case study competition

teacher’s guide
entrepreneurship 3209
Contents

- Introduction
- Purpose
- Expectations
- Contest guidelines
- Complementary curriculum outcomes model
- Classroom induction script
- Competition evaluation rubric

Appendices

- Appendix A: PA announcement script
- Appendix B: Sample case studies
- Appendix C: 2011 case study competition winner
- Appendix D: Guideline questions for students
- Appendix E: Submission form
- Appendix F: Frequently asked questions
- Appendix G: Competition evaluation rubric
1.0 Introduction
This document may be used as a guide by teachers of Entrepreneurship 3209 to easily integrate the case study competition into the course curriculum guide.

This competition guide provides:
- a curriculum outcomes model to identify key areas where the competition reinforces outcomes and strategies outlined in your curriculum guide;
- an evaluation rubric that reflects the course Essential Graduation Learnings and is designed to score the competition submissions;
- a script to assist you in introducing the competition, including guidelines and expectations, to your classroom;
- sample case studies from the current edition of the GMO Classroom Kit;
- sample interview questions for your students; and
- a PA announcement script.

A submission form is also included. Please attach a completed submission form to the case study before entering it into the competition.

If you have any questions or require clarification about the content in this guide, please contact:

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2.0 Purpose
The purpose of the case study competition is to allow students the opportunity, through an exploration of businesses in their local and surrounding communities, to examine the Newfoundland and Labrador economy and the exciting opportunities available to them after graduation.

3.0 Expectations
During this process, it is expected that students will:
- develop a clearer understanding of entrepreneurship;
- develop an appreciation of the benefits and challenges of being an entrepreneur;
- develop a clearer understanding of the type(s) of post-secondary training required to obtain employment or to operate a successful venture;
- develop an appreciation of the relationship between business and economic development in their community;
- evaluate their own interests and career goals and how each relate to their future career choices;
- develop or expand such soft skills as writing, interpersonal, interviewing, listening, communication and teamwork;
- develop or expand knowledge of how to write for a specific audience.

4.0 Contest Guidelines
The competition is open to students of Career Development 2201 and Entrepreneurship 3209.

Teachers must use the evaluation rubric included in this guide to score the submissions. Due to the time and resources required to review all entries from across the province, we encourage each school to submit only one entry. Teachers may submit two entries in the event of a tie, or if s/he feels strongly that more than one entry should be considered. However, this should be limited to a maximum of two. Entries should be between 1,200 and 1,500 words in length. A submission form must accompany each entry for administrative purposes.

The deadline for submission is April 5th, 2012. Entries may be submitted by posted mail, e-mail or fax. Please use the contact information supplied on Page 1. With the contest submission date in mind, teachers may want to set an earlier date for student submissions to allow time for evaluation of the entries.

Officials from the Department of Innovation, Business and Rural Development and the Department of Education will evaluate the submissions and announce the winning entry in a press release.

The winning entry will receive a total of three prizes to be distributed as follows:
- the school that produces the winning entry will receive a desktop computer system;
- the teacher who submits the winning entry on behalf of the student team will receive a laptop for use in his or her classroom;
- the student responsible for the winning entry will receive an iPad and their photo and details will be put up on the gmo website.

Second and third place winners will an iPod touch.
**5.0 Complementary Curriculums Outcome Model**

The Case Competition reinforces outcomes and strategies from the ENT 3209 Curriculum Guide in a number of key areas. Namely, the case study competition compliments outcomes of Units 1, 2 and 3 in the Curriculum Guide as follows:

**Unit One: Business and the Marketplace**

**SCO 1.0**
The student will be expected to demonstrate an understanding of essential economic concepts in business
- 1.1 explain the relationship between consumer needs and wants, and business
- 1.3 identify and describe economic sectors

**SCO 2.0**
The student will be expected to demonstrate an understanding of how a business functions
- 2.1 compare types of business organization
- 2.2 explain the primary tasks involved in running a business
- 2.3 explain how businesses change over time

**SCO 3.0**
The student will be expected to demonstrate an understanding of factors that affect the success of a business
- 3.1 explain the qualities of successful businesses
- 3.2 explain the significance of effective leadership
- 3.3 explain the relationship between consumer choice and competition
- 3.4 explain the significance of ethics, social responsibility and sustainability

**Unit Two: Entrepreneurship and New Ventures**

**SCO 4.0**
The student will be expected to demonstrate an understanding of entrepreneurship
- 4.1 describe the characteristics and skills of effective entrepreneurs
- 4.2 evaluate the risks and benefits of entrepreneurship

**Unit Three: Creating a Venture**

**SCO 6.0**
The student will be expected to demonstrate an understanding of venture planning
- 6.1 explain the purpose of a venture plan
- 6.2 explain the benefits of project planning and strategic planning
- 6.3 explain the need for flexibility and adaptability in venture planning and implementation

The competition also contributes to the ‘Integrated Concepts and Process’, namely i1 and i2:

**SCO i.0:**
The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences
- i.1 use an inquiry model to explore and address significant questions
- i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends
The following pages provide a complementary curriculum outcomes model to the expected outcomes specified in the Entrepreneurship 3209 Curriculum Guide. The tables provided directly link the outcomes expected in the competition to Entrepreneurship 3209 outcomes.

It is not necessary to devote all classroom time to those classes that coincide with the unit topics in the following complementary curriculum outcomes model. In addition to acting as a complementary guide for those teachers who wish to integrate the competition into their current curriculum, the model is supplied as a means to illustrate how the case study competition fits well with the course curriculum. However, the competition should be introduced as soon as possible to allow students sufficient time to prepare a contest submission.

### Unit One: Business and the Marketplace

<table>
<thead>
<tr>
<th>Topic</th>
<th>Entrepreneurship 3209 Curriculum Outcome</th>
<th>2012 GMO Case Study Competition Complementary Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCO 1.0</td>
<td>1.1 explain the relationship between consumer needs and wants, and business</td>
<td>Through the research and interviewing process, students will develop an appreciation of the relationship between consumer needs, wants and business. As different students will select different entrepreneurs, the students will have the opportunity to compare and contrast businesses in a variety of sectors. Activities could include directly contacting local or regional businesses, visiting career employment and youth services sites, Service Canada Centre community partner sites, etc. NOTE: If students are having difficulty selecting a particular business, the teacher could suggest one for them to explore.</td>
</tr>
<tr>
<td>SCO 2.0</td>
<td>2.1 compare types of business organization 2.2 explain the primary tasks</td>
<td>Through a ‘share and compare’ exercise, students will be able to discuss the different types of businesses</td>
</tr>
</tbody>
</table>
### Business Functions

| Involved in running a business | 2.3 explain how businesses change over time | In the region. Through the research and interview process, students will learn the various tasks involved in running a business. Through the interview process, students will learn about the changes and progressions made within a particular business in their community over time and where they are planning to go in the future. |

### SCO 3.0

The student will be expected to demonstrate an understanding of factors that affect the success of a business.

| 3.1 explain the qualities of successful businesses | 3.2 explain the significance of effective leadership | Through interviewing a local entrepreneur, they will discover qualities needed for successful business and will have the opportunity to witness effective leadership in a business in action. The questionnaire template provided to students features questions focused on the role of the consumer and competition. The questionnaire template provided to students features questions focused on ethics, social responsibility and sustainability for the students to pose to the entrepreneur. |
| 3.3 explain the relationship between consumer choice and competition | 3.4 explain the significance of ethics, social responsibility and sustainability |

### SCO 4.0

The student will be expected to demonstrate an understanding of entrepreneurship.

| 4.1 describe the characteristics and skills of effective entrepreneurs | 4.2 evaluate the risks and benefits of entrepreneurship | Through the interview and research process, the students will have the opportunity to hear about the characteristics and skills necessary to start a business, as well as the benefits and risks. These outcomes are emphasized. |

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**Unit Two: Entrepreneurship and New Ventures**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SCO 4.0</td>
<td>4.1 describe the characteristics and skills of effective entrepreneurs</td>
<td>Through the interview and research process, the students will have the opportunity to hear about the characteristics and skills necessary to start a business, as well as the benefits and risks. These outcomes are emphasized.</td>
</tr>
</tbody>
</table>
within the questionnaire template provided.

### Unit Three: Creating a Venture

<table>
<thead>
<tr>
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<th>Entrepreneurship 3209 Curriculum Outcome</th>
<th>2012 GMO Case Study Competition Complementary Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCO 6.0</td>
<td>6.1 explain the purpose of a venture plan</td>
<td>Through interviewing a local entrepreneur, the students will learn about the role of a venture plan, strategic planning and the importance of flexibility within a venture.</td>
</tr>
<tr>
<td></td>
<td>6.2 explain the benefits of project planning and strategic planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3 explain the need for flexibility and adaptability in venture planning and implementation</td>
<td></td>
</tr>
</tbody>
</table>
6.0 Classroom Introduction Script

The Provincial Government’s ‘getting the message’ program is giving you the opportunity to learn more about a local business owner while at the same time getting the chance to win an iPad!

‘gmo’ is in the business of highlighting people who see opportunities, create ventures and get their ideas out there! Whether you know it or not, your region has a lot of people who fit that description.

‘gmo’ is inviting you to identify a business in your area, research it, interview the owner, and profile that business in the ‘gmo’ case study format (which will be provided).

Last year, Mark Manning a student from St. Brides, Placentia Bay, won the ‘gmo’ Case Competition. His Case Study about J&E Enterprises, a Construction Company, scored him an iPad as well as his picture on the gmo website!

The ‘gmo’ program will also award a laptop computer to your class and a desktop computer system to your school! 2nd and 3rd place winners provincially will receive an iPod touch!

**TEACHER’S NOTE:** Please inform students that entries should be between 1,200 and 1,500 words in length. Longer cases will be eliminated. Please provide copies of the sample case study to the students for a reference and a copy of the sample questions to assist them during the interview.

Only one entry from each school will be submitted to the provincial competition as finalists (or two in the event of a tie).

Please use your own discretion when setting a deadline date for class submissions, but keep in mind the provincial competition submission deadline date of April 5th, 2012.
appendix a
pa announcement script
Students in Career Development 2201 and Entrepreneurship 3209 are reminded that the 2012 getting the message out Case Study Competition is now open.

Students have the chance to win a Laptop and iPod while learning about a local business! The deadline for submissions is April 5th. Please visit www.gmo.nl.ca and see your teacher for more details.
appendix b
sample case studies
Business is risky, but that is Craig Rowe’s business - risk management to be precise. Craig, the President of ClearRisk Inc., becomes animated and energized as he explains his line of work. “Risk,” he says, “is not negative. It is when there is opportunity for a downside or an upside.” Risk management is about formalizing the decision making process. People are constantly assessing risks, whether it is instinctively in crossing the street or deliberately in weighing the pros and cons of buying a car. “Business people,” he says, “engage in the same process whether in deciding where to build a head office or whether to buy another company.”

Craig spent almost 20 years in the insurance industry, where he started right out of high school. Over the years, he attained various insurance designations and completed many business courses and ample on-the-job training. Craig is naturally entrepreneurial and also operated his own consulting company and became involved in several insurance industry associations. This allowed him to develop a large network of connections.

Craig found himself thinking and talking more and more about risk management. He realized that if businesses did some basic things to manage risk they would save money. In 2001 he wrote a book on the topic and later adapted the ideas into a workshop which he presented throughout Canada and the United States. Insurance industry professionals and other business people noticed Craig and saw the logic in his message. Soon he was being invited to speak to various associations and was asked to assist in writing material on risk management. When dealing with clients of his consulting business, he noticed the same set of steps and questions could be applied to different realities in different types of companies. He was sure that there was something that could be packaged and sold to assist these companies.

He went in search of risk management software. He found some, but none applicable to small and mid-sized companies and organizations. So he decided to build it. He teamed with David d’Entremont who had the background provide technical expertise. Together they founded ClearRisk. They developed a business plan which became their roadmap, even though it was constantly being adapted to take into account new realities, circumstances and goals. Craig estimates they are on version 30 by now!

Craig decided to leave his job and pursue ClearRisk full-time. It was not an easy decision to make as Craig had a young family at the time. He had to engage in his own risk management process and weigh his options. He had almost 20 years of solid insurance industry experience. He had an extensive network of contacts. He had entrepreneurial experience through his consulting business. He knew the market. He knew what his customers needed and he knew that he could develop a product to meet that need. He found a solid business partner to complement his skills. So the timing was right and after 10 years of thinking, dreaming and percolating ideas, Craig made the leap in 2006.

Craig says that the biggest challenge facing ClearRisk and any business, whether it is in starting, sustaining or growing the business, is cash. ClearRisk needed capital to develop its product. For any business to have credibility with lenders and investors, that initial money has to come from the business owner. Craig and David secured an operating line of credit from the bank based on personal guarantees.
Step 2 was to seek more financing to start implementing the business. Craig says that it is important to look for money before you need it because you are building relationships and confidence and convincing people that you are creditworthy. A business plan is a necessity but “everyone invests in people.” This applies to accessing financing from Business Development Bank of Canada (BDC), Atlantic Canada Opportunities Agency (ACOA), or any government organization, as well as private lenders and investors. It is necessary to raise private money to leverage government money.

Another important factor in developing ClearRisk was being accepted by Memorial University’s Genesis Centre, a facility which provides business and technical support to new and emerging technology businesses. This added to their credibility and attracted the attention of angel investors. Angel investors are business people with financial resources available to invest in new promising businesses.

Technological businesses are expensive to grow and ClearRisk’s growth has been made possible by private investors and organizations such as Growth Works (a venture capital company). Ownership of the company is now shared with these investors and ClearRisk is a corporation with multiple shareholders. One of the tradeoffs in taking money from investors is that ownership becomes shared. Craig says, “You can have a big piece of something small or a small piece of something big.” He chose the latter.

Craig’s idea has grown immensely. He keeps the numbers to himself, but says sales have grown exponentially. His primary market is North America and the ClearRisk software has been launched in French and Spanish. Customers do not pay an upfront fee; instead, they pay an annual fee for the software and support. ClearRisk is constantly improving its products. The team is always enhancing features and improving functionality. Currently, they offer three programs to consumers: ClearRisk™ Manager, which enables an organization to build and implement a risk management plan; ClearRisk™ Tracker, which facilitates tracking insurance claims; and ClearRisk™ Trainer, an online instructional program which increases awareness of risk and its management. The latter two products are offered in partnership with other organizations.

ClearRisk’s web-based business is global; however, Craig is cautious about expanding beyond North America. The insurance industries in the USA and Canada are relatively interconnected and homogeneous. It would be very difficult to provide support to countries with different regulations and different languages. ClearRisk offers a web-based software service so they use web-based marketing, rarely using traditional media. They access all forms of social media such as Facebook, Twitter, MySpace, and blogs and find the approach cost effective and high impact. Social media facilitates the use of in-bound marketing.

In addition to web-based marketing, ClearRisk is now getting calls from referrals. Clients are spreading the word to other businesses seeking a similar product. The demand for ClearRisk’s product is expanding but Craig resists growing the team too quickly. Craig prefers a small team and likes the dynamics of small groups. However, more sales people are needed and they will co-op and computer science students to his company. He likes to hire young people. It is rewarding to see them take shape and become leaders.

support and inspiration
Craig speaks favourably about starting a new business in Newfoundland and Labrador. He says that the provincial climate is positive. In addition to the practical and financial support available, the provincial government has done a lot to assist business in recent years, including reducing taxes and red tape and increasing funding.

When Craig reflects on the path his career has taken, he gives special acknowledgement to Paul Johnson of Johnson Insurance as a business icon and an inspiration. Mr. Johnson inherited his father’s small insurance office and built it into an innovative, billion-dollar company. Not only was Mr. Johnson a great businessman, he was a community-minded philanthropist. This is evident today throughout the capital city in the parks, trail ways, and the Johnson Geo Centre on Signal Hill. Mr. Johnson has influenced Craig’s professional and community life. In addition to Craig’s entrepreneurial success he is firmly rooted in his community; he currently serves as Chair of the YM/YWCA.

Craig has advice for young people who dream of starting their own businesses. He says to be informed, to go in with open eyes and to seek honest opinions from knowledgeable people. He advises that an entrepreneur should realize that “the odds are against you, but you need the tenacity and perseverance to stick with it. It is important to understand your industry, to understand the need for your product or service and ultimately to understand the risks before you make the leap.” In business, managing risk is everyone’s business!
king’s point pottery | linda yates & david hayashida

When does your work become your life? Is it when you love what you do? Is it when what you do is created from a space within you yet it is inspired by the space without? Is it when you share your work with someone who shares your life?

This is the story behind King’s Point Pottery. It is a story of a passion for pottery by two people who have faith in each other, faith in their art, and faith in rural Newfoundland and Labrador. It is a story of partners in life and work who believed that they could create a world class pottery business in a small community cradled into the head of Green Bay, Newfoundland. It is the story of Linda Yates and David Hayashida, artists and entrepreneurs.

Linda is from King’s Point, NL. David is from the Kitchener-Waterloo area of Ontario. Both Linda and David have extensive education, training and work experience in arts related fields. David has a background in geography, commercial interior design and ceramics. Linda studied visual arts, and later majored in ceramics and fibre arts.

Through college David took advantage of co-op programs to broaden his practical experience and after graduation worked with Ontario design firms. In his spare time he pursued his interest in pottery making. Linda found herself working in arts and crafts business development jobs with the government of Newfoundland and Labrador advising and facilitating crafts people in setting up businesses. Eventually she wanted to produce her own work, to start her own craft business. To prepare for this, she apprenticed with a renowned studio in Scotland. Then, as fate would have it, their paths merged. Linda and David both enrolled in the same advanced glaze course in British Columbia. Soon after, David came to Newfoundland to tour the spectacular Gros Morne National Park - and he stayed.

David and Linda decided to make art and become business people together. Although neither of them had formal business training, they both had learned about business from their career experiences. Linda’s position with the provincial government educated her in the business of crafts. Through this on the job experience, Linda developed an extensive business skill set. As well, Linda came from a family where being self-employed and owning a business was common among her relatives. It was something she saw as natural.

In planning where to establish the business, King’s Point was a natural fit for them. With the help of Linda’s father, they refurbished his old gas station so that they could set up business in a place where they could enjoy the lifestyle of rural Newfoundland. They both enjoy the outdoors and King’s Point, Green Bay has much to offer.

There were many naysayers 20 years ago who thought that it would be impossible to make a success of a pottery business in rural Newfoundland. In that era, just after the declaration of the cod moratorium, many people saw no future in the outports. The young people were leaving in droves. But Linda and David prepared their business plan and believed in their idea. David says that looking back at that original business plan it is amazing how much they did not know about what is entailed in running a business. But the plan was a necessity. They had to start somewhere; they had to lay out what they knew and map out where they were going. They started with a studio and store in King’s Point. But they were unknown; they had to market their product to the wider world and they had to find a way to get consumers to come to them.
And so they went to market, literally. They went on the road to all of the craft fairs. In addition, they put signage on the highways and roadways directing and enticing travellers to their little studio. Linda’s previous experience in government also helped. She had connections throughout the province. This gave them a network of people with whom they could promote their products and also on whose advice and expertise they could draw. They are grateful to the Craft Council of Newfoundland and Labrador and to the craft division of the provincial Department of Innovation Trade and Rural Development for the encouragement and support given.

Eventually they reduced the number of craft fairs they attended and concentrated on the wholesale market together with, of course, their retail store and studio in King’s Point. This was the emphasis of their business for the first several years. It allowed them to get their products into many stores in various locations without them having to do the selling. Yet this model created much paper work, shipping and distribution costs and saw smaller returns on each item.

In recent years, King’s Point Pottery has shifted its focus from wholesale to retail. They are selling their own products and those of other crafts people. They net a higher return on their items and also turn a profit on selling the work of others. David said that in the beginning he found selling challenging. But it is the delight in talking to people from all over the world about the products of King’s Point and those of the other crafts people he admires, that turns selling into a pleasure.

Operating a business in King’s Point may seem idyllic but it is not always easy. A big challenge comes in accessing supplies. Fortunately, the craft-making community is collegial and practical. Often crafts people rent a truck and share in the cost of bringing in supplies. David does not know if this level of cooperation exists among potters in other provinces. Linda and David’s work could not be produced just anywhere. It is very much of the place, of King’s Point. Their iconic blue and white whale line is inspired by the whales that can be seen playing off shore during the idyllic summer days. The place does not simply inspire design but King’s Point is literally often in the materials used. They grind local minerals to use in experimental glazes on the pottery. Various roots, plants and wooded material are also incorporated into their pieces. Even the sea is in their pottery as the inside of their salt/soda oven is sprayed down with salt water collected from nearby tidal pools when oven temperature reaches 1260 degrees C.

David and Linda are artists who create beautiful functional series of ceramics as well as one of kind pieces. This beauty, this art, costs money and David and Linda have had to educate customers about the value of their work. To make a living their prices have to cover their costs. Sometimes a batch of pottery is not successful and nothing is produced. New techniques have to be tried and sometimes things go wrong. Even the bricks in their oven have to be replaced at times. The price per unit has to take into account all of their costs, not just the time and material in that one piece.

In educating their customers, they talk about their special techniques, the skills and unique local ingredients that combined to produce a thing of functional beauty. They educate the imaginations of their customers. They do not dwell on costs such as breakage, fuel costs, or other factors that drive up the cost of their pottery per unit. It is important to have the customer want to buy the piece for its inherent value not feeling that they are covering inflationary costs.
and lost product.

David and Linda have been successful in their strategy. They do not have other jobs or sources of income outside of their business. There are few potters who can say that.

For the future David and Linda will continue to concentrate on the retail side of the business. They currently showcase the works of about 70 artists in their store and soon will represent over 100. This, however, means an increase in the administration side of business – more paper work.

This retail expansion means that they will need extra staff in the summer. In recent years they have had an apprentice and they usually hire a summer student but they anticipate needing more assistance in the shop. The challenge will be to hire someone who shares their passion for crafts. Ideally this person would have worked in a craft store before and be a crafts person themselves. This person should love crafts. They want to invest in this person, train them and retain them. This is the challenge, especially in a rural setting. Luckily, they say, more young people are returning to that region.

Even though David and Linda have reduced the number of places they wholesale their products, their pottery is available in various locations around the province. It is carried in the Historic Sites Association Heritage shops. This enables them to use a central distributor to access several shops at a variety of geographic locations of historic and cultural importance. Of course, their work is also available at the Craft Council stores. Between them, Linda and David have received many awards and much recognition. The world class work and unique salt/soda oven were featured in the world’s largest ceramics magazine, Ceramics Monthly.

For a young crafts person hoping for a career in crafts David advises education, both formal and practical. It is important to take advantage of co-op programs and apprenticeship opportunities. Once working in the field, a student will become knowledgeable of the range of related career opportunities available.

For those who are interested in owning their own business, Linda and David caution that people must be prepared to work hard, not just at making crafts but at the business end. Linda says, “Your craft skills will feed your soul, but it’s your business skills that will put food on the table.”

King’s Point Pottery’s third decade will be a new chapter in its operations. With Linda and David’s blend of faith, vision and talent, supported by practical business sense, King’s Point Pottery will continue to be a story of success.
appendix c
2011 case study winner
With good ol’ hard work and ambition

Mr. Eugene Manning is the owner and operator of J & E Enterprises located in St. Brides, Placentia Bay. This business, which was started in 1979, is well known and respected in the construction industry throughout Newfoundland and Labrador. This business is a truly remarkable story of a man who decided to follow his dreams and succeed no matter how insurmountable those dreams may have seemed to be at times. To quote Mr. Manning, “Good ol’ hard work and ambition will take further than your dreams could imagine”

I learned from my Father

Eugene is the oldest of a family of eight children born of Julia and Walter Manning. All of the Manning children played a role in running the family business. Walter Manning and Son’s Ltd. is a small convenience store owned and operated by Eugene’s father Walter Manning. The business was a stepping stone for Eugene to develop the skills and work ethic to become the successful business man he is today. When asked how he became so strong willed, determined and hardworking, Eugene always thanks his father for giving him those traits while working in the store. “Dad always said we had choices in life; we could be successful in what we do, but it was up to us to make that choice. I guess I really took it to heart”. Eugene went on to say that no matter what task his father would ask him to do in the store, the request always ended with the quote “do it right or don’t do it at all”. Eugene said he took that attitude to the creation of his business and he truly lives by the philosophy today, confident that it adds to the success of his business.

It wasn’t easy starting off, but giving up was a much more difficult option

When Eugene graduated high school he continued to work in the family business, however he never overly enjoyed working for someone else, even though it was his dad. After much thought, he decided to dedicate his life to the building and operating of a construction company. It was the summer of 1979: Eugene was young but certain as to how he wanted to spend the rest of his life. Eugene walked into his father’s office at the back of the store and asked his father to assist him with the start-up costs of his company. As per his usual comment, Walter Manning agreed to help but with the condition that “do it right or don’t do it at all”!

And so it became a reality. With Eugene’s savings and financial contribution from his dad, Eugene purchased the first pieces of equipment totalling $40,000.00. The purchase included an undersized dump truck and a loader. Eugene commented on the fact that in the beginning he often thought of giving up because contracts were not coming as he had predicted or expected. His contracts were small jobs such as clearing snow. He decided not to give up but to put his shoulder to the wheel and give it more time and to seek out more challenging contract opportunities. He decided not to give up because of what his father had told him at the beginning. Eugene said, “Giving up was a much more difficult option, not only because of my father’s words but also because I knew without a doubt that this is what I wanted in life.”

Business was booming

J & E Enterprises began to seriously pick up business after only its second year of life. With more lucrative snow clearing contracts, land clearing jobs, and other miscellaneous jobs that required the assistance of J7E Enterprises, business was booming. Eugene was off on the right foot and doors began to open in the following years as his reputation for quality work began to take hold in the industry. Mr. Manning began to hire employees which further advanced his business in construction and soon J & E Enterprises became an
influential player in the bidding of large contracts across the province. Mr. Manning now had the foundation set and the development of a growing, successful enterprise became a reality.

“I always wanted to go big with this, but never did I imagine I would ever have what I have today”

Since the 1980’s, Mr. Manning has not only built J & E Enterprises into a greater company but has also built that reputation of being the company that comes in and gets the job done right. Mr. Walter Manning said, “Eugene has done great things with his business and has become very successful. What makes me proud is not the money, or the machines, but the reputation he has built as a professional, hard-working and honest individual who watches the details of what he does and how he does it”.

Eugene has grown his business from the undersized dump truck and loader to quite an extensive list with a lot of expensive and quality equipment including tractor trailers, floats beds for transporting large machines, excavators, full size dump trucks, rubber back backhoe’s and his newest purchase a mobile crane which allows him to compete for more demanding projects. Eugene has also expanded his job scene with not just snow clearing but also road construction and extremely lucrative Government maintained Small Craft Harbours projects throughout the Province. Several of these completed projects can be found in the rural parts of the Province including St. Brides, St. Joseph’s, Catilina, Bonavista, Branch, Harbour Breton and others. An increase in the number of employees has risen from three(3) in 1984 to 24 in 2011. This increased activity is a testament to how far this company has come that spawned from a dream and some good advice into a million dollar operation with even more room to grow.

“Dreams and ambition guide you through the battle but its hard work that wins the war”

To conclude I will leave you with Mr. Manning’s answer to the question; “Do you have any advice for young entrepreneurs?” To this he replied “follow your dreams, let your heart and ambition guide you, but most of all work hard at whatever you chose. If you can go to bed every night saying that there is no one who worked harder than you for your waking hours, then I can promise you will be successful. Dreams and ambition guide you through the battle, but its hard work that wins the war. My father said it right; do it right or don’t do it at all”
appendix d
guideline questions for students
guideline questions for student interviews

Company Name:
_______________________________________________________________________________

Location:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Mailing Address:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Postal Code:                                                                                     
_______________________________________________________________________________

Phone:
_______________________________________________________________________________

Fax:
_______________________________________________________________________________

E-mail:
_______________________________________________________________________________

Website:
_______________________________________________________________________________

Number of employees: _________________________ Year formed: _________________________

Community: _________________________________ Sector: ________________________________

Profiled by:
_______________________________________________________________________________
business detail questions:

1. When did the company begin?

2. Did you receive support from family/friends? Community organizations? Government? Other businesses?

3. How many people does your company employ?

4. Who are the owners of this company? Are you the sole owner?

5. Which of the following organizational forms apply to your business?
   > Corporation
   > Sole Proprietorship
   > Partnership
   > Non-profit organization
   > Branch Plant/ Sales Office
   > Co-operative
   > Franchise
   > Other

6. Is this company part of any industry association?
   Examples:
   > Canadian Manufacturers and Exporters (CME)
   > Newfoundland and Labrador Association of Technology
   > Industry (NATI)
   > Newfoundland Ocean Industries Association (NOIA)
   > Newfoundland and Labrador’s Organization of Women
   > Entrepreneurs (NLOWE)
   > Chamber of Commerce/ Board of Trade
   > Newfoundland and Labrador Environmental Industry Association
   > Other, Please Specify

7. How did this business start? Where did you get your idea?
8. Did anyone inspire you to start your own company?

9. Tell me about what your company does? What products or services do you offer?

10. Who are your customers? Where are your markets? How do you reach these markets?

11. Do you export any of your products or services? If yes, where do you export? If you export to other provinces in Canada or the U.S.A., indicate the provinces or states. If no, are you interested in exporting in the future?

12. What is your company’s competitive advantage/How are you positioning your company?

13. What are your future plans for this company? Any plans for expansion?

**business environment questions:**

1. To what extent has your attitude toward doing business in this province changed during your business career?
   > Become more positive
   > Become more negative
   > No change

2. What has caused your change in attitude?

3. What challenges do you face when starting and operating a company?

4. What do you feel is the potential for this industry in the future?
entrepreneurial details questions:
1. Why did you want to become an entrepreneur?
2. What are the benefits of being an entrepreneur?
3. What do you enjoy most about owning your own business?
4. What advice would you give to another would-be entrepreneur?
5. Why do you feel your company is successful? Remember, success can be defined in many ways.
6. What lessons have you learned along the way?

public relations questions:
1. Has the company received any media attention (magazine or newspaper articles? Get copies if possible.)
2. Have you or the company won any awards or gotten special recognition?

labour market questions:
1. What skills do you look for when hiring an employee?
2. Please list the positions (administrative assistant, web site design, data entry, network administrator, accounting, marketing, engineer, electrician, etc.) that make your business function?
3. Do you have difficulty in securing or retaining certain positions? If yes, which positions? Why do you feel there is a difficulty in recruitment?
advisory and opinion questions:
1. What advice would you like to pass on to the youth of our province?
2. Are there any interesting stories/experiences about your company/clients you would like to share? Wow points tend to come from this question.
3. What is one of your greatest accomplishments?
4. What is your most memorable business moment? A business highlight?

closing questions:
Is there anything I haven’t asked you that you were expecting me to ask?

additional notes:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________
appendix e
submission form
2012 case study competition | submission form

Please complete the teacher section below and attach to your school’s submission(s). You can forward your submissions by posted mail or e-mail by April 5th, 2012 to:

Lindsey Hewitt, Policy, Program and Development Analyst
Getting the Message Out Program
Department of Innovation, Business and Rural Development
Government of Newfoundland and Labrador
Confederation Building, West Block, 2nd Floor
P.O. Box 8700
St. John’s NL
A1B 4J6
tel: 709.729.6620
e-mail: lindseyhewitt@gov.nl.ca

This section to be completed by the teacher:

Name of school: ______________________________________________________________________________
Name of teacher: ______________________________________________________________________________
Name of student(s): _____________________________________________________________________________
Name of case study: _____________________________________________________________________________

Total word count (minimum of 1200): _____________________________________________________________

For internal use only:

Date received: ________________________________________________
Case study number: __________________________________________

Competition score: __________________________
Appendix F

Frequently Asked Questions
frequently asked questions | gmo case study competition

What are the prizes?

The winning entry will receive a total of three prizes to be distributed as follows:

- The winning entry will receive a total of three prizes to be distributed as follows:
- the school that produces the winning entry will receive a desktop computer system;
- the teacher who submits the winning entry on behalf of the student team will receive a laptop for use in his or her classroom;
- the student responsible for the winning entry will receive a iPad.

Second and third place winners will receive an iPod touch.

Why should I promote the competition to my students?

This competition directly relates to the curriculum for Enterprise 3209 and Career Development 2201. The student's preparation, research, analysis and case study are complementary to the outcomes of both curriculums. The Units and topics that are covered can be found in each courses contest package.

How many of my students can submit a case study to this competition?

Due to the time and resources required to review all entries from across the province, we encourage each school to submit only one entry. Teachers may submit multiple entries in the event of a tie, or if s/he feels strongly that more than one entry should be considered. However, this should be limited to a maximum of two.

How do I prove to my students their Case Study should be submitted when they undervalue their local companies or feel their local companies are not innovative?

The Newfoundland and Labrador economy is very diverse. It takes many different types of companies working together to build a strong and vibrant Newfoundland and Labrador. This Case Study Competition focuses on local entrepreneurs and the important impact these entrepreneurs have on their communities, regions and the province! Students should be proud of their local entrepreneurs and encouraged to consider the wide variety of businesses that exist in their areas!

When is due date for submission?

The deadline for submission is Thursday, April 5th, 2012

How do I submit my student's case studies?

Entries may be submitted by posted mail or e-mail. Please use the contact information supplied below. With the contest submission date in mind, teachers may want to set an earlier date for student submissions to allow time for evaluation of the entries.
Lindsey Hewitt, Policy, Program and Development Analyst
Getting the Message Out Program
Department of Innovation, Business and Rural Development
Government of Newfoundland and Labrador
Confederation Building, West Block, 2nd Floor
P.O. Box 8700
St. John’s NL
A1B 4J6
tel: 709.729.6620
e-mail: lindseyhewitt@gov.nl.ca

Will I be reminded?

Yes, you will receive reminders about this case competition. If you do not receive a reminder, competition poster or classroom kit, please contact us.

Where can I get additional information about this competition?

Please contact us if you require additional information! Requests can be directed to Lindsey Hewitt at 709.729.6620 or lindseyhewitt@gov.nl.ca.
appendix g
competition evaluation rubric
<table>
<thead>
<tr>
<th>category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Research is superior with strong supporting data.</td>
<td>Research is appropriate with good supporting data.</td>
<td>Some areas of research and supporting data are missing or weak.</td>
<td>Research is missing or weak in many areas with little or no supporting data.</td>
<td></td>
</tr>
<tr>
<td>Information Sources</td>
<td>Presented information from a variety of sources. Sources are relevant and balanced. Primary sources were</td>
<td>Presented information from a variety of relevant sources.</td>
<td>Presented information from a limited range of sources and displayed minimal effort in selecting quality resources.</td>
<td>Presented information that lacked relevance, quality, depth and balance.</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the writer is evident.</td>
<td>Shows good effort was made in analyzing the evidence collected</td>
<td>Conclusions could be supported by stronger evidence. Level of analysis could have been deeper.</td>
<td>Conclusions simply involved restating information. Conclusions were not supported by evidence.</td>
<td></td>
</tr>
<tr>
<td>Highlights GMO Program Mission</td>
<td>Case study reflects the GMO mission to a high degree.</td>
<td>Case study reflects the GMO mission to a moderate degree.</td>
<td>Case study reflects the GMO mission to a low degree.</td>
<td>Case study does not reflect the mission of the GMO program.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Highly links quality paragraphs; strongly communicates knowledge; uses a strong voice/point of view; effectively composes to a specific audience.</td>
<td>Adequately links paragraphs; adequately communicates knowledge; uses an average voice/point of view; average sense of audience.</td>
<td>Reflects poorly linked paragraphs; limited communication of knowledge; poor voice/point of view; little sense of audience.</td>
<td>Shows highly disjointed writing; very limited communication of knowledge; voice/point of view and sense of audience absent.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Is extremely creative and writes with originality; uses a unique approach that truly enhances the case study.</td>
<td>Is creative at times; thoughtful and unique case study.</td>
<td>Added a few original touches to enhance the case study but did not incorporate it throughout.</td>
<td>Little creative energy used during case study project; is bland, predictable, and lacks “zip”.</td>
<td></td>
</tr>
</tbody>
</table>

Total Score: _________________________
## Comprehensive Evaluation Rubric | GMO Case Study Competition

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time-management</strong></td>
<td>Always used time well throughout the project to ensure tasks got done on time. Student did not have to adjust deadlines or work responsibilities because of procrastination.</td>
<td>Usually used time well throughout the project to ensure tasks got done on time. Student did not have to adjust deadlines or work responsibilities because of procrastination.</td>
<td>Sometimes used time well but with some evidence of procrastination. Tasks got done around the deadline. Student had to make minor adjustments to deadlines or work responsibilities because of procrastination.</td>
<td>Rarely got things done by the deadlines AND student had to adjust deadlines or work responsibilities because of inadequate time management.</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Never publicly critical of the project. Always had a positive attitude about the competition.</td>
<td>Rarely publicly critical of the project. Usually had a positive attitude about the competition.</td>
<td>Sometimes publicly critical of the project. Sometimes had a positive attitude about the competition.</td>
<td>Often publicly critical of the project. Often had a negative attitude about the competition.</td>
<td></td>
</tr>
<tr>
<td>Focus on the Competition</td>
<td>Consistently stayed focused on the competition and what needed to be done. Very self-directed student.</td>
<td>Usually focused on the competition and what needed to be done. Somewhat self-directed student.</td>
<td>Occasionally focused on the competition and what needed to be done. Teacher sometimes had to nag, prod and remind student to keep on-competition.</td>
<td>Rarely focused on the competition and what needed to be done. Did not show interest in the competition.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td>Work reflects the student's best effort.</td>
<td>Work reflects a strong effort from the student.</td>
<td>Work reflects some effort from the student.</td>
<td>Work reflects very little effort on the part of the student.</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Went above and beyond to research information; used additional material beyond what was provided or suggested; and utilized many types of resources to make the project effective.</td>
<td>Did an adequate job of researching; utilized materials provided to their full potential; used several types of resources to enhance project.</td>
<td>Used the material provided in a limited manner, but did not consult any additional resources</td>
<td>Did not utilize resources effectively; did little or no fact gathering on the topic</td>
<td></td>
</tr>
</tbody>
</table>


<p>| Organization | Extremely well organized; logical format that is easy to follow; flows smoothly from one idea to another; the organization enhances the effectiveness of the case study. | Developed in a thoughtful manner; there are adequate signs of organization; most transitions are easy to follow; organization supports the effectiveness of the case study. | Somewhat organized; ideas are not presented coherently; transitions are not always smooth, which at times distracts the reader; the case study is not highly effective. | Choppy and confusing; format is difficult to follow; transitions of ideas are abrupt and seriously distract the reader. |
| Creativity | Is extremely creative and writes with originality; uses a unique approach that truly enhances the case study. | Is creative at times; thoughtful and unique case study. | Added a few original touches to enhance the case study but did not incorporate it throughout. | Little creative energy used during case study project; is bland, predictable, and lacks “zip”. |
| Writing | Highly links quality paragraphs; strongly communicates knowledge; uses a strong voice/point of view; effectively composes to a specific audience. | Adequately links paragraphs; adequately communicates knowledge; uses an average voice/point of view; average sense of audience. | Reflects poorly linked paragraphs; limited communication of knowledge; poor voice/point of view; little sense of audience. | Shows highly disjointed writing; very limited communication of knowledge; voice/point of view and sense of audience absent. |</p>
<table>
<thead>
<tr>
<th>Acquired Knowledge</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibits an excellent level of acquired knowledge related to the competition's expected outcomes</strong> (as listed on Page 4 of the competition)</td>
<td>Consistently and actively works toward classroom goals; always actively contributes knowledge, opinions, and skills; highly values the knowledge, opinion, and skills of other students and appreciates their contribution.</td>
</tr>
<tr>
<td><strong>Exhibits an adequate level of acquired knowledge related to the competition's expected outcomes</strong> (as listed on Page 4 of the competition)</td>
<td>Usually works toward classroom goals without prompting; often contributes knowledge, opinions, and skills without prompting; usually shows sensitivity to the opinions of others.</td>
</tr>
<tr>
<td><strong>Exhibits a limited level of acquired knowledge related to the competition's expected outcomes</strong> (as listed on Page 4 of the competition)</td>
<td>Sometimes works toward classroom goals; occasionally contributes to the student with prompting; usually shows sensitivity to the opinions of others.</td>
</tr>
<tr>
<td><strong>Exhibits a very limited level of acquired knowledge related to the competition's expected outcomes</strong> (as listed on Page 4 of the competition)</td>
<td>Rarely works toward classroom goals without prompting; reflects a very limited sensitivity to the opinions of others.</td>
</tr>
</tbody>
</table>