
Career Development



Secondary Cycle Two
(604-402/604-404)

A First Entrepreneurial Experience

APPENDIXES

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The entrepreneurial spirit



Aim: To help students construct a preliminary representation of the entrepreneurial spirit.

Material:

-  Names of enterprising people
-  Log, p. 8

Procedure

Part One: Identifying common characteristics

The students:

- 1) form groups of three or four
- 2) place the names of enterprising people on the centre of the table
- 3) select one of the names and list the characteristics of the person in his or her log
- 4) describe the person chosen to their group mates
- 5) list the common characteristics of the people chosen by their group in their logs (p. 8)

Part Two: Pooling information

- 1) The spokesperson for each group names the common characteristics of the people chosen by his or her group.
- 2) The teacher writes them on the board.
- 3) The teacher points out the similarities among the people chosen by the different groups, in particular the passion that drives them.
- 4) The students fill out page 8 of their log.

Part Three: Entrepreneurs or enterprising people?

- 1) The teacher asks each group to divide the names into two piles: entrepreneurs (individuals who have the business spirit) and enterprising individuals (people who have the entrepreneurial spirit).

Note: Students must adopt a shared understanding of what constitutes an entrepreneur before dividing up the photographs. This activity will give them the opportunity to discuss with their peers and construct a preliminary representation of the entrepreneurial spirit.

- 2) Once the groups have completed the activity, help the class distinguish between individuals who have the business spirit and those who have the entrepreneurial spirit.

“The entrepreneurial spirit is related to action. It is different from the business spirit in that it does not necessarily involve starting up a business or trying to make a profit. Helping students to develop an entrepreneurial spirit involves encouraging them to innovate, to translate their ideas into action, to expand their range of action and to become involved in their community. It also means helping them to become attuned to the needs of their community and encouraging them to meet these needs through innovative solutions that create value by improving the quality of life or the collective wealth (economic, human, ecological or cultural) of their community. All of these actions will help them to demystify entrepreneurship and dispel the stereotypes and preconceptions that often surround it.” (Entrepreneurship program, p. 1)

3) If necessary, the students take notes on page 8 of their log.

Names of individuals:

♣ Guy Laliberté	♣ Alphonse Desjardins
♣ Alexandre Despatie	♣ Lise Bissonnette
♣ Laure Waridel	♣ Pierre Péladeau
♣ Dr. Lucille Teasdale	♣ Jean Coutu
♣ Louise Arbour	♣ Dick Pound
♣ Chantal Petitclerc	♣ Volunteers in your community
♣ Lise Watier	♣ Richard Desjardins
♣ Roger Frappier	♣ Emmett Johns (Pops)
♣ Dr. Réjean Thomas	♣ Phyllis Lambert
♣ Chantal Lacroix	♣ Bruny Surin
♣ Jean Lemire	

You can adapt this list by adding individuals in your community or people with whom the students are more familiar.

Answer key

This answer key includes possible answers.

Profiles evolve over time. For example, enterprising individuals may eventually become self-employed workers or entrepreneurs.

1. Guy Laliberté: Entrepreneur (Québec businessman). Founder, CEO and 80 per cent shareholder of [Cirque du Soleil](#).
2. Alexandre Despatie: Enterprising individual (Québec diver). Three-time world champion and Olympic medallist.
3. Laure Waridel: Enterprising individual (social entrepreneurship). Co-founder and former president of and spokesperson for Équiterre, a Québec-based environmental organization. Also a fair trade pioneer.
4. Dr. Lucille Teasdale: Enterprising individual (Québec physician and surgeon).
5. Louise Arbour: Enterprising individual. Until June 30, 2008, UN High Commissioner for Human Rights and member of the Secretary-General's cabinet. Was appointed to this position in February 2004. Before that, was a Supreme Court of Canada justice and Chief Prosecutor of the International Criminal Tribunals in The Hague.
6. Chantal Petitclerc: Enterprising individual (Québec Paralympic wheelchair racer and lecturer).
7. Lise Watier: Entrepreneur (Québec businesswoman). Launched her own line of beauty products, founding Lise Watier Cosmétiques inc. in 1972.
8. Roger Frappier: Entrepreneur (Québec producer, director, editor, actor and screenwriter).
9. Dr. Réjean Thomas (social entrepreneurship). Founder and former president of Doctors of the World Canada and founder of *L'Actuel* medical clinic in Montréal.
10. Chantal Lacroix: Intrapreneur (Québec television host, producer and actor).
11. Jean Lemire: Enterprising individual (Québec environmental biologist, oceanographer and filmmaker). Led several expeditions aboard the *Sedna IV*, in particular in the polar regions, with a view to raising public awareness of the planet's precarious future and problems caused by global warming).
12. Alphonse Desjardins: Entrepreneur (founder of the Caisses populaires Desjardins).
13. Lise Bissonnette: Intrapreneur (Québec journalist, author and administrator). In charge of the construction of the Grande Bibliothèque, which opened in April 2005.

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14. Pierre Péladeau: Entrepreneur. (Québec publisher and businessman). Founded Groupe Quebecor.
 15. Jean Coutu: Entrepreneur (pharmacist and entrepreneur). Founded Pharm-Escomptes Jean Coutu in 1969.
 16. Dick Pound: Enterprising individual. Canadian swimmer who finished sixth in the 100-m freestyle swimming event at the 1960 Olympics. Became a member, then president, of the Canadian Olympic Committee.
 17. Volunteers in your community: Enterprising individuals.
 18. Richard Desjardins: Entrepreneur (Québec singer-songwriter).
 19. Emmett Johns (Pops) (social entrepreneurship). Social worker invested in young street people and founder of *Dans la rue*.
 20. Phyllis Lambert: Entrepreneur. In the 1960s, founded and designed the [Saidye Bronfman Centre](#) in Montréal, which she named in her mother's honour. Also participated actively in Montréal and Québec culture, mainly in the field of architecture.
 21. Bruny Surin: Enterprising individual (athlete and lecturer).



Types of involvement

Aim: To help students construct a preliminary representation of an entrepreneur, an intrapreneur and a self-employed worker.

Material:

-  Profiles of three enterprising individuals (drawn from magazines, newspapers, televised reports, Web sites, etc.)
-  Log, p. 9-10
-  Entrepreneurship program, *Introduction to the Program*

Procedure

Part One: Individual work

- 1) Students draw a preliminary distinction between the different types of involvement (Log, p. 9).
- 2) After reading profiles of three enterprising individuals given them by the teacher, they attempt to associate each individual with the corresponding type of involvement.
- 3) They then improve their representations of each type of involvement (Log, p. 9).

Part Two: Pooling information

- 1) The students compare their answers with those of two classmates. If their answers are not the same, they attempt to agree on a single answer.
- 2) The teacher leads a class discussion about the activity and, if necessary, adjusts students' representations of the types of involvement.

Note: Associating each individual with the corresponding type of involvement is a good way of starting a discussion.

Part three: Review

- 1) After discussion, the students once again improve their representations of each type of involvement.
- 2) They determine which type of involvement suits them best at this point in time (Log, p. 10).

Note: In these activities designed to increase students' awareness of entrepreneurship, the profiles of enterprising individuals are drawn from different print media. Do not hesitate to consult the Webography at the end of the Entrepreneurship program for other media (e.g. video).



Discovering entrepreneurial qualities

Aim: To help students come to a shared understanding of the entrepreneurial qualities to be developed throughout the year.

Materials:

-  17 cards, each bearing an entrepreneurial quality (see Entrepreneurship program, *Table of Program Content: Entrepreneurial qualities*)
-  Log, p. 10-12
-  Markers

Procedure

Part One: Understanding of entrepreneurial qualities

- 1) Students form groups of two.
- 2) In groups, they come to a shared understanding of the entrepreneurial quality assigned to them. The use of a conventional or electronic dictionary is strongly recommended.
- 3) Each group writes a short definition of the entrepreneurial quality in question and illustrates it using observable behaviours.

Example: *How can you see that a person has perseverance?*

Observable behaviours:

-  *Does not discourage easily.*
-  *Looks for solutions to difficulties encountered.*
-  *Commits to the task to be carried out.*
-  *Works hard to carry out the tasks assigned to him or her.*

- 4) In groups, students produce a poster containing the definition of the quality and a few observable behaviours.
- 5) They present their poster.
- 6) In light of the presentations, they choose the three entrepreneurial qualities most apparent in their personality (Log, p. 10).

Part Two: Entrepreneurial qualities targeted in the learning and evaluation situation

- 1) Inform students of the entrepreneurial qualities targeted in the learning and evaluation situation.
- 2) Working individually, students consider their level of development of each one (Log, p. 11).



Find someone who . . .

Aim: To show students the expertise available in the class.

Material:  *Find Someone Who . . .* Chart

Procedure

- 1) Give each student a “*Find Someone Who . . .*” chart.
- 2) Tell students that the activity will last five minutes.
- 3) Pen in hand, each student tries to find someone in the class who has the expertise described in one of the boxes in the chart and then has that person sign the appropriate box.
- 4) At the end of the five minutes, read the descriptions in each of the boxes and have the students who have the expertise in question raise their hands.
- 5) Point out the diversity of expertise available in the class.

A sample chart is provided on the following page.

Note: You may modify the chart as needed.

Find someone who . . .

<p><i>Find someone who . . .</i></p> <p>knows how to drive a car or a truck.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>knows how to cook.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>makes friends easily.</p> <p>_____</p>
<p><i>Find someone who . . .</i></p> <p>sews or knits.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>speaks several languages.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>is a good speller.</p> <p>_____</p>
<p><i>Find someone who . . .</i></p> <p>can make a Web page.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>likes to write songs, poems or stories.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>is handy.</p> <p>_____</p>
<p><i>Find someone who . . .</i></p> <p>knows how to send and receive e-mail.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>can draw.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>plays a musical instrument.</p> <p>_____</p>
<p><i>Find someone who . . .</i></p> <p>enjoys public speaking.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>is good at math.</p> <p>_____</p>	<p><i>Find someone who . . .</i></p> <p>can produce a PowerPoint presentation.</p> <p>_____</p>



Wall of expertise

Aim: To show students the expertise available in the class by constructing a wall of expertise to help them find co-workers and partners.

Material:

-  Pictograms
-  Sheets of paper or cardboard

Procedure

- 1) Place several pictograms on the wall, leaving room for an *OTHER* category.
- 2) Based on their established résumé of expertise, the students write their name on one or more sheets of paper or cardboard and place them below the appropriate pictograms.
- 3) Show them how to use the wall of expertise and explain that it can save their group time.
- 4) The wall of expertise can be perfected throughout the year.

Note: Do not hesitate to adapt the proposed wall of expertise or to use a different medium, such as a directory or Web page.

Concept of community

The following questions will help you define the concept of community:

What does the word *community* mean?

Is a community necessary? Why or why not?

Are you part of a community? Which one?

Can you name different communities?

Finding solutions

Aim: To help students find solutions to real needs in the community.

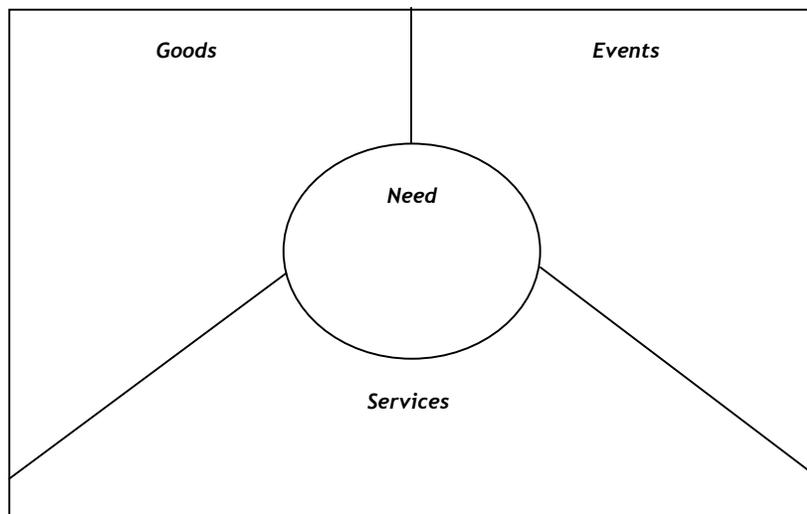
Materials:

-  Large sheets of cardboard
-  Markers
-  Chronometer or watch
-  Action Plan, p. 5

Procedure

- 1) Ask each group to arrange their desks in an island.
- 2) Give each group a large sheet of cardboard.
- 3) Ask students to write the need they wish to satisfy on the sheet.
- 4) Ask each group to name a member to write ideas on the sheet.
- 5) Allow the groups five minutes to write down goods, services or events related to the targeted need.
- 6) Have the groups move clockwise to the next island and repeat the activity, but this time with a view to making suggestions for a group that chose a different need.
- 7) Allow the groups three minutes per island.
- 8) When the students have visited every island, ask each group to read their classmates' suggestions.
- 9) Ask the groups to write down the targeted need and the most interesting solutions on page 5 of the Action Plan.

Example:



Division of labour

Aim: To help students understand the principle of the division of labour.

Materials:

-  8 1/2 X 11 sheets of paper cut in half
-  Red pens
-  Lead pencils
-  Rulers
-  Watch or stopwatch
-  1 container or large envelope per group

Procedure

- 1) Ask each group to arrange their desks in an island.
- 2) Tell the students a story similar to the one given below:

“Mr. Merchant owns a company that manufactures products designed to make life more pleasant for Quebeckers.

Wishing to expand his product line, Mr. Merchant is about to launch his SUPERpaperonic airplanes. To do this, he has called upon your talents to produce the planes needed to launch this revolutionary product.”

- 3) **Part One:** Explain the process for making a SUPERpaperonic airplane
 - a. The teacher shows the type of plane to be produced (choose the simplest possible model: for example, coloured lines on the wings, SUPERpaperonic written somewhere on the body of the plane).
 - b. The teacher provides the students with half sheets of paper and guides them step by step in making the first airplane.

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- 4) Part Two: Each student works alone to make airplanes.
- a. The teacher gives each group an empty container. The number written on this container will be used to identify the group when the time comes to count the number of planes made by that group.
 - b. The teacher sets up four paper distribution points.
 - c. The teacher explains the first phase of experimentation (each student works alone to make airplanes) and points out that 5 minutes will be allotted for this step.
 - i. When given the signal, each student goes to one of the paper distribution points and takes only one sheet of paper.
 - ii. Each student must make a SUPERpaperonic airplane that meets all the specifications and then put it in his/her group's container.
 - iii. After making the first plane and putting it in the container, the students must return to one of the distribution points, make another plane, and so on.
 - iv. The teacher counts the number of planes that meet the specifications and writes the result on the board.
 - v. The group that makes the greatest number of SUPERpaperonic planes meeting the specifications will win this first round.

5) Part Three: Discussion

- a. The teacher leads a discussion aimed at identifying the disadvantages of having one person do all the work:

Examples of answers that students could give:

-  *No two planes are the same even if they have the same name.*
-  *The time required to make a plane varies with each plane.*
-  *Not all the planes have the same features.*

6) Part Four: The group works together to make airplanes.

- a. The teacher reminds the students of the requirements regarding the production of the airplanes and the distribution of paper in the preceding phase, since these will also apply in this second production phase.
- b. The teacher gives the groups two minutes to determine a way of producing more planes in the time allotted (five minutes).
- c. The teacher gives the starting signal (time allotted: 5 minutes).
- d. The students produce airplanes.
- e. The teacher counts the number of planes that meet the specifications and writes the result on the board.
- f. The group that makes the greatest number of SUPERpaperonic planes meeting the specifications will win this second round.

7) Part Five: Reviewing the activity

The teacher:

- a. leads a discussion aimed at identifying the advantages and disadvantages of the two ways the students went about producing the planes
- b. asks the students to give their opinions as to why groupwork produced good results

Examples of expected answers:

✍ Each group member carried out the production step he/she found easiest to complete.

✍ Several people worked together on the steps that take longer to complete.

✍ People helped one another.

- c. draws a parallel with the implementation of a project



Business services

Aim: To help students differentiate among different business services.

Materials: None

Procedure

- 1) Review with students the previous activity on the division of labour and explain the different business services.
- 2) Ask students questions about what Mr. Merchant should do to ensure the success of his company.

Have students give their opinion about:

- a. **production** (product): Mr. Merchant must have the necessary equipment, the appropriate facilities, somewhere to store finished products and raw materials, a quality control system, etc.
- b. **marketing** (client): Mr. Merchant must promote and advertise his product, find points of sale, design eye-catching packaging, hire representatives (salespeople), etc.
- c. **human resource management** (employee): Mr. Merchant must have competent employees, offer them attractive working conditions, train them, motivate them, provide them with a safe workplace, etc.
- d. **finance** (money): Mr. Merchant must have the necessary funds to pay his bills, his employees, his representatives (salespeople), etc.
- e. **research and development** (improvements and innovation): Mr. Merchant must perfect his production methods, develop new products, improve the strength of the materials he uses, obtain patents to protect his discoveries, etc.
- f. **administration** (coordinator): Mr. Merchant must ensure that he achieves his goals, that his products are ready on time, etc.

There are numerous tasks to be performed, requiring a variety of knowledge and aptitudes. Therefore, it is wise to apply a division of labour in the implementation of an entrepreneurial project.

- 3) Have students list positions appearing in the *Careers* section of the newspaper and associate them with the appropriate business service.

The Entrepreneurial indicators

Aim: To help students understand the role of the entrepreneurial indicators.

Materials: None

Procedure

- 1) Review with students the previous activity about business services and explain the role of the entrepreneurial indicators (Entrepreneurship program, Focus of the Competency *Implements an entrepreneurial project*).
- 2) Ask students what Mr. Merchant needs to do to achieve his goals:

Examples of answers:

He must consider:

-  potential waste of resources
 -  potential waste of time
 -  employee assignments: the employees must be assigned to tasks for which they possess the necessary expertise
- a. Classify the students' answers in three categories (**effectiveness, efficiency, relevance**) and make sure they share the same understanding of these entrepreneurial indicators.
 - b. Give examples of questions and explain their usefulness for regulation.