

Entrepreneurial Spirit in College



Teaching guide

Getting Down to Business

TEACHING GUIDE



Entrepreneurial Spirit in College 2007

TEACHING GUIDE

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FOREWORD

This teaching guide 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. It contains a series of instructional activities related to the various college-level programs. Teachers will find tools for helping students develop entrepreneurial qualities inherent in and essential to their academic success.

It is important to point out that this guide contains instructional activities that can be integrated into any program. While relying on the principles of the activity method, teachers will easily be able to make connections with their own programs, whether in general education or in a preuniversity or technical program. Specific objectives for each activity are intended to raise students' awareness of entrepreneurship and entrepreneurial values, and to equip them to carry out an entrepreneurial project.

It is also important to note that the guide was validated by a multidisciplinary team made up of teachers of different programs, education consultants, specialists in individual and collective entrepreneurship, entrepreneurs and members of the socioeconomic community.

We encourage you to discover a taste for entrepreneurship in implementing the different activities, which will 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.



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This collection of instructional activities 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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INTRODUCTION

The profound changes in the economy and the labour market in the past ten years and, consequently, in the competencies required by employers, have begun to have a serious impact on the college network, whose primary mission is to qualify students by equipping them to meet the challenges ahead. Educational institutions and students cannot ignore the challenges posed by globalization, fierce competition, frequent job changes, the growing need to create one's own job or to work outside one's home province or country, the importance of the appropriate behaviour, new technologies, knowledge of a second or third language, and so on.

Throughout these changes, in which training and the economy are intimately linked, the entrepreneurial spirit and entrepreneurial culture (at the risk of resorting to clichés) are crucial values to which the education

system in general will have to pay more attention in the coming years. That is why, in accordance with the orientations of the Youth Entrepreneurship Challenge, the MELS has produced this guide to enable institutions and teachers to “get down to business” and develop an entrepreneurial spirit in our society.

This document contains a brief retrospective of entrepreneurial achievements at the college level, in particular since the college education reform; various references to the lines of action of the Youth Entrepreneurship Challenge and the mandates of the different levels of education; and, finally, an activity guide adapted to college education containing practical tools for teachers responsible for integrating these activities into their courses.



1. RETROSPECTIVE OF ENTREPRENEURSHIP IN COLLEGE

- *Evolution of the labour market and more stringent requirements*

There is nothing new about entrepreneurship activities in education, although the practice has yet to become systematic and widespread. Over the years, a number of colleges have successfully implemented different types of entrepreneurial activities, in particular in the field of administration. If we were to extensively examine all of these activities, we would undoubtedly be pleasantly surprised by the results. The activities may not always be managed and supervised by educators in these colleges, but a number of resources have become intrinsically involved, with convincing results. To be fair, we must also cite the many teachers who, in the forty-year history of the college network, adopted a proactive approach, by assigning students entrepreneurial projects and activities.

- *An emerging entrepreneurial culture*

In recent history, we have witnessed the beginnings of an entrepreneurial culture in continuing education and training. Between 1986 and 1995, these services formed partnerships with economic players in the community, Human Resource Centres of Canada and Emploi-Québec to organize business start-up competitions including promotion, training, supervision, help developing a business plan, mentoring, conferences, grants, sponsorship, business launches and the creation of networks of young entrepreneurs. A number of colleges even established their own business creation

- *Entrepreneurial values in college educational projects*

centre or incubator. This expertise still exists in colleges, since a number of resources associated with the aforementioned activities (teachers, education consultants, directors and coordinators) are still in their employ.

This laying of the groundwork of an entrepreneurial culture in the college network confirms that colleges are becoming increasingly aware of the importance of teaching entrepreneurship: more and more college educators agree with Louis Jacques Filion, who says that we are rapidly evolving toward configurations of work organization **in which individuals will have to demonstrate more autonomy, creativity and entrepreneurial spirit**, while education has remained far too focused on the transmission of knowledge.¹ According to Filion, we live in a world of self-employed workers, microbusinesses and small businesses. People are increasingly called upon to adopt an entrepreneurial attitude, even those who intend to work in large private or public firms.² It is therefore not surprising that, in this knowledge economy, employers are looking for workers with entrepreneurial competencies or qualities. As a result, most college **educational**

1. Louis Jacques Filion, *Pour une vision inspirante en milieu scolaire*, 2nd edition (Cap-Rouge: Les Presses Inter Universitaires, 2005), p. 22.

2. *Pour une vision inspirante en milieu scolaire*, p. 38.



projects have long incorporated entrepreneurial

values such as a **sense of responsibility, initiative, creativity, resourcefulness, independence** and **perseverance**. These are the values that teachers have begun to convey in their courses and learning activities in order to help students develop the competencies they need to succeed in school and integrate harmoniously into the work force.

Despite its efforts, the college network still has **much to do** to stimulate the adoption of entrepreneurial values by students. Existing entrepreneurial projects and activities have not been integrated into the different programs, are not part of an overall pedagogical strategy and are often considered to be extracurricular.

Also, like the other levels of education, the college network is targeted by the Youth Entrepreneurship Challenge 2004-2005-2006 action plan. We believe that the college network is prepared to take up the challenge and to **gradually** inculcate the entrepreneurial spirit and culture into as many students as possible and that the Québec government is wise to rely on the expertise of college teachers and the college environment to do so.

- *Toward entrepreneurial activities in college programs*



2. COLLEGES AND THE YOUTH ENTREPRENEURSHIP CHALLENGE

- *Toward the development of a true entrepreneurial culture among young people*

For those who are unfamiliar with the *Youth Entrepreneurship Challenge 2004-2005-2006* action plan, it “is the result of a government decision that fosters the development of a true entrepreneurial culture by promoting its values among young Quebecers across all of Québec’s regions.”³

The Youth Entrepreneurship Challenge gives guidelines for developing the three lines of action targeted by the Québec government in its three-year plan. **As an educational network, we are bound to follow these guidelines:**

- **The promotion of entrepreneurial culture and the development of entrepreneurship are essential for Québec’s socioeconomic development.**
- **Entrepreneurial culture fosters the development of competencies and values that enable students to acquire the skills, attitudes and behaviours they need to become employers, employees and responsible citizens.**⁴

The following are the fundamental assumptions underlying the government’s three lines of action in its Youth Entrepreneurship Challenge:

3. Québec, *Défi de l’entrepreneuriat jeunesse, Plan d’action triennal 2004-2005-2006*, <<http://www.defi.gouv.qc.ca/publications/defi.pdf>> (8 May 2006), p. 7 [free translation].

4. *Défi de l’entrepreneuriat jeunesse*, p. 7.

- **1. Recognize schools as essential in helping develop an entrepreneurial culture among young people.**
- **2. Create an environment conducive to the emergence of a true entrepreneurial culture among young people.**
- **3. Provide effective strategies that are accessible to young people and adapted to the needs of future entrepreneurs in order to help them develop a business project.**⁵

In order to foster the development of an entrepreneurial culture and to provide teachers with the necessary pedagogical tools, the Québec government has given schools the following mandate: to design and disseminate tools to raise awareness of entrepreneurship in programs in elementary school, secondary school (including vocational training) and college.⁶

Well aware that the success of this mandate relies largely on teachers at the three levels of education, the government adopted this measure in order to build a corpus of educational materials that will enable them to convey entrepreneurial values in activities that foster the development of an entrepreneurial culture and related competencies. At the college

5. *Défi de l’entrepreneuriat jeunesse*, p. 13.
6. *Défi de l’entrepreneuriat jeunesse*, p. 15.



level, this does not mean adopting a project-based approach; rather, it is a question of integrating activities and projects that will contribute to the emergence of entrepreneurial qualities and, ultimately, to the creation of businesses. **It is important to understand that the word “project” means more than just business development. Many projects can be the basis for developing entrepreneurial behaviours that students will find useful throughout their lifetime.**

It is also necessary to understand the Ministère’s concerns: “The aim of this measure, based on the expertise of the Ministère de l’Éducation, du Loisir et du Sport, is to equip teachers at the three levels of education to design instructional activities that effectively convey to students the concept of individual and collective entrepreneurship. The goal is to support teachers’ initiatives.”⁷

7. *Défi de l’entrepreneuriat jeunesse*, p. 15 [free translation].



3. ENTREPRENEURSHIP AND THE COLLEGE REFORM

- *Generic skills, qualities and attitudes in the general education component*
- *Ultimate goals and aims of college education*
- *Entrepreneurship as an educational value*
- *General goals of the program-specific component*

Several years ago, by adopting the competency-based approach, the MELS stopped focusing on content-based targets and began concentrating on how students applied their learning. It was investing in the type of behaviour that enables students to integrate the knowledge, skills and attitudes acquired and to apply them in different situations. All preuniversity and technical programs contain a mandatory general education component aimed at helping students acquire and develop **generic skills, qualities and attitudes**, including:

- **autonomy**
- **a critical sense**
- **awareness of their responsibilities toward themselves and others**
- **open-mindedness**
- **creativity**
- **openness to the world**

In addition, the program-specific component of every technical program is intended:

- to help students **integrate** into the work force
- to foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students **develop their autonomy**
 - to help students develop self-expression, **creativity, initiative and an entrepreneurial spirit**

- to help students adopt the **attitudes required** to successfully practise the trade or occupation, and instill in them a **sense of responsibility** and a concern for excellence
- to promote job mobility, that is:
 - to help students develop positive attitudes toward **change**
 - to help students develop the means to manage their careers by **familiarizing them with entrepreneurship**⁸

Each preuniversity college program contains similar ultimate goals and aims, which are consistent with the notion of entrepreneurship as an educational value. The different levels of education are therefore responsible for ensuring that students constantly pursue the “development of skills, and of attitudes in certain cases, that do not fall exclusively within a given subject area or group of subject areas and so must be included in all of the instructional activities held in a school.”⁹

Our aim is not to list or classify these cross-curricular competencies, but to point out that some of them are directly related to

8. Québec, Ministère de l'Éducation, du Loisir et du Sport, *La formation professionnelle et technique*, <<http://www2.inforoutefpt.org/publications/listesecteurs.asp>> (8 May 2006).

9. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Québec Schools on course, Educational Policy Statement*, <http://www.mels.gouv.qc.ca/reforme/pol_eco/ecole.htm> (13 December 2006).



entrepreneurship: to carry out a project (intellectual competency), to organize a project (methodological competency), to develop an entrepreneurial spirit (competency related to attitudes and behaviour), to develop a business plan (linguistic competency and other subject-specific and multidimensional competencies), etc. Entrepreneurship could even be considered a cross-curricular theme like new information and communications technologies.

As Erkki Liikanen says: “Entrepreneurship is today recognised as a **basic skill to be provided through lifelong learning . . .** The importance of education and training in this respect has been highlighted on several occasions.”¹⁰ We believe that all levels of education, especially the college level, can help contribute to overall personal development, promote the entrepreneurial spirit, stimulate the economy and foster regional development. In this respect, entrepreneurship as an educational value is a promising venture for the coming years and a true social project for the Québec of tomorrow.

10. European Commission, *Helping to Create an Entrepreneurial Culture*, <http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/doc/entrepreneurial_culture_en.pdf> (14 December 2006), p. 3.



4. UNDERSTANDING ENTREPRENEURSHIP

- *Entrepreneurial culture involving qualities and attitudes that reflect a desire to undertake a project and see it through to its completion*
- *Individual, collective, cooperative and social entrepreneurship*

It is difficult to give an accurate, precise and complete definition of entrepreneurship. Like many words, it has more than one meaning. For the purposes of project-based instructional activities, it is understood in its broadest sense (which, of course, includes its more specific meanings). Entrepreneurship can be an individual, group, cooperative or social endeavour.

STRICT DEFINITION: the qualities or function of a person who organizes and manages a business or industrial enterprise.¹¹

BROAD DEFINITION: “the set of qualities and attitudes normally associated with the entrepreneurial spirit. If we consider it apart from its more restricted sense, i.e. in its material and concrete aspects, entrepreneurship means a propensity to be enterprising. It is clear that this disposition, with its characteristic features and the conditions conducive to its emergence, constitutes a cultural dimension with an obvious educational value, one that should be available to as many students as possible.”¹²

11. *Gage Canadian Dictionary, Revised and Expanded* (Gage Educational Publishing Company, 1997).

12. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Introduction to Entrepreneurial Culture, Project Development Guide for Teachers*, <http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (11 December 2006), p. 7.

According to Denis Pelletier, “entrepreneurial culture is made up of qualities and attitudes that reflect a desire to wholeheartedly undertake and successfully see through to completion whatever enterprise one chooses to be involved in:

- independence
- creativity
- initiative
- self-confidence
- leadership
- team spirit
- assiduity
- responsibility
- solidarity
- perseverance

From this point of view, any individual or group activity that brings these qualities into play can be considered educational and suitable for the development of an entrepreneurial spirit.”¹³

The range of instructional activities suitable for the development of an entrepreneurial spirit is vast. Teachers and other educators can make a selection based on their courses, their program, the competencies to be acquired and **their students’ interests**. These activities could take any of the following forms:

13. *Introduction to Entrepreneurial Culture*, p. 7.



- one-time introduction-to-entrepreneurship activities
- factual projects
- cultural or artistic projects
- sports or recreational projects
- community projects
- business development projects
- technological projects
- scientific projects
- projects to organize union activities
- self-employment projects

- social economy projects
- etc.

The wide range of types of projects is immediately apparent; however, these projects should be preceded by introduction-to-entrepreneurship activities in order to help students identify and develop entrepreneurial characteristics and optimize the conditions for project development and implementation.

- *One-time introduction-to-entrepreneurship activities*
- *Different types of projects*



5. CONCEPT OF "PROJECT"

In recent years, the word "project" has become common currency in educational language: project-based teaching, educational project, business project, school project, project-based learning, entrepreneurial project, social project, project development, involvement in a project, etc.

Without getting into the philosophical, psychological and pedagogical implications of the word, we can say that it involves the concepts of taking action, being enterprising, finding self-fulfillment in achievement, moving forward and casting into the future, among others. It conveys a sense of reaching beyond oneself, thrusting oneself into the realm of the possible, the world of the unforeseen.

At this point, it is also important to define the concepts of "project-based learning" and "entrepreneurial project," since they are essential aspects of the entrepreneurial culture:

"PROJECT-BASED LEARNING: trying out and understanding concepts and principles by completing projects, in order to make specific acquisitions in the boundless realm of knowledge.

ENTREPRENEURIAL PROJECT: producing something new, innovating, taking action to produce goods, services or events that are valued in the community because they meet specific needs."¹⁴

- *Project*
 - = *taking action*
 - = *being enterprising*
 - = *moving forward*
 - = *casting into the future*

- *Project-based learning*

- *Entrepreneurial project*

14. *Introduction to Entrepreneurial Culture*, p. 27.



6. ENTREPRENEURIAL PROJECTS IN ELEMENTARY AND SECONDARY SCHOOL

Entrepreneurial Spirit in College: Getting Down to Business was developed at the same time as a similar project for elementary and secondary school and vocational training. The teaching guides for elementary and secondary school teachers include some twenty entrepreneurial activities and a variety of tools to help teachers develop an entrepreneurial culture in the classroom.

These instructional activities are consistent with the education reform and the competency-based approach. Starting in January 2007, elementary and secondary school teachers will have access to entrepreneurial projects that are consistent with educational and instructional aims and closely linked to the development of an entrepreneurial culture in the school.

Students entering college in the coming years will be increasingly familiar with this culture and will have developed a reflex, or at least an interest, in carrying out meaningful projects in which they have a certain amount of leeway and in which they can solve real problems. Innovation, breadth and social projects with a real impact will slowly but surely become important for these students, who will have experienced the benefits of carrying out entrepreneurial projects.

Entrepreneurship activities in elementary and secondary school and vocational training are also intended to help students develop a taste for entrepreneurship and seeing projects through to completion. This is done mainly by enabling them to experience a growing feeling of personal effectiveness and success, giving them the desire to undertake increasingly difficult challenges in school and in the work force.

For a better understanding of entrepreneurial culture in elementary and secondary school and in vocational training, you can consult the appropriate guides at www.inforoutefpt.org/entrepreneuriat. These guides present the different types of assistance available to teachers and students. The continuum of proposals is intended to ensure the gradual development and integration of entrepreneurial instruction by giving increasing leeway in productions, strategies and partnerships.

The proposed instructional activities and productions (products, services and events) can be transferred to other situations and help teachers understand the process of entrepreneurial instruction integrated into a program of study.

In addition, activities developed specifically for vocational training are an

- *Entrepreneurial activities and tools to develop an entrepreneurial culture in the classroom in elementary school, secondary school and vocational training*



important resource for vocational training teachers who have already integrated the competency-based approach and who understand the importance of keeping abreast of the needs related to their field of study.

Finally, we hope that the entrepreneurial culture developed at the elementary and secondary levels will have given a large number of students a taste for entrepreneurship in college!



7. THE COLLEGE TEACHER'S ROLE

College **teachers**, although they are part of a department and must follow the course outline, **have considerable leeway** in exercising their profession: developing course content, selecting instructional activities and determining which teaching methods will help students acquire the necessary competencies and successfully complete the course and the program, so that they can quickly integrate into the new labour market. Teachers must also address fundamental issues such as citizenship education, personal development, openness to the world, culture, and so on. An interesting parallel could even be drawn between entrepreneur, student and teacher. On the one hand, many students say they are *undertaking* higher education, which is precisely what

colleges and universities offer. Indeed, students who pursue their education must have certain characteristics, which are the same as the characteristics an entrepreneur needs to succeed in business. On the other hand, many teachers say they are *undertaking* a new semester or a new course, which is exactly what they are doing. Indeed, teachers *undertake* a training project with one or more groups of students. To do so, they must have certain characteristics, also the same as the characteristics an entrepreneur needs to succeed in business. Table 1 compares characteristics of teachers, students and entrepreneurs. It is interesting to note that, often without realizing it, teachers and students use a similar approach.

- *An interesting parallel could also be drawn between entrepreneur, student and teacher*

TABLE 1: Comparison of certain characteristics of teachers, students and entrepreneurs

TEACHERS	STUDENTS	ENTREPRENEURS
Are responsible for the learning process and contribute significantly to the students' success.	Are responsible for their own learning process and success. Their business is education.	Are responsible for the performance of their enterprise, whether positive or negative, and for the methods used.
Start projects with the students, manage them and see them through.	Are successful when perseverant. Can even be said to be tenacious; learn	Start projects, manage them and see them through. Perseverance despite



TEACHERS	STUDENTS	ENTREPRENEURS
Persevere and know how to overcome obstacles (more difficult students, less interesting content, time constraints). Can even be said to be tenacious; learn from their mistakes and achievements. Regularly renew their teaching.	from their mistakes and achievements.	obstacles is one reason for their success.
Establish the students' learning process and the related procedures that have meaning for them. Find considerable satisfaction in their students' results.	Find meaning in the learning acquired and find considerable satisfaction therein.	Choose their learning process and the related procedures that have meaning for them.
Identify objectives and means of attaining them (lesson plan).	Control their learning, the investment of time and energy and, therefore, their results.	Identify objectives and means of attaining them.
Ensure the progress of a group of students and find considerable motivation therein; this is their way of realizing their potential.	Find considerable motivation in success; this is their way of realizing their potential.	Are motivated by success and profit.



Moreover, teachers are now mobilized to help students achieve academic success and to reduce the dropout rate; the MELS has set targets for colleges and provides financial support for their efforts. **The different measures set out in the three-year Youth Entrepreneurship Challenge action plan are consistent with the primary goal of academic success and are an important tool for student motivation and success**, as the government points out.

It is therefore up to each teacher to select the instructional activities that will awaken in students an interest, perhaps even a passion, for entrepreneurship and to propose activities or agree to projects that call for the entrepreneurial attitudes and qualities **developed at the secondary level**. It is important to remember that teachers have more influence over students than anyone outside their extended family (immediate family, relationships and leisure activities).

In a project-based approach, teachers also play an important role in guiding students, since each project involves unforeseen circumstances and possible failure (or partial success). They must therefore provide their students with the necessary tools, supervise them, encourage them to undertake a project, and motivate and reassure them during the process.

Many teachers will probably feel somewhat overwhelmed at first and poorly equipped to design activities or projects to help students develop key entrepreneurial competencies. It is therefore essential to help teachers assimilate the concept of entrepreneurship

so that they can adequately incorporate it into their teaching. Without their enthusiasm, passion and expertise, little progress will be made. A lack of motivation and training can derail the government orientations. That is why the MELS decided to produce this guide, which provides examples of different instructional activities that can be integrated into any college-level program. The MELS also hopes to see the development of local activities such as pedagogical days to discuss the topic, the forming of an association of resources and promotional campaigns targeting specific areas.

- *Youth Entrepreneurship Challenge measures as an important tool for student motivation and success*
- *The teacher as an important influence for students*
- *The teacher at the heart of the choice of instructional activities*
- *The teacher as guide in the implementation of the students' process*
- *Activity guide for teachers*



8. ACHIEVEMENT CONTEXT FOR INSTRUCTIONAL ACTIVITIES AT THE COLLEGE LEVEL

- *The importance of synergy among support measures for college teachers*
- *Resources from the entrepreneurship community*
- *The use of connections to existing resources outside the college*

The MELS intends to support teachers' initiatives, but assumes that support will also be provided by their college's resources, in particular the administration, instructional services, education consultants, student services and help centres in order to create an internal dynamic and the appropriate synergy. For although teachers are clearly the main transmitters of passion, by their personality, by their knowledge of entrepreneurship, and by their special relationship with students, they can easily become **discouraged if their initiatives do not receive support and professional assistance** at some point or other in the implementation of entrepreneurial activities. There is no shortage of **internal resources**, but there is also a need for mobilization, complementarity and collaboration.

CEGEPs are closely involved in their socioeconomic, cultural and educational communities. The implementation of several activities or of an entrepreneurial project will require the participation of several **external resources** that are already partners in:

- practicums in the workplace
- work/study programs
- mentoring programs
- CEGEP/business committees (technical programs)

- Business Services
- the Technology Transfer Centre
- the placement service
- the different sectoral committees
- liaison committees with secondary schools and universities
- committees or bodies on which CEGEP members sit (e.g. local development centre, chamber of commerce, Emploi-Québec)
- important sponsors (e.g. scholarships, foundations)
- teachers from the business world
- etc.

This partial list illustrates potential resources that can collaborate with teachers in the implementation of entrepreneurial activities or projects. Others include resources from the entrepreneurship community itself, in particular the Fondation de l'entrepreneurship, the Institut de stratégie et de pédagogie en entrepreneuriat, and student entrepreneurs clubs. Everything appears to be in place for more entrepreneurial activities and the gradual implementation of a true entrepreneurial culture in the college network.



Information gathered in surveys and during a number of consultations shows that **entrepreneurial experiences within a program of study** are first and foremost the result of a teacher's initiative within a course. Convinced of the value of these experiences for student motivation and success, increasing numbers of teachers are implementing entrepreneurial activities.

At the outset, it is important to point out that the students who will be enrolling in college in the coming years will have already participated in entrepreneurial activities and developed an entrepreneurial spirit, since entrepreneurship is part of a broad area of learning at the elementary and secondary levels.

We must be prepared for these new cohorts. The education reform in elementary and secondary school will have a definite impact on these young people, who will have learned by doing all sorts of projects and who will be more used to contextualized learning. The task will be all the easier since this type of learning is consistent with the spirit of the reform at the college level.

This is the spirit in which these activities were developed for college teachers. They can be integrated into any course to which a teacher wishes to add an entrepreneurial flavour. Teachers are therefore invited to assimilate the material and adapt it to their teaching approach, their students' interests and the course content. Since some students

may have already encountered entrepreneurial activities in elementary or secondary school or in another college course, teachers are encouraged, before implementing an activity, to ask about the students' entrepreneurial experience and, especially, their interests, providing additional motivation while helping develop their entrepreneurial spirit.

It is also important to note that many teachers are already using entrepreneurial activities without necessarily realizing it. If a project proposed in a course meets a need that has been identified and requires creativity on the part of the student, it is an entrepreneurial project and is conducive to the development of a number of entrepreneurial characteristics and an entrepreneurial spirit.

In some colleges, depending on their orientations, a complementary general education component could be offered to students interested in further exploring entrepreneurship. For example, a student who has done different activities that have sparked an interest in further entrepreneurship study could enroll in one or two complementary courses. This could increase the level of student satisfaction.

Chapter 8 of this guide presents the many different activities available to teachers who wish to add an entrepreneurial component to their courses.

- *Impact of the new secondary school program on future college students*
- *Choice of activities depending on the teaching approach*
- *Complementary general education component*



8.2

Toward an Entrepreneurship Program

A program into which teachers wish to incorporate entrepreneurial activities could, upon its revision, become a program with an entrepreneurial profile. Université Laval is already offering such programs. The following text from the university's Web site briefly describes the characteristics of the profile.

“At Université Laval, entrepreneurship has taken on a whole new meaning. It reflects students' ingenuity and their commitment to all sorts of projects. The aim of the entrepreneurial profile is to help students develop entrepreneurial competencies using a structured approach in which they are called upon to take initiatives and develop and manage projects.

The entrepreneurial profile is intended for students in participating bachelor's programs. It allows them to put their creativity, innovativeness and resourcefulness to good use and provides the support and tools they need to develop an idea that they are passionate about within the framework of a concrete project. Dreams have no limits: dare to realize your dream during your time at Université Laval!”¹⁵

The Université Laval model is a source of inspiration for college programs, which

could be branded as having an entrepreneurial flavour. The activities students experienced before their enrollment in the program will be given new meaning and will enable them to pursue the passion for entrepreneurship they began developing earlier in their academic career, often in elementary school.

Similarly, students enrolled in preuniversity programs could carry out an international aid or social economy project. Their experiences in college will help them develop their full potential and better prepare them for the labour market or university studies.

Students could do entrepreneurial activities at different times throughout their education. While these activities could be integrated into any program of study, some of them, referred to as one-time introduction-to-entrepreneurship activities, should be done in technical training courses in which students develop the competency *To analyze the job function*. Entrepreneurial projects can be incorporated into any course and could be assigned in lieu of a comprehensive examination.

- *A program with an entrepreneurial profile*

15. Université Laval, *La puissance des idées, Le profil* <http://www.profilentrepreneurial.ulaval.ca/>> (5 May 2006) [free translation].



The complementary general education component, outside the program, could be another tool for students interested in pursuing entrepreneurial projects.

8.3 Toward an Enterprising CEGEP

College directors might be surprised to find out how many entrepreneurial activities are already taking place in numerous courses and programs, as well as in extracurricular activities. Surveys conducted within the framework of this project have shown the emergence of a veritable entrepreneurial culture in Québec colleges. These activities could qualify a college as an enterprising CEGEP, like a university that offers several programs with an entrepreneurial profile. The directors could be a driving force providing support for the development of a strong entrepreneurial culture.

It goes without saying that a college that creates a stimulating entrepreneurial environment provides its teachers and students with the help they need to implement activities that are truly conducive to the development of an entrepreneurial spirit.

Such a college could begin by identifying resources already available and making them known to the college community so that members can take advantage of them to fulfill their respective missions. Many people might be surprised to learn that there is considerable wealth and potential already in place. A compendium of resources would be a very valuable tool for teachers who wish to implement entrepreneurial activities. Appendix 1 contains a structural model to help CEGEPs that are interested in focusing on entrepreneurship.

- *Identify existing resources and make them known to the college community so that members can see the potential wealth*
- *A stimulating entrepreneurial environment to provide support for teachers and students*



9. ACTIVITY GUIDE

During their development, the activities were submitted to validation several times in order to ensure that the materials were consistent with teachers' and students' needs. Three different types of validation were carried out: by four groups of students, by teachers, and regular follow-up by a group of educators and managers. For more information about the methodology used, see Appendix 2.

Three types of activities were chosen to meet the needs of college teachers and students. College students are young adults enrolled in a program of study and have a variety of interests, which they make known

to their teachers, so they are at the heart of the teachers' own needs.

The three types of activities include one-time introduction-to-entrepreneurship activities to raise awareness of the characteristics of entrepreneurs and the world of entrepreneurship; entrepreneurial projects, which can take many forms; and two complementary entrepreneurship courses that colleges could offer for students who have developed a passion for entrepreneurship.

Table 2 contains a list of the activities proposed in this guide. Each one is explained briefly in the following pages.

- *Three types of activities:*
 - *introduction to entrepreneurship*
 - *projects*
 - *complementary education*

TABLE 2: Activities proposed in this guide

TYPE OF ACTIVITY	ACTIVITY
One-time introduction-to-entrepreneurship activity	Testimonial – Entrepreneurial Spirit: Qualities and Attitudes for Success
	Company Visit: Meeting an Entrepreneur
	Intern for a Day
	Entrepreneurial Profile
	Debate on Business Ethics
Entrepreneurial project	Entrepreneurial project in a course or a program
Complementary general education component	A Passion for Entrepreneurship: Introduction to entrepreneurship
	The Entrepreneurial Portfolio: Practical project and recognition of the student's various entrepreneurial achievements

These activities contain different tools that teachers can use in whole or in part. Because of the flexible approach, teachers can adapt the tools to the time constraints they face. In this way, an activity could lead to several

different activities depending on the teacher. Also, each activity can be used to develop other activities. Teachers' concerns with respect to program content and learning contexts, the specific characteristics of their



TEACHING GUIDE

Getting Down to Business

- *Flexible approach*
- *Activities in a variety of forms depending on the teacher*

group of students and their preferred learning approach will result in a new, personalized activity. Teachers can use their creativity to help students develop an entrepreneurial spirit and achieve success.

One-time introduction-to-entrepreneurship activities and entrepreneurial projects should be implemented within a course or program.



9.1 Structure of the Activity Guides

Each activity is accompanied by its own guide, which situates the activity in the series and contains student documents, an implementation guide, a suggested scenario and additional documents. Each activity is presented in the same format.

The guide suggests an approach and different tools to be used in the classroom.

Students are at the centre of the approach and construct their own knowledge, so they are the most active participants in the process. Table 3 illustrates the structure of each guide, the sections included, their intended audience and the respective roles of each participant.

- *A resource guide for teachers and students accompanies each activity*

TABLE 3: Structure of each guide

SECTION	Intended for:		FUNCTION
	Teachers	Students	
Implementation Guide			Provides teachers with tips and hints for the activity.
Suggested Scenario			Establishes the relationship with programs of study. Specifies the learning objectives of the activity. Proposes a procedure for conducting the activity.
Student Documents			Each step of the activity is accompanied by its own student document, ready to be photocopied.
Evaluation Grid			Provides teachers with a tool to evaluate student learning.
References			Provides teachers with additional information sources.
Bibliography			Lists the documents consulted to develop the activity.



9.2 One-Time Introduction-to-Entrepreneurship Activities

Five one-time introduction-to-entrepreneurship activities are suggested:

- Testimonial – Entrepreneurial Spirit: Qualities and Attitudes for Success
- Company Visit: Meeting an Entrepreneur
- Intern for a Day
- Entrepreneurial Profile
- Debate on Business Ethics

This section briefly describes each one. A detailed guide for each of the activities is available in hard copy from your college and on CD-ROM in each department and on the following Web site:

<http://www.inforoutefpt.org/entrepreneuriat>.

9.2.1 TESTIMONIAL – ENTREPRENEURIAL SPIRIT: QUALITIES AND ATTITUDES FOR SUCCESS

Testimonial is an instructional activity that enables teachers to take advantage of entrepreneurs' experience. A successful entrepreneur could be a source of inspiration for the students. Identifying his or her qualities and attitudes can help students reflect on their personal progress in the achievement of their academic and career goals.

The guide proposes a procedure for meeting with the entrepreneur. First, a three-question pretest helps students identify their own perception of the characteristics of an entrepreneur. A second document describes the different types of entrepreneurship in society, including self-employment, intrapreneurship and collective

entrepreneurship. This new learning will help students prepare to meet with an entrepreneur and participate actively in the testimonial. Finally, a third document encourages the students to produce a report on their experience so that they can see what they learned.

9.2.2 COMPANY VISIT: MEETING AN ENTREPRENEUR

Company Visit is an instructional activity that allows students to meet with an entrepreneur and learn about his or her work environment. Once they have explored different types of entrepreneurship related to their field of interest or study, students will organize a company visit and a meeting with an entrepreneur. This will allow them to come into contact with individuals who could serve as positive role models, help make their studies more meaningful, and provide them with useful tools for their career.

In this activity, the learning process has been broken down into six steps:

1. Becoming aware of what entrepreneurship means and how it relates to the field of study
2. Discovering different types of entrepreneurship
3. Researching different companies in the student's area of interest
4. Preparing for a company visit and meeting with an entrepreneur

- *Testimonial: entrepreneurial spirit and success*
- *Meeting with an entrepreneur and learning about his or her work environment*



5. Visiting a company and meeting an entrepreneur
6. Class presentation

9.2.3 INTERN FOR A DAY

Intern for a Day is an instructional activity that allows students to spend a day in a company in order to develop a taste for entrepreneurship and instill a desire to fulfill their dreams. In addition to introducing students to entrepreneurship, this activity can also help them explore their field of study.

Once they have explored different types of entrepreneurship related to their field of interest or study, students organize this one-day internship in a company of their choice. This will allow them to come into contact with individuals who could serve as role models, give meaning to their studies, and provide them with useful tools for their career.

9.2.4 THE ENTREPRENEURIAL PROFILE

The entrepreneurial profile is a test that enables students to identify their entrepreneurial characteristics in order to define their personal entrepreneurial profile. This instructional activity helps students define the entrepreneurial spirit and determine how the different entrepreneurial characteristics can help them realize their dreams, succeed in school and make career choices.

This activity could easily be done at an early stage. In technical programs, it could be used in courses related to the competency *To analyze the job function* to help students recognize the entrepreneurial characteristics that will enable them to succeed in school.

The students can enrich their own perception of the entrepreneurial characteristics by comparing it with that of the class. Then they do a test to identify their strengths and weaknesses with respect to different entrepreneurial characteristics and come up with their own personal entrepreneurial profile.

9.2.5 DEBATE ON BUSINESS ETHICS

In college Humanities courses, teachers expect their students to understand the basic rules of discourse and argumentation; to question, conceptualize, analyze, synthesize, reason, argue and judge; to compare ideas in order to come up with their own; to formulate critical judgments to support general principles; and to apply their philosophical knowledge in a process of independent thought. In addition, teachers want students to demonstrate openness to ways of thinking that are different from their own.

In this sense, the debate proposes a learning process in five steps:

1. Researching their position on the topic
2. Preparing a two-minute speech explaining their position and a list of questions and answers
3. Participating actively in the debate
4. Preparing a debate file, including a self-evaluation and a report
5. Reflecting on the entrepreneurial characteristics used in the activity

The debate on business ethics is an instructional activity that allows students to take a position on a topic related to business ethics. The topic is suggested as an example. Several other topics could be debated. In



addition to being a stimulating experience directly related to the humanities curriculum, this activity will enable students to develop their argumentation skills and oral expression. They will be called upon to synthesize their ideas and to adopt a convincing tone in defending them.

This activity could easily be adapted to other general education courses aimed at helping

students develop argumentation skills and a critical sense with respect to a topic related to the learning objectives of a course in any preuniversity or technical program of study. It will help them develop entrepreneurial characteristics such as self-confidence, motivation, assiduity, initiative, team spirit, solidarity and determination.



9.3 Entrepreneurial Project

The entrepreneurial project has a much larger scope than the one-time activities described in the previous section. It requires considerable involvement on the part of both student and teacher. The proposed procedure enables students to develop a project. In addition to giving new meaning to the knowledge acquired in the classroom, the procedure provides students with a proven process for carrying out all their projects.

Before incorporating an entrepreneurial project into a course, it is important to clearly distinguish between an instructional project and an entrepreneurial project. The aim of an instructional project is essentially to have students acquire learning related to the objectives of a course or program of study. An entrepreneurial project involves producing a product, service or event that meets an identified need; therefore, value is added to an instructional project.

An entrepreneurial project involves more than the 10 per cent of students who will go on to become entrepreneurs; it targets all students, because all will be required, at one point or another in their lives, to actively participate in various forms of innovation and change in their environments.

An entrepreneurial project may focus on a single competency or on a set of

competencies. A project involving a number of program competencies could be used as part of a comprehensive assessment in order to evaluate students' overall learning. In this case, the teaching team should provide students with specific projects and instructions in order to ensure that all of the competencies targeted by the comprehensive assessment are covered.

The specific learning objectives targeted by the project are:

- Contextualize the learning to be acquired as part of a course or program.
- Discover personal strengths and competencies acquired in the program that can be used to carry out a concrete project.
- Apply the entrepreneurial process as part of the learning in a program of study.
- Apply different principles to convey a message or promote an offer to a target market.

Table 4 provides some examples of instructional projects with an entrepreneurial focus, as they relate to certain programs of study.

- *Instructional projects and entrepreneurial projects*
- *The entrepreneurial project as a means of participating in innovation and change*
- *The entrepreneurial project as a comprehensive assessment*
- *The entrepreneurial project targets several learning objectives*
- *A variety of projects for every program of study*

**TABLE 4** *Examples of entrepreneurial projects*

Program of study	Examples of instructional projects with an entrepreneurial focus
Creative Arts, Literature and Languages	<ul style="list-style-type: none"> • Offering services to review literature for a publishing house • Offering services to write articles of interest to young people 17 to 25 years old • Offering services to revise texts for a publishing house • Offering services to write articles for a local newspaper • Creating a touring, cooperative cultural or theatre troupe • Offering assistance services to a group of local artists • Producing a cultural or literary magazine • Producing a show (e.g. readings, poetry) • Producing a newspaper (e.g. a monthly publication)
Fine Arts	<ul style="list-style-type: none"> • Organizing an exhibit of student productions • Designing and setting up a booth at a fair or exhibition
Music	<ul style="list-style-type: none"> • Organizing a concert • Offering music courses • Creating an orchestra and producing shows
Social Science	<ul style="list-style-type: none"> • Offering homework assistance services in an elementary school • Starting up a nonprofit community service organization • Organizing an international aid project • Conducting a survey for the course in question on a subject of interest to the college • Offering peer mentoring and assistance • Doing volunteer work
Science	<ul style="list-style-type: none"> • Carrying out a school/workplace project that supports certain technical programs at the college through the creation of new consumer products (e.g. Dietetics, Biotechnology) • Offering analysis services (e.g. biomedical analyses) • Organizing a science fair • Offering ecosystem characterization services
Biotechnology	<ul style="list-style-type: none"> • Offering services for: <ul style="list-style-type: none"> ○ microbiological analyses ○ biochemical analyses ○ product or waste toxicity analyses ○ quality control ○ composting ○ water treatment ○ ferment production



Program of study	Examples of instructional projects with an entrepreneurial focus
Building System Engineering Technology	<ul style="list-style-type: none"> Offering services to prepare renovation project plans
Nursing	<ul style="list-style-type: none"> Designing an information booth with a health prevention theme Offering private homecare services
Dental Hygiene	<ul style="list-style-type: none"> Presenting a social economy project in a disadvantaged area Designing an information booth with a dental health theme Carrying out a fundraising project for a practicum abroad Carrying out a project related to a program's achievement context, practicum outside of the program's regular timetable where students deal with clients at a clinic Organizing a clinic on a theme related to dental prevention Writing a dental information column or series for a local newspaper, with different themes each issue (smoking, cavities, cardiovascular disease, periodontal disease) Preparing a dental information pamphlet on different themes for students or other target populations to be defined, that will be handed out at the dental clinic Designing an information booth with a screening session
Dietetics	<ul style="list-style-type: none"> Offering services to review menus for school cafeterias and food services in senior citizens homes Offering services to deliver cooked meals to senior citizens in disadvantaged areas ("meals on wheels")

The guide proposes important criteria for the implementation of the entrepreneurial project and aspects to be taken into account in the competency-based approach.



9.4 Complementary General Education Component

- *To develop entrepreneurial competencies in one or two complementary courses*

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 content 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 could 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 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. They are described in detail in their own guide.



CONCLUSION

Although the Youth Entrepreneurship Challenge measures are not mandatory, the MELS considers that entrepreneurial activities will help equip students to meet the challenges of the labour market and achieve success as individuals, workers and citizens. The MELS therefore encourages teachers to lend their enthusiasm and creativity to using this activity guide to help

students develop a passion, a spirit and a need for entrepreneurship, essential assets for their future and that of Québec. This guide is a first step in this direction, and we hope that, in the next few years, it will lead to a guide to sound practices for teaching entrepreneurial skills or to an anthology of activities developed by teachers of the different college programs.



Appendix 1 STRUCTURAL MODEL Toward an Enterprising CEGEP

- *Commitment of the college community to the development of educational values to help students develop an entrepreneurial spirit*
- *Support measures for teachers and students*
- *Dynamic entrepreneurial environment*

Figure 1 presents different elements of a model that could be implemented in an enterprising CEGEP.

The first is an **enterprising educational mission** based on the commitment of the entire college community to the development of educational values to help students develop a taste for entrepreneurship at every level. It is easy to make connections between the values conveyed by a college's educational project and entrepreneurial values.

Another element is a variety of **support measures** which, in association with an enterprising educational mission, would ensure the presence of a set of documents intended to support teachers and program coordinators in the implementation of entrepreneurial activities. The college would provide additional support to both teachers and students. Figure 2 presents the objectives these measures might target.

A college's **entrepreneurial environment**, as seen in Figure 1, could take several different forms, for example a dynamic student entrepreneurs club¹⁶ working in close collaboration with student services, as one of the college's support measures. The college should also have a schedule of introduction-to-entrepreneurship activities: lunch talks by entrepreneurs, entrepreneurship week, seminars, etc. The organization of several activities makes for a dynamic entrepreneurial environment. An entrepreneurial environment

would also support teachers and students in the submission of projects to the Québec Entrepreneurship Contest. A college might even develop an entrepreneurial profile for some of its programs of study.

The figure also situates entrepreneurial activities implemented in the different programs and in the two complementary entrepreneurship courses a college might offer its students.

Finally, as seen in Figure 1, students involved in extracurricular entrepreneurial activities should receive recognition. They could even receive an official distinction on their transcript or some sort of certificate attesting to their entrepreneurial development. Finally, all of these achievements should be published internally and externally.

16. Association des clubs entrepreneurs étudiants, <<http://www.acee.qc.ca/contenu/accueil2.htm>>.



ENTERPRISING EDUCATIONAL MISSION

Support for Entrepreneurship

ENTREPRENEURIAL ENVIRONMENT

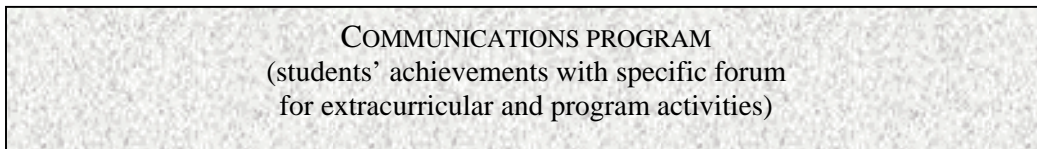
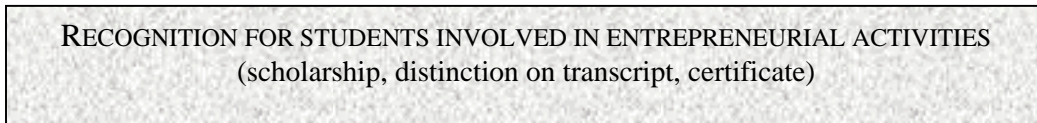
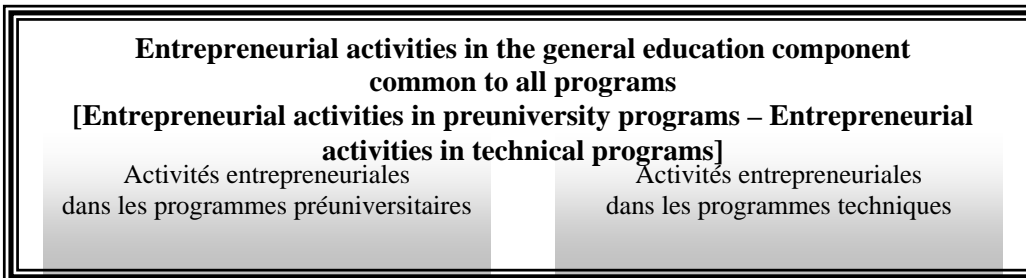
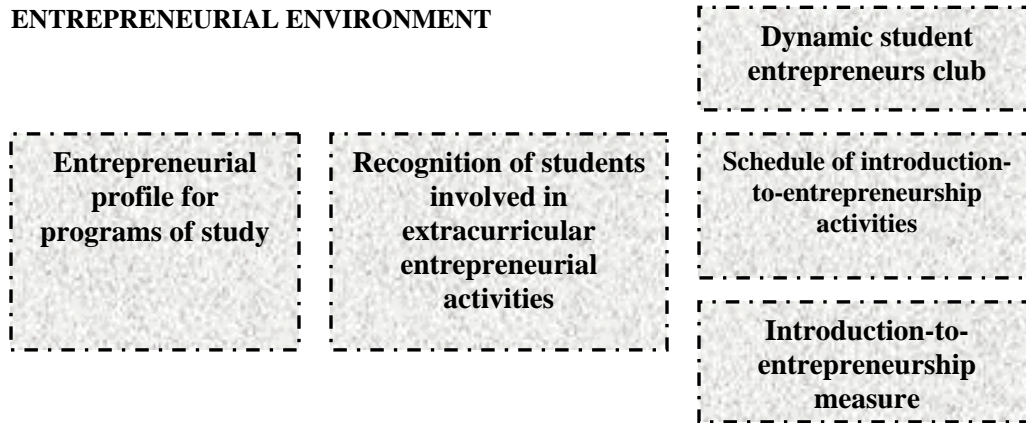


FIGURE 1: *Structural model: Toward an enterprising CEGEP*

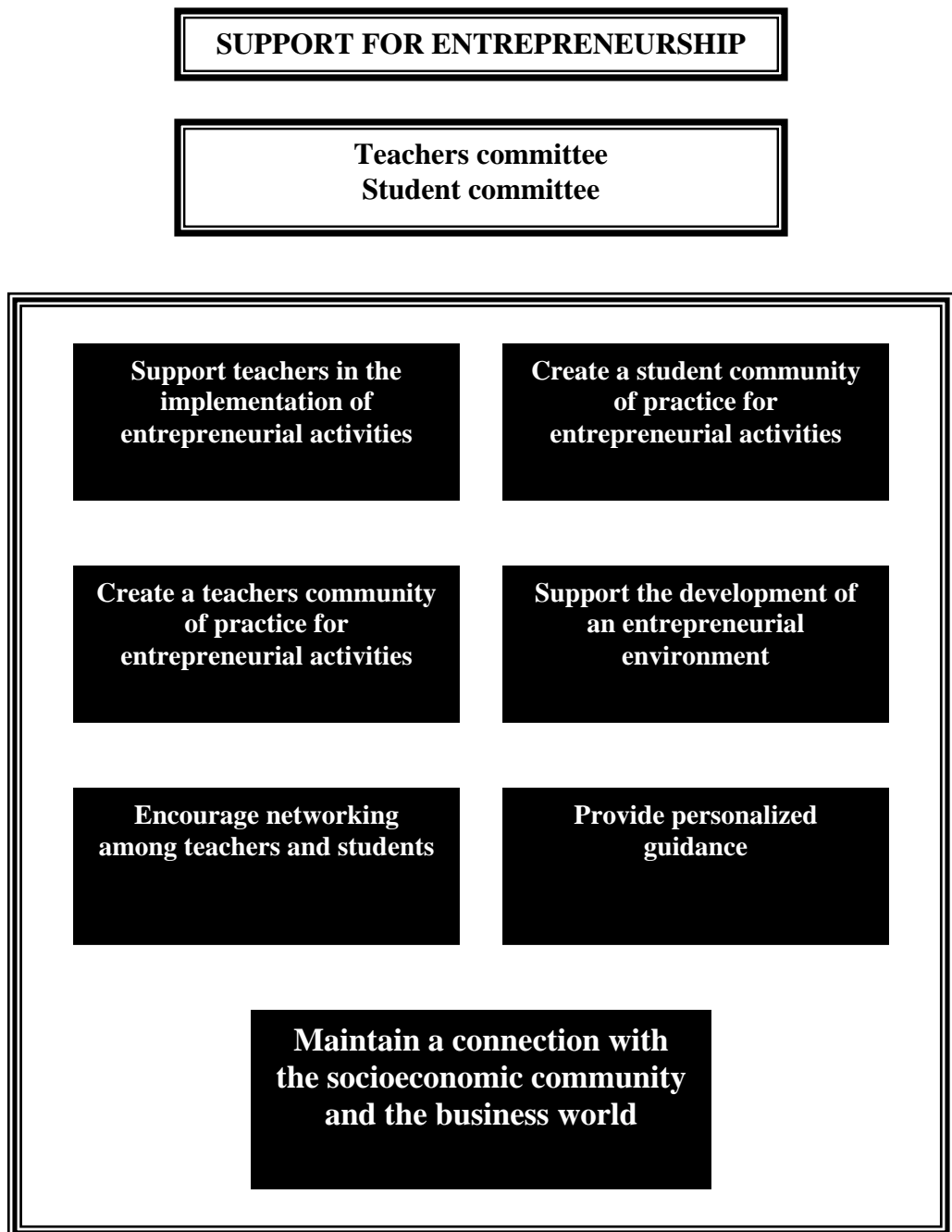


FIGURE 2: *Support for entrepreneurship*



Appendix 2

**METHODOLOGY USED IN
THE DEVELOPMENT OF
THE ACTIVITY GUIDE**

Several analyses and explorations were carried out in order to determine the types of activities and the form they should take. First, research was done to define the mandate, find existing literature and identify similar attempts and the most pertinent resources to be used in the development of tools.

From the outset, working in synergy with the other levels of education proved essential. In the spring of 2005, a working committee was set up with the team at the Commission scolaire de la Capitale (coordinator for the development of entrepreneurial activities in elementary and secondary school) in order to ensure the harmonization of activities at the secondary and college levels.

Then, a preliminary survey of students helped identify their concerns and interests with respect to different entrepreneurial activities within their program of study. Two groups of students, one in the preuniversity sector and the other in the technical sector, filled out a questionnaire in order to validate questions to be asked of a broader audience and to collect valuable information in order to define working hypotheses. A focus group of students enrolled in different preuniversity and technical programs provided valuable qualitative information. Another survey was conducted among teachers in general education, technical programs and preuniversity programs in

order to identify their concerns. These initial efforts in the spring of 2005 were intended to help define working hypotheses.

In the early fall, a validation committee was set up to comment on the methodology and the materials developed. The committee was made up of representatives of the MELS, the Secrétariat de la jeunesse, the entrepreneurship community, socioeconomic agencies, three colleges (education consultants, student life counsellor, teachers and students) and entrepreneurs. Meetings were scheduled throughout the development process.

In September, a survey was conducted throughout the Québec college network. Two major objectives were targeted: to qualify the dynamic aspect of the entrepreneurial environment in colleges and to identify entrepreneurial activities already under way. Questionnaires were distributed among two groups: the service responsible for entrepreneurship in the college and program coordinators. This information about current activities gave us a sense of what type of activities to develop and the type of support needed to equip teachers to implement them.

During the same period, an analysis of projects submitted to the Québec Entrepreneurship Contest revealed extracurricular entrepreneurial activities carried out by students.

- *Research*
- *Validation committee*
- *Creation of a working committee with the project coordinator for elementary and secondary school*
- *Survey in the college network*
- *Focus group*



- *Numerous validations by students and teachers*
- *Follow-up by a team of educators and managers*
- *Validation team made up of teachers in general education and technical and preuniversity programs*

Once we confirmed the working hypotheses, identified the type of activity and developed the format, meetings with different people in two colleges were set up to define the important elements to be considered in the development of tools.

Finally, a survey of two groups of students in two different colleges helped validate the interests and concerns of students with respect to the activities to be developed.

During the development stage, the activities underwent numerous validations in order to ensure that the materials developed were consistent with both teachers' and students' needs. Three types of validation were done: by four groups of students, by teachers and regular follow-up by educators and managers.

VALIDATION BY FOUR GROUPS OF STUDENTS

One activity was validated by four groups of students from four different colleges and four different programs of study in both the technical and preuniversity sectors. The aim was to validate the proposed approach, students' interest in this type of activity and the ease with which it could be implemented.

VALIDATION BY TEACHERS

A validation team made up of teachers in general education and preuniversity and technical programs was formed. In three meetings, members became familiar with the project to design entrepreneurial activities and were given the materials and the relevant information. After the meetings, the teachers analyzed the materials and formulated comments on how to make them

easier to read and more consistent with teachers' and students' concerns.

FOLLOW-UP

During the same period, a team made up of college educators, education consultants and managers closely monitored the project and collaborated on the development and revision of the guide.



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