

Coleman White Paper Keynote Presentation:
“Entrepreneurial Thinking: Can Entrepreneurship Be Taught?”

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GEORGE SOLOMON: . . . It's my pleasure now to introduce Mr. Bill Cunningham from Northern Kentucky University to introduce our guest speaker.

BILL CUNNINGHAM: Thank you, George. I asked Chuck Matthews if I could help out with the conference and this was probably the easiest job because Jeff is probably one of the most well-known individuals in our industry. But just a quick, brief synopsis for those of you who are not familiar, distinguished professor of entrepreneurship Babson College. When I was an undergrad in the '70s, Babson College was a great regional place to get an MBA.

In Massachusetts, it's now the entrepreneurial powerhouse that certainly my university aspires to become. Jeff is also a practicing entrepreneur. He's been involved as a mentor and advisor to many companies including Cellular One and Internet Securities . . . class is every year.

But more important than that, Jeff also has created the Price Babson fellowship program in entrepreneurship education, which has now seven hundred and fifty alums at two hundred and fifty college entrepreneur educators learning how to deliver mainstream entrepreneurial education. So if you figure the thousands of students that go through this program at two hundred fifty colleges, you can do the math, he's touching an awful lot of people. So without further ado, Jeff Timmons.

TIMMONS: Pray for me with the technology. I had it working before, but we'll see when we . . . well, thank you very kindly for that introduction Bill and welcome to the low country. I've been living in the low country, this is my ninth winter here and I, in the low country, and you managed to catch the coldest couple of days since we've been down here. If you can stay a few more days, it's going to clear up.

This is always a terrifying and exhilarating moment for me. It's terrifying because, well, first of all, I was asked to come and give a speech. And so what could I possibly say to a group like this that they haven't already heard a few times. And then I got thinking about it and do I really have time to write that speech, and it wouldn't be that much fun anyway. So we talked about what we might do and I decided to do something a little different. We like to say that every teaching plan should have an experiment in it, so maybe I'm experimenting with the conference this year but I'll need some help from you.

Before I get started, I want to thank John Hughes and Mike Hennessey for supporting this organization. I can't tell you how important this is from my perspective. I

often introduce myself as one of the oldest living students of entrepreneurship. I have the very first doctoral dissertation at Harvard with the word entrepreneurial in it.

And I was thinking a couple days ago, I think I taught my first entrepreneurship course shared course in the fall of 1968, so I've been doing this for a long time without support like you've given to USASBE make this possible. It would be very, very difficult to pursue our Mission, John and Mike, will you stand up . . . involved in the field of entrepreneurship in a variety of ways over the years. I can't tell you how important that it is to have that support.

Well, some of you know I often like to tell jokes when I give a presentation, but I don't do as much of that anymore. I had a unique experience, I would call it, oh, gosh, this goes back a number of years now when Spain was first admitted to the European Economic Union and I was invited to Barcelona to give a keynote address. It was an audience about this size, first thing in the morning, an hour and a half on new venture creation and technology transfer, neither of which I knew much about at that time and still have a great deal to learn.

And when I looked out at the audience there were headphones on virtually every person in the audience. They were simultaneously translating the entire conference in five languages. So I had some of my Far Side cartoons and some of my one-liners, and I thought it was absolutely remarkable that the entire audience laughed at the punch lines every time, just at the right time. I thought it was absolutely amazing, simultaneously in five languages.

So that evening at the reception I go up to the translators and I thank them profusely for this fantastic job that they had done and they were very gracious about that. And then one of my colleagues came up, he said, well, it wasn't that big a deal. I said, what do you mean, they laughed at absolutely the right time. He said, well, it was pretty simple, he said the translator had simply said whenever you told a joke, the American professor has just told a joke, please laugh. So I am going to ask Bill to serve as a translator here this morning.

Now you have to understand, when I first started doing this, I think I first started teaching in the fall of 1971, if we had a gathering of people interested in teaching entrepreneurship new venture creation any interest in venture capital nobody had a clue what venture capital was at that time other than a handful of people. We could have all met in a phone booth and we probably could have done that for the first several years in the '70s. And the impression we always got at that time was, well, can you teach entrepreneurship.

And probably my most memorable assault around that issue came in about the mid '80s at one of our distinguished entrepreneur gatherings at Babson College. And the famous Texas real estate entrepreneur Randal Rowe a name many of you will recognize. He's a Texan, he's about, he towered over me. He must be about six-five or six-six, giant of a man.

And he kind of affectionately and kindly put his arm around me, he says Professor do you mean to tell me you really think you can teach someone to be an entrepreneur. And I knew that the other shoe would be coming soon after. I said, well, Mr. Rowe here's how I think about your question.

I assume you are asking me whether or not I and my colleagues who are trying to do this really have the audacity to believe that we can take the average

undergraduate student, average undergraduate student and in one course in thirty-seven and a half contact hours, using the traditional education method that you probably have in mind, namely, lecture to them, open their heads, pour in the knowledge, close it, that we can turn them into the economic equivalent of a Beethoven, or a Picasso, or a Michael Jordan. He starts grinning from ear to ear.

And I said, I think you and I both know the answer to that question. And I have for years and years always thought that you could teach people to think entrepreneurially, you can teach them entrepreneurial practices, the practices, strategies, but I certainly can't turn someone into a Michael Jordan who doesn't have many of the God-given gifts of a Michael Jordan, or a Beethoven, or a Picasso has.

So what I'm going to do this morning is a live case, and I'm going to ask, this will be a good way to get some of the adrenaline going, and hopefully it'll set a nice tone and a nice set of issues for the conference and also for your own work going forward. And I dedicate the session to you as teachers because I have dedicated my life to educating educators about entrepreneurship, and educating entrepreneurs. And I know that's what you're dedicated to.

And I think the case that I'm going to share with you and ask you to engage with me around could be a case you could have some fun with. As I mentioned, I'm going to use with all the incoming MBAs and Babson each fall, and I knew that our Price Babson Fellows program that we do with Berkeley to wind up that program. I think you'll find it fun.

Now as I look around the audience, I thought I saw a number of familiar faces. There must be some people here that have been to the Price Babson program. I can recognize a few. Will you all stand up, those of you that have been there, how about that. Well, this'll be fun then. And some of you may have, some of you all may have seen this.

Now this film is a film some of you have heard about and some of you probably have seen, and I'm going to share some excerpts. I'll stop some. And here's the challenge. This film begins in October of 1957. That happened to be a watershed event in terms of the history of American technology and the role of technology in our national policy and our national security. And it's comparable, it seems to me, to the watershed technology that's been for your students' generation, is the Internet.

And so as we look back some forty, forty-five years now to this watershed event, we're going to see a true story about some boys and a very gifted and a very caring teacher who was a mentor for these boys, a woman by the name of Miss Riley in the film. And Homer Hickam kind of lead protagonist and his redheaded buddy with braces, Quentin. And these boys grew up in a little town in West Virginia called Coalwood.

And if any of you have been to that part of the world, and I had spent a fair amount of time early in my career working with entrepreneurs in eastern Kentucky, it's a unique part of the world. A little paperback called *Night Comes to the Cumberlands* if you want to get some insight into the history and culture there.

What I want to do is show some excerpts of the film, and I'm going to ask you to see how many concepts, principles, examples of entrepreneurial thinking, entrepreneurial strategy, entrepreneurial behaviors and entrepreneurial practices that you see come alive in the film. It turns out there are lots of them and you will spot them.

And I think you can think of the film as a very, very powerful device to get your students to think not just about technology, but how they attack their own dreams and their own hopes for what they want to do when they grow up. Well, let me see if we can get this started.

[movie played]

TIMMONS: Okay, let's stop there for a second. Wow, there's some interesting opening statements here with the boys and Homer. Anybody see any glimmers of the genie in Aladdin's lamp, as I like to say, are starting to ferment on the video? Any observations? I hope I don't have to resort to cold calling, do I?

MAN: Yes, Jeff, right at the beginning, failure, failure, failure, and then moving on to something else, when he was playing football.

TIMMONS: Yes. He gets knocked down time after time and keeps getting up. So you see this, all this issue of the persistence and the commitment, don't know, very, very early on. But it seems to be wasted on the football field as his colleagues cut from the team and that opens up a whole bunch of very interesting issues for us. Well, what else . . . yes?

MAN: . . . School . . . football . . . and . . . Coalwood

TIMMONS: This restlessness. We talk about entrepreneurship and having fundamental restlessness with the status quo. We're always looking to make things different, always looking to change things, always looking to make a new footprint. Good. Those are good. I like those. Yes?

MAN: . . .

TIMMONS: Yeah, this part talks about passion, right? You're starting to see some of the passion and . . . here, and this light bulb will sometime go on, this intense level, this intense passion for this dream of building a rocket. This absurd, preposterous, improbable notion that Homer Hickam could build a rocket. And, of course, you saw at the reception he got.

MAN: . . . See it in his face he saw the opportunity there . . . the fact that . . .

TIMMONS: Yeah. And he never, I mean, think of all the students that come to talk to you about their dreams and their passions. And you can't know in advance, can you, just what that will be and how that will manifest itself. But once that genie starts to sneak out of the bottle, maybe our job is to help that genie do that as quickly and as powerfully as it can. Very good . . . one other thought here...

MAN: It was a great scene where he sees that Sputnik, and, as you notice, everybody walks away from it. He's alone looking at the Sputnik. He's the only one left, still entranced.

TIMMONS: Yeah, the solo experience, the loneliest job in the world. That I've often said about entrepreneurship. You have no peers. It can be an incredibly lonely experience and that forces, and all the demands and requirements of the commitment, of the fortitude, of the perseverance, and a real test and determine whether or not that he has that fortitude, manifested in leadership, to move things forward.

Those are great observations. And we'll, let's take a look at a couple of more scenes. The boys, you know, he starts to build a rocket and has some very interesting trials and you'll hear as we go forward.

[movie played]

TIMMONS: Okay. Well, we've had our first launch . . . parallel with an enterprise, and our dream has quickly gone up in smoke and dad had not only shut us down. He says we're a menace and . . . thief. And I guess . . . well, what do you see about the entrepreneurial process and the entrepreneurial mind and action at this point? And try to speak about

MAN: . . . Entrepreneurship is he's recruiting . . .

TIMMONS: We see the beginnings of a team, don't we? This solo effort has quickly started to be a team. Who's on the team at this point, would you say? The geek, Quentin, right? And keep an eye out for Quentin because Quentin is a very important part of the team as we go forward. Any other part of this team that's starting to take shape?

MAN: . . .

TIMMONS: . . . Now it's interesting, there's a strategy, isn't there? And think of all the research . . . and all we know about the importance of role models in entrepreneurs. Now Al Shapiro did research years ago that said the single most important factor and impact on students' decision whether or not to decide to become an entrepreneur . . . same thing true of a doctor or a lawyer, is the role models that they've collided with during their young lives. And so we see . . . any other members of the team here? Yes?

MAN: The teacher.

TIMMONS: The teacher. And we talk about it at Babson created a concept called the Babson Brain Trust and part of this notion of building the network is more than just going into a cocktail party and exchanging your business card. If that's your idea of networking, that's a loser. There's no depth to it whatsoever.

But you build the Brain Trust of people that, for example, with Internet Securities, I managed to hook Gary . . . with a guy by the name of Jeff Parker who is the founder of First Call and Jeff put the very first Apple II computer on bond trader's desks on Wall Street back in the early '80s. And I thought no one would know the revenue model, the sales and marketing model, and the pricing model better without Internet Securities' proposed venture to provide financial economic market information about emerging countries starting with Poland and Russia.

And some of them like Chet and this notion of the brain trust, and in this case Miss Riley, we see, is a critical part of that brain trust starting to take shape and we see her as a mentor. And it's impossible to find an entrepreneur who's succeeded who has no mentors. I've never run across one. I've never heard of one. So you start to see the constellation of some of these principles come very much alive even in these first few seconds.

Let's shift to thinking forward. Let's see if Mark Twain said I spend all my time on the future because that's where I'm going to spend the rest of my life. That's a nice way of thinking about it. Here he is, he's been shut down by his father. The first two experiments to get this rocket off the ground have been disastrous.

What entrepreneurial thinking, what entrepreneurial strategies will Homer and his team have to come up with if they're ever going to realize their dream or shut down, you know, we also have some research that entrepreneurs not only start sooner, try more often, but they will abandon a project sooner than the average bear. When they conclude this thing is not going to work, they don't beat it into the ground. And it's one of the paradoxes around this issue of commitment and persistence, isn't it?

What are the strategies that Homer and, please, those of you who have seen the film, don't spoil it here by hindsight but for those of you that have not seen it, what are some of the, just name the entrepreneurial strategies that Homer may use say, now what do I do, or here's what I'm thinking about doing. Where does he go from here entrepreneurially any speculations there? Give it a shot. John.

JOHN: Well, I think that, I thought . . . but I think . . .

TIMMONS: Yeah.

JOHN: Fire in the belly... Do something different.

TIMMONS: He's got to . . . about this thing. You get the sense that a serious passion for him, because the fire has been lit.

JOHN: If somebody wants to put it out . . .

TIMMONS: A lot of people want to put it out, don't they? The principal . . .

JOHN: . . . The security . . . to me, I say let him try, you know. It's my side of the street. I'm not . . . I would challenge . . . if I was . . . failed in football, but he came back . . . talks about the success . . . perseverance, I won't quit, but it's not . . . even though his old man . . . puts him out of the house . . .

TIMMONS: I don't know if you can hear John in the corner over there when he talked about him not quitting, that you fail to face failure. You get lots of people, as an entrepreneur, that tell you it won't work, you can't do it. When I was first asked to join Cellular One . in Boston, I talked to a good number of people . . . they knew nothing about cellular technology. John, I can't tell you how many people said, you know, that doesn't sound like a business that's going to go anywhere to me, so facing failure, facing naysayers, facing people who will always see the cup as half empty.

There are more of those people in the world, unfortunately, than the people that see the cup as half full, so here's where the persistence and the dogged determination. If a company buys some creative problem-solving . . . most people won't know that before the Wright brothers, and this is the hundredth anniversary, next December seventeenth, of the Wright brothers' first flight, it had a thousand glider flights before they settled on a wing design that worked.

There was no propeller theory of any kind at the time the Wright brothers flew. They tried dozens and dozens of different propeller designs. There's no . . . when they would shift, which helped not at all. So this experimentation, trial and error concept, which we see so common in the entrepreneurial process of quick, quick learning . . . situation low, we like to say, lots of experiments.

People say, well, somebody asked Pete Rose, well, how was it when you became the first person to get three thousand hits. He said, I was the first one to have ten thousand at-bats. And Quentin . . . will say, the single most important factor in innovating is how many times you experiment and how many times you try to innovate, because it's almost impossible to predict the successful outcomes in advance, and versions two point oh, and three point oh, and five point oh, if . . . can get there with the least amount of capital the better off you're going to be. Any other strategies going forward? Persistence, determination, you guys . . .

MAN: . . .

TIMMONS: We've got a location problem. We've got a location that's a . . . location. This is not . . . that's a perfect segue to the next couple of segments.

[movie played]

TIMMONS: I thought that might be an interesting . . . some very interesting things that evolve now, starting with the relocation. We have a relocation. What do you see going on now? Bob?

BOB: Well, one of the things is that entrepreneurs seldom are constrained by lack of resources.

TIMMONS: The role of the resources is legendary in the entrepreneurial process, we say minimize them. You don't have to own them to gain control over them. And they seem to be quite ingenious about this. Now this part of the film can take you off in some

wonderful discussions of both legal and ethical issues for entrepreneurs what else do you see? Yes?

MAN: . . . Absolutely nothing. He wants to . . .

TIMMONS: Yeah, in that scene, when they catch up to top of the waste heap comment was he . . . absolutely nothing except waste. He sees Cape Canaveral Cape Kennedy doesn't he? And what happens? What happens in that critical scene as they got to the top of what did you see, and what role does that play in the entrepreneurial process? Way in the back.

MAN: You see his vision, his excitement. It's infectious . . . what's it probably feel like . . . once the vision is articulated, the smile on the face yeah this is great.

TIMMONS: Can everybody hear that over in this corner? That was just perfectly articulated in terms of that scene, how he infects the other boys. And then the camera turns on Quentin's face, and Quentin's face of desperation and disappointment starts to light up like a Christmas bulb.

And you know at that moment that Homer, as an entrepreneurial leader, as someone who can see the cup as half full, that someone who has this, has it, and the fire in their belly to translate their vision is something very tangible. And often the other members of the team can't come on for that ride until they see that tangibility.

And it's a wonderful, wonderful lesson for our students, because leadership is such an abstract concept, such an intangible concept. They don't know what the hell we're talking about when we talk about leadership. But you can see it start to manifest itself in this particular setting and then throughout the rest of the film. Very, very powerful scene.

WOMAN: Just a comment . . . very famous . . . resources, the team, the . . .

TIMMONS: Please stand up and . . . well, it's interesting that I saw this film and, of course, you can imagine what my mind started doing . . . my wife and my daughters . . . you can see all the pieces of the final . . . and the resources . . . for the year. Yes?

WOMAN: Just a question . . .

TIMMONS: Yes, because I think these concepts are difficult, and they can be dry, and they can be elusive. And students don't have the years of practical experience that many of you have or, John, that you have, or Mike. They don't have that tangible experience as an eighteen-year-old, as a twenty-six-year-old, most of them.

And to be able to provide that tangible connection, I think it's very powerful. When I do this with our MBAs, they've just come to the school, and they see these things and what they tell me is it enables them then to connect and link concepts about entrepreneurial thinking, entrepreneurial strategies, the entrepreneurial mind followed by action to some very concrete and tangible things we ask them to do in courses.

And once they start to see those links, and once these seeds are in their minds, I personally believe they don't go away. And they start to grow, and it's a very powerful, a very powerful device . . . and I encourage, I'm sure many of you use films like this. There's a number of others too that I use and we encourage you to keep an eye out.

Well, let's take a look at a few more scenes now. You can imagine . . . oh, the team has grown a little bit here too, hasn't it? Mr. Foley is now, looks like he may have some of the bug too very important . . . technical advisor. When you think about what has to be in the brain trust, you know, who knows more about the revenue model, the technology, the marketing, the distribution than anybody else . . . if you can get them, it's part of your brain trust and, in many cases, a new venture . . . only has to be good enough to be ahead of the other . . .

Sometimes just being good enough where there is nothing else in place is incredibly strong. It's not like having a hundred people that know how to do this and you want to be the best person. There aren't any others. When we started Cellular One . . . there was no industry. So how do you get someone with a perfect record you don't. But you get someone who just good enough.

Well, let's take a look at the next few scenes. You can imagine what's going to transpire now. They can get the . . . we're on about version five point oh now in terms of the experiment. If Thomas Edison did a thousand experiments that failed, and the Wright brothers did a thousand, we have a way to go here. Well . . . entrepreneurship is sometimes you just get lucky, right?

[movie played]

TIMMONS: Failure is quite a common experience for entrepreneurs. This looks like . . . here.

[movie played]

TIMMONS: Oh, boy, think of just what we've seen here in the last few moments. Failure after failure, the rockets blowing up, one after another, finally, finally a couple of successful launches and OSHA shows up. And it turns out the authorities believe that the rocket, the second rocket that went up, has started a fire a number of miles away, about fifteen miles away, and so this is thing is in the process of getting shut down.

Well what did you see in these segments? You know, John early on talked about dealing with setbacks, dealing with adversity and dealing with failure. I think of it as the fire tempers the steel of the entrepreneur and how they overcome that adversity . . .

WOMAN: A lot of the . . . you know . . . the thing . . .

TIMMONS: Yeah can you hear in the back corner there, but Kay said they're learning very rapid learning, the rapid slope of the learning curve here, mastering the technology. The red . . . by the way . . . that was the Tuskegee Airmen painted the . . . in World War II. If you haven't seen that movie, it's captivating. You should see it.

So you start to see the contagion go far and wide. When you think of this as a dot com company raising money in 1998, and you can see the frenzy building, can't

you? You can see the contagion taking place all around new champions new stakeholders, new supporters along the way. And they just keep persisting . . . put it this way, she said, I tried to specialize in new mistakes. What is the role of the mistakes . . . they're very, very important, as long as they're new ones. Yes.

WOMAN: . . . There may not be a lot of financial risk there. Clearly, their expectations . . . and his father . . .

TIMMONS: Yeah, and this is a very rich part of the film, especially what did it risk. And, you know, the first superficial layer of discussing risk with students is often at a financial level. But this film starts to get at all the other dimensions of risk in going multiple layers, his family, his father, his community, himself.

And the subjectivity of risk, that it's exactly . . . the venture business . . . investors will look at a business plan, four will think it's absolutely dog meat. They would not touch it with a ten-foot pole. One will get so excited about it that they'll make an investment. It's that kind of subjectivity of perception of risk and reward and what it takes to pull that off. It's wonderful. It proves why there are markets. Michael . . . one more comment? Yes?

MICHAEL: . . .

TIMMONS: Yeah, willingness to learn. You know, I think at the end of the day, those learning skills and, thus, I think my own commitment over the years to various Socratic methods of teaching learning, of interactive methods, of hands-on methods . . . people colliding with the external world and getting them to do real projects, try to accelerate those learning skills, because that's your only competitive weapon at the end of the day. Yes?

MAN: Recognize the range of . . .

TIMMONS: Yeah, right.

MAN: Focus

TIMMONS: That's a really good point, a very, very highly respected well-known lawyer, one of the very first lawyers in Boston and in the country to create a firm dedicated to technology ventures and venture capital passed away quite recently.

He used to say to entrepreneurs who would come and see him about forming a company, said the only three, four, five of them, the only thing, he'd say, I can guarantee you is five years from now all of you will not be here, that . . . and he'd find out . . . used to say, I do not judge a person's success by how high he climbs up the ladder, but rather how high he bounces when he falls.

What I'm going to do here now is to run through the next scene. The fire has caused . . . it's just been a disaster. You will see them shutting down the operation. And I think I'll run it right through to the end here. I think we've got about ten minutes,

eight or ten minutes left here. It's some wonderful scenes . . . wrap-up comments and then we'll have you out of here.

[movie played]

TIMMONS: . . . The mentor, Miss Riley, has helped keep it alive and they're still trying to figure out what really happened that day and just refuse to give up.

[movie played]

TIMMONS: The persistent problem . . . now looks like it . . .

[movie played]

TIMMONS: They go on, they win the district science fair and then go on to the national, this is the national science fair.

[movie played]

TIMMONS: Okay . . . I think you can see why I personally find this film fascinating. I think it is really a testimony to all of you and to what you do. It's a testimony to entrepreneurship. It's a testimony to the challenge and excitement of teaching entrepreneurship. Like the event itself, like the process itself, it's a very improbable and unlikely event.

Now I'd like to end with my favorite quote, which is the signature quote of our . . . program. Sir Thomas Moore, a man for all seasons, put it this way. Why not be a teacher, perhaps you'd be a fine teacher, perhaps a great one. Who would know? You, your friends your pupils, your God, not a bad audience that. Thank you very much. Thank you for . . .

CHUCK MATTHEWS: Wow. What a great talk, were planning this program and I was searching for the Coleman White Paper speaker, a lot of names came to my head very quickly but only one will stay there, and that was Jeff Timmons. And when he said, what he told me what he wanted to do, I was extremely excited.

And I hope you'll agree with me that this morning's session was probably a little different, but it was extremely inspiring. Inspiring . . . not just inspiring, but some of you will . . . inspiring. And to paraphrase my opening quote I used earlier, it's not so much a matter that we set our mark too high and fail to achieve it but that we set our mark too low in achieving it.

And I'll never forget the first time I saw this film. I'm going to share something with you that you've got to promise to never take out of here . . . it was the first time my daughters saw me cry at a movie we thought . . . and one of the conversations we had about this movie centered around what you can do with your life. And the entrepreneurial journey is perhaps one of the most dedicated efforts that anyone could ever pursue.

And I always thought it was someone . . . and when Jeff said he was going to do this, I thought this is just going to be a great kickoff. Now the bad news is that we ran just a little bit over. I think it was well worth it. I hope you'll agree that it was worth the running over a couple of minutes. I would like to call Jeff back up here real quick because I want to give him a token of our appreciation, a little something to keep him warm on these cold South Carolina nights.

I'm going to ask Jeff to stick around . . . take some photos . . . and John for the archive. Just . . . I have to do the announcements as the Program Chair I have to do these things. There is an updated . . . sheet out on the bulletin board and the only one that really affects us today before lunch is that . . . the session . . . canceled this morning.

Also, please do check your errata sheet for some updates in terms of sessions that have been moved and changed. And if you have any questions, please see me at the registration desk. Also this afternoon, the session workshop six oh five by Richard Currier and Bill Cunningham was originally scheduled for one forty-five, it's been moved to three thirty, and the session for the three thirty by Shawn Cahahar and that's on the bulletin board out here as well.

Also, I hope your accommodations are good here at the hotel. And one thing I do want to note to save you a little money . . . at the hotel, they should not be charging you a resort fee. If they do charge you a resort fee, please tell them not to do that . . . she'll get them to take it off. Also, out in the lobby, as maybe you've already discovered, we have eleven high-speed Internet access lines set up for you. Please feel free to plug in your laptop and take care of that.

If you have any questions, see me or see . . . and where are Cathy Cotleur and Mary Callahan please stand up . . . nice round of applause for Cathy is our Competitive Paper Chare and Mary is our Workshop Chair nice round of applause these two fine women worked extremely hard to put this program together. Please see Mary Callahan she is looking for help judging the competitive workshops. There are . . . So please see her during the break . . . she'll give . . . do catch up with her . . . helping her judge those. And also, she wants to talk to you about new vision for the small business division that she has . . . signatures for she said she wants to keep it on the Wednesday at six. Ladies and gentlemen, we have just had a tremendous kickoff here. Please go out and enjoy the break, a very quick break, and move on with your sessions and we'll rock n' roll from there. Thank you.