

Entrepreneurial Spirit in College

Complementary General
Education Component
in Entrepreneurship

Getting Down to Business

COMPLEMENTARY GENERAL EDUCATION COMPONENT in Entrepreneurship

Proposed objectives, standards and course outlines



Entrepreneurial Spirit in College 2007

COMPLEMENTARY GENERAL EDUCATION COMPONENT in
Entrepreneurship
Proposed objectives, standards and course outlines

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FOREWORD

This document on the proposed complementary general education component in entrepreneurship was made possible by financial support received under the Youth Entrepreneurship Challenge, coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif. This education component is intended to complement the proposed instructional activities. Teachers will find suggestions for helping students develop entrepreneurial qualities inherent in and essential to their academic success.

The proposed complementary courses are part of a guide validated by a multidisciplinary team made up of teachers of different programs, education consultants, specialists in individual and group entrepreneurship, entrepreneurs and members of the socioeconomic community.

We encourage you to discover a taste for entrepreneurship in implementing these courses in order to help students in all programs of study develop a passion for different types of projects. These projects will help them develop useful competencies not only as future entrepreneurs, but also as committed citizens.



ACKNOWLEDGMENTS

This document on the complementary general education component in entrepreneurship was made possible by financial support received under the Youth Entrepreneurship Challenge, coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif (<www.defi.gouv.qc.ca>).

The aim of these instructional activities is to help teachers explain entrepreneurial competencies and provide them with the necessary tools. It is a valuable tool for teachers who want to help students develop entrepreneurial skills in order to prepare them to meet the many challenges ahead.

We would first like to thank Cégep de Saint-Hyacinthe. More particularly, we would like to express our thanks and congratulations for the exceptional work done by Lise Lecours and Brigitte Bourdages, who studied the existing literature, selected elements of content and, finally, produced the instructional materials.

We would also like to thank the members of the validation committee, whose names appear on the following pages, who, through their work and their comments, contributed significantly to the quality and usefulness of this publication.

Finally, we would like to thank all those who participated in the production of these materials, which we hope you will find useful.

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ENTREPRENEURS

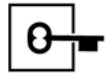
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COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

INTRODUCTION

Whatever projects we undertake in our lifetime, be they academic, athletic, artistic or occupational, we must have the will to realize our dreams.¹

Why develop the entrepreneurial spirit in college? Some might say for purely economic reasons. According to others, “entrepreneurship education helps students develop qualities such as self-confidence, initiative, creativity, team spirit, self-esteem, passion, self-fulfillment, the will and motivation to act, the desire to learn, intellectual curiosity, the drive to excel, appreciation for a job well done . . .”² These are important attitudes in education. Any individual or group instructional activity that calls these qualities and attitudes into play and instills a desire to undertake an enterprise can be considered instructional and conducive to the development of entrepreneurial spirit.

The complementary general education component included in every college-level program is intended to introduce students to fields of knowledge other than the ones involved in the program-specific component of their preuniversity or technical program of study. Students must achieve two educational objectives (each worth two credits) in one or more general education subject areas that complement the program-specific component of their program. The subject areas are specified in the *College Education Regulations*:

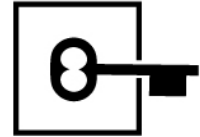
1. Social sciences

2. Science and technology
3. Modern languages
4. Mathematics literacy and computer science
5. Arts and aesthetics

Two complementary courses, each aimed at helping students develop one entrepreneurial competency, are proposed in this guide. The courses are not associated with any particular field of study, so they can be offered as complementary general education courses to students enrolled in any program.

It is important to ensure that the complementary entrepreneurship courses are made available to all students. These courses are intended to help those students who wish to gain more in-depth experience with a method introduced in their program of study. Students in all programs are given the opportunity to explore a long-time passion.

This document proposes two complementary courses: an introduction to entrepreneurship and a more in-depth study. The first is aimed at helping students develop an entrepreneurial spirit as well as entrepreneurship and intrapreneurship potential. The second is aimed at helping students develop an actual business project



- *Entrepreneurship as an educational value*
- *Developing entrepreneurial competencies in one or two complementary courses*



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- *To gain more in-depth experience with a method introduced in their program of study*
- *To satisfy a passion for entrepreneurship*

involving the development of a service as a self-employed worker, the management of a project within an organization, a social economy project or simply the creation of a traditional business. It is important to point out that these courses are not business management courses.

It is also important to emphasize that the proposed course outlines are merely guidelines for colleges wishing to offer the

courses. Each college can adapt the courses to its particular situation and goals.

We chose to present the courses in the form of objectives and standards simply because of the conduciveness of this approach to rigour in the course development process. Teachers will also find it easier to understand the format they are accustomed to seeing in college programs.



**1 A PASSION FOR
ENTREPRENEURSHIP**

This course is intended for students enrolled in a college preuniversity or technical program and is part of the complementary general education component. It is first and foremost an introduction to entrepreneurship, providing students with an overview of the different forms

entrepreneurship can take for students enrolled in a college program. It is also aimed at helping students develop entrepreneurial competencies, and is a prerequisite for The Entrepreneurial Portfolio.

1.1 OBJECTIVES AND STANDARDS

OBJECTIVE	STANDARD
Statement of the Competency	Achievement Context

To develop a passion for entrepreneurship.

Working alone and in teams

Given information about their strengths and weaknesses and the strengths and weaknesses of the environment

In planning an entrepreneurial project

Elements of the Competency	Performance Criteria
-----------------------------------	-----------------------------

1. To identify the forms entrepreneurship can take.

1.1 Accurate recognition of the characteristics of individual and group entrepreneurship

1.2 Accurate recognition of the characteristics of intrapreneurship and its role in a business

1.3 Clear distinction between the different types of entrepreneurial projects they can undertake as students and future workers

2. To describe the characteristics of a business.

2.1 Accurate recognition of the importance of business for economic health and social equilibrium



COMPLEMENTARY GENERAL EDUCATION COMPONENT

OBJECTIVE	STANDARD
	<p>2.2 Clear distinction between the different types of businesses in the private and public sectors</p> <p>2.3 Accurate recognition of the life cycle of a business</p> <p>2.4 Accurate recognition of the nature and role of the different internal and external players in a small business</p> <p>2.5 Accurate recognition of the main elements of a small business environment</p>
<p>3. To describe a typical entrepreneur.</p>	<p>3.1 Accurate recognition of the characteristics of different types of entrepreneurs</p> <p>3.2 Accurate recognition of the motivations for adopting a particular type of entrepreneurship</p> <p>3.3 Distinction of the qualities of an entrepreneur and shortcomings to be avoided</p> <p>3.4 Clear definition of their own entrepreneurial profile</p>
<p>4. To discover their creative and innovative potential.</p>	<p>4.1 Accurate recognition of how creativity works and the basic principles involved</p> <p>4.2 Application of techniques for stimulating the imagination</p> <p>4.3 Consideration of the main obstacles to creativity</p> <p>4.4 Consideration of the conditions that foster creativity and innovation</p> <p>4.5 Accurate evaluation of their creative and innovative potential</p>
<p>5. To plan an entrepreneurial project.</p>	<p>5.1 Supported justification of their choice of type of entrepreneurial project</p>

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OBJECTIVE	STANDARD
6. To recognize the external resources available for entrepreneurial assistance and support.	5.2 Application of the steps in the strategic planning process 5.3 Definition of possible constraints 6.1 Identification of the appropriate sources of financing 6.2 Identification of complementary training depending on the stage of the business in its life cycle 6.3 Identification of credible information sources 6.4 Identification of target resource people in their network



COMPLEMENTARY GENERAL EDUCATION COMPONENT

1.2 COURSE OUTLINE

COURSE OUTLINE Complementary Course A Passion for Entrepreneurship						
Title: A Passion for Entrepreneurship Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter			Subject: To be determined by the college			
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: The Entrepreneurial Portfolio						
Competency: To develop a passion for entrepreneurship						
Achievement context: Working alone and in teams Given information about their strengths and weaknesses and the strengths and weaknesses of the environment In planning an entrepreneurial project						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
1. To identify the forms entrepreneurship can take	1.1 Define entrepreneurship 1.2 Identify the main characteristics of the different forms of entrepreneurship 1.3 Define intrapreneurship and give concrete examples related to their program of study 1.4 Identify the main	1.1 Accurate recognition of the characteristics of individual and group entrepreneurship 1.2 Accurate recognition of the characteristics of intrapreneurship and its role in a business 1.3 Clear distinction	Entrepreneurship: • Short glossary • Individual entrepreneurship • Group entrepreneurship Types of entrepreneurship: • Individual entrepreneurship • Group entrepreneurship Intrapreneurship: • Definition • Impact • Examples Entrepreneurial project:	Have the students read texts. Present the main topics in class. Lead a discussion of the students' perception of entrepreneurship in society. Have the students do an Internet search on different forms of entrepreneurship. Then have them form teams to identify the characteristics of the three forms of entrepreneurship.	5 hours	500-word essay on their perception of the impact of entrepreneurship in society (10%) Choice of entrepreneurial project and justification (5%)

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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	characteristics of intrapreneurship and their impact on the intrapreneur and the business 1.5 Define an entrepreneurial project 1.6 Distinguish between the different types of entrepreneurial projects	between the different types of entrepreneurial projects they can undertake as students and future workers	<ul style="list-style-type: none"> • Definition • Types: <ul style="list-style-type: none"> • <i>service offer as a self-employed worker</i> • <i>project management as an intrapreneur</i> • <i>community and cooperative development project</i> • <i>traditional business</i> • <i>student or extracurricular project</i> • Selection criteria 	Present the concept of intrapreneurship, lead a discussion of its impact on the business and the intrapreneur. Have each student write a 500-word essay describing his or her perception of the impact of entrepreneurship on himself or herself and include an example. Lead a group discussion if there is enough time. Have the students read a text defining and describing all the types of entrepreneurial projects.		



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
				<u>In teams</u> (small groups and the whole class): Have the students define the criteria for choosing an entrepreneurial project. <u>Working alone:</u> Have the students choose a type of project and justify their choice with respect to the established criteria.		
2. To describe the characteristics of a business	2.1 Describe the impact of business on economic health and social equilibrium 2.2 Distinguish between the different types of private businesses	2.1 Accurate recognition of the importance of business on economic health and social equilibrium	Role of business in the economic health of a society Social responsibilities of a business Private businesses vs. public businesses – Distinction	Have the students do preliminary background reading or a mini research assignment on the topics. Then give lectures on the main elements of the topics at the beginning of the class. Hold a short debate between students with different views on the topic.	5 hours	Active participation in a debate on the economic and social role of business (5%)

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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	2.3 Distinguish between the private and public sectors 2.4 Describe the steps in the life cycle of a business 2.5 Identify the different internal and external players in a business 2.6 Define the role of each of these players 2.7 Briefly describe the different business environments	2.2 Clear distinction between the different types of businesses in the private and public sectors 2.3 Accurate recognition of the life cycle of a business 2.4 Accurate recognition of the nature and role of the different internal and external players in a small business	Legal forms of organization of single enterprise: <ul style="list-style-type: none"> • Sole proprietorship • General partnership • Corporation • Cooperative • Nonprofit organization • Government corporation The life cycle of a business <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Growth</i> • <i>Maturity</i> • <i>Decline</i> 	Have the students research the businesses in their immediate environment and identify their legal form of organization. Give an example of a business to illustrate the different environments. You could divide the class into four groups, having each one describe an environment of the business in question. You could also use the college as a public institution. You could use the same example to illustrate principles of organization and organizational charts.		



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
		2.5 Accurate recognition of the main elements of a small business environment	Business environment: <ul style="list-style-type: none"> • Technological environment • Cultural and social environment • Economic environment • Legal environment Internal players: <ul style="list-style-type: none"> • Organizational principles • Different types of organizational charts • Subcontracting External players from different types of environments: <ul style="list-style-type: none"> • Examples and roles 	Present various models of small, medium-size and large businesses. You could have each group identify different players in each environment and their roles.		

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Achievement context: Working alone and in teams Given information about their strengths and weaknesses and the strengths and weaknesses of the environment In planning an entrepreneurial project						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
3. To describe a typical entrepreneur	3.1 Identify the different types of entrepreneur 3.2 Identify the motivations of each type of entrepreneur 3.3 Define the qualities shared by most entrepreneurs 3.4 Define inappropriate characteristics for an entrepreneur 3.5 Establish their entrepreneurial profile	3.1 Accurate recognition of the characteristics of different types of entrepreneur 3.2 Accurate recognition of the motivations for adopting a particular type of entrepreneurship 3.3 Distinction of the qualities of an entrepreneur and the shortcomings to be avoided	Different types of entrepreneurs – Characteristics and motivations Qualities shared by most entrepreneurs Characteristics generally absent in entrepreneurs Evaluation of their entrepreneurial profile	Present different types of entrepreneurs, making reference to major Québec entrepreneurs. Invite a guest speaker and, after the talk, have students identify the type of entrepreneur and what motivates him or her. Prepare relevant questions for the speaker. Have the students list questions to ask the speaker. Have them do an Internet search to define the qualities of a typical entrepreneur. Do the activity “Entrepreneurial Profile” in this guide.	5 hours	Report on the conference (5%) Entrepreneurial profile (5%)



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
		3.4 Clear definition of their own entrepreneurial profile				
4. To discover their creative and innovative potential	4.1 Describe how creativity works 4.2 List the principles underlying creativity 4.3 Apply techniques for stimulating the imagination 4.4 List the main obstacles to creativity	4.1 Accurate recognition of how creativity works and the basic principles involved 4.2 Application of techniques for stimulating the imagination 4.3 Consideration of the	Creativity and the brain Impact of creativity on the success of a business or project The characteristics of a typical innovator Factors that foster creativity	Have the students read texts or articles. Present topics in class. Lead a class discussion. Have the students do teamwork on creativity in a learning situation. Have the teams develop an evaluation rubric for creative potential.	5 hours	Evaluation of their creative potential in a learning situation (Demonstration of the application of techniques for stimulating creativity) (5%)

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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	4.5 Recognize the conditions that foster creativity and innovation 4.6 Evaluate their creative and innovative potential	main obstacles to creativity 4.4 Consideration of the conditions that foster creativity and innovation 4.5 Accurate evaluation of their creative and innovative potential	Techniques for stimulating creativity: <ul style="list-style-type: none"> • Seeking diversion, imagining oneself in a new environment, etc. • Practising the association of ideas, sometimes in unusual ways • Thinking about something and its opposite • Recording one's ideas 	Revise the rubrics with the class and adopt a final version. Propose a learning situation and have the students evaluate their creative potential using the rubric.		



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
			Obstacles to creativity: <ul style="list-style-type: none"> • Lack of sensitivity • Preconceived notions • Overly rigid environment • Lack of time • Lack of a stimulating environment • Fear of taking risks • Etc. Conditions that foster creativity: <ul style="list-style-type: none"> • Work environment • Tolerance for risk • Amount of time allotted • Open-mindedness • Etc. 			

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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
			Evaluation of their creative potential in a learning situation			
5. To plan an entrepreneurial project	5.1 Choose an entrepreneurial project 5.2 Justify their choice 5.3 Apply the principles of strategic planning to develop a plan of action for the entrepreneurial project 5.4 Identify elements that foster success and possible constraints	5.1 Supported justification of their choice of entrepreneurial project 5.2 Application of the steps in the strategic planning process 5.3 Definition of possible constraints	Description of the entrepreneurial project Strategic planning: • <i>Analysis of the situation</i> <i>Identification of opportunities, risks, strengths and weaknesses</i> Definition of their mission and objectives Development of possible strategies Evaluation and choice of the best	Act as coach. Have the students describe their entrepreneurial project and justify their choice with respect to the established criteria. Have the students analyze the situation, define their mission and objectives, develop possible strategies, choose the best strategies, justify their choice, and develop a plan of action.	20 hours	Entrepreneurial project – Plan of action (55%)



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
			strategies Development of an action plan: <ul style="list-style-type: none"> • Strategy • Objectives • Means • Necessary resources • Timeline • Evaluation 	Have the students hand in a report on the process and the results obtained.		
6. To recognize the external resources available for entrepreneurial assistance and support	6.1 Identify possible sources of financing for the project 6.2 Identify the available	6.1 Identification of appropriate sources of financing 6.2 Identification of	Guide to the different organizations and institutions offering financial support for entrepreneurs Evaluation of the credibility of a source of information or support	Have the students do research in the region on organizations offering support to entrepreneurs (financial and informational). Present guides to the students. Prepare the students to meet with	5 hours	Definition of their personal network for their project (10%)

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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	coaching, gather entrepreneurship-related information or receive training 6.3 Choose credible sources of support 6.4 Define networking and its importance for entrepreneurs	complementary training depending on the stage of the business in its life cycle 6.3 Identification of credible information sources 6.4 Identification of contacts in their network	Guide to information and training offered to entrepreneurs Networking and its importance for entrepreneurs How to build a network	someone working for an organization or invite a guest speaker. Have the students read about networking. Have them do teamwork in class to identify their current network and means of broadening their network for their project.		
Evaluation 500-word essay on their perception of the impact of entrepreneurship in society (10%) Choice of entrepreneurial project and justification (5%) Active participation in a debate on the economic and social role of business						



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Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	(5%) Report on the lecture					
	(5%) Entrepreneurial profile					
	(5%) Evaluation of their creative potential in a learning situation					
	(5%) Entrepreneurial project – Plan of action					
	(55%) Definition of their personal network for their project					
	(10%)					
Language proficiency Special attention should be paid to the quality of language; the student could lose up to 10% of marks.						
Basic mediagraphy To be determined						



2 THE ENTREPRENEURIAL PORTFOLIO

The Entrepreneurial Portfolio is for those students who have successfully completed *A Passion for Entrepreneurship*. It enables them to implement the action plan developed in the previous course. It includes the realization of a practical project and participation in different entrepreneurship-related information activities. The proposed method is to have students carry out their entrepreneurial project, which could potentially end up as a real business project.

Important

The *Accounting and Management Technology* program contains competency 01HM, *To carry out activities related to a business start-up*. This competency contains elements aimed at helping students develop a business idea or project, conduct

background studies, develop a start-up plan and present a business plan to financial backers.

This course has a broader scope and involves an entrepreneurial project that could take the form of a business project and result in the development of a business or humanitarian assistance plan. The entrepreneurial project is intended to help students learn an overall approach. The students could then, with the help of specialized organizations, develop a business plan and contact potential backers. They could also use this course to carry out an entrepreneurial project within the college or to develop a group entrepreneurial project within their program of study. Thus, they will have learned an approach that they can transfer to any type of project they wish to carry out in the future.



COMPLEMENTARY GENERAL EDUCATION COMPONENT

2.1 OBJECTIVES AND STANDARDS

OBJECTIVE Statement of the Competency	STANDARD Achievement Context
To develop an entrepreneurial project.	<p>Working alone and in teams</p> <p>Given information about their personal characteristics and the environment</p> <p>With the assistance of external resources providing entrepreneurial assistance and support</p> <p>Using a computer system and the appropriate software</p>
Elements of the Competency	Performance Criteria
1. To define the project.	<p>1.1 Demonstration of the method of finding an idea</p> <p>1.2 Clear description of the project</p> <p>1.3 Realistic choice of means of carrying out the project</p> <p>1.4 Demonstration of an answer to a need</p> <p>1.5 Demonstration of the innovative character of the project</p>
2. To evaluate their ability to carry out the project.	<p>2.1 Accurate recognition of their personal goals and motivations</p> <p>2.2 Identification of the specific competencies acquired at school and personal experience useful for carrying out the project</p> <p>2.3 Accurate description of their entrepreneurial profile</p> <p>2.4 Identification of relevant contacts in their network</p>
3. To define the context of the project.	<p>3.1 Clear description of the targeted sector of activity and the main trends in the sector with respect to the project</p>

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

OBJECTIVE	STANDARD
	<p>3.2 Appropriate choice of location</p> <p>3.3 Clear description of the target market and clientele</p> <p>3.4 Realistic demand forecast</p> <p>3.5 Appropriate verification of legal requirements</p> <p>3.6 Accurate estimate of potential income</p>
<p>4. To establish the characteristics of their offer.</p>	<p>4.1 Application of techniques for gathering information about the target clientele's expectations</p> <p>4.2 Clear description of the characteristics of the product, service or event</p> <p>4.3 Accurate determination of sales price</p> <p>4.4 Estimate of break-even point</p> <p>4.5 Accurate determination of the distribution of the offer to clientele</p>
<p>5. To establish the communication plan.</p>	<p>5.1 Consideration of the characteristics of the offer</p> <p>5.2 Consideration of the characteristics of the clientele</p> <p>5.3 Choice of the appropriate advertising and promotion methods</p>
<p>6. To plan the implementation of the project.</p>	<p>6.1 Accurate estimate of the need for facilities, equipment and raw materials</p> <p>6.2. Accurate identification of potential suppliers</p> <p>6.3 Establishment of the steps in the process of producing a product or providing a service</p> <p>6.4 Accurate determination of labour needs</p> <p>6.5 Clear description of each job</p>



COMPLEMENTARY GENERAL EDUCATION COMPONENT

OBJECTIVE	STANDARD
7. To establish a financing plan.	7.1 Consideration of the implementation plan 7.2 Accurate estimate of the amount of start-up funds needed 7.3 Identification of appropriate sources of financing 7.4 Development of a forecast income statement
8. To implement the project. ¹	8.1 <i>Observance of the implementation plan</i> 8.2 <i>Adequate supervision of activities</i> 8.3 <i>Demonstration of flexibility with respect to the necessary adaptations</i> 8.4 <i>Accurate evaluation of the results obtained</i> 8.5 <i>Appropriate recommendations with respect to the results of the evaluation</i>

¹. Optional

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

2.2 COURSE OUTLINE

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
1. To define the project	1.1 Find an idea 1.2 Describe the target clientele 1.3 Describe the product or service offered 1.4 Describe the quantifiable objectives of the project and provide a time line	1.1 Demonstration of the method of finding an idea 1.2 Clear description of the project 1.3 Realistic choice of means of carrying out the project 1.4 Demonstration of an answer to a need	<ul style="list-style-type: none"> • How to find an idea • Different possibilities • Teamwork • Development of a measurable objective • Innovation • The market and market needs 	Have the students read texts about the related content. Have them form teams based on common interests. Have the teams analyze different types of projects, develop two possible objectives, find a way to meet a particular need and describe the innovative aspect of their project.	3 hours	Teamwork to define the project (8%)



Getting Down to Business

COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	1.5 Demonstrate how the project meets a need in the target market 1.6 Demonstrate the innovative aspects of the project	1.5 Demonstration of the innovative character of the project		Have them define their project, the characteristics of their product or service and the target market, working alone or in teams.		
2. To evaluate their ability to carry out the project	2.1 Set personal objectives with respect to the project 2.2 Recognize their competencies with respect to the implementation of the project	2.1 Accurate recognition of their personal goals and motivations	Characteristics of entrepreneurs Entrepreneurial profile: Entrepreneurial activity in the <i>Entrepreneurial Spirit in College</i> teaching guide	Have the students form teams and brainstorm to come up with possible objectives. Have them draw up a list of personal objectives.	3 hours	List of competencies needed to carry out the project and of contacts in their network (7%)

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency:		To develop an entrepreneurial project				
Achievement context:		Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software				
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	2.3 Establish their entrepreneurial profile 2.4 Identify the contacts in their personal network who could help carry out the project	2.2 Identification of the specific competencies acquired at school and personal experience useful for carrying out the project 2.3 Accurate description of their entrepreneurial profile		Do the activity entitled Entrepreneurial Profile (in this guide).		<i>Possibility of recognizing the students' prior entrepreneurial achievements at the secondary or college level (assign a percentage for evaluation)</i>



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COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
		2.4 Identification of relevant contacts in their network				
3. To define the context of the project	3.1 Describe the different sectors of activity 3.2 Identify the sector of activity of their project 3.3 Describe trends in the sector of activity of their project	3.1 Clear description of the targeted sector of activity and the main trends in the sector with respect to the project 3.2 Appropriate choice of location	Sectors of activity and related trends Sources of information about sectors of activity Market analysis: • Target market and clientele • Concept and definition of competition • Principle of supply and demand	Have the students do an Internet search on sectors of activity in order to determine the most appropriate sector for their project. Have them research trends in their sector. Have them do a market analysis.	5 hours	

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE						
Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency:		To develop an entrepreneurial project				
Achievement context:		Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software				
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	3.4 Specify the location of the project 3.5 Define the target market and clientele 3.6 Define possible competition 3.7 Estimate demand and potential income 3.8 Identify the related laws and regulations	3.3 Clear description of the target market and clientele 3.4 Realistic demand forecast 3.5 Appropriate verification of legal requirements 3.6 Accurate estimate of potential income	<ul style="list-style-type: none"> Estimate of demand and potential income Legal aspects	Invite guest speakers to talk about market analysis and legal aspects. Have the students define the context of their project.		Description of the sector of activity, location of the project, the target market and clientele, potential income and the legal aspects to consider (10%)



COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
4. To establish the characteristics of their offer	4.1 Apply study and survey techniques 4.2 Define the product, service or event 4.3 Apply techniques for setting a sales price 4.4 Establish the break-even point 4.5 Define the distribution mechanisms	4.1 Application of techniques for gathering information about the target clientele's expectations 4.2 Clear description of the characteristics of the product, service or event 4.3 Accurate determination of sales price	Study and survey techniques Product, service or event: <ul style="list-style-type: none"> • Description • Brand • Associated service • Etc. Setting of sales price: <ul style="list-style-type: none"> • Elements to consider • Different methods of calculation 	Have the students develop a survey to determine the needs and expectations of the target clientele. Have them distribute the survey and compile and analyze the results. Have them describe the clientele and its needs and expectations. Have them describe the product, service or event. Have them calculate the sales price.	7 hours	Presentation of the survey, their results, the description of the clientele, the description of the product or service, the calculation of the sales price and break-even point, and the method of distribution (15%)

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
		4.4 Estimate of break-even point 4.5 Accurate determination of the distribution of the offer to clientele	Break-even point: <ul style="list-style-type: none"> • Component • Calculation Distribution of a product, service or event	Have them calculate the break-even point. Have them describe the distribution method selected.		
5. To establish the communication plan	5.1 Choose the means of informing clientele of the offer	5.1 Consideration of the characteristics of the offer	Advertising and promotion Personalized communication	Invite a guest speaker specialized in advertising and promotion.	4 hours	Communication plan for the project (10%)



Getting Down to Business

COMPLEMENTARY GENERAL EDUCATION COMPONENT

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Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	5.2 Determine promotional strategies	5.2 Consideration of the characteristics of the clientele 5.3 Choice of appropriate advertising and promotion methods	Steps in the development of a communication plan	Have the students implement a communication plan related to the project.		
6. To plan the implementation of the project	6.1 Develop a layout plan and determine equipment needs	6.1 Accurate assessment of the need for facilities, equipment and raw materials	Steps in the development of a layout plan Example of layout plans for different projects	Provide a learning situation involving the estimation of needs with respect to facilities, equipment and raw materials.	8 hours	

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency:		To develop an entrepreneurial project				
Achievement context:		Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software				
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	6.2 Identify potential suppliers for the different needs mentioned in the layout plan 6.3 Describe the steps in the process of producing a product or providing a service 6.4 Estimate labour needs at each step of the process	6.2. Accurate identification of potential suppliers 6.3 Establishment of the steps in the process of producing a product or providing a service 6.4 Accurate determination of labour needs	Criteria for determining needs with respect to facilities and equipment Information source for finding suppliers Examples of a process for producing a product, providing a service or staging an event, with an example of labour needs at each stage	Have the students develop a layout plan and determine raw material and equipment needs. Have them look for suppliers in the yellow pages and in their own network of contacts. Have them develop a process and determine labour needs.		Layout plan and determination of equipment and raw material needs for the project (5%) Process and determination of labour needs (5%)



COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	6.5 Describe the role of each person involved in the project		Job description	Have them develop a job description for each of the people involved in the project.		Job description for each person involved (5%) Implementation plan (10%)
7. To establish a financing plan	7.1 Estimate the amount of start-up funds needed 7.2 Identify potential sources of financing	7.1 Consideration of the implementation plan 7.2 Accurate estimate of amount of start-up funds needed	Start-up funds: • Concept of start-up funds • Basis for calculating the amount of start-up funds needed • Calculation of the amount of start-up funds needed	Give lectures. Do demonstrations in class. Provide a learning situation.	5 hours	

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE						
Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: To be determined by the college Weighting: 1-2-3 (2 credits) Semester: Fall and Winter		Subject: To be determined by the college				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	7.3 Develop a forecast income statement	7.3 Identification of appropriate sources of financing 7.4 Development of a forecast income statement	Forecast income statement: <ul style="list-style-type: none"> • Components and principles • Estimate of value of each component 	Have the students estimate the amount of start-up funds needed and identify potential sources of financing. Have them develop a forecast income statement.		Amount of start-up funds needed and potential sources of financing (5%) Forecast income statement (5%)



Getting Down to Business

COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
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Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
8. To implement the project ²	8.1 Supervise the implementation of the project 8.2 Make the necessary adjustments based on the results obtained 8.3 Draw up a statement of results	8.1 Observance of the implementation plan 8.2 Appropriate supervision of activities 8.3 Demonstration of flexibility with respect to the necessary adaptations 8.4 Accurate evaluation of the results obtained	Principle of supervision and establishment of a control grid Questions underlying the statement of results	Give lectures. Have the students develop a control grid. Have them produce a list of questions on which to base the statement of results and suggest possible improvements.	10 hours	Control grid (5%) List of questions on which to base the statement of results and suggestion of possible improvements (10%)

² Optional, depending on the resources available at the college

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE						
Complementary Course The Entrepreneurial Portfolio						
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Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency:		To develop an entrepreneurial project				
Achievement context:		Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software				
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
		8.5 Appropriate recommendations with respect to the results of the evaluation				
Evaluation	Teamwork to define the project (8%) List of competencies needed to carry out the project and of contacts in their network (7%) Description of the sector of activity, the location of the project, the target market and clientele, potential income and the legal aspects to consider (10%) Presentation of the survey, their results, the description of the clientele, the description of the product or service, the calculation of the sales price and break-even point, and the method of distribution (15%)					



Getting Down to Business

COMPLEMENTARY GENERAL EDUCATION COMPONENT

COURSE OUTLINE Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: <i>To be determined by the college</i> Weighting: 1-2-3 (2 credits) Semester: <i>Fall and Winter</i>		Subject: <i>To be determined by the college</i>				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None <i>Note:</i> In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency: To develop an entrepreneurial project						
Achievement context: Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software						
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	Communication plan for the project (10%) Layout plan and determination of equipment and raw material needs for the project (5%) Process and determination of labour needs (5%) Job description for each person involved (5%) Implementation plan (10%) Amount of start-up funds needed and potential sources of financing (5%) Forecast income statement (5%)					

COMPLEMENTARY GENERAL EDUCATION COMPONENT



Getting Down to Business

COURSE OUTLINE						
Complementary Course The Entrepreneurial Portfolio						
Title: The Entrepreneurial Portfolio Code: <i>To be determined by the college</i> Weighting: 1-2-3 (2 credits) Semester: <i>Fall and Winter</i>		Subject: <i>To be determined by the college</i>				
Other courses associated with the competencies: None Prerequisites: None This course is a prerequisite for: None Note: In this course, students could be asked to prepare a portfolio containing examples of prior entrepreneurial achievements at the elementary, secondary or college level, in the workplace or elsewhere. Participation in activities such as lectures or committees on entrepreneurship should also be listed.						
Competency:		To develop an entrepreneurial project				
Achievement context:		Working alone and in teams Given information about their personal characteristics and the environment With the help of external resources providing entrepreneurial assistance and support Using a computer system and the appropriate software				
Elements of the competency	Learning objectives	Performance criteria	Related content	Suggested teaching strategies	Relative weighting	Suggested evaluation
	Control grid (5%) List of questions on which to base the statement of results and suggestion of possible improvements (10%)					
Language proficiency	Special attention should be paid to the quality of language; the students could lose up to 10% of marks.					
Basic mediagraphy	To be determined					



REFERENCES

WEB SITES

Canadian Council for Small Business and Entrepreneurship (CCSBE). The CCSBE is the only national membership-based organization in Canada whose goals are to promote and advance the development of small business and entrepreneurship through research, education and training, networking and dissemination of scholarly and policy-oriented information. This site provides access to certain research studies conducted in the field of education: <http://www.ccsbe.org/index_en.htm>.

Fondation de l'entrepreneurship. Portal for entrepreneurship in Québec, link to an entrepreneurship library and search engine for articles or books on the topic: <<http://www.entrepreneurship.qc.ca/fr/accueil>>.

Institut de stratégie et de pédagogie en entrepreneuriat. Nonprofit organization working in the field of entrepreneurship and international communications. The Institut will soon be launching a **community of practice**, which will enable all interested parties to share their knowledge, questions, solutions, points of view, enthusiasm and experience on the Internet with other parties throughout the world: <<http://www.institut-entrepreneuriat.org/>>.

PRINT DOCUMENT

Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de la formation continue et du soutien, *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers*: <http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (31 October 2006).





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