

USER'S GUIDE

A PROJECT OF THE CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
IN ASSOCIATION WITH  
KWAKIUTL DISTRICT COUNCIL AND WAWATAY NATIVE COMMUNICATIONS SOCIETY INC.

*The Spirit Lives:*  
**ABORIGINAL ENTREPRENEURS  
IN  
CANADA**

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A Project of the Canadian Foundation for Economic Education  
in association with  
Kwakiutl District Council and Wawatay Native Communications Society Inc.

# ***The Spirit Lives: Aboriginal Entrepreneurs in Canada***

## ***User's Guide***

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# **TABLE OF CONTENTS**

Acknowledgements iv

Preface v

Introduction 1

Setting the Stage: An Introduction to Entrepreneurship 3

The Rationale for Promoting Entrepreneurship: Why It's Important 9

An Effective Entrepreneurship Education Program—Criteria to Consider 10

Series Overview: Content Theme and the Entrepreneurs Profiled 15

Profiles of the Entrepreneurs 17

Appendix: Support Material for Presentations 31

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# Preface

*The Spirit Lives: Aboriginal Entrepreneurs in Canada* was produced by the Canadian Foundation for Economic Education (CFEE) at the request of the Kwakiutl District Council (KDC) in Port Hardy, British Columbia. After viewing CFEE's widely used television series, *Entrepreneurship for Canadians: The Spirit of Adventure*, the KDC invited CFEE to collaborate on the production of a similar series featuring Aboriginal entrepreneurs.

CFEE is a non-profit organization, which has been developing educational resources and curricula in economics and entrepreneurship for educators and the general public for the past twenty years. Because we believed we could bring considerable expertise in the subject area and years of experience in managing nation-wide productions, we agreed to undertake the project.

CFEE secured funding commitments from a consortium of private sector and government sources; organized an Aboriginal Advisory Council, made up of members from coast to coast, to guide the project and to suggest entrepreneurs to appear in the production; and arranged a collaboration on field production with Wawatay Native Communications Society Inc.

From the outset, CFEE acknowledged advisors' requests that Aboriginal production personnel be involved as much as possible so that they could gain the experience that only a project of national scope could provide. As a result, virtually all of the field production was carried out by Aboriginal camera personnel and audio crews, who were selected and scheduled by Wawatay. An Aboriginal editor was trained on a state-of-the-art computerized editing system and subsequently went on to take a full role in the post-production phase of the project.

The main strength of *The Spirit Lives* is drawn from the experience and advice of the Aboriginal entrepreneurs who appear in it. The series also embodies CFEE's widely implemented approach to teaching entrepreneurship. CFEE takes a broad view of the subject, recognizing that entrepreneurial characteristics, skills, and processes can be applied by virtually anyone of any age to any kind of venture—for profit or not-for-profit. Our focus is on "formative entrepreneurship." We target those who are new to the subject. We hope to ignite and nurture the spirit of entrepreneurship in those who have never thought of pursuing it and to help guide those who are already keen, but unsure of how to proceed.

We hope this resource will be useful to all those involved with developing their own entrepreneurship and business development programs for their schools and communities. Please forward any comments or suggestions you have related to this series. We would be delighted to hear from you. You may also be able to make use of a number of other CFEE resources, such as the six-part French-language version of the television series—featuring francophone entrepreneurs from across Canada; a video and multimedia, interactive CD-ROM resource on entrepreneurship and business planning called *Planning for Success*; and *Planning for Success: The Spirit Lives*, a version of the multimedia, interactive CD-ROM that features Aboriginal entrepreneurs. *The Spirit Lives* CD-ROM has been jointly sponsored by the Canadian Bankers Association and Aboriginal Business Canada.

This User's Guide is to help get you started. We encourage you to develop your own innovative strategies and support resources, and CFEE would welcome a copy of any support materials that you develop. We hope that you enjoy the series and that it assists you in your efforts to promote entrepreneurship and encourage entrepreneurs.

Gary Rabbior  
President, CFEE

# Introduction

*The Spirit Lives: Aboriginal Entrepreneurs in Canada* is a video and print package designed to be a catalyst to increased and improved entrepreneurship education among aboriginal youth and within aboriginal communities. The series comprises six half-hour video programs and an accompanying User's Guide. The six video programs are:

Program 1:	Catching the Spirit
Program 2:	Developing Your Skills
Program 3:	Opportunities
Program 4:	Ideas and Innovation
Program 5:	Planning Your Success
Program 6:	The Entrepreneurial Community

Program 1 introduces entrepreneurship and the nature of the entrepreneurial character and the entrepreneurial spirit. Program 2 focuses on the "process" involved in entrepreneurship and on the skills that are important. The Program highlights the fact that many of these skills are learnable and can be developed. This Program also emphasizes that rarely does a single entrepreneur possess all of the important requisite skills. The effective entrepreneur augments his/her own skills with the needed skills of others.

Program 3 deals with opportunities. An entrepreneurial opportunity is a need, want, or problem that has not been addressed or that can be addressed more effectively. An opportunity is distinct from an idea in that the idea is the specific way in which an entrepreneur will attempt to address a given opportunity. For example, widespread, increasing concern for the environment is an opportunity. Developing a specific new method of packaging to reduce waste is an idea.

Program 4 focuses on entrepreneurial ideas and how they are generated to address perceived opportunities. It is important to note the sequencing of Programs 3 and 4.

In the past, with little in the way of entrepreneurship education, most entrepreneurs were born at the idea stage. That is, a person came up with an idea and then explored its viability as an entrepreneurial venture. The idea may have come at any time, sparked by any one of a vast number of "triggers."

Today, however, efforts such as this series are taking a proactive approach to entrepreneurship. That is, we are reaching out to those who may know little of entrepreneurship—those who don't have, as yet, specific ideas. Therefore, entrepreneurship education efforts are attempting to establish a process for entrepreneurship that will take young people through a logical, rationale, step-by-step approach to exploring their potential for entrepreneurship.

As we attempt to encourage and nurture entrepreneurs, as opposed to having them evolve through chance and happenstance, we need to acknowledge that, in this mode, entrepreneurs will usually start by identifying an opportunity. That is, the first step will be to identify a need, want, or problem that can be addressed. The next step will be to generate, formulate, develop, and test a specific idea. This is the rationale for the program sequence.

Program 5 focuses on the importance of effective planning. And, as much as planning is essential for success, it is also undertaken with a view to detecting, avoiding, or minimizing problems.

By introducing new products or services and by creating jobs and wealth, all entrepreneurs tend to make positive contributions to society and to their communities. However, many entrepreneurs create ventures

that specifically address problems and challenges in their communities, regardless of the potential for financial profit. For example, an entrepreneurial mayor may take the initiative to find new and innovative ways to address unemployment or solve problems associated with providing utilities such as electricity, sewer, and water. The entrepreneurs featured in Program 6 earn money from their ventures, but they are all primarily motivated by a desire to respond to the needs of their people. They are community entrepreneurs.

In this User's Guide, we have aimed to provide some background information to assist the use of the series with youth in schools or adults in community/business development activities. The materials in this Guide are intended only as a catalyst to the development of support material by those in the aboriginal community who will ultimately use the series. We ask anyone who develops support materials to please send us a copy. Over the course of the next year, we will assemble such material and produce a second support guide.

The first section of this Guide is an Introduction to Entrepreneurship. It aims to set the stage by explaining the perspectives on entrepreneurship that are incorporated within the series.

The next section looks at the Rationale for Promoting Entrepreneurship so that users can review, and determine for themselves, why this area of educational initiative is important. Following this are suggested criteria for those of you who are educators to consider in developing, implementing, and assessing entrepreneurship education programs.

A Series Overview is next. It notes the program titles and provides a brief overview of the content themes and a list of the entrepreneurs profiled in each program. Entrepreneurship Profiles provide background on each entrepreneur in the series.

An Appendix presents a variety of items that could be used in presentations to groups of adults or students. Included are an Entrepreneur's Quiz; a Glossary of Terms; a Venture Planning Guide, which is a framework that could be followed in planning a venture; a Strategy for Risk to illustrate key areas to consider when confronting an initiative involving risk; and a Pre-Program Survey, which could also be redistributed as a Post-Program Survey to help assess the impact of the series.

The goal of this video and print package is to support, encourage, and assist you in your efforts related to entrepreneurship education. It should not be considered prescriptive, and these materials certainly can't do the job alone. They are dependent for success on a dedicated, creative, entrepreneurial program leader. We hope that you find them to be a helpful educational tool and that they are effective in encouraging more entrepreneurship in your communities. We welcome your comments, suggestions, and reports.



# ***Setting the Stage: An Introduction to Entrepreneurship***

## ***Defining Entrepreneurship***

Most discussions of entrepreneurship usually begin with an unproductive, inconclusive debate over the definition of the word. Entrepreneurship is probably best defined by its desired outcome than it is by an "Oxford" or "Webster" classification. Technically, the word entrepreneurship is derived from a French word meaning "to undertake."

What we hope for from entrepreneurial ventures are new initiatives that bring about change in our economic world that help us achieve improvements in our standard of living and quality of life. Initiative and innovation, therefore, are probably the two most noteworthy aspects of entrepreneurial endeavour.

The debate tends to arise when we take a step back and look at the specific nature of initiative. Most people have tended to assume that entrepreneurship deals with setting up a small business. Alternatively, some perceive entrepreneurs as "quick buck hucksters" who sell T-shirts of the Pope during his tours. In both cases, the assumption is that entrepreneurs are driven by a quest for money—a false assumption. Money is important to many, if not most, entrepreneurial ventures, but it is not usually the primary motivator for entrepreneurs.

In reality, entrepreneurship lies more in the attitudes, behaviour, and skills of the individual than it does in any specific institution such as a small business. Entrepreneurship involves a way of looking at the world and dealing with problems and perceived needs. Many people choose to leave problem solving and new productive initiatives to others. Entrepreneurs do not. Entrepreneurs have developed a package of characteristics and skills that lead to their willingness to seek out opportunities and to take on new initiatives, which in turn bring about change and progress.

## ***Entrepreneurship Can Apply to All Endeavours***

Entrepreneurship is not just related to small business start-ups. Indeed, there are many small businesses that aren't very entrepreneurial. Taking a franchise requires initiative and hard work, entails risk, and addresses a need, but it isn't particularly entrepreneurial.

Entrepreneurship, as the term has evolved, has come to include innovation as a component. That is, doing what has been done before constitutes little in the way of entrepreneurship. Entrepreneurship expects that more than money is put at risk—a new idea, approach, method, or style is expected to be put to the test to see if it is any better than what is already being done.

## ***Entrepreneurship and Innovation***

Whether or not people wish to continue to debate the evolution of the term entrepreneurship is, for the most part, irrelevant. The reality is, in a rapidly changing, increasingly competitive global economy, we need innovative approaches.

We need innovation to compete internationally but also in order to find new ways of educating and training our young, caring for the elderly, assisting the handicapped, retraining displaced workers,

reallocating resources to alternative uses, facing the challenges of environmental protection and conservation, and so on.

We need a pervasive spirit of entrepreneurship that will alert people to the need for meeting our many formidable challenges with new, improved ideas and initiatives. Therefore, we cannot afford to assign to entrepreneurship a definition that confines and limits it to small business creation. And we need to strive for an innovative component in our entrepreneurial initiatives.

Therefore, *The Spirit Lives: Aboriginal Entrepreneurs in Canada* regards entrepreneurship as encompassing those characteristics and skills that prompt and equip a person, or a group of people, to take the initiative to launch new ventures of all kinds that address problems, needs, and wants in our communities and in our society as a whole.

### ***Some of the Common Characteristics***

Entrepreneurship often entails certain common characteristics that are possessed to some degree, and in varying quantities, by entrepreneurs. Entrepreneurs tend to:

- have a spirit of adventure
- have a strong need to achieve and seek personal accomplishment
- be self-confident and self-reliant
- be goal-oriented
- be innovative, creative, versatile
- be persistent
- be hardworking and energetic
- have a positive attitude
- be willing to take initiative
- have a strong sense of commitment

### ***Some of the Important Skills***

Thus, entrepreneurship often requires certain skills. Most of these skills can be learned—skills such as:

- opportunity identification
- idea formulation
- evaluation and assessment
- goal setting
- communication
- planning
- organization
- decision making
- team building
- networking
- leadership
- stress management
- recordkeeping
- negotiation
- market analysis
- marketing
- financial management
- financial planning

It is important to stress that entrepreneurs do not usually possess all of these characteristics and skills. They will usually possess some to begin with, develop others over time, or complement their own skills by working with others who have characteristics and skills that they lack. This is one reason why entrepreneurship can work so well as a community endeavour—it can bring together, in a very productive way, the various talents of people within the community.

### ***The Process***

An entrepreneur, equipped with certain characteristics and skills, confronts the challenges of entrepreneurship. Entrepreneurship usually entails a number of key steps or stages. In fact, there is a framework or process that can be followed (adapted) by entrepreneurs. The entrepreneurial process implied in this series is as follows, and we refer to it as "The Entrepreneur's Dozen."

- E: examines needs, wants, and problems for which he/she feels something can be done to improve the way needs/wants are met or problems overcome.
- N: narrows the possible opportunities down to one specific opportunity.
- T: thinks of an innovative idea.
- R: researches the opportunity and idea thoroughly.
- E: enlists the best sources of advice and assistance that can be found.
- P: plans the venture and looks for possible problems that might arise.
- R: ranks the risk and the possible rewards.
- E: evaluates the risk and possible rewards and makes a decision.
- N: never hangs on to an idea, as much as it is loved, if research shows it won't work.
- E: employs the resources necessary for the venture if the decision is made to go ahead.
- U: understands that any entrepreneurial venture will take a great deal of long, hard work.
- R: realizes a sense of accomplishment from successful ventures and learns from failed ones to achieve success in the future.

As we can see, the focus of entrepreneurship is on *opportunities*—needs, wants, and problems. Opportunities are distinct from ideas. A person can have a great idea that can fail because it does not address a true opportunity. As good as an idea may be, if there are few people who regard it as a need, want, or problem, it has little chance of success. If an entrepreneurial venture doesn't address the concerns of a significant number of people, it has no "user base" and, therefore, will likely fail. Hence, an idea is necessary, but not sufficient, for entrepreneurship. Every idea must address a *legitimate* opportunity.

Therefore, entrepreneurship also entails the generation of new, innovative ideas that effectively respond to perceived opportunities.

Entrepreneurship also involves effective planning and action to mobilize the required resources to initiate the venture.

### ***Entrepreneurship: A Definition***

This brings us, then, to the question of a definition for entrepreneurship. There are many definitions, and you may have your own. The one we have adopted is as follows:

*Entrepreneurship: involves the recognition of opportunities (needs, wants, and problems) and the use of resources to implement innovative ideas for new, thoughtfully planned ventures.*

This is the definition that describes entrepreneurship as it is addressed in this series. In many ways, we believe it is a definition that encompasses the common ground in all the definitions that are debated. It

also acknowledges that the skills and spirit of entrepreneurship can be applied to all kinds of endeavours, not just a business enterprise.

As much as there is debate about the definition of entrepreneurship, there are also many myths held about entrepreneurs. Let's begin to debunk some of those myths.

## ***Myths about Entrepreneurs***

### ***Myth #1: Entrepreneurs are unique individuals.***

Entrepreneurs are all around us and all over the place. The problem arises when most of the attention gets placed on the major success stories and only the "stars" become known. Much of our historical success has come from the efforts of thousands of entrepreneurs spread across the land. Entrepreneurs are not rare but, rather, are often unrecognized because they aren't the way people have come to expect they should be based on media images.

### ***Myth #2: Entrepreneurs are money driven.***

Research has shown that entrepreneurs, in general, are not primarily motivated by a quest for money. The primary motivation for entrepreneurs is a sense of accomplishment. Entrepreneurs compete most ardently with themselves, trying to better past achievements and seeking to attain new goals. Money, although important, is often used as an indicator of success rather than as a goal.

### ***Myth #3: Entrepreneurs are born, not made.***

Many successful entrepreneurs might believe this today because, by and large, their early experiences in school and elsewhere will have done little to encourage their entrepreneurial initiative. They will tend to believe that their entrepreneurial acumen came from within.

However, research has shown otherwise. Entrepreneurs are a product of their genetic make-up, their experiences, their living environment, their schooling, and so forth. It has been shown that the more an individual is exposed to entrepreneurial activity, the more that individual learns what entrepreneurial activity entails and is encouraged to consider engaging in entrepreneurship. Entrepreneurship can, indeed, be taught and encouraged, but it requires new educational initiatives—ones that we hope this project will help to spawn.

### ***Myth #4: Entrepreneurs are high risk takers.***

For the most part, this just isn't so. Entrepreneurs are not gamblers. A gambler is willing to take a chance on such things as the roll of the dice or the speed of a horse, things over which the gambler has little, if any, control. Entrepreneurs don't want that. Entrepreneurs want control. They want to be able to know that, whatever the outcome, it was due primarily to efforts over which they had some degree of control. If this weren't the case, the sense of self-satisfaction that entrepreneurs tend to seek couldn't be realized.

Entrepreneurs will do everything possible to minimize risk and eliminate risk. They will then examine the levels of risk involved, compare these with the potential benefits, and make a decision as to whether or not to proceed. What distinguishes the entrepreneur is that he or she is willing to take a calculated risk in the right set of circumstances—but only after every effort has been made to control the risk and to evaluate the potential benefits. Entrepreneurs tend to be careful, calculated risk takers, not high risk takers. They are not risk averse and will accept risk if their analysis and planning lead them to believe they should proceed.

### ***Myth #5: Entrepreneurs are highly independent individuals.***

Most successful entrepreneurs are well aware that most initiatives cannot succeed if attempted alone. Entrepreneurs tend to be very honest about their own needs and shortcomings and will seek assistance from others who can complement their own skills. Those who try to do everything themselves usually fail. Successful entrepreneurs tend to be good team builders, and they know how to use teams of people effectively. Finding the right skills and abilities that are necessary to ensure the success of an entrepreneurial initiative is a key entrepreneurial talent.

Having examined five major myths about entrepreneurship, let's go on to learn a little more about entrepreneurs and entrepreneurial organizations.

### ***Entrepreneurs and "Sharing the Dream"***

First, it is important to recognize that most entrepreneurs will be frustrated by their inability to share their dream. Most entrepreneurs are involved in initiatives about which they care a great deal. The initiative usually involves an idea that they came up with and nurtured. The other people needed to make the idea work are unlikely to share the same zeal as the entrepreneur. After all, it is the entrepreneur's idea, not theirs. They may view the undertaking as simply a job, not a dream. And this can frustrate the entrepreneur—at times to the point where the entrepreneur will not delegate responsibility to others for fear that they will not do it the way he or she would do it. This can lead to the eventual downfall of the entrepreneur. Therefore, it will be crucial for an entrepreneur to be able to use other people's talents effectively and accept the fact that they may not pursue their tasks with the same total commitment as the entrepreneur.

### ***Entrepreneurs and Trust***

Entrepreneurs crave trust. They are motivated when people have confidence in them. Trust from others builds the confidence in entrepreneurs that is so essential to their self-image, self-esteem, and self-confidence. They thrive in an environment that is based on trust, one that challenges them and expects them to live up to the challenge.

### ***Entrepreneurs: Agents of Change***

Entrepreneurs are agents of change. In creating the new, they change and disturb the old. This tends to upset those who have become accustomed to, and comfortable with, the past. An entrepreneur's efforts frequently encounter barriers raised by those who resist change. This is why entrepreneurs must have self-confidence and be persistent. They need the confidence and determination to overcome the many barriers that will usually stand in their way.

### ***Entrepreneurs: The Challenges of Growth***

A successful entrepreneurial venture brings a whole host of new challenges to the entrepreneur. There are many examples of entrepreneurial ventures that had successful launches and beginnings only to fail during success and growth. Therefore, part of an entrepreneur's planning process should include planning for success. What if it works? Handling growth and an expanding venture can be much more difficult than looking after a new venture.

### ***Entrepreneurs: The Need for Knowledge***

It is absolutely vital that an entrepreneur attempt to gain knowledge and experience in the area pertaining to the venture. Venturing into new and uncharted waters is a very risky move.

An entrepreneur will usually face enough challenges operating in a world that is known, without trying to cope in an area that is new and not well understood.

## ***Entrepreneurship versus Business Management/Administration***

In some cases, confusion has arisen over the distinction between entrepreneurship education and business management or business administration programs. It is hoped that this introduction has helped to clarify the distinction. The skills, talents, and so forth that are involved in managing or administering a business can be quite distinct from those involved in identifying an opportunity, generating ideas, assessing ideas, developing a plan, mobilizing resources, assuming risks, and so on.

An entrepreneurship education program consistent with the theme of this series would be quite distinct from business management/organization programs. Indeed, as is widely known, many entrepreneurs have little interest, and sometimes lack talent, in management. They frequently employ managers or sell off established ventures to enable them to start new ones. At the outset, it should be very clear that entrepreneurship education is not often covered by courses in business management.

In conclusion, entrepreneurs and entrepreneurial characteristics and skills can be encouraged and developed. We hope this project and its materials will help you in your efforts to contribute in this important educational area.

# ***The Rationale for Promoting Entrepreneurship: Why It's Important***

Entrepreneurship is being talked about a great deal today. Whenever a subject becomes "hot," it is vulnerable to becoming a "fad." If it is a fad, it usually has its day in the sun and then disappears, to be replaced by the latest fad.

Is entrepreneurship a fad? Is it hot now only to be passé in a couple of years? The answer is probably no. Entrepreneurship has been "in" for quite a while now, and interest is certainly not dying down.

Furthermore, and most important, the answer is—entrepreneurship had better not be a fad. Entrepreneurship is "hot" and "in" because it is increasingly being recognized as a vital component of economic development.

It is important to understand why entrepreneurship has become such a priority.

## ***Entrepreneurship Development: Why Is It Important?***

- Entrepreneurship focuses on, and provides opportunities for, elevating self-confidence and self-esteem.
- Entrepreneurship education is positively correlated, among youth, with school retention (that is, students are often motivated to stay in school longer).
- Entrepreneurship education focuses on the development of characteristics and skills that are useful in a wide range of activities (including the skills of creativity, goal setting, team building, decision making, and so on.)
- Entrepreneurship development can help prepare people to accept change, respond to change, and lead change in a world that, in many respects, is changing rapidly.
- Entrepreneurship promotes innovation, which is a vital component in developing local, and national, economies.
- Entrepreneurship can lead to new entrepreneurial ventures that can generate new jobs and employment opportunities.
- Entrepreneurship education can help to equip young people for the future responsibilities they will assume.
- Entrepreneurship education can help reduce the number of failed ventures by enabling more people to know what they're doing and getting into. It can equip them to judge which ventures should, or should not, be launched.

# ***An Effective Entrepreneurship Education Program—Criteria to Consider***

## ***(For Educators or Trainers)***

In our efforts to inspire more young people to develop an entrepreneurial spirit and, perhaps, become entrepreneurs, we tend to assume that students possess little in the way of entrepreneurial spirit before we encounter them. Instilling an individual with the potential for entrepreneurship is frequently seen as a challenge. However, research is casting doubt on this assumption.

Some of the psychological research is showing that, in many instances, it may be that people are born with ambition, motivation, and a willingness to take risks. However, during the course of many people's lives, barriers are erected that erode this spirit of adventure. If this is true, then the challenge for entrepreneurship education is to remove some of the barriers that have been put in place, barriers that have eroded self-confidence and self-esteem and, with them, the spirit of adventure and the willingness to take initiative and risk—the spirit of entrepreneurship. One of the greatest potential benefits of entrepreneurship education is the surprising way in which youth renew and develop their entrepreneurial spirit and bring it into effective practice.

It is also important to note that entrepreneurial activity is not a compulsory outcome of an entrepreneurship education program. There are many benefits to be gained from entrepreneurship education in addition to the hope that new entrepreneurs will be spawned. One can claim that given the positive attributes of an entrepreneurial character, some entrepreneurial spirit is better than none. Furthermore, it is important for youth simply to understand entrepreneurship and the role that it plays in society.

The key point is that entrepreneurship education programs should not be assessed by the number of entrepreneurs that they create. After all, it is likely that it will be some years before most students would ever launch an entrepreneurial venture.

The points that follow should in no way be construed as a prescription for what is precisely right for an entrepreneurship program. Instead, every educator should look to postulate, create, and innovate in efforts to find the right keys to unlock the spirit of entrepreneurship in youth. Challenge what is presented here, and see if it stands the test. As you test it, turn it, put it under the microscope, and hold it up to the light, who knows what new illuminations may be revealed.

Young people tend to live up to, or down to, the expectations that we have of them. Nowhere in education will it be more important to have faith and confidence in yourself and in your students than in a program of entrepreneurship education.

At the beginning of some programs in entrepreneurship education, discussion focused on whether some students have the abilities to accomplish the goals of the program, especially when the program was targeted for students that were not in a strong academic-based program. A dilemma arises because no one has ever expected very much from these students. As a result, they have come to expect little of themselves. And when nothing is expected, nothing is accomplished.

It is unfair to expect youth to readily alter the expectations that they have of themselves. Such a responsibility must lie with another generation—one that takes the initiative to raise its expectations and, in the process, raises the sights, the hopes, the dreams, and the confidence of our young people.

Let's consider some of the criteria that represent important elements in the design, development, and effective use of entrepreneurship education resources.



**Criterion #1: Minimize use of resources or teaching techniques that focus on "right answers." A single right answer should not be sought or expected.**

The entrepreneur does not accept that there is "a" right answer. The entrepreneur seeks out new answers, better answers. Therefore, resources and strategies used for entrepreneurship education should engender this attitude in students. Students should challenge everything, put everything to the test. Does it stand up? Is there a better way?

**Criterion #2: The entrepreneurship education program should be highly participatory with a hands-on focus. It should be activity-based.**

Entrepreneurs are action-oriented. They are doers. They are movers and shakers. They stir things up. As Joseph Schumpeter said, they are "creative destructors," destroying the old as they create the new.

In keeping with the nature of the entrepreneur, the program should not place the student in a role as the passive learner. The student should be involved in activities, in research, in investigation, in the hunt for opportunities, in efforts to come up with new ideas, in planning, and so on. Students should be involved in the use, exercise, and development of their entrepreneurial muscles. They can't be allowed to let those muscles atrophy.

Learning by doing is not only a good way to learn about entrepreneurship, it also demonstrates clearly that entrepreneurship is not for the lazy. Entrepreneurship involves energy and hard work, and there is no better place to find that out than in a program of learning.

**Criterion #3: The entrepreneurship education program should be goal/achievement-oriented.**

Entrepreneurs are goal-oriented. They are motivated by the objective of accomplishment. In addition, they are affected by accomplishment. Accomplishment refuels the tank and enables them to continue the drive to new and better initiatives.

As a result, a program in entrepreneurship should establish clearly defined goals, and it should expect the students to do the same. As with entrepreneurs, students' goals will vary from student to student depending on their backgrounds, abilities, and expectations. The important thing is to encourage students to focus on the process of goal setting and to assist them with formulating goals.

In addition, it is important to have both short-term and long-term goals. Students, and entrepreneurs, can become frustrated if the only hopes for accomplishment lie far down the road. This is particularly true when working with students who have little experience with achievement and accomplishment. Research has shown that there are many students who believe that they have not accomplished a single thing in their lives. Students reach this conclusion largely by focusing on broad, far-reaching goals—careers, families, homes, and so on.

Effective entrepreneurship methods should challenge students and focus on goals, but they should also allow the student to enjoy frequent and clearly identifiable accomplishments. There should be short-term goals that vary from student to student and that focus on accomplishment in the student's area of strength where the probability of success is high. This may be anything from writing a new song to creating a new recipe, designing a new dress, throwing ten consecutive foul shots, and so on.

Students must develop a sense that they are able people who have the potential to accomplish things.

**Criterion #4: The entrepreneurship education program should enable short-term accomplishments by students.**

***Criterion #5: The entrepreneurship education program should have a community integration focus.***

No area of educational activity has more need, or more positive potential, for community integration than entrepreneurship education. Entrepreneurs are hunters in their environments. They learn about their environment. They study it, examine it, turn it upside down. They look for what is wrong, what is needed, what can be done. In short, they are on a constant hunt for opportunities.

Students in entrepreneurship programs can learn from entrepreneurs in their community. They can see what has been done well in their community. They can identify needs in the community (problems) and find ways to improve existing solutions. They can observe changes and they can identify opportunities. Bridges of all sorts can be built between the school and the community. And not only can the community be a fertile learning ground, but students can also make a contribution to the community through their research, discoveries, and activities.

***Criterion #6: In an entrepreneurship education program, a variety of approaches and teaching styles should be utilized.***

The primary objective of a program in entrepreneurship education is to reach out to different types of students and encourage them to view their world differently and to alter their behaviour. We are hoping to motivate them, to inspire them, to turn on their creative powers, to channel their energies, and so on. No meagre task. But it is a task that will not be accomplished via a narrow band of teaching approaches, styles, and techniques. As educators, we have to shake up the way students view the world and, in many cases, shake the students up in the process. At the same time, creativity and inspiration flow from variety, from something a little different.

An effective program in entrepreneurship education will have to employ a variety of teaching methods and resources in order to reach students who learn differently. We need to expose them to variety and change, to lead by creative example, and to keep their minds from hitting a rut. Role playing, guest speakers, debates, brainstorming activities, focus groups, research projects, games and simulations, videos, and so on—all of these can be stirred into the recipe for an innovative course of study.

***Criterion #7: An entrepreneurship education program should have elements that surprise the student and present the "unexpected" in addition to providing opportunities for fun and excitement.***

In keeping with the previous point, aspects of the teaching programs should surprise students—they should shake them up and their thinking. They should reinforce the fact that the world is not always as you expect it to be. In fact, students can also learn that they do not have to accept the world as they see it and expect it to be. Things can be different.

Surprise is effective in varying the line of thinking. It bumps linear thinking off its course. It can lead the learner to a new road, a new thought, a new discovery. Furthermore, surprise keeps the spark alive, it keeps the mind sharp.

Now, surprise doesn't mean that the sneaky instructor looms behind the door to blow a trumpet in the ear of the passing unsuspecting student. Rather, it means students should be surprised by the approach, by the point of view expressed, by what is said or presented in class, by what they are asked to do, by who is in class, by what they are able to achieve, and so on. The program and resources should live, and they should live as a variety of characters exposing students continually to new thoughts and new ways of thinking.

Entrepreneurship is fun and exciting, and the program should be, too. Research has shown the correlation between what is called the "aha" experience and the "ha ha" experience. Fun, excitement, and humour encourage innovative thinking. They lead the mind down new and often wacky paths. Frequently, however, insights, new perspectives, new ideas, and the potential for new initiatives are encountered along these pathways.

Fun, humour, and excitement are powerful learning tools and motivators, and they should be an integral part of any program in entrepreneurship education.

**Criterion #8: An entrepreneurship education program should provide a broad focus for entrepreneurial ventures and initiatives, not only small business start-ups.**

As an individual who mobilizes resources into new, more productive use, an entrepreneur can as easily work within an established corporation, in community service, in a school, or in government as in a small business venture.

Most students who participate in entrepreneurship education programs will probably not start up their own small business, at least not in the near future. Many, however, will apply their entrepreneurial skills, attitudes, and knowledge in other types of initiatives. This broad application should be encouraged through the examples of entrepreneurship in the community that are examined.

**Criterion #9: An entrepreneurship education program should provide students with frequent and unanticipated feedback.**

Entrepreneurs require ongoing assessment of their progress and accomplishment. They are motivated by a sense of accomplishment, however small the progress may be. Furthermore, they need feedback about whether they are on track or need to alter course.

Students in an entrepreneurship education program should receive continuing and regular feedback. They should learn how to undertake personal assessment and evaluation.

In addition, feedback should not always occur when it is expected and anticipated. Once again, motivation and impact can come from the unexpected. Indeed, the feedback will likely have a stronger impact if it is unexpected. As a result, it may be more meaningful to the student and taken to heart.

It is most important, however, that the feedback be frequent and provide a consistent source of directive information to the entrepreneurship education student.

**Criterion #10: An entrepreneurship education program should entail approaches and activities that seek to build self-confidence in the student.**

There is no more important attribute of entrepreneurship than the sense of self-confidence—the belief in oneself and one's own ideas. As we have said, entrepreneurs are agents of change. And change is usually resisted. There is a saying that "No one likes change except a wet baby."

To confront and overcome the resistance that they will encounter, entrepreneurs must have a sense of self-confidence. Any program in entrepreneurship education should assign the highest priority to efforts to increase self-confidence in the students who are in the program. No other area of success could be more important.

**Criterion #11: The methods and resources used in an entrepreneurship education program should enable and encourage group/team activities.**

Many people are surprised to learn that entrepreneurs tend to be good team builders. Entrepreneurs realize that they can't do everything alone. Entrepreneurs require effective and able support if they are to succeed. They understand that in order to realize their dreams, they are likely to be quite dependent on the abilities of others.

Fostering effective teamwork should be a goal and an element of the entrepreneurship program. Students should be given opportunities to work in groups and as members of a team, learning how to share, delegate, and transfer responsibilities.

***Criterion #12: An entrepreneurship education program should focus on the positive ways to handle and learn from failure.***

Students should be taught how to learn from failure. Most successful entrepreneurs had failures along the way. At the same time, you will find that many entrepreneurs will not talk about their failures as failures. They will regard them as learning experiences and stepping-stones to eventual success.

The effective entrepreneurship program will alert students to foresee problems and failures, indeed, to realize the high potential for failure. Most important, though, students should be taught how to accept, deal with, and learn from failure and how to make every venture a positive one, whether or not it succeeds.

In conclusion, the successful entrepreneurship program should not only enable the teacher to be entrepreneurial, it should expect the teacher to be entrepreneurial.

It is well known that effective role models encourage students to pursue entrepreneurship. There is no more available and effective role model than the educator. Not only is it important that information be conveyed to students in an entrepreneurial way, but the teacher can serve as one of the most important role models by providing examples of new and innovative ideas.

These, then, represent the important elements to consider for an effective entrepreneurship education program. If they make you think, imagine, consider, wonder, envision, then they will have served their purpose. One of the wonderful aspects of entrepreneurship education is that hopes, dreams, inspirations, and aspirations are part of the curriculum. And what a marvelous challenge for an educator—to aim to instill an optimistic spirit in young people and to attempt to equip them with the knowledge, skills, and judgement to help them succeed.

# **Series Overview**

## **Program 1: Catching the Spirit**

### **Content Themes**

- Introduction to entrepreneurship
- Role and contributions of entrepreneurship
- The characteristics of entrepreneurs

### **Entrepreneurs Profiled**

- Garry Oker and The Northern Shadow Dancers
- Anna Nibby-Woods
- Roland Bellerose
- Theresa Stevenson

## **Program 2: Developing Your Skills**

### **Content Themes**

- The skills important for effective entrepreneurship
- The skills can be learned/developed

### **Entrepreneurs Profiled**

- Kaaydah Schatten
- David Wolfman
- Calvin Helin
- Jason Rock
- Albert and Myrna LeClair

## **Program 3: Opportunities**

### **Content Themes**

- Defining and assessing entrepreneurial opportunities
- Recognizing what gives rise to entrepreneurial opportunities
- Ideas are linked to opportunities and need an opportunity to succeed

### **Entrepreneurs Profiled**

- Dave Tuccaro
- Fran Hunt-Jinnouchi
- Robert Campbell and Beatrice Mathias
- Barry Corbiere
- Jeff Burnham

## ***Program 4: Ideas and Innovation***

### ***Content Themes***

- The nature of entrepreneurial ideas
- How to generate and assess entrepreneurial ideas

### ***Entrepreneurs Profiled***

- Alan Syliboy
- Lewis and Cathy George
- Rodney and Colleen Parenteau
- Patricia Piché
- Charlie Morris and Family

## ***Program 5: Planning Your Success***

### ***Content Themes***

- Why planning is important
- Key planning points
- Sources of start-up capital
- Role of venture capitalists
- Sources of help for planning

### ***Entrepreneurs Profiled***

- Dorothy Thomas
- Dwayne Manitowabi and Waubetek Business Development Corporation
- Allan McLeod and Tribal Council Investment Group

## ***Program 6: The Entrepreneurial Community***

### ***Content Themes***

- How some entrepreneurs undertake initiatives to address challenges or problems affecting their community
- Includes initiatives in education, health care, social services

### ***Entrepreneurs Profiled***

- Murray Maracle and First Nations Technical Institute
- Roy Cunningham
- Greg Johnson
- Winnie Giesbrecht
- Mark Kalluak

## **Profiles of the Entrepreneurs**

The following are brief backgrounders on the entrepreneurs that are profiled in *The Spirit Lives*.

### **Garry Oker and The Northern Shadow Dancers**

When Garry Oker was growing up in Dawson Creek, British Columbia, he would help his mother and grandmother cut and sew traditional clothing. He discovered that he enjoyed this kind of work, and later in life enrolled in a fashion design program. His first job as a designer was with Le Chateau, in Montreal.

After a few years he wanted to have his own label, and when his employer didn't give one to him, he decided to go back to his home community and start his own fashion design business.

He became involved with the Kiwanis Enterprise Centre in Dawson Creek and, in time, was asked to develop a course for Aboriginal youth that would be offered under the direction of the local school district. He thought that these young people needed to discover their roots so they could be better grounded in whatever they wanted to do in life. Garry believed that one way to involve them would be to teach them about their traditional clothing, dance, and music.

He began to offer his Native Culture and Fashion Design course, which included instruction in traditional dancing. His students were enthusiastic, and soon the dancers were receiving offers to perform for the local schools and service clubs. Garry began to teach entrepreneurship as part of the course curriculum, and he encouraged his students to learn about business. He also taught them fashion design so they could create their own dance costumes, while he worked on his own creations for his own label.

Today, his dance troupe, The Northern Shadow Dancers, is internationally renowned. The dancers have performed in Europe, the United States, and Canada, where they recently returned for their second engagement at the Pacific National Exhibition. Garry's fashions have been featured in shows from coast to coast, and many of his students have become designers as well. More important, these young people have re-established their connections with their Aboriginal traditions and have built their own independence as they proudly present the dances of their ancestors to Aboriginal and non-Aboriginal audiences throughout the world.

Garry calls himself an economic warrior. He loves an adventure, and entrepreneurship provides it. Armed with modern skills, he and his students are preparing to meet the economic challenges of the present and future, just as their ancestors met the challenges of the past.

### **Anna Nibby-Woods**

Anna Nibby-Woods always loved art. When she was a child, growing up on a Micmac reserve near Halifax, Nova Scotia, she would draw pictures and show them to her parents and to her grandmother, and they always encouraged her efforts. Her father taught her to respect her culture and the cultures of other peoples, and her mother taught her to persist until she achieved her dreams.

Anna learned well. Although she didn't know it at the time, later in life, when she took a job with a large graphics arts company, she was about to realize her artistic dreams. She learned how to design and prepare the pictures and art required for marketing promotions and advertising brochures. After seventeen years of working for someone else, she had developed her skills sufficiently that she felt she could start her own company.

She began slowly, keeping her old job in middle management while she built her new company, Nibby Graphics, to the point where it could become a full time job. Eventually, she courageously struck out on her own. Soon she had contracts with corporations throughout Atlantic Canada, including such prestigious clients as the National Film Board.

But Anna had even more dreams and visions. She had always wanted an art gallery. When she was child, she thought it would contain her own works. But as an adult she realized that there were many Aboriginal artists and craftspeople who could benefit from her experience in marketing graphic art. Working with other artists, she founded the Micmac Heritage Museum, which displays and sells the works of Aboriginal artists such as Alan Syliboy and Jim Logan.

Anna Nibby-Woods discovered that once she had taken that first big step to independence, she could "do anything." She continues to build Nibby Graphics while she grows her second company, Nebooktook Tours, a troupe that performs traditional dances and ceremonies for tourists. Recently, her company completed arrangements to present its shows at the Micmac encampment site near Shelburn, Nova Scotia, which had been restored as a movie set.

Anna is proud of her Micmac heritage, and her entrepreneurship is playing a big part in bringing that heritage to life for many of her people in Atlantic Canada. Like most entrepreneurs, Anna is a visionary, someone who sees things that could be, where others see things that are not yet.

## ***Roland Bellerose***

Like many young people, Roland Bellerose tried a lot of different jobs before he realized that he needed to pursue his own dream. He always wanted to be a photographer, and once he had locked onto that vision, he didn't waver until he had achieved that goal.

Roland operates his own company, Clicks and Bits, in Calgary, Alberta. He uses the innovative developments in computer software to give him an edge over the competition. By manipulating his photographic images with state-of-the-art computers, he can produce artwork at a fraction of the cost of his competition.

Roland believes that if you want to achieve success you should practice envisioning yourself as a successful person. Roland achieves his greatest satisfaction from accomplishing his goals.

## ***Theresa Stevenson***

Many entrepreneurs are motivated more by a sense of community service than by a desire to achieve economic success. Theresa Stevenson of Regina, Saskatchewan, is such an entrepreneur.

When she was a young mother, many years ago, she and her husband experienced severe financial hardships, and although they worked at whatever jobs they could get in those days, she worried that her children wouldn't get enough to eat. Fortunately, her children benefited from a lunch program that was established in their community in Montana, U.S.A., where they had moved to find work.

She and her family moved back to Saskatchewan. Many years later, as an elder, she saw the same need among the children of Aboriginal people who were moving to Regina from the countryside to find work. She feels she had a vision that led her to create the Chili for Children program, which has been in successful operation for a number of years now.

Although she is quiet and shy by nature, Theresa mustered up the courage to make presentations to politicians and community leaders in order to drum up support for her idea. Her sincerity won her a



great following and both corporate and public financing. Each month as many as a thousand young people enjoy a hot chili and bannock lunch while their parents are busy at work. Theresa earns a modest living from her enterprise, but she gets her greatest satisfaction from the satisfied looks on the children's faces and from helping her own community.

In 1994, Theresa Stevenson was awarded the Order of Canada in recognition of her innovative contributions to her community.

## **Kaaydah Schatten**

As a child of seven, Kaaydah learned her first lesson in entrepreneurship when she approached a farmer near her home in Campbell River, British Columbia. Kaaydah is Kwakiutl. She and her family were very poor, and she had come to ask for food. Instead, the farmer offered to let Kaaydah sell eggs, door to door. She found out she was an excellent salesperson and credits that experience with launching her on a remarkable entrepreneurial career.

As a teenager, she was the victim of a violent automobile accident that left her paralyzed and near death. In spite of the doctor's predictions that she would never walk again, she recovered fully and used the small insurance settlement to buy her first house. She learned real estate by volunteering to work for a realtor—for free! After a year, she felt she had learned enough, and she proceeded to buy and sell property until she had become a millionaire before the age of 25.

Unfortunately, she and her husband, Rob Forrest, were victims of another disaster—a major recession. Once again, she had to start over. This time, she determined she would use the lessons she had learned and start a business that could make her a billionaire.

Kaaydah had renovated many buildings as a realtor, and she knew that no job was messier than cleaning ceiling tiles. She was determined to find a way to clean them without having to remove them from the ceiling. After much research, she developed a special cleaning process and started a new company, The Ceiling Doctor. Her patented process allowed her to clean ceilings for one-tenth the cost of the competition. She had wanted her company to be environmentally friendly, provide immediate cash flow, and have the opportunity for unlimited growth, and this opportunity met all those criteria. Her husband quit his job as a dentist and went to work for Kaaydah!

After she and her husband worked long and hard to fulfil the early contracts, they realized that they couldn't grow quickly enough if they had to do all the work themselves. They decided to franchise their operation. They would licence other people, called franchisees, to use their process; in return, the franchisees would pay a royalty back to Kaaydah and Rob.

Today, The Ceiling Doctor has more than 110 franchises throughout the world. Kaaydah and Rob moved to the United States in order to establish their American operation, but she hopes to return some day. Kaaydah isn't a billionaire yet, but she won't stop until she has reached her goal. In her own words, "I want to be number one."

Kaaydah is a master planner and goal setter. Her main advice is to set clear goals and to write them down. She maintains that if you don't, you won't achieve them.

## **David Wolfman**

David Wolfman was working in Toronto as a chef for a large hotel chain, but he felt stifled by the routine and rather ordinary fare he had to prepare each day. He saw his opportunity when he went to Europe to participate in a "culinary olympics" featuring Aboriginal food from around the world. When

he returned, victorious, with medals in hand, he decided to develop his own line of gourmet food, which he would call "Aboriginal Nouvelle."

He started his company, Lillooet Catering—named after his mother's home community in British Columbia—and soon was in great demand. Using traditional ingredients, such as venison, bannock, salmon, and wild vegetables, David created a unique cuisine that has attracted Aboriginal and non-Aboriginal clients. As his business grew, he also turned his energies to teaching others about Aboriginal foods and customs. He began teaching a regular course in Aboriginal cooking at a local college, and it has become one of the more popular—and fragrant!—classes on campus.

Like all successful chefs and all entrepreneurs, David has learned to be organized. To get a large catering order to his clients and have all the dishes hot and fresh requires highly developed organizational skills. He has also learned the value of teamwork. He surrounds himself with other skilled people who can do work that he doesn't have the time or desire to do himself.

## **Calvin Helin**

Calvin Helin grew up in a fishing family on the coast of British Columbia. He is a member of the Lax Kw'alaams Band of the Tsimshian Nation. His people have a saying, "Wyia wah," which means "just do it."

He always liked to try new things, and when he and a partner bought their own fishing boat and began their own business, they immediately tried to improve on the old ways of doing things. Their attempts at making machines do the work of crews worked very well at first, but they overextended themselves and were "clobbered by the recession." Calvin says that's where he earned his "Ph.D. in business."

Calvin lost a great deal of money, and he had learned some important lessons. He was humiliated and devastated, but, as an avid devotee of the martial arts, he knew he had to learn to lose as well as to win. Still, he had had enough of running his own business, and he decided to go back to school and study law.

Today, Calvin Helin is a lawyer with the law firm, Ferguson Gilford, in Vancouver. He is co-chair of its Native Law Group, which specializes in native issues. He also spends much of his time working on business deals with Aboriginal clients. Calvin sees hundreds of business plans and has become an expert at assessing risk. He advises that a prospective entrepreneur should "do your basic arithmetic" before launching a venture.

While he was a law student, he founded the Native Investment and Trade Association, a non-profit organization dedicated to encouraging Aboriginal people to get into business, which operates to this day.

At 33, Calvin has already accomplished a great deal in his life. In addition to the above, he is:

- author of *First Nations Business*, a weekly syndicated newspaper column;
- author of *Doing Business with Native People Makes Sense*;
- founding Director of the Canadian Aboriginal Mineral Association;
- past director of the Vancouver Board of Trade; and
- founder of his own karate school.

Assessing and managing risk is one of Calvin's greatest skills. He maintains that you can control and manage risk if you apply knowledge and careful planning to your venture, and, once again, "do the math!"

## **Jason Rock**

While other teenagers were hanging out at the local convenience store, Jason Rock was racing motorcycles, professionally, from California to Australia. And, when he wasn't on the racing circuit, he was helping his father, Albert C. Rock, establish his new business, ACR Systems Inc. A company that now measures its sales in the millions of dollars, ACR designs miniature electronic data-logging devices that measure and record such information as the temperature inside apartment buildings. By off loading the stored information from these "Smartreaders" to a computer, a client can tell exactly what the temperature was in a particular room on a particular day or hour. This can be important for fuel savings, among other reasons.

At 23 years of age, Jason is now in charge of marketing for ACR. He says he learned marketing when he was racing, since that's what racing is mostly about—selling the products that the motorcycles or cars are advertising. But he didn't really understand marketing until he went back to school and studied business. He believes marketing is the single most important aspect of developing a successful business.

Today, Jason is turning his marketing skills to a new product that he has put his own stamp on—a device that measures the temperature of racing car tires while they are running a race. He calls it the "SmartWheel." He is responsible for every aspect of bringing this product to market, and it keeps him busy up to fifteen hours a day. He loves what he does, but he says he does look forward to a time when life might get a "little less complicated." Jason Rock still enjoys racing, but today he's more likely to try for another win in the annual bathtub race between Vancouver and Nanaimo.

## **Albert and Myrna LeClair**

When Al LeClair took a job with a mining company near St. John, New Brunswick, he and his wife Myrna decided to live in nearby St. Martins. They intended to buy an old Victorian mansion and renovate it so they could live there in their retirement. Al is a successful mining engineer, with a career that spans thirty-two years. He has worked very hard over a long period of time to save for his retirement, and although he and his wife had achieved considerable financial independence, they soon found they would not be able to afford the cost of renovating their dream home.

They did a lot of research and decided to turn their problem into an opportunity. They would transform the old mansion into a country inn and have their clientele help them pay for their retirement home. It wasn't as easy as it sounds. Myrna began the hard work of rebuilding the interior by day, and Al would join in when he came home from work. Together they worked into the night, every night for several years, until the abandoned old building sparkled like new. They used good business sense and applied for grants and loans, but it still ended up costing them \$300,000 of their own money. When they were finished, they had created one of only two four-star inns in all of New Brunswick.

Their guests hear about the inn by word of mouth, and many are repeat customers. They dine on the finest gourmet meals, often prepared by Al himself, although a chef is employed for most of the cooking. Each room in the inn is unique and immaculately furnished in carefully selected antiques. Al and Myrna are justifiably proud of their accomplishments, but they caution that their type of business is not for everybody. It's not easy taking these kind of risks, and both Al and Myrna advise that entrepreneurs make sure they set their sights on reasonable, attainable goals.

Many entrepreneurs work as partners both in private life and in business. It's important to keep a balance, and it takes a great deal of understanding and sensitivity to keep an even keel. The advantages are many, including sharing the work load and the satisfaction of accomplishment. Entrepreneurship can involve you totally, so it's important that you do it with your family's support, and involvement, if possible.

## **David Tuccaro**

For thousands of years, Aboriginal people of northern Alberta would use the sticky tar that oozed from the banks of the Athabaska River to seal their boats. These tar sands are said to contain more oil than exists in Saudi Arabia, and today they are big business.

Syncrude Canada is one of two companies that is mining these sands and processing the gritty substance into the gas and oil we use every day. The Syncrude operation is so large it is difficult to comprehend. From any vantage point, it spreads almost as far as the eye can see in any direction. And, in spite of its size, there is enough oil in the area for forty operations the size of Syncrude to mine for more than one hundred years before the supply is depleted!

In the midst of this massive operation, Dave Tuccaro's Neegan is but one small company, but David is once again involving Aboriginal people in the use of tar sands. His "small" company, Neegan, does millions of dollars of business each year. Neegan is a heavy equipment contractor with a long-term contract with Syncrude.

Dave has experience working in the tar sands operation that goes back to high school when he was enrolled in a TOJ (Training On the Job) program with Suncor, the other major tar sands corporation. Dave took over Neegan to help bring it to profitability for the previous owners, but decided to buy it himself. With Neegan, Dave has found valuable niche markets within the larger Syncrude operation. Neegan has a contract to clean out the tar sands that accumulate under the kilometres of conveyor belts that carry the raw material to the refining sites. The job is too small for Syncrude to have to deal with, but just the right size for Neegan.

Dave sees opportunities everywhere these days. He has set up other companies as well. One delivers water, another repairs the rollers on which the conveyor belts run, and another contracts small backhoe jobs. Because Dave works right on the site, he is able to see problems as they develop and needs that aren't being filled. By finding solutions to these problems, Dave is able to save Syncrude a great deal of money and create opportunities for himself at the same time.

More than 80% of David's employees are Aboriginal, an important side benefit of his entrepreneurial activities.

Before David took on Neegan he:

- owned and operated two taxi cabs in Fort McMurray, Alberta;
- owned and operated J&J Janitorial services in that city;
- owned and operated a sub-contracting janitorial service in Calgary;
- sat on a land claims committee for the Cree Band in Fort Chipewyan, Alberta;
- was an accomplished athlete who competed successfully at the Arctic games when he was a student.

## **Fran Hunt—Jinnouchi**

Fran Hunt operates a canoe and kayak rental business in Port Hardy, B.C., a town located on the northern tip of Vancouver Island. She is Kwakiutl, and since growing up on the coast, she has always loved the water. Her business allows her to be where she wants to be and do what she wants to do.

Fran took a careful approach to setting up her business. She planned carefully, doing research to determine who her customers would be. In short, she made sure she had identified a market—meaning a real opportunity—before she committed her time and money to the project.

Most of her customers are tourists who want to go fishing for the day or out for a kayak paddle. She has found that the details of running a business are particularly important, especially insurance, which can be very expensive.

In her spare time, Fran is studying for her degree in social work, proving that entrepreneurs can find satisfaction working both full time and part time at their ventures. Fran says that success is a process, not a product. It's something you achieve every day, rather than just once at the end of your quest.

### ***Robert Campbell and Beatrice Mathias***

Sometimes opportunities will come to you, instead of you finding them. The Aboriginal Business Information Service is a creation of Robert Campbell, from northern Manitoba, and Beatrice Mathias, from northern Alberta. The two entrepreneurs operate their new business out of the offices of the Canadian Council for Aboriginal Business in Toronto.

ABIS is a service that puts Aboriginal businesses together with potential customers such as Supply and Services Canada. Beatrice and Robert are creating a database—a computerized list—of Aboriginal businesses from coast to coast, so that any of these that might be able to supply a particular government contract will be known to the supplier and vice versa.

Beatrice can't get enough of entrepreneurship. When she isn't working at the computer with ABIS, she runs her own crafts business as well. An accomplished craftsperson, she sells jewelry and other fashion accessories.

### ***Barry Corbiere***

Everybody calls Barry Corbiere, "BJ," which is why his business, located at West Bay on Manitoulin Island, is called BJ's Tires. Barry liked to work with his hands and got some experience with tires while working for a company in Sudbury. He decided there was an opportunity for a specialized tire service in his home area, as none existed that dealt exclusively with tires.

Barry worked very hard to set up his company, only to have his building destroyed by a fire. Not one to give up, he set about building another structure that exists to this day. He hired local Aboriginal workers, and his business started to thrive. But it really started to take off when he offered an innovative mobile service.

Instead of customers coming to his shop with their flat tires, Barry bought a truck and took the business to his customers. His clients are often heavy equipment operators or truckers. They call him to report a flat, and within minutes of Barry's truck arriving on the scene, the flat tire has been removed and replaced with a good one. Barry then trucks the flat to his shop, where it is repaired or replaced and then returned to the customer at a convenient time for both. By reducing his clients' "down time," Barry saves them money, and that is what creates his opportunities.

Recently, Barry took on a franchise tire dealership in addition to his regular business, allowing him the opportunity to expand more into retail sales. Barry says "there's no shortage of opportunities, just a lack of imagination in many people."

### ***Jeff Burnham***

Brantford, Ontario, is home of Six Nations, and it is also home to Jeff Burnham, founder and owner of Working World. Jeff was a civil servant when he decided to take the plunge into his own business. He had used computers in his job, and he saw how many people were disadvantaged because they didn't know how to operate a computer. To Jeff, this spelled opportunity.

Today, Jeff's company, Working World, trains hundreds and thousands of people, who learn how to do word processing and to run many other types of software. Among his clientele are groups that are exclusively Aboriginal and others who are people that have become displaced in the market place due to their lack of computer skills. He also runs training programs for technicians who learn the skills necessary to service and repair computers.

Jeff also takes his service across Canada—wherever there is a market for it. He uses the portable notebook computers that can be transported easily by air anywhere in Canada.

Jeff's biggest problem is that there is too much opportunity for him to take advantage of. His business is growing rapidly, which is a good indication of the viability of the opportunity.

## ***Alan Syliboy***

At one time in his life, Alan Syliboy had a job as a furnace repairman. It seems a far cry from the world he has created for himself today. Alan is a respected Micmac artist who lives on the Millbrook reserve near Truro, Nova Scotia.

He loved art and drawing, and he became interested in the Micmac petroglyphs found on the coast of Nova Scotia. These drawings, etched in stone by his ancestors, featured fascinating creatures and depictions of the people of the day. Alan was inspired by them, and he used them as the inspiration for his own works, which he markets through his company, Red Crane Enterprises.

The idea for Red Crane—named for the petroglyph drawings of these birds, which were often coloured with red ochre—came about in response to the need to devise an effective marketing tool for his work. Art galleries weren't interested in handling a new artist, and there was virtually no market for Aboriginal art or crafts in Atlantic Canada. So Alan decided to put his art on T-shirts and sell them door to door on the reserve.

His idea was so successful, he expanded his sales area to include craft shows across Canada. Next, he employed an innovative twist by having his shirts manufactured with a material called "Eco-fibre," which is manufactured with fibres that are normally regarded as waste. Eco-fibre sounded like the right fit to Roots, a large clothing company, which decided to ask Alan for a special license to sell his products. Today, Alan is doing business as far away as Japan, where his shirts are in big demand. In spite of his growing business, he always finds time for his art, which he creates right in his own living room.

And the galleries have shown an interest, too, now that he's become famous. His works appear throughout Atlantic Canada; most recently, his painting, "The Family," was chosen as the cover and promotional artwork for the National Film Board's production, *The Micmac Family*.

## ***Lewis and Cathy George***

Many people would spend thousands of dollars just to visit the homeland of Lewis and Cathy George. They live on ancestral land on the shore of Clayoquot Sound, on the west coast of Vancouver Island, in the town of Tofino. Tourism is big business here, and Lewis and Cathy wanted to help ensure that the Aboriginal businesspeople got their share.

Tofino is the most westerly part of Canada, and the George's also wanted to establish a clear Aboriginal presence on the shore at the western terminus of the Trans-Canada Highway. Combine these challenges with their continuing love of Aboriginal art and storytelling, and you end up with Himwitsa Lodge, their multi-purpose art gallery, Aboriginal business centre, restaurant, and hotel.

Himwitsa means "story telling" in the Nuu Cha Nulth language, and the George's love to tell their visitors and guests the stories that accompany the ceremonial masks, canoes, and totem poles that feature their people's history. Together, Lewis and Cathy's place of business and art is built of breathtakingly beautiful cedar—painstakingly carved and constructed. Their three housekeeping units are appointed with the finest furniture and feature a panoramic view of one of the most striking vistas in Canada.

It is significant that, from the balcony of the restaurant, tourists and guests can look across the sound to the Nuu Cha Nulth's ancestral village, a village with a history that spans ten thousand years. Lewis and Cathy believe that their enterprise will play a part in keeping their history alive, while it helps the present generation of artists and businesspeople prosper as well.

### **Rodney and Colleen Parenteau**

Most people who grew up on the prairies know the taste of a Saskatoon berry. The little purple fruit resembles blueberries, but it grows on shrub-like bushes and has a flavour that is nothing like the blueberry. Rodney Parenteau would say it tastes much better than a blueberry, not just different from it.

Until recent years, the only way one could get Saskatoons was to go into the wild and pick them. But, today, a number of commercial operators are satisfying the demand for Saskatoons. When Rodney and his wife, Colleen, bought a small farm near Langham, Saskatchewan, it came with a small Saskatoon berry orchard, and the Parenteaus found themselves in the berry business.

Although their berries were the larger, Thiessen, variety, their small orchard couldn't hope to make much of a dent in the large commercial berry market. The Parenteaus needed to get "more bang for their buck" out of the berries. They found their idea when they attended a friend's wedding and were served expensive gourmet chocolates. They decided to manufacture hand-made Saskatoon berry-filled chocolates. It was one way to make a few Saskatoons go a long way.

They had a great deal to learn about chocolates and chocolate making, but today, Parenteau's Saskatoon Berry Chocolates Inc. is a thriving business that has expanded to include Saskatoon berry tea, honey, jam, spread, and—soon—Saskatoon wine.

Rodney and Colleen Parenteau found that there were many different ideas that could help them satisfy their niche in the Saskatoon berry market. Delicious!

### **Patricia Piché**

Edmonton, like its sister city Calgary to the south, is a western kind of place. If you live there, or drop in for a visit, you'll see lots of cowboy hats, boots, and western paraphernalia. Patricia Piché lives there, and she's using the popularity of western fashion to help build her clothing business.

Patricia learned how to make clothing by taking courses and how to sell it by working a few years for a clothing retail outlet. She always loved fashion and sewing and wanted her own business. She decided to combine her Aboriginal tastes with the western style to come up with her own unique designs. She sells her works at trade shows around Alberta, and she has been featured in fashion shows as far away as Toronto. Her work can be found in the *Winds of Change*, an Aboriginal fashion catalogue.

### **Charlie Morris and Family**

Some people might think that operating a convenience store would be an easy kind of business to get into. After 25 years in the business, Micmac entrepreneur Charlie Morris would disagree. He is owner

and operator of the Eskasone Trading Post, which is almost an institution on the Eskasone reserve on Cape Breton Island, south of Sydney, Nova Scotia.

Charlie will tell you that there are thousands of products that have to be selected, purchased, stocked, and sold in a convenience store, and every one of those steps has to be taken with care, or you could be in trouble before you know it. He's tried selling all kinds of things, from video rentals to food service, and he knows what sells in his community and what doesn't. He also knows how to sell. It takes trained staff, where everyone knows his or her job and does it without being told.

That's not as hard for Charlie as it is for some, since most of the people working in his store are his family. His wife does the bookkeeping, and his children stock shelves and serve customers. He finds the convenience store business very satisfying, "it's my life," Charlie says. There can be lots of problems, to be sure. For example, he advises that you don't sell on credit. He's had a lot of experience with that, and it's all been bad.

Charlie Morris also makes a point of putting something back into the community, and not just taking money out of it. His store is like a community centre, a place where friends meet and are welcome. In most ways, it's just one big happy family. A convenience store family.

### ***Dorothy Thomas***

When Dorothy Thomas was hired to design and operate the gift shop at Wanuskewin Centre, just outside Saskatoon, her employers, Wanuskewin Indian Heritage, Inc., couldn't have found a more qualified person for the job.

Wanuskewin is a Cree word meaning "seeking peace of mind." Located just outside the city of Saskatoon, Wanuskewin Heritage Park is a unique institution that was designed by representatives of the five First Nations of Saskatchewan to preserve and interpret the history and artifacts of their people. The park features a strikingly beautiful Interpretive Centre, rising out of the surrounding prairies, that houses a restaurant, art gallery, archeological laboratory, and gift shop.

Dorothy Thomas took up her role with care and determination. She has loved working with and creating Aboriginal crafts since her youth, when she used to earn her spending money by making and selling her crafts. By the time she arrived at Wanuskewin, her business experience included eight years in the corporate sector, as well as starting and operating her own business, Qu'Appelle Crafts, in Fort Qu'Appelle, Saskatchewan. She had also become President of the Saskatchewan Indian Arts and Crafts Corporation and had experience as the Academic Admissions Counsellor and Indian Studies Lecturer at the Saskatchewan Indian Federated College, University of Regina. She serves on boards too numerous to list.

Dorothy is a master planner. She makes sure she has considered and researched every aspect of a business before she jumps in. Wanuskewin was no exception. Through her efforts, the Wanuskewin gift shop represents the culmination of her skills. Every item in the shop is chosen for its authenticity and for its marketability. In fact, marketing is Dorothy's strongest asset, and knowing how to balance the sensibilities of artists with their commercial sales is a continuing challenge.

### ***Dwayne Manitowabi and Waubetek Business Development Corporation***

For several years, Dwayne Manitowabi pursued an acting career on stage and in films. When he grew tired of the nomadic life and the uncertainties of the actor's life, he returned to his home on Manitoulin Island, Ontario, to start his own business, Canvas in Motion.



Situated between Lake Huron and Georgian Bay in the Great Lakes, Manitoulin Island is the largest freshwater island in the world, so it's no surprise that it is the playground for thousands of boaters. Dwayne knows boats and boat owners, and he knew that they love to keep their boats in good shape by protecting them from the elements with vinyl and canvas covers.

Dwayne liked to sew when he was young, and he put this skill to use by designing, cutting, and sewing custom canvas covers for boats around his community. It's difficult transporting boats to where the covers are made, so Dwayne put his whole operation into a cube van and went to the boats. In his first year of operation he had so many orders that at one time he was running as many as forty jobs behind schedule. After working day and night for that season, he approached the Waubetek Business Development Corporation for help and advice in planning his next move.

Waubetek had helped him get his business started, and now they would help him plan for growth. They advised him on how to hire and train new employees, choose a location for his fixed operation, and prepare his financial plan for any possible funding that might be available. By taking care in planning the growth of his new company, and by seeking professional help and advice, Dwayne is doing everything possible to make sure his business survives and prospers in the future.

### ***Allan McLeod and Tribal Council Investment Group***

Allan McLeod is a management trainee with the Tribal Council Investment Group in Winnipeg. This is a venture capital company with a difference: It pools investment money from Tribal Councils from all over Manitoba for investment in largely Aboriginal-related businesses that it is prepared to help grow over a long period of time. Among its acquisitions is Arctic Beverages, which bottles soft drinks sold throughout the north. Recently, TCIG bought a 20% share in Spaceport Canada, a company that plans to launch low-orbit satellites from the existing Churchill rocket range at Churchill, Manitoba.

Allan says that TCIG sees hundreds of business plans every year and only chooses one or two to invest in. In general, the successful plan will involve a business that is already achieving significant success and growth. TCIG has only three full-time employees, but it keeps a "battery" of financial and other experts close by to help assess the viability of potential investments.

As a Cree from northern Manitoba, Allan stays close to his roots despite his big-city appearance and activities. Working with Marv Tiller, President of TCIG, he believes he can make a significant contribution to his community by helping to ensure long-term economic viability for Aboriginal businesses and a solid return on investment for the more than fifty Bands who have money in the pool.

### ***Murray Maracle and First Nations Technical Institute***

FNTI is located at Tyendinaga near Deseronto, Ontario. Established in 1984, the Mohawk training institute has grown into a number of interrelated companies that focus on Aboriginal training and education. It offers college diplomas in a variety of Human Service Programs as well as Small Business Management and Aerospace Technology, which is one of two subsidiaries, the other being Peace Tree Technologies.

Murray Maracle is Vice President of Operations in charge of the Aerospace program that trains Aboriginal pilots, instructors, and Aircraft Maintenance Engineers (a new program, about to begin). He also oversees First Nations Air Service, a charter aircraft company that serves primarily Ontario, Quebec, and the northeastern United States.

The Aerospace subsidiary responds to a clear need for Aboriginal pilots throughout Canada. Murray points out that no other people depend more on air service than Aboriginal people, especially in remote areas, and yet there are very few Aboriginal pilots in Canada. Thanks to FNTI, all that is changing.

The program has graduated hundreds of pilots, who have consistently recorded higher average graduating marks than graduates of any other flight training school in Canada. Murray credits that success to the high standards of instruction and the quality of instructors, many of whom are Aboriginal graduates of the program itself.

As well, Murray says that FNTI is committed to a holistic approach to education. He says that Aboriginal students tend to perform poorly in traditional non-Aboriginal education systems because they are so foreign to them. At FNTI, the students are learning in a familiar cultural milieu, and their social and personal needs are addressed as well as their educational needs.

Contrary to a common misconception, FNTI gets no advantages from being Aboriginally operated, nor from its location on a reserve. In fact, Murray says there are more disadvantages. Because it is a corporation, there are no tax breaks. Because it is on a reserve, the municipality is not responsible for plowing the runways in winter. FNTI's tuition fees are on par with other colleges in Ontario, so there are no windfall profits there either. Although it operates dozens of training and charter aircraft, all have been bought with borrowed money. "There's a bank that owns as much of these aircraft as we do," says Murray.

Murray says it can get frustrating dealing with prejudice and government red tape, but when he needs a break, he just leaves his office and watches as the flying students—who come here from all across Canada—complete their first solos. "That look on their faces makes it all worthwhile," he says.

## **Roy Cunningham**

At first glance, you'd think Roy Cunningham, owner and operator of Clayburn Bowl in Calgary, was just another champion five-pin bowling addict. In fact, Roy is an excellent bowler. He has recorded 20 games of 400 and one 450-point game—a perfect score!

Yet Roy has another important side to his entrepreneurial character. He has been actively involved in education for 33 years. He taught high school for a few years, and when he stopped to attend the University of Lethbridge he never made it back to the classroom. He got sidetracked when he developed a program called Native American Studies at the University. After teaching the course for a number of years, he was concerned that his students weren't finding work when they graduated. So he decided to work in the corporate sector himself, so he could find the reasons for their lack of success.

He determined that the biggest reason was that Aboriginal students needed a period of internship with companies, so they could adjust to the demands and milieu of their job. So Roy started a company to help students' transition to the mainstream workplace. His consulting work expanded to include advising Aboriginal bands, such as the Tsuu T'ina nation, south of Calgary, on how to get schools established on their reserves.

Bowling really is Roy's game, and he intends to turn Clayburn Bowl into his own special retirement centre. In the meantime, he's making a big difference in the education game for his people.

## **Greg Johnson**

Greg Johnson just loves a challenge. That's one reason why he took his pilot's license; why he became an electrician and then an electronics technician; why he became the first high school graduate at Eskasone, his home reserve on Cape Breton Island. He took on University where he earned a Master's degree, and today he works full time as a family therapist and community advisor for the Mi'kmaq Family and Children's Services of Nova Scotia, an organization he also helped to set up.

So, when a neighboring community suggested that it could benefit from having its own radio station, Greg rose to the challenge. He started by setting up a station at Eskasoni. Using his experience as a former employee of the CBC (another challenge met) and by scrounging bits of equipment from here and there, he launched CICI 94.1 FM—radio Eskasoni! After he had his own station up and running and knew how to do it, he helped the neighboring community set up its station, which is running to this day.

Greg doesn't make much money from radio, just a few dollars to help cover expenses. But he believes that he is offering an important community service—in the Mi'qmaq language ("something you don't get on the radio stations in Sydney," says Greg). Recently, he used the radio station to raise money for a family whose house burned down in Eskasoni. Local fiddlers played in the studio, set up in Greg's basement, and, at last count, more than \$800 had been collected.

Greg points out that entrepreneurship and business are not new to his people. At first contact with the Europeans, one of the first items of business was business. His people have been traders and businesspeople for thousands of years. It's only natural that they should continue to this day. However, he cautions that it's important that a business make a contribution to its community and not just serve as a means to make its owner rich.

### **Winnie Giesbrecht**

After many years as a professional nurse in Winnipeg, Winnie Giesbrecht decided to fulfill a long time dream to have her own business. As a nurse, she saw that Aboriginal people who came to Winnipeg for health care services were at a disadvantage because they didn't know the big city, nor—in many cases—the language. They often weren't able to fully understand doctors' explanations or instructions, and many were unfamiliar with activities that city people consider commonplace, such as banking and finding one's way to a hospital.

Winnie answered that need with Nakiska Place, a boarding house, home health care and translation service located right off the downtown core of the city. Nakiska means "meeting place" in Cree, and what a meeting place it is! Aboriginal people from across the province and from as far away as the Northwest Territories fill her bedrooms and dining rooms. Working with her son Darren, who is now manager of Nakiska, Winnie receives her clients, boards them, takes them to their appointments, translates medical information for them (through her staff of interpreters), and takes them to banks and even movies, if possible.

It took a great deal of work to set up her business, and Winnie says she met a lot of resistance, especially from government. But she persisted, and her efforts have been rewarded. She was recently honoured as Aboriginal Woman Entrepreneur of the Year in Winnipeg—no small achievement when one considers that Winnipeg boasts the largest urban Aboriginal population in Canada.

### **Mark Kalluak**

Ask anyone in Arviat about Mark Kalluak and you'll find the same response—respect. Mark has been Mayor of Arviat for many years, but his work in this community perched on the western shores of Hudson Bay goes well beyond his accomplishments as mayor.

Mark contracted polio when he was a child and had to spend several years under medical care in Winnipeg. When he returned, he found he was one of the few people who could communicate fluently in English. The Inuit of Arviat had only recently moved to that community and were unfamiliar with English, the only language of radio and the newspapers. Soon Mark was asked to act for government and other officials as a translator for his people.

He realized that for his people to be able to control their own destinies and to deal with the increasing presence of southerners, they needed their own newspapers and radio stations. He set up both. A devout Christian, he then set out to translate the New Life Testament into Inuktitut, the first such translation ever undertaken.

Mark continues his translation work to this day. Working with a computer ("it's a Macintosh," he says, "the easiest kind to use,"), Mark translates by-laws and other important documents into Inuktitut.

Most people know about Mark's translation work, but everybody knows Mark's Mini Mall. He started his retail business twenty years ago when he felt that the existing stores didn't offer enough choice to the people. Today his children pretty much run the place, which, since it is shaped like a blue igloo, is one of the most distinctive businesses in the north.

Because of his belief that northern communities should control their own development, he helped establish the Arviat Development Corporation, which oversees all developments in his community.

For his work to preserve and enhance Inuit culture and language, Mark was awarded the Order of Canada. "I never thought I would be so honoured," he says, "but it made me more proud to be Canadian."

With a mayor like Mark Kalluak, it's not surprising that Arviat would also have the first school in the Northwest Territories to offer a program in entrepreneurial studies, which is now being offered for its third year.

Mark Kalluak encourages young people to try new things, to start businesses, and to take risks. "You'll be surprised what you can do."

## Appendix: Support Material for Presentations

The following handouts or transparency masters represent some resource material that you might wish to copy and use in putting together presentations for various groups. Acknowledgement of this User's Guide as the source would be appreciated.

1. Invention/Innovation/Entrepreneurship 32
2. Some Important Characteristics of Entrepreneurs 33
3. Contributions of Entrepreneurs to Communities/Society 34
4. Entrepreneur's Quiz 35
5. Answers to the Quiz 36
6. Some Skills Important for Entrepreneurship 38
7. The Entrepreneur's Dozen 39
8. Entrepreneurial Skills: A Personal Reflection 40
9. Assessing Opportunities 42
10. Hunting for Opportunities 43
11. Blocks to Creative Thinking and the Generation of New Ideas 45
12. Thoughts on Thinking and Generating Ideas 47
13. Evaluating Ideas 49
14. Common Problems and Pitfalls of Entrepreneurship 50
15. Income Statement/Balance Sheet/Cash Flow 52
16. Glossary of Terms 54
17. Venture Planning Guide 58
18. Strategy for Risk 68
19. Pre-Program Survey on Entrepreneurship 69

## *1. Invention/Innovation/Entrepreneurship*

### INVENTION:

The creation of a new technology, item, or process, as opposed to its application in widespread use.

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### INNOVATION:

The use of a new technology, item, or process to change what goods and services are provided, the way they are produced, or the way they are distributed.

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### ENTREPRENEURSHIP:

Entrepreneurship—involves the recognition of opportunities (needs, wants, and problems) and the use of resources to implement innovative ideas for new, thoughtfully planned ventures.

## **2. Some Important Characteristics of Entrepreneurs**

**ENTREPRENEURS TEND TO:**

- 1. HAVE A SPIRIT OF ADVENTURE**
- 2. HAVE A STRONG NEED TO ACHIEVE AND SEEK PERSONAL ACCOMPLISHMENT**
- 3. BE SELF-CONFIDENT AND SELF-RELIANT**
- 4. BE GOAL-ORIENTED**
- 5. BE INNOVATIVE, CREATIVE, VERSATILE**
- 6. BE PERSISTENT**
- 7. BE HARDWORKING AND ENERGETIC**
- 8. HAVE A POSITIVE ATTITUDE**
- 9. BE WILLING TO TAKE INITIATIVE**
- 10. HAVE A STRONG SENSE OF COMMITMENT**

### ***3. Contributions of Entrepreneurs to Communities/Society***

#### **Entrepreneurs:**

- create new ventures that provide new, improved products and services.
- find new ways of making products and services available to more people.
- may compete with each other to be the "best," which improves production and keeps prices down.
- create jobs in the community through their new ventures.
- increase the quantity of products and services produced in the economy (that is, help to achieve economic growth) by creating new ventures.
- create new opportunities for others through their initiatives and innovations .
- provide a spirit of energy, initiative, and potential for progress to a community.



## 4. Entrepreneur's Quiz\*

1. Faced with a problem, the entrepreneur is most likely to:

- a) go to a close friend for help;
- b) get help from a stranger who is known to be an expert;
- c) try to work through the problem alone.

2. The entrepreneur is most like the distance runner who runs mainly:

- a) to work off energy and to keep in good physical condition;
- b) to gain the satisfaction of beating other competitors in the race;
- c) to try to better his or her previous time over the distance.

3. Entrepreneurs are motivated most by the need to:

- a) achieve a goal of greater personal importance;
- b) gain public attention and recognition;
- c) control wealth and other people.

4. Entrepreneurs believe the success or failure of a new business venture depends primarily on:

- a) luck or fate;
- b) the support and approval of others;
- c) their own strengths and abilities.

5. If given the chance to earn a substantial reward, which of the following would entrepreneurs be most likely to do:

- a) roll dice with a one in three chance of winning;
- b) work on a problem with a one in three chance of solving it in the time given;
- c) do neither (a) nor (b) because the chances of success are so small.

6. The entrepreneur is most likely to choose a task:

- a) that involves a moderate level of risk but is still challenging;
- b) where the risks are high but the financial rewards are also very great;
- c) that is relatively easy and the risks low.

7. Money is important to entrepreneurs because:

- a) it allows them to develop other ideas and take advantage of other opportunities;
- b) monetary measurements provide an objective measure of how successful they have been;
- c) the main reason they accepted the risks of starting a new venture was to accumulate personal wealth.

\* Source: Jennings, William E. *Entrepreneurship: A Primer for Canadians*. Toronto: Canadian Foundation for Economic Education, 1985.

## 5. Answers to the Quiz\*

### Question 1:

Entrepreneurs do tend to be independent, self-reliant individuals. They may try to work through a problem alone. They do have a high need to achieve. But successful entrepreneurs are not so committed to the purely individual achievement of goals that they will not seek aid.

Entrepreneurship is difficult and requires the help of others. Successful entrepreneurs will seek out those who can be most helpful whether they are friends or strangers. The need to achieve will likely be greater than the social need to work with friends. The best choice is (b).

### Question 2:

Entrepreneurs often have a tremendous amount of energy and drive, with a capacity to work for long hours. Good general physical health is necessary in order to withstand the stresses of running their own ventures. One of the risks they must evaluate is that their work will likely put physical, social, and emotional strains on them. Few entrepreneurs pursue initiatives for the good of their health, although many seem to thrive on the work-related stress.

Entrepreneurs tend to compete against standards of achievement they set for themselves rather than standards set for them by others. Entrepreneurs are most like the runner who races to beat the clock. To achieve a new "personal best" time will likely be more rewarding than beating others. The best choice is (c).

### Question 3:

Those who are motivated by a need to gain attention, get recognition, and control others are motivated by power. They are more active in political life or large organizations where they concentrate on controlling the channels of communications both up to the top and down to the bottom so that they are more in charge. By contrast, entrepreneurs are motivated more by their need for personal achievement than personal power. Power and power recognition may be the result of success, but they are not the motivating goals. The best answer is (a).

### Question 4:

Successful entrepreneurs likely have a high level of self-confidence. They tend to believe strongly in themselves and their own abilities to achieve the goals they set. They also believe that what happens to them in their lives is determined mainly by what they themselves do. They are not reluctant to place themselves in situations where they are personally responsible for the success or failure of an operation. They will take the initiative to solve a problem and provide leadership where none existed before. The best choice is (c).

\* Source: Jennings, William E. *Entrepreneurship: A Primer for Canadians*. Toronto: Canadian Foundation for Economic Education, 1985.

### Question 5:

The entrepreneur is thought of as a risk taker. There are many risks involved in entrepreneurial activity. But psychological testing of entrepreneurs has indicated that they are no more motivated to do something by risk than anyone else. They are not daredevils or reckless gamblers.

Successful entrepreneurs are very good at assessing the amount of risk involved in a venture and will choose to accept that risk if they feel their personal chances for success are relatively high. They may well choose to do something when the odds of success are only one in three if they believe they have the abilities and experience needed to succeed.

The entrepreneur would most likely choose (b), to work on the problem even though rolling dice is obviously less work. Entrepreneurs avoid situations where the results depend mainly on chance or the efforts of others. The opportunity for personal achievement is more important than the size of the reward offered.

### Question 6:

Entrepreneurs tend to be positive, optimistic types who focus their attention on their chances of success rather than the chances of failure. Individuals who fear failure tend to select tasks that are either very easy or where the risk is very high. By selecting an easy task, the chances of failure are reduced. By selecting a task with little chance of success, failure can be rationalized, "Oh well, it was just a long shot anyway." The entrepreneur avoids both extremes and selects those tasks that are challenging but where the opportunities for success are reasonably good. The best choice is (a).

### Question 7:

It is a popular misconception that entrepreneurs are, at heart, greedy, acquisitive individuals who enter into ventures for the purpose of accumulating personal wealth. Such a description would be more aptly applied to some promoter who's a fast buck artist.

Entrepreneurs are driven to build a venture rather than simply to get in and out in a hurry with someone else's money. They will enjoy the benefits a higher income brings but will usually spend only a portion of their gain on personal consumption. Entrepreneurs are primarily interested in the creation, not the consumption, of wealth.

## **6. *Some Skills Important for Entrepreneurship***

- creative thinking
- research
- planning
- decision making
- organization
- communication
- team building
- marketing
- financial management
- recordkeeping
- strategic planning
- goal setting

## 7. The Entrepreneur's Dozen

### An Entrepreneur:

- E:** examines needs, wants, and problems for which he/she feels something can be done to improve the way needs/wants are met or problems overcome.
- N:** narrows the possible opportunities down to one specific opportunity.
- T:** thinks of an innovative idea.
- R:** researches the opportunity and idea thoroughly.
- E:** enlists the best sources of advice and assistance that can be found.
- P:** plans the venture and looks for possible problems that might arise.
- R:** ranks the risk and the possible rewards.
- E:** evaluates the risk and possible rewards and makes a decision.
- N:** never hangs on to an idea, as much as it is loved, if research shows it won't work.
- E:** employs the resources necessary for the venture if the decision is made to go ahead.
- U:** understands that any entrepreneurial venture will take a great deal of long, hard work.
- R:** realizes a sense of accomplishment from successful ventures and learns from failed ones to achieve success in the future.

## 8. Entrepreneurial Skills: A Personal Reflection

1. I believe I possess the following entrepreneurial skills to some degree. [Indicate such skills with a check mark and then assess the extent to which you feel these are developed by circling the appropriate number.]

<u>Skill</u>	<u>Skill Level</u>				
	<u>Developed A Little</u>			<u>Well-Developed</u>	
• creative thinking	1	2	3	4	5
• research	1	2	3	4	5
• planning	1	2	3	4	5
• decision making	1	2	3	4	5
• organization	1	2	3	4	5
• communication	1	2	3	4	5
• team building	1	2	3	4	5
• marketing	1	2	3	4	5
• financial management	1	2	3	4	5
• recordkeeping	1	2	3	4	5
• strategic planning	1	2	3	4	5
• goal setting	1	2	3	4	5

Add up the circled numbers and see what the total is. Total: \_\_\_\_\_

2. I believe the skills I need to develop more are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. I believe I will always be relatively weak in the following skill areas:

1. \_\_\_\_\_ Why? \_\_\_\_\_

2. \_\_\_\_\_ Why? \_\_\_\_\_

3. \_\_\_\_\_ Why? \_\_\_\_\_

4. At this point, I would assess my personal interest in entrepreneurship to be:

Very Low

Low

Moderate

High

Very High

1

2

3

4

5

## ***9. Assessing Opportunities***

- Actual:** It is really an opportunity?
- Seen:** Has it been seen by others?
- Selected:** If seen, have others selected it to act upon?
- Enduring:** How long will it last?
- Satisfied:** Are you satisfied that you have accurate and sufficient information?
- Specific:** Have you specifically defined the opportunity?
- Many:** Do, or will, many people care?
- Experience:** Do you really know what you're doing in this area?
- Number 1:** Is it the best opportunity you can see?
- Think:** Can you come up with a good idea?



## 10. Hunting for Opportunities

- Safari Tip #1: Recognize patterns as they are forming. The entrepreneur has an advantage if trends, patterns, and changes are detected before others have noticed them—perhaps even before they have happened.
- Safari Tip #2: Look at the small things. Many of the best opportunities lie in what has been overlooked.
- Safari Tip #3: Don't overlook the obvious. There is a saying that "only a foolish mouse would hide in a cat's ear, but it is the foolish cat that fails to look there."
- Safari Tip #4: Watch for good ideas that are poorly executed. Some people find the opportunities but just don't know how to take advantage of them, and you may know how.
- Safari Tip #5: Combine two or more things/thoughts together. Somebody came up with the idea for a bar and a laundromat together. Someone else came up with a coffee shop and bookstore. Opportunities can often arise when two things are brought together for examination and thought.
- Safari Tip #6: Look for new, generally unknown information. The best information is that which is new and/or generally unknown.
- Safari Tip #7: Talk with people. What better way is there to identify needs, wants, and problems than by talking to people and finding out.
- Safari Tip #8: Read journals, trade magazines, and so on to keep on top of things and to gather new information that may give rise to an opportunity or idea.
- Safari Tip #9: Look for what has worked elsewhere.
- Safari Tip #10: Look for new ways to meet old needs and wants.
- Safari Tip #11: Look for ways to overcome barriers that blocked a good idea in the past. People tend to resist change, and some other entrepreneur may have been unable to overcome the resistance to a good idea.

- Safari Tip #12: Look for "left-behind" markets. Leaded gas cars. Older model computers. 8-track tape players. Volkswagon beetles. As long as people continue to use certain things, they continue to have needs.
- Safari Tip #13: Look for good ideas that can be improved.
- Safari Tip #14: Look at "why" people buy something rather than "what" they buy. The idea is to get at what it is that motivates people—what prompts them to buy something—what are the underlying needs and wants. Therein lie the opportunities.
- Safari Tip #15: Look for new uses for old products. Old tires. End pieces of lumber. Record players. Records.
- Safari Tip #16: Look for what's not working.
- Safari Tip #17: Look for unhappy, dissatisfied people. Here you will find needs and wants that are still to be addressed.
- Safari Tip #18: Look for happy, contented people. Here you will find insight into what has worked and what might work better.
- Safari Tip #19: Keep your eyes and ears open. There is no more important tip than this one!

## **11. Blocks to Creative Thinking and the Generation of New Ideas**

[N.B. Many of the following are based on material developed by J.D. Keating of J.D. Keating Associates)

**Perceptual Blocks such as:**

1. Experiencing difficulty in isolating the problem
2. Paying little attention to the environment in which a problem exists
3. Failing to use all of the senses of observing
4. Not investigating the "obvious"
5. Formulating perceptions with an overemphasis on past experiences
6. Failing to distinguish between cause and effect
7. Seeing what you want to see or expect to see rather than what you could see
8. Abiding rigidly to perceived constraints

**Cultural Blocks such as:**

1. Wanting to conform to an accepted pattern
2. Believing you must be practical and economical above all things so that judgement comes into play too quickly
3. Believing it's not polite to be too inquisitive and not wise to doubt everything
4. Having too much faith in statistics

5. Having too much or too little knowledge about the field that you are working on
6. Believing that indulging in fantasy is a waste of time
7. Believing you can't accomplish things through fun and enjoyment
8. Having too much faith and dependence on past ways and tradition
9. Believing that accomplishment and output are necessarily and positively related to the amount of time one works

Emotional Blocks such as:

1. Fearful of making a mistake or making a fool of yourself
2. Having difficulty in rejecting a workable solution and searching for yet a better one
3. Wanting to succeed quickly
4. Having a strong desire for security (no desire to pioneer or gamble)
5. Fear of supervisors and distrust of colleagues and subordinates
6. Lacking the drive to carry a problem through to completion and test
7. Lacking the drive to put a possible solution to work
8. Unable to relax and let the "incubation" of an idea take place
9. Refusing to take a detour to reach a goal

## **12. Thoughts on Thinking and Generating Ideas**

- 1. Believe you are creative and don't be afraid of being wrong.**
- 2. Listen, really listen, to what others have to say.**
- 3. Listen to, accept, and think about criticisms you receive from others.**
- 4. Break with your habits and routine. Force yourself into something new to gain a new perspective.**
- 5. Role play. Pretend you are someone, or something, other than who you are.**
- 6. Relax. Have fun. Kid around. Humour and fun allow the mind to venture down new, previously untravelled pathways.**
- 7. Practice coming up with ideas for every problem, challenge, and so on that you see, hear about, or come up against.**
- 8. Daydream. Let your mind wander, and see where it ends up.**
- 9. Look at two things that are totally unrelated. Can you link them together in a new, innovative way?**
- 10. Ask lots of questions—and then listen to the answers.**
- 11. Ask new and different questions—ones that are unexpected, perhaps illogical, perhaps a little crazy—perhaps ones that will make you think.**
- 12. Try to come at a problem from an entirely new perspective.**
- 13. Write all your ideas down. Don't let them get away.**
- 14. Try to be absurd and write down the craziest ideas you can think of. Then read them over and see if there is anything there worth thinking more about.**

15. Turn a problem upside down, twist it, turn it, try to come at it in a whole different way.
16. Seek out new information. New information leads to new thoughts and new ideas.
17. Look right in front of you. Don't pass by an idea because it was too obvious.
18. Look at what others have done and think about why they did it and how you might do it differently.
19. Try some things you don't think you are good at or that you don't think you would be interested in. This will tend to move you outside your "comfort zone" and into areas of new thought.
20. When you see a problem, start by asking, "If only..."

## 13. Evaluating Ideas

1. What do others think of the idea?
2. Has the idea been tried before?
3. If not, why not?
4. If so, with what success? Can you improve on that?
5. What information was used to generate the idea? Was it accurate, dependable, reliable information? Was it sufficient?
6. How confident do you feel about the idea?
7. What are the risks associated with the idea? Are they controllable?
8. Is the idea directly related to an opportunity? Specifically define the opportunity.
9. Is there a user-market for the idea? Define it. How large is it?
10. Will there be much resistance to the idea? From where? Why? Can such resistance be overcome?
11. Is much money necessary to finance the idea? Will it likely be available?
12. Have you made any questionable assumptions in formulating your idea?
13. Is there a better idea available?

## **14. Common Problems and Pitfalls of Entrepreneurship**

The following is a list of some of the reasons why an entrepreneurial venture might fail. The list points out the many pitfalls awaiting the unwary entrepreneur. Every entrepreneur has to plan well and foresee all the potential problems. The "idea" is only the beginning. Making a success takes a lot of hard work.

1. The entrepreneur does not understand the market to whom he/she is selling his or her product or service. This can lead to errors in pricing, advertising, and distribution of the good or service, thus losing many potential customers.
2. Failing to plan.
3. Starting without enough money to keep going until sales start to be made.
4. Mismanaging finances of the business, leaving it short of cash and high on inventory or capital equipment.
5. Failure to arrange for back-up money to tide the business over if it is needed.
6. Failure to negotiate terms with the supplier for payment.
7. Growing too quickly.
8. The entrepreneur is not totally committed to the venture. This is evident in the lack of time and energy he/she is devoting to the business.
9. The assumption that the business is doing well today and so it will continue to do well in the future. Time changes everything and the entrepreneur should be aware of that and adjust his or her business concept accordingly.



10. Lack of experience.

11. Family pressures that place demands on the entrepreneur when he/she needs to devote the majority of time to the business to ensure its success.

12. Inability to recruit competent employees.

13. Dishonesty—it will always lead to trouble in the end.

14. Lack of communication between the entrepreneur and the employees.

## **15. Income Statement/Balance Sheet/Cash Flow\***

### **Income Statement**

An income statement shows revenue, expenses, and net income (the difference between revenue and expenses) of a business for a given period, usually a year.

The revenue for a business can come from several sources but mainly from sales of the business product or service.

There are a number of ways to categorize expenses. One way is to classify expenses as fixed (for example, rent, taxes, and salaries, which do not vary with output) and variable (for example, raw materials, and transportation, which vary with the volume of business conducted). Another way to classify expenses is by function (for example, selling and administration). Finally, expenses can be classified as cash and non-cash (for example, depreciation).

Net income is first calculated by determining the difference between revenue and expenses. But then there are taxes to pay. So net income is then calculated "after tax."

The entrepreneur must project the net income after tax and decide whether the anticipated result warrants the effort, given the risks involved. Comparisons will help the entrepreneur with this decision. Is the ratio of net income to sales as high in the planned venture as it is for firms in related businesses? Is the likely return on investment as high as other investment opportunities might yield? Is the estimated net income as high as the income the entrepreneur could earn as an employee of another business?

### **Balance Sheet**

The income statement reflects the performance of the business over a period of time. There is another "score card" that provides a snapshot of the business' financial condition at a given point in time. This is the balance sheet. The balance sheet is based on the double entry bookkeeping concept, which, in simplistic terms, acknowledges that every transaction has two sides.

A balance sheet, as its name suggests, must balance. The assets of the company must equal the liabilities plus the owner's equity (that is, what is owed to the owner(s)). Obviously, if liabilities are subtracted from assets, what is left over is the owner's equity in the business.

A balance sheet is a critical element of the business plan. The balance sheet reflects (a) how the business is to be financed (for example, through investment, bank loans, government loans, supplier credit), (b) the value of the building, machinery, and equipment and other fixed assets it will require, and (c) the value of the inventory, cash on hand, and other current assets. In general, the balance sheet indicates the way the business will be set up.

The balance sheet is essential when the entrepreneur goes to a bank, or other financial source, for a loan or tries to interest others in investing in the business. The balance sheet will indicate how sound a foundation the business appears to be built upon—its financial solvency.

\* Source: Jennings, William E. *Entrepreneurship: A Primer for Canadians*. Toronto: Canadian Foundation for Economic Education, 1985.

## Cash Flow

As noted, the income statement summarizes the revenue of a business for a given period. An income statement matches revenues with the expenses that the business must incur to earn those revenues. For example, a bicycle manufacturer incurs expenses for labour, materials, overhead, and so on to make the bicycles. The manufacturer then earns revenue from the sale of the bicycles. But the bicycles will not necessarily sell in the same month or year that they are made. The income statement matches revenues with related expenses even though they might not happen in the same period of time. The time from incurring the expense of production to the receipt of revenue from sale can vary significantly from industry to industry and somewhat from business to business within an industry.

There can be a further complication to the timing of expenses and revenues. The actual payment for an expense may not take place at the same time as the expense is incurred. And payment may not be received at the time of sale. Credit/deferred payments, and so forth can affect expense payments and revenue receipts. Creditors may give 90 days before bills must be paid. Customers may not be willing to pay until 90 days after the purchase is made.

The major message of this is that cash does not flow into and out of a business smoothly. Money from sales is not always available when it is needed to purchase supplies or cover other expenses. Indeed, it is possible that a potentially profitable business will run into trouble because the cash flow is out of kilter.

Therefore, it is necessary for the entrepreneur to project the cash flow of the business as well as the income statement and balance sheet. The point of the cash flow projection is to anticipate in advance how much extra money must be available to bridge the gaps between expenditures and receipts.

Depending on what the cash flow projection shows, the entrepreneur may have to seek other sources of capital, for example, other investments or larger bank loans. This will then be recorded on the balance sheet.

## 16. Glossary of Terms

**Accountant:** A person who carries out bookkeeping, auditing, and other financial reporting and analysis. This is a generic term referring to a wide range of skills, from semi-clerical to highly trained professional work.

**Accounts payable:** The outstanding bills of an enterprise; money owed to suppliers for goods and services purchased for the normal operations of the venture. Accounts payable are included on the balance sheet under current liabilities.

**Accounts receivable:** The money that is owed to a venture for goods and services that have been purchased from it or that have been committed as a grant or donation. Accounts receivable are included on the balance sheet under current assets.

**Asset:** Anything that can be sold, on which a money value hence can be placed. In a balance sheet, everything that an organization owns that can be expressed as a dollar value is listed. Assets include, for example, land, buildings, machinery, inventories, patents, cash, investments in other companies, money owed, and so on.

**Business:** The production of goods or services for profit. Such activity can be carried out by an individual, a family, a partnership, or an incorporated company.

**Calculated risk:** A risk which has been given thoughtful consideration and for which the potential costs and potential benefits have been weighted and considered.

**Capital:** 1. In economics, one of the factors of production that is essential to the functioning of the economy. It represents the mines, factories, machinery, and other capital goods that are used to produce goods and services and on which income is earned. The capital in an economy increases as new investments are made from the profits earned on existing capital. 2. In financial markets, the funds available for investment in financial assets, such as shares, bonds, certificates of deposit, or real property. 3. In business, the total funds invested in the company to enable it to carry out its activities.

**Capitalist:** A person who owns shares in a business enterprise.

**Cash flow:** A detailed outline of estimates for the receipt of revenue and the payments to be made over a period of time such as six months to a year. The cash-flow projection will highlight periods of cash shortage and potential need for credit.

**Competition:** A market in which rival sellers are trying to gain extra business at one another's expense and thus are forced both to be as efficient as possible and to hold their prices down as much as possible. Competition is thus a sophisticated yet uncoordinated mechanism that sorts out the actions of millions of buyers and sellers, and uses the resulting pattern of supply and demand to determine what shall be produced, in what quantities, and at what price.

**Demand:** The combined desire, ability and willingness on the part of individuals to acquire or make use of a good or service. Demand is determined by income and by price, which is, in part, determined by supply.

**Depreciation:** A method of calculating and writing off the costs of fixed assets, such as machinery, buildings, trucks, and equipment. Investment in such fixed assets, which wear out or become obsolete over time, is a normal expense of business.

**Economic growth:** The increase over a period of time in the production of goods and services and the capacity to produce goods and services. Economic growth is usually measured as the percentage increase in gross national product over a specified period of time, after adjusting for inflation; since population is constantly changing, a more precise measure is the rate of growth of real per capita income.

**Efficiency:** The most effective use or allocation of resources to yield the maximum benefits. Efficiency in one sense – the effective use of resources – is often applied to individual firms in comparing how well they organize the productive process (labour, management, machinery, new technology) to achieve the lowest possible production cost for their products. In a broader sense it refers to the way in which all of the various factors of production are used to achieve maximum output throughout the economy at the lowest cost, or to achieve a distribution of the output of society that results in the greatest degree of satisfaction.

**Entrepreneur:** A person who engages in the process of entrepreneurship.

**Entrepreneurship:** Involves the recognition of opportunities (needs, wants and problems) and the use of resources to implement innovative ideas for new, thoughtfully planned ventures.

**Groupthink:** The forces that tend to suppress or resist divergent thinking when a group is working to accomplish a specific task within a limited period of time.

**Idea:** (for entrepreneurship) A new, creative approach to specifically addressing a perceived opportunity (a need, want, problem or challenge).

**Innovation:** The use of a new technology, item or process to change what goods and services are provided, the way they are produced or the way they are distributed.

**Interest:** The cost incurred in borrowing and using someone else's money or, alternatively, the income earned by allowing others to use your money.

**Intrapreneurship:** The application of entrepreneurial skills and approaches within or by a corporation.

**Invention:** The creation of a new technology, item or process, as opposed to its application in widespread use.

**Investment:** 1. As used in economics, spending on capital goods such as factories, mines, and machinery, so as to increase the productive capacity of the economy. 2. In its broader meaning, investment is any purchase of an asset to increase future income.

**Investment capital:** (start-up) Initial investment capital necessary for starting a business usually consisting of inventory, equipment, pre-opening expenses and leaseholds.

**Liabilities:** All the debts of a corporation, partnership, or individual; one part of the balance sheet. Liabilities include short-term or current liabilities such as accounts payable, short-term debts, income and other taxes due, and the amount of long-term debt that must be paid within twelve months; and long-term liabilities, which include long-term debts and deferred income taxes. On a balance sheet, liabilities are subtracted from assets – what remains is the shareholder's equity, or ownership in the business.

**Market:** 1. The place where buyers and sellers meet to exchange goods for money or for other goods, at a price that is arrived at through an implied auction in which buyers and sellers negotiate price. 2. The demand, actual or potential, for a product or service.

**Market economy:** An economy in which the setting of prices and allocating of resources are determined largely by the forces of supply and demand.

**Marketing:** The planning and implementation of a strategy for the sale, distribution and servicing of a product or service.

**Marketing strategy:** Marketing starts with market research, in which needs and attitudes and competitors' products are assessed, and continues through into advertising, promotion, distribution, and where applicable, customer servicing and repair, packaging and sales and distribution.

**Opportunity:** (for entrepreneurship) A need, want, problem, or challenge that can potentially be addressed by an entrepreneurial idea and an entrepreneurial venture.

**Opportunity cost:** The loss of the next best alternative whenever a decision is made involving two or more options.

**Patent:** The legal right to ownership of an invention issued, in Canada, under the Patent Act. By granting this right to inventors, society hopes to encourage invention and innovation, and thus to benefit from increased economic efficiency and growth. The benefit to the inventor is that, for a limited period, the inventor can charge a royalty for the use and application of his or her invention, or sell such rights to another person.

**Productivity:** The output of goods and services in the economy or in an industry from the effective use of various inputs, such as skilled workers, capital equipment, managerial know-how, technological innovation, and entrepreneurial activity, used to produce those goods and services.

**Profit:** What is left over for the owner(s) of a business after all expenses have been deducted from the revenues of a firm. Gross profit is the profit before corporate income taxes. Net profit is the final profit after all deductions have been made.

**Resources:** The raw materials, supplies, capital equipment, factories, offices, labour, management and entrepreneurial skills that are used in producing goods and services.

**Revenue:** The total income a business firm or government receives from all sources.

**Risk:** The likelihood of undesirable, unforeseen or uncontrollable events occurring.

**Small business:** A firm with twenty or fewer employees: this is the definition used in Statistics Canada's monthly employment survey. According to the Ministry responsible for Small Business, a small business is any manufacturing firm, with fewer than one hundred employees or, in any other sector, a firm with fewer than fifty employees. Using either definition, small business accounts for 80 to 90 percent of all businesses in Canada.

**Strategic plan:** A forward looking plan that aims to map out the means to achieve longer-term goals and to plan a response to unforeseen problems and opportunities.

**Working capital:** The funds available for carrying on the activities of a business after an allowance is made for bills that have to be paid within the year. Working capital is calculated by deducting the

current liabilities from the current assets of a firm, and indicates a company's ability to pay its short-term debts. The excess of current assets is the working capital.

**Venture:** Any initiative that entails the mobilization of resources to establish a good, service, program, etc., to address needs, wants, problems and challenges.

**Venture plan:** A comprehensive written summary drawn up to establish the viability and direction of a contemplated venture. It includes how the entrepreneur intends to organize resources to attain established goals. It is the "road map" for operating the venture and for measuring its progress on a monthly and annual basis.

## 17. Venture Planning Guide\*

Venture plans are as varied as the entrepreneurs who undertake them. Large, complex ventures requiring significant sums of start-up and operating capital can run to hundreds of pages. Other plans might serve to describe an existing company's strategy for expansion or reorganization. Your first venture will likely be modest in scope. The length and detail of your plan will correspond to the complexity of your venture. Rather than duplicating an actual plan from an actual venture—which may or may not relate well to your venture—the following planning guide outlines and explains the key components of any good plan. In this form, it allows you, the first-time entrepreneur, to walk through the steps of planning your first venture.

First impressions are very important. In its final form, your plan should be polished and attractive. It should be grammatically and numerically error-free and laser-printed on good quality paper.

Examples and explanations are in italics. The purpose of this guide is to help you plan, not to produce a final copy. Your plan will be a summary of the work you do, not point-by-point answers to the questions below. A suggested approach to your actual format is in this type.

When you have finished working through the entire plan, prepare an Executive Summary that encapsulates the key points of your plan in one or two pages. The Executive Summary will form the first section of your final draft.

### **Part I: The Opportunity**

What is the need, want, problem, or challenge that your venture will address? *Be as specific as you can. The fact that people need to eat is not clear enough opportunity to warrant starting a restaurant, for example.*

Suggestion: Write the name of your venture on the top of the page. Next, pick a heading that grabs the reader's attention, something that says: "People need this!" Underneath, write a forceful paragraph indicating why the world needs your venture; how the world will be a better place because of it.

#### **Rationale**

Why does this venture represent a legitimate opportunity? *Prove it. Use the following criteria to assess the opportunity:*

1. Have others perceived this opportunity, and if not, why not? *The conditions giving rise to it may be new; you may be in a unique position to have seen the opportunity; others may have seen it, but not recognized its potential, or tried to exploit the opportunity with the wrong idea or a poorly executed plan.*
2. Have you used the best, accurate information? *Make sure you are not basing your venture on misinformation or partial information.*
3. Is it in your area of interest? *It may be a terrific opportunity to make money, but if you are not really interested in the kind of work it involves, you may want to reconsider.*

\* Source: Jim Lang, author of *Make Your Own Breaks: Become an Entrepreneur and Create Your Own Future*. Toronto: Trifolium Books, 1994.



4. Are you committed to pursuing it? *Only total commitment will do.*
5. Do you have the requisite skills this particular opportunity requires? *It is generally best if your skills relate directly to the opportunity. If you are lacking some of the skills, you might either learn them or find partners or members of your team who possess them.*
6. Have you identified resistance to it? *Virtually all innovative ventures will meet resistance. Competitors resist competition. Loyal customers resist changing brands. You should know who might resist your venture, and why.*
7. Can you interest others in it? *The need, want, or problem must be apparent to others, when it is explained to them. If you are the only person who recognizes the opportunity, it may not be an opportunity.*
8. What gave rise to this opportunity? *Is it fleeting or lasting? You should be able to explain the conditions that created the opportunity, so you can demonstrate whether it is fleeting or lasting.*
9. What are its limitations? *Why might it not be a good opportunity? Play devil's advocate. Try to make an argument against the opportunity. It will prepare you for questions others will likely raise.*

Suggestion: In one or two paragraphs, tell why you believe you have discovered a real opportunity. Explain how you figured this out, detailing the kind of research you used. In short, demonstrate that you really know what you are talking about.

## **Part II: The Idea**

### **Description and Assessment**

1. What idea will best serve the opportunity you have identified? *Describe your idea in detail. For example, if you are describing a restaurant, indicate the size, location, menu, and hours of operation.*
2. What market will your idea address? *Clearly describe your market. Who will want your product and why? Keep in mind that when people buy cosmetics, they are said to be buying self-esteem. Be able to describe a typical customer, in detail.*

**Use the following criteria to assess your idea:**

1. Have you examined lots of possible ideas and found this one to be the best? *You should have generated a number of ideas that might possibly address the opportunity you have identified.*
2. Is your idea directly related to the opportunity? *If the opportunity is a need for a restaurant, a simple hot dog stand may not be directly related to that opportunity, even though it is a food service.*
3. Is there a broad enough demand for the idea? *Your idea should meet the demands of a potential customer base large enough to make your venture profitable. You will need to do some market research to determine the actual size of your potential market. Guessing, or hunches, won't be good enough.*

4. Is the idea realistic and feasible? *Even simple ideas can be difficult to shape into successful ventures. To be realistic and feasible, your first venture should reflect your abilities and those of your partners/team. Don't try to change the world on your first attempt.*
5. Are the necessary resources available and affordable? *Resources include people, such as trained technicians; equipment, such as photocopiers or manufacturing tools; and infrastructure, such as roads and public transit. If your idea is going to require resources that are difficult and expensive to obtain, be prepared for more challenges than if your resources are available locally, at relatively low cost.*
6. Have you sought impartial criticism of the idea from others? *It's better to find out what other people think before you get started. Get opinions and criticism from people who are qualified to offer them. Don't be put off by the possibility of being convinced to drop the idea.*
7. Have you reviewed enough good information to assess the idea properly? *Make sure you gather the best possible research. Use libraries, economic development officers and other entrepreneurs as some of your sources.*
8. Are you being objective, or are you overly loyal to your favorite idea? *Review your answers to #6 and #7, above. Sometimes the experts are wrong. Be very sure of yourself if you go against advice from qualified experts.*
9. How is your idea different from others? How better? *Your idea may be different and better in that it's the first of its kind. It may improve on other ideas or it may be executed better than similar ideas. In any case, your idea should be an innovative improvement over your competition.*
10. How will you overcome resistance to it? *You should know who will resist your idea and how you will overcome that resistance.*
11. Has this idea been tried before? Why? Why not? *It's possible you have come up with a completely new idea, but it's also possible that someone has tried something like it before. You should know why it hasn't been tried, if that is the case, and if it has been tried before, you should explain what you are doing differently. Sometimes it is the right idea at the wrong time, or vice versa.*

Suggestion: Start a new page and use the name of your idea as a heading. In this section, describe your idea in detail, explaining how you determined it was the best, most do-able response to the opportunity you identified on the previous page. Describe your customers. How many of them are out there? Explain why they'll want your idea more than someone else's. Show that you have thought of all the possible criticisms and pitfalls that your idea may attract.

### **Part III: Goal and Objectives**

1. What is your mission? *You may not need a mission statement until your venture is well established, but you could take a crack at it now. Your mission statement would describe your venture's larger role in society. For example, you might have a mission to become the world's leader in mousetrap technology, or your mission might be to set a new standard for quality home health care. Your mission statement should be brief and easy to remember.*
2. What is the goal for your venture? *Your goal should be more specific. It should be clear, with a time frame and schedule. You might say that you intend to capture 25% of the market for your product within the next five years.*

3. What are your specific objectives? *Your objectives support your mission and goal. They tell the steps you will take to reach your goal. Relative to mousetraps, your objective might include: start-up by January 1996; production of 10,000 units per week by April; 20,000 units per week by August; and so on.*

Suggestion: If you choose to write a mission statement, put it on a page of its own. Write your goals and objectives in point form on its own, separate, page. Be concise.

## **Part IV: Research**

1. What is your research strategy? *You have evaluated your idea and you know what information you still need. You should have an ongoing research strategy that spells out where you get your information—journals, books, colleges, associations, computer databases, or consultants; who will get it—whether you hire someone to do it for you or do it yourself; how much of your time is spent doing research; how you analyse the information and relate it to your venture. For example, you may correlate the eruption of a volcano to the price of cereal grains (affected by changes in climate).*
2. How much will your research cost? *You may have to buy market information or pay for marketing consultant services. You should know how much these services will cost and what you will get for your money.*

Suggestion: You have to be able to answer the questions: "What information do you still need to make this venture fly?" and "How will you get it?" Once again, use a separate page and head it "Research Requirements." Use point form to indicate what information you require and where you plan to get it. If you have no research requirements, be able to prove it and skip this section.

## **Part V: Resources**

1. What human and other non-financial resources will be required for your venture? *You will need people to help you. You should know how many people you will need and what skills and knowledge they bring to the venture. You may need trucking, postal, telecommunications, and other resources.*
2. Can you access any required, qualified personnel to help you, either as employees or as partners? *You should identify a long list of possible candidates for their various roles in your venture and list their qualifications and availability.*
3. What quantity of resources will you need and when will you need them? *Find out the amount and type of raw materials, equipment, and such that you will need to get your venture started. For example, if you are going to build houses, you will need lumber, nails, tools, and so on.*
4. What sources of these resources have you identified? *List a number of suppliers for these resources, their prices, and which ones you favour and why. Identify alternate sources in case your first choice can't deliver or fails to meet expectations for any reason.*

Suggestion: On this page, use a heading for each type of resource you will need. Below each heading, list those resources in point form. If you already have partners, refer the reader to your risk strategy, below, under the heading "The Team."

## **Part VI: Financial Plan**

### **Cost estimates**

What is the detailed budget for your venture? Include the costs of:

1. Labour and contracted services such as lawyers and financial advisors. You can reduce costs by bringing outside help in on a part-time basis and paying them by the day or hour. If you are hiring full-time employees, be able to demonstrate that their work will be directly related to generating revenue. Include any employee benefits, employer contributions to health or liability insurance premiums, and the costs of administration related to employees.
2. Capital equipment. This includes anything you have to buy to get started that isn't a consumable (such as pens and paper, raw materials). It could be manufacturing equipment, video cameras and editing equipment, trucks, vans, computers, and so on. Make sure you get prices based on the quantities you expect to use.
3. Supplies and materials. Write down how many boxes of stationery, phones, desks, pens, chairs you will need and the cost of these.
4. Research. See above.
5. Travel. List the type and frequency of travel that you or anyone associated with your venture will have to undertake. Base your costs on average, rather than special, fares because you cannot be sure special rates will continue. Include meals, accommodation, taxis, auto rental, and incidentals.
6. Telephone and telecommunications. The telephone and fax machine are your most valuable business tools. Expect to use them a lot, and budget accordingly.
7. Insurance. You will need all kinds of it. Check into fire, theft, liability, and loss of computer records due to electrical or similar failure, for a start.
8. Office, manufacturing, or operating space. List the costs of renting, leasing, or purchasing your site(s). Estimate future trends at the same time. If real estate prices are rising, indicate that you can get a good deal now compared to next year, for example.
9. Licenses, patents, royalties. If you are manufacturing a product, you will likely need to patent your product and process. This will involve legal fees and other costs. If you are using someone else's patented processes, you may have to pay royalties on them.
10. Training costs. Include any costs you may incur related to taking training programs yourself or having your partners or employees trained.
11. Borrowing costs. You will probably have debts to service. Calculate how much interest you will pay on your loans, and indicate different repayment schemes and their advantages and disadvantages.
12. Advertising and promotion costs. You may have to give away some products for promotional purposes, or you may need to buy print, radio, or television advertising. Indicate how much your advertising budget would run.
13. Other. Your venture is unique, and it will incur unique expenses. Explain them, and write them down.
14. Total funding required. Write down how much money you will need altogether.

Suggestion: Use each of the 14 points that apply to your venture as headings, and list the associated costs in running, parallel columns.

### **Pricing and profit margin**

How have you established your prices? Your prices must be competitive and realistic. If you are offering a completely new product or service, you will need to do some consumer testing to determine what you can charge for it. Generally, you can charge what the market will bear (as much as people are willing to pay), but in most cases you will be restricted in your pricing policy by the prices set by your competitors. Be able to explain how you arrived at your prices.

### **Profit**

What will be your margin of profit? Low volume contracts that involve long periods of unpaid development time may target relatively high margins of profit—from 20% to 60% and higher. In retail operations, where the key to profitability is high volume turnover, profits may be as low as 6% to 15%. Your predicted margin of profit should realistically reflect your costs and a reasonable return for you and your investors.

### **Cash-flow requirements**

1. How much cash will you require to operate your venture on a monthly and yearly basis? Use the estimates above to determine your monthly and first-year cost of operation. As you pay down your loans and reduce your debt-load, your overhead (cost of operation) should shrink as well. Consider these adjustments in calculating your second and third year cash-flow estimates.
2. How will you meet your cash-flow requirements? You should know the terms on which you will pay bills and receive payment for goods and services. If you pay your employees every two weeks, but wait up to two months for your customers to pay you, you may run into cash-flow problems. To manage them, you may need an operating loan (similar to a line of credit or overdraft) that takes up your cash-flow slack. You may have a business that generates immediate cash flow, in which case you can pay as you go.

### **Financial officer**

Who will be responsible for managing your finances? If you are not an experienced accountant, or financial advisor, you will need someone to manage your finances for you: someone to keep the books, write checks, maintain relations with your bank or other financial institution. You should identify the person or, at least, the firm that will do this for you. You needn't have someone on staff, but you do need someone with impeccable qualifications.

Suggestion: If you have already engaged a financial advisor, have that person work on this plan with you. Include your advisor's resume and/or information about the firm he or she represents. You may include this part in the section, "The Team."

### **Funding strategy**

1. If funding is required, what sources of funds have you identified? List the possible investors (relatives, friends, or institutions) who might fund your venture. Categorize them: most likely; preferred; long-shot; expensive; and so on.

2. What information do the funding sources require? *Your venture plan should provide potential funding sources with most of the information they need to make a decision. Letters of reference and credit information may be required as well.*
3. What kind of collateral, if any, do you have? *You may be able to put your inventory up as collateral if you are planning a retail venture, but you may have to provide the titles to your house and car as collateral, as well as any stocks, bonds, or life insurance policies.*
4. What contingency plans do you have, failing standard financing? *You may need to sell some or more of your property, borrow from a relative, or have a friend or relative co-sign your loan application.*
5. What repayment terms are you prepared to meet? *Pay back as fast as you can, but know how much you will be able to afford and when you would be stretching your resources too far.*
6. Under what terms are you prepared to sell part of your venture? *To whom and for how much? You may be well-advised to sell partnerships to get your venture going. Part of something is better than all of nothing. Work out terms that you would find acceptable, so that you will be prepared for discussions with potential partners.*

Suggestion: If you are going to present this plan to a specific bank or financial institution, you should prepare a cover page that addresses your plan to that institution. For example:

#### MY NEW BUSINESS

A Proposal to The Bank of New Venture Capital

Submitted by

Budding Entrepreneur

In this case, you would tailor the preceeding section to this specific bank. You would indicate other potential sources of money, such as relatives, friends or business associates, but you would not mention the bank's competitors. You should have investigated this bank's current interest rates so that those rates are reflected in your references to your anticipated borrowing costs.

### ***Part VII: Implementation and Management Strategy***

1. Once you have assembled your resources and financing, how will you implement and manage your venture? *Detail the stages of start-up, giving a rationale for each one. If you are going to be manufacturing a product, you may need to hire a product designer, then a production manager, and then produce a prototype. Indicate who will manage the venture, you or someone you designate. Write down your management philosophy. Will it be a pyramid with the manager at the top dictating to the employees, or will it be flat management, where the manager works among the employees, who are each employed with authority to do his or her own job?*
2. What is the implementation time-line? *Work out the closest possible estimates of the amount of time each phase of start-up will take and when the next phase will begin.*

Suggestion: You may not get the money you need in the quantity, or according to the schedule, you would prefer. You should provide alternate scenarios for implementation according to different funding arrangements. For example, a bank may be prepared to fund the production of your prototype, but hold off loaning you more money until the prototype proves successful. By providing different scenarios, you will be more likely to match the lender's preferred lending policy.

## Part VIII: Advertising and Promotion

What is your promotion strategy? Ventures differ in their promotional needs. Generally speaking, if you have something to sell, you have to get the attention of your potential customers and inform them of your product. You might use print, television, posters, billboards, radio, or hot air balloons to advertise your venture.

Suggestion: If possible, specify which television station, newspaper, or other medium of advertising you would use, quote their prices, and name the person you dealt with at each one. Show the ranges of prices and their corresponding value in minutes of air time or ad space. These numbers should be reflected in your financial statement as options, along with your preferred option.

## Part IX: Benefits and Impact Assessment

1. What benefits would be derived from this initiative? Explain who your venture will benefit and how. For example, financially, it should benefit you as well as your employees, partners, and shareholders. Your product or service should improve the quality of life, ease of doing business, and/or the productivity of your customers. Your community should benefit from increased employment and from the taxes and revenue you and your employees deposit there.
2. What negative impact(s) might result? No matter how positive the benefits from your venture, others will likely see some negative outcomes. For example, your venture may result in increased road traffic in parts of your community, you might be contributing to pollution, your employees may spend so much in the community that they drive up prices.

Suggestion: It may not be necessary to include #1 in your plan, but you should have an answer ready if someone asks you about it. #2 is important if there are some obvious negative implications. If you will be using chemicals or producing any kind of effluent such as smoke or liquid waste, you should state your plan to deal with the agencies and/or elected officials whose job it is to protect the community and its environment.

## Part X: Risk Assessment and Strategy

1. What controllable risks does your venture involve? List the risks from the most probable to the least probable; for each one, indicate what you have done or will do to reduce the risk factor. For example, if you are producing a unique product, the greatest risk might be that the larger competitor could come out with a similar or better product, putting you out of business. To reduce that risk, you might make sure you know what your competitors are up to; try to capture the biggest part of the market before your competitor can get started, or make plans to sell out to your competitor, if necessary.
2. What are the uncontrollable risks? New laws may change the rules of the game, leaving you high and dry. If you are involved with commodities, such as agricultural crops, you may be at the mercy of the weather. List any risks that you cannot control and the likelihood of their happening.
3. What risks will be eliminated, shared, avoided, or accepted? If your lack of a specific skill is a risk, you could eliminate it by acquiring the skill. You could share financial risk with a partner; avoid the risk of heavy competition by staying away from a particular market; accept the risk of higher interest rates or uncontrollable risks listed above as part of the game.

Suggestion: The most common way of demonstrating that you have assessed and planned for the risks is to describe your proposed team and the role each member will play. If you have partners, list them, provide resumes, and show how much of the financial risk each is prepared to assume. You may wish to head this section "The Team."

## **Part XI: Fall-Back Strategy**

What will you do to survive a worst-case scenario? *If you cannot survive a worst-case scenario, don't undertake the venture. If you can survive it, describe how you would do that. You might be able to get your old job back, or cash in some bonds.*

Suggestion: Your financiers will be more interested in how they will recoup their investment than in how you will survive. Demonstrate that your collateral, and the collateral of your partners, can be readily liquidated and that you are prepared to guarantee any loan you might get.

## **Part XII: Success Strategy**

1. What is the likelihood of success and what degrees of success might you expect to achieve through this venture? *Indicate, as closely as you can, what kind of success you believe you can expect. Base your assessment on the merits of your plan. What is the minimum you expect, and what would be a best-case scenario?*
2. What are your plans for growth? *If your venture succeeds, you should have plans for the money you will make. Indicate how you will invest in the venture, where you anticipate growth to occur and at what rate. Anticipate how success might change the structure and thrust of the venture. Perhaps you will try new products, go public, open new locations, or diversify your operation.*

Suggestion: Since the majority of ventures grow more slowly than anticipated, be realistic in your growth projections. Investors prefer slow and steady growth to volatile expansion. Prepare several growth scenarios, showing how each would be managed. Temper your optimism with caution.

## **Part XIII: Opportunity Cost**

What is the next best idea that will not be pursued if this venture proceeds? *When you determined that this venture was based on your best idea, there must have been a second best. In undertaking this venture, you are passing up the opportunity to try your second choice. Show how the two ventures compare in terms of cost, risks, and potential benefits.*

Suggestion: Investors may be more interested in you than in your venture. If they decline this plan, they may suggest a modified version of it or ask if you have considered another way of addressing the same opportunity. You will have a leg up if you already have a rough plan for your second choice.

## **Part XIV: The Lead Entrepreneur—You**

Who are you? What is your track record? *You are the key to the success of your venture. Investors may see holes in your venture plan but be impressed with you as an entrepreneur. Include a detailed resume/bio with your plan. It might look best up front, but it can also pack some punch at the end.*

Suggestion: You should have more than one resume. Tailor your resume to the task at hand. For this venture plan, you will want to emphasize your experience relative to the nature of the venture. No resume need be more than two pages. Point form is best for simple factual information. Use the following as a guide:



1. Biographical information. Include your name, address, telephone number(s), marital status, birthdate, and citizenship.
2. Education. If you have very little formal education, skip this section. If you have any degrees or diplomas or have taken any special training courses, list them all. Entrepreneurs can make use of all their knowledge and training.

3. Work experience. If you have undertaken other ventures, list them here, starting with the most recent one. If they failed, describe them in terms of what was accomplished, rather than what was not. Indicate how each venture led you to the next and how you made the most of your efforts.

If this is your first venture, list your most recent employment and describe your responsibilities. For each job, describe your most significant accomplishment and the most important skill or knowledge you acquired in the process. Emphasize skills and experience relevant to your current venture.

4. Your goals. In stating why you are undertaking this venture, you will be demonstrating your commitment to it. Your goal is to achieve, to prove that you can do it. The most powerful reasons include: the desire to see this venture through to completion because you love the work it entails and because it will provide you with the opportunity to use skills and knowledge you possess. Other good reasons include the opportunity to work with the members of your team, to have something of your own to shape in your own way, to satisfy investors and those who have placed their trust.

## 18. Strategy for Risk

- STEP 1: Identify the risks that are involved
- A. What is at risk?
  - B. What factors, circumstances generate the risk?
- STEP 2: Assessment of the levels of risk  
What are the probabilities of the risk being realized?
- STEP 3: Assessment of the implications  
What would be the impact if any of the risks were realized?
- STEP 4: Establishing priorities  
What are the most significant risks to be concerned about? How would the risks be ranked from most important to least important?
- STEP 5: Strategic options  
For each risk identified, which of the risk strategy options are possible, how could they be achieved and what cost or actions would be necessary?
- STEP 6: Risk plan  
In light of the considerations in Steps 1 to 5, what steps and actions will be taken to deal with the risks?
- STEP 7: The "worst case scenario"  
What would be the ramifications for the organization in a "Worst Case Scenario"?
- STEP 8: Judgement and decision  
Are the risks, and risk strategy, acceptable?

# 19. Pre-Program Survey on Entrepreneurship

1. How would you describe an "entrepreneur"?

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2. Why do you think people become entrepreneurs?

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3. Do you believe there are many entrepreneurs in our community?

Yes

No

Don't Know

4. Do you know any entrepreneurs personally?

Yes

No

Don't Know

If so, what do they do?

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5. Identify entrepreneurs you have seen or heard in the media.

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6. What would you say are the two most important characteristics for an entrepreneur to possess?

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7. On a scale of 1-10, how important do you think effective planning is to entrepreneurs?  
(1 representing no importance)

Circle the appropriate number:

1      2      3      4      5      6      7      8      9      10

8. Do you think entrepreneurs are more effective on their own or working with a team?

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9. Do you believe a person can learn to be an entrepreneur or does one have to be born with entrepreneurial characteristics?

\_\_\_\_\_ Have to be born                      \_\_\_\_\_ Can learn

10. Do you believe an entrepreneur is likely to want to compete more with others or with him/herself?

\_\_\_\_\_ Compete with others                      \_\_\_\_\_ Compete with him/herself

11. How do you think an entrepreneur would likely respond to the failure of his or her venture?

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12. Do you think most entrepreneurs have experienced failure or have they been generally successful?

\_\_\_\_\_ Experienced failure                      \_\_\_\_\_ Generally successful

13. How long would you estimate it would take the average entrepreneur to turn an idea into a successful venture?

\_\_\_\_\_ 1-3 months    \_\_\_\_\_ 3-6 months    \_\_\_\_\_ 6 months - 1 year    \_\_\_\_\_ 1-2 years    \_\_\_\_\_ more than 2 years

14. Do you think most entrepreneurs work longer or shorter hours than people who work as employees in jobs with regular hours?

\_\_\_\_\_ More hours                      \_\_\_\_\_ About the same                      \_\_\_\_\_ Fewer hours

15. When faced with a problem, do most entrepreneurs try to work it out alone or seek assistance from others?

\_\_\_\_\_ Work it out alone                      \_\_\_\_\_ Seek assistance

16. Do you think an entrepreneur is more interested in financial success or the goal of accomplishment?

Financial success  Personal accomplishment

17. Do you think entrepreneurs are high risk takers and gamblers?

Yes  No

18. Which do you think is more "entrepreneurial" - setting up a corner variety store or developing an innovative community service for the elderly and handicapped?

Corner variety store  Innovative community service

19. Which characteristic do you think is more important for effective entrepreneurship - self-confidence or a desire to achieve a position of power?

Self-confidence  Power

20. Do you think entrepreneurs would tend to like or dislike "change"?

Like  Dislike

21. Do you believe an "inventor" is an entrepreneur?

Yes  No  Don't know

22. Do you believe people usually tend to encourage and assist entrepreneurs or resist entrepreneurs?

Encourage and assist  Resist

23. Do you believe it tends to be easy or difficult for entrepreneurs to raise funds for their ventures?

Easy  Difficult

24. Where do you think most entrepreneurs would get the funds for their ventures?

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25. Do you think there are any "entrepreneurial opportunities" in your community? If so, identify one.

\_\_\_\_ Yes

\_\_\_\_ No

\_\_\_\_ Don't know

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26. Can you think of an "entrepreneurial opportunity" in your community that also exists in many other communities? If so, identify it.

\_\_\_\_ Yes

\_\_\_\_ No

\_\_\_\_ Don't know

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27. On a scale of 1-10, what do you think are the chances that you might be an entrepreneur some day?  
(1 representing little likelihood)

Circle the appropriate number:

1      2      3      4      5      6      7      8      9      10

28. What skills do you think would be the most important to learn if you were going to become an entrepreneur?

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29. On a scale of 1-10, how would you rank yourself in terms of "entrepreneurial characteristics"? (1 representing few, if any, entrepreneurial characteristics)

Circle the appropriate number:

1      2      3      4      5      6      7      8      9      10

30. On a scale of 1-10, how would you rank your personal interest in entrepreneurship? (1 representing little interest)

Circle the appropriate number:

1      2      3      4      5      6      7      8      9      10

# The Spirit Lives:

# ABORIGINAL ENTREPRENEURS IN CANADA

*A Project of the Canadian Foundation for Economic Education  
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