

COMMUNITY PLANNING 200 (3 units)
Strategic Planning & Management Training for Economic Development
 Fall 2018 / Section:

Community Planning & Economic Development Program, Labor Studies Department
Los Angeles Trade Technical College

Instructor: Alfredo Carlos
Class Location: TBD
Class Hours: Mondays 6:00pm – 9:10pm
Class Schedule: August 27 – Dec 10 (16 weeks)

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Office Hours: Mondays, 5:00-5:45 PM (location TBD) or by appointment

Course Description: This course is focused on the fundamentals of strategic and business planning for organizational staff and will provide tools and opportunities to practice for the organizations.

Student Learning Outcome:
 Students will formulate an organizational strategic plan to address critical conditions in a low income community.

Special Note for Fall 2018: The strategic business planning, and organizational focus of this course will focus on worker-owned cooperative businesses.

Reading Materials and Supplies: All class materials, including the syllabus, the on-line reading list, reading assignments will be provided by the instructor. In addition, class presentation outlines and power points organized by the instructor will be made available to students. Students will have access to materials on-line as well. Students are responsible for getting copies of all materials if they are absent. All absences require students to send an email to instructor prior to missing class. All emails sent to the instructor must include on the subject line: Community Planning 200, then indicate what the email is about. Example provided: Community Planning 200, Assignment #2 Logic Model.

Grading: Students will be graded on a total of 100 scale. Extra credit for participating in course approved community and industry related events is possible (brief write up must be submitted. A grading rubric will be available for the final project proposal. Everyone is expected to complete the following 5 assignments and participate in class to gain maximum amount of points:

1. 60 pts – Team Participation and Completion of Assignments
 2. 40 pts – Final Project: Team Written and Oral Pitch Presentation
- Total 100 pts.

Proposed Grading Scale:

- 100 – 90 points total - A grade
- 89 - 80 points total - B grade
- 79 – 70 points total - C grade
- 69 - 60 points total - D grade
- 59 points total or below - F grade

Course Schedule

Week#/ Date	Topic	Assignments Due
MODULE 1: Building a Vision of What is Possible		
Week 1 8-27-18	Course Introduction. Worker Cooperative Systems. <ul style="list-style-type: none"> • Course and Syllabus Overview • Faculty and Student Introductions • Create Project Teams • Discuss and Adopt Shared Operating Principles • Examples of Worker Cooperative Systems 	Read: <i>Mandel, Ernest, Introduction to Marxist Economic Theory</i> (Chapters 1 & 2) Engler, Allan, <i>Economic Democracy</i> Team Assignment: Interview a worker cooperative in your chosen field. Prepare a report-back of one or

		more “ah-ha’s” from that conversation and three questions that came up for you about co-ops from that encounter.
Week 2 9-3-18	Labor Day No Class Meeting	Complete the above readings and assignment
Week 3 9-10-18	What is Democratic Economic Power? Worker Cooperatives As Systems. <ul style="list-style-type: none"> • Team Assignment Report-Backs • Mapping where the report-back questions will be addressed in the course • Discussion: Where did you find elements of the distribution of democratic economic power in the readings, in the co-ops, in your own experience? 	Read: Osterwalder, Alexander and Pigneur, Yves, <i>Business Model Generation</i> , pages 14-44 Osterwalder, Alexander; Pigneur, Yves; Berarda, Greg; Smith, Alan, <i>Value Proposition Design</i> pages 10-40 Team Assignment: Write a brief summary of your team’s aspirations for democratic economic power.
MODULE 2: CREATING A BUSINESS MODEL		
Week 4 9-17-18	Tool: Business Model Canvas <ul style="list-style-type: none"> • Overview of the 9 elements of the Business Model Canvas • In-class practice and debrief of Business Model Canvas • Introduction to the Value Proposition Canvas (Pains, Gains, Jobs) • In-class practice and debrief with the Value Proposition Canvas 	Team Assignment: Build a set of customer profiles and, using the value proposition canvas, a more refined set of value propositions. Be prepared to report back key points in the next class session.
Week 5 9-24-18	Tool: Business Model Canvas Focus on: <ul style="list-style-type: none"> • Customer Segments • Channels • Customer Relationships 	Team Assignment: Refine the Customer Segment, Channels, and Customer Relationship blocks of your team’s Business Model Canvas. Feel free to develop and explore alternative strategies. Be prepared to present your rationale in the next class session.
Week 6 10-1-18	Tool: Business Model Canvas Focus on: <ul style="list-style-type: none"> • Revenue Model • Cost Model • Key Resources, Activities, and Partnerships 	Team Assignment: Refine your co-op’s Revenue and Cost Models and Key Resources, Activities, and Partnerships. Be prepared to present your rationale in the next class session.
MODULE 3: PLANNING OUR FINANCIAL MODEL		
Week 7 10-8-18	Tool: Budget, Pricing, Costs and Assumptions Building an understanding of: <ul style="list-style-type: none"> • Budget (Start-up and Fixed Costs) • Sales/Pricing Model • Cost of Goods Sold • Describing Assumptions 	Team Assignment: Create a startup and/or fixed costs budget, pricing model, and cost of goods sold and be prepared to describe your assumptions and what research you did or need to do to validate those assumptions.
Week 8 10-15-18	Tool: Projecting Sales Over Time <ul style="list-style-type: none"> • Building a Break-Even Analysis • Discussion: Reconsidering our understanding of economic power 	Team Assignment: Using the spreadsheet template demonstrated in class, begin to build a month-by-month model of sales, costs, and revenue to ascertain when your business will break even.
Week 9 10-22-18	Tool: What Lenders Want to Know and Why <ul style="list-style-type: none"> • Break-even Analysis Q & A • What is Non-Extractive Financing? Sources of Financing	Team Assignment Discuss and write-up a brief proposal of how your team plans to finance your co-ops economic goals in order to break-even and become sustainable.

	<ul style="list-style-type: none"> • Lender Panel: What They Want to Know and Why 	
MODULE 4: GOVERNANCE		
Week 10 10-29-18	Building a Model for Democratic Decision-Making <ul style="list-style-type: none"> • Models of Governance and Decision-Making from real cooperatives • Discussion: Horizontalism and Useful Hierarchies • Discussion: Reconsidering our understanding of democratic power 	Team Assignment: <ul style="list-style-type: none"> • Use the Team Evaluation Survey to evaluate how your team is doing as a team and how you might improve. Be prepared to present key examples of areas to improve and strategies to accomplish that. • Using the template offered in class, create a decision-making matrix of key types of decisions for your co-op (who makes what kinds of decisions and how will those decisions get made)
MODULE 5: REMUNERATION AND DISTRIBUTION OF PROFITS		
Week 11 11-5-18	Designing What is Fair for Pay and Profits <ul style="list-style-type: none"> • Different models of how pay and profits are distributed in real co-ops • Internal Capital Accounts Model • Discussion: How do these models operationalize democratic economic power in practice? 	Team Assignment: Briefly describe your co-op's idea of what is fair for pay and what system you might use for fair distribution of profits and why.
Week 12 11-12-18	Veteran's Day No Class Meeting	COACHING We will take advantage of this block of time to provide teams with focused coaching on any of the above topics, tools, or assignments they deem important to their success. Read: <ul style="list-style-type: none"> • Questions to consider before you talk to a lawyer • Sample co-op by-laws
MODULE 6: CREATING A LEGAL STRUCTURE FOR OUR COOPERATIVE		
Week 13 11-19-18	Choosing a Legal Entity <ul style="list-style-type: none"> • Discussion with a co-op attorney regarding the pros and cons of legal entity options for worker cooperatives in California • Building a path from employee to owners 	Team Assignment: Based on the "questions to consider" and the lawyer presentation, which legal entity do you feel is the best choice for your co-op, what the "path to ownership" might look like, and why.
MODULE 7: TELLING THE STORY OF OUR COOPERATIVE IN WORDS, NUMBERS, AND IMAGES		
Week 14 11-26-18	Pulling it All Together in a Pitch <ul style="list-style-type: none"> • What makes a great pitch • What to include in your pitch deck 	Team Assignment: Pull together the top level results of the above assignments to create a compelling pitch about your co-op's value proposition, financial feasibility, and social benefit. Be prepared to present what you have in the next class session.
Week 15 12-3-18	Pulling it All Together (continued) <ul style="list-style-type: none"> • Presentations of draft pitches in class • Debrief and coaching 	Team Assignment: Make useful revisions to your pitch to keep it clear, relevant, interesting, and brief.
Week 16 12-10-18	Pitch Session and Party <ul style="list-style-type: none"> • Presentation to a panel of business and financial allies • Party/celebration of our accomplishments 	For those who are interested: How to continue this process with the L.A. Coop Lab

Standard of Student Conduct:

A student enrolling in one of LACCD colleges may rightfully expect that the faculty and administrators of the college will maintain an environment in which there is freedom to learn. (Damage to property, college documents, disruption of classes will not be tolerated). Please refer to your college catalog board rules for further information.

Academic Dishonesty Policy:

Violations of academic integrity of any type by a student can provide grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more Information on the Standards of Student conduct refer to the college catalog available in hardcopy and online at www.lattc.edu.

Incomplete Policy:

Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.

Disclaimer:

- Syllabus and schedule subject to change.
- It is the student's responsibility to drop or withdraw from classes.

Student Attendance Policy:

An instructor may exclude a student who is absent for more hours than the class meets per week or 20% of the total class hours. In addition, an instructor may equate three or more late arrivals to or early departures from class as an absence for purposes of class attendance.

Disabled Student Program and Services (DSPS):

If you have a documented disability that may interfere with your ability to fully participate in this class, you may be eligible for accommodations. Students with disabilities who need any assistance or accommodations should contact the instructor in a timely manner. To make a request for accommodations, please contact the DSPS office at 213-763-3773 in MA-100, or DSPSLATTC@lattc.edu. For more information, please refer to LACCD Administrative [Regulation E-100](#) ("Criteria for Serving Students with Disabilities"). Information regarding any disability will be kept confidential.