

Entrepreneurial Spirit in College



Intern for a Day
Activity 3

Getting Down to Business

INTERN FOR A DAY

ACTIVITY 3



Entrepreneurial Spirit in College 2007

INTERN FOR A DAY

Coordination Pierre Duchaine
Direction de la formation continue du soutien
Ministère de l'Éducation, du Loisir et du Sport

PRODUCTION TEAM

Project Director Brigitte Bourdages
Coordinator
Continuing Education and Training
Cégep de Saint-Hyacinthe

**Project Development,
Coordination and
Implementation** Lise Lecours
Education consultant
Entrepreneurship coordinator
Cégep de Saint-Hyacinthe

Formatting Louise St-Germain
Office technology consultant

Graphics Ginette Morneau
Art director
Versicolore
Design graphique enr.

English Version Direction de la production en langue anglaise
Secteur des services à la communauté anglophone
Ministère de l'Éducation, du Loisir et du Sport



FOREWORD

This instructional activity 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. Part of a series of suggested instructional activities, it is intended to complement various college programs. Teachers will find suggestions for helping students develop entrepreneurial qualities that are inherent in and essential to their academic success.

This activity was designed to be incorporated into all programs. By using principles of active teaching, teachers will be able to easily establish connections with their programs, be it in general education, pre-university education or technical training, and make students aware of entrepreneurship and its values through specific objectives.

This activity was validated by a multidisciplinary team made up of teachers of different programs, education consultants, specialists in individual and social entrepreneurship, entrepreneurs and members of the socioeconomic community.

We hope that by implementing this activity you will discover a taste for entrepreneurship and help students in all programs of study develop a passion for different types of projects. These projects will help students develop useful competencies not only as future entrepreneurs, but also as committed citizens.



ACKNOWLEDGMENTS

Publication of this entrepreneurial activity guide was made possible by financial support of the Secrétariat à la jeunesse of the Ministère du Conseil exécutif as part of the Youth Entrepreneurship Challenge (<www.defi.gouv.qc.ca>).

This document is part of an activity kit whose aim is to help teachers promote entrepreneurial competencies and provide them with the necessary tools to do so. It is a valuable tool for helping students maintain or further develop their entrepreneurial skills in order to prepare them to better meet the many challenges ahead.

As coordinators of the project, we would first like to thank the Cégep de Saint-Hyacinthe for their work in carrying out this mandate. More particularly, we are very grateful to Lise Lecours and Brigitte Bourdages, for the excellent work they accomplished, from analyzing existing literature to selecting content elements and producing 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.

Jean Noël Vigneault
Director, Continuing education and support
Secteur de la formation professionnelle
et technique et de la formation continue
Ministère de l'Éducation, du Loisir et du Sport

Jean-Paul Riverin
Coordinator, Entrepreneurship
Secrétariat à la Jeunesse
Ministère du Conseil exécutif



MINISTÈRE DU CONSEIL EXÉCUTIF

Cyimpaye, Donatilla

Analyst-consultant

Secrétariat à la jeunesse

MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

Duchaine, Pierre

Entrepreneurship coordinator

Direction de la formation continue
et du soutien

ENTREPRENEURSHIP COMMUNITY

Carrier, Lorraine

Coordinator – Youth and cooperative
education

Conseil de coopération du Québec

Ruel, Claude

Director

Institut de stratégie et de pédagogie en
entrepreneuriat

Riverin, Nathaly

Director – Centre de vigie et de recherche
sur la culture entrepreneuriale

Fondation de l'entrepreneurship

Touzel, Pierre

Development director

Association des clubs entrepreneurs
étudiants

SOCIOECONOMIC ORGANIZATION

Gagnon, Sagette

Youth entrepreneurship awareness officer

Carrefour Jeunesse Emploi Maskoutain

ENTREPRENEURS

Letendre, Éric

Owner

STE Services Techniques

Lemonde, Geoffroy

Owner

Boutique Anneaux du temps



COLLEGE NETWORK

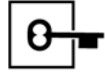







Sylvestre, Chantal	Teacher and entrepreneurship resource	Cégep de Granby
Martin, Isabelle	Student	Cégep de Granby
Thomas, Luc	Student life adviser – Entrepreneurship	Collège Montmorency
Therrien, Benoit	Student	Collège Montmorency
Leblanc, Pierre	Education consultant	Collège Montmorency
Landry, Denise	Teacher – Business Management	Cégep de Victoriaville
Lemire, Kasandra	Student	Cégep de Victoriaville
Chassé, Éric	Education consultant	Cégep de Saint-Hyacinthe

TEACHERS, CÉGEP DE SAINT-HYACINTHE

Bélaïr, Francine	Dietetics Technology
Campeau-Péloquin, Antoine	Biology and Biotechnology
Carrier, Bruno	Mathematics
Gosselin, Raymonde	Dental Hygiene
Johnson, Marc	Dental Hygiene
Lavigne, Isabelle	Dental Hygiene
Saint-Louis, Karine	Psychology
Thibeault, Huguette	Biology
Tremblay, Alain	Language and Literature
Watelle, Éric	Politics



TABLE OF CONTENTS

	INTRODUCTION.....	11
	SUGGESTED SCENARIO	15
	IMPLEMENTATION GUIDE	17
	STUDENT DOCUMENTS	
	Pretest	23
	Types of Entrepreneurship	25
	Researching Companies in Your Area of Interest	33
	Preparing Your Internship.....	37
	Summary of the Experience.....	39
	EVALUATION GRID	41
	REFERENCES.....	45
	BIBLIOGRAPHY	43
	APPENDIX: Company Information Sheet	47

Activity 3

INTERN FOR A DAY



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 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 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.

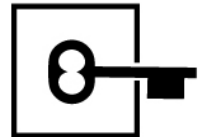
This activity is part of the Youth Entrepreneurship Challenge, a Québec government initiative that stems from a decision to foster the development of a true entrepreneurial culture among young people across all of Québec’s regions.³ The Youth

Entrepreneurship Challenge is part of a vast social undertaking. It aims to promote the development of skills that will enable young people to achieve their full potential. A teaching guide introducing the activities that are part of this initiative has been developed; we encourage you to consult it.

What is entrepreneurial culture? “*Entrepreneurial culture is made up of qualities and attitudes that reflect a desire to wholeheartedly undertake and see through to completion whatever enterprise one chooses to be involved in; they include independence, creativity, initiative, self-confidence, leadership, team spirit, assiduity, responsibility, solidarity and perseverance.*”⁴

Intern for a Day is an instructional activity that allows students to spend a day in a company so that they may develop a taste for entrepreneurship and 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



- Entrepreneurship as an educational value
- The Youth Entrepreneurship Challenge is a vast social undertaking in which the education community plays an important role.
- Entrepreneurial attributes:
 - self-confidence
 - motivation
 - effort
 - sense of responsibility
 - initiative
 - perseverance
 - solidarity
 - team spirit
 - resourcefulness
 - determination
- One-day internship

1. Québec, Secrétariat à la jeunesse, *Défi à l'entrepreneuriat jeunesse*, <<http://defi.gouv.qc.ca/>> (November 21, 2006) (free translation).

2. Paul Inchauspé, *Cultiver le goût d'entreprendre à l'école pour que s'enracine le meilleur*. Excerpt from a conference at the Forum d'automne de la Fondation de l'entrepreneuriat, October 28, 2004, <<http://www.jobboom.com/jobmag/2005/v6n1/v6n1-14f.html>> (November 21, 2006) (free translation).

3. Québec, Secrétariat à la jeunesse, *Défi de l'entrepreneuriat jeunesse*, <<http://www.defi.gouv.qc.ca/>> (November 21, 2006).

4. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers*, (Québec: Gouvernement du Québec, n.d.)⁷ <http://www.inforoutefpt.org/mse/documents/guidem_esure_ang_compl.pdf> (November 21, 2006).



Getting Down to Business

Activity 3 INTERN FOR A DAY

- *Contact with role models to make studies more meaningful.*

interest or study, students organize a one-day internship in a company of their choice. This will allow them to come into contact with individuals who may serve as role models, help make their studies more meaningful, and provide them with useful tools for their career.

The pages that follow contain a scenario outlining the targeted learning objectives and estimated duration of each step, an implementation guide to help teachers support and supervise students throughout the activity, and documents to assist students in their efforts.



STRUCTURE OF THE GUIDE

Table 3.1 outlines the different sections of the guide, their intended audience and respective functions.

TABLE 3.1 *Structure of the Guide*

Section	Intended for:		Function
	Teachers	Students	
Suggested Scenario			Establishes the relationship with programs of study. Specifies the learning objectives of the activity. Proposes a procedure for conducting the activity.
Implementation Guide			Provides teachers with tips and hints for the activity.
Student Documents			Provides students with the resources they need for the activity: <ul style="list-style-type: none"> ▪ Pretest ▪ Types of Entrepreneurship ▪ Researching Companies in Your Area of Interest ▪ Preparing Your Internship ▪ Summary of the Experience <i>Note: These documents are ready to be photocopied.</i>
Evaluation Grid			Provides teachers with a tool to evaluate student learning.
Company Information Sheet			Provides students with a model for recording information about a company.
References			Provides teachers with additional information sources.
Bibliography			Lists the documents consulted to develop the activity.

- *Different documents intended for teachers and students.*



SUGGESTED SCENARIO

1. Relationship with programs of study

This activity has several possible aims:

- to explore types of positions in a company
- to provide an example of a possible career choice related to a course or program of study
- to explore types of entrepreneurial activity applicable to most college or university programs
- to explore a work environment in a given area of interest

2. Targeted learning objectives

Possible objectives for this activity include:

- to explore the different types of entrepreneurship in one's chosen field
- to examine the tasks of one or more employees in a company

- to establish relevant connections between skills and behaviours and the different tasks associated with a position
- to highlight the particular features of a given field
- to highlight the particular features of a work environment
- to develop autonomy and a sense of responsibility by organizing and participating in the activities of the internship
- to identify and analyze the factors that affect relationships with various individuals during the internship

3. Suggested procedure

Table 3.2 outlines the different steps in the activity as well as their suggested location and duration.



- *One activity, several aims*



- Importance of having students carry out all of the steps

TABLE 3.2 Suggested Procedure and Duration

1. Pretest	in class	0: 20
2. Types of entrepreneurship in the field of study	in class	0: 30
	at home	0: 30
3. Researching companies in the student's area of interest	at home	0: 30 to 0: 60
4. Preparing for the internship	in class	0: 30
	at home	0: 30
5. Participating in the internship	outside of class	1 day
6. Summary of the experience and class presentation	in class	0: 60

Note:

- 1) To achieve all of the targeted objectives, students must carry out all of the steps in the activity, as these steps correspond to steps in the learning process: exploration, acquisition, integration and transfer.
- 2) If students have already completed Activity 2, *Company Visit: Meeting an Entrepreneur*, steps 1, 2 and 3 have already been covered.



IMPLEMENTATION GUIDE

This section outlines the procedure and tools for conducting the activity in class. The suggested procedure allows students to construct their knowledge, making them the most active participants in their learning.

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 in the field of study
3. Researching different companies in the student's area of interest
4. Preparing for the internship
5. Participating in the internship
6. Summary of the experience and class presentation

Before conducting the activity, you should have an idea of what entrepreneurship entails. To do so, complete the activity as though you were a student, and consult the list of Web sites and other sources provided in the Reference section.

Figure 3.1 illustrates the procedure recommended to students. The title of the activity, *Intern for a Day*, appears at the centre. It is connected to the six steps in the learning process by means of arrows. Each step is labelled and numbered.

1. Becoming aware of what entrepreneurship means and how it relates to the field of study

In this step, students are asked to take the *Pretest* and answer three questions that will help them reflect on what they think entrepreneurship means and how it relates to their field of study. Students should answer these questions without prior preparation, as the goal is to have them reflect on the topic and thus develop an interest in the other steps. Figure 3.1 illustrates how the pretest fits into the entire process. A copy of the pretest is provided further on in the guide.

We suggest that you begin by distributing the pretest to all the students in the group and have them answer it in class. It should take no more than a few minutes to complete.

Then, lead a discussion on the questions of the *Pretest* so that students can enrich their perception of entrepreneurship.

The second step is shown in figure 3.1:

2. Discovering different types of entrepreneurship in the field of study

In this step, students are asked to read the document entitled *Types of Entrepreneurship*. By reading this document and answering questions based on the text, students learn how entrepreneurship relates



- *The learning process broken down into six steps*
- *Importance of having the teacher assimilate the concept by going through the activity beforehand*
- *Importance of having students take a pretest in order to establish what they know about entrepreneurship*



- *Discovering different types of entrepreneurship*
- *Looking for information, ideally in a team, using recommended sources*
- *The success of the internship depends on how well prepared the students are*

to their field of study. The goal here is to broaden the students' perception of the concept of entrepreneurship to include intrapreneurship, self-employment and social (or collective) entrepreneurship. Figure 3.1 illustrates how this document fits into the entire process. It is presented further on in the guide.

Begin by having students read the document and answer the questions. Working in small groups, the students can then compare their answers with one another and enrich their learning.

The third step is shown in figure 3.1:

3. Researching different companies in the student's area of interest

In this step, students are asked to fill out the questionnaire contained in the document *Researching Companies in Your Area of Interest*. This will allow students to identify their areas of interest.

Once the areas of interest have been identified, group the students according to area so that they can begin their research. This research, which can be done outside of class, will allow them to define the type of enterprises in their chosen sector or field of work. Students may divide up the research, each researching one or two companies. A list of useful information sources has been prepared to help students with their research, and a company information sheet appears in the Appendix to guide them as to the type of information to gather.

Once they have completed their research, students come back to class and share the results with their teammates. Armed with more information about a sector that interests them, students are ready to start preparing their internship.

4. Preparing for the internship

In this step, students may work alone or in groups, depending on your preference.

Although you may guide students in choosing a host company, students must be able to justify their choice. A document is provided to help students prepare their internship. First, they must select a host company, based on criteria they have established. Then, they must define their expectations, prepare a list of questions and contact an entrepreneur to set a date.

4.1 Choosing a host company

In choosing a host company, we recommend that students consider small enterprises in which the owner/entrepreneur is directly involved and easily accessible. Students who contact small local enterprises have a greater chance of benefiting from the owner's availability than those who choose large enterprises where the owner is often unavailable. Students may find it more difficult to identify with a large enterprise, as they may be assigned to a company



representative and remain somewhat removed from the entrepreneurial spirit. Choosing someone in their community whose accomplishments they have always been interested in would give students the impetus to find out more about them.

4.2 Expectations and list of questions

Once the students have identified a company, they define their personal expectations and objectives, and draw up a list of questions. Although this step may be carried out at home, we recommend that you go over it in class so that students can discuss their choice of company, the criteria used to make their choice, their expectations and objectives as well as their list of questions. The Appendix contains a table that can be given to students to help them complete their list of questions. You may also add questions specific to the program of study, if you wish. In short, encouraging students to share their work ensures a certain degree of consistency in the questions asked, provides support to students and greatly enriches the work produced by the various teams.

4.3 Contacting the entrepreneur

Once the students have finished planning their internship, they must contact the entrepreneur. A section of the student document *Preparing Your Internship* contains tips on how to do so.

5. Participating in the internship

Although the internship takes place outside of school hours, it is possible to count the internship hours as class time. Remind students that the notes they take will help them prepare their summary of the experience, which they must present to the class upon their return. Make sure the template used to record the notes is well prepared.

We recommend that you meet with the students before the internship to make sure they are prepared and to answer any questions they may have. During this meeting, it might be worthwhile to ask the students to show you:

- the company they have chosen (and the reasons for their choice)
- their expectations with regard to the internship
- the company information sheet
- their list of questions
- the date of their internship

6. Summary of the experience and class presentation

After the internship, the students should be given the opportunity to reflect on the experience and analyze what they have learned. This step is very important as it provides closure and serves as an important anchor point for the activity. Without it, the entire activity may be of little value to the student. It is also a way for you to evaluate the activity and thus motivate the students.



- *Well-prepared class presentations can help other students benefit from the experience.*
- *Why not reserve a conference room and simulate a work committee?*

Ask the students to go back to their groups in Step 3, so that they can discuss their experience and prepare together a summary that they will share with the rest of the class.

To prepare this summary, students may refer to parts 1 and 2 of the document *Preparing Your Internship* as well as their notes from the internship.

A document in this guide provides guidelines and evaluation criteria for the

class presentation. An evaluation grid is also provided for teachers. Students could also be required to hand in a written report. Evaluation may be summative or formative.

You could also simulate a work committee by having the students sit around a table in class, or by reserving a conference room in the college. This kind of atmosphere might be quite stimulating and yield very interesting results.

Activity 3 INTERN FOR A DAY

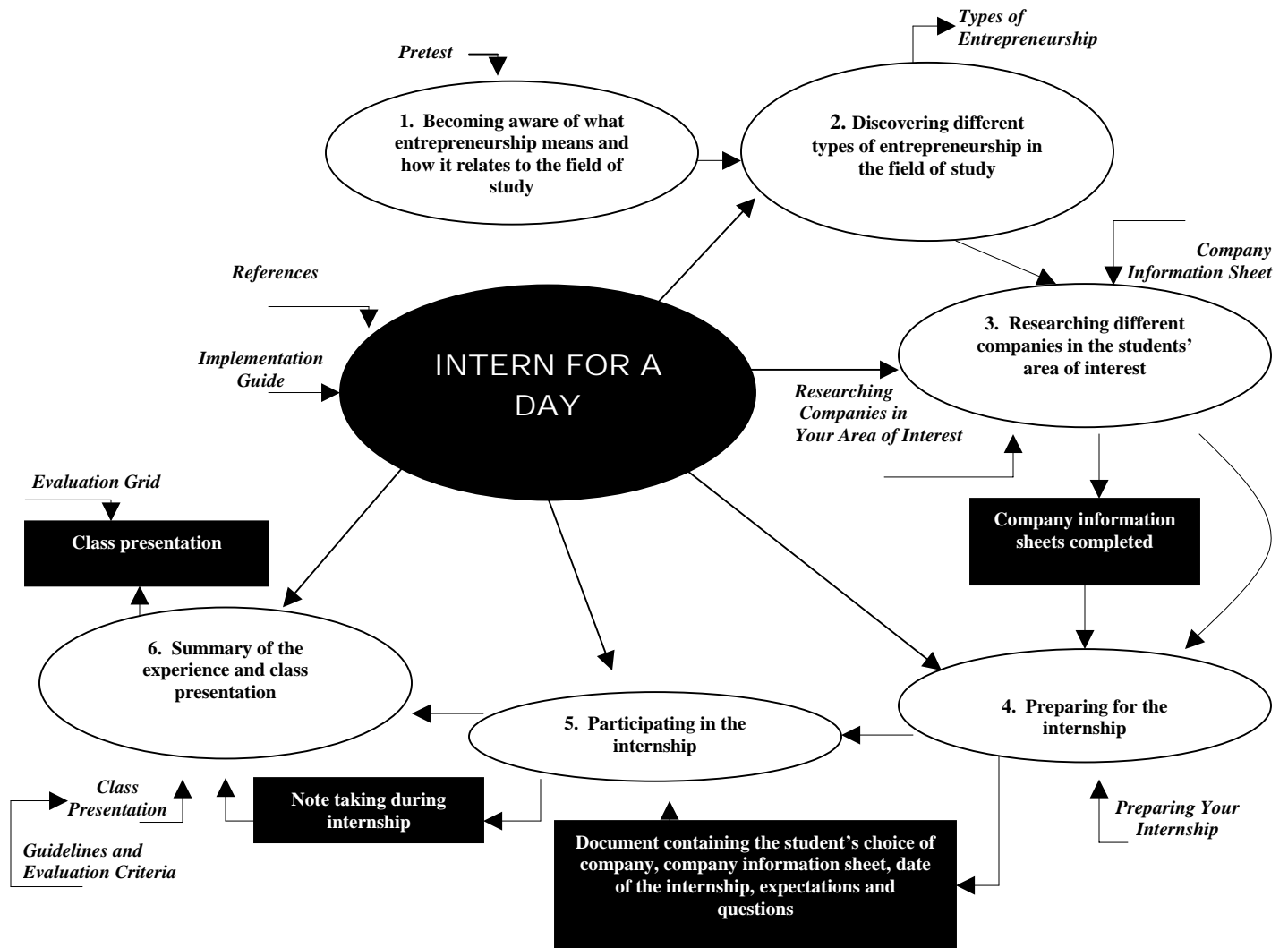


FIGURE 3.1 *Intern for a Day – Suggested Procedure and Useful Documents*

LEGEND:

Circles = steps in the activity

Italics = documents in this guide

Black rectangles = student productions

Activity 3
INTERN FOR A DAY



Getting Down to Business

Student Document
PRETEST

1. What does entrepreneurship mean to you?

2. Give examples of enterprises (businesses or organizations) in your field of study or area of interest.

3. Briefly describe the type of work you think an entrepreneur does in a sector related to your field of study or area of interest.



- *Without any prior preparation, think about what entrepreneurship means and how it relates to your field of study.*



Student Document

TYPES OF ENTREPRENEURSHIP



By cultivating an entrepreneurial attitude, a person develops the means to achieve goals and self-fulfillment.⁵

ENTREPRENEURIAL AVENUES

Many avenues are open to entrepreneurs: traditional entrepreneurship (i.e. ownership of a small, midsize or family business), intrapreneurship, self-employment, technopreneurship and even collective entrepreneurship, an avenue that is becoming increasingly popular and interesting. This section will briefly describe each type of entrepreneurial activity.

ENTREPRENEURSHIP

The process of mobilizing human and material resources in order to create, develop and implement an enterprise.⁶

INTRAPRENEURSHIP

Intrapreneurs work for enterprises or businesses and are recognized as agents of change. They are entrepreneurs within an organization: they think of new ideas and create new things; they are innovators.

SELF-EMPLOYMENT

A self-employed worker is a worker who exercises a profession or other commercial activities, alone or with others, with or

without paid assistance. The self-employed worker is free to choose the methods for carrying out and organizing the work, provides the tools and equipment required, carries out most specialized tasks, and bears the risks related to profit and loss resulting from the work (. . .) The self-employed worker is characterized by a strong need for independence and a moderate need for power, monetary wealth and social status. Source: Gilles Roy (1997)⁷

TECHNOPRENEURSHIP

Technological entrepreneurs and inventors market their products themselves. Their activities are more highly complex, be it in terms of product development, manufacturing, financing and marketing.

SOCIAL ECONOMY AND COLLECTIVE ENTREPRENEURSHIP

The concepts and definitions presented here are based on a definition suggested by the Chantier de l'économie sociale at the Economic and Employment Summit in October 1996. (Excerpt from the report *Osons la solidarité*).⁸

- Cultivate an entrepreneurial attitude to achieve greater fulfillment.
- Different types of entrepreneurs:
 - entrepreneurs
 - intrapreneurs
 - self-employed workers
 - technopreneurs
 - social or collective entrepreneurs
- The student co-op in your college is an example of collective entrepreneurship.



Taken as a whole, the field of social economy encompasses all activities and organizations resulting from collective entrepreneurship that are based on the following rules and principles:

- the mission of social economy organizations is to serve its members and the community rather than simply to earn profits and focus on financial performance
- management is independent of government
- it incorporates into its statutes and practices a decision-making process that involves workers and users
- people and work have priority over capital in the distribution of profits and revenues
- activities are founded on principles of participation, empowerment and individual and collective responsibility

Cooperatives are a type of collective entrepreneurship. Their goal is to bring together a group of individuals with a common objective in order to reduce the cost of using goods or services. As students, you are probably already familiar with the COOPSCO network that entitles its members to discounts on books and school supplies.

WHAT IS AN ENTREPRENEUR?

There is no set definition of what an entrepreneur is or what he or she does. According to Louis-Jacques Filion, author of

Le métier d'entrepreneur, the work of entrepreneurs consists of ten activities:

1. **identifying business opportunities**
2. **having a vision**, defining projects, being able to tolerate ambiguity
3. **making decisions** to start a business, day-to-day operational decisions and strategic decisions that require more thought, estimating, analyzing, predicting, evaluating probabilities
4. **carrying out their vision**, defining what they want to do, how they want to do it and how do it. Entrepreneurs are concrete dreamers.
5. **operating equipment**, such as computers, fax machines, or other specialized equipment related to their operations
6. **purchasing** raw materials, if in manufacturing; finished products, if in retail or distribution; equipment, if in services
7. **marketing**, putting themselves in the customers' shoes—the key to success
8. **selling** themselves, their business idea, product and service
9. **surrounding themselves** with competent people who have complementary talents
10. **delegating** to employees or outsourcing to subcontractors

It is important to note that entrepreneurs develop their own profiles, according to their personality and experience and the needs that they are trying to meet.



TYPES OF ENTERPRISES

Enterprises can be classified according to many different criteria: according to activity, economic sector, size and economic impact, and legal status. This section provides a brief description of different types of enterprises and how they are classified.

ACCORDING TO TYPE OF ACTIVITY

Craft enterprises: perform manual activities (e.g. cabinetmaker, dress shop, glass-blowing workshop).

Arts, cultural and literary enterprises: perform arts-related, literary or cultural activities (e.g. theatre company, production company, museum, writer, publisher).

Commercial enterprises (retailers and distributors): purchase goods or products that are resold without being transformed (e.g. clothing boutique, department store).

Manufacturing enterprises: transform raw materials into finished or semi-finished goods for sale (e.g. food transformation, aerospace, furniture manufacturing).

Service enterprises: perform and sell work that does not involve physical goods (e.g. notary, lawyer, dental clinic).

ACCORDING TO SECTOR OF INDUSTRY (DETERMINED BY THE MAIN ACTIVITY)

Traditionally, there are three main **sectors of industry**:

- the **primary sector** of industry involves the extraction or harvesting of natural resources. Natural resources are raw materials that are valuable in their natural, relatively unmodified state. Generally, natural resources are extracted or purified rather than created. For example, air, water, minerals, oil are considered natural resources, as are solar and wind energy.
- the **secondary sector** involves the transformation of raw materials (e.g. food, metal, wood) into finished goods.
- the **tertiary sector** involves activities concerned with providing services (intangible goods) such as insurance, administration, cleaning.

This classification is not rigid; for example, agriculture was originally classified as a secondary sector activity (e.g. farmers transform seeds into consumer goods), as opposed to hunting and gathering.

ACCORDING TO SIZE AND ECONOMIC IMPACT

Micro Enterprises

Micro enterprises are small-scale enterprises with fewer than ten employees.

Many of them don't have any employees, aside from the owner-entrepreneur who may sell finished goods, subcontract production, or be self-employed and produce products and services themselves. Farm businesses and professions⁹ have special status.

- *Entrepreneurs develop their own profiles, according to their personality, experience and company needs.*

Three sectors of industry

- *primary*
- *secondary*
- *tertiary*



Micro, small and medium-sized, and large enterprises

Small and Medium-Sized Enterprises (SMEs):

Small and medium-sized enterprises (SMEs) are businesses with 10 to 499 employees. They include businesses with a relatively small number of employees and revenues.

According to Pierre-André Julien and Michel Marchesnay,¹⁰ SMEs share certain characteristics and a somewhat typical organizational profile:

- they are small in size
- they are owner-manager driven, i.e. run in a centralized, personalized way
- work is not highly specialized
- they rely on intuitive, informal strategies, and stakeholders work closely together
- they rely on simple internal information systems based on direct contacts

They also possess the following characteristics:

- proximity between owner(s) and employees
- they do not rely on written information, but rather on mutual adjustment
- hierarchical levels are virtually nonexistent
- they rely on networks: SMEs align themselves with other SMEs. Tasks are distributed (research, production, marketing).

Large Enterprises

Large enterprises have more than 500 employees and often consist of a head office and subsidiaries.

EXAMPLES OF ENTERPRISES IN THE STUDENT’S AREA OF INTEREST



1. Based on the above concepts, give an example of an enterprise (company or organization) in your area of interest that corresponds to each type of entrepreneurship. Table 3.3 at the end of this document provides useful links and sources of information to help you identify these enterprises.

ENTREPRENEURSHIP

Activity 3
INTERN FOR A DAY



COLLECTIVE ENTREPRENEURSHIP

SELF-EMPLOYMENT

2. Referring to the enterprises you mentioned in question 2 of the Pretest, how would you define the type of entrepreneurship they practise?





3. Compare your answer to question 3 of the Pretest to the concepts described in this document concerning the work of an entrepreneur. What three main differences do you note?

4. Choose five enterprises related to your field of study and complete the following table, placing a checkmark next to the aspects that represent them best. To help you, use the answers to the preceding questions.

Five enterprises:

1.

2.

3.

4.

5.

Aspects/Enterprise	1	2	3	4	5
Name of enterprise					
Craft enterprise					
Arts or cultural enterprise					
Commercial enterprise					
Manufacturing enterprise					
Service enterprise					
Primary sector					
Secondary sector					
Tertiary sector					
Micro enterprise					
SME					
Large enterprise					

Activity 3

INTERN FOR A DAY



Getting Down to Business

TABLE 3.3 Sources of Information – Researching Enterprises (Companies or Organizations)

Organization	Contact Information	Type of Information Provided
Yellow pages	< http://www.yellowpages.ca >	Name, address, telephone number of companies by location or category
Student placement centre at your college	Check with your student placement centre	Company listings related to college programs
Student entrepreneurs club at your college or Association des CEE	< http://www.acee.qc.ca/contenu/accueil2.htm >	List of active student entrepreneurs clubs
Entrepreneurship promotion and awareness officers	< http://www.defi.gouv.qc.ca/agents/default.htm > < www.defi.gouv.qc.ca >	Contact information for officers in your area
Collective entrepreneurship awareness officers	< http://www.defi.gouv.qc.ca/agents/default.htm#promotion >	Contact information for officers in your area
Local development centre (CLD)	< http://www.acldq.qc.ca/francais/cld/services.php >	Contact information for the CLD nearest you
Sociétés d'aide au développement des collectivités (SADC)	< http://www.reseau-sadc.qc.ca/en/index.php > Click on <i>Our Members</i> for the CFDC and CBDC nearest you.	The Réseau des SADC du Québec is a network of nonprofit organizations that seeks to promote Québec's regions and ensure each region's development.



Student Document
RESEARCHING COMPANIES IN YOUR AREA OF INTEREST



This document will help you first confirm your area of interest and then find information on companies that correspond to it.

1. Description of your area of interest

The program of study you have chosen, be it technical or pre-university, already provides clues as to the field of work you are interested in. The things you do in your spare time also provide information on the type of work you might have a talent for. What are you interested in? Do you know the characteristics of the *field or area* you

might want to work in? To help you identify your interests, take the following quiz.

2. Interests quiz

Here is an exercise that can help you identify your *interests*.

Respond YES or NO to the statements in the following quiz. This quiz and its results are also available on-line at **Service Canada**.

Looking for a job?

<<http://www.jeunesse.gc.ca/yoaux.jsp?&lang=en&flash=0&ta=1&auxpageid=201#intquiz>> (November 21, 2006).

- Discover your area of interest.

YOUR INTERESTS = YOUR CAREER		
	YES	No
1. You would rather make something than read a book.		
2. You enjoy problem-solving games and working at puzzles.		
3. You like helping other people when they need it.		
4. You enjoy reading and learning about new topics.		
5. You like working with your hands.		
6. You like being the leader in a group of people.		
7. You prefer to know all the facts before you tackle a problem.		
8. You like to take care of other people.		
9. You enjoy designing, inventing or creating things.		
10. You enjoy expressing yourself through art, music or writing.		
11. You would like a job where you could deal with people all day.		
12. You like working with materials and equipment.		
13. You enjoy learning new facts and ideas.		

**YOUR INTERESTS = YOUR CAREER**

	YES	NO
14. You find cooperating with other people comes naturally to you.		
15. You like finding out how things work by taking them apart.		
16. You would rather work with machines and things than with people.		
17. You can usually persuade people to do things your way.		
18. You enjoy building and repairing things.		
19. You enjoy the research part of your projects.		
20. You like being with people.		
21. You enjoy thinking up different ideas and ways to do things.		
22. You like hearing other people's opinions.		
23. You enjoy learning how to use different tools.		
24. You find it easy to follow written instructions.		

To find out the areas of work that may interest you:

- 1) circle the numbers of the statements where you answered YES
- 2) interpret the results by comparing your answers to the numbers in the following groups

Numbers 1, 5, 9, 12, 15, 16, 18 and 23

If you have answered "Yes" to most of these numbers, you are probably a "hands-on" type of person. You like to work with tools and machines, make things with your hands, fix and maintain equipment, or find out how things work. Jobs you might like are found in engineering, product manufacturing, construction, repair and servicing, transportation, trades and technology.

Numbers 2, 4, 7, 10, 13, 19, 21 and 24

If you have answered "Yes" to most of these numbers, you are probably an "information" person. You like to express yourself through writing, music, or art, perform experiments or research, solve puzzles and problems, or study and read. Jobs dealing with information are found in arts and entertainment, business and finance, scientific research, sales and services, tourism, law and government.

Numbers 3, 6, 8, 11, 14, 17, 20 and 22

If you have answered "Yes" to most of these numbers, you are probably a "people" person. You like to care for and help others, encourage people, work as part of a team, and lead and supervise others. Jobs dealing with people are found in health care,

Activity 3 INTERN FOR A DAY



education and training, social work and counselling, and religion.

Note: If you answered “Yes” to numbers from each group, it could indicate that you don’t have a clear preference for a specific type of job. You may be suited for a job that

combines a number of these interests. Don’t be concerned. As you get more experience in the job market, you will learn firsthand what kind of jobs you may be suited for.

- Using your results from the quiz, your field of study and personal interests, briefly describe your area of interest.

Get together with three or four students with common or similar areas of interest.

Based on your group’s area of interest, identify five companies that are particularly appealing to you and fill out a **company information sheet for each one** (see the Appendix). Consult Table 3.3 *Sources of Information – Researching Enterprises* to help you find the required information. Once you have completed the information sheet, answer the following question on your own:

- Given your area of interest and the different types of entrepreneurship and enterprises possible, describe the type of enterprise you would like to work in as an intrapreneur or entrepreneur. Explain your answer.





TABLE 3.3 Sources of Information – Researching Enterprises (Companies or Organizations)

Organization	Contact Information	Type of Information Provided
Yellow pages	< http://www.yellowpages.ca >	Name, address, telephone number of companies by location or category
Student placement centre at your college	Contact your student placement centre	Company listings related to college programs
Student entrepreneurs club at your college or Association des CEE	< http://www.acee.qc.ca/contenu/accueil2.htm >	List of active student entrepreneurs clubs
Entrepreneurship promotion and awareness officers	< http://www.defi.gouv.qc.ca/agents/default.htm > < www.defi.gouv.qc.ca >	Contact information for officers in your area
Collective entrepreneurship awareness officer	< http://www.defi.gouv.qc.ca/agents/default.htm#promotion >	Contact information for officers in your area
Local development centre (CLD)	< http://www.acldq.qc.ca/francais/cld/services.php >	Contact information for the CLD nearest you
Sociétés d'aide au développement des collectivités (SADC)	< http://www.reseau-sadc.qc.ca/en/index.php > Click on <i>Our Members</i> for the CFDC and CBDC nearest you.	The Réseau des SADC du Québec is a network of nonprofit organizations that seeks to promote Québec's regions and ensure each region's development.



Student Document
PREPARING YOUR INTERNSHIP



Preparation for the internship involves three steps:

- 1) choosing a host company or organization
- 2) identifying your expectations and preparing a list of questions
- 3) contacting the entrepreneur to set a date

1) CHOOSING A HOST COMPANY

Based on your area of interest and what you have learned about different types of

entrepreneurship and enterprises, you are now ready to choose a company or organization for your internship.

First, you must establish your selection criteria. The following table contains suggestions to guide you in your choice. Once you have made a decision, fill out the COMPANY INFORMATION SHEET in the Appendix. The objective is to find as much information as possible about your host company.

TABLE 3.4 *Criteria for selecting a host company*

CRITERIA	EXAMPLE MECHANICAL ENGINEERING STUDENT	EXAMPLE SOCIAL SCIENCES STUDENT	EXAMPLE DIETETICS TECHNOLOGY STUDENT
Region	Trois-Rivières	Sherbrooke	Québec City
Type of enterprise	Micro enterprise or SME, machine shop	Nonprofit organization, private clinic	SME
Sector	Metallurgy	Psychology	Food processing, prepared meals
Type of entrepreneur	Entrepreneur	Self-employed worker	Entrepreneur
Name and contact information of individual who can help you contact the target company			



2) INTERNSHIP DAY – YOUR EXPECTATIONS – YOUR QUESTIONS

Before you think of questions to ask, write down two or three expectations you have about the internship.



YOUR EXPECTATIONS

- *Importance of being well prepared for the meeting, of identifying expectations and preparing questions.*

Now, based on your expectations, prepare a list of about ten questions to ask during the internship. Include objectives and questions specific to the company’s operations. You will undoubtedly think of other questions during the internship.

Write your questions down in a note pad, leaving some space for your answers.

3) SETTING A DATE

Using the Company Information Sheet you prepared in step 1, contact the company and ask to speak to the entrepreneur or intrapreneur you identified.

Before making the call, think of two or three different dates when you are available for a visit. When you call, introduce yourself, state the purpose of your call and ask to speak to the person you wish to contact. Once you connect with that person, repeat the reason for your call and ask to set a date for the internship. Ask whether you should

wear special clothing (e.g. a hairnet and lab coat for the food industry).

4) SUGGESTED PROCEDURE FOR THE INTERNSHIP

BEFORE THE INTERNSHIP

Be sure to have your note pad and questions and wear appropriate clothing.

DURING THE INTERNSHIP

- Upon arrival, ask to see the person you want to meet and go to his or her office.
- Introduce yourself (e.g. Hello, Mr. or Mrs. [name of person]). Shake the person’s hand firmly and smile.
- Participate in the activities suggested throughout the day.
- Ask to set aside some time for questions.
- At the end of the day, be sure to thank the person and staff.



Student Document

SUMMARY OF THE EXPERIENCE



PRESENTATION GUIDELINES

Using the information gathered throughout the activity, prepare a summary of your experience to present to the class. This presentation should last no longer than ten minutes and contain the following:

- the main things you learned about entrepreneurship in your field of study
- your expectations about the internship
- a summary of the main tasks performed by the person you met
- a description of the work environment
- the skills and behaviours that were useful to the person you met
- the factors that contributed to the person's success

- particular features of the company's operations
- what you gained from this experience

EVALUATION CRITERIA

The following criteria will be used to evaluate your presentation:

- organization of subject and inclusion of required elements
- observance of time limit
- dynamic presentation
- contact with audience (e.g. eye contact, facial expression, nonverbal language)
- clarity and quality of language used

- *Share the results of your experience with the class.*

Activity 3
 INTERN FOR A DAY



Getting Down to Business



EVALUATION GRID

Item to include	Insufficient information provided – statements poorly supported	Incomplete, succinct information provided – statements lacking support	Partial, sufficient information provided – statements well supported	Clear, complete information provided – statements fully supported
CONTENT				
Introduction (expectations about the visit)	0%	4%	7%	10%
Entrepreneurship in the field of study	0%	4%	7%	10%
Summary of the main tasks performed	0%	2%	3.5%	5%
Description of the work environment	0%	2%	3.5%	5%
Useful skills and behaviours	0%	4%	7%	10%
Factors of success	0%	4%	7%	10%
Particular features of the company's operations	0%	2%	3.5%	5%
Main things gained from experience	0%	6%	10%	15%
PRESENTATION				
Observance of time limit	Time limit not observed and less than 50% of topics covered 0%	Time limit somewhat observed (± 5 min.) and at most 70% of topics covered 4%	Time limit almost observed (± 2 min.) and at least 70% of topics covered 7%	Optimal use of time allotted (10 minutes) and all topics covered 10%
Command of language	Several terminological and grammatical errors 0%	Some terminological and grammatical errors 4%	Good language skills 7%	Very good language skills 10%
Delivery	Poor enunciation, inappropriate rate (too fast or too slow), rare contact with the audience 0%	Somewhat unclear enunciation, somewhat inappropriate rate, infrequent contact with audience 4%	Clear enunciation, appropriate rate, frequent contact with audience 7%	Very clear enunciation, proper rate, very frequent contact with audience 10%
Total				



REFERENCES



WEB SITES

Youth Entrepreneurship Challenge. For more information on the Youth Entrepreneurship Challenge, testimonials by young entrepreneurs and useful links (in French), visit <<http://www.defi.gouv.qc.ca/>>

Service Canada. To take the interests quiz on-line, visit <<http://youth.gc.ca/voaux.jsp?lang=en&auxpageid=201&ta=1&flash=1>>

Wikipedia. For access to a wealth of information on a multitude of subjects including entrepreneurship, visit <<http://en.wikipedia.org/>>

INTERESTING REFERENCE DOCUMENTS

Fortin, Paul-A. *Devenez entrepreneur*. Québec: Les presses de l'Université Laval, 2001.

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*. (Québec: Gouvernement du Québec, n.d.) <http://inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (November 21, 2006).

TIPS ON HOW TO CONTACT AN ENTREPRENEUR

- Contact the student entrepreneurs club in your college or the Association des CEE at <<http://www.acee.qc.ca/contenu/accueil2.htm>>
- A list of entrepreneurship promotion and awareness officers is available on-line (in French) at: <<http://www.defi.gouv.qc.ca/ressources/index.htm>>



- A list of collective entrepreneurship officers is available on-line (in French) at <http://www.defi.gouv.qc.ca/agents/default.htm#promotion>
- Local development centres (Centres locaux de développement—CLD) (in French) <http://www.acldq.qc.ca/francais/cld/services.php>. Click on *Pour rejoindre votre CLD* for information on the CLD nearest you.
- The réseau des Sociétés d'aide au développement des collectivités (SADC) is a network of nonprofit organizations <http://www.reseau-sadc.qc.ca/en/index.php>. Click on *Our Members, Where Are They* to find the office nearest you.
- Local employment centres (Centres locaux d'emploi CLE), (in French) <http://emploiquebec.net/francais/complements/cle.htm>
- Quebec Business Women's Network Inc. http://www.rfaq.ca/pregenerate/cmsFrameMain_EN_RFAQ.html?Lang=EN&ParentID=RFAQ
- The Regroupement des jeunes gens d'affaires du Québec, (in French) <http://www.rjgaq.com/services.php>
- List of graduates in your field of study or your college.



BIBLIOGRAPHY



- Comité sectoriel de main-d'œuvre du commerce de l'alimentation. *Trousse pédagogique – Gestion de commerces – Secteur de l'alimentation – Trousse 1 – Analyser la fonction de travail*. Montréal, 2004.
- Fayolle, Alain. "Entrepreneuriat, de quoi parlons-nous?" *Management_EMR*. <<http://www.lexpansion.com/Pages/PrintArticle.asp?ArticleId=78266>> (November 21, 2006).
- Filion, L. J. *Pour une vision inspirante en milieu scolaire*. 2nd edition. Cap-Rouge: Les Presses Inter Universitaires, 2005.
- Fraser, Pierre. *La pensée réflexive en pratique*. Québec: Éditions Marie-France Itée, 2005.
- Morissette, Rosée and Micheline Voynaud. *Accompagner la construction des savoirs*. Montréal: Chenelière/McGraw-Hill, 2002.
- Montréal Economic Institute. *Obstacles to Entrepreneurship in Québec*. Regulation Series. Montréal: December 2005. <http://www.iedm.org/uploaded/pdf/dec05_en.pdf> (November 21, 2006).
- Québec. Ministère de l'Éducation. *Guide pédagogique sur l'entrepreneurship*. Québec: Gouvernement du Québec, 1998.
- _____. *Sensibilisation à l'entrepreneurship*. Québec: Gouvernement du Québec, 1995.
- Québec. Ministère de l'Éducation, du Loisir et du Sport. *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers*. Québec: Gouvernement du Québec, n.d. <http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (November 21, 2006).

Activity 3
INTERN FOR A DAY



Getting Down to Business

APPENDIX COMPANY INFORMATION SHEET



Company name:	
Web site:	
Contact info: _____	Telephone: _____
Address: _____	Fax: _____
City: _____	E-mail: _____
Province: _____	
Postal code: _____	
Mission:	
Products:	
Number of employees:	
Other information:	

TABLE 3.5 *Suggestions for Internship Objectives and Questions*

TOPIC	OBJECTIVE
Organizational structure	To understand how the organization is structured: ✓ To find out about the company's organizational chart. ✓ To find out about the main functions of the main positions in the company.
Facilities	To become familiar with the company's facilities: ✓ To visit the company. ✓ To see what kind of equipment is used.
Management	To become familiar with the internal and external rules and policies. To become familiar with various financial statements.
Format for the day of the internship	To integrate into a work team. To observe and participate in various tasks. To see what type of equipment is used. To participate in solving common problems.

MEETING THE OWNER/ENTREPRENEUR

TOPIC	QUESTION
Enterprise	<ul style="list-style-type: none"> • What exactly does your organization do? What good(s) or service(s) do you provide? • How did you come up with the idea for your business (or project)? How did you decide it was worth pursuing? • How long did it take to start up your business (or complete your project) once you had your idea? • What were the main steps involved in starting a business? What were your biggest challenges or obstacles and how did you overcome them? • What were your main sources of support? • Why did you start up this business (or project)?
Success	<ul style="list-style-type: none"> • Do you consider yourself successful? Why? • What aspects of your current situation give you the greatest satisfaction?
Career path and experience	<ul style="list-style-type: none"> • Tell me about your life experience (e.g. family life, schooling, place where you grew up, previous jobs, friends, family). How has it affected (positively or negatively) your current situation? • Tell me about your career path (training and work experience). • In your opinion, if you were starting out now, what kind of career path would you recommend to a college graduate to get to where



	<p>you are today?</p> <ul style="list-style-type: none">• Why did you choose the kind of work you do?• How do you to keep up to date?
Working conditions	<ul style="list-style-type: none">• Can you describe a typical day?• What tasks do you enjoy most or find most gratifying? Why?• What tasks do you enjoy least? Why?• What motivates you?• How much of a motivator is money?• Have you experienced setbacks along the way?• What did you learn from these setbacks?• What was the greatest risk you ever took?• How do you react to risk?
Knowledge, skills and aptitudes	<ul style="list-style-type: none">• What specific skills or knowledge do you need to do the work you do?• Do you need to know another language other than French and English? If so, which one?• In your opinion, what are some of the aptitudes needed to do the kind of work you do?• What advice would you give to someone who wants to become an entrepreneur or intrapreneur?

