



# Future Entrepreneurs



Building skills  
that last  
a lifetime

Your Future Entrepreneurs kit includes a CD full of valuable tools. On it, there is a digital version of this entire Resource Guide, as well as links to on-line resources and relevant Government of Ontario programs.

In addition, two interactive games are guaranteed to make learning about entrepreneurship fun. The Great Ontario Ice-Cream Challenge lets students partner with two young people as they start up their own business — and find out what’s involved. And the Future Entrepreneurs Challenge is a quiz using a real-life case study about two women whose jewellery company takes off.

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**Note to the Teacher****LET'S GET DOWN TO BUSINESS**

Inspiring students is a tough job at the best of times. Securing their attention is usually the first challenge, and the word “business” may be right up there with “homework” for many middle and high school students.

The study of entrepreneurship offers a sure-fire way to inspire and educate students living in a media-saturated consumer culture. Presenting the principles and procedures of entrepreneurship in a contemporary, relevant manner ensures their attention, and their education.

The Government of Ontario developed *Future Entrepreneurs* to help you introduce the world of entrepreneurship and enterprise to students in grades 7-10. This integrated study unit will let you inspire, excite, and involve your students, as you lead them on a journey of discovery of entrepreneurs and entrepreneurship.

**Meeting your curriculum needs**

This program supports various Ontario Ministry of Education curriculum expectations for Language Arts, Geography and History for grades 7 and 8 and Business Studies in grades 9 and 10 as well as Career Studies at the Grade 10 level. The specific expectations supported are listed in each Subtask for your convenience.

As you will see from several of the entrepreneurs profiled here, most were inspired at a relatively young age. No matter what their career choice, your students will learn how enterprising attributes, attitudes and skills can serve them throughout life.

Using a variety of diverse examples, *Future Entrepreneurs* paints a clear picture of the world of entrepreneurship. Along with providing interesting and often exciting portraits of successful Ontario entrepreneurs, *Future Entrepreneurs* highlights the importance of enterprising skills, and demonstrates how they can be applied to any kind of endeavour.

This program gives you all the tools, resources, and implementation strategies you need to introduce entrepreneurship and enterprise to your students. It also enables them to assess their own personal aptitude and interests.

To accomplish this, *Future Entrepreneurs* is divided into five Subtasks.

**Promote**

This lesson generates interest, curiosity, and questions by enabling students to explore a number of entrepreneurial opportunities, ideas, and case studies. The goal is to spark interest, activity and a desire to learn more.

**Probe**

This lesson leads students to investigate their personal areas of interest related to entrepreneurs, entrepreneurship, and enterprise.

**Prepare**

This lesson challenges students to prepare questions for a guest entrepreneur. Students help focus the entrepreneur’s visit on areas of interest.

## Present

In this lesson, students present their questions to a visiting entrepreneur. Their questions are designed to promote discussion, probe for answers, and engage the entrepreneur in a lively exchange.

## Ponder and Plan

This lesson asks students to reflect on the session with the guest entrepreneur and apply the discussion to their own situation. Are they interested in entrepreneurship and/or the development of enterprising skills?

The effective use of technology is emphasized throughout *Future Entrepreneurs*. The entrepreneur profiles demonstrate how entrepreneurs (and enterprising people within organizations) use technology to improve efficiency, effectiveness, market reach, and customer service. Note that the entire *Future Entrepreneurs* program is available on a CD-ROM, where you will also find direct links to relevant websites.

*Future Entrepreneurs* also offers opportunities to develop technology skills and knowledge. This can include providing opportunities for students to research on the Internet, use spreadsheets to study comparisons or calculate costs, and word processing and presentation software to complete assignments.

Although *Future Entrepreneurs* is designed to be used as a complete unit, you can choose to use one or more Subtasks in combination. You know your students best, so feel free to use the program as a resource in any way you see fit.

We have designed *Future Entrepreneurs* to be thought-provoking and perhaps even inspirational in some cases. If students complete the program learning a single enterprising skill or attribute that helps them in their career or in their life, our time has been well spent.

## What you can accomplish with *Future Entrepreneurs*

**Entrepreneurship is an exciting and rewarding career option which all young people should consider at the earliest possible time.** A student who discovers an interest in entrepreneurship can make educational choices to develop the knowledge, skills, and experiences for a successful future. Others will develop the enterprising skills that are vital for success in most large organizations.

More and more young people are considering entrepreneurship as a career option today. Many are eager to start their own business and work for themselves. Other students are keen to develop the enterprising attributes, attitudes and skills they know will benefit them no matter what their career choice. As the workplace becomes more and more "enterprising", employers are seeking employees with the spirit of innovation and an enterprising attitude.

The timing couldn't be better. Along with an increased interest in entrepreneurship among young people comes a wealth of new opportunities that reward entrepreneurial initiative. An information economy and continued globalization ensure that opportunities abound for those with new ideas and initiatives.

### **Entrepreneurial or enterprising?**

There is a clear distinction between *entrepreneurial* skills and *enterprising* skills. Entrepreneurial skills are those associated with assuming the risks and responsibilities for creating, starting, and operating a venture, which could be a business, a not-for-profit organization or a public service agency.

Enterprising skills are associated with those who wish to be "enterprising" within organizations—that is, work to identify problems, seek solutions, create ideas and new programs, take initiative, be creative, help set goals, and achieve objectives. Enterprising people are more comfortable applying their skills within an organization owned or headed by others. Many people who are interested in entrepreneurship do not wish to assume the risks and responsibilities associated with ownership and financial liability.

### **A unique teaching opportunity**

In this broad context, *Future Entrepreneurs* provides an opportunity for students to consider their personal interest in both entrepreneurship and enterprise.

The program emphasizes how "enterprising skills" are valuable in virtually every career path.

*Future Entrepreneurs* also encourages teachers and students to explore the world of technology and learn how it affects the workplace, businesses, and our communities.

As the relevant curriculum information listed in each Subtask shows, there are many "expectations" related to entrepreneurship and enterprise integrated into courses of study for Language Arts, Geography and History for grades 7 and 8, Business Studies in grades 9 and 10, and Career Studies in Grade 10. A matrix outlining curriculum expectations fulfilled by each Subtask is included for easy reference.

The program is also very useful as a general resource for career studies, guidance, history, language arts, and geography in the grade 7-10 range. For example, each of the case studies profiling entrepreneurs has a set of questions that can serve as a quick reading and writing assignment for the time-starved teacher.

### **Introduce your students to a new world**

Entrepreneurs are agents of change. They see problems and challenges as opportunities. They create ideas to take advantage of these opportunities, and mobilize resources to create a new venture, product, service, or program. Entrepreneurs invariably love whatever it is they do, and the passion they bring to their work can inspire students in many ways. Teaching and learning about entrepreneurship is best when it captures that passion.

# Overview

*Future Entrepreneurs* provides all the information, resources, and tools that a teacher will need to introduce students to the exciting world of entrepreneurs, entrepreneurship, and enterprise. The primary goal of the program is to help students make informed decisions about their personal interest in either becoming an entrepreneur or developing enterprising skills. Students will also develop an appreciation for the contributions entrepreneurs make to their community. To accomplish this, the Future Entrepreneurs Teacher's Guide comprises five Subtasks:

## SUBTASK #1: PROMOTE

*(Estimated time: 90-110 minutes)*

- **Promotes** an interest in entrepreneurs, entrepreneurship, and enterprising skills.
- Discovery of characteristics, attributes, abilities, and skills common among many entrepreneurs and enterprising people.
- Discovery of questions they will want answered.

## SUBTASK #2: PROBE

*(Estimated time: 90-100 minutes)*

- Students **Probe** the world of entrepreneurship.
- An opportunity for them to learn more, develop a curiosity, and determine specific things which they could explore.

## SUBTASK #3: PREPARE

*(Estimated time: 100-120 minutes class time)*

- Students **Prepare** for a classroom visit by an entrepreneur from their community. Students will reflect on their **Probe** activity and develop questions for the guest entrepreneur.

## Subtask #4: PRESENT

*(Estimated time: 60-80 minutes)*

- Students **Present** their questions to the visiting entrepreneur to help shape the content of the entrepreneur's visit.
- Entrepreneurs are usually comfortable answering questions in the context of their own ventures—relating questions to what they know about, their experiences, their challenges, and their successes.
- Students will synthesize what they have learned from their "Promote", "Probe" and "Prepare" activities and prepare a well-structured presentation.

## SUBTASK #5: PONDER

*(Estimated time: 85-100 minutes)*

- Challenge students to **Ponder** what they have learned and plan how they can apply this knowledge and experience to future learning activities.
- Students will reflect on their own interest in entrepreneurship.
  - Are they interested in exploring entrepreneurship further?
  - Are they interested in developing entrepreneurial skills?
  - Are they interested in the prospects of possible summer employment as a young entrepreneur?
  - Are they more interested in developing and applying enterprising skills?
  - Have they determined that the world of entrepreneurship is really not for them? This is also a valuable outcome.

## Class time planning

To assist your planning, estimated time blocks for each component of each Subtask are listed in the material. Total times for completion of all five sub-tasks range from 425 minutes to 510 minutes.

## The tools you need

*Future Entrepreneurs* provides access to self-assessment tools that will help students reflect on their entrepreneurial interests and aptitudes. Teachers can select from a variety of case studies to best illustrate such contributions. Local entrepreneurs will also have stories to tell and experiences to share. *Future Entrepreneurs* also provides background information to share with the visiting entrepreneurs, to ensure that the visit is focused, productive, and enjoyable.

## Culminating Task Assessment

As a culminating activity, students will prepare and present to the teacher, the class, or both a presentation entitled "Am I a Prospective Entrepreneur?" Students will draw upon the tools and learning experience provided by the *Future Entrepreneurs* program to determine their interest in pursuing a career as an entrepreneur. Each student will summarize:

- (a) what is involved in being an entrepreneur,
- (b) characteristics, attributes, attitudes and skills common to entrepreneurs,
- (c) what they learned from the visit from the local entrepreneur,
- (d) the extent to which they see themselves as a prospective entrepreneur, and

- (e) an explanation of their personal conclusion and how this conclusion will influence their future education, training, work, or community participation activities.

## Links to Prior Knowledge

Students participating in the *Future Entrepreneurs* activity will benefit from having prior experience with the following:

- working in cooperative groups
- conducting research and investigation using the Internet
- knowledge of the community and local business activity
- buying goods and services from entrepreneurs in the community
- investigating topics of interest to formulate relevant questions

*Future Entrepreneurs* will:

- help students appreciate the roles and contributions of entrepreneurs
- assess their personal interest in entrepreneurship and enterprising skills
- enable them to make more informed decisions regarding future educational choices and career options.



## Grade 7/8 Language Arts

Expectations	Subtasks				
	#1	#2	#3	#4	#5
• listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	X		X	X	X
• use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	X		X	X	X
• reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations			X	X	X
• read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning	X	X	X	X	X
• recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	X	X			X
• use knowledge of words and cueing systems to read fluently	X	X	X		X
• reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading		X	X		X
• generate, gather, and organize ideas and information to write for an intended purpose and audience	X	X	X	X	X
• draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	X	X		X	X
• use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	X	X		X	X
• reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process	X	X		X	X
• demonstrate an understanding of a variety of media texts	X				
• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning	X				
• create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques					X
• reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts	X				X

### Grade 7/8 Geography

Expectations	Subtasks				
	#1	#2	#3	#4	#5
<ul style="list-style-type: none"> <li>• <b>GEOGRAPHY: GRADE 7</b> - Natural Resources describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources</li> </ul>	X				
<ul style="list-style-type: none"> <li>• <b>GEOGRAPHY: GRADE 8</b> - Patterns in Human Geography research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics</li> </ul>	X	X	X		X
<ul style="list-style-type: none"> <li>• <b>GEOGRAPHY: GRADE 8</b> - Economic Systems describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development</li> </ul>	X	X	X		X

### Grade 7/8 History

Expectations	Subtasks				
	#1	#2	#3	#4	#5
<ul style="list-style-type: none"> <li>• <b>HISTORY: GRADE 8</b> - Canada: A Changing Society compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada</li> </ul>	X	X	X		

## Grade 9/10 Introduction to Business

Expectations	Subtasks				
	#1	#2	#3	#4	#5
• demonstrate an understanding of how businesses respond to needs, wants, supply, and demand	X	X	X	X	
• compare types of businesses	X	X	X	X	X
• demonstrate an understanding of ethics and social responsibility in business		X	X	X	X
• demonstrate an understanding of the benefits and challenges for Canada in the field of international business		X	X	X	X
• explain the role of production in business	X	X	X	X	X
• explain the role of human resources in business	X	X	X	X	X
• demonstrate an understanding of sound management practices in business	X	X	X	X	X
• demonstrate an understanding of the importance and role of marketing in business	X	X	X	X	X
• demonstrate an understanding of the importance and role of accounting in business		X	X		
• demonstrate an understanding of the importance and role of information and communication technology in business.	X	X	X	X	X
• describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs	X	X	X	X	X
• analyse the importance of invention and innovation in entrepreneurship	X	X	X	X	X

## Grade 10 Career Studies

Expectations	Subtasks				
	#1	#2	#3	#4	#5
<ul style="list-style-type: none"> <li>• use a self-assessment process to develop a personal profile for use in career development planning</li> </ul>		X			X
<ul style="list-style-type: none"> <li>• evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings</li> </ul>		X		X	X
<ul style="list-style-type: none"> <li>• demonstrate effective use of interpersonal skills within a variety of settings</li> </ul>	X	X	X	X	X
<ul style="list-style-type: none"> <li>• use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio</li> </ul>		X	X	X	X
<ul style="list-style-type: none"> <li>• identify current trends in society and the economy and describe their effect on work opportunities and work environments</li> </ul>	X	X	X	X	X
<ul style="list-style-type: none"> <li>• identify a broad range of options for present and future learning, work, and community involvement</li> </ul>	X	X	X	X	X
<ul style="list-style-type: none"> <li>• use appropriate decision-making and planning processes to set goals and develop a career plan</li> </ul>		X	X		X
<ul style="list-style-type: none"> <li>• analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change</li> </ul>	X			X	X
<ul style="list-style-type: none"> <li>• demonstrate an understanding of, and the ability to prepare for, the job-search process.</li> </ul>					X

## Subtask #1

### PROMOTE: THE ENTREPRENEURIAL SPARK

Estimated Time: 90-110 minutes

This lesson generates curiosity and questions, enabling students to explore entrepreneurial opportunities, ideas, and case studies. The activities are designed to bring out students' opinions, perceptions, ideas, and impressions. The goal is to encourage students to probe deeper and learn more about issues and topics which interest them.

Students are introduced to the role and contribution of entrepreneurs. Students identify how entrepreneurs respond to needs and wants with products and services. They also explore the characteristics, attributes, attitudes and skills that are common among entrepreneurs and enterprising people.

## RELEVANT EXPECTATIONS IN GRADE 7/8 ONTARIO CURRICULUM

### LANGUAGE ARTS: GRADE 7/8

#### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

#### Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- use knowledge of words and cueing systems to read fluently

#### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

#### Media Literacy

- demonstrate an understanding of a variety of media texts
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

**GEOGRAPHY: GRADE 7****Natural Resources**

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources

**GEOGRAPHY: GRADE 8****Patterns in Human Geography**

- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics

**Economic Systems**

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development

**HISTORY: GRADE 8****Canada: A Changing Society**

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada

**RELEVANT EXPECTATIONS IN GRADE 9/10 ONTARIO CURRICULUM****INTRODUCTION TO BUSINESS:  
GRADE 9 OR 10, OPEN (BBI10, BBI20)  
Business Fundamentals**

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
- compare types of businesses

**Functions of a Business**

- explain the role of production in business
- explain the role of human resources in business
- demonstrate an understanding of sound management practices in business
- demonstrate an understanding of the importance and role of marketing in business
- demonstrate an understanding of the importance and role of information and communication technology in business.

**Entrepreneurship**

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
- analyse the importance of invention and innovation in entrepreneurship

## CAREER STUDIES: GRADE 10

- demonstrate effective use of interpersonal skills within a variety of settings
- identify current trends in society and the economy and describe their effect on work opportunities and work environments
- identify a broad range of options for present and future learning, work, and community involvement
- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change

### Groupings

- Whole Class
- Small Groups
- Pairs
- Individuals

### Teaching/Learning Strategies

- Visuals to promote thought/discussion and provide key summary information
- Class discussion
- Small group task assignment
- Small group brainstorming
- Individual analysis and peer sharing/exchange
- Individual research and writing assignment

### Teaching/Learning: responding to consumer needs and wants

This lesson promotes interest in entrepreneurs, entrepreneurship and enterprise. Students are challenged to think about our natural concern for our body and its many needs for products and services.

Through class and small group discussions, they explore the many ways in which entrepreneurs respond to consumer needs and wants. Individually, each student identifies local entrepreneurs who respond to local needs. Each student then shares their personal summary with another student. In small groups, and individually, students will identify and describe, in written form, a potential entrepreneurial opportunity in their own community. Working independently, students will read a relevant case study and compare it with a summary of common entrepreneurial characteristics.

### Teacher's Action Plan

1. Ask students to collect ads from magazines advertising a number of different products and services for our bodies: hair products, fashion, dental products, health care and diet, beauty products, eyewear, skin care, etc.
2. Select the ads that you want to share with the class and the sequence in which you want to show them. Reveal them to the class one at a time, and promote discussion about the range of products and services for our bodies. (*Estimated time: 10 minutes*)

For example, show an ad for a shampoo. Use this to trigger discussion, "Why do we care for our hair?" Responses could include appearance, health, cleanliness, length, style, etc. **The message to students is that products and services are produced to fulfill needs and wants.**

You can go through a similar exercise with any product or service of your choosing.

3. After this opening discussion, emphasize that producers (“businesses”) respond to the needs and wants of consumers. Note that this is the goal of an entrepreneur: to respond to consumer needs and wants with products and services that people are willing to buy. Note that, in many cases, there will be more than one entrepreneur competing for the business. An entrepreneur’s success depends on many factors but includes:

- understanding the needs and wants of consumers
- producing a quality product or service
- marketing the product or service effectively
- the effective use of technology to market, distribute and manufacture the product
- offering the product or service at a competitive price.

*(Estimated time: 5 minutes)*

4. Distribute copies of Black Line Master #1 and present students with a challenge. Working in small groups, they will identify products and services (not specific brands) that are produced to address the body’s needs and wants. They should identify at least two types of products and services for each of the body parts shown, and record them on Black Line Master #1.

Encourage students to think beyond the mundane and consider things like tattoos, foot massagers, casts, and artificial joints. In your discussion with them, include examples of how technology advances the effectiveness of personal care products and services.

Provide students with time to work in their small groups to complete this task. When the task is complete, ask each student in each group to select a different part of the body for some individual work and attention. *(Estimated time: 20 minutes)*

5. Ask each student, independently, to identify any producers in the community who provide products and services for the body part they have selected. That is, name the actual businesses where one could buy the products or services the student has identified. *(Estimated time: 5 minutes)*

6. Pair each student with another student and, in an assigned amount of time, have each student share their list of local producers. Each student can offer suggestions to the other to help expand the list. *(Estimated time: 7 minutes)*

7. After identifying products and services and local producers, it is important to draw students’ attention to the resources required for production. In pairs, or in their small groups, ask students to select one product and propose the kinds of resources needed to produce and distribute that product to the stores in their community. *(Estimated time: 10 minutes)*



## Notes on economic production

Students should identify resources according to the major resource categories—natural resources or raw materials, labour resources (the skills, talent, and ability of people working in different occupations), and capital resources (equipment, machinery, factories, and technology).

Emphasize how this kind of production activity takes place for hundreds of thousands of products and services in our economy. Note that the success of an economy (in terms of creating jobs, incomes, and wealth for citizens) depends on the production capabilities of its producers and the spending decisions and activities of its consumers.

The economy will ultimately succeed on the basis of the well-being of the country's citizens and their willingness and ability to buy goods and services. High levels of quality employment generate opportunities for citizens to earn incomes and support themselves and their families. The willingness and ability of citizens to buy goods and services creates demand in the economy and opportunities for producers.

Entrepreneurs take the lead in seeking out, and responding to, such opportunities and demand. The better our entrepreneurs are at identifying and responding to opportunities—and mobilizing and combining resources efficiently and effectively—the better our economy will be.

8. *(Optional)* As a homework assignment, ask students to check out a number of sample products and determine where they were produced. This is a good

opportunity to introduce the concepts of imports and exports and briefly discuss why we buy some of our goods and services from other countries. Discuss the importance of selling goods and services to other countries and the many jobs this creates in Ontario.

9. Use Black Line Master #2 to promote student thinking about the inventiveness and creativity of Canadians. Emphasize the difference between entrepreneurship and invention. Entrepreneurs apply inventions and innovations to the production of goods and services to improve what is produced and how production takes place. Together, inventors, innovators, and entrepreneurs make a tremendous contribution to the development of Canada and the Canadian economy.

*(Estimated time: 20 minutes)*

10. Use Black Line Master #3 to summarize the role and characteristics of entrepreneurs.

*(Estimated time: 10 minutes)*

11. Reassemble students in their small groups and assign the following challenges.

- Review the various parts of the body and the products and services that consumers tend to need and want
- Identify a product or service that is currently not available in the community or which could be provided in an improved or different way. Groups can begin by brainstorming in the time that remains in the class

- Their assignment is to write a paragraph describing a possible entrepreneurial opportunity that exists in their community. The opportunity must be related to products and services that focus on our concern, and needs, for our bodies

*(Estimated time: 15 minutes)*

12. Distribute your choice of Black Line Masters #4, (Desi Wear) #5 (Foxy Originals) and #6 (Big It Up), case studies of young Ontario entrepreneurs meeting needs in the fashion industry. **Desi Wear**, **Foxy Originals** and **Big It Up** each offer exciting stories that are sure to engage student interest in entrepreneurship.

Students can read these profiles as part of their homework. You can assign the short questions and writing assignments on each as you see fit.

### Adaptations and extensions

- Extend this lesson to the area of “marketing” and discuss how the entrepreneurs profiled in Black Line Masters 4, 5 and 6 market their products. You could discuss methods of advertising that can be used—and how advertising influences student choices
- Use the lesson as an opportunity to discuss the difference between “needs” and “wants” and how these can differ from one person to another

Discuss how a consumer will act differently when they feel that something is “needed” rather than “wanted”.

- Ask students to develop their own perception of an “entrepreneurial person” prior to distributing the fashion entrepreneur profiles

- Promote consideration of entrepreneurs in the community by asking students to consider: (a) entrepreneurs in the school, (b) entrepreneurs they encounter in the course of a given week, (c) parents, siblings, or other relatives who work as an entrepreneur, (d) entrepreneurs they have seen on TV or in the movies

### Assessment options for Subtask #1

- Conduct a formative assessment by observing students working in small groups or pairs. Provide feedback on their contributions to group discussions
- Collect the written descriptions of potential entrepreneurial opportunities and grade for quality of effort and creativity
- Grade responses to questions on Black Line Masters 4, 5 and 6
- Grade writing assignments on Black Line Masters 4, 5 and 6

### Resources

Ads selected from magazines

**Black Line Master #1:**

Products and services for the body

**Black Line Master #2:**

Canadian inventions and innovations

**Black Line Master #3:**

Who is an entrepreneur?

**Black Line Master #4:**

Desi Wear

**Black Line Master #5:**

Foxy Originals

**Black Line Master #6:**

Big It Up!

# Subtasks

## **Subtask #2:**

### **PROBE: ENCOURAGING INTEREST**

Estimated Time: 90-100 Minutes

This lesson challenges students to look more closely into the world of entrepreneurship and enterprise, with a specific focus on what they found interesting in Subtask #1. Students look at entrepreneurs and enterprising people through a variety of case studies. The profiles are also used as examples when students are challenged to write an entrepreneurial biography or case study. Investigations should be personal and follow pathways relevant to their own interests.

## **RELEVANT EXPECTATIONS IN GRADE 7/8 ONTARIO CURRICULUM**

### **LANGUAGE ARTS: GRADE 7/8**

#### **Reading**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- use knowledge of words and cueing systems to read fluently

- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

#### **Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **GEOGRAPHY: GRADE 8**

#### **Patterns in Human Geography**

- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics

#### **Economic Systems**

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development

**HISTORY: GRADE 8****Canada: A Changing Society**

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada

**RELEVANT EXPECTATIONS IN GRADE 9/10 ONTARIO CURRICULUM****INTRODUCTION TO BUSINESS, GRADE 9 OR 10, OPEN (BBI10, BBI20) Business Fundamentals**

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
- compare types of businesses
- demonstrate an understanding of ethics and social responsibility in business
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business

**Functions of a Business**

- explain the role of production in business
- explain the role of human resources in business
- demonstrate an understanding of sound management practices in business
- demonstrate an understanding of the importance and role of marketing in business
- demonstrate an understanding of the importance and role of information and communication technology in business.

**Entrepreneurship**

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
- analyse the importance of invention and innovation in entrepreneurship

**CAREER STUDIES: GRADE 10**

- use a self-assessment process to develop a personal profile for use in career development planning
- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings
- demonstrate effective use of interpersonal skills within a variety of settings
- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio
- identify current trends in society and the economy and describe their effect on work opportunities and work environments
- identify a broad range of options for present and future learning, work, and community involvement
- use appropriate decision-making and planning processes to set goals and develop a career plan

# Subtasks

## Groupings

- Whole Class
- Combined Pairs
- Individuals
- Pairs

## Teaching/Learning Strategies

- Case studies
- Brainstorming
- Journal writing
- Research and writing a biography or case study
- Peer assessment and review
- Self-assessment

## Teaching/Learning: Meet some very interesting entrepreneurs

Students are introduced to several entrepreneurs through case studies that demonstrate a variety of businesses and entrepreneurial styles. They will learn more about the personal qualities of entrepreneurs, the value of education, what motivates entrepreneurs, how they contribute to the economy, and the impact of technology on entrepreneurial ventures. Students work individually, in pairs, and in small groups of four through much of this Subtask. Organize groups of students with attention to a balance of abilities, skills, and interests.

Company	Sector	Location	Unique Feature
#4. Desiwear	fashion	Oakville	niche fashion
#5. Foxy Originals	fashion	Toronto	from school to business
#6. Big It Up	fashion	Toronto	multicultural fashion
#7. Real Decoy	IT	Ottawa	Summer Company startup
#8. Misty Meadows	agriculture	Eastern Ontario	working with parents
#9. Sencia Canada	IT	Thunder Bay	intrapreneur to entrepreneur
#10. CreeTech	resources/IT	Chapleau	resource management
#11. ESC	education	Toronto	set industry standards
#12. Nonlinear	automotive	Ottawa	technical innovation
#13. TWG	advertising	North Bay	strong partnership
#14. Anne Abbott	communication arts	Toronto	determination

### Teacher's Action Plan

1. Read the following case studies and select **three profiles** most appropriate for your students, based on the sector, location, unique feature, and personalities of the entrepreneurs. You may decide to let the students make their own choices from the list, or assign different sets of three to different groups. The goal is to have students probing entrepreneurs and industries that they already find interesting.
  2. Have students read the following case studies and respond individually to the accompanying questions. *(Estimated time: 20 minutes each)*
  3. Pair students to share and discuss their responses to the questions. *(Estimated time: 25 minutes)*
  4. Have students brainstorm a list of questions they might ask each of these entrepreneurs. Combine groups and share the questions to compile a larger list. Post the questions on the bulletin board or on a class website.
  5. Extend the discussion with the following questions: *(Estimated time: 30 minutes)*
    - How did education contribute to the success of each of the young entrepreneurs?
    - What personality traits do they share?
    - How might changes in technology affect each of these ventures?
  6. Ask students to reflect on the three case studies by responding to the following questions in a journal: *(homework)*
    - What effect would these changes in technology have on you and your family? Your community?
    - How have each of these young entrepreneurs contributed to Canada's economy?
    - What could the entrepreneurs do to reduce their company's impact on the environment?
    - What are some creative ways these companies could contribute to society in general?
- What have you learned from the three young entrepreneurs you just read about?
  - How could their experiences be applied if you were interested in creating your own business?
  - What personal qualities do you have that are similar to those of the entrepreneurs you studied?
  - Brainstorm ideas for a possible business you could start.
  - How might technology assist you in preparing for and starting your own venture?
  - What else do you want or need to know about entrepreneurs or entrepreneurship?

# Subtasks

7. As a class, generate criteria for writing an effective case study. *(Estimated time: 5 minutes)*

For example, an effective case study:

- provides insight into the personal qualities of the entrepreneur
- describes the business and its objectives
- highlights strengths and weaknesses
- provides context for the development and growth of the business

8. Ask students to research and write their own case study, profiling a local entrepreneur. Encourage students to find entrepreneurs who are making innovative use of technology in some aspect of their business, or serving a niche market. Students can work in combined pairs to generate interview and research questions. In pairs, students can gather the information about two entrepreneurs through: (a) primary research and interviewing an entrepreneur in person, via e-mail or telephone or (b) finding the required information through secondary research resources (newspaper, magazines, Internet) or (c) a combination of (a) and (b). *(Homework)*

Once the information is collected, each student writes a case study incorporating the criteria established by the class. They should also refer to the cases they have studied as models.

9. In lieu of writing original case studies, or for in-depth study, students can complete the 200-word writing assignments included with each case study.

## **Adaptations and extensions**

Students develop “What do you think?” questions for their own case study and have members of their group discuss and respond to the questions they develop. Students propose possible collaborations among the various companies profiled. For example, Desi Wear and Big It Up might do some cross marketing, or Real Decoy could build a website for the English School of Canada, etc.

## **Assessment**

Ask students to meet with their partners to discuss and assess their case study, using the form on the Black Line Master #15. After they have considered any suggestions provided by their partner, students can revise, edit and proofread their case study to produce a final copy. Students submit the final copy and the Peer Assessment form for your evaluation. *(Estimated time: 20 minutes)*

## **Resources**

**Black Line Masters #4 to #15**

**Subtask #3****PREPARE: FOR THE  
ENTREPRENEUR'S VISIT**

Estimated Time: 100-120 minutes

This lesson challenges students to prepare questions for a visiting entrepreneur. True to the entrepreneurial spirit, students take the initiative and develop the questions that will focus the encounter on their own interests. This lesson includes an examination of the benefits of entrepreneurship and enterprising activity for both individuals and society as a whole.

Note that direction in locating and selecting a guest entrepreneur is provided in Subtask #4. This teacher's task in Subtask #4, the selection of a guest entrepreneur, should be completed before you can start work on Subtask #3 with students.

**RELEVANT EXPECTATIONS IN  
GRADE 7/8 ONTARIO CURRICULUM****LANGUAGE ARTS: GRADE 7/8****Oral Communication**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

**Reading**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- use knowledge of words and cueing systems to read fluently
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

**Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience

**GEOGRAPHY: GRADE 8****Patterns in Human Geography**

- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics

**Economic Systems**

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development



## **HISTORY: GRADE 8**

### **Canada: A Changing Society**

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada

## **RELEVANT EXPECTATIONS IN GRADE 9/10 ONTARIO CURRICULUM**

### **INTRODUCTION TO BUSINESS, GRADE 9 OR 10, OPEN (BBI10, BBI20) Business Fundamentals**

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
- compare types of businesses
- demonstrate an understanding of ethics and social responsibility in business
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business

### **Functions of a Business**

- explain the role of production in business
- explain the role of human resources in business
- demonstrate an understanding of sound management practices in business

- demonstrate an understanding of the importance and role of marketing in business
- demonstrate an understanding of the importance and role of accounting in business
- demonstrate an understanding of the importance and role of information and communication technology in business.

### **Entrepreneurship**

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
- analyse the importance of invention and innovation in entrepreneurship

## **CAREER STUDIES: GRADE 10**

- demonstrate effective use of interpersonal skills within a variety of settings
- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio
- identify current trends in society and the economy and describe their effect on work opportunities and work environments
- identify a broad range of options for present and future learning, work, and community involvement
- use appropriate decision-making and planning processes to set goals and develop a career plan

### Groupings

- Whole class
- Small groups
- Individuals

### Teaching/Learning Strategies

- Brainstorming
- Class discussion
- Class decision-making
- Small group task assignment
- Small group reporting to the class
- Case study analysis
- Individual analysis
- Individual research assignment

### Teaching/Learning: Prepare to meet an entrepreneur in person

To prepare for the entrepreneur’s visit, students will consider what information is important when considering career options. They will then move on to develop the key questions they would like to ask an entrepreneur. In determining the questions, they will work with their classmates to reach a consensus on what they would like to learn from a visiting entrepreneur.

Students will establish their own goals for the entrepreneur’s visit, and later assess whether they were achieved. Students will practice their inquiry skills by developing effective questions to solicit information to achieve an educational goal.

### Teacher’s Action Plan

1. Show the class a picture of their school. Ask students to consider all of the various careers and occupations involved in building and operating a school. Solicit rapid-fire responses from students and record them on the board. Prompt students to consider career areas that they may overlook—such as architects, town planners, engineers, zoning officers, plumbers, flag manufacturers, forestry workers (paper, furniture, etc.), asphalt companies, playground companies, nurse/health care worker, and so on. Use this as an opportunity to alert students to the broad range of career considerations available to them. *(Estimated time: 10 minutes)*
2. Review the list of careers/occupations on the board. Ask students to consider which would likely fall into either the “Entrepreneur” or “Enterprising” category. Which products or services are more likely to be provided by an entrepreneur than an enterprising employee in a large corporation or government body? Use this as an opportunity to highlight other general career areas where employees can still demonstrate some of the enterprising qualities discussed in Subtask #2.

NOTE: You may want to use Black Line Master #28 (Profile of an intrapreneur) to illustrate these enterprising qualities. *(Estimated time: 10 minutes)*

# Subtasks

3. Show the top of Black Line Master #16, demonstrating the different ways students can learn about occupation and career options. Invite comments from the class as to what students think would be the best way to learn about a career. Then show the bottom of Black Line Master #16. Note that research shows that one of the most popular ways for students to get information on careers is from people who actually work in the field. Remind the students that they are going to have an opportunity to meet with, and ask questions of, a local entrepreneur.  
*(Estimated time: 10 minutes)*
4. Assign students to groups sized for your convenience. Ask each group to identify their three best questions that they would want to pose to learn about a person's career choice and experience. Students should explain why they would ask each question. *(Estimated time: 20 minutes)*
5. Next, have students read a copy of a case study of your choice (Black Line Masters #4 to #14) Ask students to review their three best questions. Are these the questions that they would like to ask the entrepreneurs from the case study? Each group shares their three best questions with the class. Record the questions on the board.  
*(Estimated time: 15 minutes)*
6. Inform students that they are to draw upon this experience as they prepare for a visit to the class by the local entrepreneur. Emphasize that the key to success is ensuring that the guest entrepreneur addresses their specific questions. It is their responsibility to prepare a list of questions, reflecting their interests, as a guide for the entrepreneur's visit.
7. Distribute copies of Profile of our Guest Entrepreneur (Black Line Master #17) which you will have completed and copied in advance. (Where do I find an entrepreneur? See Subtask #4 for suggestions on how to identify and contact a suitable local entrepreneur. Most entrepreneurs are more than willing to discuss their success in public.) This provides students with the necessary background information on the guest entrepreneur. Be sure to add any additional information that you think is relevant.
8. Based on the background information you have given them, students develop their three best questions for the guest entrepreneur. Again, students should explain the reason for each question. If you wish, you can provide each student with a copy of Black Line Master #18 to assist them.  
*(Estimated time: 15 minutes)*
9. When they are finished, have each group share their three best questions with the class, and record all questions on the board as they are given.  
*(Estimated time: 10 minutes)*

10. When the reports are complete, work through a process to select the Top 10 questions from the board that the students would like to ask the guest entrepreneur. *(Estimated time: 15 minutes)*
11. After the questions have been selected, ask students to reflect on them and propose some goals for the visit. As a class, develop and record a set of goals for the entrepreneur's visit. Provide each student with a copy of Black Line Master #19 to record the final questions and goals. *(Estimated time: 10 minutes)*
12. For homework, provide students with a copy of Black Line Master #20 and ask students to complete it in advance of the entrepreneur's visit. This will help to focus their attention on the venture of the visiting entrepreneur's business.

### **Adaptations and extensions**

Offer an award for best question as an incentive for creativity. The award winner would be the individual or group that came up with the #1 question of the Top 10. Have one or more students role play being the entrepreneur once the questions are determined.

### **Assessment**

Conduct a formative assessment by observing students working in small groups or pairs and provide feedback to students on their contributions to groups discussions. Assess homework assigned with Black Line Master #20.

### **Resources**

Picture of the School

**Black Line Master #16:**

Possible Sources of Information on Careers

**Black Line Master #17:**

Profile of Our Guest Entrepreneur

**Black Line Master #18:**

Possible Questions for an Entrepreneur

**Black Line Master #19:**

Top 10 Questions for Our Guest Entrepreneur

**Black Line Master #20:**

Entrepreneur Resources

**Black Line Master #28:**

Profile of an Intrapreneur

# Subtasks

## **Subtask #4:**

### **PRESENT: SOME QUESTIONS FOR THE ENTREPRENEUR**

Estimated Time: 60-80 minutes

Students now assume the responsibility of presenting their questions (developed in Subtask #3) to a visiting entrepreneur. Their questions will promote discussion and encourage the entrepreneur to provide a lively and interesting presentation.

Please see below for information that will help you identify, invite and prepare a local entrepreneur for a class visit. The entrepreneur should be candid and relate the presentation to their personal experience.

## **RELEVANT EXPECTATIONS IN GRADE 7/8 ONTARIO CURRICULUM**

### **LANGUAGE ARTS: GRADE 7/8**

#### **Oral Communication**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

## **Reading**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

## **Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## **RELEVANT EXPECTATIONS IN GRADE 9/10 ONTARIO CURRICULUM**

### **INTRODUCTION TO BUSINESS, GRADE 9 OR 10, OPEN (BBI10, BBI20) Business Fundamentals**

- demonstrate an understanding of how businesses respond to needs, wants, supply, and demand
- compare types of businesses
- demonstrate an understanding of ethics and social responsibility in business
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business

### Functions of a Business

- explain the role of production in business
- explain the role of human resources in business
- demonstrate an understanding of sound management practices in business
- demonstrate an understanding of the importance and role of marketing in business
- demonstrate an understanding of the importance and role of accounting in business
- demonstrate an understanding of the importance and role of information and communication technology in business.

### Entrepreneurship

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
- analyse the importance of invention and innovation in entrepreneurship

### CAREER STUDIES: GRADE 10

- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings
- demonstrate effective use of interpersonal skills within a variety of settings
- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio

- identify current trends in society and the economy and describe their effect on work opportunities and work environments
- identify a broad range of options for present and future learning, work, and community involvement
- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change

### Groupings

- Whole Class
- Small Groups
- Individuals

### Teaching/Learning Strategies

- Class presentation by an invited guest
- Questions from students
- Reflective small group discussion
- Journal writing
- Letter writing

### Teaching/Learning:

#### Meet the entrepreneur

Students will learn more about entrepreneurs and their drive and motivation by interacting with a local entrepreneur in their own classroom. The entrepreneur can serve as a role model for students, who will be motivated to enhance their own skills and attitudes for their own creative endeavours.

## Teacher's Action Plan

The entrepreneur's visit is central to the *Future Entrepreneurs* program. Nothing can affect a student more than actually meeting a successful, dynamic person who wants to share the secrets of their success. Finding a suitable entrepreneur for your class is a lot easier than it may seem. There are entrepreneurs in every city, town and village in Ontario, and most of them are eager to share their stories.

1. It's very likely that you know an entrepreneur personally. Students in the class may know someone they would like to suggest. If you don't have any luck with personal contacts, consider:
  - Small Business Enterprise Centres:  
[www.sbe.gov.on.ca](http://www.sbe.gov.on.ca)
  - Local Board of Trade or Chamber of Commerce
  - Canadian Youth Business Foundation
  - ACE (Advancing Canadian Entrepreneurship)
  - Community newspaper
  - Rotary/Kiwanis and other community based clubs
  - Parents of your students  
(see letter, Black Line master #21)
  - Ask friends if they know anyone who fits the criteria
  - Local bank branch managers
  - Canadian Federation of Independent Business
  - Profit Magazine Top 100 and Fastest Growing 100
  - School Council/Trustee
2. Contact one or more entrepreneurs by phone or e-mail to explain the nature of the *Future Entrepreneurs* program. Through an informal conversation, try to determine if the entrepreneur is a good candidate for an effective classroom experience. If you are identifying the entrepreneur after Subtask #3, pose a few questions similar to the ones students have developed. You may even wish to involve your students in the process of selecting the entrepreneur for the visit.
3. Send an invitation and the *Future Entrepreneurs* information brochure to the entrepreneur, along with specific information about your class. Describe the preparation students have completed. Follow up to confirm the entrepreneur's interest and willingness to participate.
4. Once confirmed, follow up with a phone call to establish clear objectives for the classroom visit, and set a specific date/time for the entrepreneur to visit. Share the questions and goals developed by the class with the entrepreneur. Share any relevant comments with the entrepreneur based on the class discussion that might help him/her in preparing for the visit. Confirm that the entrepreneur is familiar with the details of their visit.

5. Follow up with an e-mail or a letter confirming date, time and place. If possible, offer an invitation to stay for lunch, which would enable the entrepreneur to interact with students in a more relaxed setting.
6. Complete any school forms that might be necessary when having guests in the classroom. Two days before the visit, confirm the visit by phone, and make arrangements for any audio-visual equipment. Arrange for one or more students to meet the entrepreneur at a designated place upon arrival. Arrange for a student to introduce the entrepreneur to the class and to thank the entrepreneur at the end of the presentation. Use the checklist Black Line Master #22 to ensure you are ready for the visit. Have students review the questions for the entrepreneur that they have prepared before the visit.
7. After the visit, ask students to write a journal entry to answer the following questions:
  - What did you learn today that you did not already know?
  - How can you connect what you learned today to what you already know about being an entrepreneur?
  - How will you use this new information in the future?
  - What surprised you about what you learned from the visiting entrepreneur?

As a class, discuss: “What is success?” Why is it important for each person to develop a personal vision of “success”—and to be able to envision themselves as a successful person? Select one student to write a thank you letter for the entrepreneur.

### **Adaptations and extensions**

- Work with other teachers in your division and organize an Entrepreneurship Fair at your school. You could invite several speakers on the same day and have students rotate through a series of workshops. At the end of the day, students can spend time in small groups sharing their experiences
- Broaden the scope and organize a career day. Invite several different people representing diverse careers, including entrepreneurs

### **Assessment**

Observe student interaction with the speaker. Use the reflective journal questions to conference with students one-on-one. Discuss their personal insights and assist them in deciding what actions they might take next.

### **Resources**

Entrepreneur visit to the class

**Black Line Master #21:**

Parent/Guardian Letter

**Black Line Master #22:**

Checklist for the

Entrepreneur’s Visit

Entrepreneurs Guide



## **Subtask #5:**

### **PONDER AND PLAN: WHAT HAVE WE LEARNED, AND HOW CAN WE USE IT?**

Estimated Time: 85-100 minutes

This lesson challenges students to examine their questions and the answers they received from the visiting entrepreneur. They will analyze the information they received in their discussions and apply it to their own career aspirations. Questions for students include:

1. Are they interested in entrepreneurship?
2. Can they envision themselves as an entrepreneur?
3. Would they like to learn more about entrepreneurship?
4. Are they more interested in developing "enterprising skills"?
5. Have they decided that the world of entrepreneurship and enterprise is not for them?

In this final Subtask, students have a planning framework to guide their decisions about their next steps and how to continue their own entrepreneurial development. Finally, students prepare a presentation describing their own entrepreneurial interest and potential.

## **RELEVANT EXPECTATIONS IN GRADE 7/8 ONTARIO CURRICULUM**

### **LANGUAGE ARTS: GRADE 7/8**

#### **Oral Communication**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

#### **Reading**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- use knowledge of words and cueing systems to read fluently
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

#### **Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **Media Literacy**

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

### **GEOGRAPHY: GRADE 8**

#### **Patterns in Human Geography**

- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics

### **GEOGRAPHY: GRADE 8**

#### **Economic Systems**

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development

## **RELEVANT EXPECTATIONS IN GRADE 9/10 ONTARIO CURRICULUM**

### **INTRODUCTION TO BUSINESS, GRADE 9 OR 10, OPEN (BBI10, BBI20) Business Fundamentals**

- compare types of businesses
- demonstrate an understanding of ethics and social responsibility in business
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business

### **Functions of a Business**

- explain the role of production in business
- explain the role of human resources in business
- demonstrate an understanding of sound management practices in business
- demonstrate an understanding of the importance and role of marketing in business
- demonstrate an understanding of the importance and role of information and communication technology in business

### **Entrepreneurship**

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs
- analyse the importance of invention and innovation in entrepreneurship

## CAREER STUDIES: GRADE 10

- use a self-assessment process to develop a personal profile for use in career development planning
- evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings
- demonstrate effective use of interpersonal skills within a variety of settings
- use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio
- identify current trends in society and the economy and describe their effect on work opportunities and work environments
- identify a broad range of options for present and future learning, work, and community involvement
- use appropriate decision-making and planning processes to set goals and develop a career plan
- analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change
- demonstrate an understanding of, and the ability to prepare for, the job-search process

### Groupings

- Whole class
- Small groups
- Individuals

### Teaching/Learning Strategies

- Brainstorming as a class
- Class discussion

- Small group task assignment
- Small group brainstorming
- Individual reading, interpretation, and analysis
- Individual research and writing assignment
- Personal reflection and interest assessment
- Comparative analysis

### Teaching/Learning: Are you an entrepreneur, enterprising, or neither?

Students explore the distinctions among employees, enterprising employees, and entrepreneurs. They will learn to recognize the importance of each type.

Students will be encouraged to:

- Consider their personal interests in entrepreneurship and enterprising skills
- Use tools that will enable them to explore areas of personal career interest
- Develop an appreciation for the importance of employees to the success of an entrepreneur
- Distinguish the skills, attributes, and workplace preferences associated with employees, enterprising people, and entrepreneurs
- Offer an informed opinion as to which of these terms might apply to specific individuals in the workplace
- Review what they have learned over the course of the *Future Entrepreneurs* program
- Explore a variety of relevant websites and self-assessment tools
- Prepare a personal analysis of their own inclination for becoming an entrepreneur

### Teacher's Action Plan

1. Distribute copies of two or three case studies you have selected from the Black Line Masters shown here. **Be sure to include Black Line Master #28, to cover the attributes of an enterprising employee, or intrapreneur.**

Ask students to read the case study and make notes regarding the various employees that this company or enterprise will require if it is to continue to grow. *(Estimated time: 15 minutes)*

2. Assemble students in groups. Students share their notes with each other and complete a group list of the various employees that the company would require. When the group lists are complete, have each group make a quick report and note the results on the board. *(Estimated time: 15 minutes)*
3. Referring to the list on the board, emphasize that our economy requires both entrepreneurs and employees. Most entrepreneurs need the support of productive and dedicated employees. Emphasize that the success of most entrepreneurs is determined by the quality of the team that they assemble. This is why staffing is one of the most significant concerns of entrepreneurs. *(Estimated time: 10 minutes)*

Company	Sector	Location	Unique Feature
#4. Desiwear	fashion	Oakville	niche fashion
#5. Foxy Originals	fashion	Toronto	from school to business
#6. Big It Up	fashion	Toronto	multicultural fashion
#7. Real Decoy	IT	Ottawa	Summer Company startup
#8. Misty Meadows	agriculture	Eastern Ontario	working with parents
#9. Sencia Canada	IT	Thunder Bay	intrapreneur to entrepreneur
#10. CreeTech	resources/IT	Chapleau	resource management
#11. ESC	education	Toronto	set industry standards
#12. Nonlinear	automotive	Ottawa	technical innovation
#13. TWG	advertising	North Bay	strong partnership
#14. Anne Abbott	communication arts	Toronto	determination
# 28. Katie Atkinson	education	Toronto	enterprising employee

# Subtasks

4. Conduct a brief class discussion focusing on the reasons students might prefer being a traditional employee. Use Black Line Master #23 as a support for this discussion. The goal is to ensure that students understand that work as an employee is valuable and vital to the success of any company or organization. *(Estimated time: 10 minutes)*
5. Refer to the entrepreneur case study you have selected for this lesson. With students assembled in their groups, ask them to think of ways in which an employee could be enterprising. Using Black Line Masters #26 and #28 as additional resources, review the attributes, attitudes and skills associated with being an “Enterprising Person” as opposed to an “Entrepreneur”.  
  
Discuss how the woman profiled in Black Line Master #28 has demonstrated her enterprising skills. Discuss the types of workplaces that would likely be more open to enterprising initiative in their employees. Identify other types of businesses that would more likely expect employees to work within specific guidelines established by the company. *(Estimated time: 25 minutes)*
6. Ask the class to name 10 popular characters from television or the movies who work in a distinct career area. Write the names of these characters on the board. Solicit opinions from the class on how each works as a “traditional employee”, an “enterprising employee”, or an “entrepreneur” – and why they think so. Use this discussion to draw clear distinctions among the three career options. *(Estimated time: 10 minutes)*
7. Distribute a copy of Black Line Master #24 and ask each student, for homework or an assignment to be handed in at a later date, to provide a personal ranking from 1–5 for each of the common characteristics shown. Each student should calculate his/her own personal “Entrepreneurial Score”. Inform students that this is by no means a formal assessment. It is an opportunity for each student to reflect on their own entrepreneurial interest and aptitudes. Refer students to the list of other websites where they can reflect on their personal interests in entrepreneurship and other career areas. Emphasize that these should be used as guides only and to promote their thinking. Many of these tools are unproven. They should be used to provoke thought rather than as predictors.
8. Using Black Line Master #25 as a guide, assign a paper on the topic “Am I a Prospective Entrepreneur?” In the paper, students should describe their preferred work style (traditional employee, enterprising employee, or entrepreneur) and explain why it suits their needs and abilities. Students should also identify the key steps that could be taken to explore a personal career path of interest.

The paper should also answer these questions:

- What is involved in being an entrepreneur?
- What attributes, attitudes and skills are often common to entrepreneurs?
- What did you learn from the visit from the local entrepreneur?
- To what extent do they see themselves as a prospective entrepreneur?
- Why have they come to this conclusion?
- How will their conclusion influence their future education, training, work, or community participation activities?

Students can also present their work to the class in any media of your choice. Consider inviting the local entrepreneur to hear the presentations.

9. Assign each student the challenge of identifying five websites that could be helpful in exploring a career as an entrepreneur and learning more about entrepreneurship. Black Line Master #27 is provided for your reference and as a starting point.

### **Adaptations and extensions**

- Students complete the survey in class rather than as homework
- If you have access to computers, have the class do some exploration of websites in class time
- Ask some students to share their personal assessment and reflections with the class

- Students develop a personal Career Exploration Plan
- As a comparison to the entrepreneur's visit, invite a traditional employee in to speak to the class
- Identify one or more individuals in the school who demonstrate the qualities of an entrepreneurial employee

### **Assessment**

Conduct a formative assessment by observing students working in small groups or pairs and provide feedback to students on their contributions to group discussions. Collect and grade student assignments on the selected case study.

### **Resources**

#### **Black Line Masters #4 to #14:**

Case studies

#### **Black Line Master #23:**

Reasons you might prefer being an employee

#### **Black Line Master #24:**

Who wants to be an entrepreneur?

#### **Black Line Master #25:**

Student Paper

#### **Black Line Master #26:**

Attributes, Attitudes and Skills

#### **Black Line Master #27:**

Web resources

#### **Black Line Master #28:**

Profile of an Intrapreneur

## Black Line Master #1

### Products and services for the body

Arm

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Back

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Ears

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Eyes

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Face

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Feet

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Fingers

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Hair

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Hand

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Head

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Heart

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Knees

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Leg

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Lungs

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Mouth

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Neck

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Nose

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Teeth

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Toes

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## Black Line Master #2

### Some notable Canadian inventions and innovations

- Superman! The famous comic-book hero was created by Joe Shuster, a Toronto Star newspaper artist and American Jerome Siegel
- Basketball was invented by Dr. James A. Naismith of Almonte, Ontario
- 5-Pin Bowling was invented by T.E. Ryan from Toronto in 1909
- The Fox 40 Whistle was invented by Ron Foxcroft, from Burlington, Ontario in 1987. It is a whistle that layers three frequencies to produce a piercing vibrato. A plastic whistle that doesn't rely on moving parts (i.e. pea whistles). Fox 40 enjoys sales of 40,000 whistles daily in 140 countries, and has become the "World Leader" in pealess whistle design and innovation
- The Blackberry, the first and most popular two-way wire-less email device, was invented by Research In Motion (RIM) of Waterloo, Ontario
- Open Text Corporation manufactured the original search engine software for Google
- Tabletop hockey was invented in 1932, by Don Munro in Toronto, Ontario. The first board was made from an old coal bin with wooden figures
- The Paint roller was invented by Norman Brealey of Toronto, Ontario in 1940
- The Robertson, the world's first square-slot screw and matching screwdriver was invented in 1908 by Peter Lyburner of Milton, Ontario
- The antigravity suit, a pressurized flying suit and forerunner of the space suit, was invented by W.R. Franks at the University of Toronto in 1940
- Universal Standard Time, which divides the world into 24 time zones, was devised by Canadian engineer Sandford Fleming in 1879
- The world's first electronic organ was invented by Morse Robb of Belleville, Ontario in 1927
- Jetliner C-102, the first commercial jet transport to fly in the Western Hemisphere, was built by Avro of Toronto, and flown on August 10, 1949



## Black Line Master #3

### Who is an entrepreneur?

An entrepreneur is any person who will:

- seek out needs, wants, problems and challenges, and use them as OPPORTUNITIES for change
- establish new ventures to respond to these opportunities with new and improved programs, products and services
- act on these opportunities by testing new ideas
- have the courage to act and get the resources they need to launch a new venture
- take moderate, calculated risks
- value all of their past accomplishments and develop a sense of confidence for new goals
- look at problems in new ways—or combine things that are usually disconnected
- contribute to community development
- help generate employment
- create opportunities for others
- promote continuous progress through competition with others
- experiences failure a number of times along their way to future success
- usually work long hours, be well-rewarded, and love what they do!

## Black Line Master #4

### Growing the business organically



**Business partners (and brothers) Manny and Jassi Brar started Desi Wear as a project in a high school business class. Today it is a major clothing company that employs up to 20 people in busy seasons.**

“Real life experience is just as important to your success as anything you will learn in a class or at school,” says Manny Brar. Manny started Desi Wear while he was in high school with his brother Jassi and their friend Suvin Mailk. “Before that, I worked at McDonald’s, delivered pizza—the best experience is actually doing the thing.”

Soon after they completed the business plan for Desi Wear, Manny and his partners were producing custom T-shirts aimed at the South Asian market they knew so well. Their first T-shirt was a simple design, with the slogan “It’s not just about black and white”. It was an immediate hit. This convinced them that they had found a market with a lot of potential.

“We spent the next few years designing, producing, marketing and selling the clothes at cultural and community events across Canada,” says Manny. “We decided right from the start that we would grow the business organically. So we re-invested some of our sales rather than borrow money. It grew slowly, but we avoided debt.”

After high school, the three partners each attended different universities. They got involved in campus activities to make business contacts. Desi Wear continued to grow as a part-time business.

“I was president of the Indian Society at McGill,” says Manny. “My partners kept up the sales at the University of Toronto and McMaster. After graduation, I got a great job in investment banking on Wall St. But after a couple of years, I decided I wanted to be an entrepreneur full time.”

Manny’s experience in the corporate world was very useful to the growth of Desi Wear. “Again, I was learning things by *doing* them,” he says. “I think that any one who wants to be an entrepreneur should try and spend some time in a large company if they can. You will learn a lot of things you can use for your own business.”

As Desi Wear continued to grow slowly, Manny and Jassi saw a great opportunity to lower their costs and

increase their profits. Instead of paying another company \$15 to produce one of their custom T-shirts, they set up a new company called Entripy. Now, Desi Wear could get its T-shirts produced for about \$3 each.

“Desi Wear designs the clothes,” explains Manny. “Then Entripy produces them. We have cut out the middleman, so there are two parts to our company now.” Manny says that setting up Entripy was the best decision they have made. Entripy is now larger than Desi Wear, and produces custom clothing for other companies like Tim Horton’s and 2-4-1 Pizza.

“We just got an order for 90,000 T-shirts for the World Cup,” says Manny. “Both of our companies are getting pretty big. Our slow growth idea is paying off, and we will continue with it.”

### **Their big mistake:**

“On our first large T-shirt order, we went ahead and printed the whole order without getting the customer to sign an approval on the colours. We had to do it over.”

### **The lesson learned the hard way:**

“We now give actual samples of clothing to the customer before we go ahead with production. They sign off on every order before we start.”

### **Five questions:**

- How did Manny’s big business experience help the company?
- Where do you think their sales will grow the most, and why?
- What is the best thing that Manny and Jassi have done to ensure their success?
- Do you think Manny and Jassi should now borrow a lot of money to expand their company? Why, or why not?
- What do you think this company will be like in five years?

### **Make a case:**

Write a 200-word memo to Manny and Jassi, explaining your idea for a new line of custom T-shirts and clothing. Who will buy your new brand of shirts? Why will they want them?

**Black Line Master #5****Research is the key to success**

**Suzie Orol and Jen Kluger are partners in Foxy Originals, a growing company in a glamorous business. The two entrepreneurs met by chance, but their success has nothing to do with luck.**

"We met when we were getting a ride to university in first year," says Jen. "And we quickly discovered that we had a mutual interest in jewelry. I was already making jewellery, and Suzie comes from a family of entrepreneurs with metal working experience. We were in business part-time by January."

An all-night brainstorming session produced the company name, and Foxy Originals was born. Both Jen and Suzie were business students at the University of Western Ontario in London, running the company part-time and during the summer. Sales of their funky jewelry were strong right from the start.

"We never thought of quitting school to run the business full-time," says Suzie. "Business school was a big part of our success, and our teachers helped us a lot with advice and suggestions. I went on an exchange for international business experience. We even used our own company for a case study at school."

The partners each made 30 necklaces a day at the start, and sold them each weekend at craft shows, concerts and local stores in London. Money saved from those first sales helped to finance expansion.

"It was really just a large-scale lemonade stand," laughs Jen. "The cost of our supplies was very low, and our personal investments were never more than \$1800. The value of our jewelry is in the design."

Sales for the part-time business continued to grow, and in their fourth year of business school, Jen took an internship at a large company in Toronto. She was soon offered a job in marketing.

"It was a good salary, and I had to consider it," she says. "Suzie and I sat down and said, 'let's see if we can make that same salary with Foxy.' And we did." Foxy Originals are now sold in hundreds of outlets all across North America. Manufacturing of the jewelry is done in Toronto by Suzie's family's company. More than

half of the company's sales come from the U.S., and Suzie and Jen are traveling to Europe, Scandinavia, and Japan in search of new markets. The company's success is a result of fresh designs, careful research, and clever marketing.

"We don't spend the money and time on a trade show unless we know it will help us," says Suzie. "And we've ensured that some high profile people (including Paris Hilton, Kim Catrall and Nelly Furtado) wear our designs."

After less than four years as a full-time business, Foxy now has five staff members, and all of them are under the age of 26.

"We believe that people can learn on the job, and we need energy and enthusiasm," says Jen. "Our office manager is 19 years old, and she started as a co-op student. We always have a co-op student working for us."

### **The big mistake:**

"We got a huge order from a major department store in Quebec. We thought we could trust them because they were a big company. They went broke. And we never did get paid. It cost us over \$20,000."

### **The lesson learned the hard way:**

"Don't assume anything. Always do your research, and you won't be surprised."

### **Five questions:**

- Why was business school important to Foxy's success?
- Where do you think their sales will grow the most, and why?
- What is the one thing that Suzie and Jen do that ensures their success?
- Do you think people can learn "on the job"? Why, or why not?
- What do you think this company will be like in five years?

### **Make a case:**

Write a 200-word marketing plan for a new line of jewelry for Foxy. Describe the products, who they will appeal to, and where and how they will be sold.

Ask your teacher how you can take the Future Entrepreneurs challenge, an inter-active game where you make the same tough decisions as Suzie and Jen.

**Black Line Master #6****Big It Up! and learn from setbacks**

**The way entrepreneurs deal with setbacks is the key to their success, says Dameion Royes. He should know. His company, Big It Up, started out selling skin care products. It now employs 34 people selling hats and accessories.**

Dameion started his career as an entrepreneur at a young age. His part-time job in a barber shop gave him the idea to import a popular hand cream from the U.S. for sale in Canada. When the product didn't sell, he wasn't discouraged. He hired a chemist to develop a new skin care product. To demonstrate their attitude toward business and life, he and his cousin named the company "Big It Up".

"In Jamaica, "Big It Up" means to encourage someone, give them respect," says Dameion, "and that's what our company is all about: to show respect, to give

support, to take pride, to value quality. We had some Big It Up T-shirts made to help advertise the skin care products, but the T-shirts were selling faster than the lotion. So we focused on clothing instead."

The T-shirt sales were steady, but slow. One day, Dameion found a newsboy cap he liked at his T-shirt supplier's warehouse. He got a lot of compliments on the hat, so he tracked down the tailor who'd made it. "The dots can always be connected," says Dameion.

"I saw a market for hats and accessories. I had just finished my marketing diploma at Humber College, and I wanted to open a boutique in the bookshop there. At first they said no, but one professor, Art Lockhart, encouraged me to keep trying, and eventually they let me open the store."

The first Big It Up store opened with 38 hats in stock. Sales took off right away. Dameion had found a market and the products to serve it. A few months later, he opened a second location at a mall in Mississauga. It was followed by Big It Up outlets in three other malls in Toronto, including the Eaton Centre.

"We added more and more locations and expanded our lines of clothing as we grew," says Dameion.

"Then we made what turned out to be our best decision. We bought our own property in the garment district in

Toronto. We believed in our products, we wore them, but you really have to “big up” your own products. With your own store, you can do that. You have a strong brand, a presence.”

Big It Up now sells a lot of its hats, clothing and accessories through its website. Most online sales are from the U.S., where the company’s hats and accessories are also very popular. Clever marketing plays a large part in the company’s success. The company sends discount coupons to selected magazine subscribers, and Big It Up hats are often featured in major fashion magazines like Style and Essence.

“My marketing education has been very useful, but I also studied philosophy at York University,” says Dameion. “That was much more helpful in learning how to deal with people, and how you handle life. Attitude will get you where you want to go.”

### **Their big mistake:**

“We bought a Point of Purchase system (for cash, bank and credit cards inventory) that is definitely not user-friendly. We’ve had some trouble with it.”

### **The lesson learned the hard way:**

“Test any major piece of equipment before you buy it. You’ve got to live with it for a long time.”

### **Five questions:**

- How did education help Dameion succeed?
- What does Dameion mean by “attitude”?
- How did he find the right products for his company?
- How does he market his company?
- How can Dameion find out if his hats will sell in Asia or Europe, without risking a lot of money?

### **Make a case:**

Write a 200-word essay describing Dameion’s entrepreneurial qualities.

## Black Line Master #7

### How to turn a summer job into a thriving business



**Ottawa engineering student Richard Isaac used the Ontario Government's Summer Company program to create his own summer job. That summer job has grown into Real Decoy, a business with 27 employees.**

Richard created Real Decoy to help governments make sure that their websites offered equal access to people with disabilities. The company now provides a variety of web development services to customers across Canada.

"The program gives you funds to run your business over the summer, which is great," says Richard. "But for me, the most valuable part of Summer Company was the free advice I got from lawyers and accountants. Their feedback and guidance really helped me get started off on the right foot."

Richard returned to university that fall to complete his engineering degree. He kept the company going with the help of two partners, Geoff Waddington and Alex Proulx. When Richard graduated from university a year later, the company had six full time employees. Richard says that university helped him prepare for the life of an entrepreneur.

"I've always liked math, so I took engineering in university," he says, "but I don't practice engineering. Every day I use things I learned in university, like problem-solving skills, working with a team, and juggling deadlines. Students should choose a subject they like in university, and they will do well at it. They will also learn a lot of useful skills."

When Richard and his partners started Real Decoy, there were hundreds of similar companies in their area. Most of them have since disappeared, while Real Decoy continues to grow. Specialization was the key to success.

"We looked at the competition," says Richard. "We decided that we had to do things differently. We kept our focus on web development. We decided to partner with other companies. They could do things like the



creative work, graphic design, and advertising services better than we could. Some of our competitors tried to do everything, and they weren't successful."

Real Decoy now has 27 employees. Their clients include web design firms, advertising agencies, and numerous provincial government ministries and federal government departments.

The lessons learned from the experts at Summer Company have taken hold. Richard and his partners continue to expand the company at a careful rate. They recently moved into a new 6,000 sq.ft. office space in Ottawa. They also opened a sales office in Kingston, Jamaica to serve the government market there.

"Our best decision was when we decided that we would never treat a small client differently than a big client," says Richard. "Some of our biggest customers started out very small, but they have stayed with us. And we have grown with them."

### **Their big mistake:**

"At the start, we decided to compete with low prices. But it was a bad strategy, because you have to cut back on service to offer the low price."

### **The lesson learned the hard way:**

"I'd rather lose a client because we are too expensive, rather than because we screwed up trying to save money. It's paid off for us."

### **Five questions:**

- How did the Summer Company program help Richard?
- What was the key to Real Decoy's long-term success?
- Why does Real Decoy treat all customers the same way?
- How can offering the lowest price be a bad thing?
- How did university prepare Richard for entrepreneurship?

### **Make a case:**

Write a 200-word memo to Richard, suggesting how the company can grow even more. Explain why you think your idea or ideas will work.

## Black Line Master #8

### A constant learning experience



**Logan Brazeau was 17 years old when he started Misty Meadows Organic Herbs and Edible Flowers with help from the Ontario Government's Summer Company program. The company is growing steadily because Logan is constantly learning.**

"I live in the country, and I didn't have a driver's licence, so it made good sense to try and create my own summer job," says Logan, who lives with his parents near Campbellcroft, Ontario. "When it turned out to be a success, I decided to keep it going. I'm home schooled, so my time is flexible."

Logan chose his type of business wisely, building on his advantages. His parents grow organic vegetables, and had a lot of equipment and expertise that was easily used in his business. He also picked a business he liked. The Summer Company program gave him \$1500 in start up funds, with another \$1500 awarded at the end of his first summer.

"Summer Company was very helpful, because they have mentors to advise you," says Logan. "Most of them have experience as entrepreneurs, and they shared it. We had a meeting every two weeks to talk about issues and problems. And they had talks on things like customer service. I learned a lot."

Logan has been learning a lot ever since he started Misty Meadows. He started growing his edible plants and herbs in a section of his parent's greenhouse. His strategy was to start small and expand the business slowly. He sells his produce at local farmer's markets, to restaurants, and at a store he set up on the family farm. Now entering his third year of business, his plan is working well. Sales continue to grow, and he has lined up an exclusive contract with a rapidly growing catering company in Peterborough.

"There's no comparison now with what I know, compared to two years ago," says Logan. "It's a constant learning experience. For example, I had a problem with basil last year, and after I did some research, I found out that a circulating fan solved the problem. I'm always doing research to find out better ways of doing things."

Logan now has three greenhouses, and has invested in equipment that helps him boost production and save

time. He has also had good local publicity, with stories in two magazines. In the middle of a cold winter, a visitor will find Logan in his greenhouses, working on plants for a show in April.

"This year I'm going to be selling at three different farmer's markets," he says, "and I have chosen them so there is no time conflict. My store on the farm has about 25 per cent of my sales. I plan to boost all the sales by advertising more this year too."

Every plant that Logan grows is certified organic. With more and more people interested in chemical and pesticide free food, the market for his edible flowers and herbs is expanding.

"I've had interest from large customers like hotels and a local spa," he says. "As the company grows, I'll be able to supply them and have quite a large operation."

### **His big mistake:**

"Last year I was trying to sell at two different markets (Peterborough and Port Hope) on the same days. It didn't work out so well."

### **The lesson learned the hard way:**

"Don't try to do too many things at once. Do one thing right, and then move on."

### **Five questions:**

- Why was home schooling an advantage for Logan?
- How did the Summer Company program help him?
- Was his choice to produce edible herbs and plants a good one? Why?
- Do you think that Logan is good at taking advice? Why?
- Do you think Logan's company could be very large some day? Why?

### **Make a case:**

Make a list of three other possible home-based businesses like Logan's, and explain how they would take advantage of resources that are available.

## Black Line Master #9

### When the going gets tough...



**The day after their large American employer shut its doors and laid them off, Joe Quaresima and Irene Kozlowski decided it was a good time to start their own business.**

Irene and Joe were key employees in the Thunder Bay office of iPares, a large e-business services company with offices around the world. The day after iPares suddenly closed its doors and laid them off, Irene's home phone started ringing.

"My U.S. clients were calling to see if I'd work with them," says Irene. "They were scrambling to get somebody to work on their e-business solutions that we had developed while with iPares. I called Joe because I thought we would have a good combination of skills and experience."

Sencia Canada Ltd. was in business. Although iPares had gone out of business in the same industry, Irene

and Joe knew that there was a strong demand for their services. They also knew that they would have to take a different approach to make the business succeed.

"I always wanted to be an entrepreneur," says Joe. "I took entrepreneurship courses in high school, and in university, I studied commerce. I also knew that to be entrepreneurs, we were going to have to take a big pay cut to make our business work. And we would have to treat our clients differently, so that we could all succeed." To finance their new company, Irene and Joe took advantage of a government program that let them collect Employment Insurance while they established the company. Working out of basement offices in their homes, they sold their services at a low cost to build a client base.

"We knew that major corporations just wouldn't pay the high prices they had been paying for e-business services," says Irene. "So we developed content management systems that clients could lease at an affordable price. That was very popular with smaller companies here in Thunder Bay, and with the big corporations."

Sencia now offers six separate content management systems that they back up with solid customer service. SIMS is a system that lets anyone manage website

content, without any technical knowledge. Informetica is a total learning management system that can be customized for schools or corporations. Other systems also meet specific user requirements.

By leasing their software to their clients, Joe and Irene also had money flowing into the company right away, on a regular basis. After two or three months, the company began its solid growth curve: 100% in the first year, and 20-30% average growth each year since. After five years, Sencia now has nine employees, and Irene and Joe are building their own teams within the company to focus on specific markets.

“Our story shows that if you supply customers with a good product at a fair price, and back it up with good service, you will succeed in any market that has potential,” says Irene. “It’s that simple.”

### **The big mistake:**

“There was one product line where we just didn’t do enough research and development. It caused a lot of problems that could have been avoided.”

### **The lesson learned the hard way:**

“It was an expensive lesson, but it was still a lesson. If you do the same thing again, then it’s a mistake!”

### **Five questions:**

- How did Irene and Joe finance the start of Sencia?
- How did Joe prepare for entrepreneurship?
- What need in the market did Sencia fill?
- How can Sencia continue to grow?
- What’s Irene’s secret for business success?

### **Make a case:**

Write a 200 word memo from Joe to Irene. In the memo, Joe is warning Irene about a new competitor that is trying to steal away Sencia’s’ clients with rock bottom prices. Joe proposes a strategy to stop them.

**Black Line Master #10**

**Personal drive + education =  
successful company**



**Wade Cachagee and Kevin Lindquist combined their expertise in Geographic Information Systems (GIS) and forestry to start Cree Tech Inc. Cree Tech is a leader in Geographic Information Systems, forest information, custom software development and map publishing. The company has its headquarters on the Fox Lake Indian reserve near Chapleau in northern Ontario.**

"We use technology to help manage forest resources," says Wade, who completed an apprenticeship as an electrician during his summer break from college. At the same time, he completed his Geographic Information Systems diploma studies at Algonquin College in Ottawa. "I was always eager to become successful at whatever I do," he says. "I always wanted to get into business and be my own boss. You have flexibility with work and personal life. If you want to work 65 hours at

your success, you can, because you work for yourself." Wade has followed his own advice. After graduation, he set up Cree-Tech in a room in his parent's house, and took advantage of any help that was available.

"My family has always been a strong supporter of my business ambitions," he says. "I learned a lot from my parents. My father owned a large aluminum siding distribution company and he taught me a lot about business. My partner also had a lot of experience running his own company."

Wade's parents helped him finance his share of the company's start up costs for a computer and some other equipment. "Every year we made money," he says, "and we re-invested in the company. We have borrowed money from banks to expand, but we usually save up our money and grow little by little. We have found that's the best way."

The careful approach to growth has paid off. Today, Cree Tech has a 4,000 sq.ft. headquarters building overlooking a beautiful northern Ontario lake. Six professional staff members work with the forest industry, First Nations people and all levels of government.

Cree Tech has also developed its own technologies to compete in the rapidly growing field of GIS. Even with the company's success, Wade and his partner are still

cautious about growing too quickly. The company's motto is Using Tomorrow's Technology To Manage Today's Resources.

Wade believes personal drive is a very important part of success for anyone. He is also Chief of his First Nation, which is another demanding job.

"It's simple: being an entrepreneur, the harder you work, the more successful you will be. If you're the kind of person who can settle for less, don't ever get into your own business."

### **Their big mistake:**

"At one point, our company had three offices across the province, with a full time staff of 13 people. That was fun for a while, but sometimes a bigger company gives you bigger problems."

### **The lesson learned the hard way:**

"Going big is not always better. I learned that, for us, about six people is comfortable, and it can still be very profitable."

### **Five questions:**

- What are the things that Wade used to help start the company?
- Do you think Wade has the right personality for an entrepreneur?
- Should Wade try to expand the company more, or leave it the way it is?
- Is it possible for a young person to start a company without help from their parents?
- What do you think this company will be like in five years?

### **Make a case:**

Do some research to discover some of the many other uses for Geographic Information Systems. Write a 200-word proposal for Wade, to suggest new markets for his business.

**Black Line Master #11****Opportunity knocks in Korea**

**After completing Master's degrees, Anthony Stille and Saskia Van Viegen taught English as a Second Language (ESL) for a couple of years at a university in South Korea. An idea for a business emerged.**

"We enjoyed teaching, and we realized that there was a market for ESL education in Canada," says Anthony, partner with his wife Saskia in the English School of Canada in Toronto. "When we returned to Canada, we both got teaching jobs here to learn more about the business before we started."

Along with training and experience, Anthony and Saskia needed money. Funds needed for furniture, school supplies, rent and their first few pay cheques totaled about \$40,000. They contributed some of their own savings and loans from family. When banks turned them down for a loan, they used a program at the Canadian Youth Business Foundation to get the rest of their financing.

"We had to do everything ourselves at the start," says Saskia. "We were the whole staff: teachers, janitors, managers, clerks. But we both knew that if you want your own business, you have to work very hard, especially at the start. Anthony had already had lots of part-time businesses during school. I grew up in a family of entrepreneurs. We knew what we had to do."

Neither Anthony nor Saskia has any formal business education. They agree that their university education (both studied political science) was very helpful in setting up and running their business. Planning, communication and problem-solving skills are always useful in business. For example, at first, they wanted to call the school "Mosaic". They did a quick survey, and found that "English School of Canada" got a much better response.

"We had two students when we started," says Anthony. "Now, we have about 1,500 students each year. We now have a staff of 20 teachers and administrators."

"We've educated more than 6,000 students from 48 countries, and we make it enjoyable for them. Our program includes a photography club and shiatsu workshops. We also give them the chance to explore Canadian culture."



The English School of Canada now recruits students from more than 15 different countries. The school's top five markets are Korea, Mexico, Japan, Brazil and Taiwan.

Anthony is the company's sales rep, attending educational fairs and visiting foreign countries.

"We hope to expand the business in the future," he says. "Toronto has a lot of natural advantages as a language school location, because it is so multicultural. We can use that to build our business."

**Their big mistake:**

"We once hired someone who didn't have enough experience to do the job properly. It was a mistake we made during a really busy time."

**The lesson learned the hard way:**

"Don't ever rush hiring decisions. Be careful that you understand your needs before you hire the person."

**Five questions:**

- How did Saskia and Anthony get experience before they started their business?
- Do you think they are hard workers? Why?
- Why is "English School of Canada" a good name?
- Do you think the school's markets may change in the future? Why?
- How did university prepare Saskia and Anthony for entrepreneurship?

**Make a case:**

Write a 200-word memo from Anthony to Saskia, describing a plan to increase enrollment at the school.

## Black Line Master #12

### A calculated risk



**Cory Chobanik and his partner Nathan Phillips both had successful careers working for large high-tech companies. They gave up all their security to start their own company and make electronics for motorcycles.**

"It was a great way to get out of the drudgery of corporate life," laughs Cory, now a partner in Nonlinear Engineering Inc. in Ottawa. "But it was risky. It took us over a year for research and development of the Veypor, our first product. And we had no idea whether anyone would want to buy it. All we knew was that we liked motorcycles, and the Veypor was something we wanted."

The Veypor lets motorcyclists check their bike's performance while they ride. It displays speed, torque, acceleration distance and many other functions. Once Cory and Nathan had a product ready to display, they took it to a large motorcycle trade show in the U.S. to see if they could attract interest. Local motorcycle dealers in the Ottawa area had already told them that the Veypor wouldn't sell.

"It was pretty scary when we went to the show in Indianapolis," says Cory. "We had most of our savings invested. We decided that if people at the show didn't like the Veypor, we would cut our losses and pack it in."

Their instincts were correct. The Veypor was an instant hit with the motorcycle set. After just one day at the show, Cory and Nathan had signed up several dealers and international distributors to sell the Veypor. They already had a manufacturer lined up to build their products, and rushed home to start production.

"Once we had all those orders, we suddenly had a lot of people who wanted to invest in our company," says Cory. "But we turned them down. It was a very good decision. We own the company, and we make all the decisions."

In two years, Nonlinear Engineering has grown very quickly. It now has seven employees, and sells its products in 23 countries. The Veypor has been featured on

The Discovery Channel, Spike TV and in Popular Science magazine. Cory and Nathan have kept the Veypor popular with great customer service.

"We created an online community on our website," says Cory. "Our customers can trade information, and we give them free software upgrades. And we still answer the phone personally, to handle any problems."

Education was also a prime factor in their success. Both Cory and Nathan studied engineering in university. They are well-matched partners. Cory studied software engineering, and Nathan studied electrical engineering. They plan to use their skills to expand the company's product line.

"We are a technology company, not a motorcycle company," says Cory. "The Veypor will help us develop new products. The new products will use our meter technology to help save energy and clean up the environment."

### **Their big mistake:**

"We didn't trademark our name in the U.S. as soon as we should have. Now another company is trying to use it, and we have to spend money proving that we were first to use the name."

### **The lesson learned the hard way:**

"Always try to anticipate the competition. If you have a good product, someone may try and take advantage of you."

### **Five questions:**

- Were Cory and Nathan ready for success? How?
- Why are they good partners?
- Can you think of any new markets for the Veypor?
- Do you think they took a big risk?
- Was education important for them? Why?

### **Make a case:**

Write a 200-word essay describing a imaginary new product that you would like to see invented. How would it work?

## Black Line Master #13

### Partnership produces strong results



**A partnership with a good combination of skills and a shared dream helped Theo Margaritis (left) and William Ferguson create TWG Communications in North Bay. Their combined strengths have given the company steady growth.**

TWG Communications is a full service advertising agency that uses a personal, face-to-face approach with its clients. The company designs print and new media, manages special events, and runs marketing campaigns. TWG has a long list of clients that includes the Ontario Forest Association (website), Polar Bear Express (brand identity) and the Dairy Farmers of Ontario (print).

"I think everyone should attempt entrepreneurship at some time in their life," says Theo. "The time was right for me when I was 24 years old, and it turned out to be a good decision."

TWG started out small, but Theo and William shared a vision of what it could become. "My partner and I each had old computers," he says. "We each put in \$500 and rented an office that was the size of a closet. It also had no windows, just like a closet. TWG was born. We grew slowly, but steadily."

Creativity is a large part of their success. Theo and William lead a team of designers, creative writers, communication specialists, media experts, and strategic thinkers. They each specialize, so that their clients can get several related services from TWG. William manages the creative team that develops marketing and communications campaigns. Theo focuses on corporate brand identities.

TWG Communications has grown steadily over the past few years. The company has won many awards along the way, including the Young Entrepreneurs Award at the Northern Ontario Business Awards. Headquarters is still in North Bay, but the company has added an office in Toronto to serve clients there. Theo notes that developing close relationships with other companies and suppliers is important.

"We work with companies with different skills and talents," he says, "so we can exchange our expertise for theirs. And we have professional relationships with world-renowned photographers and artists. This lets us give clients the service they want. But our partnership is still the most important relationship. Choosing a business partner who shares my dream is the best business decision I have ever made."

**His big mistake:**

"I have never looked at a decision in my life or business as a 'mistake' or 'bad decision'. When things haven't gone my way, I just look at it as a lesson learned."

**The lesson learned by experience:**

"Education is absolutely vital. It helps you in ways you can't even imagine when you are a student. My university education was in urban geography, but my career is corporate branding and strategic marketing."

**Five questions:**

- Why does the TWG partnership work?
- How did Theo's education help him in business?
- Why does TWG work with other companies?
- Do you think that Theo has a positive attitude? Why?
- Do you think TWG could be very large some day? Why?

**Make a case:**

Use the Internet to find three examples of successful business partnerships. Write a paragraph on each, explaining why the partnership was successful.

## Black Line Master #14

### Determination will take you a long way



**Artist and entrepreneur Anne Abbott says that the key to her success is simple determination. She has combined it with her passion for painting to create Annie's Dandy Note Cards and Artwork, a thriving business.**

Anne has cerebral palsy, and can only paint with her right index finger. Painting has always been her passion.

"Whenever people ask me how long I've been painting, I always reply, "ever since I could breathe!" says Anne. "It takes a great physical effort because of my disability.

My art is unique, because instead of using a paintbrush, I apply the paint directly to the canvas with my right index finger. I have never heard of any other artist using their finger as a paintbrush."

A few years ago, one of her art teachers suggested that she make print reproductions of her paintings for sale. After she completed a self-employment training program for people with disabilities at the Toronto Business Development Centre, Anne had everything she needed to become an entrepreneur.

"The BizFutures program really helped me launch my business," says Anne. "I learned how to write a business plan, do financial forecasts, and promote my product. It also helped to stimulate my creativity, and it made me focus on how to expand on my product ideas. I started out with just paintings and note cards. Now I also produce prints, calendars, keepsake boxes, and stationery sets."

Anne offers more than 35 note card designs, and also paints originals on commission. She sells her work online from her website, and is one of the top-selling vendors at the Calico Market at Toronto's St. Lawrence Market. Publicity and marketing are very important to Anne's success.

"The best decision I ever made was to take a friend's suggestion to send a Christmas card and calendar to Breakfast TV," says Anne. "They did a story on me and

because of that little bit of exposure, I was swamped with orders for months. From that I had a story in a local newspaper and a college magazine. I still get people coming up to me saying they've seen me on TV or read about me.”

Customer service is extremely important for Anne. She relies on word-of-mouth to expand her business, so she always ensures that each and every customer is happy. “I eat, drink, and sleep thinking about ways to build up my business,” she says. “Some people think I'm insane because I stay up until 2 or 3 a.m. painting, or printing out my cards, or writing emails to potential customers, or working on my finances. But I want everybody to know about my art. I want to make money and be even more successful.”

### **Her big mistake:**

“In my opinion, there is no such thing as a bad decision in business. If you learn from your mistake, it's good!”

### **The lesson learned the hard way:**

“Determination has been the main key to my success. Sure, things get tough, but you just have to ride out the bad times to get to the good.”

### **Five questions:**

- How did education help Anne succeed?
- What was the best decision she made? Why?
- What is the key to Anne's success? How does she use it?
- How does Anne find new customers?
- Does Anne listen to suggestions from others? Does this help her?

### **Make a case:**

Write a 200-word essay describing why Anne has succeeded where others may have failed.

**Black Line Master #15**

**Peer Assessment of a case study**

Name \_\_\_\_\_

Date \_\_\_\_\_

Peer Assessor's Name \_\_\_\_\_

Read your partner's case study and write a response to each question.  
Be specific and offer constructive ideas for improvement.

Does the case study illustrate the personal qualities of the entrepreneur?

\_\_\_\_\_  
\_\_\_\_\_

Can the reader easily understand what the business is and what it does?

\_\_\_\_\_  
\_\_\_\_\_

Is the case study objective?

\_\_\_\_\_  
\_\_\_\_\_

Are the strengths and weaknesses of the business described?

\_\_\_\_\_  
\_\_\_\_\_

Does the case study provide a context for the development and growth of the business?

\_\_\_\_\_  
\_\_\_\_\_

General comments on the case study

\_\_\_\_\_  
\_\_\_\_\_



## Black Line Master #16

### Possible sources of information on careers

- Parents
- Co-op programs
- Volunteering
- Movies
- Teachers
- Magazines
- Internet
- School trips
- Career days
- Books
- Television
- Mentorship activities
- Counselors
- Local government offices/centres
- Personal experiences
- Career classes
- People working in the field
- Part-time jobs
- Newspapers
- Friends
- Trade shows

### Most Valuable Sources of Career Information

(according to youth surveyed)

The two that were out in front of the others:

1. Internet
2. People working in the field

#### The next most valuable group:

Teachers, Counselors, Parents, School trips, Personal experiences, Co-op programs, Career days, Career classes

#### These were followed by:

Volunteering, Books, Movies, Television, Part-time jobs, Mentorship activities, Newspapers, Magazines, Friends, Local government offices/centres, Trade shows

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**Black Line Master #17**

**Profile of our guest entrepreneur**

Name \_\_\_\_\_

Name of Venture \_\_\_\_\_

Location of Venture \_\_\_\_\_

Type of Venture—what is produced/provided?

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Number of Years in Operation: \_\_\_\_\_ Number of Employees: \_\_\_\_\_

Types of jobs/skills used in the venture:

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Previous Work/Entrepreneurial Experiences:

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## Black Line Master #18

### Questions for an entrepreneur

1. Do you think your childhood and upbringing had an influence on your decision to become an entrepreneur? If so, how?
2. Do you think your parents/guardians influenced your decision to become an entrepreneur? If so, how?
3. How about your friends?
4. What were the most significant factors that influenced your decision to become an entrepreneur?
5. How did your education and school experience contribute to your career choice?
6. When did you first think of becoming an entrepreneur?
7. Did you have doubts about your ability to be an entrepreneur?
8. Were there activities or hobbies that you think contributed to the development of your entrepreneurial skills?
9. Do you think people who knew you when you were young thought you would become an entrepreneur?
10. Is this your first business?
11. What were your biggest mistakes, and what have you learned from them?
12. What were the best decisions you made, and why?
13. How did you come up with the idea for this venture?
14. How did you know that it would work?

15. Did others think your idea would succeed? If not, how did you convince them?
16. Why did you choose to become an entrepreneur?
17. How would you describe an "entrepreneurial lifestyle"?
18. What would you say are the best things about being an entrepreneur?
19. What would you say are the biggest challenges or problems in being an entrepreneur?
20. What have been the biggest obstacles that you have faced along the way?
21. Is the "entrepreneurial lifestyle" hard on the family of an entrepreneur?
22. Where did the funding come from to start your venture?
23. What has your relationship with banks and financial institutions been like?
24. How difficult is it to get good employees - and what do you look for in the people that you hire?
25. What has surprised you most in your experience as an entrepreneur?
26. Are you able to work reasonable hours and take regular vacations?
27. How would you define "success" for you and your venture?
28. What do you believe are the most important skills and attitudes for an entrepreneur?
29. What have you found to be the best sources of advice and assistance?

30. What would you recommend to a young person who wanted to explore the possibility of becoming an entrepreneur?
31. What impact do governments have, if any, on your venture?
32. Does your venture face any competition and, if so, how do you address the competition in order for your venture to succeed?
33. Does your venture contribute in any other ways to the community besides providing the products/services that you do?
34. How have changes in technology affected your venture?
35. How do you use and apply technology in your venture?
36. What kinds of changes do you see occurring in technology in the future that might affect your venture?
37. How difficult is it for you to find people with the technology skills needed by your venture?

**Black Line Master #19**

**Top 10 Questions for our guest entrepreneur**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

**Goals for the Visit**

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## Black Line Master #20

### Entrepreneur resources

What resources do you think our guest entrepreneur would need to operate this venture?

Natural Resources/Raw Materials

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Capital Resources and Technology

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Labour Resources

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**Black Line Master #21****Parent/Guardian letter on school letterhead**

Dear Parent/Guardian:

As part of the Grade \_\_ curriculum this year, students will be taking part in *Future Entrepreneurs*, a program of the Ontario Ministry of Small Business and Entrepreneurship which supports the Ontario Ministry of Education curriculum expectations.

The goal of the program is to increase student awareness about entrepreneurs, entrepreneurship and enterprising skills, and to provide them with some insight into their own ambitions in this area.

To assist students in making the most of the program, they will be involved in a variety of activities, including having an entrepreneur visit the class. If you are an entrepreneur or someone you know is an entrepreneur willing to share experience with our class, please call me at \_\_\_\_\_. Participation would only involve a short visit to our class at a convenient time. If you have any questions about the program, please e-mail me at \_\_\_\_\_.

As your son or daughter works through the *Future Entrepreneurs* program, we urge you to ask what is being learned, and share your own perspective and experiences with your child.

Yours sincerely,



## Black Line Master #22

### Checklist for the entrepreneur's visit

- Are students clear about the purpose of the entrepreneur's visit?
- Does the entrepreneur know what to expect for his or her visit?
- Have the students prepared appropriate questions?
- Have you planned the length of the visit?
- Have you arranged for the equipment requested by the entrepreneur?
- Does the entrepreneur have clear instructions on how and when to arrive at the school?
- Have you arranged for students to meet, introduce and thank the entrepreneur?
- Have you invited additional guests to hear the entrepreneur (parents, administration, other teachers)?

## Black Line Master #23

### Reasons you might prefer being an employee

Entrepreneurs need skilled, dedicated employees. These people usually:

- Enjoy being responsible only for themselves, not others.
- Enjoy being assigned a task and doing it well.
- Enjoy working in a peer (equal) relationship with fellow workers, rather than as a boss.
- Prefer a work atmosphere without risk, especially financial risk.
- Focus their personal energy on things other than work, like hobbies, sports, family life, and friends.
- Don't necessarily enjoy being creative.
- Prefer more of a steady work environment.
- Prefer earning a salary rather than having to generate profits.
- Prefer being comfortable with regular tasks, rather than adapting to new and changing tasks.
- Prefer to carry out plans rather than make them.
- Prefer to work with direction and supervision provided by a manager.

## Black Line Master #24

### Who wants to be an entrepreneur?

Record your responses to the questions using this scale:

1 = not really

2 = a bit

3 = not sure

4 = probably

5 = for sure!

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Do you feel you want to be an entrepreneur?  | 1 | 2 | 3 | 4 | 5 |
| 2. Do you think you determine your actions rather than having your actions determined by others?  | 1 | 2 | 3 | 4 | 5 |
| 3. Do you believe you have developed a sense of accomplishment in your life?<br>There are things you know you have accomplished, and you are confident that you will accomplish new things in the future. | 1 | 2 | 3 | 4 | 5 |
| 4. Do you feel good about yourself and your abilities?  | 1 | 2 | 3 | 4 | 5 |
| 5. Do you think you know yourself and are honest with yourself about your own strengths and weaknesses?   | 1 | 2 | 3 | 4 | 5 |
| 6. Do you have a "passion" in life—have something that you love to do?  | 1 | 2 | 3 | 4 | 5 |
| 7. Do you take action when you can do something to make a difference?   | 1 | 2 | 3 | 4 | 5 |
| 8. When you begin a task, are you committed to seeing it completed?   | 1 | 2 | 3 | 4 | 5 |
| 9. Are you likely to persevere through roadblocks and obstacles?  | 1 | 2 | 3 | 4 | 5 |
| 10. Do you see change as an opportunity rather than creating problems?  | 1 | 2 | 3 | 4 | 5 |

11. Are you personally motivated to work hard? 1 2 3 4 5
12. Do you have a willingness to learn? 1 2 3 4 5
13. Do you believe you are capable of transferring something you have learned to another situation? 1 2 3 4 5
14. Do you set personal goals for things you want to accomplish? 1 2 3 4 5
15. Are you creative and able to come up with new ideas? 1 2 3 4 5
16. Do you have an "opportunities" view of life rather than a "problems" view of life? 1 2 3 4 5
17. Are you willing to assume the risk and responsibility for getting things done? 1 2 3 4 5
18. Can you make good plans and follow them? 1 2 3 4 5
19. Are you able to communicate effectively—orally and in writing? 1 2 3 4 5
20. Are you able to "market" and "sell" you and your ideas to others? 1 2 3 4 5
21. Are you able to identify talent in people and build an effective team? 1 2 3 4 5
22. Are you able to work well and effectively with people? 1 2 3 4 5
23. Are you able to lead and manage people while working to accomplish a task? 1 2 3 4 5
24. Are you willing and able to learn from your mistakes? 1 2 3 4 5
25. Are you willing to try, try again if you don't succeed the first time? 1 2 3 4 5

**Add up all the numbers from each of your answers.**

Scoring Guide—This is not scientific, but it will give you an idea of how much you want to be an entrepreneur.

**Score:**

- |         |   |
|---------|---|
| 100—125 | The world awaits you, entrepreneur!                               |
| 75—100  | You could be an entrepreneur in the making.                       |
| 50—75   | The choice is yours.  |
| 25—50   | You probably aren't inclined to be a entrepreneurial person.      |
| 0—25    | No doubt about it, an entrepreneurial life is not likely for you. |

Remember, this test is just a guideline.

**Maximum total score: 125**

## Black Line Master #25

### Student paper

Write a paper, \_\_\_\_\_ words in length, giving your personal answers to the following questions:

- Do you believe you have the potential to be an entrepreneur? Why?
- Do you think you have an interest in exploring entrepreneurship as a career option?
- Do you think you might prefer to be an enterprising employee like Katie Atkinson in Black Line Master #28? Why, or why not?
- What are some of the key questions that you still have about entrepreneurs?
- What things are most important to you when you think of your career?
- What are the key steps that you can take to explore career options?

Include in your paper a brief summary of the highlights from the entrepreneur's visit to the class.

## Black Line Master #26

### Attributes, attitudes and skills

Attributes, Attitudes and Skills important to:

(Note: "A" = attribute/attitude; "S" = skill/ability. It is assumed that the "Entrepreneur" has, and builds upon, the attributes/attitudes and skills of the "Enterprising Person".)

#### An Enterprising Person

- Goal-oriented (A)
- Goal-setting (S)
- Specific needs identification (S)
- Sales ability (S)
- Team player (S & A)
- Willing to accept some risk (A)
- Willing to learn (e.g. from failure) (S & A)
- Communication ability (S)
- Willing to accept responsibility (A)
- Ability to identify opportunities (A)
- Self-reliant (A)
- Ability to generate ideas (A & S)
- Basic planning ability (S)
- Compare costs and benefits (S)
- Personally effective (S & A)
- Ability to work well with others (S & A)
- Passionate (A)
- Productive (S & A)
- Willing to take initiative (A)
- Positive attitude to change (A)
- Identify and organize needed resources (S)
- Decision-making/problem-solving skills (S)
- Has/enjoys a sense of accomplishment (A)

#### An Entrepreneur

- Vision-oriented (A)
- Vision creation (S)
- Market assessment and determination (S)
- Marketing ability (S)
- Team builder (S)
- Willing to accept financial risk (S & A)
- Information access, assessment & management (S)
- Network development skills (S)
- Willing to assume responsibility (A)
- Ability to compare and assess opportunities (S)
- Self-motivated (internal locus of control) (A)
- Ability to apply ideas and innovate (S)
- Entire venture planning ability (S)
- Financial planning & cash-flow management (S)
- Ability to lead a team to be effective (S)
- Ability to understand and address client needs (S)
- Persistent (S & A)
- Efficient (S)
- Willing and able to provide leadership (S)
- Ability to forecast and manage change (S)
- Acquire and manage needed resources (S)
- Ability to plan for contingencies (S)
- Motivated by accomplishment (A)

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## Black Line Master #27

### Web links and resources for entrepreneurship

The following websites provide additional information to support this unit of study. The websites are sorted into four categories and listed in alphabetical order:

- A. Government** This includes federal and provincial government sites that support entrepreneurs and enterprising activity.
- B. Non Government Organizations** This section provides websites of not-for-profit organizations and educational institutions that support entrepreneurial activity.
- C. Financial Institutions** Many of Canada's financial institutions provide resources to help their customers start a business. They are listed here.
- D. Entrepreneurial Organizations and Other Connections** This lists websites developed for entrepreneurs in different sectors.
- A. Government**  
[www.businessgateway.ca](http://www.businessgateway.ca)  
 This federal government site provides links to financial information and regulations as well as links to e-commerce and exporting.
- [www.cbisc.org/ibp](http://www.cbisc.org/ibp)  
 This federal government site has an interactive planning tool for entrepreneurs to use in developing their business plans.
- [www.dfait-maeci.gc.ca](http://www.dfait-maeci.gc.ca)  
 This federal government site is a one stop shop for entrepreneurs interested in connecting with foreign buyers.
- [www.edc-see.ca](http://www.edc-see.ca)  
 The Export Development Corporation supports Canadian entrepreneurs who want to export their goods or services.
- [www.hrdc-drhc.gc.ca](http://www.hrdc-drhc.gc.ca)  
 This is the site for Human Resources Development Canada. This is a terrific site for issues relating to employees and employment as well as an opportunity for entrepreneurs to determine if entrepreneurship is the right track for them.
- [www.serviceontario.ca](http://www.serviceontario.ca)  
 Service Ontario has taken the legwork out of accessing important information, government forms and services. You're just a few clicks away from finding vital resources on your industry, valuable support for your growing business needs and government services you can access from the comfort of your office.



[www.sbe.gov.on.ca](http://www.sbe.gov.on.ca)

The Ontario Ministry of Small Business and Entrepreneurship provides information relevant to entrepreneurs and enterprising people.

[www.strategis.gc.ca](http://www.strategis.gc.ca)

This is a federal government site with extensive information on how to start a venture and information on the various resources an entrepreneur might need.

## **B. Non Government Organizations**

[www.ceed.ednet.ns.ca](http://www.ceed.ednet.ns.ca)

The Centre for Entrepreneurship Education and Development has many links to entrepreneurship programs.

[www.cfee.org](http://www.cfee.org)

The Canadian Foundation for Economic Education is a not for profit organization that has many resources on entrepreneurship for students and teachers including a site for young entrepreneurs.

[www.cfib.ca](http://www.cfib.ca)

The Canadian Federation of Independent Business provides an interactive forum for entrepreneurs.

[www.class2careers.com](http://www.class2careers.com)

This site provides listings of career exploration opportunities for students. Only teachers can reserve the opportunities that range from job shadowing, mentoring and guest speaking to cooperative education placements.

[www.communityzero.com/v-cafe](http://www.communityzero.com/v-cafe)

This site is for students and teachers to share their experiences and connect with resources, including each other, as they work through the venture creation process.

[www.mvp.cfee.org](http://www.mvp.cfee.org)

This is a website produced by the Canadian Foundation for Economic Education for young entrepreneurs or youth interested in exploring entrepreneurship.

[www.thelearningpartnership.ca](http://www.thelearningpartnership.ca)

The Learning Partnership is a not for profit organization that has information on entrepreneurship for teachers and volunteers interested in working in the classroom with the teacher.

[www.vrcdatabase.com](http://www.vrcdatabase.com)

The Canadian Foundation for Economic Education also maintains a searchable database of over 8,000 resources. Check it out to search for additional resources, links, and programs.

[www.wordsonwork.ca](http://www.wordsonwork.ca)

This is a province wide women's speakers bureau who have volunteered to talk to students about their careers and their entrepreneurial and enterprising experiences.

[www.youthbusiness.com](http://www.youthbusiness.com)

The Canadian Youth Business Foundation site provides links to entrepreneurship training and education centres across Canada and more.

### C. Financial Institutions

[www.bmo.com](http://www.bmo.com)

The Bank of Montreal provides a wealth of information for entrepreneurs.

[www.cba.ca](http://www.cba.ca)

The Canadian Bankers Association provides links to all the banks as well as information directed at the entrepreneur including advice.

[www.cibc.com](http://www.cibc.com)

The Canadian Imperial Bank of Commerce provides information on business related topics.

[www.royalbank.com](http://www.royalbank.com)

This Royal Bank site has information from how to start a business to training and developing the staff.

[www.scotiabank.com](http://www.scotiabank.com)

The Scotiabank site provides a template for business planning as well as information that will be helpful through the planning process.

[www.tdcanadatrust.com](http://www.tdcanadatrust.com)

This site outlines what the bank does to support entrepreneurs.

### D. Entrepreneurial Organizations

[www.acecanada.ca](http://www.acecanada.ca)

Advancing Canadian Entrepreneurship (ACE) organizes and motivates teams of university and college students on the principles and values of entrepreneurship and market economies.

[www.ayn.ca](http://www.ayn.ca)

The Aboriginal Youth Network provides tips for developing your skills and characteristics.

[www.cybf.ca](http://www.cybf.ca)

The Canadian Youth Business Foundation is a national charity providing start-up mentoring, financing and business resources for young Canadians, age 18–34, to create their own successful businesses.

[www.cvca.ca](http://www.cvca.ca)

The Canadian Venture Capital Association provides entrepreneurs information to assist them in determining who they should get their money from and how to relate to the investor.

[www.fita.org/index.html](http://www.fita.org/index.html)

The Federation of International Trade Associations provides a database of resources related to import and export from around the world.

## [www.ica-ad.com](http://www.ica-ad.com)

The Institute of Canadian Advertising links to all Canadian advertising agencies and gives information on advertising in general.

## [www.innovationcentre.ca](http://www.innovationcentre.ca)

The Innovation Centre in Waterloo, Ontario, offers programs for inventors and entrepreneurs.

## [www.jacan.org](http://www.jacan.org)

Junior Achievement of Canada offers programs for younger potential entrepreneurs.

## [www.marketingmag.ca](http://www.marketingmag.ca)

The Marketing Magazine website is an excellent source of information on advertising, marketing and media.

## [www.profitguide.com](http://www.profitguide.com)

This link is to Profit magazine, the magazine for entrepreneurs and small business owners.

## [www.tbdc.com](http://www.tbdc.com)

The City of Toronto's Business Development Centre assists entrepreneurs in the formation and development of enterprises so that those enterprises grow into successful job-creating businesses.

## [www.sbinfocanada.about.com](http://www.sbinfocanada.about.com)

The About.com site provides easy to read information on marketing for small business.

## [www.yea.ca](http://www.yea.ca)

The Young Entrepreneurs Association supports young people who are starting their own venture. This support comes in the form of networking opportunities, resources and advice.

## [www.eonetwork.org](http://www.eonetwork.org)

The Entrepreneurs' Organization has members around the world.

## [www.youth-in-motion-ca](http://www.youth-in-motion-ca)

Youth in Motion (YIM) is a national, not-for-profit organization focused on developing the employability and life skills of today's youth to prepare them effectively for success in life and work.

Note: Website addresses current at time of print.

**Black Line Master #28****Profile of an intrapreneur**

**An enterprising person (or “intrapreneur”) can be very effective in a large organization. Katie Atkinson has used her arts degree, energy and enterprising skills to move ahead quickly. Three years ago she was a data entry clerk at the Rotman School of Management. Now she is a program manager who supervises nine people.**

“I love languages,” says Katie. “In high school I was in French immersion and I also studied Spanish, Italian and Chinese. In university, I discovered that I really liked linguistics, so I did a double major in English and French linguistics.

I thought I might become a speech pathologist, but I was tired of school by then. I was panicked! What do you do with an arts or science degree?”

What Katie did next shows that there is a lot you can do with an arts or science degree. After university, she got a job as a data-entry clerk at the University of Toronto’s Rotman School of Management.

“My job was to enter student information into a computer,” she says. “These people were applying for the executive MBA program. Some of them needed written reports to go with their data, and I wrote those. I’ve always had a knack for writing, and it paid off. People noticed that my emails were well written, and they told me so.”

Katie’s communication skills definitely helped her on the job. When the dean needed help learning how to pronounce all of the student names for convocation, Katie volunteered. She also interacted with the MBA students at Rotman. When a one-year temporary job as the program coordinator came up, Katie had the skills that were needed.

“They wanted someone who was willing and able to talk to executives, and I could do that,” says Katie. “Communications skills are so important. I got the job over people with more direct experience.”

Nearing the end of her one-year term, Katie took a risk and applied for a job she really wanted. It was also a temporary job, with only four months of guaranteed work.

"It was really risky," she says. "My manager warned me that I could be unemployed after four months. But if I went back to my old clerical job, it would be permanent. I took a chance, and it has worked out really well." Katie has been operations manager for Executive Development Programs for over a year. When the school started its Bridge to Business program, she volunteered to run it as well.

"I'm really excited about Bridge to Business," she says. "It helps link arts and science grads like me with the world of business. Business needs skills like critical thinking and creativity. And this will help arts and science grads get good jobs."

Katie's career has moved very quickly in just three years. Is she ready to just settle in one job for awhile? "I'm taking career counseling right now," she laughs. "I love my job, but I always want to be looking ahead."

## **Five questions:**

1. What are the things that helped Katie succeed?
2. Do you think Katie has the right personality for an intrapreneur?
3. What other kinds of jobs do you think Katie would be good at? Why?
4. Why was Katie selected over other job applicants?
5. What do you think she will be doing in five years?

## **Make a case:**

Do some research to discover some of the skills that arts and science students acquire. Write a 200-word memo to Katie telling her why she should hire an arts or science grad.

