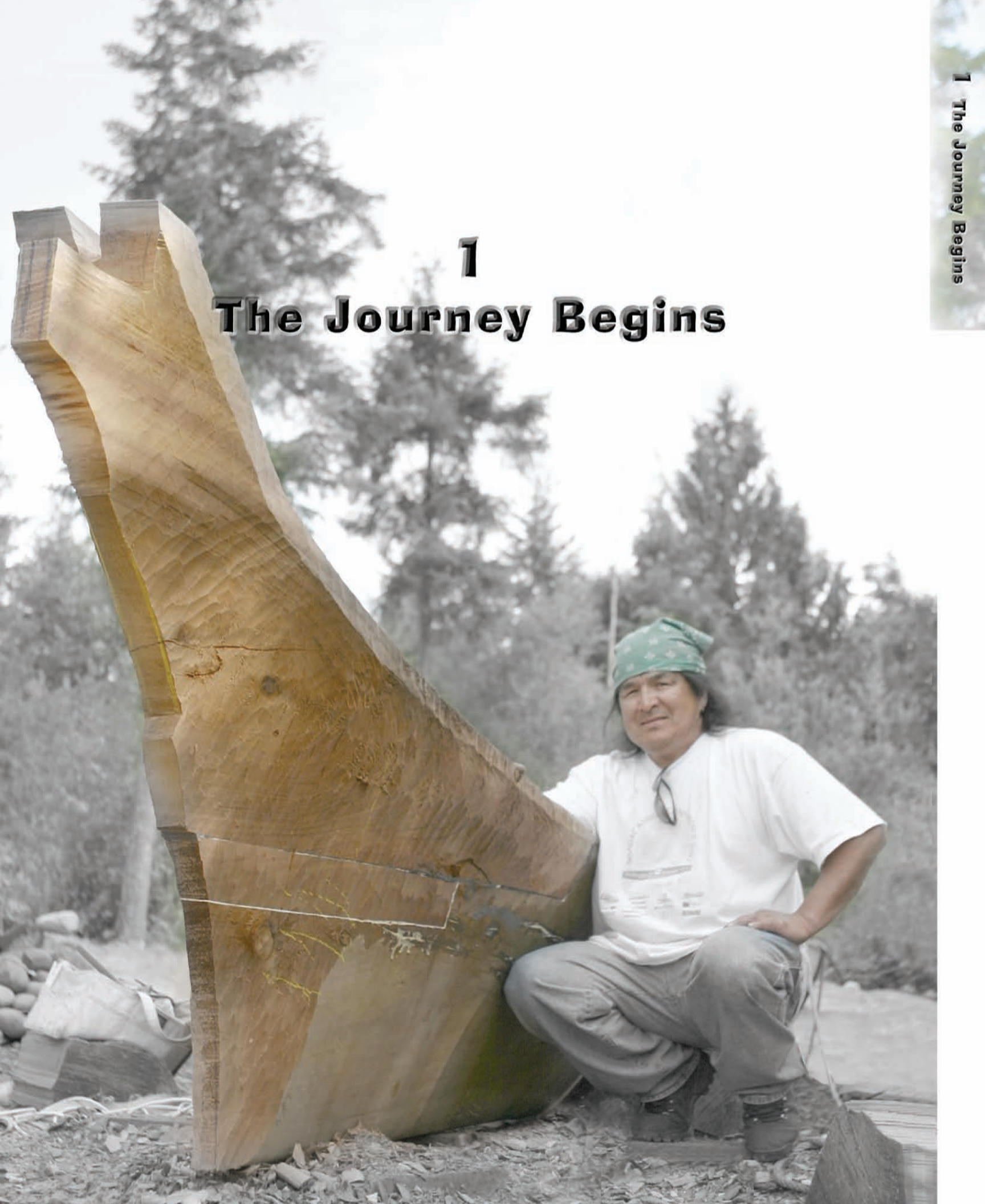


1 The Journey Begins





Class Session One - The Journey Begins

Course Overview, Introduction to Entrepreneurship, Mission Statements, and Business Planning

I. Class Kick Off 60 minutes total

Open with a Traditional Prayer, if appropriate.



Slide 1 Start with the "Welcome" slide while students receive an orientation of administrative details and a course introduction including

- ❖ Forms and tuition
- ❖ Instructor, staff, and participant introductions
- ❖ Performance requirements and expectations for students and instructor
- ❖ Schedule of classes, course outline, book distribution

1. Forms and tuition (15 minutes)



Have students fill out or turn in their registration forms, collect any tuition payments. Also hand out the student Pre-Assessment Form for them to complete.

2. Instructor, staff and student introductions (30 minutes)

Have each student introduce themselves and their tribal affiliation, if any, and what business they are planning to start.

3. Performance requirements and expectations (10 minutes)

Discuss with the class what they think the performance requirements and expectations for students and the instructor might be. Engage students by using a flip chart and listing their responses.

4. Schedule of classes and course outline (5 minutes)

Detail course outline and decide on the class schedule with class. Discuss what types of extra technical assistance may be available to students. This is also a good time to hand out the books.



Break (20 Minutes)



II. Session Motivation and Learning Objectives 5 minutes total

Take a moment to explain the purpose and objectives of today's class.

TIP: If the class still seems to be a little tentative, this would be a good time to engage the class in a game or ice breaker. Try one you are familiar with or you will find a few examples in the tool pocket.

The Journey Begins — (pg. 1- 1)

Begin to explore entrepreneurship as it relates to students' preferences, skills and goals.

Learning Objectives — (pg.1- 1)



- Slide 2**
- ❖ Receive an overview of the course curriculum and class expectations
 - ❖ Understand what becoming an entrepreneur really means
 - ❖ Develop an understanding of the relationship between personal choices, personal goals and business mission
 - ❖ Understand the choices entrepreneurs face as they explore the business goals and skills they need to be effective
 - ❖ Understand the importance of business planning, and learn the components of a typical business plan
 - ❖ Develop the first draft of a business mission statement.
 - ❖ Define personal goals for business ownership and select reasonable performance goals for a business

III. Topics for Today's Session 95 minutes total

Jasmine Considers Her Own Business — (pg. 1- 3)

(15 minutes)

Begin session by reading the lead story and answering the discussion questions. Instructor can read it or ask for a student volunteer to read the story aloud.

Discussion—Jasmine's Choices — (pg. 1- 3)



- Slide 3**
1. What are some of the choices that Jasmine has to make?
 2. What are some of the most important things in Jasmine's life?
 3. What are the motivating reasons behind why Jasmine might want to start a business?
 4. Does Jasmine have experience and knowledge to start a basket weaving retail business?



To Be or Not to be An Entrepreneur — (pgs. 1-5 to 1-8)

(10 minutes)



Slide 4 Excerpt: Bullet Points - Your Business Your Temperament, etc. (from page 1-7)

Exercise: Worksheet - Your Personal Values/Your Personal Goals (Figures 1-2/1-3)

Illustrate the point that when starting out, the small business owner is everything from janitor to CEO. Share how new business owners often reply when asked who will do the marketing, sales, bookkeeping, employee supervision, that they will “hire someone to get that done.” Discuss the realities of this idea.

Skills of an Entrepreneur — (pgs. 1-15 to 1-17)

(15 minutes)

Exercise: Worksheet - Skills and Resources Inventory List (Figure 1-5)

Review some of the Skills and Resources Inventory and have students begin filling it out their worksheets.

The Business Plan: Your Story — (pgs. 1-15 to 1-17)

(10 minutes)



Slide 5 Excerpt: Bullet Points - The Business Plan: Your Story (from page 1-15 and 1-16)



Slide 6 Diagram: Business Plan (Figure 1-6)

Walk people through the business plan diagram. See *VI. Class Preparation, Tips, etc.*, on page 1-D, for an alternate activity.

This is the place to emphasize that everyone is going to complete their Pull Outs and business plan in their own way. (Refer to page 1-18.) Some will be very simple. Some might be quite involved, all depending on the type of business and their readiness.

Mission Statement — (pgs. 1-19 to 1-23)

(15 minutes)

Exercise: Worksheet - Develop Your Own Mission Statement (Figure 1-8)

Have students complete the worksheet and then choose one volunteer from the class to share theirs and have the class discuss what it says to them. This can be an engaging activity to get the students to start sharing their ideas and goals about what their business might look like. Keep it positive!

Your Business Name — (pgs. 1-24 to 1-25)

(10 minutes)

Exercise: Worksheet - Name and Image/Brainstorming (Figures 1-9/1-10)

Have students explore what story a businesses name does or doesn't tell.



Business Goals — (pgs. 1-26 to 1-27)

(10 minutes)

Exercise: Worksheet - Your Own Business Goals (Figure 1-11)

Have students think about what goals they have for their Business. Ask the question? Where would you like to see your business in a year? What about three years?

Jasmine's Story — (pg. 1-28)

(5 minutes)

Be sure to read and discuss Jasmine's final story segment.

IV. Wrap up

Close the class with a big deep breath and congratulate the students for embarking on this journey to entrepreneurship.

TIP: Remind everyone to bring samples of products or services to next class.

V. Pull-Outs Due for Next Class:

- ❖ Skills Inventory (Pull-Out 1-1)
- ❖ Mission Statement (Pull-Out 1-2)
- ❖ Business Goals (Pull-Out 1-2)

VI. Class Preparation, Tips, Activities and Alternative Exercises:

1. When we talk about conflicts in business verses personal goals, try to talk about them in terms of "tensions" rather than irreconcilable conflicts. Life is always about choices and compromises. Are there compromises one can make that can still allow someone to have a business AND a personal life?
2. Many students like to look at sample business plans. Bring a couple examples to class if you have access to them.
3. Research current business news articles to help focus discussion on balancing home and work, how skills and values impact business activity an so on.
4. Develop a Community Referral Resource List with valid phone numbers, URLs, and street addresses. You may need to create this for your area or contact a local community representative for suggestions.
5. Some instructors will choose to save mission statements for a later time, after more marketing work is done. This may allow students more thought on how their business concept might express their personal values AND meet a need in the market place. If you choose not to go deeply into Mission Statements, spend some time on the importance of the mission statement as an expression of values and move to name and image.



6. Using the Business Plan Diagram, you and the students could develop a board game using the diagram. If you had a board game, with cards to draw from as in Monopoly, what would be some of the events that might happen in a business owner's life that could cause the player to have to circle back to an earlier stage in the business plan cycle? Be Creative!
7. Have students draw a business card to visualize how their business name and mission statement would appear.
8. Have students go through business magazines and cut out logos, pictures, and advertisements that depict the goals they would like to attain in three years.
9. Another fun exercise is for the class to brainstorm names for a "mythical" business that you or someone in the class makes up. Encourage them to get wild and crazy and then see if any of the craziest ideas might just be good names. Bring in some of your favorite names or ask the students for their favorite business names. Ask the question: Is this an image you would want to portray for the life of your business?

VIII. Slides/Overheads, Resources, Forms and Handouts





Session One Slides:

- Slide 1: Welcome to Indianpreneurship
- Slide 2: Learning Objectives (pg. 1-1)
- Slide 3:: Discussion: Jasmine's Choices (pg. 1-3)
- Slide 4: Excerpt: Bullet Points - Your Business Your Temperament, etc. (p. 1-7)
- Slide 5: Excerpt: Bullet Points - The Business Plan: Your Story (pgs. 1-15 and 1-16)
- Slide 6: Diagram: Business Plan (Figure 1-6)



Resources, Forms and Handouts

- Attendance Roster
- First Night Checklist
-  Registration Forms
-  Pre Assessment Forms
- Tuition Summary
- Instructor Tips
- Ice Breakers
- Class Schedule



Instructor's Notes:





Class Session One

Course Overview, Introduction to Entrepreneurship, Mission Statements, and Business Planning

THE JOURNEY BEGINS

In this class you will receive an orientation of class expectations including performance requirements, overview of course and outline, and an assignment schedule. You will also begin to explore entrepreneurship as it relates to your preferences, skills and goals.

LEARNING OBJECTIVES

- Receive an overview of the course curriculum and class expectations
- Understand what becoming an entrepreneur really means
- Develop an understanding of the relationship between personal choices, personal goals and business mission
- Understand the choices entrepreneurs face as they explore the business goals and skills they need to be effective
- Understand the importance of business planning and learn the components of a typical business plan
- Develop the first draft of a business mission statement
- Define personal goals for business ownership and select reasonable performance goals for a business

PULL-OUTS DUE FOR NEXT CLASS

- Skills Inventory (Pull-Out 1-1)
- Mission Statement (Pull-Out 1-2)
- Business Goals (Pull-Out 1-2)
- Bring samples of products or services to next class



INSTRUCTOR'S NOTES



Each class session will focus on one or more aspects of an actual business plan. The material covered in this session will help you prepare the following elements of your business plan:

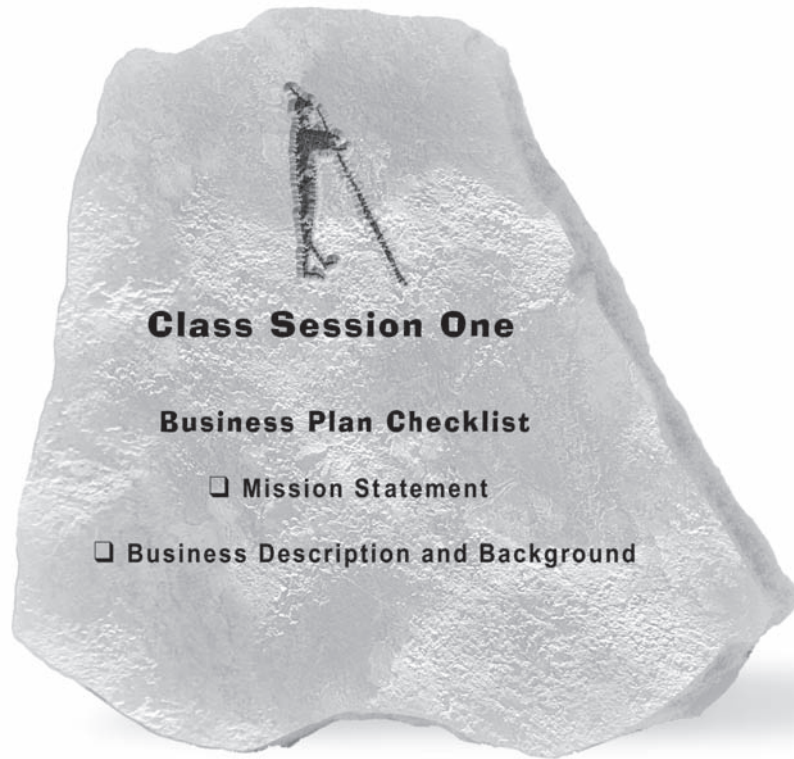


Figure 1-1: Business Plan Focus for Class Session One



INSTRUCTOR'S NOTES



TO BE OR NOT TO BE AN ENTREPRENEUR

Jasmine is weighing the same decisions that many of you now face. These are tough and exciting choices. This class is designed to help you explore the choices available to you as you chart a path to being an entrepreneur. You may also choose not to take this path. Either path can be a good choice.

The class is structured to help you examine these choices with your instructor, your fellow classmates, your family, friends and other resource people. It's an adventure! Hopefully, we have created for you an experience in business exploration where you can feel comfortable enough to take a few risks, but in a safe way. We want you to practice being an entrepreneur in class and "on paper."

We want you to look at yourself and your choices from many different points of view. Study it. Talk about it. Ponder it. It's your idea. We want to help you find the best way to make it happen, or not.

You may decide the business idea is not feasible for any number of reasons. It may be the wrong time, or it may cost too much right now, or you may decide it doesn't fit you after all. That's okay, too. That's all part of making good choices.

This chapter will help you define your goals and preferences as an entrepreneur. You may find that you want to change some of your goals based on your preferences and your strengths. You will also develop a list of potential resources to help you be the best entrepreneur you can be.

“

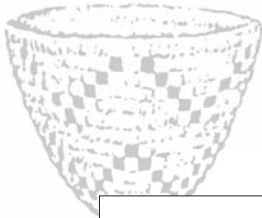
We want you to look at yourself and your choice from many different points of view. Study it. Talk about it. Ponder it. It's your idea. We want to help you find the best way to make it happen, or not.

”



INSTRUCTOR'S NOTES





❖ YOUR PERSONAL VALUES ❖

Let's start with some questions. You don't have to share the answers. They are for you alone.

- What are the most important things in your life?

- What are the motivating reasons for you to want to start and own your business?

- What kind of business do you see yourself in and what are the various ways you might be able to operate this business? (Example, Jasmine could simply work out of her home, sell things on the internet, open up a store, etc.)

- If you are successful in the business, what would that look like? In other words, define success for you.

Examples: "I will be making a living doing my art and I won't have to work at jobs I dislike." or "As a computer consultant, I will be making enough money to support my family and have enough income to buy land to build a house."

Figure 1-2: Worksheet—Personal Values



INSTRUCTOR'S NOTES



A SECOND LOOK

When you look at your answers does anything appear to be in conflict? For example; you plan to buy a truck to be a long haul truck driver, but participating in traditional ceremonies and family events is an important element of your life. Can you imagine those two goals conflicting sometimes?

If you have discovered some conflicts in your goals, make one of your goals to "find a way to resolve the conflict between my goal to do _____ and my goal to do _____."

❖ YOUR PERSONAL GOALS ❖

Consider your answers to the set of questions about you in the previous section and make a list of the goals you want to achieve in the next year, in the next five years. Remember that this is a list of goals as you see things right now. Your goals may change as you move through this course and get more clarity. The important thing for now is to begin.

PERSONAL GOALS

1. _____
2. _____
3. _____
4. _____
5. _____

FIVE YEAR PERSONAL GOALS

1. _____
2. _____
3. _____
4. _____
5. _____

Set this list aside. We will ask you review it at the different times during this class to see if anything has changed.

Figure 1-3: Worksheet—Personal Goals

1-6



INSTRUCTOR'S NOTES

1-6



YOUR BUSINESS, YOUR TEMPERAMENT, YOUR LIFESTYLE, YOUR CULTURE

Are you suited to entrepreneurship? Only you can answer that question. There are no right or wrong answers.

You are going to hear a lot of things about what it takes to be a small business owner. There are many tools available to help you test your aptitude and your attitudes for small business ownership. Your instructor will have his or her favorites. There are also many tools available on the web sites mentioned in our resource guides. It will be up to you to decide which tool is best for you.

Everyone is different and that means everyone's business concept is different. Everyone runs their own business in their own way. Still, there are some basic things to consider as you ask yourself "Am I suited to being an entrepreneur?" The answer may come from a few basic questions:

What is your relationship to,

- **People**—Do I like people and how far am I willing to work with them to satisfy their needs?
- **Health**—Am I healthy—physically, emotionally?
- **Time**—If left on my own, how well do I manage time?
- **Money**—Can I be disciplined in how I spend and how I save money?
- **Values**—Can I state my values (things like "honesty," "family comes first,")? Do my values fit the business world I am thinking about going into?
- **Culture**—Can I maintain and even strengthen my cultural values by being in business for myself?
- **Self**—Do I like myself? Am I confident and honest with myself about my strengths and limitations?
- **Risk**—Do I like taking risks—calculated risks or just taking chances?
- **Problem Solving**—Do I like the challenge of solving problems by myself?
- **Responsibility**—Do I feel that I am responsible for most of the things that happen in my life or do I tend to look to others for the cause?
- **Change**—When I see that I need to make a change in any of these areas mentioned above, can I take the steps I need to take in order to change?



INSTRUCTOR'S NOTES



CONSIDER THIS

Review the list above and pick a couple of areas where you know that your own temperament, lifestyle, or culture may be in conflict with the requirements of the business you are contemplating. (See the example below.) List the areas of conflict on the left. On the right, list the ways you feel you can resolve those conflicts as you build your business.

❖ RESOLVING CONFLICTS ❖

My temperament, lifestyle, or culture might conflict with my business goals in these areas:	I can resolve these conflicts in the following ways:
<i>Examples:</i> <i>People: I don't like to boss people around</i>	<i>Examples:</i> <i>People: I'll keep my business small. My family and I will be the only employees. For the rest I'll hire contractors.</i>
<i>Risk: I don't like not knowing what lies ahead.</i>	<i>Risk: I will do my best to plan ahead and have a backup plan for emergencies</i>

Figure 1-4: Worksheet—Resolving Conflicts

You may want to share these with the instructor and fellow classmates as part of a discussion about suitability for entrepreneurship. Or you may want to work on them on your own. Your choice!

1-8



INSTRUCTOR'S NOTES

1-8





THE SKILLS OF AN ENTREPRENEUR



There are many lists that detail the skills you need as an entrepreneur. We like the one created by Lyons and Lichtenstein*. It provides an easy way to think about the skills needed to run a business. They divide skills as follows:

- Technical Skills—ability to perform the key operations of that business
- Managerial Skills—ability to organize and efficiently manage the operations
- Entrepreneurial Skills—ability to identify market opportunities and create solutions that capture those opportunities
- Personal Maturity—self-awareness, willingness and ability to accept responsibility, emotional development, and willingness to change

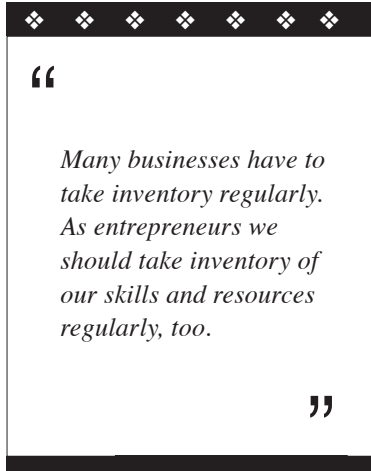
All entrepreneurs possess these skills at some level. Most people want to improve their skills. Indeed, if you plan on growing your business from a part time business or hobby to a full-time, wealth-making machine, you will have to grow and change in all of these skill areas. How much you change will depend upon your personal and business goals. Again, the choices are yours to make.

THE RESOURCES I HAVE AND THE RESOURCES I NEED

We can't do this alone. We all need help. It's generally true that the most successful entrepreneurs use all the resources they can find—people, knowledge, contacts, money etc. Look around you. Everyone in this class, your family, your instructor, all can be of enormous help.

There are many resources in your community and out there in the world that are waiting to help. In this era of technology, some of these resources are very easy to contact and to use.

*Thomas Lyons, Ph.D. and Gregg Lichtenstein, *Building the Community's Pipeline of Entrepreneurs and Enterprises: A Fresh Approach to Evaluating Incubation Strategies*, 2004.



INSTRUCTOR'S NOTES



IT'S INVENTORY TIME

The following chart is a personal “skills and resources inventory” for starting a business. Use it as a check list. Add to it. Modify it. You will find that lists are the entrepreneur’s friend.

❖ MY SKILLS AND RESOURCES INVENTORY LIST ❖

Make a check mark under the column that best describes yourself in relationship to the statement to the left. If you prefer, specific answers need not be shared with others.

Skills:	Got It	Need It	Maybe Later	Don't Know
TECHNICAL SKILLS				
I have been trained, certified, or licensed in my field				
I have worked in my field for at least one year				
I have managed a business similar to my own				
I am comfortable speaking in public				
MANAGERIAL SKILLS				
I can manage a checking account				
I have basic bookkeeping skills				
I can read and understand a business financial statement				
I understand the laws around hiring and firing employees				
I am generally good at managing my time				
I have good supervisory skills				

Figure 1-5: Worksheet—Skills and Resources Inventory

1-10



INSTRUCTOR'S NOTES

1-10



Skills:	Got It	Need It	Maybe Later	Don't Know
MANAGERIAL SKILLS cont'd				
I understand the difference between the laws and regulations governing my business on the reservation and those under which I must operate off the reservation				
I understand my responsibilities as a taxpayer				
I am comfortable telling people I am close to that they have done something wrong				
I am aware of the buying patterns of my customers				
I am comfortable with "To Do" lists				
ENTREPRENEURIAL SKILLS				
I can sometimes see into the future and predict what might happen in my industry				
I am really creative when it comes to problem solving				
I can identify opportunities for making money				
I can usually figure out a way to get something done without much money				
I like competition				



INSTRUCTOR'S NOTES



Skills:	Got It	Need It	Maybe Later	Don't Know
ENTREPRENEURIAL SKILLS cont'd				
I can think of a lot different ways to solve a problem				
PERSONAL MATURITY				
I am open to accepting coaching from people I respect				
I am good at setting priorities and seeing them through to completion				
I can usually meet my goals				
I am good at letting my family and friends know what I need				
I am pretty confident in my abilities				
I can set limits on myself and others				
RESOURCES				
I am aware of at least one networking organization that will benefit my business				
I have an up to date computer system				
I have good working knowledge of essential business software programs				
I am familiar with the web and good internet research skills				
I can live without taking money from my business for a year				

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INSTRUCTOR'S NOTES

1-12



Skills:	Got It	Need It	Maybe Later	Don't Know
RESOURCES cont'd				
I have access to an accountant				
My family supports my efforts to be a business owner				
My credit rating is good enough to get credit when I need it				
I have a mentor or business counselor I can go to when I am uncertain about something				
I have several inventory suppliers				
Fill in Skills or Resources Specific to Your Business				

Keep this Skills and Resource Inventory handy. As you work your way through this program come back and make changes. You may have to add some skills or resources or discover that you already have them!

Please share this inventory with your instructor and or business counselor. It can be a very useful tool to help you set goals for this class.



INSTRUCTOR'S NOTES



LET'S SUMMARIZE

I am prepared to start my business because I have the following necessary skills and resources:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

I need to accomplish the following before I start:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Once I start I need to continue to acquire skills and knowledge in the following areas:

- 1. _____
- 2. _____
- 3. _____
- 4. _____



ARE YOU READY TO TAKE THE PLUNGE?

We've asked a lot of questions and hopefully, given you a lot to think about. You likely have many choices. Deciding which single choice would be best for you in advance of "jumping in" might be a good idea—like whether to go in feet first or head first! It's called planning the first move. That way you can plan the next move and the next until the plan is laid out in full.



INSTRUCTOR'S NOTES





THE BUSINESS PLAN: YOUR STORY



A lot of people avoid planning, especially if they have to write things down. Most of us just want to go out and do it. In the world of business, planning is essential. Having a written business plan will,

- Help you refine your ideas and test the viability of your business concept
- Tell others about your business idea so that they will help you achieve your dreams.

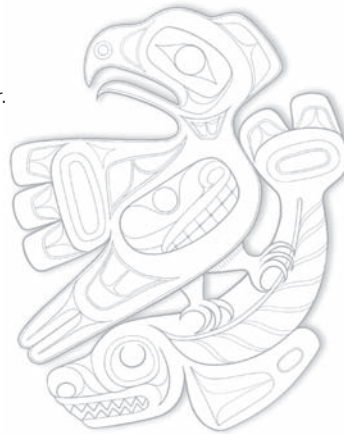
One of the goals we have set for you in this class is to create a business plan. It will be a big challenge. We know that. But, trust us, most people create great plans and then feel really good about their accomplishment. You don't have to think of it as a plan. Think of it as a story. Then tell your story to someone who you want to help you. Tell them your story and call it a plan.

There are many kinds of stories and many kinds of audiences for those stories. Let's say you are going to tell the same story at the office, at the job site, at church, or at the sweatshop. In each case you will probably change it a little bit to fit the audience. Business plans are no different. The business plan you prepare for a banker might be very different from the plan you share with your classmates. But, it is basically the same story.

In this class your plan will be more of a "proof of feasibility." The first audience for this Plan is you, your instructor, and your classmates. If you really get into it, as some do, your plan might even be ready to take to a banker or a supplier. But, let's not get ahead of ourselves. Let's talk about how to make your story into a plan.

A business plan will tell your audience the story of,

- Who
- Will sell what
- To Whom
- Where
- At what Cost
- For What Price



INSTRUCTOR'S NOTES



In order to fill out this story you will need to,

- Define your products and services
- Research potential customers and the industry in which you plan to compete
- Make assumptions about your market and the economy
- Set realistic sales goals
- Determine your production and operating costs
- Identify financial and management resources you have and need
- Project the financial performance of your business

If new information challenges your assumptions, you will need to modify your business plan accordingly.

A business plan is required by every financial institution, including tribal credit agencies, which you might approach to borrow money for your business. Even if you do not borrow from a financial institution, you should develop a business plan for several reasons:

- As a concept sketch and feasibility study
- As a communication tool
- As a “yardstick” to measure performance
- As a record of your goals
- As a road map for overall business direction

TYPICAL BUSINESS PLAN CONTENTS

There are many models for business plans. Like any good story they all contain the same basic elements. We will give you an outline containing all of these elements. You may choose to use another or modify the one in this curriculum to fit your story. Here are some things to consider:

- Do your first plan yourself, no matter how rough it might look to you or to others, or how hard it might be. You will thank yourself.
- Avoid “canned” computer plans, they will fit your story into their words and it won’t be your own story.



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INSTRUCTOR'S NOTES

1-16



- Use the plan to open yourself up to thinking about different ways to do your business and how you might ease into the business over time.
- Let the plan tell you a story, let the numbers talk to you, even if the story is one you don't want to hear. This will lead to finding new ways to approach your business idea.
- Celebrate when it is done. You will have accomplished a great thing.
- If you don't get it done during this class, keep working at it, come back. You are always welcome.

A typical business plan contains the following:

- Executive summary
- Mission Statement
- Business Description and Background Information (Personal Story of Owner)
- Management and Operations Plan
- Products and Services
- Marketing Plan
- Financial Plan
- Statement of Business Feasibility
- Supporting Documents (i.e. your resume, your references, and or potential sales orders)



Figure 1-6: Business Plan

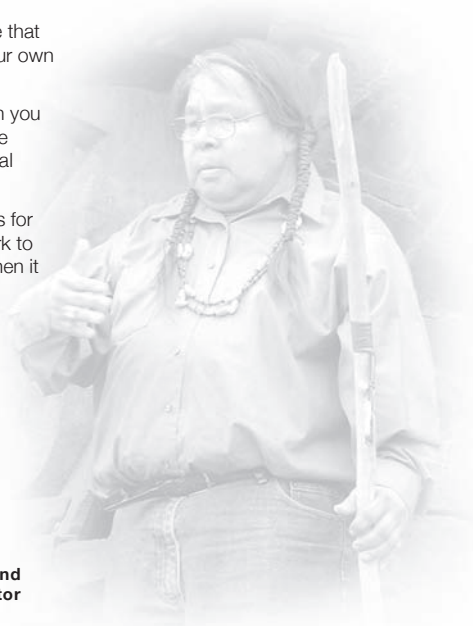


INSTRUCTOR'S NOTES

THIS CURRICULUM AND THE FINAL BUSINESS PLAN

This journey into Indianpreneurship ends with a completed business plan—your story. Hopefully, we have designed this curriculum so that once you have listened, talked, done the research, thought a lot, done the worksheets and the Pull-Outs at the end of the chapters you will have all the pieces that make up the puzzle that is a business plan. Then, you have to decide how they all fit together. There are a couple things you need to know about this puzzle:

1. Once you finish your Pull-Outs you will need to arrange them in the order you want your business plan.
2. Remember, you will not complete the Pull-Outs in the same order as they will be presented in the business plan. For example, your Executive Summary is the first thing that appears in the business plan, but it is one of the last things you will actually prepare!
3. Your arrangement may be a little different than someone else's, that's okay. This is one puzzle that can be put together in many ways. You tell your own story, your way.
4. Once you have all your Pull-Outs arranged then you simply need to string them all together into one complete story. That will take some additional writing just to tie things together.
5. If this business plan is intended to be the basis for getting financing you will have some more work to do to get it "bank ready." Cross that bridge when it comes.



Ed Edmo, Story teller, speaker and clay sculptor

1-18



INSTRUCTOR'S NOTES

1-18





THE MISSION STATEMENT



Case Study 1-2: Jasmine Discovers Her Mission

Jasmine's reputation as a fine basket weaver provided her with the opportunity to sell her work for premium prices through the museum store.

She realized if she could get enough time to produce her items, she could sell everything she made. But, could she make a business out of it? Would it allow her to quit the job at the casino?

Jasmine had some soul searching to do. She talked to a lot of people including her family about this opportunity. She knew that in the end it was her decision.

She realized she had to take what she had learned from her grandmother and use it to educate the world about the traditions of her people. Jasmine imagined that this is what her grandmother would have wanted.

Jasmine did not know how she was going to do this, but she did realize her purpose; she would show others, especially the children, the beauty of her people. Her purpose was to keep the traditions alive!

Jasmine's decision-making process started with an opportunity. The opportunity gave her a problem to solve. She thought a great deal about the matter. Out of the process of talking with others, imagining what her grandmother would want, and knowing how strongly she felt about youth and her own culture, her mission was defined. This is the beginning of all great endeavors.

Many business experts feel that having a business mission statement is absolutely essential to a good business.



SOME THINGS TO THINK ABOUT

What do you think Jasmine's mission statement would be?

If Jasmine is successful in achieving her purpose, who will benefit and how?



INSTRUCTOR'S NOTES



A MISSION STATEMENT, DO I NEED ONE?

If you go into a hospital or a big company you will probably see their mission statement on the wall. These companies want you to know that they have thought carefully about what they do and why they do it. They want you to know they care. A small business owner can have a mission statement too.

For some creating their business' mission can be a very personal experience. The mission statement can help us clarify what we want to do and why. But keeping in mind that going into business is about serving customers. We, as Jasmine did, need to ask ourselves "What is my purpose on this planet?" Then we need to ask "If I serve my purpose, who will benefit and how?"

A MISSION STATEMENT - AN INTRODUCTION TO YOUR BUSINESS

The mission statement is a good place to tell the world about your products and services and the values and standards behind them. The mission statement ought to communicate the business owner's values, high ethical standards and high quality in the product and services being offered. In this way, the mission statement invites people who need your products and services and who have the same values and standards to become your customers.

Think of a mission statement as your quick introduction for what your business does. If you were attending a social event and someone asked you about your business, you could use your mission statement to explain what your company offers your customers.

BENEFITS OF A MISSION STATEMENT

There are many reasons why one should consider a mission statement:

- As a manager it will keep you focused on your businesses goals
- It helps the people you hire understand your business purpose
- It helps you define your values and beliefs and put them into action in your business
- Provides a clear understanding to your customer

Your mission statement should express the following:

- The values and purpose you want the business to express
- Your company's product or service
- The customers your company will serve
- The location area that your company will serve

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INSTRUCTOR'S NOTES

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WHAT MAKES A GOOD MISSION STATEMENT?

The most successful company missions are definable, actionable and have an emotional appeal. A useful mission statement is very brief, understood by everyone, and specific in that you can use it to help make decisions.

- **Definable** means it has to explain what your company offers customers, how you offer your products or services, and why you are in business. For example a company that states the following: "We provide products and services that make your life easier" may not be clearly definable. That could mean anything from a microwave, to a baby sitter, to a hammer.
- **Actionable** means the mission statement itself indicates an action or a position your company takes. In other words it should be able to explain how the business will fulfill its mission statement. For example, Jasmine keeps Native traditions alive by making quality bead and quillwork and teaching others to create it.
- **Emotional Appeal** means the mission statement should appeal to the heart as well as the head. You want someone to feel something appealing to them when they hear or read your mission statement.

Let's use Jasmine's mission statement as an example:

Jasmine's Basketry keeps Native traditions alive. We bring the beauty of Sahaptin culture to the world by creating beautiful basketry and teaching adults and children how to continue these traditions through fine craftsmanship.

DISCUSSION

How do you feel when you hear Jasmine's mission statement?

1. What does her mission express about the company's philosophy?
2. What position or action has her company taken?
3. Who does her product or service appeal to?
4. How do you feel when you read her statement to yourself?
5. Based on this mission would you buy from her company?



INSTRUCTOR'S NOTES



Review the following mission statement and decide which ones are effective and which ones are vague. Look for statements that are definable, actionable, and have an emotional appeal. Do you have a general understanding of why they are in business?

❖ MISSION STATEMENTS - STRONG OR WEAK? ❖

MISSION EXAMPLE	STRONG/ WEAK	WHY?
We're going to produce high quality goods and satisfy our customers, and we consider our employees our greatest asset.		
Our clients are any individuals that are interested in unique Native American art for the home.		
Onkay Travel provides vacation travel to customers in the Northwest with disabilities and special needs.		
Rez Car Revisited. Our qualified auto repair technicians will make your old car into a ride everyone wants to take.		
Our mission is to exceed client expectations by providing the highest-quality printing possible in a timely manner. We create long-lasting, prosperous relationships with our clients, family, and tribal community in order to help them reach their goals and objectives		
To enable Native Americans to realize their dreams for a better quality of life through owning and operating a successful business.		

Figure 1-7: Worksheet—Mission Statement Examples



INSTRUCTOR'S NOTES





YOUR BUSINESS NAME



CONSIDER THIS

Part of your business image is your business name. When selecting your business name, ask yourself, does it convey the image you want for your business?

Consider these points when deciding a name:

- The name you select should be easy to say
- It should offer the image you want for your business
- Avoid names that are similar to other businesses
- Using unique names may get people interested in learning about your business

Is it important to you and your business to have a Native name?

Here are some examples of businesses names:

COMPANY	WHAT IMAGE DOES IT CONVEY
One World Recycling	
Totally Native Nursery	
Graybear Engineering	
Quicksilver Maids Cleaning Service	
Smith's Automotive	

Figure 1-9: Worksheet—Name and Image

- What do you think of when you here these names?
- What image does it convey?
- Would you know what the business's product just from their name?

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INSTRUCTOR'S NOTES

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YOUR BUSINESS NAME

Let's try out some names for your business. List some possible names below. Use the brainstorm technique. Don't be afraid to involve family and friends. This can be fun!

1. Think of as many variations as you can and write them down without criticizing them.
2. Once you have exhausted your mind or your friends and family go back and pick out the elements you like from the list and create a second set of alternative names.
3. Try your final selection(s) on your classmates and get their reactions.

❖ NOW IT'S YOUR TURN ❖

BRAINSTORMING: MY BUSINESS NAME AND IMAGE

Figure 1-10: Worksheet—My Business Name and Image

List of possible names from your brainstorm

1. _____
2. _____
3. _____

Now pick one and try it out on your classmates.

My business name: _____

If it doesn't come easy, don't worry. Use a name from your list as a "working title." Something may happen that will give you just the right name. You'll know it when you see it!



INSTRUCTOR'S NOTES





BUSINESS GOALS



Deciding your business goals ahead of time helps you plan your business accordingly. Below is an example of goals set up from the start of the company to year three.

Start Up Goals

- Identify possible locations and costs
- Order credit report and lay plan to resolve problems, if any
- Write a business plan
- Set up business structure as a limited liability corporation
- Contact the Secretary of State to register the business name
- Take food handlers certification course
- Obtain business license to operate in town
- Begin seeking possible lending opportunities
- Save \$2000 for equity share of loan
- Arrange for purchase of cart, equipment, inventory

Year One

- Complete lease for location
- Obtain loan for \$ 7,000 to purchase cart, equipment, inventory
- Average \$ 800 sales per week
- Average \$ 115 sales per day
- Review and revise marketing plan

Year Two

- Average \$ 900 sales per week
- Average \$ 130 sales per day
- Hire a part-time employee for the food cart
- Implement plans to provide coffee and food service to corporate clients in the area.

Year Three

- Average \$ 2000 sales per week
- Update and increase menu and services
- Hire additional staff: 1 full time and 1 part-time employee for the food cart
- Research and implement plans to obtain additional financing and retail location.



INSTRUCTOR'S NOTES



❖ YOUR OWN BUSINESS GOALS ❖

For your business plan write down at least 5 business goals you would like to accomplish each year. You can focus on the same goal each year with an increase in effort.

This list will become your guide for developing your business goals for your Business Plan. They may change over the course of the class as you discover more about your customers, your market, and the costs of running your business.

START UP

1. _____
2. _____
3. _____
4. _____
5. _____

YEAR ONE

1. _____
2. _____
3. _____
4. _____
5. _____

YEAR TWO

1. _____
2. _____
3. _____
4. _____
5. _____

Figure 1-11: Worksheet—Three-Year Goals



INSTRUCTOR'S NOTES



PULLING IT ALL TOGETHER

Hopefully you have begun to explore the feasibility of your business idea by looking at the personal skills you might bring to the business, by investigating a mission to keep your purpose in focus, and by thinking about your goals and the beginning of a plan to meet them. We want you to practice being an entrepreneur on paper, in order to examine yourself, and your choices from many different points of view—all in the safety of the classroom.

It's your business idea and we want to help you find the best way to make it happen. You may also decide the business idea is not "feasible" for any number of reasons. It could be the wrong time, too costly, or you may decide it doesn't fit you after all.

Many people start this class with one business idea and find that the idea changes into a variation of that idea or a completely different idea. That's great. That's Coyote at work, changing things.

And Jasmine?

Jasmine decided to take the start-up business class at the tribe's small business development center. She accepted the commission for the special order basket and used the money that the collector paid her and purchased more materials and a new sewing machine for her home workshop.

She also decided to start her business part time. She gave up her job as a supervisor at the casino and went back to being a card dealer. She arranged with the manager to work four days a week so she could devote more time to her art and teaching youth. The museum sponsored classes for youth and adults and hired Jasmine to teach them.

Jasmine did not make a living full time at weaving her basketry right away. But in a few years she was able to quit her job and devote full time to her art, teaching, and lecturing on traditional arts and crafts of the Plateau peoples.

Jasmine's business concept changed a great deal over the years. Still her purpose remained the same throughout—to share her knowledge and culture, enrich people's lives, and keep the traditions alive. Her experience in business planning helped her keep her vision clear and focused.



INSTRUCTOR'S NOTES



❖ BUSINESS PLAN PULL OUT 1-1 ❖

Business Name: _____ Date: _____

Owner(s): _____

SKILLS INVENTORY

I am prepared to start my business because I have the following necessary skills and resources:

I need to accomplish the following before I start:

Once I start I need to continue to acquire skills and knowledge in the following areas:



INSTRUCTOR'S NOTES



❖ BUSINESS PLAN PULL OUT 1-2 ❖

Business Name: _____ Date: _____

Owner(s): _____

MY BUSINESS MISSION IS:

BUSINESS GOALS

List 5 Business Goals for Start up

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

List 5 Business Goals for Year One

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

List 5 Business Goals for Year Two

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



INSTRUCTOR'S NOTES

