



**Acadia Centre for
Social & Business
Entrepreneurship**
ACSBE

**STRATEGIC PLAN
2009—2012**

September 11, 2009

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Acadia University Wolfville Nova Scotia Canada B4P 2R6
T 902.585.1180 F 902.585.1057 acsbe@acadiau.ca
www.acsbe.com

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Introduction

The following pages describe the essence of the Strategic Plan of the Acadia Centre for Social and Business Entrepreneurship (ACSBE) for the period 2009-2012. This plan was developed by the Board of Directors in several facilitated sessions during a 12 month period in 2008-09. It provides advancement on previous strategic plans and follows a period of organizational renewal including board composition and by-law reform and modernization.

The document is organized to maximize the readers understanding of ACSBE's foundations as an affiliate of Acadia University operating in the context of local, regional, national, and international entrepreneurial development. The main body of the plan includes a contextual overview as well as an articulation of the strategic direction as determined by the Board of Directors. The appendices provide information related to the operational plan, operational budget 2009-2010, as well as views of various stakeholders gathered during the strategic planning process.

Of significant importance in understanding the foundations and operating principles of the Centre is recognition that entrepreneurship is interpreted to be a set of life skills that have application in all facets of an individual's life. The Centre is dedicated to the development of entrepreneurial skills, characteristics and aptitudes resulting in: a) entrepreneurial graduates from Acadia University and other educational institutions, b) a more entrepreneurial culture in the Central Southwest region of Nova Scotia, and c) a higher level of professional and counselling capability by entrepreneurial counsellors and educators across Canada and internationally.

This is NOT a static document nor is the plan static. The Board of ACSBE undertakes strategic analysis and discussion on a regular basis two times per year. While the Vision and Missions are expected to remain intact, the details of the plan as articulated in goals, measurements, and methodologies are therefore subject to change and amendment as circumstances dictate.

Part 1: Context

Governance Model

New Board, New Bylaws, New Policies, Renewed Enthusiasm

In September 2007 ACSBE officially welcomed its new Board of Directors. This streamlined Board was reduced from 17 to 12 in a realignment and modernization of the Centre's bylaws. The new Board structure focuses directly on the strategic priorities of the Centre with respect to **Entrepreneurial Education, Business and Community Development, and Professional Development**.

The new Board adopted a policy model of board governance. This model provides clear direction to the Board relative to their responsibilities in **leadership and oversight** as the centre moves to enhance its contribution to the development of an entrepreneurial culture.

This new Board set immediately to work and took a leadership role in defining the process of strategic renewal. It set in motion a process for board, staff, and external stakeholder consultation and reflection. In this context the Board reflected on success criteria for the Centre and established success as the following:

In the university context, success is envisioned as recognizable changes in attitude and behaviour on the part of the Acadia community resulting in the establishment of a Major in Entrepreneurship, engagement in nontraditional entrepreneurial research and curriculum development, and the recognition that Entrepreneurship is a pillar of Acadia University, the new Acadia Advantage, and it (Acadia) is recognized as the most entrepreneurial university.

In the community context, success is envisioned as a greater recognition of ACSBE and the contribution it can make to local, regional, national and international development.

In fulfilling its role in providing oversight to the Centre's operation this new Board continued the oversight work by establishing a series of board policies related to the functioning of the center. The following policies now govern the operations of the Centre and the Board.

Board Governance

- Role of the Board
- Audit Review and Financial Policy Committee
- Human Resources Policy Committee
- Board Member's Code of Conduct
- Board members Job Description

Board Staff Relations

- Evaluation of the Executive Director
- Compensation of the Executive Director

Core Operations

- Emergency Executive Director Succession
- Human Resource Management Practices
- Financial Management Practices

The Board has 3 committees that report directly to the Board of Directors:

1. The Audit Review and Financial Policy Committee
2. The Human Resources Policy Committee
3. The Nominating Committee

Board Composition

The current board composition is:

Dr. Tom Herman	Board of Governors, Acadia University
Dr. Heather Hemming	Academic Administration – Acadia University
Dr. Brian Vanblarcom	Faculty – Acadia University
Dr. Roger Wehrell	Faculty – Acadia University
Dr. Rob Raeside	Faculty – Acadia University
Elizabeth Potter	Student – Acadia University
Fred Morley	Community with experience in Professional Development`
Don Bureaux	Community with experience in Education
Vacancy	Community with experience in a Community Business Sector
Bill Aasvangen	Community with experience in International activity
Findlay MacRae	Community with experience in Community Development
David McNamara	Community with experience in Commercialization

In addition to regular board members the centre will also benefit from the advice and direction of a group of external advisors including:

Carly Campbell and John Kavanagh	Atlantic Canada Opportunities Agency
Erin Beaudin	Kings Community Economic Development Association
Fred Terrio	Nova Scotia Business Inc.
Marjorie Davidson	NS Department of Labour and Workforce Development

The current executive committee consists of:

Chairman	Dr. Roger Wehrell
Vice-Chairman	Bill Aasvangen
Secretary	Elizabeth Potter

Succession Plan

ACSBE has undergone a major facelift in recent years. This includes:

- A new name to reflect our focus on a broader interpretation of entrepreneurship
- Revised by laws
- Approval of a policy model of board governance
- New and enhanced board policies
- A revised strategic plan 2008-2010

During these deliberations it was also recognised that the recent contract with the current Executive Director, would in all likelihood be the last. This contract will expire on April 1, 2012. The contract also contained a renewal leave of up to one year, the details relative to timing and duration to be negotiated with the HR committee. The Human Resources Policy Committee, therefore, requested that a succession plan be created to ensure timely and smooth transition of the Executive Director.

The following represents a draft succession plan for ACSBE and is presented for discussion and feedback.

Background

The adoption of policy governance on the part of the board clearly establishes the reporting relationship between the Board, Executive Director and centre staff. This relationship dictates that the Executive Director is solely responsible to the Board for the management of the centre and is the only staff member to report directly to and receive direction from the Board. All other staff report to and receive direction from the Executive Director. In terms of succession planning it would therefore follow that the board is responsible for the succession of the Executive Director and the Executive Director would be responsible for the succession of the remaining staff. It both cases the prosperous continuation of the centre is the guiding principle for the establishment and maintenance of a centre succession plan.

Conventional wisdom suggests that the key question is not “Who is next” but rather “what is next”. The indication is that the centre needs to be prepared organizationally to ensure an orderly transition of management and leadership. This includes the availability of the following:

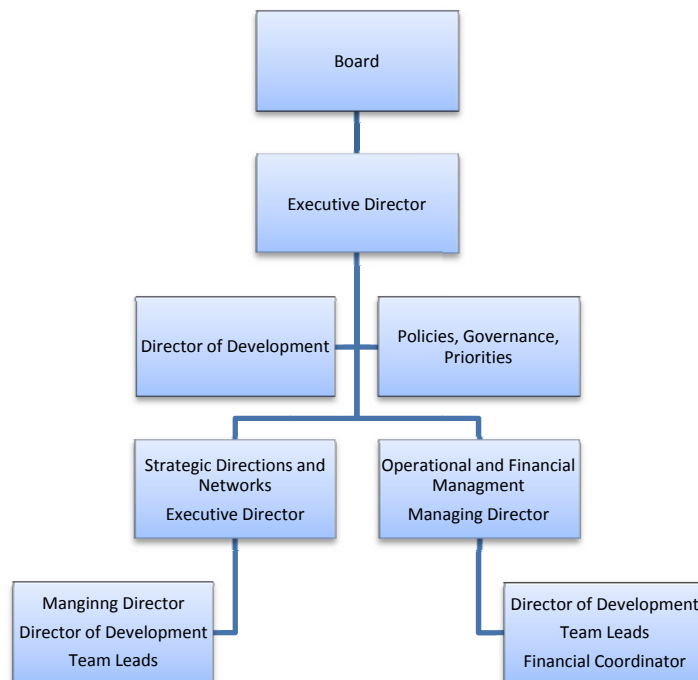
- A facility to ensure that at least one other person is substantially aware of all major organizational issues.
- Proper board documentation including composition, minutes, policies, and any other orientation materials.
- Staff establishment including titles, roles and responsibilities, salaries, evaluations.
- Organizational details including operational policies and procedures, strategic plan, financial plan, operating manuals, suppliers and key contacts.

The changes in the by-laws referred to above provide a process and procedure for the succession requirements of the board to be met through rotational and staggered board membership terms, active

participation of the nomination committee, and clearly defined board governance policy and role descriptions for board members.

From a staff succession perspective, the Board adopted an emergency Executive Director succession plan which calls for the Managing Director to assume all relevant responsibilities as an interim measure (up to six months) in the event that circumstances warrant.

Organizationally, the staff structure, specifically the senior staff is organized with roles and responsibilities divided to ensure a strategic goal orientation with a focus on inter-team coordination. The senior management team is shown in the following organization chart. It is meant to ensure that the centre is best positioned to accomplish existing goals through strong program delivery, sound financial and resource management, as well as a strategic focus on emerging trends and priorities in small business and entrepreneurial education and development.



This organizational framework has also been developed to provide for coordination among team members, continuity between existing operations and future opportunities and to serve as a framework for replacement, rotation, and succession of senior staff. Collectively, the entire senior management team are aware of all major organizational and strategic issues and opportunities.

The other issues identified above such as board, staff, and organizational documentation are in place.

Current Activity

The Human Resource committee is reviewing the job description of the executive director and reflections of the current executive director regarding succession requirements including modified job description and preferred skills, characteristics, and aptitudes of the next executive director.

Part 2: Strategic Plan

Strategic Plan

At the February 29, 2009 meeting of the Board of Directors, the Board approved the new vision statement, mission statement and corporate core values.

Vision

A culture where people take initiative to fulfill their potential to create a better world.

Mission

ACSBE creates an entrepreneurial culture, locally and globally, by being a leader in the development and delivery of entrepreneurial resources, programs and services.

Core Values

Entrepreneurship – is a life skill, which includes innovation, informed decision-making, taking initiative, risk-taking, responsibility and leadership – within our organization and in our various communities

Education – that is experiential, innovative and entrepreneurial

Inclusiveness – equity, openness, social justice, diversity

Respect - respecting individual and community values

Collaboration – partnership, the commitment of others, and the contribution of all

Professionalism – ethical behaviour

Personalized approach – being responsive to each client's needs

Accountability – to our stakeholders

Servant Leadership – leading by serving, empowerment

Guiding Principles

1. The Board agreed that ACSBE's interpretation of entrepreneurship as a set of life skills and characteristics that are applicable to a variety of business, social, community, and educational situations is fundamental to understanding ACSBE and its programs. Given this, it was agreed that the word entrepreneurship did not need to appear in either the vision or the mission statements as both implicitly encompass its meaning. It was agreed that our concept of

entrepreneurship would be included in the set of core values and that all branding would be linked to that holistic concept.

2. The Board recognized the importance of ACSBE's relationship to Acadia University and the interdependency of the two institutions. This interdependency refers to the relationship between the institutions as well as the relationship of both to the external community. It is expected that a mutually beneficial affiliation would continue to exist and grow. It was also agreed that all branding recognize the inherent connection between the two.
3. The centre serves three distinct but interrelated constituencies: Acadia, Local (Central Southwest region of Hants, Kings, Lunenburg, with incremental programming in Queens, Annapolis, and HRM), and Global (geographically beyond central Southwest Nova Scotia). There exists an interdependent and symbiotic relationship among these three constituencies and all three are integrated . Our main focus is to create an entrepreneurial culture at Acadia University and in the local constituency with equal priority
4. ACSBE operates on the premise that it can best achieve its vision and mission by working in conjunction with Acadia University and community partners. To this end all program development and delivery will be aimed at:
 - a. Creating an entrepreneurial culture by enhancing the relevancy of entrepreneurship to Acadia University and encouraging Acadia University to be relevant to entrepreneurship in the community.
 - b. Fully engaging our stakeholders and clients and contribute directly to the economic development strategies of our partners
5. ACSBE, as a leader in entrepreneurial education and development, advocates for enhanced entrepreneurial programming in education and community development. To this end ACSBE will advocate by example, through impact reports, and by engaging decision makers and policy makers in dialogue when opportunities arise.

Articulation of Strategic Goals

Strategic Goal #1 To develop and deliver programming that increases awareness, relevancy and application of entrepreneurial skills to learning at Acadia and beyond.

Measurables

- The number of students, faculty , and staff actively participating in entrepreneurial learning
- The extent to which students, faculty, and staff develop an awareness of the relevancy of Acadia's brand of entrepreneurship.

Methodology

- Through faculty by the Expanding the Concept of Entrepreneurship series
- Through Student focused programming

Strategic Goal #2 Enhance the capacity of faculty, staff, and students to create commercial and social ventures.

Measurables

- Number, extent, and quality of partnerships
- Number, extent, and quality of ventures created

Methodology

- Partnering with Research and Graduates studies and other Acadia centers of excellence in the pursuit of and support to venture creation.
- Through counselling and consulting to the university community.

Strategic Goal #3 Contribute to the advancement of entrepreneurial education in institutions from elementary to post secondary education.

Measurables

- The extent to which entrepreneurial skill development is incorporated in educational outcomes
- The extent to which entrepreneurial programming is incorporated in other institutions

Methodology

- Collaboration with partners on educational program development

Strategic Goal #4 Develop and deliver entrepreneurial programming to individuals, businesses, organization, and communities.

Measurables

- The number of new program offerings
- Individuals/organizations participating in ACSBE programming including joint Acadia/private sector partnering.
- Individuals/organizations participating in skill development workshops
- Individuals receiving pre start up counselling
- Organizations receiving consulting services
- Businesses receiving trade related services

Methodology

- Counselling
- Consulting
- Training

Strategic Goal #5 Enhance the capacity of professionals in entrepreneurial development and education.

Measurables

- Number and extent of professionals trained
- Extent of changes in professional capacity

Methodologies

- The development and delivering of professional development programming

Articulation of Organizational Goals

Operational Goal #1 Ensure ACSBE's financial sustainability

Measurables;

- Financial performance as reported in financial statements

Methodologies

- Adherence to sound financial management

Operational Goals #2 Development and maintenance of professional and motivated staff

Measurables

- Extent and relevancy of professional development programming
- Level of staff satisfaction

Methodologies

- Staff satisfaction survey

Appendix A: Operational Plan

Operational Guidelines

As implied in the Vision, Mission, Core values, and guiding principles, ACSBE will use its best efforts in all programming to engage its stakeholders and partners in a symbiotic relationship in contributing to the creation of a holistic entrepreneurial culture.

In order to achieve this, the following guidelines will be followed when developing and delivering programming.

1. Does this initiative contribute to the development of an entrepreneurial culture at Acadia University?
2. Does this initiative contribute to increasing the relevancy of Acadia University to the development of an entrepreneurial culture in the community?
3. Does this initiative contribute to the development strategies of Acadia University?
4. Does this initiative contribute to the development strategies of our partners?
5. Does this initiative contribute to the economic development and other quality of life indicators in the local community?
6. Does this initiative contribute to enhanced professional capacity in entrepreneurial development, education and practice?
7. Does this initiative contribute to the financial sustainability of ACSBE?

Strategic Goal #1 To develop and deliver programming that increases awareness, relevancy and application of entrepreneurial skills to learning at Acadia and beyond.

Measurables

- The number of students, faculty , and staff actively participating in entrepreneurial learning
- The extent to which students, faculty, and staff develop an awareness of the relevancy of Acadia's brand of entrepreneurship.

Methodology

- Through faculty by the Expanding the Concept of Entrepreneurship series
- Through Student focused programming

Programming

Creating Entrepreneurial Environment at Acadia		
Program	Description	Annual Targets
Faculty programming		
Expanding the Concept of Entrepreneurship	An engaged peer learning experience for faculty intended to integrate entrepreneurial principles in their teaching and research	Three (3) session involving 50 faculty
Student Programming		
LINC	Student to student Mentoring	200 matched students
SIFE	Students in Free enterprise	20 active students
Acadia Challenge (Competitions)	Students demonstrating the entrepreneurial capacity	200 students
Co Curricular Transcript	Acadia Certifying Student entrepreneurial capacity	SMILE, SIFE, LINC, RAs
Curricular Program Development	Program directed toward an option/minor in entrepreneurship. Teaching IDST and Small Business Management	20 Students
Recruitment	Joint efforts with recruitment to establish Entrepreneurship as a recruitment advantage.	A succinct recruitment program with a focus on entrepreneurship
Business Start Up Support to Students	Counselling to students	50 students
Entrepreneurial research		1 project
Business Skill Development	Extracurricular business skill development workshops	
On Campus Strategic Alliance	Develop a partnership with the Academy of the Environment. Relative to Acadia Challenge	Acadia Challenge and supporting workshops/counselling
Business workshops	Variety of extracurricular workshops (see List)	220 students
Teaching an Entrepreneurship course		30 students

Strategic Goal #2 Enhance the capacity of faculty, staff, and students to create commercial and social ventures.

Measurables

- Number, extent, and quality of partnerships
- Number, extent, and quality of ventures created

Methodology

- Partnering with Research and Graduates studies and other Acadia centers of excellence in the pursuit of and support to venture creation.
- Through counselling and consulting to the university community.

Programming

Stronger Relevancy between Community and Acadia leading to venture creation		
Program	Description	Annual Target
Partnership with other Acadia University centers of excellence	Collaboration with Acadia centers of excellence through Research and Graduate studies and OTTI	Establishment of a profile for the centers of excellence and their offering to the external community
Counselling and consulting relative to venture development	The provision of counseling and consulting to the Acadia community aimed at venture creation and the commercialization of research in partnership with the private and community development sectors.	Three (3) ventures created
Export Conference	Collaboration with Trade Team NS & Acadia	20 students, 4 faculty and 10 local businesses
Family Business Programming	Collaboration with School of Business	1 ACSBE staff person to attend Family Business training with 2 Acadia faculty
Faculty Consulting	Collaboration with Research and Graduate Studies to produce	Creation of a faculty consulting database
Student Consulting	Co-curricular student consulting projects with ACSBE clients	50 students
International Programming	In conjunction with Research and Graduate studies and EduNova	Development of a new on campus international partnership

Strategic Goal #3 Contribute to the advancement of entrepreneurial education in institutions from elementary to post secondary education.

Measurables

- The extent to which entrepreneurial skill development is incorporated in educational outcomes
- The extent to which entrepreneurial programming is incorporated in other institutions

Methodology

- Collaboration with partners on educational program development

Programming

Entrepreneurial Education Beyond Acadia University		
Program	Description	Annual Target
Nova Scotia Youth Entrepreneurship Pathway	Finalize Pathway outcomes and gain partner endorsement	Fall Launch and Funding
Nova Scotia Community College	Support integration of Entrepreneurship throughout system	
National Colloquium	Hold Colloquia at Vancouver and Toronto	

Strategic Goal #4 Develop and deliver entrepreneurial programming to individuals, businesses, organization, and communities.

Measurables

- Individuals/organizations participating in ACSBE programming including joint Acadia/private sector partnering.
- Individuals/organizations participating in skill development workshops
- Individuals receiving pre start up counselling
- Organizations receiving consulting services
- Businesses receiving trade related services

Methodology

- Counselling
- Consulting
- Training

Programming

Local Individual, Business and Community Development Programming		
Program	Description	Annual Target
Pre Start up Counselling	Counselling support to individuals wishing to investigate the appropriateness of self employment	30 new businesses resulting in \$100,000 in investment
Business Consulting	Consulting support to businesses in the areas of business growth and retention through enhanced productivity and increased trade	30 organizations resulting in 600,000 new investment
Workshops and Seminars	Workshops to individuals, businesses and community groups ranging from pre-start-up to succession with a focus on both the hard and soft skills of venture development, management, and growth	600 individuals, businesses, and organizations receiving awareness and skill development
Not for Profit programming	Strategic planning and management development for the not for profit sector	10 NFP organizations receiving strategic planning and other management interventions
Age focused programming	Customized entrepreneurial programming to both ends of	6 group interventions with youth and older workers.

	the age continuum	
Career counselling	A program that emphasizes an entrepreneurial approach to job search and business development	100 clients receiving career interventions

Strategic Goal #5 Enhance the capacity of professionals in entrepreneurial development and education.

Measurables

- Number and extent of professionals trained

Methodologies

- Acadia Institutes

Programming

Global programming in Professional Development		
Program	Description	Annual Target
Counsellor certification	ACSBE and/or APEC counsellor training and certification for community based small business counsellors	200 counsellors of which 10 receive certification
Training and development of Educators	Advanced colloquium on strategic integration of entrepreneurship within institutions and regional systems	50 post secondary institutions participating in Acadia Entrepreneurial Institutes
Workshops and Seminars for professionals	Advanced workshops in venture analysis	100 counsellors , community development officers, and entrepreneurs participating in advanced workshops and seminars.

Operational Goal #1 Ensure ACSBE's financial sustainability

Measurables;

- Financial performance as reported in financial statements

Methodologies

- Adherence to sound financial management

Financial Sustainability		
Program	Description	Annual Target
Revenue generation	Continued emphasis on revenue diversification with emphasis on sale of intellectual property and fundraising	\$1,554,596
Expense control	Monitoring and control of expenses	\$1,546,811

Operational Goals #2 Development and maintenance of professional and motivated staff

Measurables

- Extent and relevancy of professional development programming
- Level of staff satisfaction

Methodologies

- Staff satisfaction survey

Staff Excellence		
Program	Description	Annual Target
Hiring Criteria	The implementation of a hiring procedure that reflects appropriate personal traits as well as technical competence	
Retention	The implementation of a review and reward package to encourage the retention of exemplary staff	Minimal turnover
Review	The undertaking of a review of the views and levels of staff motivation and commitment	A motivation survey applied against benchmark

Appendix B: Budget Summary 2009-2010

Acadia Centre for Social & Business Entrepreneurship
 Projected Income Statement For All Activity
 2009-2010

	Budget Apr	Budget May	Budget Jun	Budget July	Budget Aug	Budget Sept	Budget Oct	Budget Nov	Budget Dec	Budget Jan	Budget Feb	Budget Mar	Budget Total
Revenue													
Administration	28,850	28,850	26,850	26,850	26,850	28,750	28,750	28,750	27,750	27,750	27,750	27,750	335,500
Community Program	21,668	62,168	64,668	56,668	46,668	80,668	81,668	101,668	47,931	36,668	45,170	34,933	680,546
Educational Program	10,000	20,500	20,500	10,000	10,500	22,500	12,000	22,500	12,000	12,500	12,500	12,500	178,000
PD Program	16,000	49,700	49,000	0	20,000	51,000	42,000	73,200	1,800	1,200	37,000	19,650	360,550
Total Revenue:	\$ 76,518	\$ 161,218	\$ 161,018	\$ 93,518	\$ 104,018	\$ 182,918	\$ 164,418	\$ 226,118	\$ 89,481	\$ 78,118	\$ 122,420	\$ 94,833	\$ 1,554,596
Expenses													
Administration	29,329	39,207	35,629	29,129	30,629	36,529	41,257	34,129	33,629	28,629	28,629	37,429	404,154
Community Program	47,521	64,079	47,421	47,421	47,421	47,221	63,879	47,420	47,420	47,220	47,420	47,420	601,863
Educational Program	12,167	16,204	12,217	9,767	17,036	17,420	24,843	17,516	14,920	19,520	19,670	34,445	215,725
PD Program	20,475	36,750	28,725	16,375	20,336	34,986	36,442	36,336	20,986	20,336	27,336	25,986	325,069
Total Expenses:	\$ 109,492	\$ 156,240	\$ 123,992	\$ 102,692	\$ 115,422	\$ 136,156	\$ 166,421	\$ 135,401	\$ 116,955	\$ 115,705	\$ 123,055	\$ 145,280	\$ 1,546,811
Surplus (Deficit)	\$ (32,974)	\$ 4,978	\$ 37,026	\$ (9,174)	\$ (11,404)	\$ 46,762	\$ (2,003)	\$ 90,717	\$ (27,474)	\$ (37,587)	\$ (635)	\$ (50,447)	\$ 7,785