

# Entrepreneurship and Enterprise Development

## ABUS/AGRO/EAEP/ENTR/HORT 488/888

**Instructor:**

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Class meetings: Tuesdays 4-6 pm 211 Dinsdale

488/888 Entrepreneurship and Enterprise Development

The process of starting your own enterprise. Competitive environment, risk management, finance for business startups, funding, and business plan writing.

### **Course Statement** (ACE 10)

Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

### **Opportunities for Success** (ACE 10)

- Students will be successful by researching technical information about a business idea of their choosing. SLO 5
- Students will be successful by surveying and interviewing potential customers, competitors, and business partners. SLO 4
- Students will be successful by practicing oral presentations of their business plan.  
\*SLO5

- Students will be successful by synthesizing and interpreting a business model through using course material and outside sources of information to complete a model that is unique to them. \* SLO4
- Students will be successful by reflecting on their work during the time in this course to establish their opportunities for success in the business environment. \*SLO1
- Students will be successful by organizing material, meeting deadlines, and presenting in a professional environment. \*SLO6

\* Denotes departmental student learning outcomes

\*1. Appreciation of Nature Recognize, describe and assess the **Value of Nature**

\*4. Data and Computational Thinking: Use diverse methods to generate **Data** and use **Computational** analysis which reveals truths and guide decision making.

\*5. Information and Communication: Capitalize on current **Information** and demonstrate effective **Communication** to engage a target audience in a story based on this information.

\*6. Collaboration and Teamwork: Practice effective **Collaboration** and **Teamwork** to amplify success in problem solving.

Graded Assignments (ACE 10)

**Any late assignments will result in half credit loss.**

Graded assignments that meet the goals of the course and ACE 10 requirements are:

1. Graded portions of written business plans throughout the semester
2. Oral and written presentation of a business model
3. Financial documents with appropriate assumptions
4. Final written business plan
5. Presentation of a business plan to individuals or groups of individuals

Course Objectives

1. Research a problem or idea that aligns with your interests and has sustainable revenue potential.
2. Identify a customer base with the same problem/idea that is willing to pay money to solve this problem.
3. Prepare financial information that either supports or denies sustainability of the problem/idea.
4. Develop and write a business plan that addresses this problem/idea for a particular market group.
5. Communicate this information with investors, bankers and others for appropriate feedback.

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### Grading Scale

| Percentage   | Grade |
|--------------|-------|
| 97 and up    | A+    |
| 90 - 96      | A     |
| 87 - 89      | B+    |
| 80 - 86      | B     |
| 77 - 79      | C+    |
| 70 - 76      | C     |
| 67 - 69      | D+    |
| 60 - 66      | D     |
| 59 and below | F     |

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### Due Dates

| <b>Assignment</b>                         | <b>Date Due</b> | <b>Points</b> |
|---|-----------------|---------------|
| Section 1 - Business Plan, Start-up Costs | Feb 5th         | 50 points     |

|                                       |                    |            |
|---------------------------------------|--------------------|------------|
| Business Canvas and Marketing Section | Feb 12th           | 100 points |
| Section 2 - Business Plan, Break Even | Feb 19th           | 50 points  |
| Financial tools in the toolbox        | Feb 16th, and 23rd | 100 points |
| Section 3 – Business Plan             | March 5th          | 100 points |
| Section 4 – Business Plan             | March 5th          | 50 points  |
| Final Written Business Plan           | March 12th         | 100 points |
| Financial lender assignment, Eval.    | March 24th         | 100 points |
| Total Points                          |                    | 660 points |

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### Tentative Topic Schedule

#1 - Idea generation

#2 - Vision - Mission - Goals

#3 - Key Features Competitive Advantage

#4 - Business Canvas

#5 - Business Canvas

#6 - Organizational Structure

#7 - Management Team

#8 - Critical Risks

#9 - Payroll, Cash Flow

#10- Depreciation, Amortization, Break Even

#11 - Development of Financial Statements

#12 - Funding - Exit Strategies

\*Refer to 'Materials and Assignments' on the left menu of Canvas for instruction and materials for the course.

During the semester, we will have 3 topical online instructors presenting information on Quickbooks accounting software, Client Retention customer service, and Sales and pricing. See the links below. They will be from 4:30 to 6:30pm on Tuesday February 16, 23, and March 2nd.

Quickbooks February 16th:

<https://cfra-org.zoom.us/j/93169905175?pwd=TnJMRFfAd0NvbWhtVjhiSFcwQ0pzZz09>

Client Retention February 23rd:

<https://cfra-org.zoom.us/j/97808436611?pwd=WxNHymtJNHVmtTmtocWgzODRLWENpQT09>

Sales and Pricing March 2nd:

<https://cfra-org.zoom.us/j/91645119189?pwd=T2ozUjVQZWniT1FiSnF1cXM5RVVzd09>

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Point Breakdown:

Business Plan Sections 1, 2, 3, & 4 (350 points)

Section 1: 150 points

Section 2: 50 points

Section 3: 100 points

#### Section 4: 50 points

There are 4 sections to the business plan. Each section will be completed and handed in for feedback and grading before the next section is due. These sections are meant to be revised after the instructor has graded them so your final plan is fully edited. More specific instructions are included in Canvas modules.

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#### Financial Tools in your Toolbox (100 points)

- To help you develop your business plan, we will be working on a series of financial 'tools' that will help you regardless of your business future as an owner. These tools will be useful to decide if the business is financially sustainable but also can help you make personal financial decisions.

#### Final Written Business Plans (100 points)

- The final written plan will consist of 10 pages of text double spaced with 6 pages of appendix. The written plan will include title page, table of contents, financials, and executive summary.

#### Final Presentation/Lender Assignment(100 points)

- Feedback is absolutely necessary for business plans in order to gain a realistic idea of your business. Your assignment is to present your plan to a series of lenders for their feedback to your ideas.

**Link for CEO School registration (register for each class using this link) -**

**Deadline to register is February 8th.**

[https://secure.everyaction.com/TLfwJ6ib6UCGq0w6CedE\\_Q2](https://secure.everyaction.com/TLfwJ6ib6UCGq0w6CedE_Q2)

**Zoom links for CEO School:**

**Quickbooks: February 16th - 4:30-6:30pm**

<https://cfra-org.zoom.us/j/93169905175?pwd=TnJMRFFad0NvbWhtVjhiSFcwQ0pzZz09>

**(Listen to the first hour of this module)**

**Client Retention: February 23rd - 4:30-6:30 pm**

<https://cfra-org.zoom.us/j/97808436611?pwd=WXNHYmtJNHVmTmtocWgzODRLWENpQT09>

**Sales and Pricing: March 2nd - 4:30-6:30 pm**

<https://cfra-org.zoom.us/j/91645119189?pwd=T2ozUjVQZWNI1FiSnF1cXM5RVVzdz09>

**Startup Business Finance: March 3rd, 10th, and 17th - 4-6 pm**

<https://cfra-org.zoom.us/j/97549772357?pwd=V2xQMklvR0p3WW41L2hpY0JNcWFuQT09>

**Peaks and Valleys: March 24th, 31st, and April 7th - 4-6 pm**

<https://cfra-org.zoom.us/j/97986664756?pwd=RVBTZm5EUmF0N25hVk5WbGZOTldCQT09>

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## Technical Requirements

In order to take this course, you must have:

1. E-mail
2. An Internet connection (Netscape 3.01 or higher and Internet Explorer 4.0 or higher)
3. Microsoft Word
4. PowerPoint
5. Adobe Acrobat Reader
6. RealPlayer
  - The technology skills you will need to succeed in this course are a basic familiarity with your Web browser, e-mail, word processing, and the ability to locate specific information on the Internet. You must also know or learn how to use Canvas courseware.

**Note:** When you click on the link above a new browser window will open. Be sure to close the window when you are done.

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## ADA

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

## Ethics Policy

"Academic integrity is an essential indicator of the student's ethical standards. For this reason students are expected to adhere to guidelines concerning academic honesty outlined in Section

4.2 of University's Student Code of Conduct which can be found at [UNL Student Code of Conduct](#). Students are encouraged to contact the instructor to seek clarification of these guidelines whenever they have questions and/or potential concerns”

## Canvas

Various student resources are available for any issues you experience with courseware and any other technical problems that might arise during the course of the semester.

## UNL Help Desk

Phone: (402) 472-3970

E-mail: [helpdesk@unl.edu](mailto:helpdesk@unl.edu)

## Library Services

UNL distance students have access to a tremendous resource-UNL's Library Services

If you are using Canvas, there is a tab at the top of the page, "UNL Library"-just click and you are there. Or use: [Libraries](#)

After you use one of the above options, you will be at the Iris Main Page:

Click on "Services", then, on the following page click on "Distance Education Services". At this point, you will be able to read about the various services UNL's Library Services provide to distance learners.

This page has information about the web request form, information about liaison librarian services, various delivery options (including web delivery), and much more.

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## Academic Integrity policy

1. Academic integrity is an essential indicator of the student's ethical standards. For this reason, students are expected to adhere to guidelines concerning academic honesty outlined in Section 4.2 of University's Student Code of Conduct which can be found at [UNL Student Code of Conduct](#). Students are encouraged to contact the instructor to seek clarification of these guidelines whenever they have questions and/or potential concerns.
2. The following procedures outline the general operations involved with enforcing and appealing academic integrity (e.g. cheating, plagiarism) violations in courses.
  - a. Breaches of academic integrity and their consequences vary considerably, so it is not possible to outline a single chain of consequences for every situation.
    2. Each instructor may impose a consequence(s) for a breach of academic integrity in his/her own course, consistent with the magnitude of the breach. The consequences may range from reduced credit for a test or assignment to failure in the course.



3. If the student feels that the consequence(s) imposed is inappropriate, the student should discuss the matter first with the instructor within 7 days of the incident.
4. If the student is still dissatisfied with the consequences imposed, he/she may appeal to the Department Head or his/her designee within 14 days of the incident.
5. If the student is dissatisfied with the results of his/her appeal to the Department Head, then he/she may appeal to the Dean of the College of Agricultural Sciences and Natural Resources within 21 days of the incident.
6. Further appeal may be pursued with the University Judicial Officer as described in <http://stuafs.unl.edu/ja/code/three.shtml>.
7. The course instructor will inform the student's academic advisor of the final disposition of the breach of academic integrity within 7 days after the final decision.

The following information for Emergency Response:

- **Fire Alarm (or other evacuation):** In the event of a fire alarm: Gather belongings (Purse, keys, cellphone, N-Card, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.
  - **Tornado Warning:** When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.
  - **Active Shooter**
    - **Evacuate:** if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.
    - **Hide out:** If evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.
    - **Take action:** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.
  - **UNL Alert:** Notifications about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For more information go to: [UNL Alert](#).
  - Additional Emergency Procedures can be found here: [Emergency Procedures Quicklist.pdf](#)
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ACE 10 Rubric

ACE 10 Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

*Exemplary - 4; Acceptable -3; Developing - 2; Deficient - 1*

Broad Knowledge:

4. Uses a variety of in-depth information from relevant sources representing various points of view/approaches.
3. Uses in-depth information from relevant sources representing various points of view/approaches.
2. Uses information from relevant sources representing limited points of view/approaches.
1. Uses information from irrelevant or inappropriate sources.

Technical Proficiency:

4. Develops all elements of the methodology, theoretical framework or concept appropriately and skillfully.
3. Includes appropriate elements of the methodology, theoretical framework or concept; however, more subtle elements are ignored or unaccounted for.
2. Misses or incorrectly develops some elements of the methodology, theoretical framework or concept.
1. Misunderstands key elements of the methodology, theoretical framework or concept.  
Information

Collection & Synthesis:

4. Collects and synthesizes information to reveal significant insights, themes, or ideas.
3. Collects and synthesizes information to reveal some significant insights, themes, or ideas.
2. Collects and synthesizes information but does not effectively reveal insights, themes, or ideas.
1. Does not collect and/or synthesize information in appropriate or useful way.

Interpretation:

4. Demonstrates accurate and insightful explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.
3. Demonstrates accurate and adequate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.
2. Demonstrates somewhat inadequate or partially inaccurate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.
1. Demonstrates implausible or inaccurate understanding of skills, abilities, theories, or methodologies to solve problems or explore complex issues.

Presentation:

4. Communicates effectively by including multiple key components that significantly support the creative or scholarly product.

3. Communicates effectively by including at least one key component that significantly supports the creative or scholarly product.
2. Communicates somewhat effectively by including at least one key component that generally supports the creative or scholarly product.
1. Communicates ineffectively or fails to include at least one key component that supports the creative or scholarly product.

Reflection:

4. Demonstrates in-depth insight into a variety of learning outcomes and other meaningful experiences.
3. Demonstrates in-depth insight into one or more learning outcomes or other meaningful experiences.
2. Demonstrates some insight into one or more learning outcomes or other meaningful experiences.
1. Demonstrates little or no insight into learning outcomes or other meaningful experiences.