

Agribusiness Entrepreneurship

AGEC 4965 (COM3)

Delivered Online (<https://uwyo.instructure.com/courses/539727>)

University of Wyoming

Fall 2020

Course Description

This on-line course provides an opportunity for you to acquire the knowledge and skills to take an agribusiness idea and develop it into a successful venture. The class meets the COM3 writing and communication requirements of the University of Wyoming. Each week, we will meet virtually from 9:35 to 10:45 a.m. on Tuesdays and Thursdays via Zoom <https://uwyo.zoom.us/j/99707009754>

Contact and Meeting Information



Dr. Mariah Ehmke

Associate Professor

Dr. Ehmke is an Associate Professor in the Department of Agricultural and Applied Economics. I love teaching Agribusiness Entrepreneurship because of the opportunity to explore creative solutions to agricultural and societal problems with students. You may contact me through WyoCourses messaging. If you are unable to do so, I am also available on e-mail Mariah.Ehmke@uwyo.edu. Just be sure to put [AGEC 4965] in the subject line. You may also call me at +1 (307) 766-5373.



Doston Nichols

Teaching Assistant

The Graduate Teaching Assistant for this course is Doston Nichols, a recent graduate of Auburn University (War Eagle!). There, he majored in Agricultural Business and Economics. He also completed ROTC. He is commissioned as a Second Lieutenant into the National Guard. He enjoys being outdoors, and spends his free time either hiking with his dog or fly fishing. He looks forward to this semester and getting to know you. His e-mail is jnich029@uwyo.edu. You may request a Zoom session with him for help.

Contact Information and Office Hours

Dr. Ehmke

You may learn more about me in my instructor's bio in WyoCourses or at our department [website](#). Please contact me through the WyoCourses site or at my e-mail. I receive a high volume of e-mails and need you to put [AGEC 4965] in the e-mail subject line. I typically check my office e-mail in the afternoons. I am also available during my virtual office hours on Zoom from 1:15 to 2:30 p.m. on Mondays and Thursdays at <https://uwyo.zoom.us/j/99970766604>.

Your communication is important to me! I will log onto the class website most workdays. The WyoCourses message system is the preferred way to ask me individual questions about the course. I will strive to answer all e-mails or WyoCourses messages within one to two business days. I am not available on weekends. If you are e-mailing from a different time zone, please consider time differences and allow for more response time.

Mr. Nichols

Mr. Nichols is available by email from 9 a.m. to 7 p.m. on weekdays. Please give him at least 24 hours to respond and 48 hours to respond over the weekend. His office hours and a permanent zoom link for them will be announced by August 29.

Information Technology

The University of Wyoming IT help numbers is +1(307) 766-HELP and can be found at it.uwyo.edu.

Online Classroom and Procedures

Each class week begins on Monday and ends on Sunday. Be sure to review the [WyoCourses software](#) to manage readings, assignments, and additional course content. The Calendar in WyoCourses will also have dates for upcoming assignments and exams. The [Announcements](#) area of our website is also a helpful place to find information about course additions and revisions or upcoming events.

The [Modules](#) section of the website is arranged by weekly units. Here, you will find information for each week's video lectures (vodcasts), assignments, readings, discussions, and other materials. You will find the links to submit your assignments along with the assignments for each module.

The [Discussion](#) area of the website includes the discussions accompanying each module as well as an open forum on course topics. You may post additional questions there, relevant news for our class, or additional entrepreneurship resources.

Remember the University of Wyoming server is set to US Mountain Time. All due dates and times are for the **Mountain Time zone**.

Introduction

This electrifying semester on-line course guides senior Agribusiness students through the entrepreneurial process. We will focus on best practices to move an idea to a rewarding venture. You will begin your entrepreneurial journey with scholarly study of the entrepreneurial mindset and schools of entrepreneurial thought. You will actively engage in activities on-line and in your own life to spark creativity and new ideas. You will curate one of these ideas into a new business. Your business plan will be the roadmap for your future business. Along the way, you will use knowledge and skills illustrated along the spark lines in Figure 1. These includes skills and knowledge from your other agribusiness and business school classes. This background will power your business plan and help you build relationships with potential investors; including venture capitalists, angel investors, banks, and shareholders. After you design and communicate your business plan, you will be well on your way to a new, rewarding venture.

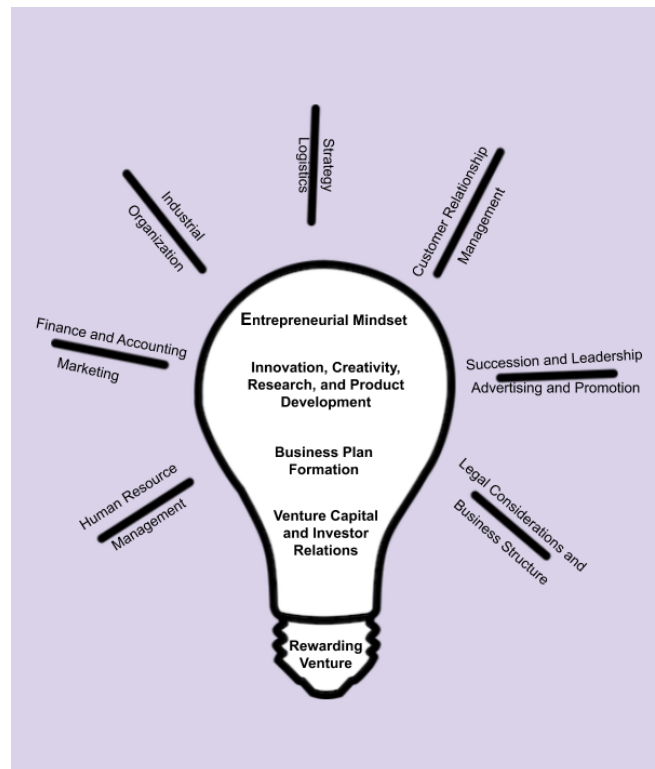


Figure 1. Course concepts and connections

COM3 USP Statement

This course fulfills the Communication 3 (COM3) requirement of the 2015 University Studies Program. Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students' academic work and future professions. Advanced courses (COM3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication. Successful completion of COM2 is a prerequisite for COM3.

Course Objectives

Enduring Knowledge Objective: Translate a business idea into a rewarding venture using a business plan based upon agribusiness management principles.

Sub-Objectives

1. Describe the entrepreneurial mindset and different schools of entrepreneurial thought.
2. Produce a new business plan using agribusiness best practices and management principles. (Maps to COM3 outcomes 1, 2, 3 5, 6, and 7)
3. Choose a business strategy for a new agribusiness venture using SWOT and Port's Five Forces. (Maps to COM3 outcomes 1, 2, 3, and 4)
4. Recognize predictors of successful entrepreneurs and new agribusiness ventures.
5. Compute and interpret financial and accounting metrics to measure agribusiness performance across multiple dimensions of firm and industry areas. (Maps to COM3 outcomes 1-7)
6. Select library and digital resources to report on agribusiness market and industry conditions. (Maps to COM3 outcomes 1-7)
7. Describe the most rewarding and challenging aspects following business plan development principles. (Maps to COM3 outcomes 1, 4, and 7)
8. Display professional agribusiness management leadership, and oral and written communication skills. (Maps to COM3 outcomes 1-7)

COM3 USP Outcomes

1. Use the discourse of a discipline or interdisciplinary field to communicate that field's subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by

completing a substantial communication project that requires appropriate research skills.

3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

Course Textbook and Materials

Required textbook: Kuratko, Donald F. (2017). *Entrepreneurship: Theory, Process, and Practice*. Boston, MA: Cengage. This book is available from the University of Wyoming bookstore, Amazon.com, and [Cengage publishing](#).

For the writing and presentations, you will use [APA](#) formatting for figures, references, and report structures. The 7th edition of the APA manual may be purchased from [Second Story Books](#) ((307) 745-4423) who may deliver to your Laramie residence, Amazon.com, or the [publisher](#). You can also access more information about APA free through the [Purdue Online Writing Lab](#) (OWL).

We may use case studies from Harvard publishing as well as many internet readings and videos. Several resources will be on reserve at the library electronic reserves for this class.

Grading Information

Grades are based on the total points you earn out of the total course points available, converted to a percentage scale. If you find a computational error in a single assignment grade or your total grade, please notify the instructor within two weeks of receiving the grade. Changing grades for any reasons other than data input or computational (e.g., adding up the total points earned on a single assignment) errors is prohibited and grades are non-negotiable.

Table 1. University of Wyoming Standard Grading Scale

Grade	Percentage	Grade Point	Definition
A	> 90	4.00	Exceptional

B	80 to 89.9	3.00	Very Good
C	70 to 79.9	2.00	Fair
D	60 to 69.9	1.0	Poor
F	<60	0	Failure
S			Equivalent to C or better
U			Equivalent to D or F
P			Passing (for mid-semester grades only)

Points Associated with Major Assignments in AGEC 4965

Individual Assignments

- Participation: 50
- Five-Year Plan: 50 Points
- Entrepreneur Interview: 30 Points
- Posted Discussions: 30

Team Based Assignments

- Team Business Proposal: 100
- Team Business Proposal Presentation: 50
- Team Decision Tasks: 55
- Peer Assessments: 45
- Team Readiness Assessments: 30
- Team Financial Feasibility Draft: 25 Points
- Team Marketing Plan Draft: 25 Points

Assignment Descriptions

The objectives will be accomplished through course assignments designed to build a successful business plan and your communication skills. As I illustrate in Figure 2, your previous classes have built a base for your entrepreneurship training. We will use this base to build your knowledge of entrepreneurship across four dimensions: cognition, innovation, planning, and investor communication. These new knowledge and skills will support a rewarding future venture.

Individual Assignments. These assignments will be completed by you, outside of your team-based learning work.

1. *Participation.* We will have weekly on-line meetings from 9:35 to 10:45 a.m. every Tuesday and Thursday. These will have discussion based activities you will do with the entire class and your team. The possible points for this assignment are - 1 if you have an unexcused class absence, 0 if you're present and not

participating, 1 if you are present and have minimal participation (perhaps asking one question, talking in a breakout room, offering thumbs up), and 2 if you are activity participating and advancing activities and conversation (e.g., actively listening and asking questions of your peers, giving feedback on ideas during breakout sessions, suggesting ways to organize team work, etc.). This assignment links to course objective 8.

2. *Five-Year Plan*. You will develop a strategic plan and trajectory for yourself for the next five years. The bookends of your plan will be your current resume at the beginning and the resume you envision in five years. In between the two, you will develop a detailed path from the first to second resume. This aligns with learning objectives 3, 6, and 8.
3. *Entrepreneur Interview*. This is an opportunity to learn more about an entrepreneur in your life. You will interview an entrepreneur you know and admire, capturing and describing how they reflect the entrepreneurial mindset. The write-up of the assignment will meet learning objectives 1, 4, and 8.
4. *Posted Discussions*. Each Module includes an opportunity for you to comment on and discuss the text, agribusiness industry developments, the business plan process, and other areas of agribusiness management with classmates. You will be asked to contribute to the discussions with an initial reply as well as comment on classmates' postings. The assignment aligns with class learning objectives-8.

Team-Based Assignments. These assignments will be completed in preparation for team work or with your team.

1. *Strategic Entrepreneurial Agribusiness Proposal and Peer Assessment*. The capstone project is the culminating course activity. It requires full immersion the new agribusiness development process. You will complete this problem-centered project with a team of five to seven students. Your team will develop and present a small agribusiness strategic business proposal using research, cooperative peer input, instructor feedback, and personal reflection. As an evolving professional, you need to understand your role in a team and how to organize work with others. All team members will conduct peer evaluations of their peers.
2. *Readiness Assessments*. Individual and team readiness for each unit will be assessed using individual readiness assessment quizzes. After completing these individually, you will work with your team to complete a team assessment. Following the team completion, we will discuss the answers and groups will have an opportunity to defend alternative answers. This process increases the ability of the class to pursue new units together, with the same level of preparedness.
3. *Team Decisions Tasks*. We will have daily team interaction activities. You and your team will be asked to discuss managerial policies, cases, and your project plans. These discussions will result in a decision outcome. Each team will communicate its team decision to the instructor and provide justification for the decision. These will be handed in to the instructor using the team folder at the end of the assigned class period.

Netiquette

It is my goal to provide an on-line environment where you all feel safe to learn together. To sustain this, I also need your help. I ask you to pledge to use the following Netiquette guidelines (adapted from Stravredes 2011):

1. In all of your interactions, remember there is a person behind the written post, who has feelings and can be hurt by what and how you interact with them.
2. Never post anything you wouldn't say to a person face-to-face. Try to consider if what you have to say will improve the life of those in the class or denigrate it.
3. Act on-line as well as or better than you do in real life. On-line activity effects others even if they are not beside you. It is also recorded for posterity.
4. Respect others' time and effort.
 - a. Take time to thoroughly read and understand discussion assignments.
 - b. Do not fill discussions with irrelevant questions or comments. It wastes your classmates' times. Stay on point.
 - c. You will have time when you disagree. Do so respectful of others' role as students and human beings. Do not attack others.
 - d. Make yourself look good online by:
 - i. Checking the spelling and grammar in your posts.
 - ii. Preparing for discussions and contributing information supported by class resources.
 - iii. Refrain from inappropriate language and remarks.
 - e. Offer to help others who have questions. We are here to learn together.
 - f. Do not post flames or respond to others if they choose to post flames.¹ Display professional behavior.
 - g. Forgive other learners' mistakes and be patient and compassionate of all learns in the course.

Academic Honesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the University community have a responsibility to be honest and have the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated." [excerpt from the UW General Bulletin] All persons should report suspected violations of standards of academic honesty to the instructor, department head, or dean. See UW Regulation 2-114, "Procedures and Authorized University Actions in Cases of Student Academic Dishonesty." You can read this and all other University regulations at:

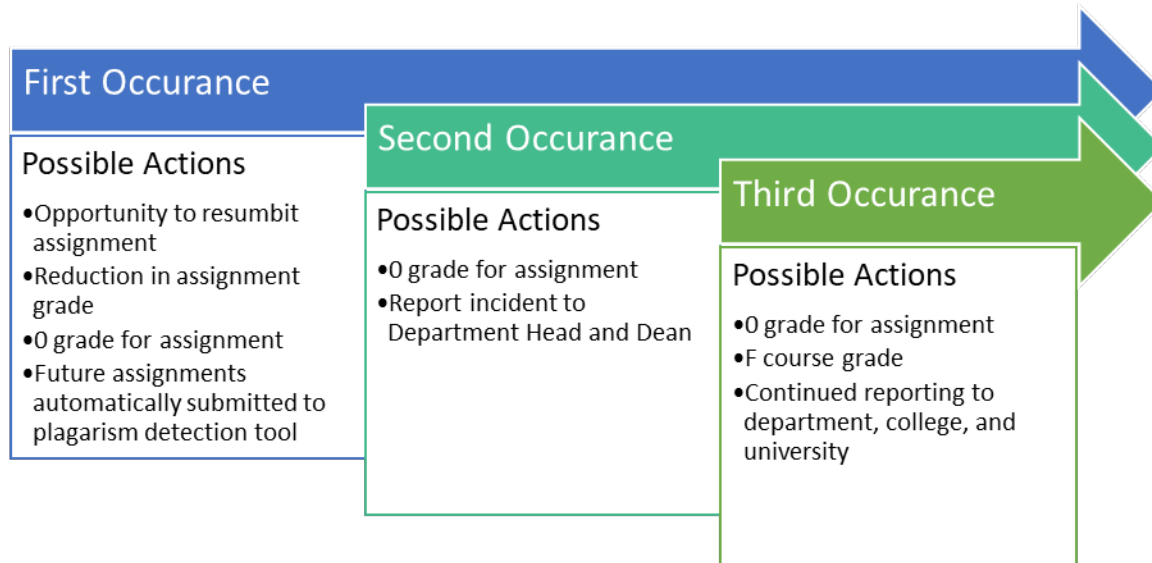
<http://www.uwyo.edu/regs-policies/>

When you are writing, I recommend you test you paper for possible, unintentional plagiarism by putting the text into Google or [Grammarly](#) and making sure you don't

¹ Flaming refers to offensive posts typically involving a personal attack, insult, swearing, or intense language and is often highlighted by the use of ALL CAPS.

bring up close matches. When one of the graders is concerned about plagiarism in a document, it will be investigated using an on-line plagiarism detection tool.

Here are the steps we will take when plagiarism is detected in everyday work:



If you are found to be cheating on a quiz or mid-term exam, you automatically receive a failing grade on the assignment and will not have the opportunity to take future quizzes or exams. Your grade will be a zero for those quizzes and exams you miss. If you are found to be cheating on the final exam, you will receive an F in the course.

Students with Disabilities

Students with disabilities are welcome in this class. If you have a disability that will impede your ability to complete the course requirements in any way, please notify the instructor as soon as possible. She will arrange to meet your needs in a confidential manner. If you would like additional information, you may also look at the University Disability Support Services website: <http://uwadmnweb.uwyo.edu/UDSS/student/>

Statement on Diversity

We will work together to help each other feel welcome in this classroom. The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

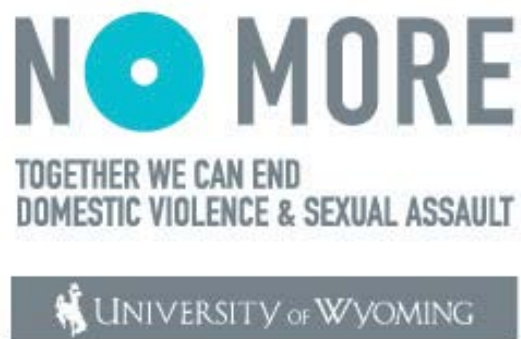
Sexual Misconduct, Harassment, and Assault – Lauren's Promise

Any form of sexual harassment or violence will not be excused or tolerated in this course. The University of Wyoming has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

I am adopting Lauren's promise, in honor of Lauren McCluskey. Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. ***We must all take actions to ensure that this never happens again.***

If you are in immediate danger, call **911**.

If you are experiencing sexual assault, domestic violence, and stalking, please report it to me and I will connect you to resources or call the University's STOP Violence program at 307-766-3434 or stopviolence@uwyo.edu (24-hour crisis hotline). You may also visit the [Report It](#) website to report on-line.



Course Inclusivity & Accommodations

"Whoever you are however you arrived here take a step inside."

Course Inclusivity

We understand that our class represents a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share your unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of your classmates

- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- remember that this is a safe space to discuss ideas and thoughts that others may not want shared outside
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the University community

Assignments will be due at regular intervals throughout the week. For the most part, you will use submission portals in WyoCourses to submit the assignments and take the team readiness assessments. There will also be an area for you to work collaboratively with your team members in WyoCourses. Other collaborative tools are available through Google Drive.

Accommodations

It is our goal to support all learners be successful in this course. We hope that we can work together to create an environment in which you can be successful. If there is some way we can help you be more successful in this course please do not hesitate to contact the instructors. In addition, if you have a physical, learning, sensory or psychological disability and require accommodations, please let us know as soon as possible. You will need to register with, and possibly provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 109 Knight Hall. You may also contact UDSS at (307) 766-6189 or udss@uwo.edu. Visit their website for more information: uwo.edu/udss.

Writing Support

Writing Support is available in this class at the Writing Center (www.uwo.edu/ctl/writing-center) and the **STEP Tutor Center**. Students who seek academic help in this class tend to receive 10-15% higher final GPA in the classes than students who do not. For best results, use the Writing Support for at least three hours over the course of the semester. Please visit the STEP Tutor Schedule for days and times: www.uwo.edu/step.

COVID-19 Policies

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the

UWYO Cares Reporting Form for Student Code of Conduct processes
(https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

Syllabus Changes

I will alert you to any possible course format changes in response to UW decisions about community safety during the semester through WyoCourses.

University HyFlex, Zoom, and WyoCourses expectations:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

Student Attendance Policy

UW will adhere to UW Regulation 2-108 Student attendance Policy. However, during the COVID-19 pandemic, instructors are encouraged to add additional information on the attendance policy specific for their course and modality of delivery.

Coronavirus Pandemic Addendum to Attendance Policy: During the fall of 2020 and for the duration of the coronavirus pandemic, the attendance policy applies as noted below:

- **Self-Quarantine and Isolation:** Any student notified that they have tested positive for covid-19 or that they have been exposed to someone who has tested positive for covid-19 may need to isolate for up to two weeks at a time (<https://www.uwyo.edu/alerts/campus-return/index.html>) Students will

not be penalized for having to self-quarantine for exposure to an known positive. Students who test positive will be told to isolate and should continue to complete course work online for the duration of their isolation as they are able.

- **Illness:** Under no circumstances are students to attend in-person classes if they are experiencing any symptoms of covid-19. Illnesses are covered under the Authorized Absence program managed within the Dean of Students Office (<https://www.uwyo.edu/dos>)

Note: All campus community members are requested to use the **COVID Pass** as tool to track their personal health symptoms. If a student enters their daily temperature and symptoms and receives a “fail”, they should notify their faculty they will need to participate virtually for that day.

Online Absences

An official student **absence** for this course is when a student meets the following criteria:

- The student does not engage with the week’s course material and/or does not turn in the week’s assignment on time.
- The student or a dedicated representative of the student fails to communicate the reason for not engaging with the course material and/or not turning in the week’s assignment on time within the week of the absence.

Subject to Change

The elements of this syllabus may be changed for clarification throughout the semester. The schedule is tentative and subject to change. It is best to check the WyoCourses website daily during the week for updates.

Course Website Geography

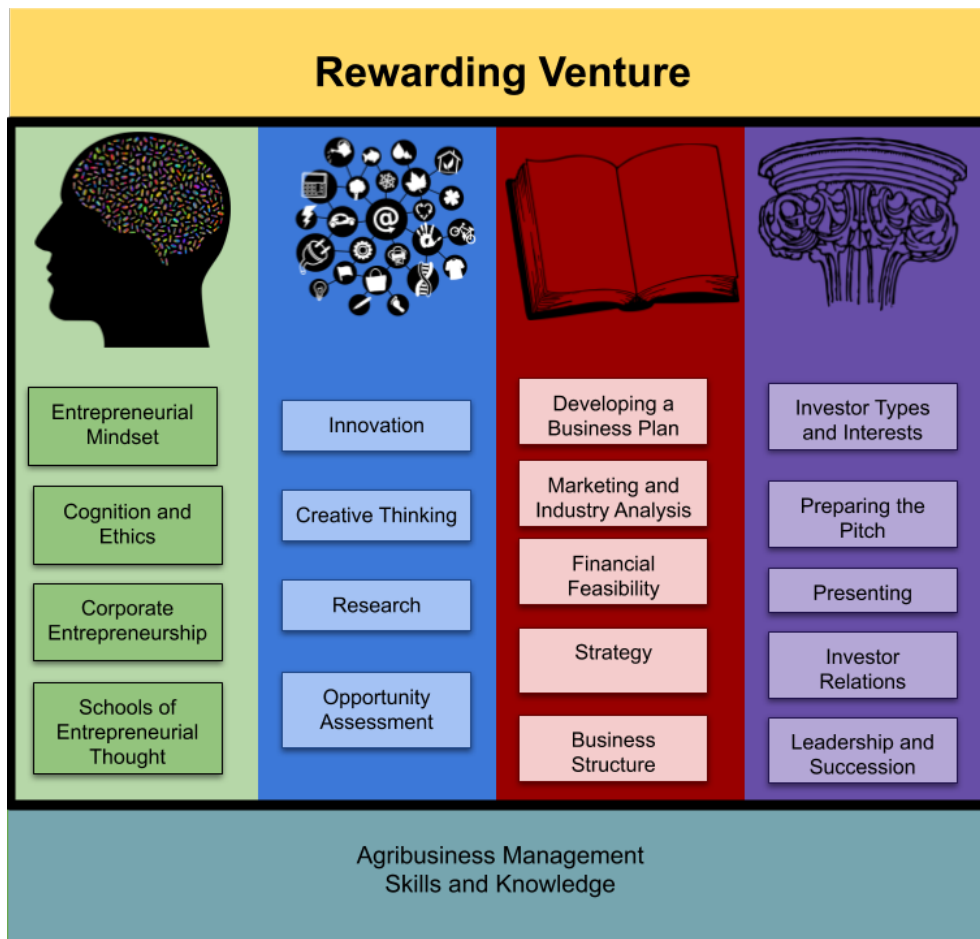


Figure 2. Course graphic organizer

The course is organized by the course concept map presented in Figure 2. At the base of the diagram, you will see an area entitled “Agribusiness Management Skills and Knowledge.” This represents the previous knowledge and tools you have acquired in earlier courses in our program. Since this is a capstone course, we take this knowledge and those skills and incorporate them into this course. I will not reteach this information, but you may want to review courses you’ve had in the past as new challenges arise in this course. This course will focus on the topics included in the green, blue, red, and purple middle columns. Each individual box in the columns relates to a module in this course. They provide the support or scaffolding to complete a new business plan and create a pathway to a rewarding venture.

Each module will include the following:

- Discussion board for general module questions
- Vodcasts highlighting key topics
- Team-Readiness Assessments
- Team-based assignments for the module
- Discussion assignments related to key concepts

Road Map for Agribusiness Entrepreneurship 2020

Module	Module Start	Activity(ies)	Rationale	Resources and Readings	Estimated Reading Hours	Estimated Assignment Hours	Due Dates	Course & COM3 Outcomes for activity/Assignment
Unit 1: Entrepreneurship								
Entrepreneurial Mindset	24-Aug	Individual: Entrepreneur Interview, Team Member Survey, Syllabus Quiz, Extra Credit Photo Posting	We need a working definition of entrepreneurship to proceed. We also need to get to know each other!	Kuratko Text: Chapters 1 and 2	1.5	2	Entrepreneur Interview: September 7, Survey Quiz: Aug 27, Pre-Assessment: Aug 27, Team Member Survey: Aug 28, Extra Credit Photo Posting: Aug 28	Course (1,4,8) and COM3 (1, 3, 5, and 7)
Cognition and Ethics	31-Aug	Individual: Team Preference Survey, Team: Honors Code, Class: Meet David Krueger (Librarian)	An Entrepreneur's life is complicated. There are challenges as well as great rewards. To be successful, you need to know how to think and manage life. One must also have a strong ethical grounding in their work.	Kuratko Text: Chapter 2, Kidwell Reading	2	1.5	Team Preferences Survey: Sep 2, Ethical or Legal: Sep 3, Team Honor Code: Sep 7	Course (1, 2, 3, and 8) and COM3 (1, 2, 3, 7)

Corporate Entrepreneurship	7-Sep	Individual: iRAT, Team: tRAT, TBD, Code of Conduct, Class: Jo Chytka, Career Services	Many companies encourage their employees to think like entrepreneurs. This trend has accelerated in recent years. To be successful, management must know what to ask of their employees.	Kuratko Text: Chapter 3	1.3	2	Readiness Assessment: Sep 7	Course(1,8) and COM3 (1,2,4, and 7)
Schools of Entrepreneurial Thought	9-Sep	Individual: iRAT, Team: tRAT, School of Thought Exercise	There are different approaches to understanding how to approach new business formation and the study of entrepreneurship. Understanding a little bit of the 30 thousand-foot view of entrepreneurship helps us understand our situations and possible alternative approaches.	Kuratko Text: Chapter 4	1.3	0.5	Individual Readings Assessment: Sep 9, tRAT: Sep 10, Schools of Thought Exercise: Sep 11	Course (1, 4, 7, and 8) and COM3 (1, 2, 3, 7)
Unit 2: Innovation and Discovery								

Innovation	14-Sep	Individual: iRAT and Speaker Questions, Class: Maker Space Virtual Visit, Team: tRAT, Innovation Exercise	Within communities and companies, it is important to have the right environment to encourage innovation. This week's work focuses on the innovation process and methods to promote innovation.	Kuratko Text: Chapter 5	1.3	1	iRat: Sept 14, tRAT: Sept 15, Speaker Questions: Sep 15	Course (1,2, and 8) and COM3 (1, 2, 3, and 7)
Creative Thinking	17-Sep	Class: Tyler Lindholm Guest Speaking, Individual: Speaker Questions, Team: Creativity Exercise and Innovation Exercise	Successful entrepreneurs create time, space, and experiences for ideas to flourish. This week we will focus on experiences to further business idea formation.	Kuratko Text: Chapter 5	0.5	1.5	Team Innovation and Creativity Exercise: Sep 20	Course (1,2, and 8) and COM3 (1, 2, 3, and 7)
Research	21-Sep	Class: Library Resources Virtual Visit, Individual: Maker Space Report, Team: Opportunity Research	Research plays numerous roles in new business formation. You need good research skills to develop ensure new products are original, know customers, assess competition, and more.	Kuratko Text: Chapter 5	0.5	2	Team: Opportunity Research	Course (2, 4, 6) and COM3 (2, 3, 4 and 5)

Opportunity Assessment	28-Sep	Individual: iRAT, Team: tRAT and Opportunity Analysis, Team: Opportunity Assessment	As business ideas develop, it is important identify the potential challenges and pitfalls of the new venture. This week focuses on critical analysis of the idea, both for your team and with other teams. You will work to ensure you idea meets fundamental criteria for success.	Kuratko Text: Chapter 6	1.5	2	iRAT: Sept 27, tRAT: Sept 28, Opportunity Assessment: Oct 6	Course (2, 4, 5, 6, and 8) and COM3 (1, 2, 3, 4, 5)
Unit 3. Business Plan Development								
Developing a Business Plan	5-Oct	Individual: iRAT, Team: tRAT, Team: Formal statement of business idea	This module focuses on the different approaches to new business development or forms a business may take. We will also consider situations where the new venture may begin with an existing business purchase.	Kuratko: Appendix to Chapter 6 on Feasibility, Chapter 7	1.5	1.5	iRAT: Oct 5, tRAT: Oct 6, Team Feasibility Analysis: Oct 11	Course (2) and COM3 (1, 2, and 4)

Business Structure	28-Oct	Individual: iRAT, Team: tRAT, Business Structure Assignment	The business structure determines how legal ownership will be organized and work relationships will be established.	Kuratko Text: Chapter 7, Chapter 9	3	1	iRAT: Oct 28, tRAT: Oct 29, Team Business Structure Assignment: Nov 1	Course (2, 4) and COM3 (1, 2, 3, 4, and 5)
Unit 4. Business Formation								
Investor Types and Interests	2-Nov	Individual: iRAT, Team: tRAT, Investor Identification	Entrepreneurs often engage outside capital to start and grow their business ideas. The	Kuratko Text: Chapter 8	1.5	1.5		Course (2, 5, 6, and 8) and COM3 (1, 2, 3, 4, 5, and 6)
Preparing the Pitch	9-Nov	Individual: iRAT, Team: tRAT Class: Beau Bingham, Oral Communications Center	The plan is of little value if you can not communicate it to others. We will focus on communicating with potential investors.	Kuratko: Pages 302-303, Soorjoo book at https://ebookcentral.proquest.com/lib/uwy/reader.action?docID=818082&ppg=1 , Priestly book https://ebookcentral.proquest.com/lib/uwy/reader.action?docID=818082&ppg=1	2	2	iRat: Nov 9, tRAT: Nov 8	Course (2, 5, 6, and 8) and COM3 (1, 2, 3, 4, 5, and 6)
Presenting	11-Nov	Team: Presentation Outline, Class: Jeff Miller, Vidgrid	You will create a draft of your presentation and outline all of your team member's presentation roles.		0	5	Team Presentation Outline: Nov 15	Course (2, 8) and COM3 (4, 5, and 6)

Investor Relations	17-Nov	Individual: iRAT, Team: tRAT, Investor Identification and Valuation Report	As you put together your full business plan you will need to	Chapter 14	1.5	3	iRAT: Nov 16, tRAT: Nov 17, Investor Valuation Report: Nov 22	Course (2,5, and 8) and COM3 (4, 5, and 6)
Leadership and Succession	24-Nov	Individual: iRAT, Team: tRAT, Leadership and Succession Plan	What happens after the business is funded? Who will be in leadership now and in the future? What will be the plan to transition leadership in the future.	Chapter 15	1.5	4	iRat: Nov 23, tRAT: Nov 24, Leadership and Succession Plan: Nov 29	Course (3, 4) and COM3 (1, 2, 3, 4, 5)
Presentations								
Presentations	1-Dec	Team: Present to professor and outside evaluators	The presentations bring together all of the research work into a marketable business idea. You will have the	No new readings		4	Team copy of presentation slides: December 6	Course (2, 7, 8) and COM3 (6,7)
	3-Dec							