

A man and a woman in business suits are seated at a wooden table in a restaurant. The man is on the left, looking towards the woman on the right. They appear to be in a professional meeting. The background features a wood-paneled wall and a window with blinds.

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Spring 2021

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The Downfall of the Stubborn Entrepreneur

By Susan Friesen

Why You Aren't Getting More Clients and Leads (and it's not for a lack of trying)

I remember the day as if it happened yesterday. Well, almost.

It was a summer Saturday morning and my Dad said to grab a friend, it was time to head to the auction and pick up some calves for our little 10-acre farm.

My friend Lynn and I hopped into his Econoline van, happy to go on a small adventure, even if it was kinda boring. *(Now this is where the "almost" comes in. I'm pretty sure it*

was Lynn but not positive! Sorry to Lynn or the other friend who accompanied me. This was ahem decades ago and well, memories fade...)

Lynn and I got settled at the top of the bleachers in the old auction house while Dad sat in the front row with auction paddle ready for bidding.

Cows, pigs and other animals of all kinds came, got purchased and went on to their new home. When Dad got the calves he came for, I had assumed we would be heading home, but Dad kept sitting in his seat, auction paddle still in hand.

I didn't think much of it, he was probably tallying up his purchases and we just needed to wait it out.

But then the horses came into the auction ring. Finally, something to look at!

To say I was a horse lover back then was an understatement.

I read every Black Beauty book from cover to cover.

I was in love with The Black Stallion and all of his incredible adventures.

I drew horses at every opportunity.

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I even played the horse in the back field behind Bradner Elementary school with my friends during recess.

So with this in mind, imagine my delighted shock when I saw my Dad bid on a grey three-quarter Arabian mare! I jumped up in my seat and couldn't believe what I was witnessing.

We had been on the farm for two years and I had been begging for a horse every opportunity I got.

What do you want for Christmas Susan? *A horse.*

What do you want for your birthday Susan? *A horse.*

And now my begging finally paid off! Or was it Law of Attraction in action?

Dad won the bid and Lynn and I literally ran to the back paddocks to

go meet my new best friend. (Sorry Lynn.)

Upon reaching the horse I ended up naming Misty, the owner who just sold her asked if she was going to be mine. Beaming I exclaimed "Yes sir!"

Then my heart sank.

He said, "She's not broke; you can't ride her and she's pretty feisty."

Fearing my Dad had made a horrible mistake, Lynn and I ran back to him, sharing what we just found out. Thankfully he alleviated my fears and reassured me that we could break her in ourselves and I'd be riding her in no time.

And sure enough, in a few weeks she was broke and ready to ride.

The only thing was, she ended up being more like a stubborn mule than Black Beauty!

Sure, I could ride her. But only where SHE wanted to go!

Well, I did have *some* control, but not much. Turns out she liked it when we rode to our neighbour's house on the left. I guess their grass was greener than ours. And luckily for me, many of the times I rode her, was to head to the neighbour's house.

So we got along famously.

But then there were times when I wanted to go somewhere different. Like turn right out of the driveway to a different friend's house instead.

Nope.

She wouldn't budge.

Not. One. Step.

Beyond frustrated, I'd turn her around and she'd jump into a gallop, over to her tried-and-true grassy oasis.

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Now I bet you're wondering what this has got to do with entrepreneurship? Besides the entertaining value of this story that is!

Well, here's the thing. Most of you are just like Misty. I say that in the nicest way... I'm not calling you a horse! More like a stubborn mule...

Case in point: How many times has your coach or mentor told you to change how you were doing things in order to grow your business, but you didn't?

I can't count how many times this has happened to me when consulting our clients. I make suggestions, provide plenty of reasons to make the shift, provide step-by-step instructions on how to make the shift.

But nothing happens.

Crickets.

One of the biggest areas I see this happen is when entrepreneurs in the coaching industry are focusing too much on their modality, instead of the outcome their clients will get after working with them (using said modality).

Whether it's hypnotherapy, Law of Attraction, Tapping, Guided Meditations, a 10-step process and so on, these are all modalities coaches use to get the desired results their clients are seeking.

And logically, it makes sense to promote the modality as that's the tool that will make a difference.

But from a marketing perspective, the potential client doesn't care about your modality.

They care if their problem or challenge will be solved. By any means necessary.

The same thing applies for your product or program concepts, ideas, theories, features and experiences.

None of that matters to your target audience.

They don't wake up in the morning saying, "I need hypnotherapy". No, they wake up saying, "I can't stand feeling this way any longer. I need help."

Then they go seek out who can help with their specific problem.

They aren't typing "hypnotherapy" into Google or asking for a hypnotherapist recommendation on Facebook.

No, they're asking for help solving the problem they can't stand any more.

See the difference?

It's Not About HOW; It's About WHAT.

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So I ask you: What specific problem does your business solve? If you aren't sure, you need to do your homework and find out, fast. Or you will continue to struggle getting qualified clients.

And once you are certain about what problem you solve, then answer: What will your client's life look like, specifically, once you've solved that problem?

Your business needs to stop being stuck going to the familiar pasture like Misty did and instead, focus on the specific problems your modality solves, wherever that might lead you.

While it might feel a bit uncomfortable at first to go in a new direction, it could be the best choice for your small business.

So don't be a stubborn mule like Misty! Take a close look at how you're presenting your business. Let your coach, mentor or consultant be your guide and stop fearing the unknowns of an unfamiliar path.

You never know, that grass might be even *greener* on that side!

To your business success

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Small Business Owners: Improve ‘Profits’ by Managing and Supervising People

By Vinson Primas

The manager’s job is to track, monitor, measure people, processes, performance to make sure the work gets done.

How to be a role model for everyone to look up

Leadership is more than the position in your company. A great leader leads by example and is considerate, appreciative and interested in his or her employees. Be willing to share your experiences and failures because these are things your

workers can relate to and learn from. Be open to learning new things and motivate your employees toward their own success

- Leads by example
- Demonstrates commitment
- Appeals to emotion
- Communicates to all senses
- Is knowledgeable
- Maintains Integrity
- Motivates
- Empowers others
- Builds relationships
- Shows confidence
- Is enthusiastic
- Is consistent

Develop habits most successful supervisors practice, daily

Take one day at a time, and set achievable goals for each day. If a project is large, divide it into manageable segments that you can accomplish daily. Effectively completing smaller tasks will lead to overall success.

1. Think small - break things down
2. Define a specific, realistic goal
3. Define a deadline

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4. Identify what will be produced
5. Track your successes and failures
6. Make your goal and deadline known to others
7. Define a penalty if you fail
8. Do everything necessary to avoid distractions

Avoid (5) things that can derail supervisors.

You have a busy schedule and multiple priorities, and if you're not careful, you may get caught up in the details and forget the big picture.

1. Not having and understanding of your strengths and weaknesses
2. Failing to set specific goals for the team, self and individual employees
3. Forgetting the company mission statement
4. Don't stay in your office all the time, ignoring relationship building
5. Not providing a benefit to your company (lack of productivity)

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Discover what employees need and expect from you

- Vision
- Trust
- Inspiration
- Compassion
- Information
- Empowerment
- Integrity
- Recognition

Employees want a leader who can share information and who trusts their competencies.

1. Someone who can get involved in production of work
2. Keeps the team from getting overloaded with outside priority work
3. Someone who sees the big picture but understands the fine details that move the team forward.

Learn to manage people and other valuable resources

1. Understand your company's business strategy
2. Conduct and analysis of the people your currently employ
3. Figure out where your critical people issues are
4. Come up with consequences and solutions to actions
5. Implement action plans and evaluate them

Delegate to Empower Employees

By delegating to others, you empower your employees with ownership of the task at hand. Delegation is a powerful tool that can be used to make your organization and employees work efficiently through any project or crisis.

- Determine what to delegate
- Carefully select the employee

- Give clear instructions and ask for their understanding
- Cement commitment
- Establish milestones and check-in points
- Don't micromanage or hover employees... but monitor activities by reporting
- Follow up and evaluate the outcome

Give direction (not commands)

People will commit to goals if they can benefit or gain from achieving the objective. Learn what drives your employees and use it to motivate them toward your vision and goals. Let them know how your goals can benefit them and the organization.

To gain commitment:

- Ask employees for their opinions and insights

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- Describe the benefits of following through on goals
- Know your area of expertise thoroughly
- Return favors

Employee ownership

How do you turn responsibility and authority over to employees? First, we have to realize there are only (3) areas supervisors can legally manage:

- Performance - how the employee does the job?
- Behavior - how the employee acts on the job?
- Attendance - does the employee show up? On time?

To hold someone accountable you must have a written standard to hold him to. Supervisors, can discuss and can turn over the responsibility and

authority to employees in these (3) areas.

Getting employees on board with change

Explain the change in the big picture/ benefits

Address fears of employees, potential loss of job, role changes, process changes, honestly

- Help others through the change
- Empower the leaders on your team
- Monitor change
- Make sure the change lasts

Get the necessary training or facilitators to get everyone on board with the change
Provide reassurance about the positive changes and impact

Dealing with difficult employees (address the bad attitude/behavior issue)

- Deal with attitudes and resistance through acknowledgement
 - Try to develop a positive rapport with the person
 - Recognize the employee when he or she does something well
- Always use specific, clear and direct language about bad behavior/attitude— don't soft pedal the problem
- Detail the specifics of the behavior
 - Make sure the feedback is given in a timely manner
 - Deliver negative feedback objectively and

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unemotionally, avoiding emotionally charged statements

- Invite the person to share his or her concerns

- Collaborate on a plan of action
 - Communicate the impact the impact of the employee's behavior and how it reflects on:
 - Him or her
 - You
 - The rest of the team
 - The organization

- Get their commitment to do the right thing and set a time limit
 - If they don't reassign, terminate

- Keep a list of (ABP) Attendance, Behavior, Performance Issues
 - When discussing issue with employee... finish by asking what do you suggest to fix the issue

Set the 'authority' tone day one, week one upon team onsite return. Review office decorum, policy and

procedures, and dress code. Repeat often!!! Then meet to set team goals, milestones and rewards... Don't be a prick... have fun leading your teams in the rapidly changing digital world.

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New Models Of Teaching And Learning

By Megan Wilson

While parents and communities stress the importance of students having access to technology, it is a mistake to focus primarily on students. For the educational enterprise to adapt appropriately to our new world, we must invest in training teachers to integrate technology into the curriculum. School districts frequently use staff development opportunities to train their teachers to incorporate new technologies; this is a complex process. Traditional staff development training in technology involves a day's instruction, including hands-on experience with the software. Most of this training ignores the developmental process of adults—the need to understand relationships, to

reinforce concepts with frequent use, to explore and be challenged, and to conceptualize an entirely different teaching methodology. Districts rarely have support staff available to help the teachers work through these innovations. The combination of reticence, frustration, and inadequate training threatens to sabotage the opportunities for technology to enhance classroom learning.

Overcoming technical, economic and psychological barriers requires leadership, vision and commitment. It can take five years for teachers to thoroughly integrate technology into their teaching. Researchers have estimated that the cost of training

teachers may be far greater than the cost of hardware and software. The commitment to this training must be jointly shared by the teacher and the school district. It is an investment of several thousand of dollars per teacher. The initial outlay of time, energy and money is frightening to a school system already strapped for resources, but the return on investment will be well worth the price.

While incorporating technology in the learning process is becoming more and more essential, access to the requisite equipment is limited. Most schools do not fully utilize modern technology. Although at least three-quarters of schools report having sufficient

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computers and televisions, they do not have the system or building infrastructure to maximize the potential benefit of this equipment. Furthermore, not all students have equal access to educational resources. Overall, schools in central cities and schools with a 50 percent or higher minority population are more likely to have insufficient technological resources and a greater number of unsatisfactory environmental conditions—particularly lighting and physical security—than other schools.

This evidence of inadequate infrastructure, technical support systems and teacher preparation demonstrates that our schools have a long way to go to meet the needs of students in the 21st century. The new schools would likely have:

- flexible learning spaces, including space for small- and large-group instruction;
- facilities for teaching laboratory science, including demonstration and student storage space for chemicals and other supplies;
- a media center/library with multiple, networked computers to access information in outside libraries and information sources;
- high-quality computers and networks for instructional use;

The students can directly access the latest information from the most sophisticated scientific satellites and participate in interactive “classes” with scientists via interactive, multimedia networks. Students can talk to these scientists while observing them on their screens during class, allowing them to go on “virtual” field trips worldwide. One can only imagine the societal impact if this quality of educational experience were available to every student seeking the opportunity.

Another door that technology opens for students is the opportunity to explore real-life situations. Teachers know how to utilize this technology to enhance student understanding of physics, chemistry, biology, earth science and mathematics. Through the manipulation of a series of digital images students learn to use their own judgment and to follow intuitions and ideas; as a result, they find multiple solutions to actual problems. Technology can be used as a tool to maintain student interest, simulate real-life situations and develop student skills in math, science, writing, oral communication, teamwork and critical thinking. Student interest remains focused as they use scanners, video cameras, the Internet, and digital cameras as technological tools, enabling them to work on complex projects and learn important concepts.

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Higher Education Must Rise to the Challenges and Opportunities Presented by COVID-19

By Dr. P. R. Datta

One thing that we have all begun to appreciate since the arrival of the Corona-virus Pandemic has been the importance of scientists and those that support them. It is clear to the world that until there is a vaccine there is no real chance of bringing the situation under control. Governments have endeavored to wrestle with the need to minimize risk and deaths, and social distancing has become a key aspect of those efforts. Progress is being made, but it is often fitful and patchy, and there is always the ever present danger of further peaks of infection if we ease

up too quickly, or simply resume life as it used to be before the arrival of COVID-19. The reality is that the ways of behavior, of interaction and doing business need to change and already there are signs of a new normal emerging, one that is predicated on the need to be cautious, vigilant and aware of the fact that anyone can catch the disease, and that anyone can spread it. Yet for all that, there is a pressing need to try and return to some form of normality, mindful of the fact that the disease remains a very real danger.

One sector that has found itself severely disrupted by the Corona-virus has been that of higher education. Universities and colleges have been closed, academic and support staff left in fear for their futures, and students' studies interrupted, and exams cancelled or postponed indefinitely. It is as if the pause button has been pressed on the entire sector, and yet this is the very sector that provides those scientists and others that will tackle future crises. Looking at the higher education sector it soon becomes

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apparent that the current paralysis need not exist, with a little imagination, and some technical know-how learning can continue. Granted the traditional face to face teaching that we have all been used to cannot go ahead at present, but various technological platforms mean that academics and students can interact in a controlled and professional manner. Already hundreds of institutions around the world have realized that they can justify their existence by conducting online teaching, with staff finding the process something of a revelation. Naturally, there have been a few technical glitches and teething problems, but once these have been ironed out all concerned seem to feel that the process is beneficial and what is more know that learning is being maintained and advanced.

So, what are the challenges for such a process in Bangladesh? Well, one

of the greatest hurdles to surmount is the psychological one in respect of resistance to change. Some academics and many members of leadership and management teams are not particularly tech savvy and do not entirely grasp how online learning platforms might work. There are understandable anxieties about the need for training, and the development and availability of suitable learning resources. Such processes require total commitment, and that means that staff think through what material is made available and how lessons or units develop along with the learning objectives and assessment tasks. Many staff have little or no experience of such learning and so fear being exposed by such a process. Everyone needs to engage in some heuristic learning - learning by doing, and overtime ambivalence or hostility to such learning evaporates, and it can often be found to be a iterating experience. What is more institutions

are finding that they can develop units and courses that can be easily offered to students who for whatever reason actually prefer distance learning. With planning and the appropriate monitoring and checks and balances, and of course safeguards around privacy etc. there is potential to tap into a way of learning that is undergoing exponential growth across much of the world.

For such learning to be effective in Bangladesh it is paramount that all students have access to the learning platforms, and this might well mean that tablets and other devices become a standard learning tool, one that is issued to all students and if necessary built into the fee structure. Rather than viewing such technology as a cost, it is needs to be seen as an asset, one that helps facilitate and optimize learning. It is vital that internet connectivity is improved and

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consolidated, something that is integral to the national economy. So, with this in mind, there are some questions that need to be asked of each and every HE institution:

- 1) What learning is available online?
- 2) What plans are afoot to develop online learning?
- 3) How often are staff given training to support the introduction of online teaching?
- 4) What funds have been budgeted for the development of online learning? If not, why not?
- 5) What is being done to ensure that all students can access the online learning platform?
- 6) What lessons are being learnt from what is being done internationally?
- 7) Who are the Online Learning

change-makers in the institution, and are they being adequately supported?

- 8) What are the chief concerns about online learning and how might these be addressed?
- 9) Are various stakeholders being consulted in order ensure that the system works efficiently and effectively?
- 10) What mechanisms are in place to protect IT systems from viruses and hackers?
- 11) Could time and resources be saved by holding more meetings via online meeting platforms?
- 12) How is online learning being recognized and celebrated?

There are very real opportunities at the present time to innovate, not just for the time of the Pandemic, but for the

future. The most forward-thinking institutions have already recognized that this is a golden opportunity to embrace positive chance, to ensure the sector is both relevant and dynamic. No one is saying that it is easy, but it certainly can be exciting. When people embrace change and are helped to adapt to it remarkable things happen. Now is the time to harness the country's considerable IT talent to ensure that it becomes transformative in the field of higher education and beyond. Quietly and relentlessly a revolution is taking place, one that will broaden all our horizons about what learning and indeed the world of work can become. Looking further afield we will notice that resistance is futile, change is already happening, it is just that the situation arising from the Corona-virus has speeded things up. No one should be in any doubt that there will be challenges, but the simple fact is that these are far outweighed by the opportunities.

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