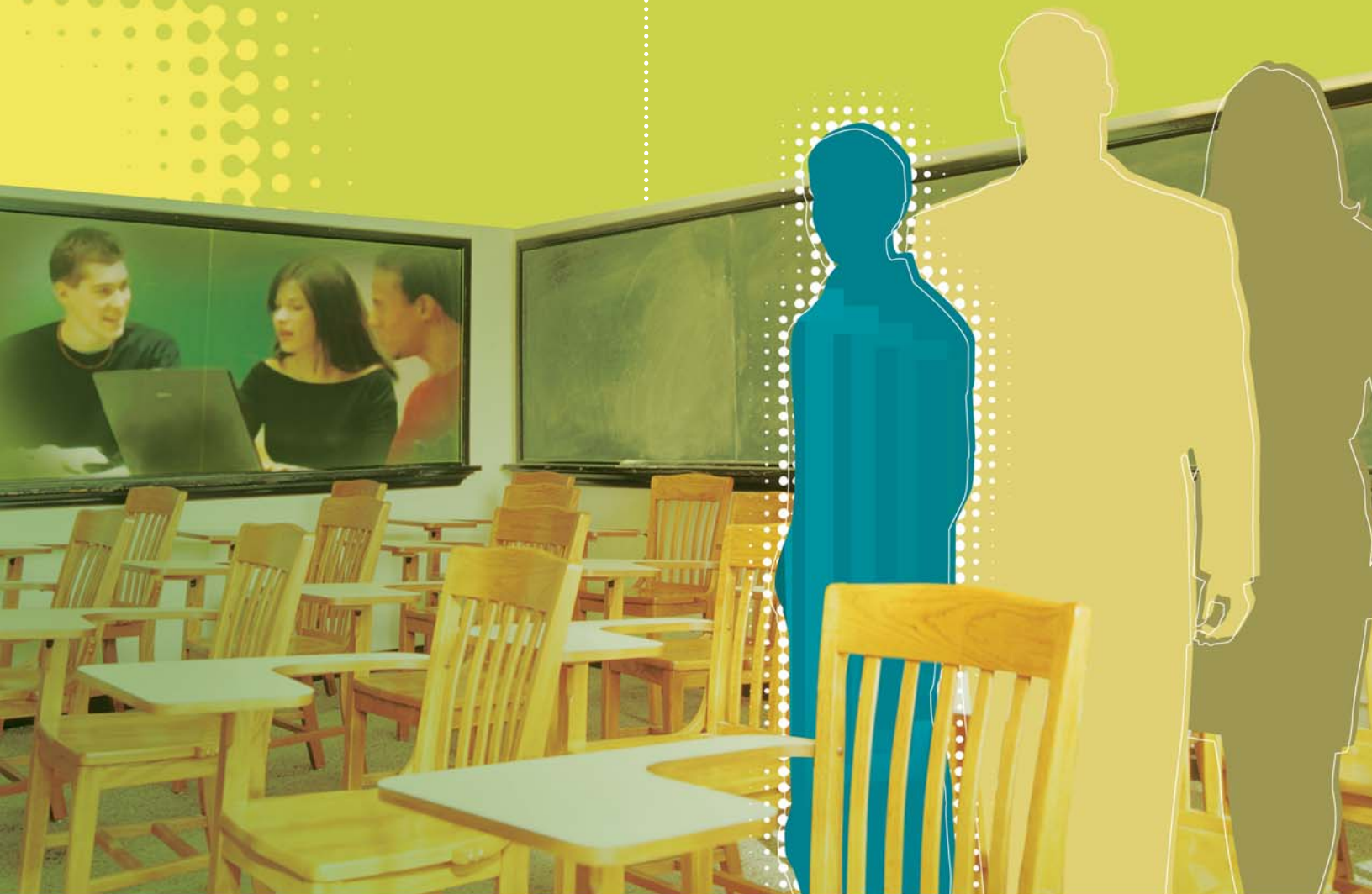


Entrepreneurs in the Classroom!



TEACHING
BY **EXAMPLE**

GUIDE FOR
College Teachers

DÉFI 
youth entrepreneurship
challenge

Québec 

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This guide is part of the Youth Entrepreneurship Challenge coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif. By introducing young people to entrepreneurial culture, the government of Québec aims to encourage the acquisition of skills that will enable them to achieve their full potential and ensure the social and economic growth of Québec society.

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INTRODUCTION

The purpose of this teaching guide, *Entrepreneurs in the Classroom! Teaching by Example*, is to provide college teachers with simple, functional tools that will help them organize visits by local entrepreneurs and cultivate in students an interest in entrepreneurship. We hope this guide will help students benefit from the expertise of entrepreneurs and develop entrepreneurial skills of their own.

... organize visits by local entrepreneurs and cultivate in students an interest in entrepreneurship

This document outlines how to plan, prepare, carry out and evaluate a classroom visit by an entrepreneur. It will help teachers maximize the educational value of such visits and thus support colleges in developing an entrepreneurial culture.

ENTREPRENEURSHIP AS AN EDUCATIONAL VALUE¹

Entrepreneurial culture is made up of qualities and attitudes (e.g. self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination) that enable individuals to undertake, commit to and see through to completion any enterprise they may choose to be involved in.

Through the activities described in this guide, teachers can help develop an entrepreneurial culture that will stimulate in their students an interest in, maybe even a passion for, a concrete undertaking or enterprise. These activities will also enable students to develop various competencies associated with a program of study and with academic success, competencies that will prove useful throughout their careers, regardless of whether or not they choose to become entrepreneurs.

TEACHERS' GUIDE

The teachers' guide is part of a tool kit designed by the Ministère de l'Éducation, du Loisir et du Sport to support the development of entrepreneurial qualities at the elementary, secondary and college levels. Similar documents have been designed for students as well as for entrepreneurs who may be interested in visiting schools. All of the documents contained in the tool kit are available at www.mels.gouv.qc.ca/entrepreneuriat.

In the first part of the guide, entrepreneurship is therefore defined in a way that is broad enough to include intrapreneurship and integrates new realities of the working world, such as self-employment and social entrepreneurship.

Entrepreneurship is interpreted here in a broader sense, not as an individual approach to enrichment but as an attitude that can be used in many trades, professions and occupations; in even broader terms, it is a socioeconomic and cultural phenomenon that concerns all citizens.

The second part of the guide deals with the way in which classroom visits by entrepreneurs can be integrated into the curriculum, while the third part shows how a classroom visit by an entrepreneur can be organized.

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¹ For more information on entrepreneurship as an educational value, please see *Introduction to Entrepreneurial Culture, Project Development Guide for Teachers* (Québec: Gouvernement du Québec, 2005) available at www.mels.gouv.qc.ca/entrepreneuriat.

DIFFERENT TYPES OF ENTREPRENEURIAL ACTIVITY

Many types of entrepreneurs exist. Quite often, the term “entrepreneur” is defined narrowly as an individual who has created and who manages a private company with several employees. Small or medium-sized enterprises or even large international corporations such as Bombardier, created by innovative individuals, may come to mind.

Individual entrepreneurship certainly plays an important role in the socioeconomic development of a community since it generates jobs and creates wealth. However, it is not representative of all entrepreneurial activity, and limiting ourselves to this narrow view of entrepreneurship may be restrictive.

Another type of entrepreneurial activity that is becoming more prevalent in Québec is **collective or social entrepreneurship**. This type of entrepreneurship is associated with workers’ cooperatives and community-based enterprises in the social economy (i.e. the voluntary and community sector). Nowadays, there are many examples of social economy enterprises, such as home-care services, food services and daycare services. Workers’ cooperatives that have started up or revived businesses are also examples of social entrepreneurship.

Other entrepreneurial models are also becoming increasingly popular. **Self-employment** now plays a leading role in Québec’s economic development. Self-employed individuals who provide services, on their own account, to businesses, organizations or other individuals are also engaged in an entrepreneurial activity. They are found in virtually all occupations and professions, from hairdressing to accounting.

For several years now, the definition of entrepreneur has expanded even more to encompass individuals who may not be responsible for starting a business, but who contribute to its operation and growth. Such individuals are called **intrapreneurs**. They act like entrepreneurs within the framework of an organization. Just like other entrepreneurs, they are able to identify dysfunctions and problems and initiate new ideas to solve them. They may be part of management, or be dynamic, creative employees who want to do their job well and see their organization grow.

Entrepreneurs and intrapreneurs share many similarities in terms of values and qualities. Both demonstrate the same entrepreneurial attributes: self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination.²

We recognize that entrepreneurial qualities are required in most occupations and professions. This means that education and training should focus not only on preparing students to occupy jobs, but also on having them use the entrepreneurial qualities and skills in the workplace that are as essential to employees as they are to self-employed workers, intrapreneurs and individual entrepreneurs.

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It is in this spirit that teachers are encouraged to take advantage of the entrepreneurial resources in their communities and invite entrepreneurs from a variety of fields into their classrooms to share their experiences with the students.

² Adapted from Dorothy Rich, *Career Mega-Skills* (New Orleans: Sundistar Inc., 1999). Creativity, leadership and organizational skills are not included in the list as they are competencies rather than qualities or attitudes.

INTEGRATING CLASSROOM VISITS INTO THE CURRICULUM

Classroom visits by entrepreneurs are fully compatible with teaching practices based on participation, cooperation and project-based learning. This type of activity is motivated in part by the fact that, when students enter the job market, a vast majority of jobs will require them to possess not only a solid general education and specialized training, but also new cross-curricular competencies, including entrepreneurial qualities, such

Classroom visits by entrepreneurs are fully compatible with teaching practices based on participation, cooperation and project-based learning.

as self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination. Several colleges have already, in one way or another, included these compe-

tencies in their educational projects. This guide explains how to extend this vision into the classroom.

It is therefore quite relevant to integrate visits by entrepreneurs into classroom learning activities. If well planned according to learning objectives, these visits can provide many students with an enriching experience that will allow them to acquire new learning. Through concrete, meaningful and effective activities such as these, students can relate theoretical and academic concepts to the realities of the workplace.

By speaking with entrepreneurs, students will be able to make connections between what they learn in class and what they themselves foresee as a career. Entrepreneurs understand the importance of motivation at work. They provide living examples of people who love their work and who have developed competencies that enhance their self-esteem. They also attest to the satisfaction of fulfilling one's dream or reaping the fruits of one's labour.

Entrepreneurs may become valuable allies in many regards. In addition to supporting new teaching strategies, they can help students learn about the job market, make connections between programs of study and the workplace, and better understand the business world where the majority of

... they can help students learn about the job market, make connections between programs of study and the workplace, and better understand the business world where the majority of students are headed.

students are headed. Through their personal stories and those of others, they can also demonstrate how well-integrated entrepreneurial qualities can be useful in creating a career that is fully compatible with one's dreams and desires, and how these dreams can be achieved in different fields by adopting entrepreneurial attitudes.

Although at first glance such visits may seem more appropriate for technical training students, they can also benefit general education and pre-university students. The possibility of welcoming entrepreneurs into the classroom is open to all teachers, whatever program or subject they may teach.

Although at first glance such visits may seem more appropriate for technical training students, they can also benefit general education and pre-university students.

For example, language teachers could use these opportunities to make students aware of different language-related occupations, such as that of translator, interpreter, reviser or editor. Mathematics teachers could invite engineers, surveyors or even building contractors—individuals who use mathematics on a daily basis—to demonstrate practical applications of concepts taught in class. Science teachers could invite entrepreneurs in telecommunications or the environment. For teachers in technical or career programs, the choices are limitless, given the numerous graduates—be it in early childhood education, multimedia and administrative techniques—who are entrepreneurs.

By hosting visits that enable students to come into contact with entrepreneurs, colleges participate actively and effectively in promoting an entrepreneurial culture. This culture is essential to the development of attitudes, competencies and skills that are beneficial not only to tomorrow's entrepreneurs, but also to all

future employees and citizens, whatever the field they may choose to pursue.

ORGANIZING CLASSROOM VISITS

Well-organized visits by well-chosen speakers to well-prepared students can be an enriching experience for all.

Well-organized visits by well-chosen speakers to well-prepared students can be an enriching experience for all.

There are many steps involved in organizing a classroom visit by an entrepreneur (research, consultation and writing). For students, such a project can represent weeks of work.

Even though students are the ones who must carry out the project (a document for students has been included in this guide), teachers nevertheless have a number of steps to perform, namely:

- consulting other staff members
- confirming the choice of guest speaker and planning a preliminary meeting with the entrepreneur
- building a file as preparation for the visit
- supervising the visit
- following up the visit

STEP 1. CONSULTING OTHER STAFF MEMBERS

Although teachers are responsible for organizing activities in their own classrooms, it is important for anyone planning a classroom visit to consult other teachers in the program or department, and administrators, as such visits may affect their planning. It is therefore important to have the support of those affected by the teaching objective before going ahead with the project.

In certain cases, colleagues or administrators may even help bring together other interested teachers. As a result, projects could be organized in a variety of ways (e.g. a group of classes could attend a lecture by a guest speaker, or an entrepreneur could visit several different classes; a single project could combine the interests of several teachers or combine learning content from different subject areas).

STEP 2. CONFIRMING THE CHOICE OF GUEST SPEAKER

The Youth Entrepreneurship Challenge, an initiative coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif, has created a network of over 90 youth entrepreneurship agents working in youth employment centres (carrefours jeunesse-emploi—CJE), as well as a network of 18 social entrepreneurship agents in the regional development cooperatives (coopératives de développement régional—CDR). These agents, who work in all regions across Québec, are responsible for promoting entrepreneurial culture in the schools. They can help teachers identify and recruit entrepreneurs who may be interested in visiting classrooms.

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To find the Carrefour-jeunesse emploi centre nearest you, please visit the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp. To contact your regional development cooperative, please visit www.coopquebec.coop/agents.

Of course, the students involved in the project are the ones who should identify the entrepreneur they wish to meet. They can base their search on information from organizations that promote entrepreneurship, local economic development organizations or on knowledge of their community. This research constitutes the first step in preparing a classroom visit.

The success of such an activity depends greatly on the entrepreneur selected.

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individual entrepreneurs, self-employed workers or social entrepreneurs, the individuals selected are expected to have given some thought to how they chose their careers, how they work and how their careers have evolved. They must be able to summarize their professional experience and talk about their entrepreneurial qualities, how they developed these qualities and what role these qualities played in their lives.

An entrepreneur should make a positive contribution to the students' learning. For this reason, it is important to meet with the individual ahead of time **in order to confirm** his or her interest in the project, spell out the objectives and expectations of the students, and determine what role he or she will play in the activity. Teachers must also verify that the entrepreneur will highlight the value of his or her education or training. An entrepreneur need not be highly educated but he or she must be able to recognize the importance of knowledge, education or

Individuals who cannot positively contribute to the students' learning or training plan should not be considered for this activity.

training in achieving success. Individuals who cannot positively contribute to the students' learning or training plan should not be considered for this activity.

Entrepreneurs must also be accessible: students must feel that they can easily approach them, talk to them and ask them questions. Every community, every city, every town has

Every community, every city, every town has a "success story." Why not use the experience of these local leaders?

a "success story." Why not use the experience of these local leaders? Such individuals—who are in the community, close to home, not some faraway idol—can provide positive role models with which students can identify. Their personality, the characteristics of their enterprise, the way the enterprise was created or is managed, or the entrepreneurs' involvement in the community may be what sparks the students' interest.

The Secrétariat à la jeunesse of the Ministère du Conseil exécutif, the networks and organizations involved in promoting entrepreneurship have published a brochure to guide entrepreneurs who will be visiting classrooms. It would be useful for teachers to go through this brochure with the entrepreneurs in order to validate what they intend to talk about, further develop those elements that may be particularly useful to students, or explain how the activity will be carried out. This brochure covers many of the same elements contained in the teachers' guide but from the perspective of a guest speaker. It reiterates the need to underscore the value of education or training during classroom visits. This brochure is available on-line at www.defi.gouv.qc.ca/publications/entrepreneur-en-classe.pdf.

STEP 3. PREPARING THE VISIT

Once a teacher has confirmed the choice of guest speaker, students can start to compile a file with information on the entrepreneur and the enterprise, and formulate questions that will enable them to better understand this information. The more complete a file is and the better prepared the students' questions are, the more relevant the visit will be and the better it will meet their expectations and interests.

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The questions must then be validated by the teacher and grouped according to theme, and may even be submitted to the guest speaker ahead of time to clarify the information gathered in the file and to learn how the entrepreneur perceives the stages in his or her career and the qualities he or she has developed.

Each theme in the students' file may be reviewed in light of the questions formulated by the students. The student guide contains the following list of suggested themes to explore:

- the entrepreneur's position and role in the business or enterprise
- the entrepreneur's motivation
- how the entrepreneur prepared for the business or enterprise (e.g. education, training, knowledge, skills); the jobs he or she held before starting the business or enterprise
- the idea or event that led to the business or enterprise
- steps involved in starting the business
- necessary conditions for the project; fondest memories; greatest achievement
- the people who helped the entrepreneur with the business or enterprise (e.g. friends, family, employees)
- difficulties encountered as well as achievements
- the entrepreneurial qualities that were necessary and how they were developed
- the knowledge and skills that the entrepreneur found most useful, the ones that were lacking
- advice for students interested in entrepreneurship

STEP 4. HOSTING THE VISIT

Classroom visits can take different forms, depending on how prepared the students are or what the guest speaker intends to talk about. Below is an outline of the main steps that are generally involved. Teachers and students are asked to use their imaginations and initiative in order to make the activity as original as possible.

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STEP 5. EVALUATING THE VISIT AND WHAT THE STUDENTS HAVE LEARNED

In order to get the most out of the entrepreneur's visit, it is important to take time to evaluate what the students have learned and how they can reinvest this knowledge in other learning situations. It is beneficial for students to identify the qualities they have observed in the entrepreneur and describe to what extent these qualities have contributed to his or her career success. Finally, each participating student could reflect on his or her personal qualities and draw parallels between the qualities he or she possesses and those of the guest speaker.

It is beneficial for students to identify the qualities they have observed in the entrepreneur and describe to what extent these qualities have contributed to his or her career success.

The student guide contains a series of questions that could serve as a starting point for the evaluation. They are reprinted below.

- What have the students learned from the visit?
- Which entrepreneurial qualities or values stand out in this example?
- What conclusions could the student apply to his or her own entrepreneurial plans?

STEP	TASK
Research and formulation of questions	Students prepare questions ahead of time on what they would like to explore with the entrepreneur.
Welcome	Students greet the guest speaker as soon as he or she arrives at the college and accompany him or her to the classroom.
Introduction	Students introduce the guest speaker using a prepared text.
Speaker's presentation	The entrepreneur speaks to the class.
Discussion period	Question and answer period: depending on the size of the class, a moderator may be assigned to manage the discussion.
Thank-you	Students thank the guest speaker at the end of the visit.
Goodbye	Students show the guest speaker out of the college.

Because this project was rather lengthy, requiring the students to explore the community and its businesses, to formulate questions and write texts, it is also important to evaluate what the overall process allowed the students to learn. For each step in the process, the teacher can ask the students to reflect on what they learned.

Preparing the visit	What the student learned	Can this knowledge be applied in other situations? If so, which ones?
Exploring the community		
Compiling the file		
Contacting the entrepreneur		
Hosting the visit		

Evaluating the classroom visit also provides an excellent opportunity for the students to prepare, as a group, a thank-you letter for the entrepreneur, specifying what they have gained from this experience.

CONCLUSION

Through these activities, you have contributed to developing an entrepreneurial culture in your school. Spread the news! Send an e-mail on your students' behalf to the Carrefour jeunesse-emploi (CJE) in your region informing them of the entrepreneur's visit, and include suggestions or comments about the activity if you wish. To find the Carrefour jeunesse-emploi nearest to your school, consult the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp.

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ENTREPRENEURS in the Classroom!

Learning by
Example
Guide for **College** Students

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INTRODUCTION

The purpose of this guide is to provide college students with simple, functional tools that will help them organize visits by entrepreneurs and cultivate an interest in entrepreneurship.

... organize visits by entrepreneurs and cultivate an interest in entrepreneurship.

We hope this guide will help you benefit from the expertise of entrepreneurs and develop entrepreneurial skills of your own.

This project involves inviting an entrepreneur to your class to speak about how he or she created the business and explain the reasons that motivated him or her to start a business. It should help you discover the wonderful world of entrepreneurship!

This guide is a concrete tool that will help you plan, prepare, carry out and evaluate an entrepreneur's visit to a college classroom. Having someone come to your class who has created or built up a business is more than a social activity. It is a learning activity designed to enrich your education and make it more concrete. The more you put into such a project, the more you will get out of it. This project comprises several steps that involve research, consultation and writing, done alone and/or in teams.

The objective of this guide is to help you structure your research, find relevant information sources, formulate questions to ask guest entrepreneurs, and evaluate your actions and what you have learned.

... help you structure your research, find relevant information sources, formulate questions to ask guest entrepreneurs.

Using this guide and your teacher's help, you will be able to organize a worthwhile visit with an entrepreneur. This visit will demonstrate the importance of entrepreneurial qualities in the professional development of each guest speaker.

First, we have clarified the concept of entrepreneur by highlighting the qualities associated with entrepreneurship. Then, we described the various steps involved in planning an entrepreneur's visit to the classroom. We have included concrete ways to help you choose the best entrepreneur to speak to your class as well as specific reference tools to help you prepare a file on your guest speaker and his or her business. We have also presented the different steps involved in a classroom visit and suggestions for effectively evaluating your experience.

DIFFERENT TYPES OF ENTREPRENEURIAL ACTIVITY

Many types of entrepreneurs exist. Quite often, the term “entrepreneur” is defined narrowly as an individual who has created and who manages a private company with several employees. Small or medium-sized manufacturing companies or even large international corporations such as Bombardier, created by innovative individuals, may come to mind.

Individual entrepreneurship certainly plays an important role in the socioeconomic development of a community since it generates jobs and creates wealth. But limiting ourselves to this narrow view of entrepreneurship may be restrictive.

Another type of entrepreneurial activity that is becoming more prevalent in Québec is **collective or social entrepreneurship**. This type of entrepreneurship is associated with workers’ cooperatives and community-based enterprises in the social economy (i.e. the voluntary and community sector). Nowadays, there are many examples of social economy enterprises, such as home-care services, food services and daycare services. Workers’ cooperatives that have started up or revived businesses are other examples of social entrepreneurship.

Other entrepreneurial models are also becoming increasingly popular. **Self-employment** now plays a leading role in Québec’s economic development. Self-employed individuals who provide services, on their own account, to businesses, organizations or other individuals are also engaged in an entrepreneurial activity. They are found in virtually all occupations and professions, from hairstyling to accounting.

For several years now, the definition of entrepreneur has expanded even more to encompass individuals who may not be responsible for starting a business, but who contribute to its operation and growth. Such individuals are called **intrapreneurs**. They act like entrepreneurs within the framework of an organization. Just like other entrepreneurs, they are able to identify dysfunctions and problems and initiate new ideas to solve them. They may be part of management, or be dynamic, creative employees who want to do their job well and see their organization grow.

Entrepreneurs and intrapreneurs share many similarities in terms of values and qualities. Both demonstrate the same entrepreneurial attributes: self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination.

... self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination.

We recognize that entrepreneurial qualities are required in most occupations and professions. This means that education and training should focus not only on getting students to occupy jobs, but also on having them use the entrepreneurial qualities and skills in the workplace that are as essential to employees as they are to self-employed workers, intrapreneurs, individual entrepreneurs and social entrepreneurs.

PLANNING AND ORGANIZING CLASSROOM VISITS

Well-organized visits by well-chosen speakers to well-prepared students can be an enriching experience for all.

The teacher first needs to decide when and how this type of activity can be integrated into the curriculum. The next step is planning the activity itself.

Classroom visits must be carefully planned and involve at least these steps:

1. **Exploring the community and identifying potential entrepreneurs to invite to your class**
2. **Preparing a file and validating the proposal with your teacher**
3. **Completing your file and contacting the entrepreneur selected**
4. **Preparing the scenario for the visit and facilitating the visit**
5. **Evaluating the activity**

STEP 1. EXPLORING THE COMMUNITY AND IDENTIFYING POTENTIAL ENTREPRENEURS TO INVITE TO YOUR CLASS

... find individuals who distinguish themselves through their entrepreneurial qualities.

The goal is to find individuals who distinguish themselves through their entrepreneurial qualities. These individuals may be chosen on the basis

of their personality, the characteristics of the business, the way in which the business was created or is managed, or the entrepreneur's involvement in the community.

In order to choose a suitable candidate, you must first identify some potential entrepreneurs. Making a list of businesses, entrepreneurs and organizations in your region can be very helpful. Relevant information may also be obtained from:

your family, friends and acquaintances

- youth entrepreneurship agents working in youth employment centres (carrefours jeunesse-emploi du Québec—CJE): www.defi.gouv.qc.ca/agents
- social entrepreneurship agents in the regional development cooperative in your region (coopérative de développement régional—CDR): www.coopquebec.coop/agents
- community representatives of your college's board of directors
- entrepreneurship specialists associated with regional development or coordination organizations, such as:
 - local development centres (centres locaux de développement—CLD)
 - community development assistance organizations (sociétés d'aide au développement des collectivités—SADC)
 - local employment centres (centres locaux d'emploi—CLE)
- the list of graduates from your program or college

Useful information on youth entrepreneurship is also available on various Web sites, such as:

- Secrétariat à la jeunesse (www.jeunes.gouv.qc.ca)
- Place aux jeunes du Québec (www.placeauxjeunes.qc.ca)
- Junior Achievement (Jeunes entreprises du Québec—JEQ) (www.jequebec.org)
- Association des clubs d'entrepreneurs étudiants du Québec (ACEE) (www.acee.qc.ca)

When you have a list of potential candidates, **prioritize** the entrepreneurs you would like to invite. Some of these criteria may help you prioritize:

- the connection between the field in which the entrepreneur works and the course or program content
- the role the entrepreneur plays in your community
- the size of the entrepreneur's business or enterprise

Referring to these and other selection criteria may help, but often your first choice will be an intuitive one. This is why you must validate your choice by preparing a file on the entrepreneur selected and on his or her business.

... prioritize the entrepreneurs you would like to invite.

... validate your choice by preparing a file on the entrepreneur selected and on his or her business.

STEP 2. PREPARING A FILE AND VALIDATING THE PROPOSAL WITH YOUR TEACHER

The first step consists in preparing a file on the entrepreneur selected and on his or her business. The second involves having your teacher validate your choice.

From the start, you must come to an agreement with your teacher on the information required to make a sound choice. You will most likely need information related to:

- the entrepreneur's position in the business or enterprise
- the state the business was in when the entrepreneur became involved and the role he or she played in its growth
- the nature of the business or enterprise (service or product-based business, local or international, private or public, sole owner or owned by shareholders)
- the history of the business or enterprise (when it was created, major phases in its growth)
- the size of the business or enterprise (number of staff)
- the business's market (its primary customers, competitors)

Although the information may sometimes be difficult to find, your local or regional newspaper may prove a valuable source and may contain reports on your business or entrepreneur. The business's annual report is another good source, if available. Also consider the local employment centre, which has a directory of businesses in the region with information on them. And of course, the business's Web site should be consulted.

Once you have all your information, you can proceed to **the second step**, which is to confirm your choice of entrepreneur with your teacher. This step is crucial because the teacher must ensure that the choices proposed meet the course objectives and can be integrated into the curriculum. If the teacher approves your choice, you can continue, otherwise, you need to prepare a file on the next candidate on your list.

... the teacher must ensure that the choices proposed meet the course objectives and can be integrated into the curriculum.

STEP 3. COMPLETING YOUR FILE AND CONTACTING THE ENTREPRENEUR SELECTED

The more complete the file, the better the visit will meet your expectations and interests.

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The goal of this step is to collect more in-depth information on the entrepreneur's activities, on the business he or she is running or is employed

by, and on the entrepreneur's involvement in the community. You should therefore gather information on the following themes:

- how the entrepreneur prepared for the business or enterprise (education, training, knowledge, skills), what jobs he or she held before starting the business or enterprise
- the idea or event that led to the business or enterprise
- the nature of the business, and its products or services, market, main customers and competitors
- the difficulties encountered as well as achievements
- the entrepreneur's future plans

After submitting this information to your teacher and getting your teacher's authorization to proceed, you may contact your candidate. A member of your team should explain the steps you have just completed to the entrepreneur and the reasons why he or she was chosen, as well as what is expected of him or her during the visit: the duration of the visit, the content of the presentation and the type of students who will be attending (program of study, course, number of students present).

Inform your guest speaker that your teacher will be talking with him or her before the visit, either in person or on the phone, in order to make sure that all aspects of the visit are clear.

... guide for invited entrepreneurs is available.

You can also remind your guest speaker that a guide for invited entrepreneurs is available. Your teacher will probably want to go over this guide with the entrepreneur in order to confirm the approach that the entrepreneur will take and to help him or her focus on the aspects that will be particularly helpful to the students. This guide may be consulted on the Web site of the Youth Entrepreneurship Challenge (www.defi.gouv.qc.ca/publications/entrepreneur-en-classe.pdf).

STEP 4. PREPARING AND HOSTING THE VISIT

Once your choice has been made and confirmed, prepare your questions for your guest speaker.

Now it's time to refer to your file on the entrepreneur.

Classroom visits can take place in a variety of ways, depending on your interests and what your guest speaker intends to talk about, but these elements should be present:

STEPS

Research and formulation of questions

Welcome

Introduction

Speaker's presentation

Discussion period

Thank-you

Goodbye

TASK

Before the visit, prepare questions about those aspects you would like to explore.

Greet the guest speaker when he or she arrives at the college and accompany him or her to your classroom.

Introduce your guest speaker to the class using a prepared text.

The entrepreneur speaks to the class.

Question and answer period: depending on the size of the class, a moderator may be assigned to manage the discussion.

Thank your guest speaker at the end of the visit.

Show your guest speaker out of the college.

Steps have been taken to pave the way for you. Various business associations have already been contacted to help you organize such classroom visits. It may very well be that the entrepreneur you are inviting is already familiar with this activity and has probably even considered participating in the project.

Steps have been taken to pave the way for you. Various business associations have already been contacted to help you organize such classroom visits.

For this part of the visit to be as beneficial as possible, questions should be prepared in advance and distributed among the students.

Your questions will depend on why you chose this person in particular and on the speaker's presentation. They may, for example, allow you to gain more insight into certain aspects such as:

- the entrepreneur's motivation
- how the entrepreneur prepared for the business or enterprise
- the most important entrepreneurial qualities

STEP 5. EVALUATING THE ACTIVITY

In order to get the most out of the entrepreneur's visit, it is important to reflect on the visit, evaluate what you have learned and examine the opportunities for reinvesting this knowledge in other situations.

For example, identify the guest speaker's entrepreneurial qualities and describe when and to what extent these qualities have contributed to the business's success. You could also describe how self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination could influence your present and future life.

Which entrepreneurial qualities or values stand out in this example?

What conclusions could you apply to your own entrepreneurial plans?

This project required you to explore your community and its businesses, to demonstrate focus when formulating questions and writing texts. It is also important to evaluate what the overall process allowed you to develop or learn.

For each step of the process (exploring the community and identifying potential entrepreneurs; preparing a file; finding out more about the entrepreneur and the business and contacting the selected entrepreneur; preparing the scenario for the visit and facilitating the visit):

- What did you learn?
- In what other activities could you apply this knowledge?
- How did this project allow you to develop your entrepreneurial qualities?

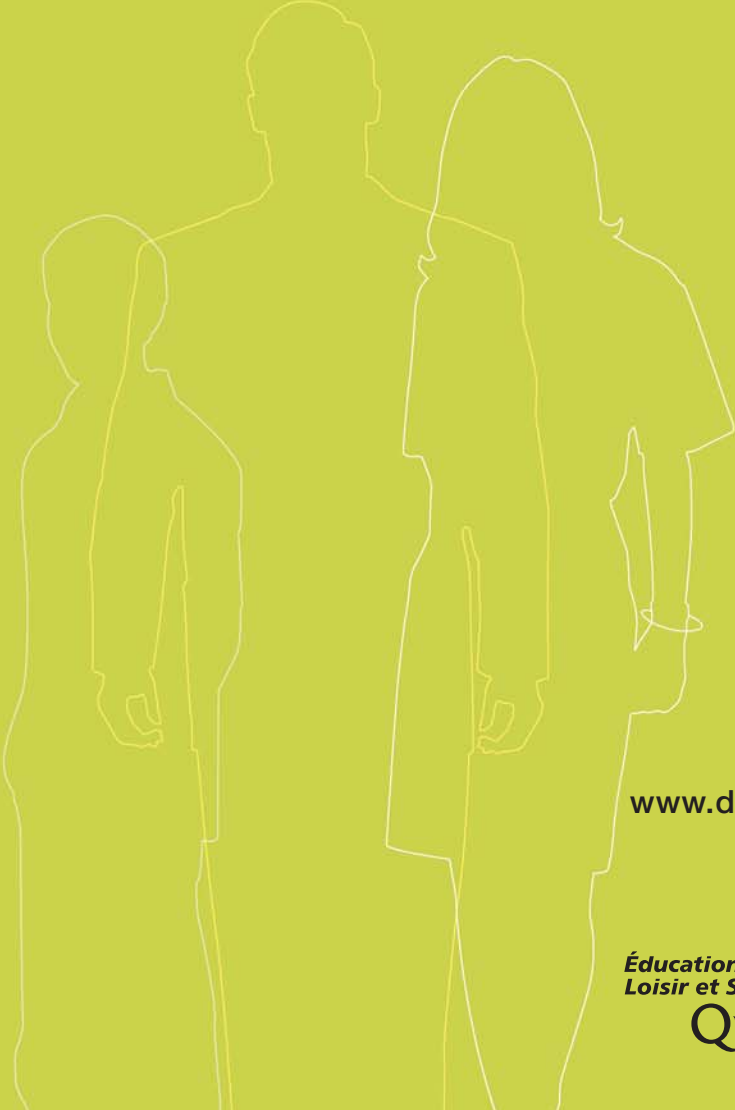
To conclude the project, you could prepare a summary of your evaluation and send it to your guest speaker by way of thanks. This gesture will surely be most appreciated and will demonstrate what an important role the entrepreneur played in your education.

... prepare a summary of your evaluation and send it to your guest speaker as a way of thanks.

CONCLUSION

Congratulations on a job well done! Spread the news!

Congratulations on a job well done! Spread the news! Send an e-mail to the Carrefour jeunesse-emploi (CJE) in your region informing them of the entrepreneur's visit, and include suggestions or comments about the activity if you wish. To find the Carrefour jeunesse-emploi nearest to your school, consult the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp.



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