaborations ?

Week 5, Session 9 (Monday, 29 June 2020)

Short business plan and calculations of multi-cash flow business model

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017) (pp. 183-187)
(Holistic Business Model Canvas)

Filling the 7D-value template of the current stage of your case: pp. 170-171

Filling in Alliance map: pp. 38-29 and 150-159

Guiding Questions

What is the exceptional value of your unique alliances ?

Which will be the different ways to create value in your model ?

How will you cash-in into this multiple value creations ?

Week 5, Session 10 (Wednesday, 01 July 2020)

Validation of your new business - reality check, scale up potential and quantify externalities

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017) (pp. 183-187)
(Holistic Business Model Canvas)

Guiding Questions

Who are your first early adopters ? And why ?

What does the stakeholders and actors say about your ideas and project for real ? (feedback loop)

Where is the “most fertile ground” for your project?

Where are the stakeholders located who are the most excited about your project ?

Note : Handing in Handing in printed draft of assignment 2 for feedback -
On voluntary basis

Week 6, Session 11 (Monday, 06 July 2020)

Goal setting and systemic balance score cards for stakeholders' ecosystem

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017) (pp. 183-187)
(Holistic Business Model Canvas)

Guiding Questions

What does your stakeholders expect from their input ?

How long can they wait before desired performance ?

How much do they want, which other resource, in exchange of their input ?

Week 6, Session 12 (Wednesday, 08 July 2020)

Finalizing your multi cash flow sustainable business model

Compulsory reading

Mossay E., de Kemmeter M., Shifting Economy (2017) (pp. 183-187)
(Holistic Business Model Canvas)

Guiding Questions

Where is the financial break-even your project ?

How could you leverage the value creation in the future ?

When do you start ?