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Provisional Accelerated Learning Center (PAL) entrepreneurship program grant proposal

Yvonne Mays Howard

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PROVISIONAL ACCELERATED LEARNING CENTER (PAL)

ENTREPRENEURSHIP PROGRAM GRANT PROPOSAL

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree

Master of Arts

in

Education:

Vocational Education

by

Yvonne Mays Howard

June 2004

PROVISIONAL ACCELERATED LEARNING CENTER (PAL)

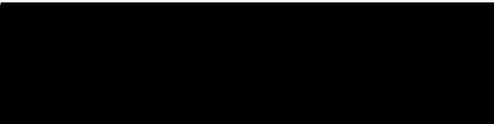
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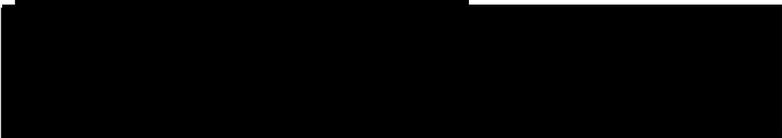
June 2004

Approved by:



Joseph A. Scarcella, Ph.D., First Reader

4/30/04
Date



Ronald K. Pendleton, Ph.D., Second Reader

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ABSTRACT

This thesis was written as part of a process to secure funds to develop a vocational education entrepreneurship workshop for African American students attending the Provisional Accelerated Learning Center (PAL), a local community based organization which assist high risk individuals gain vocational education and GEDs.

The workshops are designed to address the needs of PAL Center students who are without career objectives and have a desire to enter the world of entrepreneurship. The program will provide the students with education, mentorship, potential internships, support, and help to develop and encourage interpersonal skills such as self-concept, self-confidence, self-esteem and the opportunity to explore and pursue the world of entrepreneurship as a career alternative after graduation.

Along with the Inland Empire growing concerns to create new small businesses and the need to provide career opportunities for an overlooked population, this program can help resolve both the needs of the Inland Empire community and the PAL Center student body.

ACKNOWLEDGMENTS

Special thanks go to Dr. Ron Pendelton, Timothy Thelander, and especially Dr. Joe Scarcella. Their time, patience, instruction, advice, and support are appreciated.

My family's love and support gave me the foundation and encouragement necessary to pursue a Masters Degree. They helped make this degree possible.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One present an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to write a grant to provide educational entrepreneurship guidance to the African American students who attend the Provisional Accelerated Learning Center (PAL), a local community based organization which assists high-risk individuals gain vocational education and GEDs. The project is designed to organize and give systematic training to African American youth in the area of business ownership.

Youth entrepreneurship programs have blossomed since the mid-1980s. The major objectives of these programs were to cultivate the entrepreneurial spirit in youth, and make them aware of business ownership as something

realistically attainable. With the exception of Black Enterprise Teenpreneurship program that encourage youth, there are no local programs designed to cultivate inner city and urban students African American youth who are considered high risk, who in most cases are not exposed to or understand the world of business, but have the desire to own their own business as a way of turning their lives around.

Context of the Problem

The context of the problem was to address African American students who attend the PAL Center in receiving career guidance and to answer questions about entrepreneurship. Many of the African American students attending the PAL center are low to moderate income youth and adults who are faced with the challenges of everyday day life and in most cases are discouraged when it comes to self esteem, self confidence and self awareness. Most of the students have not been exposed to career choices or guidance and feel entering the world of entrepreneurship is beyond their reach.

The mission statement for the PAL Center to complement and enhance the activities of the structured

educational services to the community in a non-threatening environment that is easily accessible to residents.

According to Dr. Mildred Dalton Henry, founder and CEO of the PAL Center, "today's high school dropout population has the highest unemployment rate, the highest crime rate, and the largest percentage of welfare recipients." She went on to say "But with the support of the PAL center students are offered hope, encouragement and a way of making dreams a reality. To give a student a reason to remain in school, obtain viable employment and become productive community residents" (personal communication, February 23, 2004).

Significance of the Project

The significance of the project is because many of the students attending the PAL Center are not college bound and they find it difficult to adjust into society after leaving the program. Due to a lack of funds and faculty, career guidance is not a part of the Center's curriculum. This project was designed to give the PAL African American student body the opportunity to explore and pursue the world of entrepreneurship as a career

alternative after graduating from the PAL Center. The project will also give students an opportunity to become economically productive members of society by improving their academic, business, and life skills.

The program is designed to address the needs of African American PAL students who are without career objectives and have a desire to enter the world of entrepreneurship. The program will provide the students with education, mentorship, potential internships, support, and help to develop and encourage interpersonal skills such as self-concept, self-confidence, and self-esteem.

Assumptions

The following assumptions were made regarding the project:

1. It is assumed that PAL Center African American youth having graduated from the Center have the knowledge and skills to be successful in the world of employment after graduation. As a result the students should be productive and successful upon graduation.

2. PAL Center African American students can become young entrepreneurs.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. Encouraging PAL Center students to take the risk to become entrepreneurs.
2. Generating funds to support the program and youth entrepreneurial projects.
3. The willingness of community businesses and mentors to voluntarily participate in youth apprenticeship programs.

Delimitations

The following delimitations apply to the project:

1. Encouraging PAL Center students to take risks.
2. Obtaining a commitment and generating funds to support this program and youth entrepreneurial projects.

3. Locating mentors and community partners to voluntary their services and support of youth apprenticeship programs.

Definition of Terms

The following terms are defined as they apply to the project.

African American - A Black American of African ancestry (Bartley.com, 2000).

Entrepreneurs - a person who takes small steps in creating a business (Bartley.com, 2000).

Entrepreneurial Projects - Opportunities for school-age youth to assess, design, and operate business and community services activities (Scarcella, 1999).

Work-Based Learning - Experiences at the high school levels that involve actual work experience or connect classroom learning to work. The least intensive level of exposure to work-based learning might occur in traditional work experience and vocational programs that do not offer work site experience (Scarcella, 1999).

Youth Apprenticeship - Is typically a multi-year program that combines school and work-based learning in a

specific occupational area or occupational cluster and is designed to lead directly into a related postsecondary program, entry-level job, or registered apprenticeship program. Youth apprenticeships may or may not include financial compensation (Scarcella, 1999).

Generation X - Slang for the post-Baby Boom generation.

These 19- to 30-year-olds are sometimes referred to as "baby busters" (Bartley.com, 2000).

Generation E - The Entrepreneurial Generation (Gallup Organization, Inc. & National Center for Research in Economic Education, 1994).

Vocational Education - Instruction that prepares a student for employment immediately after the completion of high school. Although often thought of in terms of auto-shop or carpentry courses, such programs frequently also include a strong academic component and teach such cutting-edge skills as computer-aided design. Education Week on the Web - Glossary of Terms, 2003 (Scarcella, 1999).

Teenpreneur - Is a feature article in the Black Enterprise magazine. The definition of Teenpreneur stands for teenage entrepreneurs. It is the nick

name for the youth who are interested in entrepreneurship.

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter one provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. These aspects are the magnitude of the project, what is an entrepreneur, entrepreneurship education, preparing students for the entrepreneurial experience the summary.

Magnitude of the Project

To fully understand the magnitude of the project and the problems PAL Center African American youth who are considered high risk are faced with in trying to succeed entrepreneurship, it is essential to understand how the students are prepared for the world of business.

The general education system is developed to educate students in basic subject matters, reading, writing, and math. It is important to remember in most cases our traditional education system is designed to prepare students for college and not to educate students that are not college bound to use their resources to become entrepreneurs after high school.

Having watched their parents and older sibling fall prey to massive job layoffs in corporate America, today's youth are enthusiastic about becoming an entrepreneur (Brown, 2004).

The 2003 Interprise Pool on Entrepreneurship conducted by Junior Achievement indicated that roughly 41% of teens (13-18) believe that owning a business provides greater job security than working for a company (Junior Achievement, 2003). Moreover, about 81% believed that there is a greater job satisfaction in owning a business than working for someone else.

When asked if the students would like to start their own business someday, 75% responded yes while 18% said no. Moreover, African American youth were more likely to denote a willingness to become entrepreneurs compared to white teens, 85% versus 69%. More boys at 80% than girls at 71% expressed a desire to become entrepreneurs (Junior Achievement, 2003).

Because the United States population is expected to increase by 24 million over the 2000-10 period, this is an opportunity for the African American youth to take advantage of becoming entrepreneurs (Junior Achievement, 2003). Minorities and immigrants will constitute a larger

share of the United States population in 2010 than they do today. African American groups are projected to continue to grow much faster than white, non-Hispanics (U.S. Department of Labor, 2003). This gives African American youth an open door to create and develop future entrepreneurial opportunities.

Also, the United States workforce will become more diverse by 2010. White, non-Hispanic persons will continue to make up a decreasing share of the labor force, falling from 73.1 percent in 2000 to 69.2 percent in 2010. However, despite relatively slow growth, white, non-Hispanics will have the largest numerical growth in the labor force between 2000 and 2010, reflecting the large size of this group. Hispanics, non-Hispanic, African American, and Asian and other ethnic groups are projected to account for an increasing share of the labor force by 2010, growing from 10.9 to 13.3 percent, 11.8 to 12.7 percent, and 4.7 to 6.1 percent, respectively (U.S. Department of Labor, 2003). By 2010, for the first time Hispanics will constitute a greater share of the labor force than will African Americans. Asians and others continue to have the fastest growth rates, but services industry, consisting of employment agencies and temporary

staffing services, is projected to be the largest source of numerical employment growth in the economy, adding 1.9 million new jobs. Of the nearly 146 million jobs in the United States economy in 2000, wage and salary workers accounted for 134 million; self-employed workers accounted for 11.5 million; and unpaid family workers accounted for about 169,000 (U.S. Department of Labor, 2003).

Self-employed workers held 9 out of 10 secondary jobs; wage and salary workers held most of the remainder (U.S. Department of Labor, 2003).

What is an Entrepreneur?

An entrepreneur is; a person who organizes and manages a business undertaking, assuming the risk for the sake of the profit (Bartley.com, 2000).

The signature of true entrepreneurship is characterized by the following attributes: the identification or recognition of market opportunity, the generation of a business idea (service or product) to address the opportunity; the marshalling and commitment of resources in the face of risk to pursue the opportunity; and the creation of an operating business

organization to implement the opportunity-motivated business idea (Sahlman & Stevenson, 1999).

There is no magical formula to be an entrepreneur and there are no quick steps to success. If a person is considering being an entrepreneur, they should realize they are responsible for making decisions, solving problems, resolving conflicts, developing opportunities and motivating others to share their vision.

As an entrepreneur;

- They must think and see things differently than most people (Ceader, 2003),
- Come up with a business idea. What hobbies or activities do they like to do that could make their money? (Ceader, 2003),
- Develop a business plan. Write down what the business will offer, how and to whom. Include the long-term goals for the business (Ceader, 2003),
- Do market research to check out the competitors. Find out who else is offering the service. How do they promote it and what are their prices? (Ceader, 2003),

- Determine how they will market the product. How will they get the word out about their business (Ceader, 2003),
- Determine operating costs. How much will they have to spend for supplies, equipment, etc. (Ceader, 2003),
- Determine how they will obtain start-up funds. (Ceader, 2003),
- Determine the profit/loss. Deduct how much they will charge for the product from how much they spent to create the product. If there's anything left over, they have made a profit; if not, then the person has a loss (Ceader, 2003),
- They must be able to take rejection many times during their entrepreneurial journey. Many people will say "No" as they don't believe in the concept, don't like the product or they don't think the student can make it work (Slaughter, 1995).

Entrepreneurship Education

In general our young people are challenging us to provide them with educational opportunities, to

understand the role of entrepreneurship and to acquire the knowledge and skills required for successful entrepreneurship.

In a student survey conducted by Junior Achievement (2003), they highlighted the gap between their entrepreneurial dreams and the current reality of high school student knowledge levels of business. The survey revealed that high school students in general believe they do not know much about entrepreneurship. Nine out of ten of the students surveyed rated their personal knowledge of entrepreneurship as very poor to fair. High school students polled responded correctly to only 44 percent of basic knowledge questions concerning entrepreneurship. Eighty-five percent of high school students reported that they were taught only "a little about" or "practically nothing about" how business works. Seventy seven percent believed that they are taught only "a little about" or "practically nothing about" how the free economy works. Only 27 percent of the surveyed students reported taking a course in business or entrepreneurship in high school (Junior Achievement, 2003).

The survey also indicated 73 percent of the students said they wanted to be their own boss and that they wanted to be educated about entrepreneurship. Eighty-four percent of the students polled indicated as "important to very important" that the nation's schools teach more about entrepreneurship and starting a business. The general public, small business owners, and managers agree with the high school students. Clearly a window of opportunity exists (Junior Achievement, 2003). There is a significant shortfall of entrepreneurship knowledge and skills, and a solid demand for more entrepreneurship education in the schools to meet that shortfall. Generation X indeed aspires to be "Generation E" and has signaled they need help (Meeks & Linden, 1999).

By introducing African American students to entrepreneurship through general education during schooling years may rekindle the student's interest in schoolwork, by giving him/her a sense of purpose (Smith, 2003).

Smith directed a question to young entrepreneurs, in the Black Enterprise's Teenpreneur magazine September 2003 issue "A Lesson Learned - How has your experience as

an entrepreneur made you a better student" (Smith, 2003, p. 34)

Meeks, a student entrepreneur of three years stated "As a teenpreneur, you always want to stay on top of your program? Well, the better you do in school the more your company will benefit. For example, paying attention in math class will help you with those monthly cash flow statements. The next time you go to English class, look alive! Instead of just learning about conjugating verbs, you can use the grammar and language skills you learn to create a business plan that take your company to the next level" as sited in (Smith, 2003, p. 34).

In a study entitled Entrepreneurial Attitudes and Knowledge of African American Youth, Walstad and Kourilsky (1998) investigates the attitudes towards, education and the knowledge of entrepreneurship of African American youth.

Walstad and Kourilsky study revealed that African American youth more so than white youth strongly desire to start businesses, wanted more entrepreneurship taught in their schools, and believe successful entrepreneurs have a responsibility to give back to the community.

Limited access to role models, inadequate knowledge, and discomfort with some of the rationing mechanisms of competitive markets may limit the potential for African American youth to realize their entrepreneurial aspirations. Implications of the survey results for African American entrepreneurship are presented along with an educational initiative that models the potential impact of suitably designed and validated curricula (Kourilsky & Walstad, 1998).

With the growth of our economy increasingly relying on entrepreneurship, this data clearly indicate the need for more African American entrepreneurship.

One important avenue for increasing the supply of African American entrepreneurs is to increase the pool of young African Americans who see themselves as "potential" entrepreneurs.

Further, the curricula for such education should incorporate a solid foundation in learning theory and should reinforce (and where appropriate), enhance the self-esteem of their young participants (Kourilsky & Walstad, 1998). According to Green and Pryde, (1990) education should improve the perceived feasibility for entrepreneurship by increasing the knowledge of students,

building confidence, and promoting self-efficacy. It should also improve the perceived desirability for entrepreneurship by showing students that this activity is highly regarded and socially accepted by the community and that it can be a personally rewarding work. These perceptions are critical to develop among African American youth because they have fewer entrepreneurial role models and/or opportunities to prepare themselves for starting a business (Development Associates, 1993, as cited in Kourilsky & Walstad, 1998).

Another reason to introduce students to entrepreneurship through education during schooling years is related to careers (Dyer, 1994). Dyer discusses the different dimensions of a theory of careers and applies those ideas to entrepreneurship. He noted that a vital dimension of socialization that contributes to entrepreneurial careers is the education and training that an individual receives. He would like more individuals to think about entrepreneurship as a career choice and calls for more research on factors that influence this career decision. The schooling years provide key opportunities to introduce students to entrepreneurship as a career option and to offer

alternative perspectives to their preconceived career orientation towards more traditional occupations (Kourilsky, 1995). For African American youth, education in entrepreneurship may be of greater value because it highlights a career option that might not otherwise be thought of or realistically considered and an option that does not necessarily depend on a prior college education.

Great opportunities exist for encouraging entrepreneurship among African American youth during their formative high school years. Taking advantage of the opportunities will require more entrepreneurship education and the use of effective educational programs that improve student knowledge and attitudes. The result is likely to be more African American youth selecting entrepreneurship as a viable career option. Even those who select other careers will benefit from entrepreneurship education because the knowledge, skills, and attitudes taught in such programs have general applicability for employment and community work.

Preparing African American Youth for the Entrepreneurial Experience

To prepare the PAL Center African American youth for the experience of entrepreneurship, it is imperative began at an early age.

Lawrence would like African American students and their parents to "thinking outside the box," for African American students to understand the importance of high achievement, motivation and the ability to take risks. Vision, self-confidence and perseverance are also high on the list. For children to see the benefit parents must be willing to work with their children, providing both exposure and encouragement of entrepreneurial endeavors. They have to want to educate their children about business (as cited in Branch, 1997).

Developing the right attitude is important; as African American youth learn to believe in themselves. This means adults have to take children who choose to be entrepreneurs seriously. Also, African American youth need to develop a way to deal with failure. Mariotti "It's the business that fails, not the business owner" (as cited in Branch, 1997, p. 34). Thus, failure is not a place to stop, but a place to regroup. Research has shown

that entrepreneurial traits emerge in children at a very young age; often by the time they hit grade school. Unfortunately, however, as children grow older, many lose that entrepreneurial spark. In order for children to preserve entrepreneurial tendencies into their teenage and adult years, parents must encourage, support, and facilitate their child's ambitions and endeavors (as cited in Branch, 1997).

That the process of introducing African American youth at an early age can be done in various forms, including allowing the youth to make small purchases. As they grow older, the level of exposure should get increasingly more sophisticated, with the introduction of business newspapers and magazines and participation in activities that mix business education with entertainment. Examples include board games like Monopoly or software programs like Theme Hospital (Electronic Arts/Bullfrog Productions), SimPark (Maxis) and Zapitalism Deluxe (Ionos Software) and computer programs that help develop the child's financial acumen, such as Money Making 101 (Digital Impact).

Talk about business and business ownership with the child, take the child on a walk through the neighborhood,

explain the difference between goods and services, look at who own businesses, and help the child identify the skills it takes to run a business. Take children to seminars and expos, where economic development is the focus (Mariotti, as cited in Branch, 1997).

Enlisting the help of role models can "engender personal self-confidence in the child and afford the youngster the opportunity to see what the business world is actually like," and is also important (Mariotti, as cited in Branch, 1997, p. 34).

Another way to get children interested in entrepreneurship is through special programs offered through community-based organizations, professional organizations and by local colleges and universities (Branch, 1997).

According to Savage it is important to cultivate entrepreneurial abilities for young entrepreneurs to be successful. Important abilities include strong analytical skills and curious spirits. Teaching children the value of a dollar is another way to help foster their entrepreneurial abilities and believes it is important to let children make decisions about money from an early age. Opening savings accounts in children's names and

letting them determine how much to spend and how much to save can help them learn to plan for the future and build confidence in their own decisions (as cited in Branch, 1997).

Lastly, supporting the young entrepreneur while important, is only half the battle. Johansen adds that when a son or daughter is ready to start a business, parents should sit down with the student to discuss his or her likes and dislikes (Johansen, 2003). Young entrepreneurs have a much greater chance of being successful when they enjoy the work and find it interesting (Cronan, 2003).

When a student has decided what kind of business to pursue, parents should be sure to work closely with him or her to write a business plan. Parents should also help their child to consider where the start-up capital will come from, and how it will be paid back with interest. Finally, it is important to help the student work out the details of their business ideas, but allow the major decisions to be their own. To be successful entrepreneurs, children must feel that they can be creative in their choices, but know that they will also have to take responsibility for their actions (Branch,

1997). The most important thing parents can do to support a young entrepreneur is to allow them to make their own decisions, and help them to learn from their failures as well as their successes (Johansen, 2003).

On the road to becoming a successful entrepreneur, as many entrepreneurs know, even the most successful business people have failed at one venture or another (Johansen, 2003). It is likely that young entrepreneurs will also run into a few stumbling blocks:

1. Underestimating the cost. Students can avoid running out of cash by starting a business where their own effort is the biggest investment (Johansen, 2003).
2. Underestimating the time commitment. Parents can help students avoid this by asking the young entrepreneurs to design and stick to a work schedule (Johansen, 2003).
3. Overestimating their capabilities. Parents can help their child to realistically decide how much work a child can handle alone (Johansen, 2003).
4. Having a bad attitude. When students show up late, act or speak crudely or seem

unprofessional, they can alienate potential customers (Johansen, 2003).

5. Lacking confidence. Children have a much better chance of succeeding when Mom and Dad are encouraging and supportive. Although not every business venture will thrive, anticipating these stumbling blocks will help the young entrepreneur be as successful as he or she can be (Johansen, 2003).

Taking into consideration all of the above factors, it is important to cultivate and direct our African American students down the road of business ownership.

Summary

In summary there is a strong interest in entrepreneurship among African American youth. Entrepreneurial interest should be fostered, and youth entrepreneurship programs could result in a significant expansion of African American enterprise in the United States.

That entrepreneurship education is essential if African American youth are to overcome the low level of knowledge and misperceptions about how business works.

African American youth have expressed a desire to have entrepreneurship education as apart of their high school curriculum. The implementation of a sound program for improving the entrepreneurship education of our youth will be beneficial to our nation's economy.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three details the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process including curriculum structure and content validation was presented. The chapter concludes with a summary.

Population Served

The project was developed to encourage the PAL Center African American student body, ages 14 - 18, to consider becoming entrepreneurs. It is recommended that PAL Center African American student body attend the entrepreneurship workshop before graduating from the PAL Center program.

The workshop has been designed and modified to address the PAL Center African American population and is in accordance with the guidelines presented by the Junior Achievement (JA) and Education, Training and Enterprise Center (EDTEC) programs.

Workshop Development

The next section of the project provides an overview of the workshop development process. Specifically, the workshop structure and content validation process are reviewed.

Workshop Design

This workshop guideline was developed in alignment with the concepts and skills put forward by the Junior Achievement program and revised to assist the African American student. During research it was identified that numerous programs offered similar entrepreneurship programs, but none specializing in helping to cultivate inner city and urban students African American youth who are considered high risk, and in most cases are not exposed to the world of business.

Through careful review of existing programs, the Junior Achievement, and Education, Training and Enterprise Center (EDTEC) were used to identify the areas of basic skills required to assist African American youth in becoming youth entrepreneurs.

Workshop Outline

Workshop

MODULE 1: Entrepreneur? Who, Me?

- History of the African American the entrepreneur;
- Understanding why problems are opportunities for a African American entrepreneurs and why opportunities are so important for entrepreneurs;
- Understanding the wants and demands that creates opportunities for entrepreneurs;
- Understanding the key role of an African American entrepreneurs in the development of our economy;
- Identify the key steps involved in setting up an entrepreneurial venture in the African American community;
- Identify the characteristics and skills that are important for African American entrepreneurs;
- Determine each student's interest in Entrepreneurship;

MODULE 2: Opportunities --- They Are All Around You

- Define an opportunity;
- Looking for different kinds of opportunities;
- Identify opportunities in their schools or communities;
- Telling if an opportunity is a good one or not;
- Understand the difference between an idea and an opportunity.

MODULE 3: Business Ideas For The African American
Communities

- Explore multiple entrepreneurial activities for young people;
- Define aspects of entrepreneurial ventures and explain why each is important;
- Select and analyze an entrepreneurial opportunity according to the aspects studied;
- Identify at least one entrepreneurial idea which fits the individual student's neighborhood and interests, abilities and goals.

Content Validation

To help understand the needs of the PAL student body, an individual interview with Mr. Tom Cass, Principal, and Mrs. Jacqueline White, WIR and Upward Bound Coordinator were conducted. Both parties expressed the need to offer life style workshops like entrepreneurship. Mrs. White "stated these workshops can only enhance the student's success rate of becoming employed upon graduation from the Center." Mr. Cass stated, "the subject of entrepreneurship is not taught as a part of our curriculum, and workshops addressing the subject business ownership and accounting will be a valuable addition to our Center." "Workshops relating to business can only enhance the knowledge our students need when entering the "real world" upon graduation." Ms. White expressed the importance of exposing the PAL Center student body to a strong vocational program in the area of business ownership. "Many of the students attending the Center are not college bound and by offering workshops and programs to help them find alternatives after high school can be very beneficial."

Two other sources used to validate this curriculum were: Education, Training and Enterprise Center (EDTEC),

one of the nation's leading management consulting and training firms. Founded in 1985, EDTEC has a highly respected national reputation as a quality provider of innovative programs in management consulting, training, education, economic development and information technology and Junior Achievement program. JA's mission is to educate and inspire young people to value free enterprise, business and economics to improve the quality of their lives.

Summary

The steps used to develop this project were outlined to meet the need for an entrepreneurship program for the African American students between the ages 14-18 who attend the Provisional Accelerated Learning Center. Students, who have the desire to enter the world of entrepreneurship, and wish to become self-employed and start their own business upon graduation from high school.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter Four presents the conclusions gleaned as a result of completing this project. Recommendations extracted from this project are also presented. This chapter concludes with a summary.

Conclusions

The conclusions extracted from this project follow: The need to develop an entrepreneurship program for the African American students attending the PAL Center would be extremely valuable. To offer well-organized workshops to help encourage and train the African American students to obtain the entrepreneurship spirit in a structured educational and non-threatening environment would benefit the students and the community.

Recommendations

The recommendations resulting from this project are to:

- Write a grant to provide funding to conduct entrepreneurial guidance to African American

students attending the Provisional Accelerated Learning Center.

- Design simplistic, organized and systematic workshops that will cultivate the entrepreneurial spirit and make the students aware that business ownership is something realistically attainable.
- This workshop to become apart of the career guidance component of the PAL Center's program before students graduate from the Center.

Summary

This thesis clarifies the need to offer entrepreneurship training to African American students attending the PAL Center. The demand for vocational training and career guidance is limited because of the lack of resources and faculty. Giving students the option to explore self-employment, as an option after graduating is not presently addressed in the general educational system.

The need to create new entrepreneurs for the future is not being addressed students that are considered high-risk students and are not college bound.

The demand to create and satisfy the growing need of new small business owners in the Inland Empire is presently overlooked by the community. With the support of community leaders, the public school system and adequate funding, these workshops can fill a void and make the entrepreneurship training for the PAL African American student body a reality. This thesis project could bring career opportunities to an overlooked population and help the Inland Empire with its growing need for new businesses.

APPENDIX
GRANT PROPOSAL AND HANDBOOK

**COMMUNITY UNIVERSITY PARTNERSHIPS
GRANT PROPOSAL**

Service-Learning Fellowship AY 2005-06

Faculty Name, office location, telephone number and email address:

Joseph A. Scarcella, Ph.D.
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Title of the Course:

Creating Minorities Entrepreneurs for Tomorrow

Department(s) and College(s)/Division(s):

Career and Technical Education, College of Education

PeopleSoft Account Number for Fellowship Funds Transfer:

(Note: Adjunct faculty may leave this blank)

Name and Telephone Number of Budget Staff Person:

Yvonne Howard, Director - 909-787-2414

Signature of Department Chair or Immediate Supervisor for CSUSB Employee

As this CSUSB faculty member's Department Chair, I approve this application for a CUP Service Learning Fellowship and will make the necessary adjustments in my department to insure the project will be successfully implemented. We understand these Fellowships are funded by the state and the majority of the requirements listed below are tied to CSU reporting requirements and/or related curriculum development goals.

Department Chair

Date

Course Development

In partnership with the Provisional Accelerated Learning Center (PAL) and Creating Minority Entrepreneurs for Tomorrow (CMET) this course is designed to provide PAL African American students with entrepreneurial training.

The following objectives are based on the need to implement a youth entrepreneurship program for the African American students enrolled in the Provisional Accelerated Learning Center. The efforts will concentrate on offering organized and systematic training program to the youth in the area of business ownership. Youth entrepreneurship programs have blossomed since the mid-1980s. The major objectives of these programs were to cultivate the entrepreneurial spirit in youth, and make them aware of business ownership as something realistically attainable. With the exception of Black Enterprise Teenpreneurship program that encourage all African American youth to become business owners, there is not a program designed to cultivate the African American youth who are considered low to moderate income and are taking advantage of a second chance to turn their lives around.

This project will work toward implementing in class workshops and a work based learning activities for the PAL students. The students will be introduced and motivated by classroom teaching that connects academics to their interests and aspirations related to the field of entrepreneurship. The student will be introduced to how the world of entrepreneurship, internships, field trips, apprenticeship, and mentoring opportunities.

Timeline:

Program Calendar for Year One

July	Program web site will go live
August	Recruit volunteers
September	Student recruitment for both workshops
October	Session One - 4 Saturday Class Schedule corporate and work site field trip
November	Write and submit proposals for 2004-2005
December	Write and submit proposals for 2005-2006
January	Session Two - 4 Saturday Class Schedule corporate and work site field trip
February	Post on-line newsletter on the web site

- March** Write and submit proposals for fiscal year 2005-2006
- April** Phase Two - Open Workshops - 4 Saturday Class
Schedule corporate and work site field trip
- May** Post on-line newsletter on the web site
- June** Wrap-up program and write progress report.

Community Partners:

University Partners:

Joseph A. Scarcella, Ph.D.

Associate Professor & Masters Degree Program Coordinator
Career and Technical Teacher Education (Adult/Vocational/Technology
Teacher Education), College of Education
California State University, San Bernardino

Community Partners

Provisional Accelerated Learning Center (PAL) Muscoy, CA
Dr. Mildred Henry, Director of PAL Center

Creating Minority Entrepreneurs for Tomorrow, Moreno Valley
Yvonne Howard, Director, CMET program

Benefits to Community:

CMET will provide the following benefits to both CSUSB and the community: Supported the growth of the economy the increase in population of the Inland Empire, it is imperative that minority youth to take advantage of the growing need for small business ownership. CMET will help expose the PAL African American students to alternatives other than working in fast food or retail as their only option to obtaining income.

Focus Area:

The CMET program will cover the following subjects:

- Entrepreneur? Who, Me? Catching the Spirit.
- Opportunities -- They Are All Around You
- Business Ideas for the African American Communities
- How to Sell Your Idea
- Money to Get Started
- Where to Do Business
- Types of Business Ownership
- Where to Get Help
- Records And Books -- Did You Make Any Money?
- The Rules of the Game-The Law, Your Ethics -- Business Plan

Benefit to Student Learning:

The learning objective for this program is to give the PAL African American student who has a desire enter the world of entrepreneurship the opportunity. To provide a student with knowledge, mentorship, possible internships in the area of entrepreneurship. Also, to support, develop and encourage interpersonal skills such as self-concept, self-confidence and self esteem of the student.

PAL's African American students will be given an organized and systematic training in the area of entrepreneurship and make them aware of that business ownership is realistic and attainable. Also, many of PAL's students are not college bound and this program will give them an option after high school to become economically productive members of society by improving their academic, business and life skills.

Service Learning Experiences

The workshops, training, and field trips to be conducted on Saturdays for a period of one year. The faculty from the PAL Center along with volunteers from CMET will offer mentorship and financial support to the students. The program will not add an additional work load to their current academic program. The students will be participating on a volunteer basis only.

Frequency of Course Offering:

The program is designed to cover a one-year period. The workshops will be offered in phases. Phase one will be conducted two time a year and phase two will be offered once a year. At the end of the two phases the student will receive a certification of completion and the opportunity to apply for a small business scholarship.

BUDGET 2004-2005

Instructor	\$ 500.00
Materials - Handbooks	\$ 200.00
Travel	\$ 100.00
Telephone	\$ 50.00
Website	\$ 100.00
Advertisement	\$ 50.00
Duplication	\$ 100.00
Laptop computer and printer	\$ 1,500.00
Overhead - computer projector	\$ 700.00
Entrepreneur Board Game	<u>\$ 200.00</u>
Total	\$ 3,500.00

African American Youth Entrepreneurship Workshop

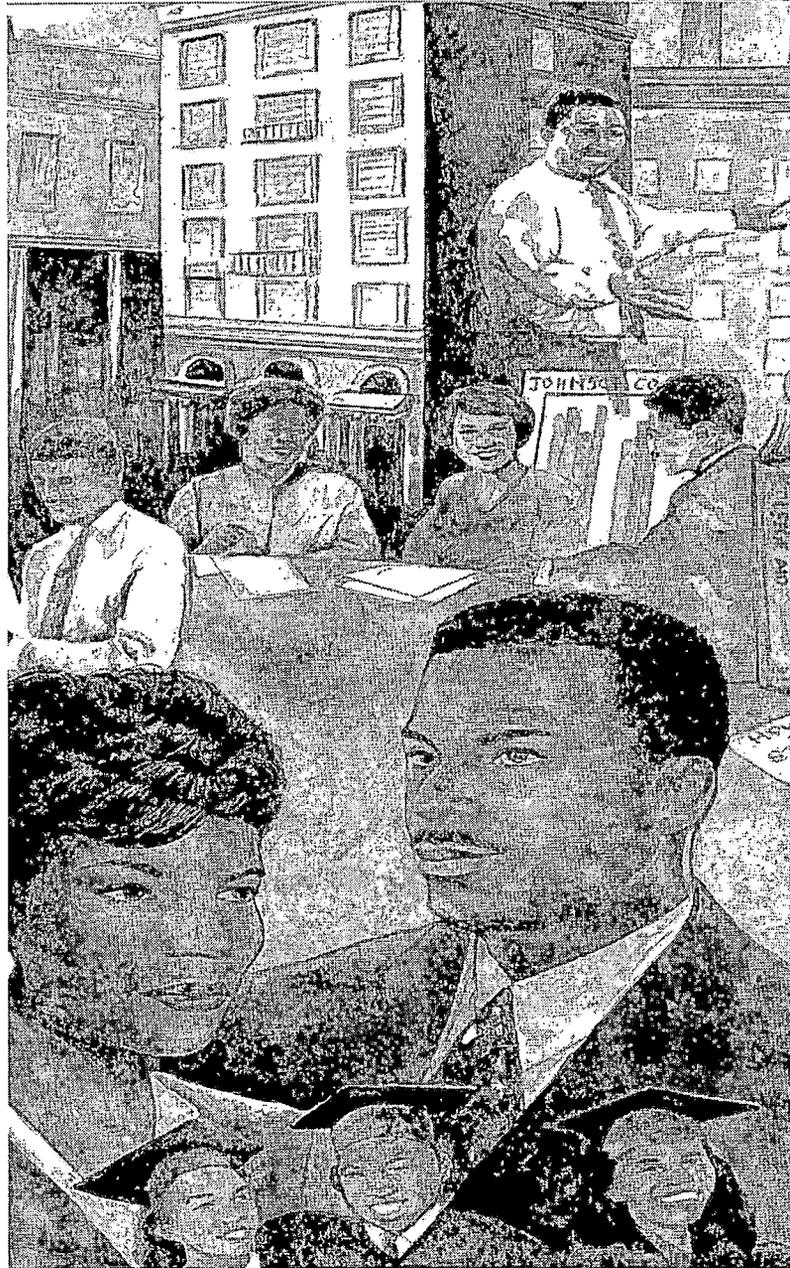


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Introduction

Making Money the Old Fashioned Way

Entrepreneurship in the African American community is not a brand-new concept. It is an idea that African Americans have been developing for centuries. The history of Blacks in America is an inspiring story of ingenuity and invention in the face of adversity. Long before slavery ended, African Americans engaged in businesses of their own. Their success shaped the course of our nation's history.... And built a proud tradition for future generations to follow.

We realize that our future lies chiefly in our own hands. We know that neither institution nor friends can make a race stand unless it has strength in its own foundation; that races, like individuals, must stand or fall by their own merit; that to fully succeed they must practice the virtues of self-reliance, self-respect, industry perseverance, and economy.

-Paul Robeson

Entrepreneur? Who Me?

Do you know any entrepreneurs? Are you an entrepreneur? Would you be interested in being an entrepreneur? These questions may be hard to answer if you don't know what it is that entrepreneurs do.

That is what we hope to help with in this workshop.

In this workshop, we will introduce you to "entrepreneurs" - who they are, what they do and why they do it and the history of the African American entrepreneurs and how you can follow in their footsteps.

By the end of this workshop, you should be able to:

- Define an entrepreneur and an entrepreneurial person.
- Give a history of African American entrepreneurs.
- Understand why problems are opportunities for entrepreneurs and who opportunities are so important for entrepreneurs.
- Understand how "wants" and "demands" create opportunities for entrepreneurs.
- Understand the key role of entrepreneurs in the development of our economy.
- Identify the characteristics and skills that are important for entrepreneurs.
- Determine your interest in entrepreneurship.

Questions

- What is an entrepreneur?
- Can you be an entrepreneur?
- Roles and contributions of entrepreneurs to society.

Workshop

Provisional Accelerated Learning Center (PAL)

**2450 Blake Street
San Bernardino, CA 92411**

**Catching the Spirit
Are you an Entrepreneur?**

This workshop will answer the question “what is an entrepreneur” history of African American entrepreneurs. Define entrepreneurship; understand the key role of being an entrepreneur, and recognizing an opportunity.

9am – 9:30am	Welcome remarks -Yvonne Howard Director, Creating Minorities Entrepreneurs for Tomorrow.
9:30 – 10:00am	Define an entrepreneur and an entrepreneurial person. Determine each student's interest in Entrepreneurship.
10:00 – 10:45am	History of the African American entrepreneur.
10:45 – 11:00am	Break
11:00 – 11:45am	Catching and enhancing the entrepreneurial spirit. Define an opportunity and identifying the key steps involved in setting up an entrepreneurial venture. Looking for and recognize different kinds of opportunities and identify the difference between an idea and an opportunity.
11:45 – 12:00 pm	Questions & Answers
12:00 - 1:00 pm	Entrepreneurship Game

A Historical View of the African American Entrepreneur

The history of African American entrepreneurship in this country can be traced to a time before there was an America. Many of the accomplishments of African Americans in this country have gone unnoticed by students both black and white. However, the impact of black business enterprise on this country is as strong as the dominating of the hip-hop popular culture by black musicians, a few of who are entrepreneurs themselves.

To see how African Americans became entrepreneurs, we must first learn what an entrepreneur is and what factors led people of color to pursue entrepreneurship as a career.

Frank McWorter was a slave who lived from 1777 to 1854 and was allowed to run his own business, as long as he gave a certain percentage of his earning to his owner.

He established a plant where he produced saltpeter a substance used in fertilizer and as a main ingredient of gunpowder. The factor for McWhorter was to buy freedom for him and his family. With profits from his business, McWhorter brought his own freedom and that of 16 family members. McWhorter went on, in 1836 to found the town of New Philadelphia in Illinois, where he operated other business.

After the war and the slaves were free to explore America, African American to advantage to go west and the opportunity to

buy cheap land and settle new towns. Like other Americans, African Americans eagerly took advantage of these land bargains. Between 1877 and 1915, at least 64 towns were founded and developed by African Americans.

Although some African Americans viewed moving to new locations as an opportunity to avoid discrimination, most were interested in the prospect of achieving prosperity and greater independence by owning property.

Mound Bayou Mississippi is an outstanding example of the many towns founded by African Americans, towns that had their own town councils, police departments, newspapers, and banks run solely by African Americans.

In every case, town leadership established rules that emphasize the necessity of working and paying one's own way. It was important for everyone to have the enterprising spirit and a readiness to work hard were the primary requirements for success, along with the ability to put off immediate wants to accomplish long term goals.

Other Successful Black Towns were Nicodemus, Kansas, Deerfield, Colorado, Langston City, Oklahoma and Hobson City, Alabama.

The spirit of invention that gripped so many people throughout the country during the late 19th and 20th centuries was not the sole domain of one class of type of Americans.

People from all walks of life caught the fever, including the country African American population.

There was one problem African Americans were not permitted to patent their inventions. During this era of time the government would did not recognize people of color and prohibited them from applying for patents. Therefore, we will never know for sure just how many inventions may have been the handiwork of African Americans. The list of African American influence is felt on many of the items used today.

African Americans Succeed As Entrepreneurs

Long before slavery was over, free African Americans were excelling in business. For two centuries, when many slaves were freed, they observed the world around them and discovered how other Americans were achieving success through business competition.

Experience soon taught them that the ownership of businesses and property would help them maintain greater control over the direction of their lives.

In Durham, North Carolina, for example, African American black entrepreneurs created a solid economic foundation that supported a multitude of business. By 1910 and into the 1950's Durham's main black business district was a bustling and fully developed commercial center.

In another part of the city, on Parish Street, there were so many black-owned stores and business that it was nicknamed “Negro Wall Street.”

The birthplace of one of this counties most influential bank of that time and in some city still in business, the Mechanics and Farmers Bank. This establishment had a tremendous influence on the business life of Durham.

It provided capital for hundreds of enterprise for many years.

The largest and most successful enterprise among these African American businesses was the North Carolina Mutual Life Insurance Company, which had been founded and managed for years by the brothers John and Ed Merrick.

This era in time also give us S.B. Fuller, the man who started his door to door cosmetics business with \$25.00 during the 1930’s Depression.

The most famous African American entrepreneur was Sarah Breedlove Walker, popularly known as Madame C.J. Walker. The first women millionaire.

From Slavery to Prosperity

Entrepreneurship in the black community is not a brand-new concept. It is an idea that African Americans have been developing for centuries.

The history of Blacks in American is an inspiring story of ingenuity and invention in the face of adversity. Long before slavery ended, black Americans engaged in businesses of their

own. Their success shaped the course of our nation's history....
And built a proud tradition for future generations to follow.

From Slavery to Economic Champions

As descendants of slaves, African Americans share a legacy of leg irons, broken families, inhuman treatment, and lynching. Yet in spite of this horrendous past, many African Americans have managed to beat the odds and achieve a level of economic success that many had delivered to be impossible.

From Slavery to Builder of a \$34 Million Rap Empire

As CEO and owner of Rush Communications, Russell Simmons has gone beyond managing artists.

Today his company includes seven record labels, several management companies, a film and television division, and a radio production company. Simmons is definitely getting paid.

From Slavery to NBA Franchise Owner

For 10 years, Ervin "Magic Johnson dazzled fans as a superstar basketball player for the Los Angeles Lakers. Now Magic has traded playing for the Lakers with being a part owner. With a \$10 million investment, Magic now owns 5 percent of the NBA basketball franchise.

From Slavery to having the largest Media Production Company ever owned by an African American Woman

Oprah Winfrey has jumped to superstar status with hard work, determination, and excellent business skills. As the owner of HARPO Productions, Oprah has made a mark in the entertainment industry few can match.

With her national talk show along with production and distribution operations, worldwide, Oprah brought in over \$175 million in revenue in 1996.

The Common Tread

Aside from their hard work, personal sacrifice, and a refusal to quite these champions of free enterprise have one element in common: their desire to succeed – which had a far greater impact on them than any obstacles they may have encountered. And while these individuals have surmounted the odds and created opportunities for themselves and others, they are not the only ones. In this workshop, we shall meet other African American who succeeded in spite of overwhelming odds. Fore not, through, let take a look at the history of African Americans in this country to see just how far they have gone.

The Principles of African American Entrepreneur

Principle One - Entrepreneurs constantly look for ways to do jobs easier, faster, and more efficiently.

Principle Two - Entrepreneurs find ways to make existing products work even better.

Principles Three - Supply must keep up with demand.

Principles Four – Entrepreneurs can sometimes take advantage of unplanned events in the social or economic area. For example, when mothers returned to the work force in huge numbers during the early 1970s, entrepreneurs took advantage of the need for child care by providing day-care centers. Merchants, likewise, took advantage of the availability of tobacco by selling it to Europeans.

Principle Five – Entrepreneurs often established agreements with others who control the resources they need to sell their goods.

This principle is exemplified by recording artists who cut deals with record stores or other distribution outlets than can get the records to the consumer. The early settlers did something similar with the Indians.

Principle Six – The desire of entrepreneurs to succeed is stronger than the limitations they often encounter. This was the case with the slavers who became businessmen in spite of slavery.

Principle Seven – Entrepreneurs must be willing to take advantage of “windows of opportunity” while they are open.

Principles Eight – Entrepreneurs understand that successfully marketing one’s product is an essential element of business

Principle Nine – As an African American entrepreneur, you must constantly look for ways to share resources with others to become self-sufficient. This was the case when the bank owners sold shares of stock to town residents.

Principle Ten – Entrepreneurs know that you must sometimes delay immediate gratification to accomplish a long-term objective of running a successful business.

Principle Eleven – Great ideas and inventions without basic business principles are like a kite without a tail. They simply won't fly. Edison, like all successful entrepreneurs, understood this.

Principle Twelve – Black entrepreneurs must go back to basics. The Backs who settled Mound Bayou, Mississippi and those who created business in Durham created their own financial institutions. Today's Black entrepreneurs must do the same.

Top Ten African American Firms in American

TLC BEATRICE INTERNATIONAL HOLDINGS, INC.

New York-based: international food processor and distributor 1995 earnings: \$2.2 billion

Loida Lewis, Chief Executive Officer

JOHNSON PUBLISHING COMPANY, INC.

Chicago, Illinois-based: publishing, broadcasting, TV production, cosmetics and hair-care firm 1995 earnings: \$326 million

John H. Johnson, Publisher and Chief Executive Officer

PHILADELPHIA COCA-COLA BOTTLING CO. INC.

Philadelphia, Pennsylvania-based: soft-drink bottler 1995 earnings: \$325 million

Bruce Llewellyn, Chief Executive Officer

Pulsar Data Systems, Inc.

Lanham, Maryland-based: computer systems integration and network design firm 1995 earnings: \$166 million

H. J. RUSSELL AND COMPANY

Atlanta, Georgia-based: construction, property management, airport concessions, and real-estate development firm 1995 earnings: \$164 million, Herman J. Russell, Chief Executive Officer

UNIWORLD GROUP

New York-based: advertising, promotion, event marketing and direct-response firm 1995 earnings: \$158 million

GRANITE BROADCASTING CORP.

New York-based: network television affiliates firm 1995 earnings: \$155 million

CONVENIENCE CORPORATION OF AMERICA

West Palm Beach, Florida-based: convenience stores 1995 earnings: \$137 million

BURRELL COMMUNICATIONS GROUP INC.

Chicago, Illinois-based: advertising, public-relations and marketing firm 1995 earnings: \$135 million

BET HOLDINGS, INC.

Washington, D.C.-based: cable television, network and magazine-publishing firm 1995 earnings: \$133 million Robert Johnson, Chief Executive Officer

What Is An Entrepreneur?

An Entrepreneur

E: examines wants for which he/she can do to improve the way wants are met.

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 best team of people possible and brings together the other resources necessary for the venture (if the decision is made to go ahead).

U: understands that any entrepreneurial venture takes 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.

By looking for what people want, identifying demand and then producing a product or service, entrepreneurs serve as one of the key engines in our economy. They help to get our economy moving. They help to keep it moving. And they are always looking for ways to do a better job and take on new challenges.

ASSIGNMENT

ACTIVITY: Look at the Entrepreneur's Dozen again and then consider the idea for a weekend dance club. What steps would the group of young entrepreneurs have to take before starting the dance club business?

QUESTIONS: Suppose the group of friends came to you and asked you to invest in their dance club business. What questions would you want them to answer before you could decide? List the five key questions you would ask below:

Question #1:

Question #2

Question #3

Question #4

Question #5

What Is An Entrepreneur?

Think of a type of job that starts with the letter "E." What jobs can you think of? (After a moment, look at the bottom of the page for some possibilities and then read on). Did you think of an "entrepreneur"? Now ask five of your friends to think of an occupation that begins with "E." See how many, if any, say "entrepreneur."

Maybe one will pick "entrepreneur." The word "entrepreneur" is becoming more common today. People are recognizing how important entrepreneurs are in our society. But why are they important? What do they do? These are some of the questions that we will answer.

ASSIGNMENT

ACTIVITY: If you were asked to write a definition to describe an entrepreneur, what would you write? Write your definition below:

DEFINITION: If I had to describe an entrepreneur, I would say...

Entrepreneurial Characteristics

One of the key things to know is that not all entrepreneurs have the same characteristics and skills. Indeed, entrepreneurs differ greatly. But there are certain characteristics that tend to be common and important.

If you are an entrepreneur, or think you might become one, then you must be completely honest with yourself. You have to identify your strengths and your weaknesses. You have to look at the key characteristics you have - and those that you don't have. You have to do the same with your skills. Don't fool yourself. To pretend you have all of the characteristics and skills when you don't will only hurt you and your venture in the long run.

What you will need to do is partner with, or hire, other people who can work with you. You may have skills that they don't. They may have some that you don't.

Together, you may make a great and complete team.

Common Characteristics Of A Entrepreneur

Certain characteristics are common to many entrepreneurs.

Entrepreneurs tend to:

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

Important Entrepreneurship Skills

Entrepreneurship requires certain skills and most of these skills can be learned - skills such as:

Team-building/people skills	creative thinking
Networking	leadership
Goal setting	communication
Recordkeeping	planning
Negotiation	organization
Decision making	marketing and market
Analysis financial management	research

It is important to stress once again that entrepreneurs do not need (and frequently do not possess) all of these characteristics and skills. If you have some of them, you may well have great potential as an entrepreneur. You may have to develop some.

You may have to pick your partners and/or staff carefully. You may have to work to overcome obstacles. But many people, if they have the desire and interest, have the foundation for what it takes to be an entrepreneur.

ASSIGNMENT

In addition to characteristics and skills, you may have already begun to develop hobbies, interests and skills that might relate to a business-if not today, then eventually. Think about that.

What hobbies do you have? Could any of these lead to a business some day? What skills have you developed or begun to develop? (e.g. sports, music, mechanics, art, etc.).

- Hobbies I have:
- Possible business activities:
- Interests I have;
- Business activities that may relate to my interests:
- Skills I have developed (am developing):
- Business activities to which my skills might relate:

So, what do you think? You've now had an introduction to entrepreneurs and entrepreneurship.

Has it caught your interest? Is it something that might appeal to you? Are you a potential entrepreneur? Take some time to think about that and, if you decide to try a business venture.

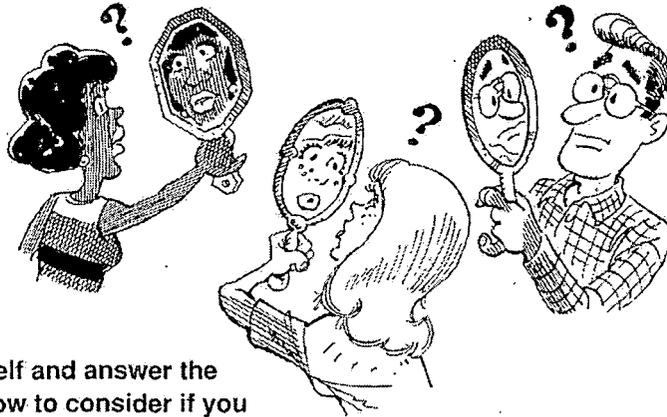
It is difficult to find an exact definition of an entrepreneur. Entrepreneurs are better defined by what they do. They identify opportunities. They come up with ideas (hopefully good ones). They bring together resources to set up and run a venture to provide a product or service. That's what they do.

But there are many people who see opportunities and there are many people who can come up with good ideas. What makes entrepreneurs different from them?

The difference is that the entrepreneur takes action. The entrepreneur brings together (mobilizes) resources to create a venture. Those resources can be human, or physical (capital goods such as machinery, technology or natural resources such as land and water).

Can You Be An Entrepreneur?

Entrepreneurial Characteristics: A Personal Reflection "How about you?"



Look at yourself and answer the questions below to consider if you have what it is that makes entrepreneurs tick:

	Yes	No
I have a spirit of adventure	_____	_____
I have a strong need to achieve and seek personal accomplishment	_____	_____
I am confident and self-reliant	_____	_____
I am goal-oriented	_____	_____
I am innovative, creative, versatile	_____	_____
I am willing to adapt to/respond to change	_____	_____
I am persistent	_____	_____
I am hardworking and energetic	_____	_____
I have a positive attitude	_____	_____
I have a strong sense of commitment	_____	_____

Opportunity

This group was doing just what entrepreneurs do looking for an opportunity, coming up with an idea, bringing the resources and talent together as a team and then putting together a plan for a new venture.



What happened with this group of friends is not uncommon. Many times entrepreneurs get their start at difficult or troubled times when they are bored; times when they aren't happy; times when unpleasant things happen like losing a job. Furthermore, people often turn their hobbies and what they enjoy into businesses. And many times, friends and family members work together on ventures, each bringing their own set of skills to the business.

In the case of the group of young people we have just discussed, they had identified three problems people were bored, some young people were getting into trouble because they were bored, and the school uniforms needed to be replaced. How would you try to solve any of these

problems? Let's consider what an entrepreneur would do when looking for a venture and adventure.

The key thing for an entrepreneur is to look for an OPPORTUNITY. And the nice thing is that opportunities are all around you - if you take the time to notice them!

In communities throughout the country, thousands of people, in fact tens of thousands of people have chosen to become entrepreneurs by setting up businesses to produce products and services that are wanted by people in their communities. Some of these businesses are quite large and sell their products and services throughout the country.

But most of the businesses are relatively small and serve the people in a local community, a city, a state or, perhaps, a region of the country.

In fact, in a national Gallup Poll, it was discovered that 7 out of 10 high school students wanted to start a business of their own.

Just stop for a moment and think of all the products and services that you obtain or use that are provided by people who have set up their own businesses.

Entrepreneurs aren't rare. They are all around us as are opportunities. Take a moment to do the following activity which asks you to identify wants (opportunities) in your' community and the businesses that have been set up to try to address those wants.

Not everyone who sets up and runs a business succeeds. There are a number of things that can go wrong. The person may have identified a poor opportunity or may have thought people wanted something they didn't

really want. On the other hand, the idea may not have been a good one. Then again, maybe somebody just had a better idea or the competition was better in some way.

The location may have been wrong. They may not have had enough money to set the business up properly or to keep it running in the tough early goings. It may have been that they didn't do enough research or their business planning may have been poor.

There are many reasons why a venture might not succeed and that are why it is important to do your homework before launching a new venture. Well thought out, well researched, well planned businesses can help an entrepreneur to increase the chances of success and lower the risks of failure.

Finding Opportunities

Using Your Senses

Your Senses Are Important In Finding Opportunities

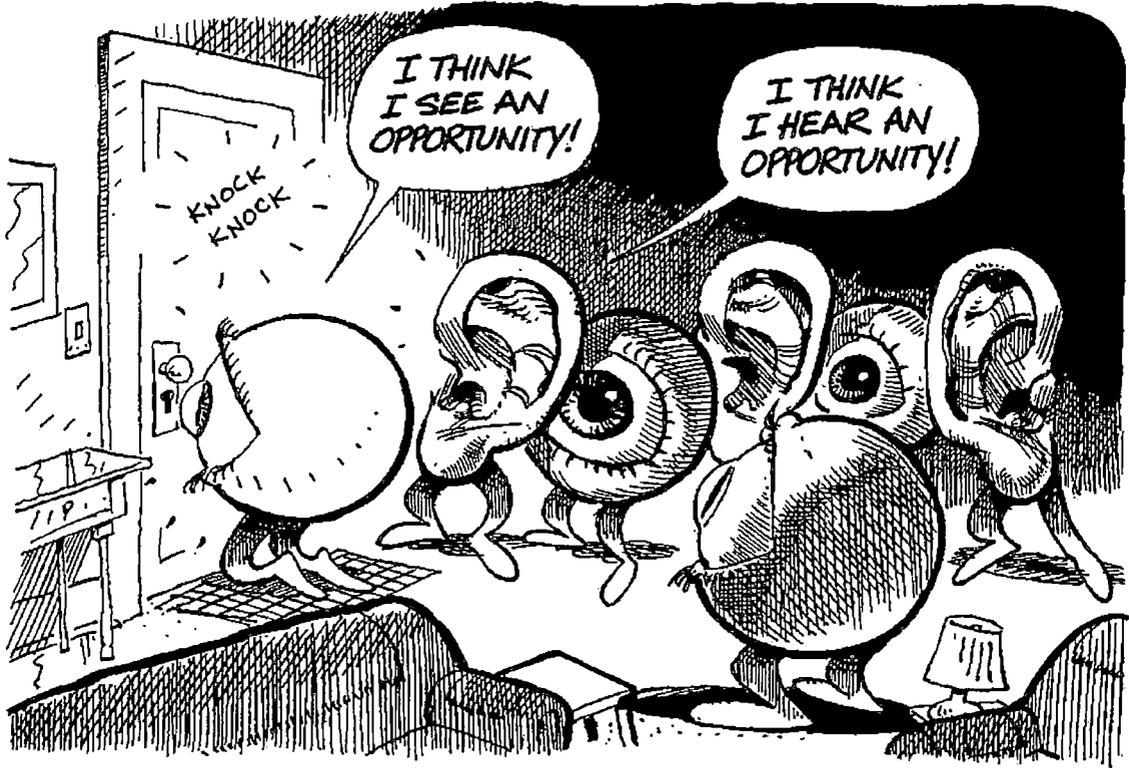
Use your **eyes** to look for opportunities.

Use your **ears** to listen for opportunities.

An entrepreneur knows how important it is to make good use of your senses. It is a way to notice and remember possible opportunities for business ideas.

Opportunities Are All Around You

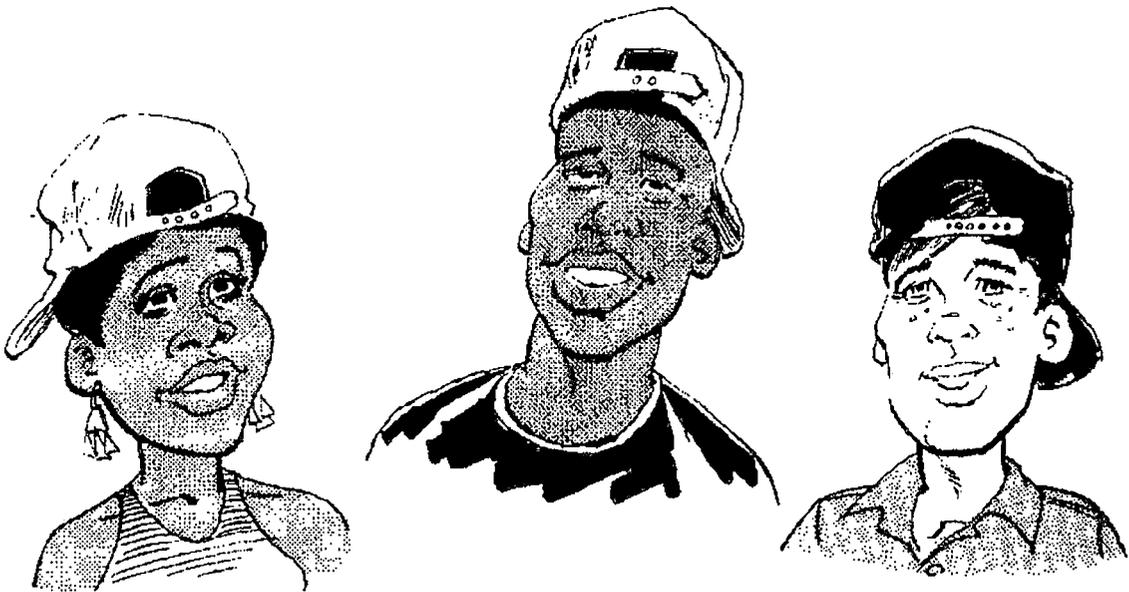
But you have to keep your eyes and ears open!



You have to be on the alert for them if
you want to recognize them!

CAPturing Entrepreneurs

A popular product in recent times has been sports caps. Sports caps took off in the late 1980s and early 1990s. I guess one should really say that they were taken off, and put on, by the millions. They provided a great entrepreneurial opportunity. Why? Because large numbers of people wanted caps. It became an "in" thing. It became "cool" to wear a cap - and wear it backwards.



Many people wanted a cap and were willing to buy one. When people are willing to buy something that creates a "demand" and what people "demand" comes from what people want.

That's what entrepreneurs look for - wants! If they can find a want, they can find a possible demand for a product or service. A demand will be there if people are willing to back their words with dollars. Demand can be thought of as wants backed by the ability to pay.

If there is enough demand, and the entrepreneur can produce a product or service that people will actually buy, then the entrepreneur may be able to set up and run a successful business - and earn a living as an entrepreneur

Roles and Contributions of Entrepreneurs to Society

Entrepreneurs:

- Create new ventures that provide new and improved products and services.
- Find new ways of making products and services available to more people.
- Compete with other entrepreneurs to be the "best" which improves production and helps keep prices down.
- Create jobs for people in the community.
- Contribute to economic growth - the production of a higher quantity of goods and services.
- Create new opportunities for others through their initiatives and innovations.
- Provide a spirit of energy, initiative and potential for progress within a community.
- If successful, give something back to the community.

Business Ideas for Youth Entrepreneurs

Baby Proofing Services	Computers	Handbill Delivery
Babysitting	Cookie Making	Homework Helper
Button Making	Copying Services	House Cleaning Services
Cake Decorators	Curb Painting	Jewelry Making
Calligraphy Services	Desktop Publishing	Kitchen Cleaners
Candy Shop	Disc Jockey	Landscaping
Car Detailing	Dog Walking	Lawn Care
Catering Services	Errand Painting	Mailing Services
Clothing Alterations	Furniture Painting	Making Crafts
Companion Services	Graffiti Removal	Making Gift Baskets

ASSIGNMENT

Identify 5 "Wants" that many people have and identify a type of business in your community that exists to produce and provide a product or service to help satisfy those wants.

"Want"	Business	Product or Service
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ASSIGNMENT

ACTIVITY: Think about, or look for, any businesses in your community that have closed. Why do you think they closed? Were there any obvious problems that the business was experiencing? Were they in the right location? Were they producing an appropriate good or service? Were they producing it well and offering a quality product or service? Was there competition? If so, how did they stack up? Try to identify three businesses that have closed and offer your opinion as to why they didn't work.



That takes hard work. It takes risk. There will be costs involved in researching and building a venture. If it doesn't work, there can be a financial loss. That can hurt. But money is not always the most important thing to an entrepreneur. Since many entrepreneurs are building their dreams along with their ventures, if they fail, that can hit pretty hard at their pride and hopes, too. That also hurts.

But remember, one thing that's often different about entrepreneurs is that they look at failures and mistakes in a positive way. They use them as learning opportunities. They look for what can help them succeed the next time. Entrepreneurs see failures and mistakes as stepping stones to success.

Check Point! Check Your Understanding

1. What is an entrepreneur and what does an entrepreneur do?
2. What is an entrepreneurial opportunity?
3. What is the difference between "wants" and "demands?"
4. What are some key steps involved in becoming an entrepreneur?
5. Why do entrepreneurs face risk when setting up a business?
6. What might cause a business to fail?
7. How do entrepreneurs view failures and mistakes?

Can You Be An Entrepreneur Quiz?

So, we have seen what entrepreneurs do and how they go about it. But who are these people anyway? Are they rare? Are they weird? What makes them tick? Have you got what it takes to be an entrepreneur?

Let's begin our look at the characteristics and skills of entrepreneurs, and your entrepreneurial potential, with a quiz. Read the question and circle what you think is the best answer.

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 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 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) **which 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) **which 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.**

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