

Instructor's Guide to Best Practices

This guide has been compiled to assist in delivering the Entrepreneurship for Local Foods Business Planning Curriculum. It has been formatted to provide advice on opportunities to verbally deliver explanatory information in the class, maintain a logical progression through the material, provide real life examples, and ask meaningful questions.

This guide follows from the assumptions that a meaningful and beneficial class experience for the students will depend on the following dimensions:

- Instructor sets clear goals,
- engages the students in active learning,
- drives the lesson through questions,
- demonstrates real-world applications of content by providing examples,
- maintains a connection between material and the local foods/urban agriculture industry
- and employs effective transitions.

To assist the instructor in properly navigating the lecture material and striking the proper balance between these dimensions, this instructor's guide contains some examples (from session 1) of color-coded annotations that recommend suitable places to insert the various dimensions. It is recommended that the instructor utilize highlighters, colored pencils, or another mechanism to prepare their lectures in accordance with this guide.

Generally speaking, lessons will:

- begin with goals and end with summary and takeaway;
- will not run more than 5 minutes without asking a question;
- will not run more than 10 minutes without providing a real-world example or urban agriculture tie-in.

The dimensions will be color-coded as follows in our example:

Goals, Summaries, Takeaways

Pre-planned lesson-driving questions

Real-world Examples

Urban Ag Tie-Ins

Transitions

Today – 1st session:

- Understand the purpose and flow of this course,
- Determine exactly what “business management skills” are and how they can be taught
- Determine what makes a business tick and how we can capture that on paper – in a business plan and business model diagram

Entrepreneurship for Local Foods

Meeting Times: TBD

Course Instructor: TBA

What are some business management skills?

The objective of this course is to impart upon students **basic business management skills**. These skills will be taught in the context of practicing sustainable urban agriculture techniques to produce vegetable crops for sale in commercial markets. Further, the students will develop and write a business plan that reflects the knowledge they have gained and prepares them for entrepreneurship.

Required Text: *The Organic Farmer’s Business Handbook: A Complete Guide to Managing Finances, Crops, and Staff – and Making a Profit.* Richard Wiswall. Chelsea Green Publishing. 2009.

Recommended Text: *Anatomy of a Business Plan: A Step-by-step Guide to Building a Business and Securing Your Company’s Future.* Pinson, Linda. Dearborn Trade Pub., 2005.

Required Materials:

- **A LIBRARY CARD!!!!!!!**
- Notebook
- Pens, pencils, eraser
- Motivation, Discipline, and Focus

A library card? Discipline and motivation? Absolutely! I’d also like to recommend a journal, for more personal development – related journaling. To be a successful entrepreneur you will have to take personal responsibility for mastering the areas that you struggle with and finding your own answers, identifying your own weaknesses and mistakes. This class is no different – we come from different backgrounds and have different strengths.

Additional Requirement:

- Course resources, lecture guides, and assignments will be hosted in a Google+ community. You will be expected to participate regularly in this community and utilize it as a resource for completing assignments and quizzes. Please see the instructor if you are not having trouble joining the group.

Grades:

Attendance: 50%
Participation/Exercises: 20%
Written Business Plan: 20%
Business Plan Presentation: 10%

Grading:

A = 100-90
B = 89 – 80
C = 79 – 70
D = 69 - 60
F = 60 and below

We talked about some basic business management skills, now let’s move on to page 2 and see what we will be covering in this class....

We have a good understanding of what is included when we talk about management – let's see how they influence a business's success or failure.

Why do some businesses succeed? What makes a successful business?

Why is Nike the biggest gym shoe company in the world? Is it because they make the best gym shoes?

Why do some businesses fail?

Can you tell me about a small restaurant, store, or coffee shop in your neighborhood that you really liked, but it closed down?

Page 18 of your lesson has an article from entrepreneur magazine – as you become a successful entrepreneur, it may be worthwhile for you to keep an eye on publications like this one and use them as a resource.

What is a Business Model?

What is a model train?

We will use these management skills and their corresponding functions to make our own business model, we will eventually construct an elaborate model in our business plans, but today we will focus on a smaller model – using a tool called the Business Model Canvas.

HAND OUT 2 BM CANVAS
WORKSHEETS TO EACH
STUDENT

The Business Plan

Why?

What is the difference between an idea and an opportunity?

What is it?

The business plan is the written document that explains exactly how you will turn your idea into a profitable business.

What is in it?

I. Executive Summary

II. Organizational Plan

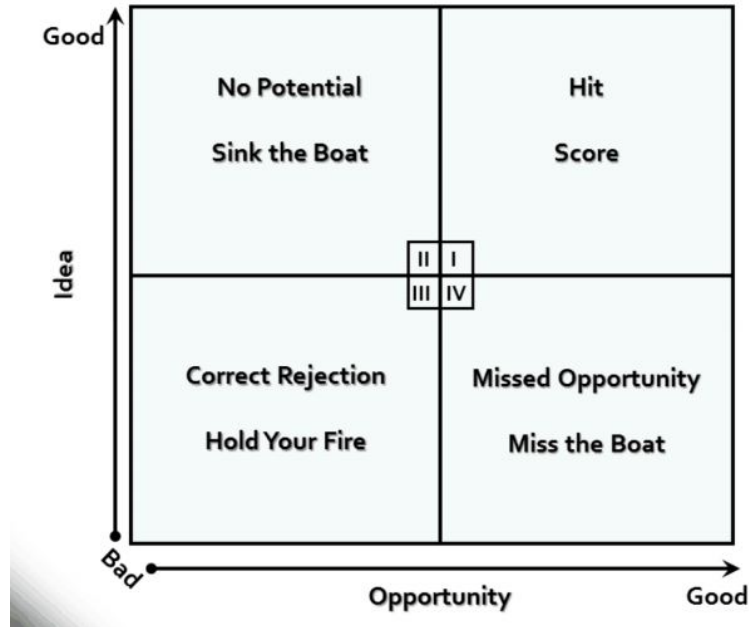
III. Marketing Plan

IV. Financial Plan

V. Risk Analysis

VI. Supporting Documents

Ideas Vs. Opportunities



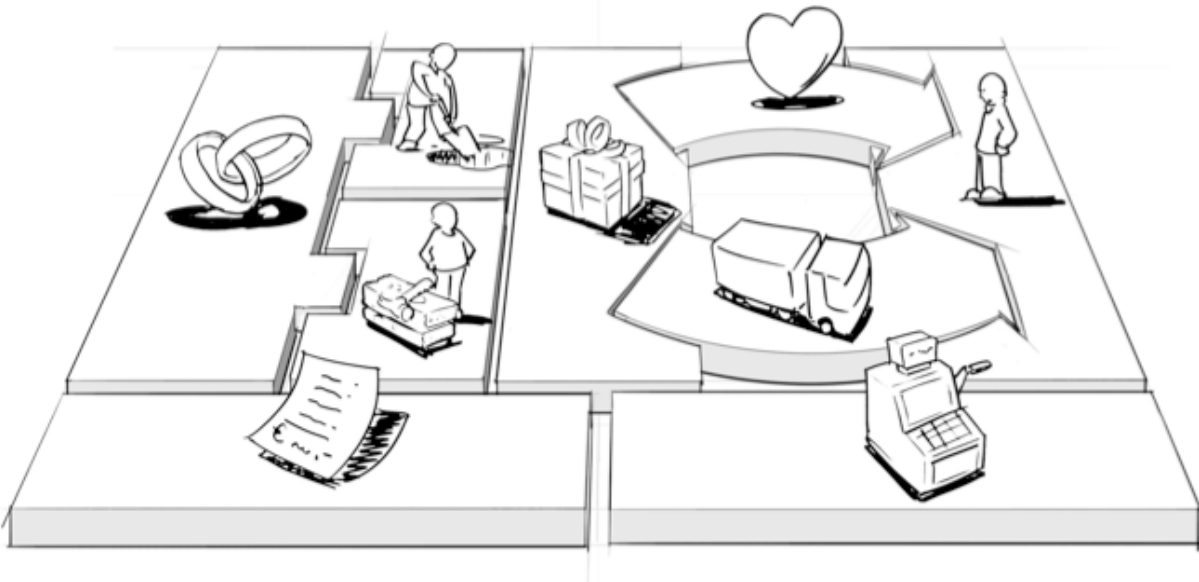
Ideas vs. Opportunities

Supply:

Demand:

The Value Proposition: The Bundle of products and services that create value for a specific customer.

Business Model Generation



KP = Key Partnerships

KA = Key Activities

C\$ = Cost Structure

VP = Value Proposition

R\$ = Revenue Streams

CR = Customer Relationships

CH = Channels

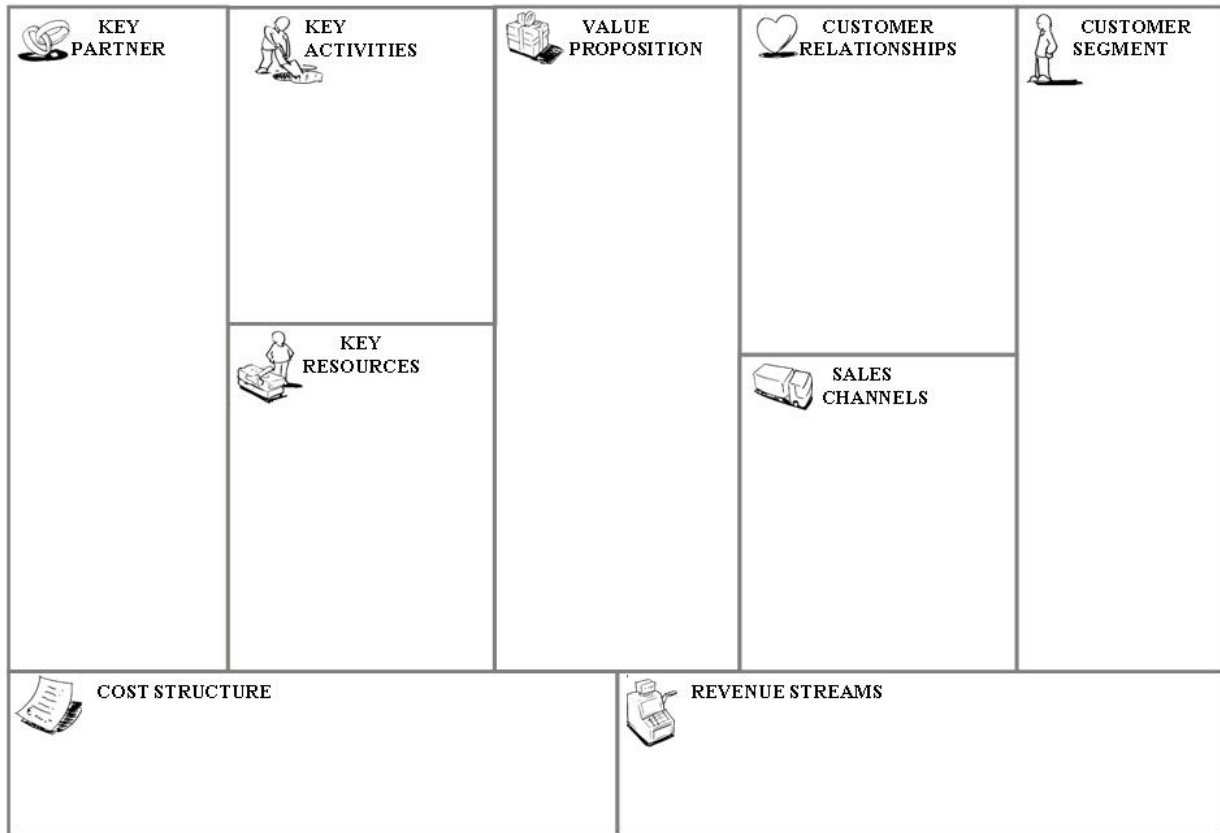
CS = Customer Segments

The 8 elements of the canvas are listed on page 4 of today's lesson.
Proceed to ask questions on each and briefly explain them.

Now let's fill out a canvas for an interesting company called
TerraCycle that will demonstrate how these elements
interact.

Osterwalder, Alexander, Yves Pigneur, and Tim Clark. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Hoboken, NJ: Wiley, 2010. Print.

Business Model Canvas



Terra Cycle 1:

Between 2001 and 2005, Terracycle was making worm tea and selling it through box stores like Wal-Mart and Home Depot.

Terra Cycle 2:

2007 – Present Day: Terra Cycle takes “branded waste, like Capri-Sun packages and Target bags” and manufactures items like pencil cases and tote bags - “Up-Cycling”

What about selling to restaurants vs. at farmer’s markets vs. to large grocery stores or distributors vs. through CSA’s? How would these affect your canvas?

Takeaway: we did this exercise on day one because there is a very important lesson to be learned: decision on customers, products, channels, marketing, etc. are all related and you must consider how they interact when you are crafting your business plan. You cannot treat them like isolated activities, but must consider them as a part of a model. There are a lot of moving pieces in a business.