

Entrepreneurial Spirit in College



Entrepreneurial Project
Enterprising Projects in the Classroom

Getting Down to Business

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Entrepreneurial Spirit in College 2007

ENTREPRENEURIAL PROJECT

Enterprising Projects in the Classroom

Coordination

Pierre Duchaine
Direction de la formation continue et 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

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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 through the 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.

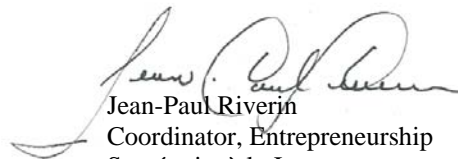
As coordinators of the project, we would first like to thank the Cégep de Saint-Hyacinthe for their work in carrying out this mandate. More particularly, we are very grateful to Lise Lecours and Brigitte Bourdages, for the excellent work they accomplished, from analyzing existing literature to selecting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

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

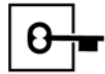



Sylvestre, Chantal	Teacher and entrepreneurship resource	Cégep de Granby
Martin, Isabelle	Student	Cégep de Granby
Thomas, Luc	Student life adviser – Entrepreneurship	Collège Montmorency
Therrien, Benoit	Student	Collège Montmorency
Leblanc, Pierre	Education consultant	Cégep de Victoriaville
Landry, Denise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





TEACHERS, CÉGEP DE SAINT-HYACINTHE

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
Wattle, Éric	Politics



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INTRODUCTION

Whatever projects we undertake in our lifetime, be they academic, athletic, artistic or occupational, we must have the desire to achieve 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 a vast social undertaking that aims at promoting the

development of skills that will enable young people to achieve their full potential.

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

An entrepreneurial project gives students an opportunity to develop entrepreneurial spirit. This guide proposes a process that students can apply in developing a suitable project. In addition to making the knowledge that they have acquired in their courses more meaningful, this process also provides students with a tried-and-true approach that they can apply in carrying out any project.

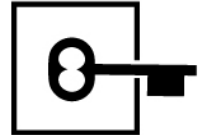
This guide first presents teachers with a short text to help them understand how an entrepreneurial project could be incorporated into their course. Then, a pedagogical scenario proposes specific objectives and a process for carrying out an entrepreneurial project. An implementation

1. Québec, Secrétariat à la jeunesse, *Défi à l’entrepreneuriat jeunesse*, <<http://defi.gouv.qc.ca/>> (November 21, 2006) (free translation). A pamphlet on the *Youth Entrepreneurship Challenge. Three-Year Action Plan 2004-2005-2006. Shaping My Future My Way* is available in English at <<http://www.defi.gouv.qc.ca/publications/>>.

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. *Défi de l’entrepreneuriat jeunesse*

4. 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.), 7 <http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (November 21, 2006).



- *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



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guide provides teachers with some tips and hints for each step of the project, and a student document has been included for each

of these steps as well. Lastly, some evaluation tools and additional references have been recommended for teachers.

STRUCTURE OF THE GUIDE

Table P.1 outlines the different sections of the guide, their intended audience and respective functions.

TABLE P.1 *Structure of the guide*

Section	Intended for:		Function
	Teachers	Students	
Incorporating an Entrepreneurial Project in a Course			Distinguishes between a pedagogical project and an entrepreneurial project. Suggests examples of entrepreneurial projects for several programs of study. Proposes two criteria for selecting a project to be carried out as part of a course or program. Demonstrates how the entrepreneurial process can contribute to acquiring a competency.
Suggested Scenario			Establishes the relationship with programs of study. Specifies the learning objectives of the project. Proposes a procedure for carrying out the project.
Implementation Guide			Provides teachers with tips and hints for the activity.
Student Documents			Provides students with the ten sections required for the learning process: <ul style="list-style-type: none"> ▪ Introduction to the Project ▪ Project Idea ▪ The Team ▪ Context of the Project ▪ Characteristics of the Offer ▪ Communication Plan ▪ Action Plan ▪ Human Resources Plan ▪ Financing Plan



Section	Intended for:		Function
	Teachers	Students	
Student Documents			Provides students with the ten sections required for the learning process: <ul style="list-style-type: none"> ▪ Introduction to the Project ▪ Project Idea ▪ The Team ▪ Context of the Project ▪ Characteristics of the Offer ▪ Communication Plan ▪ Action Plan ▪ Human Resources Plan ▪ Financing Plan ▪ Project Implementation and Evaluation <i>Note: These documents are ready to be photocopied.</i>
Project File			Provides students with a guide to help them prepare a project file.
Evaluation Grid (The Team's Project File)			Provides teachers with a tool to evaluate student learning.
Evaluation Grid (Logbook)			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.



INCORPORATING AN ENTREPRENEURIAL PROJECT IN A COURSE

Before incorporating an entrepreneurial project into a course, it is important to clearly distinguish between a pedagogical project and an entrepreneurial project. The aim of a pedagogical 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 a pedagogical project. The following definitions also help clarify the difference between the two types of projects:

- *“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 products, services or events that are valued in the community because they meet specific needs.”⁵*

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. Table P.2 provides some examples of pedagogical projects with an entrepreneurial focus, as they relate to certain programs of study.

- *Importance of clearly distinguishing between an entrepreneurial project and a pedagogical project*
- *An entrepreneurial project could take the form of a comprehensive assessment.*

5. *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers, p. 27.*



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TABLE P.2 *Examples of entrepreneurial projects*

Program of study	Examples of pedagogical 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



Program of study	Examples of pedagogical projects with an entrepreneurial focus
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
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 citizen homes • Offering services to deliver cooked meals to senior citizens in disadvantaged areas ("meals on wheels")

We suggest that teachers have students carry out the project in teams in order to improve the quality of the work, to allow a larger-scale project to be undertaken, to ensure that

the project is reflective of the workplace and the world of entrepreneurship, and, at the same time, to facilitate the correction of students' work. Team projects also help

- *Importance of teamwork*



- A logbook is used to evaluate individual learning.
- Help students find their own answers to questions so that a real learning process can begin.

students develop the entrepreneurial qualities of team spirit and solidarity. In order to evaluate the students' individual learning, each team member will keep a logbook in which they will answer specific

CHOOSING A PROJECT FOR STUDENTS

1st criterion: a project related to the teacher's expertise

It is important that teachers propose project ideas that they are comfortable with so that they can help the students with their projects. Carrying out a project as a pedagogical activity requires that students explore and examine a wide array of aspects and ask their teachers questions that they may not always be able to answer. This is how a true learning process begins. It is normal for teachers not to have all the answers. What is important is that students are given guidance in how to seek answers because in the job market, as well as in many other situations, students will be required to find answers on their own. Teachers are in a position to truly help

questions to show what they have learned. The goal is to verify that students have integrated the recommended process and that they have met the learning objectives.

students by providing them with tools that will enable them to find their own answers and thus become more independent and effective.

2nd criterion: a project related to the achievement context of the competency or competencies

The project must be carried out in a context that corresponds to the achievement context for the course competency or competencies. Thus, a project to have a group of students in the Food Service and Restaurant Management program develop and standardize a recipe will be carried out in the context that the program establishes for this competency, as presented in Table P.3. The teacher should therefore provide students with the relevant guidelines.

- An example of a project related to a competency's achievement context

TABLE P.3 Example of a statement of competency and its achievement context⁶

Statement of competency	Achievement context
Develop and standardize a recipe	<ul style="list-style-type: none"> • ... using recipe books and other reference materials, nutrition facts tables, as well as culinary, menu, Web site and writing guidelines directories • ... interacting with cooks • ... in consultation with nutrition specialists • ... in accordance with the objectives established regarding customer satisfaction, profitability constraints and expectations

6. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Gestion d'un établissement de restauration. Programme d'études techniques* (Québec: Gouvernement du Québec, 2005), 75 (free translation). This program is currently offered only in French.



Statement of competency	Achievement context
Develop and standardize a recipe	<ul style="list-style-type: none"> • ... using recipe books and other reference materials, nutrition facts tables, as well as culinary, menu, Web site and writing guidelines directories • ... interacting with cooks • ... in consultation with nutrition specialists • ... in accordance with the objectives established regarding customer satisfaction, profitability constraints and expectations • ... using a word processor

Once teachers have identified projects that they would feel comfortable with and that are in line with the program's achievement context, they must list the competencies that will be developed in carrying out the project.

Using the example of developing and standardizing a recipe, the elements of the competency presented in Table P.4 list the steps that the students need to carry out for the project. The entrepreneurial project must allow students to apply this process, while at the same time adding value to the process.

Students must also apply the entrepreneurial process. Table P.5 presents an example of how the entrepreneurial process can be applied for the competency *Develop and standardize a recipe*. The first column outlines the steps in the entrepreneurial process, the second presents an offer of services for standardizing recipes, and the third lists some of the value added to the course's learning process.

- *Demonstration of how the entrepreneurial process can be applied in developing a competency.*

TABLE P.4 *Elements of the competency: Develop and standardize a recipe*⁷

1. Search for resource recipes.
2. Plan, write and name a recipe.
3. Determine a culinary profile for the meals prepared.
4. Specify and verify the quality standards for the new recipe.
5. Calculate the cost of the recipe.
6. Test the recipe, using an experimental process.
7. Record the recipe.

TABLE P.5 *The entrepreneurial process*

7. *Gestion d'un établissement de restauration. Programme d'études techniques*, p. 75 (free translation).



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The entrepreneurial process	Offering recipe standardization services	Value added to the course's learning process for the student
1. Define their project idea.	Each team gains an understanding of what is involved in offering services to standardize recipes.	<ul style="list-style-type: none"> • Understand the project presented by the teacher and attach their own interpretation to it.
2. Describe the team's strengths and weaknesses in carrying out the project.	Team members each define their personal strengths and the competencies acquired during the program that they can bring to the project.	<ul style="list-style-type: none"> • Identify all the resources that each student already possesses. • Reinvest learning acquired in previous courses; this learning will take on new meaning for students. • Identify any additional references required to carry the project through to completion.
3. Define the context of the project.	The competency's achievement context forms the basis for defining the project context, but entrepreneurial aspects are added: the sector of activity for this offer of services, the location, the target market, the target clientele, the potential competition and the potential income.	<ul style="list-style-type: none"> • Understand the context specific to the competency and the context as it pertains to the role that this competency plays in the workplace. • Students will not just standardize a recipe; they will standardize it for a specific clientele and will forecast potential income. • All these aspects broaden and give additional meaning to the acquisition of the competency.
4. Describe their offer.	Students clearly position their offer. They interview potential customers, set sales prices for their services and reflect on other related aspects that will increase the value of their services.	<ul style="list-style-type: none"> • Concretely validate how the services can meet a need.
5. Define their	The team identifies ways of informing the market of	<ul style="list-style-type: none"> • Discover how to communicate and reach



The entrepreneurial process	Offering recipe standardization services	Value added to the course's learning process for the student
5. Define their communication plan.	The team identifies ways of informing the market of their services.	<ul style="list-style-type: none"> • Discover how to communicate and reach the target market.
6. Develop their action plan.	The team specifies all the steps involved in implementing their offer of services.	<ul style="list-style-type: none"> • Break down their offer of services into concrete operational steps.
7. Develop their human resources plan.	The team prepares job descriptions to define the role of each member.	<ul style="list-style-type: none"> • Distribute the tasks (solidarity and team spirit). Capitalize on each member's strengths.
8. Develop their financing plan.	The team forecasts the potential income and expenses involved in carrying out the project.	<ul style="list-style-type: none"> • Analyze potential income and expenses. • Become aware that nothing is free.
9. Implement and evaluate the project.	<p>Students apply the competency in order to offer recipe standardization services; they must first demonstrate how their services meet a need in the market.</p> <p>It would be interesting to actually offer their services to the college's cafeteria, to the cafeteria of a neighbouring school or to a restaurant in the area.</p> <p>The team therefore offers their services to real or hypothetical customers and presents their product or services to them. The project is then evaluated in order to identify its strengths and weaknesses.</p>	<ul style="list-style-type: none"> • Apply the competency in the workplace. • Become aware of the learning acquired. • Students placed in a real work context will be hugely motivated by the project and will gain a great deal from it. They will no longer perceive the competency in the same light. <p>Students involved in this project are initiated to the entrepreneurial process, which they will be able to reinvest in other courses in their program or in another program as well as in their future occupation, regardless of whether they become entrepreneurs or intrapreneurs.</p>

- *The entrepreneurial project as a comprehensive assessment*



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Comprehensive assessment

It is important to emphasize that this process could easily be integrated into a comprehensive assessment for the program. 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.



SUGGESTED SCENARIO

1. Relationship with programs of study

TO BE DEFINED ACCORDING TO THE PROGRAM OF STUDY.

2. Targeted learning objectives

- 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.

3. Suggested procedure

Table P.6 outlines the suggested procedure and duration.

Note: The time allotted to each step may vary significantly, depending on the number of team members and the scope of the project; it could represent half of the time estimated in the table or longer. It is important that teachers clearly define the scope of the project.



- *Teachers must clearly define the scope of the project and adjust its duration accordingly.*

TABLE P.6 Suggested procedure and duration

Presentation of the project and forming of teams	in class	0: 30
Explanation of Step 1	in class	0: 15
Completion of Step 1 and support and supervision; definition of the project idea	in class or at home	2: 00
Definition of the team's strengths	in class for explanations and the remainder at home	2: 00
Description of the offer of services (assignment of tasks to team members)	in class for explanations and the remainder at home	3: 00
Definition of communication plan	in class for explanations and the remainder at home	2: 00
Development of action plan	in class for explanations and the remainder at home	3: 00
Development of human resources plan	in class for explanations and the remainder at home	2: 00
Development of financing plan	in class for explanations and the remainder at home	2: 00
Project implementation and evaluation	in class for explanations and the remainder at home	3: 00



IMPLEMENTATION GUIDE

This section outlines the procedure and tools for conducting the project in class. The Appendix contains an example of an entrepreneurial project for a cooperative school cafeteria that was carried out for the Dietetics program. This example has been included to illustrate how students can integrate the suggested procedure. The possibilities are limitless, and depend only on the number of projects proposed, the teacher's specific instructions, and the students' interpretation of the projects.

The suggested procedure allows students to construct their knowledge, making them the most active participants in their learning. Figure P.1 illustrates the procedure recommended to the student teams. The title of the activity, *Entrepreneurial Project*, appears at the centre. It is connected to the nine steps in the learning process by means of arrows. Each step is labelled and numbered. Before beginning the project, students should read the student document entitled *Introduction to the Project* (page 31), which presents an overview of the procedure for carrying out the project.

We suggest that teachers prepare a detailed schedule for the project's steps and plan meetings at specific times with the teams so that progress can be monitored. Dates for handing in assignments should also be planned for each step.

Figure P.1 shows the nine steps involved in the process:

1. Define the project idea

Students first read the document entitled *Project Idea* (page 37). Figure P.1 illustrates how this document fits into the entire process.

Students will use their creativity to interpret the project idea that their teacher has proposed. It is important that students fully understand the project idea and that they attach their own interpretation to it. In this way, the project will be very meaningful and motivating for them, and they will be more invested in it. The student document provides several "definitions" of creativity in order to help students define their project, bring out their innovative side and respond to the target clientele's need.

The student teams will present the result of their work in the team's project file. Presentation criteria have been recommended. An example of a completed document is included in the Appendix in order to help teachers provide appropriate support and supervision.



- A nine-step activity
- A schedule should be prepared to help students and teachers with the various steps involved.
- Students use their creativity to interpret the project proposed by the teacher.



- *Students identify the personal resources that they have acquired through their life experience and studies and that can prove to be assets in developing the project.*
- *The “Entrepreneurial Profile” activity could be done with students to help them identify their entrepreneurial qualities.*
- *The context of the project must be imbued with the competency’s achievement context.*
- *A product, service or event that corresponds to the expectations of the target clientele*

2. Describe the strengths of the team that can be used to carry out the project

In this step, students identify the personal resources of each team member as well as the resources related to the program of study or course in which the project is being conducted.

Before handing out the student document entitled *The Team* (page 41), teachers could first demonstrate how this course and preceding courses (general education and specific courses including contributory subjects) can help the students with their projects. This would be very useful in providing students with guidance for this step.

The entrepreneurial qualities of each team member will help them effectively carry out the project. To assist the students in identifying their entrepreneurial qualities, the teacher should conduct the *Entrepreneurial Profile* activity, presented in the activity guide that each college received.

3. Define the context of the project

In the student document entitled *Context of the Project* (page 43), students define the sector of activity and location of their project, the target market and segmentation of this market (territory, statistics and target clientele), the potential competition as well as a brief estimate of possible income. Access to a computer for the information search would be very useful for this step.

The achievement context for the course or program competency or competencies must

be explained to the students so that they can take them into account when defining their project context.

4. Describe their offer

In this step, the students define the characteristics of their offer. We suggest that they conduct a short survey to help them better understand their clientele. Students will prepare a questionnaire, distribute it to about 20 people and then compile the results. The questionnaire should comprise roughly 10 questions that take 5 minutes at the most to complete. Students will be given some instructions on how to prepare their questionnaire.

The students will use the information gathered to describe their product, service or event, to establish an actual or hypothetical sales price, and to identify how they will meet their clientele’s needs and expectations. Lastly, students will identify how they will distribute their offer to their clientele.

The student document entitled *Characteristics of the Offer* (page 47) will help students with this step.



5. Develop their communication plan

In this step, the student document entitled *Communication Plan* (page 51) recommends a procedure for developing a communication plan. The students will present a schedule for the communication and promotional activities that they have selected and they will explain their choices.

6. Develop their action plan

In this step, students follow a procedure for defining their action plan. They define their needs in terms of project site and layout of the premises, and describe the steps involved in producing a product or providing a service so that they can identify the human resources required for the project. A sample of an action plan is provided.

The team completes a document presenting their action plan and explaining their choices. Individually, students make an entry in their respective logbooks, explaining how they personally contributed to this step.

The student document for this step, *Action Plan*, is on page 53.

7. Develop their human resources plan

In this step, the students follow a procedure for defining the role of each team member in implementing the project. The team must define the task and responsibilities for each job position. Students are given an example to help them with this step.

The team completes a document that presents their human resources plan and

explains their choices. Individually, students make an entry in their respective logbooks, explaining how they personally contributed to this step. Students are also asked to make connections between the personal assessment they completed for Step 2 and the project tasks assigned to them.

The student document for this step, *Human Resources Plan*, is on page 57.

8. Develop their financing plan

In order to make the project as concrete as possible, the team will propose a three-step financing plan:

- 1) the start-up funds required
- 2) the sources of financing
- 3) the income statement forecast (examples are provided in the student document entitled *Financing Plan* on page 59).

The team must present their financing plan and, individually in their respective logbooks, their personal contribution to this step.

9. Implement and evaluate the project

Carrying out the project is the most gratifying step for the students. This is where they see the fruits of their labour and apply the competency or competencies required for the project. Each team member will prepare a work plan and will apply it.

After the project has been implemented, students will answer some questions to help them evaluate their process and the results obtained.

- *Presentation of a schedule for communication activities*
- *A layout plan for the premises, a clear procedure and identification of human resources needs*
- *Clear definition of the tasks of each person involved; as much as possible, the tasks correspond to each team member's respective strengths.*
- *A work plan for each person involved, according to the tasks assigned*
- *Students are given questions to help them review their process.*



ENTREPRENEURIAL PROJECT

Getting Down to Business

Teachers may add any additional criteria related to implementing and evaluating the project that they feel are necessary to verify whether the students have acquired the project competency or competencies.

The student document for this step, *Project Implementation and Evaluation*, is found on page 61.

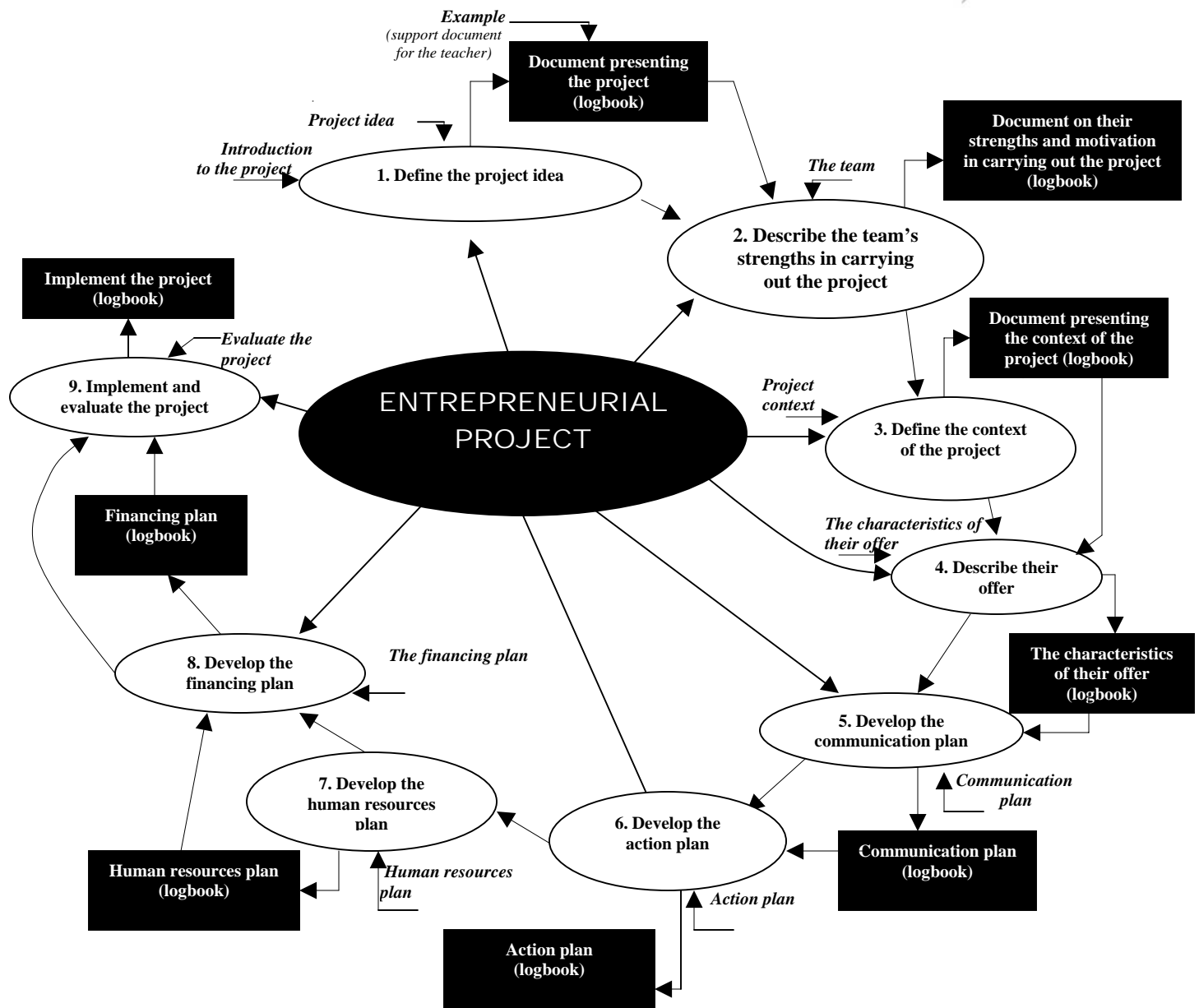


FIGURE P.1 Entrepreneurial Project – Suggested Procedure and Useful Documents

LEGEND:
 Circles = steps in the activity
 Italics = documents in this guide
 Black rectangles = student productions



Student Document

INTRODUCTION TO THE PROJECT

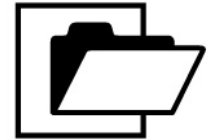
Have you already carried out some projects during your elementary, secondary or college studies? For the most part, they were pedagogical projects. The documents that your teacher will present to you over the next few weeks deal with an entrepreneurial project. Before starting your project, it is important to distinguish between a pedagogical project and an entrepreneurial project. The aim of a pedagogical 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 a pedagogical project. The following definitions also help clarify the difference between the two types of projects.

- **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 products, services or events that are valued in the community because they meet specific needs.*⁸

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 studies, their life experiences and their careers.

Table P.7 outlines the steps to be carried out as part of an entrepreneurial process as well as the work required of the team and each member.



- *A pedagogical project versus an entrepreneurial project*
- *Series of steps to be completed in order to have an overview of the work to be done*

8. 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.), 27*
<http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf> (25 October 2006).



ENTREPRENEURIAL PROJECT

Getting Down to Business

TABLE P.6 Steps in the project and team or individual involvement

Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
1. Define their project idea.	<p>A team presentation</p> <p>Short text of approximately 150 words (maximum 300)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • project name • target clientele • target objectives • identified limitations 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • describe your contribution to the project idea • describe the components of the project that you found the most interesting • describe the components of the project that you found the most difficult <p>Evaluation criteria for the logbook:</p> <ul style="list-style-type: none"> • a presentation by each team member • a text of a maximum of 300 words that includes the three points to be mentioned • clear demonstration that they have understood the project • quality of the presentation and of English
2. Describe the team's strengths and weaknesses in carrying out the project.	<p>Presentation by each team member</p> <p>Presentation of a personal assessment (2 to 3 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • name and contact information • motivation and personal objectives for the project • time available to invest in the project • skills (work and life) 	<p>For this part of the file, students insert their personal assessment in their logbook.</p>



Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
<p>2. Describe the team's strengths and weaknesses in carrying out the project.</p>	<p>Presentation by each team member</p> <p>Presentation of a personal assessment (2 to 3 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • name and contact information • motivation and personal objectives for the project • time available to invest in the project • skills (work and life experiences) • competencies acquired during their studies • personal entrepreneurial profile 	<p>For this part of the file, students insert their personal assessment in their logbook.</p>
<p>3. Define the context of the project.</p>	<p>Text of approximately 1 000 words (5 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the sector and its stage of growth • the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location) • the target market and clientele (territory, statistics) • the competition and ways of differentiating the project • potential income (supporting documents required) • list of main sources of information 	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> • how did you contribute to defining the context of the project? (provide a brief description) • what were the main difficulties encountered in defining the context of the project? • what means did you take to overcome these difficulties? • given the information provided on the context of the project, what are the chances of your project succeeding? Explain.



ENTREPRENEURIAL PROJECT

Getting Down to Business

Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
4. Describe their offer.	<p>Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> the questionnaire and the results of the compilation the description of the product, service or event establishment of sales price distribution of the offer 	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> how did you contribute to defining the characteristics of the offer? (provide a brief description) what were the main difficulties encountered in this step? what means did you take to overcome these difficulties? given the information provided up to now, do you still believe your project will succeed? Explain.
5. Define their communication plan.	<p>Text of approximately 300 words (1½ pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> a table presenting the methods selected, the cost, the frequency of the advertising, the duration, the dates explanation of the choices made 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> briefly describe your contribution to defining the publicity and promotion provide your personal assessment of the methods selected
6. Develop their action plan.	<p>Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> description of the project site description of any improvements to be made to the premises description of how raw materials will be supplied for projects that involve producing 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> briefly describe your contribution to defining the action plan provide your personal assessment of the methods selected



Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
6. Develop their action plan.	<p>Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • description of the project site • description of any improvements to be made to the premises • description of how raw materials will be supplied for projects that involve producing products • description of the steps involved in producing a product or providing a service • labour requirements (list only of the personnel required) • a table presenting the action plan • explanation of the choices made 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • briefly describe your contribution to defining the action plan • provide your personal assessment of the methods selected
7. Develop their human resources plan.	<p>Presentation in the form of a table, as shown in the example</p> <p>Clear description of tasks for each job position required to carry out the project</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • present the tasks that were assigned to you • make the connection between your tasks and the personal assessment you conducted in Step 2
8. Develop their financing plan.	<p>Presentation of the need for start-up funds, sources of financing and the income statement forecast</p> <p>Accurate calculations</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, answering the following questions:</p> <ul style="list-style-type: none"> • how did you contribute to developing the financing plan?



ENTREPRENEURIAL PROJECT

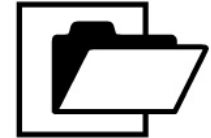
Getting Down to Business

Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
		<ul style="list-style-type: none"> • what were the main difficulties encountered? • what means did you take to overcome these difficulties?
9. Implement and evaluate the project.	<p>Responses to the first 14 questions in the evaluation of the entrepreneurial project</p> <p>Presentation of a document in the form of questions and answers</p> <p>Well-supported answers provided to questions</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • describe your contribution to carrying out the project • present your response to question 15 • identify the main difficulties encountered • indicate the means taken to overcome these difficulties



Student Document

1. PROJECT IDEA



Your teacher has given you an idea for a project. Now you need to interpret it so that you can make it your own. Brainstorm with your team members to clearly define this project idea. This document presents some tools to help you with this step: first, some notions of creativity are explored so that you can develop your own definition of the project; then, you will explain your choice; and lastly, you will identify the resources available to you to carry the project through to completion.

The project idea is based on the observation, analysis and understanding of a given situation. In fact, the project becomes meaningful when it contributes to improving quality of life or collective wealth, be it economic, cultural, humanitarian or ecological.

To enjoy the experience, the project must appeal to the team members; the members must each be able to relate to the project and want to be involved in carrying it out.

In order to clearly define the project, students must be familiar with the situation presented or selected. Creativity comes into play when honing in on the situation and analyzing it. Students must demonstrate in what ways their project is innovative and how it meets a need.

The following section provides several notions of creativity that may be helpful in interpreting and defining your project.

CREATIVITY

Some people's minds are constantly filled with new ideas; everything becomes an opportunity to explore, to experience something new. But not everyone is like this, so this section provides some tips on stimulating your creativity, so that you can use it as a distinct aspect of your personality and be an asset to your team.

First, a working definition of creativity is presented as well as the main elements that comprise it. Then, we will look at how these concepts can be used to identify the innovative aspects of a project.

Definition of creativity

The simplest definition of creativity is the ability to contribute something new. But what is "something new"? For whom? In which circumstances? etc. In fact, newness must be perceived as such by persons other than the individual introducing the new idea.

- *Importance of knowing yourself well so that you can optimize your involvement in the project.*
- *Show your creativity in your interpretation of the project proposed by the teacher.*
- *Creativity is the ability to contribute something new.*



- *Regularity, newness and acknowledgment of this newness are the three basic components generally present in creativity.*
- *An individual's ability to find a new idea as part of a project, among other things, stems from personal knowledge of the field related to the project.*
- *Your idea must be original, but also accepted.*
- *Tips for promoting creativity*

According to Jacques Baronet,⁹ creativity is: *“the ability to **regularly** find solutions to problems, to construct new products, to define new questions in a given field, in a manner that is, at least initially, considered **new or original**, but which is ultimately accepted and **recognized**, and sometimes even compensated within a given cultural framework.”*

Regularity, newness and acknowledgment of this newness are the three basic components generally present in creativity. Regularity refers to the creative person, an individual who, in the face of different situations, shows a propensity for finding solutions to problems, perceiving an opportunity in a situation or thinking of a new way of doing things. Newness is generally what is associated with creativity: it is the scoop, the originality, the audacity, the innovation. Acknowledgment by others is an important aspect, because without it, the newness does not have any value. If you are suggesting a new way of doing things, but others do not acknowledge or accept it, then this new idea has little value. Your idea must be original, but also accepted.

The creative process

An individual's ability to find a new idea as part of a project, among other things, stems from personal knowledge of the field related to the project, which may, for example, be the field of study. The knowledge that you have acquired to date in your field of study

9. Filion, Louis Jacques et al. *Réaliser son projet d'entreprise. Une initiation complète au métier d'entrepreneur* (Montréal: Collection Entreprendre, 2001), 101 (free translation).

helps you perceive problems or uncomfortable situations for which you can find solutions. Your grasp of the situation, of the problem to be resolved, puts you in a state of creativity, where you can resolve this problem in an innovative manner.

For example, in 1942, the chemist Edwin Land created the Polaroid when he felt a need to have immediate access to his vacation pictures. Similarly, your understanding of a problem in Peru's daycares could result in developing a humanitarian aid project for this country. This project could propose a new approach to a problem, one that is recognized and accepted but that has not been previously used in this country: in short, an interesting opportunity to improve an existing service.

Several elements that promote creativity

The first element that fosters creativity is solitude. It is important to isolate oneself from all outside influences. Right before going to sleep is an ideal time for new ideas to emerge: rational barriers fall to the side, the imagination takes over and a state of semi-consciousness is conducive to analyzing different situations. To promote creativity, you must be open to change and be curious. These tips can help:

- write down the first idea that comes to mind, without changing or criticizing it
- note your thoughts, the ideas that cross your mind
- do things that you would normally not do, such as taking a different route home or doing a sport that you have



never done before, cooking a new meal, watching a TV program that you do not usually watch

- frequent new places and people

In the midst of a creative process, most of all, you should not be afraid of making mistakes. If you immediately strive for the perfect idea, you will be limiting yourself and might bypass some of the best ideas. You also need to set aside enough time, because good ideas often come at the end of the process. You must persevere to the end of the process if you want to fully benefit from it.

The more you are familiar with the field of the project, the more easily new ideas will emerge that will be recognized and accepted by those working in that field.

Lastly, before choosing what you feel is the best idea, you can develop a tool to help you evaluate the ideas put forth by team members. The following questions can help you analyze ideas and choose the most appropriate for the project:

- Do you have the resources to implement this idea (people, time, money if needed, knowledge, etc.)?
- Would this idea be easy to carry out?
- Does this idea bring any interesting and innovative aspects to the project?
- Does this idea make it possible to better meet the need that was identified for the project?

DEFINING THE PROJECT

The information provided previously helped you generate a number of ideas that you can now use to define your project. Here, you will describe the basic idea for your project, its “raison d’être.” Describe your project in a few sentences: what the project entails, the field of activity concerned, where the project will be carried out. Also highlight the project’s innovative aspects, its potential, its particular features, and demonstrate how it meets the target clientele’s need. Answer the following questions when defining the project:

- What clientele is your project targeting?
- What services are you offering? It is important to clearly define your idea.
- What are your project’s objectives?
- Do you have any limitations in terms of time available to devote to the project, skills, geographical location? Do you need a team?

Your definition must clearly describe the nature of your project, the main features of the product or service, and the target market. It may prove interesting to see what your family and friends think about your project. They might even have some interesting ideas that could improve it. Take the opportunity to also find a name for your project.

- *Your definition must clearly describe the nature of your project, the main features of the product or service, and the target market.*



PRESENTATION CRITERIA

A team presentation

Short text of approximately 150 words
(maximum 300)

Quality of the presentation and of English

Inclusion of all points to be covered:

- project name
- target clientele
- target objectives
- identified limitations

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- describe your contribution to the project idea
- describe the components of the project that you found the most interesting
- describe the components of the project that you found the most difficult

Evaluation criteria for the logbook:

- a presentation by each team member
- a text of a maximum of 300 words that includes the three points to be mentioned
- clear demonstration that they have understood the project
- quality of the presentation and of English



Student Document
2. THE TEAM



Now that you have defined your idea for the project, it is time to show that you have the resources to carry it out. This step involves identifying each team member's qualities, skills and experiences.

You will do this part of the project on your own, although the team members will read each other's work to ensure that all the elements have been included. Answer the following questions:

1. What motivated you to commit to this project?

The project definition and your logbook for Step 1 will help you answer this question.

2. What are your personal objectives?

Your personal objectives may be to acquire specific experience related to your career choice and program of study, to play a meaningful role in society, to contribute to carrying out a concrete project, etc.

3. How much time are you prepared to devote to the project?

This aspect is important in defining the scope of the project and in setting realistic expectations with your team members and clientele.

4. What are your specific skills?

You have strengths and skills that you have acquired through different work or life experiences and that can be assets to the project.

5. Which of the competencies that you acquired through your program of study will help you carry out this project?

Through your program of study, you have acquired knowledge and experience in a multitude of situations. Analyze the courses that you have taken (course outlines) and identify the competencies that you have acquired that will be useful to the project. Your teachers can also help you identify these competencies.

6. Which entrepreneurial attributes do you possess that will help you in carrying out this project?

To help you identify your entrepreneurial attributes, your teacher has an activity that will help you define your entrepreneurial profile.

- *Identify each team member's qualities, skills and experiences.*



PRESENTATION CRITERIA

Presentation by each team member

Presentation of a personal assessment (2 to 3 pages)

Quality of the presentation and of English

Inclusion of all points to be covered:

- name and contact information
- motivation and personal objectives for the project
- time to invest

- specific skills (work and life experiences)
- competencies acquired during their studies
- personal entrepreneurial profile

THE LOGBOOK

For this part of the file, students insert their personal assessment in their logbook.



Student Document

3. CONTEXT OF THE PROJECT

Your project idea is starting to take shape. You are aware of the strengths that you can bring to the project. Now it is time to define the target clientele. Who is your average customer? Where can your customers be found? How many people are ready to take advantage of your product or service? Do other similar projects exist? Is there a real demand for what you are offering? To answer these questions and accurately define the context of your project, you need to specify the location of your project, the market and its segmentation, the potential competition and potential income.

3.1 SECTOR OF ACTIVITY

You will do some research to choose the most appropriate sector for your project and you will explain your choice. Emploi-Québec defines 33 sectors of activity. Consult the Web site at http://imt.emploiquebec.net/mtg/inter/nonc/ache/contenu/asp/mtg941_accueil_angl_01.asp. This information will help you choose the sector and guide your research.

Once you have identified the sector, you can start gathering information on it. Is the sector experiencing growth? For example, if you decide to offer exercise classes for seniors, your project falls in a growth sector. What makes you think that your project meets a need and that this need will grow?

3.2 LOCATION

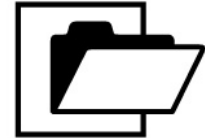
Next, you will specify your project's location. It may take place at the college, or elsewhere. Define your needs in terms of the premises required, the availability of the premises, the importance of being able to easily access the premises, and any applicable costs.

3.3 TARGET MARKET AND CLIENTELE

3.3.1 Target Market

The target market must be defined so that its potential can be assessed. Are your customers college students, elementary school students or seniors in the community? You may need to make some calls in order to obtain information on the market potential.

The territory that the project will cover may be the college or one or more cities or towns in your region.



- *Further detail your project.*
- *Identify the project's sector of activity and obtain information on trends for this sector.*
- *Where will the project be carried out?*



- *Accurately describe the target market and clientele.*
- *Know your competition so that you can give your project an edge.*

Statistics should be gathered on the following:

- the number of persons in the territory, for example, the number of students and employees at the college (depending on the project), or the number of residents in the territory
- knowing how your clientele breaks down in terms of gender may be useful. The college administration or municipal offices can help you get this information.
- an estimate of the average yearly income of students and employees or, depending on the project, of families in the territory, as well as the amounts generally spent on recreation or meals.

3.3.2 Target Clientele

You must define your clientele, and provide their age group as well as certain characteristics that you consider important. For example, your clientele may include college students and employees, which are comprised of two groups: young adults 17 to 25 years old on average and adults 20 to 65 years old. This English-speaking customer base totals 3 000 students and 500 employees. You could also form subgroups, such as students in technical training programs and students in pre-university education, support staff, teachers and management. Define the category or categories that you will be focusing on and estimate the numbers.

You also need to specify your needs and requirements for each category of target

clientele. As well, determine the number of persons that you wish to reach with your project as this will allow you to assess what you could earn and what you need to earn.

3.4 THE COMPETITION

Depending on your project, you may need to identify the competition. If you plan on organizing an event and you learn that another event is taking place the same week, you may decide to change your date. Similarly, if you want to offer hot meals to seniors in a town, check to see if this service already exists, and if so, demonstrate how your project differs from the competition. To do so, you need to gather information on the competition and describe what it offers so that you can explain your competitive edge. For a project that involves producing products, it would be important to know the products that each of your competitors offers, the production capacity, and how the products are offered to customers. In the example of hot meals for seniors, it would be useful to know the variety and types of meals offered, the production capacity according to the kitchen size, the way in which meals are offered to customers (home delivery, pickup, etc.) and the range of sales prices. To obtain this information, simply call and explain that you are a student doing an assignment.



3.5 POTENTIAL INCOME

Projects obviously involve certain expenses, and if there are expenses, then there should be some income to offset them. Potential income could come from a number of sources: funding from student services or from the college foundation; outside sponsorships; the sale of goods. The sources of potential income must be identified as realistically and accurately as possible. If you are selling a product or service, the cost must reflect the market (the competition) while remaining competitive in terms of sales price and type of product or service offered.

For products, once the sales price has been determined, multiply it by the quantity produced in order to obtain the potential income. For an event, income is earned by selling tickets. The number of estimated visitors multiplied by the cost per ticket will give the potential income. Lastly, for a service, the cost of the service multiplied by the number of potential customers provides an estimate of the potential income.

Obviously, there are other advantages besides financial ones in carrying out the project. The benefits may be numerous: learning about the entrepreneurial process, offering a service that meets a community need; a sense of personal accomplishment, etc.

PRESENTATION CRITERIA

Team presentation

Text of approximately 1 000 words (5 pages)

Quality of the presentation and of English

Inclusion of all points to be covered:

- the sector and its stage of growth
- the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location)
- the target market and clientele (territory, statistics)
- the competition and ways of differentiating the project
- potential income (supporting documents required)
- list of main sources of information

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, answering these questions:

- how did you contribute to defining the context of the project? (provide a brief description)
- what were the main difficulties encountered in defining the context of the project?
- what means did you take to overcome these difficulties?
- given the information provided on the context of the project, what are the chances of your project succeeding? Explain.

- *Assess the potential income and the other benefits to be gained from the project.*





Student Document

4. CHARACTERISTICS OF THE OFFER



You have identified your sector of activity, your project's location, the target market, the competition and the potential income. Now you need to define what you will be offering your customers and how you will offer it. You will determine ways of meeting your income forecast. For this step, you first need to know your clientele very well so that you can define the characteristics of your offer.

What better way to learn about your customers than to meet with them and ask them questions? Prepare a short questionnaire of roughly 10 questions that customers can answer in 5 minutes at most. Have about 20 customers complete it. The information obtained will be very valuable in confirming your clientele's expectations and needs.

The information that you have collected in the preceding steps will help you prepare the questionnaire. The answers to the questions should allow you to describe your clientele (age group, occupation, gender, origin), and be related to your product or service: expectations regarding this type of service or product, selection criteria (sales price, quality, quantity, other relevant aspects), accessibility, services offered, etc. We suggest that you use multiple-choice questions with an *Other* option where respondents can expand on their answer.

Once you have all your completed surveys, compile the results so that they can be used for the remaining steps of the project.

4.1 DESCRIPTION OF THE PRODUCT, SERVICE OR EVENT

Here you will present your product, service or event and describe how it will meet your customers' expectations and needs, how it differs from the competition and how it is innovative. Also, specify the name of your product and give your project a title, providing explanations for your choices.

4.2 ESTABLISHMENT OF SALES PRICES

Several elements must be considered before establishing sales prices. Firstly, it is important to specify that each situation is unique and needs to be evaluated individually. Two basic factors come into play when setting sales prices: the income required to cover expenses and provide an interesting profit (if that is one of your objectives); and the consumer's perception of the value of the product, service or event. Table P.8 presents the main elements to be considered.

- *Survey your clientele so that you can better know and meet their expectations.*



- *Two basic factors contribute to establishing sales prices: the income required to cover expenses and provide an interesting profit (if that is one of your objectives); and the consumer's perception of the value of the product, service or event.*

TABLE P.8 *Main elements to be considered when establishing sales prices*

Elements	Additional Information
The competition	The competition's prices are an important barometer. Identify your competitive edge: your product or services may offer more and consequently, your price may be perceived as more advantageous.
Economic conditions	A favourable economic context will make customers less concerned about sales prices.
Ease of supply	The possibility of obtaining products at advantageous prices means that meals are sold at lower prices.
The quality of the merchandise	The higher the quality of the products, the more expensive they are; this will directly impact the sales price.
The clientele	Your customers may not have a great deal of income and the sales price must take this into account. Also, some customers will be more sensitive than others to pricing.
Sales volume	The more customers, the lower the fixed expenses (rental of premises, telephone charges, etc.) per customer and the lower the production costs.
The characteristics of your offer	The innovative aspect of your offer as well as its specific advantages influence the sales price. For example, selling merchandise in order to raise funds for a humanitarian aid project impacts the customer's sensitivity to the price. The customer will probably be willing to pay more.

- *Show that the various factors have been considered in establishing a sales price.*

Define the profit margin that you would like, describe all your expenses, know the competition's prices, and show how you arrived at your estimated sales price. Explain how you took into account the various factors in establishing this sales price.

4.3 DISTRIBUTION OF YOUR OFFER

Define how you will distribute your offer to customers. Here are a few examples:

- For an event, securing a location for the show is a way of making the event accessible. Describe the features of the room and how you plan on selling tickets, if applicable.
- For an information booth, you could describe how the information will be conveyed to customers; for example, two persons could be present at the booth at the same time, from 11:00 a.m. to 2:00 p.m., information pamphlets could be handed out, etc.



- In the example of hot meals for seniors, you could describe how customers will obtain these meals. If the meals are to be delivered, describe the service. If the meals are to be served at a table, you could describe the features of the dining room, etc.

PRESENTATION CRITERIA

Team presentation

Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation)

Quality of the presentation and of English

Inclusion of all points to be covered:

- the questionnaire and the results of the compilation
- the description of the product, service or event

- establishment of sales price
- distribution of the offer

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, answering these questions:

- how did you contribute to defining the characteristics of the offer? (provide a brief description)
- what were the main difficulties encountered in this step?
- what means did you take to overcome these difficulties?
- given the information provided up to now, do you still believe your project will succeed? Explain.

- *Define how your offer will be distributed to your clientele.*





Student Document
5. COMMUNICATION PLAN



Once your offer has been well defined, you need to determine how you will communicate this offer to your clientele and whether any promotions and after-sales service will be offered, if applicable.

PUBLICITY AND PROMOTION

Which methods did you select to attract your customers' attention? Today, people are inundated with information, so you need to "hook them in," while staying within your budget. First, identify the media that you can use to reach your customers, then the message you wish to convey. For example, a college already has methods of communicating with people: internal newsletter, bulletin board, portal, mass mailings, etc. Municipalities have local newspapers, which are often expensive, but other means may also be available through community groups, for example. It all depends on your project and budget. Learn about the costs of advertising in the various media and establish a budget before making your choices.

Promotional activities are used to advertise your offer. You could decide to have a draw to attract customers, offer group rates or give discounts based on the amounts

purchased. Once you have made your choices, you can develop a schedule of activities that details the promotional costs and dates.

PRESENTATION CRITERIA

Team presentation

Text of approximately 300 words (1½ pages)

Quality of the presentation and of English

Inclusion of all points to be covered:

- a table presenting the methods selected, the cost, the frequency of the advertising, the duration, the dates
- explanation of the choices made

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- briefly describe your contribution to defining the publicity and promotion
- provide your personal assessment of the methods selected

- *Communicate your offer to your clientele.*

- *Develop a schedule of activities that details promotional costs and dates.*





Student Document

6. ACTION PLAN



The preceding steps described **the what** of the project; the action plan describes **the how**. The project's action plan answers the following questions: How do we proceed? What is the best way to carry out the project?

This step is more demanding for projects that involve producing products rather than offering a service. A series of questions have been included to help you prepare your action plan.

6.1 PROJECT SITE

You must first describe what you require in terms of a site for your project. In Step 3, you briefly described the location of the project, your needs with respect to premises and the possible cost of these premises. Here, you need to be more detailed and specify how the premises will be set up. Your answers to the questions below will help you describe the project site.

What type of site do you require? Do customers and suppliers need to be able to access it? Answer these questions, providing explanations that take into account your project's specific characteristics.

Where is your site located? At the college, in a school, in the municipality's recreation department? In your home?

Are there any fees associated with using these premises? What steps should be taken in order to have access to these premises?

6.2 SITE IMPROVEMENTS

What equipment is needed for the project? Make a brief list. Is this equipment already available at the site? If not, should you lease or buy it? What are the potential costs involved?

Make a rough layout plan of your premises.

6.3 SUPPLIES

Supplies are more of an issue for projects that involve producing products. Who might your suppliers be? What is your storage capacity? What are the usual payment terms and conditions?

6.4 PROJECTS INVOLVING PRODUCTS OR SERVICES

Now it is time to describe how you will produce your product or provide your service. What are the major steps involved in producing your finished product? For example, to offer data entry and document formatting services, the finished product

- *The action plan describes how the project will be carried out.*
- *Describe your needs in terms of the project site and layout of the premises.*
- *Supplies are more of an issue for projects that involve producing products.*



must be an attractive document that meets the customer's requirements. The following steps are involved:

- 1) Have on hand different models that you can show customers to help them make choices and clarify their expectations.
- 2) Meet with customers to ensure that you understand their expectations, take note of their requirements, and receive the document to be processed.
- 3) Keyboard and format the document.
- 4) Print the document (if requested).
- 5) Give the final document to the customer (in printed or electronic version, depending on the request).

6.5 LABOUR REQUIREMENTS

For each step involved in producing a product or providing a service, you must indicate your labour requirements. List only the job titles as you will provide detailed information in the next step that deals with preparing a human resources plan.

Once you have completed your analysis, prepare your action plan in the form of a table, as presented in Table P.9.

TABLE P.9 *Outline of an action plan that can be adapted and expanded on*

Means	Resources	Estimated cost	Schedule	Comments
Objective: SEEK FINANCING				
Apply for a grant Apply for a loan Find seed money	<ul style="list-style-type: none"> • Local development centre (CLD), college foundation • Financial institution • Student in charge of the project's financing 		Weeks 1 and 2	
Objective: PURCHASE THE REQUIRED MATERIALS AND EQUIPMENT				
Order by catalogue Visit a supplier Have materials and equipment delivered	<ul style="list-style-type: none"> • Student in charge of purchasing 		Week 1	Validate with your teacher



Means	Resources	Estimated cost	Schedule	Comments
Objective: SET UP THE PREMISES				
Set up materials and equipment Clean and dust Have electricity connected Do the woodworking and painting Etc.	All team members		Weeks 2 and 3	
Objective: PUBLICIZE THE PRODUCT OR SERVICE				
Develop a message Make a poster Send the message to the student newspaper	Student in charge of communications The college's communication department Local newspaper		Week 2	
Objective: START OPERATIONS				
Provide the service upon request Produce the products and sell them	Student in charge of operations All team members involved in the production Raw materials and equipment according to the type of project		Week 4	
Objective: EVALUATE HOW THE PROJECT IS PROCEEDING				
Evaluate customer satisfaction by contacting them or having them complete a short evaluation form	Student in charge of customer service Student in charge of operations		Week 4 and ongoing	



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Means	Resources	Estimated cost	Schedule	Comments
Objective: MAKE ANY NECESSARY ADJUSTMENTS				
Improve the offer according to the comments received	All team members		Ongoing	



PRESENTATION CRITERIA

Team presentation

Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan)

Quality of the presentation and of English

Inclusion of all points to be covered:

- description of the project site
- description of any improvements to be made to the premises
- description of how raw materials will be supplied for projects that involve producing products
- description of the steps involved in producing a product or providing a service

- labour requirements (list only of the personnel required)
- a table presenting the action plan
- explanation of the choices made

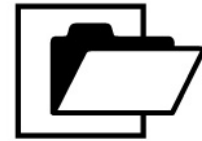
THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- briefly describe your contribution to defining the action plan
- provide your personal assessment of the methods selected



Student Document
7. HUMAN RESOURCES PLAN



In Step 2, you identified each team member's skills. Now it is time to give each member a title and a job description, taking care to capitalize on the strengths of each as much as possible.

Clearly describe each team member's tasks by referring to the action plan and all the information that you have on the project.

Find a title for each position required (production manager, quality control manager, customer service manager, cost control manager, etc.), describe the main tasks associated with each position, and establish the working hours for each position. Table P.10 provides an example for a production manager.

- *Find a title for each position required for your project, describe the main tasks associated with each position, and establish the working hours for each position.*

TABLE P.10 *Example of the job description for the student in charge of production*

Title	Production manager
Main tasks	Coordinate the purchasing of equipment. Supervise and participate in setting up the premises. Ensure supplies of raw materials. Ensure that food is properly stored. Coordinate the inventory. Supervise and participate in production tasks. Supervise and participate in maintenance tasks.
Schedule	Monday to Friday from 11:00 a.m. to 2:00 p.m.
Person in the position	Mark: Monday and Wednesday Helen: Tuesday and Thursday Pierre: Friday
Comments:	

The different job positions depend on the number of students on each team. The nature of the project also influences the tasks to be carried out. Table P.11 provides examples of the types of responsibilities that may be assigned, according to whether your project's objective is to produce a product,

offer a service or hold an event. Depending on the number of students participating in the project, each team member should be assigned one or more responsibilities

- *The nature of the project and the number of persons on the team directly influence the distribution of tasks.*



TABLE P.11 *Examples of the responsibilities that may be assigned to each team member*

Producing a product	Offering a service	Holding an event
In charge of finances: <ul style="list-style-type: none"> • control of income and expenses • preparation of financial statements 	In charge of finances: <ul style="list-style-type: none"> • control of income and expenses • preparation of financial statements. 	In charge of finances: <ul style="list-style-type: none"> • control of income and expenses • preparation of financial statements
In charge of communications	In charge of communications	In charge of communications
In charge of purchasing: <ul style="list-style-type: none"> • purchase of raw materials 	In charge of operations: <ul style="list-style-type: none"> • setup of premises and equipment required for offering the service 	In charge of operations: <ul style="list-style-type: none"> • setup of premises and equipment required for holding the event
In charge of producing the product	In charge of providing the service (quality, location of resources required)	In charge of preparing and holding the event (quality, location of resources required)
In charge of quality	In charge of sales and customer service	In charge of ticket sales and customer service
In charge of distribution		
In charge of sales and customer service		
Operators—manufacturing the product		



PRESENTATION CRITERIA

Team presentation

Presentation in the form of a table, as shown in the example

Clear description of tasks for each position required to carry out the project

Quality of the presentation and of English

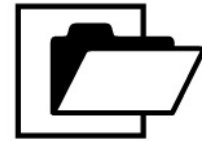
THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- present the tasks that were assigned to you
- make the connection between your tasks and the personal assessment you conducted in Step 2



Student Document
8. FINANCING PLAN



Rarely can a project be carried out without any expenses being incurred. This step involves assessing the project's start-up and operating costs. You need to estimate the initial investment required and where it will come from. The process is much simpler if you are providing the initial investment yourself or if your teacher has a budget for the project; otherwise you must identify possible sources of financing and prepare to convince a potential lender to advance you the required funds. You must develop a clear, easily understandable case that is backed up by numbers that show the project's potential.

The financing plan is carried out in three steps.

8.1 START-UP FUNDS

After having determined what you and your team can provide in terms of materials, furniture or equipment, prepare a list of what

you need, for example, computer equipment, raw materials to produce a product or civil liability insurance at a cost of \$700. For a project that involves selling calendars as part of a fundraising campaign, for example, you may be able to use the college's computer and printer, but you might have to purchase your own glossy paper and binding. You therefore need to estimate the amount of materials required.

8.2 SOURCES OF FINANCING

In this step, you will describe how you plan on meeting your financial needs. Table P.12 uses the example of calendars and suggests how the sources of financing could be presented.

- *Rarely can a project be carried out without any expenses being incurred.*

TABLE P.12 *Example of sources of financing for a calendar sales project*

Materials required	Estimated value
Premises, computer, printer and desk provided by the college: value of	\$5 000
Investment by team to purchase materials:	\$100
Grant from the college foundation:	\$100



- *The income statement forecast indicates the projected sales and the expenses that will be incurred to achieve these sales.*

8.3 INCOME STATEMENT FORECAST

An income statement forecast indicates the projected sales and the expenses that will be incurred to achieve these sales. The difference between the two represents the profit or loss for a fiscal period that is usually one year, but that in this context of a

college project, may also be several weeks, depending on the project.

In Step 3, you assessed your market and potential income. This information will be very helpful in preparing your income statement forecast. For a calendar sales project, the forecast could resemble the example in Table P.13.

TABLE P.13 *Example of an income statement forecast for a calendar sales project*

For the period ended December 10, 20XX

INCOME

Sales \$750

Gross profit \$750

EXPENSES

Publicity \$40

Office supplies \$150

Materials \$50

Miscellaneous \$25

Total expenses \$265

PROFIT \$485

PRESENTATION CRITERIA

Team presentation

Presentation of start-up funds, sources of financing and the income statement forecast

Accurate calculations

Quality of the presentation and of English

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, answering these questions:

- how did you contribute to developing the financing plan?
- what were the main difficulties encountered?
- what means did you take to overcome these difficulties?





Student Document
9. PROJECT IMPLEMENTATION AND EVALUATION



9.1 IMPLEMENTATION

This step is the culmination of the project, where the individual strengths of each team member and the numerous skills you acquired through your studies and personal experience are utilized and built on.

You have your project idea, you know each team member's strengths, you have defined the context for your project, you know your target market and the characteristics of your offer, you know how you plan on offering your project to your clientele, and you have prepared your communication plan.

Now you will apply the action plan you prepared in Step 6 as well as the human resources plan in Step 7. It is time to step

into action! Each team member will prepare a personal work plan that takes into account their respective responsibilities. For example, the communications manager defines the message to be conveyed, validates it with the team and with potential customers, designs posters or writes a press release, records a message for the student radio station, etc.

9.2 EVALUATION

The evaluation consists in reviewing or assessing the results of the project. Table P.14 presents a list of questions to help you evaluate your project.

- *It is time to step into action!*

TABLE P.14 *Questions to help in evaluating the entrepreneurial project*

1. Did you meet the objectives identified in Step 1?
2. Did you meet your personal objectives?
3. Which of your competencies (personal and acquired in your program of study) were the most useful?
4. Which entrepreneurial qualities were the most useful to you?
5. Have you identified the strengths and weaknesses of your project site? Explain.
6. Did you target the right clientele? Explain.
7. Did you accurately identify the potential competition?
8. How would you qualify the sales price established? Was it too high, too low? Explain.
9. Were the means chosen to provide your service appropriate? Explain.
10. Was your communication plan effective? Explain.
11. Were the responsibilities distributed and the work organized effectively? Explain and suggest possible improvements.

- *A list of questions to help you evaluate the project experience*



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12. Did you meet your financial objectives? Which factors contributed to the results obtained?
13. As a team, indicate three to five elements that you found especially interesting in carrying out this project.
14. As a team, indicate three to five elements that you found especially difficult in carrying out this project. Explain why and suggest ways of overcoming these difficulties.
15. Individually, indicate two aspects that you enjoyed and two that you appreciated less, and explain why.



PRESENTATION CRITERIA

Team presentation

Responses to the first 14 questions in the evaluation of the entrepreneurial project

Presentation of a document in the form of questions and answers

Well-supported answers provided to questions

Quality of the presentation and of English

THE LOGBOOK

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- describe your contribution to carrying out the project
- present your response to question 15
- identify the main difficulties encountered
- indicate the means taken to overcome these difficulties



Student Document
10. PROJECT FILE



PRESENTATION INSTRUCTIONS

Table P.15 presents the different parts of the project file and their components

Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
1. Define their project idea.	<p>A team presentation</p> <p>Short text of approximately 150 words (maximum 300)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • project name • target clientele • target objectives • identified limitations 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • describe your contribution to the project idea • describe the components of the project that you found the most interesting • describe the components of the project that you found the most difficult <p>Evaluation criteria for the logbook:</p> <ul style="list-style-type: none"> • a presentation by each team member • a text of a maximum of 300 words that includes the three points to be mentioned • clear demonstration that they have understood the project • quality of the presentation and of English



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Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
<p>2. Describe the team's strengths and weaknesses in carrying out the project.</p>	<p>Presentation by each team member</p> <p>Presentation of a personal assessment (2 to 3 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • name and contact information • motivation and personal objectives for the project • time available to invest in the project • skills (work and life experiences) • competencies acquired during their studies • personal entrepreneurial profile 	<p>For this part of the file, students insert their personal assessment in their logbook.</p>
<p>3. Define the context of the project.</p>	<p>Text of approximately 1 000 words (5 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the sector and its stage of growth • the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location) • the target market and clientele (territory, statistics) • the competition and ways of 	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> • how did you contribute to defining the context of the project? (provide a brief description) • what were the main difficulties encountered in defining the context of the project? • what means did you take to overcome these difficulties? • given the information provided on the context of the project, what are the chances of your project succeeding? Explain.



Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
<p>3. Define the context of the project.</p>	<p>Text of approximately 1 000 words (5 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the sector and its stage of growth • the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location) • the target market and clientele (territory, statistics) • the competition and ways of differentiating the project • potential income (supporting documents required) • list of main sources of information 	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> • how did you contribute to defining the context of the project? (provide a brief description) • what were the main difficulties encountered in defining the context of the project? • what means did you take to overcome these difficulties? • given the information provided on the context of the project, what are the chances of your project succeeding? Explain.
<p>4. Describe their offer.</p>	<p>Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the questionnaire and the results of the compilation • the description of the product, service or event • establishment of sales price • distribution of the offer 	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> • how did you contribute to defining the characteristics of the offer? (provide a brief description) • what were the main difficulties encountered in this step? • what means did you take to overcome these difficulties? • given the information provided up to now, do you still believe your project will succeed?



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Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
		Explain.
5. Define their communication plan.	<p>Text of approximately 300 words (1½ pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • a table presenting the means selected, the cost, the frequency of the advertising, the duration, the dates • explanation of the choices made 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • briefly describe your contribution to defining the publicity and promotion • provide your personal assessment of the methods selected
6. Develop their action plan.	<p>Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • description of the project site • description of any improvements to be made to the premises • description of how raw materials will be supplied for projects that involve producing products • description of the steps involved in producing a product or providing a service • labour requirements (list of personnel required only) • a table presenting the action plan • explanation of the choices made 	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • briefly describe your contribution to defining the action plan • provide your personal assessment of the methods selected



Entrepreneurial process	Team involvement	Individual involvement
	Preparation of a project file	Preparation of a logbook highlighting the learning acquired
7. Develop their human resources plan.	<p>Presentation in the form of a table, as shown in the example</p> <p>Clear description of tasks for each job position required to carry out the project</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • present the tasks that were assigned to you • make the connection between your tasks and the personal assessment you conducted in Step 2
8. Develop their financing plan.	<p>Presentation of the need for start-up funds, sources of financing and the income statement forecast</p> <p>Accurate calculations</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, answering the following questions:</p> <ul style="list-style-type: none"> • how did you contribute to developing the financing plan? • what were the main difficulties encountered? • what means did you take to overcome these difficulties?
9. Implement and evaluate the project	<p>Responses to the first 14 questions in the evaluation of the entrepreneurial project</p> <p>Presentation of a document in the form of questions and answers</p> <p>Well-supported answers provided to questions</p> <p>Quality of the presentation and of English</p>	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • describe your contribution to carrying out the project • present your response to question 15 • identify the main difficulties encountered • indicate the means taken to overcome these difficulties

EVALUATION CRITERIA FOR PROJECTS THAT INVOLVE PRODUCING PRODUCTS OR PROVIDING SERVICES

The work will be evaluated based on the following criteria:



ENTREPRENEURIAL PROJECT

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- inclusion of all points to be covered
- well-supported statements
- quality of the presentation and of English



EVALUATION GRID
THE TEAM'S PROJECT FILE

STEPS	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
1. Define their project idea.	<p>A team presentation</p> <p>Short text of approximately 150 words (maximum 300)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • project name • target clientele • target objectives • identified limitations 	0%	4%	7%	10%
2. Describe the team's strengths and weaknesses in carrying out the project.	<p>Presentation by each team member</p> <p>Presentation of a personal assessment (2 to 3 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • name and contact information • motivation and personal objectives for the project • time available to invest in the project • skills (work and life experiences) • competencies acquired during their studies • personal entrepreneurial profile 	Individual evaluation in the logbook			



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Getting Down to Business

STEPS	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
3. Define the context of the project.	<p>Text of approximately 1 000 words (5 pages)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the sector and its stage of growth • the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location) • the target market and clientele (territory, statistics) • the competition and ways of differentiating the project • potential income (supporting documents required) • list of main sources of information 	0%	4%	7%	10%
4. Describe their offer.	<p>Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation)</p> <p>Quality of the presentation and of English</p> <p>Inclusion of all points to be covered:</p> <ul style="list-style-type: none"> • the questionnaire and the results of the compilation • the description of the product, service or event • establishment of sales 	0%	6%	10%	15%



STEPS	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
4. Describe their offer.	Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation) Quality of the presentation and of English Inclusion of all points to be covered: <ul style="list-style-type: none"> • the questionnaire and the results of the compilation • the description of the product, service or event • establishment of sales price • distribution of the offer 	0%	6%	10%	15%
5. Define their communication plan.	Text of approximately 300 words (1½ pages) Quality of the presentation and of English Inclusion of all points to be covered: <ul style="list-style-type: none"> • a table presenting the means selected, the cost, the frequency of the advertising, the duration, the dates • explanation of the choices made 	0%	4%	7%	10%
6. Develop their action plan.	Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan) Quality of the presentation and of English Inclusion of all points to be covered: <ul style="list-style-type: none"> • description of the project site • description of any 	0%	4%	7%	10%



ENTREPRENEURIAL PROJECT

Getting Down to Business

STEPS	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
	<p>improvements to be made to the premises</p> <ul style="list-style-type: none"> • description of how raw materials will be supplied for projects that involve producing products • description of the steps involved in producing a product or providing a service • labour requirements (list of personnel required only) • a table presenting the action plan • explanation of the choices made 				
7. Develop their human resources plan.	<p>Presentation in the form of a table, as shown in the example</p> <p>Clear description of tasks for each job position required to carry out the project</p> <p>Quality of the presentation and of English</p>	0%	4%	7%	10%
8. Develop their financing plan.	<p>Presentation of the need for start-up funds, sources of financing and the income statement forecast</p> <p>Accurate calculations</p> <p>Quality of the presentation and of English</p>	0%	4%	7%	10%
9. Implement and evaluate the project.	<p>Responses to the first 14 questions in the evaluation of the entrepreneurial project</p> <p>Presentation of a document in the form of questions and answers</p> <p>Well-supported answers</p>	0%	10%	15%	25%



STEPS	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
9. Implement and evaluate the project.	Responses to the first 14 questions in the evaluation of the entrepreneurial project Presentation of a document in the form of questions and answers Well-supported answers provided to questions Quality of the presentation and of English	0%	10%	15%	25%



EVALUATION GRID
LOGBOOK

STEPS	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
1. Define their project idea.	<p>Working alone, team members make an entry in their respective logbooks for this step, specifying the following:</p> <ul style="list-style-type: none"> • describe your contribution to the project idea • describe the components of the project that you found the most interesting • describe the components of the project that you found the most difficult <p>A presentation by each team member</p> <p>A text of a maximum of 300 words that includes the three points to be mentioned</p> <p>Clear demonstration that they have understood the project</p> <p>Quality of the presentation and of English</p>	0%	4%	7%	10%
2. Describe the team's strengths and weaknesses in carrying out the project.	<p>For this part of the file, students insert their personal assessment in their logbook.</p>	0%	4%	7%	10%
3. Define the context of the project.	<p>Working alone, team members make an entry in their respective logbooks for this step, answering these questions:</p> <ul style="list-style-type: none"> • how did you contribute to 	0%	4%	7%	10%



ENTREPRENEURIAL PROJECT

Getting Down to Business

STEPS	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
	defining the context of the project? (provide a brief description) <ul style="list-style-type: none"> • what were the main difficulties encountered in defining the context of the project? • what means did you take to overcome these difficulties? • given the information provided on the context of the project, what are the chances of your project succeeding? Explain. 				
4. Describe their offer.	Working alone, team members make an entry in their respective logbooks for this step, answering these questions: <ul style="list-style-type: none"> • how did you contribute to defining the characteristics of the offer? (provide a brief description) • what were the main difficulties encountered in this step? • what means did you take to overcome these difficulties? • given the information provided up to now, do you still believe your project will succeed? Explain. 	0%	4%	7%	10%
5. Define their communication plan.	Working alone, team members make an entry in their respective logbooks for this step, specifying the following:	0%	4%	7%	10%



STEPS	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
5. Define their communication plan.	Working alone, team members make an entry in their respective logbooks for this step, specifying the following: <ul style="list-style-type: none"> • briefly describe your contribution to defining the publicity and promotion • provide your personal assessment of the methods selected 	0%	4%	7%	10%
6. Develop their action plan.	Working alone, team members make an entry in their respective logbooks for this step, specifying the following: <ul style="list-style-type: none"> • briefly describe your contribution to defining the action plan • provide your personal assessment of the methods selected 	0%	4%	7%	10%
7. Develop their human resources plan.	Working alone, team members make an entry in their respective logbooks for this step, specifying the following: <ul style="list-style-type: none"> • present the tasks that were assigned to you • make the connection between your tasks and the personal assessment you conducted in Step 2 	0%	4%	7%	10%
8. Develop their financing plan.	Working alone, team members make an entry in their respective logbooks for this step, answering the following questions: <ul style="list-style-type: none"> • how did you contribute to developing the financing 	0%	4%	7%	10%



REFERENCES



Entrepreneurial process	Resources to help the student carry out each step
1. Define their project idea.	<p>For certain steps of the project, the teacher could invite a speaker to give details on the step to be carried out. After learning about the students' project, the speaker could refer to his or her personal experience.</p> <p>Another teacher from the program, from another program or from the college's continuing education department could also be consulted.</p>
2. Describe the team's strengths and weaknesses in carrying out the project.	
3. Define the context of the project.	
4. Describe their offer.	
5. Define their communication plan.	
6. Develop their action plan.	
7. Develop their human resources plan.	
8. Develop their financing plan.	
9. Implement and evaluate the project.	

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

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

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



Conseil québécois de la coopération. The Conseil's mission is to represent the cooperative and mutualist movement, to defend the interests of its members and to work at improving the conditions for cooperative development. It brings together sectoral and regional cooperative organizations across Québec, which include more than 3 200 cooperatives and 39 mutuals. These enterprises employ 81 000 people and count more than 7 million members. For more information on cooperative education tools or for the contact information for the youth officer in the your region, visit <<http://www.coopquebec.coop/>>.

INTERESTING REFERENCE DOCUMENT

Québec. Ministère de l'Éducation, du Loisir et du Sport. Direction de la formation continue et du soutien. *Introduction to Entrepreneurial Culture. Project Development Guide for Teachers.* (Québec: Gouvernement du Québec, n.d.)

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<http://www.inforoutefpt.org/mse/documents/guidemesure_ang_compl.pdf>
(25 October 2006).



APPENDIX

**EXAMPLE OF AN
ENTREPRENEURIAL PROJECT**

**Cooperative cafeteria at the
Saint-Charles-sur-Richelieu elementary school**

“L’EAU À LA BOUCHE”

“Gastronomy is the art of using food to create happiness.”

Theodore Zeldin, sociologist and history professor (free translation)

Developed by: Isabelle Dagenais

Dietetics Technician

(as a student)



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PROJECT FILE

1. PROJECT DEFINITION

I noticed that students at my former elementary school are still not being offered hot meals even though enrollment has increased and most students eat their lunch at school because they take the school bus. After doing a short survey, I realized that parents would be happy to have access to a hot meal service. The demand is there and has not yet been met. Other students in my class and I therefore decided to apply our knowledge of nutrition and food service management in order to set up a cooperative school cafeteria that serves hot, nutritious meals to the students at Saint-Charles-sur-Richelieu elementary school. Since we were all studying full-time, we decided to share management tasks and to hire a parent to prepare the meals. We had to complete our assignment within a given time line, that is, the first seven weeks of the course.

2. PRESENTATION OF TEAM MEMBERS

See the logbook.

3. CONTEXT OF THE PROJECT

3.1 SECTOR OF ACTIVITY

According to Emploi-Québec, our project falls under the restaurant services sector of activity. We looked at the other sectors and felt this was the most appropriate one for our project because food services are a type of restaurant: only the customers and location (education sector) differ slightly.

The sector is expected to experience an annual growth of 1% to 2% from 2005 to 2009. Throughout Québec, cooks are among those occupations most in demand at this time.

3.2 LOCATION

A room at the school that is currently not being used will be the site for the project. It will be accessible during the school's normal hours, that is, when the janitor begins in the morning (6:30 a.m.) to when the doors are locked (5:00 p.m.). Because our service is nonprofit, we are not being charged for the room.

3.3 TARGET MARKET AND CLIENTELE

3.3.1 Target Market

The primary market is first and foremost comprised of students at the Saint-Charles-

PROJECT DEFINITION

- A team presentation
- Short text of approximately 150 words (maximum 300)
- Quality of the presentation and of English
- Inclusion of all points to be covered:
 - project name
 - target clientele
 - target objectives
 - identified limitations

CONTEXT OF THE PROJECT

- Text of approximately 1 000 words (5 pages)
- Quality of the presentation and of English
- Inclusion of all points to be covered:
 - the sector and its stage of growth
 - the project site (needs related to premises, availability of premises, importance of being able to easily access the premises, the costs, the planned location)
 - the target market and clientele (territory, statistics)
 - the competition and ways of differentiating the project
 - potential income (supporting documents required)



sur-Richelieu elementary school. Then, with a view to expanding and improving the service, the market could include the school's teachers as well as office and support staff.

There are approximately 200 students in kindergarten to grade six, and 9 to 11 adults: 6 to 8 teachers, 1 principal, 1 secretary and 1 janitor.

The market could also be expanded by offering a takeout counter for parents picking up their children.

3.3.2 Target Clientele

Initially, the target clientele comprises all students at the school, 5 to 12 years old. Girls make up 60% of the target clientele and boys, 40%. The clientele could also include adults (teachers, other school staff and parents). There are only two men among the staff: the principal and the janitor. Most of these adults live in the town, while some come from neighbouring communities.

3.4 THE COMPETITION

The main competition is the "lunchbox." Because the school is situated in a rural area, the children do not go home for lunch. Parents prepare their children's meals. We need to create a niche for ourselves by offering children healthy, inexpensive meals and freeing their parents from the drudgery of preparing lunches. This project will also employ a parent and generate profits that the school can use, for example, for field trips.

The competition for the takeout counter comes from sales points in the area (grocery stores, takeout/delivery restaurant menus, etc., offering the same service). This competition is very limited in Saint-Charles-sur-Richelieu; however, it is stronger in Mont-Saint-Hilaire, a city only 15 minutes from Saint-Charles. We need to show that our products are fresh, of the highest quality, economical, and tailored to our customers by fulfilling their needs; our service could save parents valuable time because they can pick up their children and their meals at the same time.

3.5 POTENTIAL INCOME

Income will be generated through the sale of meals to children and adults, and possibly through a takeout counter. The goal is to have a project that is self-financing and that pays the salary of a cook. Any profits could be redistributed to members in various forms: members could get a discount on their meals; the profits could be reinvested in the system to benefit members, for example, toward the purchase of new equipment, an educational field trip, hiring another employee, if needed, etc.

The project's benefits are not just financial. This is an opportunity to carry out a concrete project as a team, as well as to develop a sense of belonging and pride in our profession by demonstrating our skills and creativity. The project also gives us a chance to contribute as citizens by supporting two important causes: the health of young people—by offering balanced meals—and cooperation—by carrying out a cooperative project.



3.6 SOME INFORMATION SOURCES

Gouvernement du Québec. Legislation concerning cooperatives.

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CHARACTERISTICS OF THE OFFER

- *Text of approximately 800 words (5 pages) (excluding the questionnaire and the compilation)*
- *Quality of the presentation and of English*
- *Inclusion of all points to be covered:*
 - *the questionnaire and the results of the compilation*
 - *the description of the product, service or event*
 - *establishment of sales price*
 - *distribution of the offer*

4. CHARACTERISTICS OF THE OFFER

In order to be clear about what we want to offer, we must know our clientele. We prepared a questionnaire and compiled the results. This questionnaire focuses on the clientele (age, occupation, gender) and on specific questions (e.g. sales price, preferences). We handed it out during

lunchtime to teachers and other staff or placed it in their mailboxes; we put the questionnaire in the students' agendas for the students or their parents to fill out.

The questionnaire is included below. We obtained responses from 20 participants: 10 students, 5 parents, 3 teachers, 1 support staff member and 1 administrative employee.

QUESTIONNAIRE

Proposal for a cooperative food service at the Saint-Charles-sur-Richelieu elementary school

We would like your opinion on a project to set up a cooperative food service at the Saint-Charles-sur-Richelieu elementary school. Rest assured that your answers will remain confidential.

Instructions for completing the questionnaire:

In the right-hand column, please check off one or more answers (depending on the question).

Thank-you for your participation!



<p>1. What are you looking for in a meal at school?</p>	<input type="checkbox"/> Quick service <input type="checkbox"/> Generous portions <input type="checkbox"/> Flexible hours <input type="checkbox"/> Other (specify): _____		
<p>2. What is the most important aspect of a meal?</p>	<input type="checkbox"/> Price <input type="checkbox"/> Freshness <input type="checkbox"/> Originality <input type="checkbox"/> Variety <input type="checkbox"/> Balanced/healthy		
<p>3. What types of menus would you like?</p>	<table border="0"> <tr> <td data-bbox="683 873 889 1209"> <input type="checkbox"/> Hot meal <input type="checkbox"/> Cold meal </td> <td data-bbox="889 873 1182 1209"> <input type="checkbox"/> Sandwiches <input type="checkbox"/> Full menu <input type="checkbox"/> Vegetarian <input type="checkbox"/> Fast food <input type="checkbox"/> Salads <input type="checkbox"/> Pasta <input type="checkbox"/> Other (specify): _____ </td> </tr> </table>	<input type="checkbox"/> Hot meal <input type="checkbox"/> Cold meal	<input type="checkbox"/> Sandwiches <input type="checkbox"/> Full menu <input type="checkbox"/> Vegetarian <input type="checkbox"/> Fast food <input type="checkbox"/> Salads <input type="checkbox"/> Pasta <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Hot meal <input type="checkbox"/> Cold meal	<input type="checkbox"/> Sandwiches <input type="checkbox"/> Full menu <input type="checkbox"/> Vegetarian <input type="checkbox"/> Fast food <input type="checkbox"/> Salads <input type="checkbox"/> Pasta <input type="checkbox"/> Other (specify): _____		
<p>4. How much would you be willing to pay for a meal?</p>	<input type="checkbox"/> \$2.50 <input type="checkbox"/> \$3.00 <input type="checkbox"/> \$3.50 <input type="checkbox"/> \$4.00 <input type="checkbox"/> \$4.50		
<p>5. If a takeout counter were available, what kinds of items would you like to see on the menu?</p>	<input type="checkbox"/> Salads <input type="checkbox"/> Soups <input type="checkbox"/> Hot meals <input type="checkbox"/> Cold meals <input type="checkbox"/> Desserts <input type="checkbox"/> Snacks		



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6. Do you know what a cooperative is?	<input type="checkbox"/> Yes (specify): _____ _____ <input type="checkbox"/> No
7. What would you expect of a cooperative food service at a school?	_____ _____ _____
8. Are you . . .	<input type="checkbox"/> Female? <input type="checkbox"/> Male?
9. What age group are you in?	<input type="checkbox"/> 6-8 years old (grades 1 and 2) <input type="checkbox"/> 8-10 years old (grades 3 and 4) <input type="checkbox"/> 10-12 years old (grades 5 and 6) <input type="checkbox"/> 20-29 years old <input type="checkbox"/> 30-39 years old <input type="checkbox"/> 40-49 years old <input type="checkbox"/> 50 and +
10. Are you . . .	<input type="checkbox"/> A student? <input type="checkbox"/> A parent of a student? <input type="checkbox"/> A teacher? <input type="checkbox"/> A member of the office or management staff? <input type="checkbox"/> A member of the support staff?

Instructions for returning the questionnaire: Please return the questionnaire to your teacher, to your child's teacher or to the school office, by Friday, September 8, 2006 at the latest.



Compilation of results

<p>1. What are you looking for in a meal at school?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quick service (11X) <input type="checkbox"/> Generous portions (3X) <input type="checkbox"/> Flexible hours (6X) <input type="checkbox"/> Other (specify): _____ 		
<p>2. What is the most important aspect of a meal?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Price (11X) <input type="checkbox"/> Freshness (1X) <input type="checkbox"/> Originality <input type="checkbox"/> Variety (1X) <input type="checkbox"/> Balanced/healthy (7X) 		
<p>3. What types of menus would you like?</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hot meal (13X) <input type="checkbox"/> Cold meal (7X) </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Sandwiches (4X) <input type="checkbox"/> Full menu (10X) <input type="checkbox"/> Vegetarian (1X) <input type="checkbox"/> Fast food (1X) <input type="checkbox"/> Salads (3X) <input type="checkbox"/> Pasta <p>Other (specify): 1X: main meal only</p> </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Hot meal (13X) <input type="checkbox"/> Cold meal (7X) 	<ul style="list-style-type: none"> <input type="checkbox"/> Sandwiches (4X) <input type="checkbox"/> Full menu (10X) <input type="checkbox"/> Vegetarian (1X) <input type="checkbox"/> Fast food (1X) <input type="checkbox"/> Salads (3X) <input type="checkbox"/> Pasta <p>Other (specify): 1X: main meal only</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Hot meal (13X) <input type="checkbox"/> Cold meal (7X) 	<ul style="list-style-type: none"> <input type="checkbox"/> Sandwiches (4X) <input type="checkbox"/> Full menu (10X) <input type="checkbox"/> Vegetarian (1X) <input type="checkbox"/> Fast food (1X) <input type="checkbox"/> Salads (3X) <input type="checkbox"/> Pasta <p>Other (specify): 1X: main meal only</p>		
<p>4. How much would you be willing to pay for a meal?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> \$2.50 (14X) <input type="checkbox"/> \$3.00 (3X) <input type="checkbox"/> \$3.50 (1X) <input type="checkbox"/> \$4.00 (2X) <input type="checkbox"/> \$4.50 		
<p>5. If a takeout counter were available, what kinds of items would you like to see on the menu?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Salads (4X) <input type="checkbox"/> Soups (1X) <input type="checkbox"/> Hot meals (15X) <input type="checkbox"/> Cold meals (6X) <input type="checkbox"/> Desserts (9X) <input type="checkbox"/> Snacks (16X) 		



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<p>6. Do you know what a cooperative is?</p>	<p><input type="checkbox"/> Yes (specify): (7X) in general, it is a nonprofit service that benefits the community.</p> <p><input type="checkbox"/> No (13x)</p>
<p>7. What would you expect of a cooperative food service at a school?</p>	<p>Satisfactory menu, balanced, involvement of organizers and economic council / board of directors</p>
<p>8. Are you . . .</p>	<p><input type="checkbox"/> Female? (16X)</p> <p><input type="checkbox"/> Male? (4X)</p>
<p>9. What age group are you in?</p>	<p><input type="checkbox"/> 6-8 years old (grades 1 and 2) (3x)</p> <p><input type="checkbox"/> 8-10 years old (grades 3 and 4) (3X)</p> <p><input type="checkbox"/> 10-12 years old (grades 5 and 6) (4X)</p> <p><input type="checkbox"/> 20-29 years old (2X)</p> <p><input type="checkbox"/> 30-39 years old (4X)</p> <p><input type="checkbox"/> 40-49 years old (3X)</p> <p><input type="checkbox"/> 50 and + (1X)</p>
<p>10. Are you . . .</p>	<p><input type="checkbox"/> A student? (10X)</p> <p><input type="checkbox"/> A parent of a student? (5X)</p> <p><input type="checkbox"/> A teacher? (3X)</p> <p><input type="checkbox"/> A member of the office or management staff? (1X)</p> <p><input type="checkbox"/> A member of the support staff? (1X)</p>

4.1 DESCRIPTION OF THE SERVICE

A cooperative food service in an elementary school will be set up for students, teachers and other school personnel during the school's lunch hour. It meets the clientele's expectations because it offers what they most want: a variety of hot and cold meals

as well as healthy, balanced meals at reasonable prices, with quick service. The service will be available during the school year and the cooperative cafeteria will be run by a board of directors made up of members representing students, teachers, parents, etc.



4.2 ESTABLISHMENT OF SALES PRICES

Obviously, sales prices must reflect the fact that the food service is a cooperative and therefore nonprofit. We decided to set the lowest price possible, taking into account that enough income must be generated to cover the salary of the cook (parent) who will be hired. If we want to make sure that we get enough daily business, we also need to consider the responses we obtained to our questionnaire. We came to the conclusion that individual meals should cost \$3.50, and a monthly card, \$50 (\$2.50 x 20 days).

4.3 DISTRIBUTION OF THE OFFER

Meals will be served in a room set up in the students' lunch area. The room will be equipped with food warmers, and customers will take a tray at the beginning of the counter and pay or have their card punched at the cash.

Monthly meal cards will be sold at the school office or at the food service cash one week before the beginning of each month.

5. COMMUNICATION PLAN

5.1 PUBLICITY

The team selected the teachers' and staff's e-mail addresses and the students' agendas as the primary method of communication. We will also advertise in the local newspaper and in the papers of neighbouring towns. We will also promote our project through the Optimist Club at one of their activities. Lastly, we will be asking teachers if one of the students could be in charge of writing the daily menu on the classroom's blackboard.

The messages will contain the specials of the week or month, contests, special events, news about the cooperative (dividends, new purchases, suggestions, etc.), recipes and nutritional information.



This calendar presents the frequency of the advertising and related costs.

Method of communication	Frequency	Cost	Comments
Teachers' and staff's e-mail addresses	➤ 2x/month	none	Contact the school principal for the e-mail addresses
Students' agendas	➤ 1x/month	none	Contact the teachers
Classroom blackboard	➤ every day	none	Ask the teachers' permission
Town newspaper	➤ 2x/year (fall and spring)	\$25 / ¼ page	Contact the newspaper before the deadline
Optimist Club	➤ 3x/year (fall, winter and spring)	none	Contact the president of the Optimist Club: Serge Papillon

5.2 PROMOTION

We thought about offering a customer loyalty card similar to those available at coffee shops. After a certain number of purchases of juice or salad, for example, the next item would be free. In order to make it easier for parents to pay for meals and so that children do not need to carry money, prepaid lunches will be available. A monthly card with 20 meals (5 days x 4 weeks) will be offered that will be punched at the cash.

In order to improve our service and meet our customers' expectations, we will ask students to fill out an evaluation card and we will organize a contest to encourage them to do so. When students complete their evaluation card and hand it in at the counter, they will have the chance to win a free lunch

or theme gift (e.g. Christmas stocking with a surprise in it, an Easter basket, etc.) and, if the budget allows, there could be a draw for a ski lift ticket!

6. ACTION PLAN

6.1 PROJECT SITE

We require a small room with access to basic equipment such as refrigerator, stove, etc., as well as a sink and, if possible, a wall separating customers from the food preparation area in order to prevent cross contamination.



There should also be a door leading directly to the outside so that food suppliers can enter easily without having to go through the school.

The room will be located in the students' lunch area within the school. Because this is a nonprofit project, the school is providing the premises free of charge.

6.2 IMPROVEMENTS TO THE PREMISES

Some basic equipment is required:

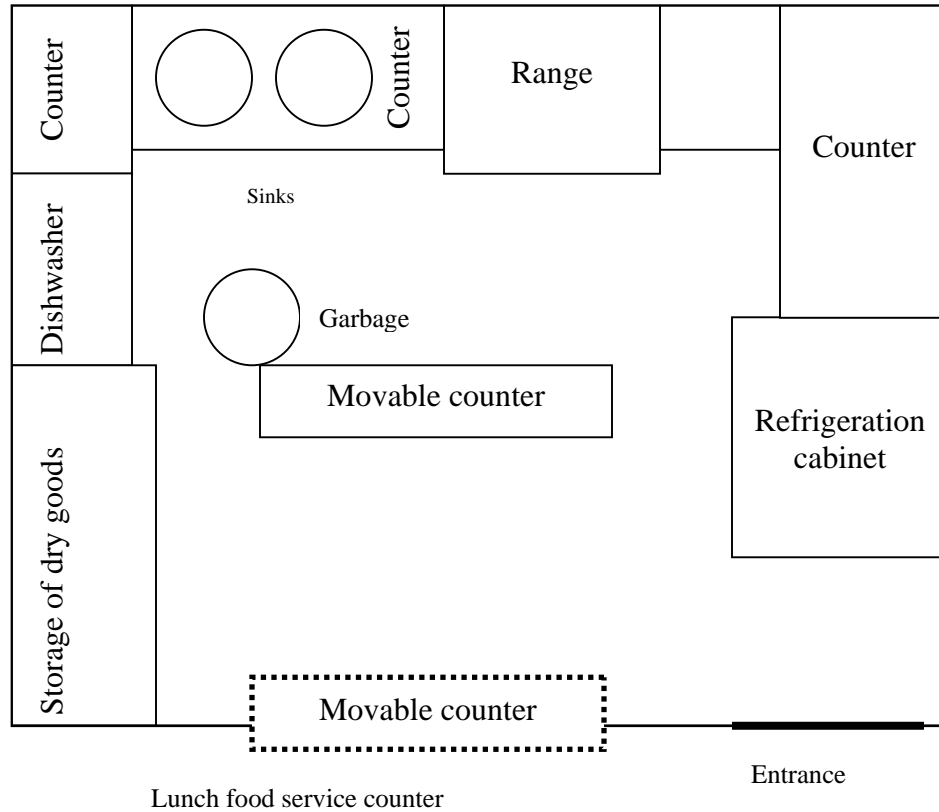
- 1 second-hand refrigeration cabinet: \$400
- 1 second-hand microwave oven: \$50
- 1 second-hand range: \$200
- second-hand kitchen utensils (spatula, ladle, cutting board, chef's knife, whisk): \$50
- second-hand cooking utensils (pans, pots, half-size and full-size containers for steam table): \$200
- new, reusable serving utensils and plates: \$150
- second-hand dishwasher: \$250
- computer equipment: use of our personal equipment or the college's equipment

ACTION PLAN

- *Text of approximately 300 to 400 words (1½ to 2 pages) (excluding the plan)*
- *Quality of the presentation and of English*
- *Inclusion of all points to be covered:*
 - *description of the project site*
 - *description of any improvements to be made to the premises*
 - *description of how raw materials will be supplied for projects that involve producing products*
 - *description of the steps involved in producing a product or providing a service*
 - *labour requirements (list only of the personnel required)*
 - *a table presenting the action plan*
 - *explanation of the choices made*



6.3 SUMMARY LAYOUT PLAN





6.4 SUPPLIES

Potential suppliers include the Éco-centre de la Vallée (agricultural co-op in Saint-Charles-sur-Richelieu), JG Fruits et Légumes, Agropur, Delimax, Viandes Robert et fils, Excel (for other supplies, hand towels, etc.). Our storage capacity is approximately 4 m³ for dry goods and approximately 5 m³ for refrigerated and frozen products. Payment terms vary from one supplier to another, but are usually 30 days net by cheque.

6.5 PROVIDING THE SERVICE

The following steps are involved in providing our service:

1. find recipes that meet the criteria established
2. purchase the required ingredients
3. standardize recipes (so that the desired quantity is produced)
4. prepare recipes (cut, mix, cook, ...)

5. divide recipes into portions
6. serve customers
7. punch the meal card or take payment for the meal

6.6 LABOUR REQUIREMENTS

The labour requirements are as follows (the numbers correspond to the steps identified in section 6.5 above):

1. dietetics students involved in this project
2. dietetics students involved in this project
3. dietetics students involved in this project
4. cook (parent)
5. cook (parent)
6. cook (parent)
7. member of the cooperative: a parent or student

6.7 Action plan table

Means	Resources	Estimated cost	Schedule	Comments
Objective: SEEK FINANCING				
<ul style="list-style-type: none"> ▪ Apply for a grant ▪ Apply for a loan ▪ Carry out fundraising activities 	<ul style="list-style-type: none"> ▪ Local development centre (CLD), Community Futures Development Corporation ▪ Caisse populaire Desjardins ▪ Student in charge and parents wanting to become involved 		Weeks of September 4 and 11, 2006	<ul style="list-style-type: none"> Organize a first meeting Set up a board of directors Meet with the school principal



ENTREPRENEURIAL PROJECT

Means	Resources	Estimated cost	Schedule	Comments
Objective: PURCHASE THE REQUIRED MATERIALS AND EQUIPMENT				
<ul style="list-style-type: none"> ▪ Order by catalogue ▪ Visit a supplier ▪ Visit auctions, bankruptcies, etc. (for second-hand equipment) 	<ul style="list-style-type: none"> ▪ Student in charge 		Week of September 4, 2006	Order the catalogue first Find out where auctions are taking place Find a parent to hire as the cook
Objective: SET UP THE PREMISES				
<ul style="list-style-type: none"> ▪ Set up materials and equipment ▪ Clean ▪ Paint, if required ▪ Have electricity connected, if required 	<ul style="list-style-type: none"> ▪ The team 	\$200 (paint, electricity)	Weeks of September 11 and 18, 2006	Visit the premises to check the number of electrical outlets Buy recycled paint (less expensive)
Objective: PUBLICIZE THE SERVICE				
<ul style="list-style-type: none"> ▪ Develop the message (e-mails, newspapers, board, etc.) ▪ Make a poster ▪ Make cards (meal cards, member cards, evaluation cards) 	<ul style="list-style-type: none"> ▪ Student in charge ▪ Local newspaper ▪ Optimist Club ▪ Photocopy centre 	\$200	Week of September 10, 2006	Contact the newspaper for the deadline (end of August) Go to tender for meal cards



Means	Resources	Estimated cost	Deadline	Comments
Objective: START OPERATIONS				
<ul style="list-style-type: none"> Prepare and sell meals 	<ul style="list-style-type: none"> Cook in charge of counter and meals, with team members' help Student in charge of operations 		Week of September 25, 2006	
Objective: EVALUATE THE OPERATIONS				
<ul style="list-style-type: none"> Evaluate customer satisfaction 	<ul style="list-style-type: none"> Team members and cook in charge of the counter Student in charge of operations 		Week of September 25, 2006 and ongoing	Have customers complete the evaluation cards
Objective: MAKE ANY NECESSARY ADJUSTMENTS				
<ul style="list-style-type: none"> Improve the services based on the comments received 	<ul style="list-style-type: none"> The team 		Ongoing	



ENTREPRENEURIAL PROJECT

Getting Down to Business

7. HUMAN RESOURCES PLAN

HUMAN RESOURCES PLAN

- *Presentation in the form of a table, as shown in the example*
- *Clear description of tasks for each position required to carry out the project*
- *Quality of the presentation and of English*

Title	Finance manager
Main tasks	Manage costs (expenses vs income). Prepare budget forecasts. Pay suppliers within the allotted time. Establish sales prices. Retrieve cash reports to evaluate whether the project is paying for itself. Manage members' shares.
Schedule	Monday or Friday, from 1:00 p.m. to 4:00 p.m.
Person in the position	Catherine
Comments: The student will be working more regularly (minimum of 2 days/week) at the beginning in order to start off the project.	

Title	Quality control manager / Board of directors of the cooperative
Main tasks	Train employees and provide them with information related to food safety and hygiene measures. Use sensory analysis to evaluate food. Check cooking and/or refrigeration temperatures. Ensure proper cleaning and disinfection in conformity with standards of the Ministère de l'Agriculture, des pêcheries et de l'alimentation du Québec. Form a board of directors. Plan meetings and agendas.
Schedule	Monday or Thursday, from 11:00 a.m. to 2:00 p.m.
Person in the position	Amélie
Comments: When the student is absent, the cook performs the sensory analysis because he or she will have been trained to do this. The student will be working more regularly (minimum of 2 days/week) at the beginning in order to start off the project.	



Title	Production manager
Main tasks	<p>Prepare the service counter.</p> <p>Prepare the daily recipes.</p> <p>Ensure that sufficient quantities are prepared.</p> <p>Ensure that the counter opens as scheduled.</p> <p>Estimate leftovers.</p> <p>Perform maintenance tasks.</p> <p>Store and plan how leftovers will be used.</p>
Schedule	Monday to Friday, from 8:00 a.m. to 2:00 p.m.
Person in the position	Sylvie
Comments: This is the only position held by a paid employee, a student's parent, who will be working 30 hours per week at \$11 an hour for 42 weeks, at an annual salary of \$13 860. During the first few weeks of the project, the students will help when available.	

Title	Operations manager
Main tasks	<p>Coordinate the purchase of equipment.</p> <p>Supervise and participate in setting up the premises.</p> <p>Ensure supplies of raw materials.</p> <p>Ensure that food is properly stored.</p> <p>Coordinate the inventory.</p> <p>Supervise and participate in production.</p> <p>Supervise and participate in maintenance.</p>
Schedule	Tuesday or Thursday, from 10:00 a.m. to 1:00 p.m.
Person in the position	Joan
Comments: The student will be working more regularly (minimum of 2 days/week) at the beginning in order to start off the project.	

Title	Customer service / communications manager
Main tasks	<p>Find recipes.</p> <p>Select and apply promotional strategies.</p> <p>Purchase promotional and/or decorative items.</p> <p>Design and write messages.</p> <p>Promote nutrition (recipe card with nutritional</p>



	<p>information, health tips, etc.).</p> <p>Post the daily menu.</p> <p>Check the members' evaluation of the menu and service.</p> <p>Continually seek new services and/or communication strategies.</p> <p>Check that cards are properly punched at the cash.</p>
Schedule	Monday and Wednesday, from 10:30 a.m. to 1:00 p.m.
Person in the position	Isabelle
Comments: The student will be working more regularly (minimum of 2 days/week) at the beginning in order to start off the project.	

FINANCING PLAN

- *Presentation of start-up funds, sources of financing and the income statement forecast*
- *Accurate calculations*
- *Quality of the presentation and of English*

8. FINANCING PLAN

8.1 START-UP FUNDS

- 1 second-hand refrigeration cabinet: \$400
- 1 second-hand microwave oven: \$50
- 1 second-hand range: \$200
- second-hand kitchen utensils (spatula, ladle, cutting board, chef's knife, whisk): \$50
- second-hand cooking utensils (pans, pots, half-size and full-size containers for steam table): \$200
- new, reusable serving utensils and plates: \$150
- second-hand dishwasher: \$250
- raw materials (ingredients): \$2 000
- publicity: \$200
- renovations: \$200

Total: \$3 300

8.2 SOURCES OF FINANCING

- Loan from the Caisse populaire Desjardins: \$1 000
- Grant from the Community Futures Development Corporation: \$500
- Fundraising activities: \$1 000
- Sale of member cards: \$600 (\$12 x 50 members)
- Sponsorship from Copie du Centre: \$200

Total: \$3 300



8.3 INCOME STATEMENT FORECAST

For the period ending June 30, 2007

Income:

Sales \$25 000

Gross profit \$25 000

Expenses:

Publicity \$200

Office supplies \$0

Kitchen materials and equipment \$900

Renovations \$200

Raw materials \$2 000

Salary \$13 860

Miscellaneous (insurance, electricity, ...) \$5 000

Total expenses \$22 160

Profit \$2 840

9. ACTION PLAN AND EVALUATION

1. *Did you meet the objectives identified in Step 1?*

Yes, we met the objectives of setting up a food service at the Saint-Charles-sur-Richelieu elementary school.

2. *Did you meet your personal objectives?*

My initial objectives included having children discover the pleasure of healthy, varied meals, as well as of finding and adapting recipes. In this respect, I met my personal objectives; however, I would have liked to participate more in managing the inventory.

3. *Which of your competencies (personal and acquired in your program of study) were the most useful?*

Mutual aid, creativity, openness, respect, the ability to adapt and the ability to intervene in a crisis situation, the use of computers; knowledge of the nutritional requirements of the different groups in society; education; familiarization with the equipment and materials needed for a food service; standardization; the aptitude of developing recipes for a target clientele; sensory evaluation; an understanding of hygiene and food safety; work psychology, an interest in learning new things, the social and human aspects.



4. Which entrepreneurial attributes were the most useful to you?

Initiative and resourcefulness, solidarity and team spirit, self-confidence, motivation and prior entrepreneurial experiences.

5. Have you identified the strengths and weaknesses of your project site? Explain.

The strengths of our site pertain to our geographic location. Because we operate in a village, there is no competition nearby and this increases the chances of our project being able to continue. The fact that everyone knows and helps each other has allowed other people besides the team to become involved.

Weaknesses relate primarily to travelling to the school. Not all the team members could easily make their way to Saint-Charles-sur-Richelieu. There is no public transit and some had to carpool, while others spent more on gas because the school is on a completely different route than their usual drive.

6. Did you target the right clientele? Explain.

Yes, because at lunchtime, the school cafeteria is full of students, teachers and other staff members. It would not have been effective to target residents of the nearby village.

7. Did you accurately identify the potential competition?

Completely. Given the geographical location and the presence of school buses, the “lunchbox” is the only competition.

8. How would you qualify the sales price established? Was it too high or too low? Explain.

Our price was perfect because it was as low as it could be while ensuring that the cook could be paid a decent salary. We need to plan for some surplus so that we can reinvest in equipment or deal with unexpected things as they come up.

9. Were the means chosen to provide your service appropriate? Explain.

Yes, providing our service by means of a counter was a good choice because it was an easy, quick and less expensive option than providing table service. The meal card was also a great idea because students did not have to carry money with them and the process at the cash register was faster.

10. Was your communication plan effective? Explain.

It was effective because numerous people became members of the cooperative school cafeteria and benefited from the school’s food service. A number of parents enjoyed



the information evening, and the recipes and health tips were well received.

11. Were the responsibilities distributed and the work organized effectively? Explain and suggest possible improvements.

Yes, because we capitalized on each team member's talents and skills. The result was a project that is useful and appreciated. We all worked very hard and, in spite of how tasks were assigned, we were able to give our opinion or constructive feedback in areas that we were not personally responsible for. However, improvements could be made with respect to having more time and funds to spend on our project because we came up with many ideas that we had to set aside due to lack of time and money.

12. Did you meet your financial objectives? Which factors contributed to the results obtained?

We met our financial objectives because we sold the monthly cards we needed to as a result of good promotion and effective advertising, as well as the support of the school administration and a good team.

13. As a team, indicate three to five elements that you found especially interesting in carrying out this project.

1. The environment in which the project was carried out: we really

enjoyed the elementary school setting and contact with the children.

2. Setup of a cooperative project: we believe this type of project is healthy for students and the community.
3. Contact with suppliers: we learned a great deal from them (products' durable life, storage, product details, ...).
4. We learned how to be more resourceful and creative, to find solutions, to come up with new ideas, to deal with a challenge, in short, to develop our entrepreneurial skills.

14. As a team, indicate three to five elements that you found especially difficult in carrying out this project. Explain why and suggest ways of overcoming these difficulties.

1. Seeking financing is a long and involved process and funding was difficult to find.
2. Finding appropriate equipment at reasonable prices was difficult.
3. Establishing sales prices that are as fair and reasonable as possible for a cooperative was challenging.
4. Students who did not have a car or who had to take a completely different route found travelling to the school difficult.



15. Individually, indicate two aspects that you enjoyed and two that you appreciated less, and explain why.

See the logbook.



LOGBOOK

1. PROJECT DEFINITION

I am on the board of directors of my CEGEP's student cooperative, responsible for cooperative education. I strongly believe in this approach as well as in the concept of members and dividends. I really enjoy production and distribution courses as well as the dietetics counter that we offer. I think it would be interesting to combine these aspects and offer a service. I explained my ideas and my experience to my colleagues and they all seem interested in the idea.

I find several aspects appealing in this cooperative school cafeteria project. First, children will have an opportunity to eat well on a daily basis, that is, to eat nutritional, balanced, varied, tasty meals cooked by a parent who is nutrition conscious. Second, because this is a nonprofit project (cooperative), we could offer meals at affordable prices. Lastly, I enjoy the creative side of preparing menus: doing something specific with a limited budget, a limited number of foods, makes us apply what we have learned in our courses. It's an interesting challenge.

I think it might be difficult to manage this food service so that it can survive and cover all the expenses incurred. We will also need to train the cook in principles of hygiene and food safety; but this should not be a problem if the parent is open to constructive comments. We need to check that the recipes have been well standardized and that the correct number of portions are being

prepared so that we can avoid waste as much as possible.

2. PRESENTATION OF TEAM MEMBERS

Isabelle Dagenais
125, rue Gaucher, app.6
Saint-Hyacinthe (Québec) J2S 8N8

I want to be involved in this project because I would like to help children eat healthily. I believe that it is important that children discover, at a young age, the pleasures of eating, the colours, textures and benefits of food. I would also like the opportunity to bring some personal touches to the menu in terms of creativity and variety. It could be fun to have themes or seasonal menus.

My objectives are to gain work experience in managing inventory, personnel, supplies, recipe standardization, schedules, as well as recipe production. I do not have much experience in management and this is a good opportunity for me to try my hand at it. This project will also give me the chance to use what I have learned at school and to have contact with children, parents and my colleagues.

I am prepared to invest time in this project because I am enthusiastic about it. Because I am a full-time student and I also work 15 hours/week, I think I could realistically give 2 to 3 hours a week to the project. The entire team should have a certain

PROJECT DEFINITION

Working alone, team members make an entry in their respective logbooks for this step, specifying the following:

- *describe your contribution to the project idea*
- *describe the components of the project that you found the most interesting*
- *describe the components of the project that you found the most difficult*

PRESENTATION OF MEMBERS

- *A presentation by each team member*
- *Presentation of a personal assessment (2 to 3 pages)*
- *Quality of the presentation and of English*
- *Inclusion of all points to be covered:*
 - *name and contact information*
 - *motivation and personal objectives for the project*
 - *time available to invest in the project*
 - *skills (work and life experiences)*
 - *competencies acquired during their studies*
 - *personal entrepreneurial profile*



CONTEXT OF THE PROJECT

- *What was your contribution to defining the context of the project?*
- *What were the main difficulties encountered in defining the context of the project?*
- *What means did you take to overcome these difficulties?*
- *Given the information provided on the context of the project, what are the chances of your project succeeding? Explain.*

cohesiveness and, in my opinion, that requires a certain time commitment from each member. But because we have one hour per week for five weeks, this is a total of only approximately 12 to 15 hours per week for the team.

I cannot afford to invest any money in the project at this time because I have certain financial obligations myself (rent, electricity, groceries, school supplies, etc.). We could, however, find ways of raising funds, or applying for a bursary or grant.

In my past student work experience, I have developed certain skills such as cooperation, active listening, perseverance, creativity, openness, respect, the ability to adapt and the ability to intervene in a crisis situation. I feel that these qualities will be assets to the project's development and progress.

The skills that I specifically developed during my program of study are: computer use; preparation, use and cooking of foods; knowledge of the nutritional needs of various groups in society; explanation of technical terms in everyday language; familiarization with the equipment and materials of a food service; price setting; inventory management; supplies; standardization; cost calculations; preparation of a schedule and work plan; the aptitude to develop recipes for a target clientele; sensory evaluation; basic concepts of management accounting; microbiological concepts for targeting and identifying microorganisms; understanding of hygiene and food safety; work psychology. These skills are obviously needed to start and sustain the project.

After having completed the *Entrepreneurial Self-Assessment Quiz* provided by the teacher, the six traits (themes grouped for the test) that will help me with the project are, in decreasing order of importance: initiative and resourcefulness; solidarity and team spirit; self-confidence and motivation; and entrepreneurial experience. The two aspects of my personality that need improvement are effort and sense of responsibility; and perseverance and determination.

3. CONTEXT OF THE PROJECT

My contribution to the context of the project was to find certain statistical data on the Internet, to contact teachers and students' parents at my former elementary school as well as to visit the school to verify the potential clientele.

The main difficulties involved researching statistics on customers and the market as well as accurately identifying the competition, because in order to offer good service, we need to know who we are targeting and what makes our service different from others.

At first, we validated certain data directly with the school administration; we also asked friends if they knew of ways and/or sites to find specific statistics. We also looked around the town (grocery stores, snack bars, food markets) to see what was available to customers.

We believe that our project has a real chance of succeeding because parents have



expressed a need for a food service at the Saint-Charles-sur-Richelieu elementary school. Also, teachers and other school staff are enthusiastic about the project's cooperative aspect. They feel more involved because they know that any profits (dividends) will be returned to the school and that all users will benefit.

4. CHARACTERISTICS OF THE OFFER

My contribution was to prepare the questionnaire. We had to make sure that the questionnaire reflected the information that we needed to gather in order to be able to offer the best service possible.

The main difficulty encountered was in setting sales prices because they had to be as low as possible to take into account the project's cooperative aspect, but they also had to cover an employee's salary.

We visited other cooperative food services offered in elementary schools similar to Saint-Charles-sur-Richelieu elementary school including schools in Upton and in Mont-Saint-Hilaire. Also, during interviews, we verified what the employee expected to be paid.

I still believe the project will be successful because it is becoming increasingly motivating to be involved in it as we proceed through all the steps. The persons involved (parents, teachers) are also very enthusiastic about the project.

5. COMMUNICATION PLAN

I believe that advertising is an essential part of the project; it is a type of marketing that we must consider for the development and survival of our food service. We must target the advertising; it needs to be simple but effective and inexpensive. Promotional activities must not only encourage customers, but also thank them and instill loyalty.

In this sense, I feel that my work experience in a number of sectors will help us concretely understand the short- and long-term usefulness of these indispensable advertising and promotional tools.

I feel that the methods selected are suitable to the project's scope and objectives. Because it will take place in a limited area, that is, an elementary school, regional advertising is not necessary. We will therefore focus our efforts locally in order to reach customers served by the school. I think the methods selected will be very effective, especially since most are free and directly reach the desired clientele (e.g. the Optimist Club where parents can be targeted during certain activities with their children!).

CHARACTERISTICS OF THE OFFER

- *What was your contribution to defining the characteristics of the offer?*
- *What were the main difficulties encountered in this step?*
- *What means did you take to overcome these difficulties?*
- *Given the information provided up to now, do you still believe your project will succeed? Explain.*

COMMUNICATION PLAN

Working alone, team members make an entry in their respective logbooks for this step.

- *Describe your contribution to defining the publicity and promotion.*
- *Provide your personal assessment of the methods selected.*



ACTION PLAN

Working alone, team members make an entry in their respective logbooks for this step.

- *Briefly describe your contribution to defining the action plan.*
- *Provide your personal assessment of the methods selected.*

HUMAN RESOURCES PLAN

Working alone, team members make an entry in their respective logbooks for this step.

- *Present the tasks that were assigned to you.*
- *Make the connection between your tasks and the personal assessment you conducted in Step 2.*

6. ACTION PLAN

For this step, I contributed ideas and suggestions that I believe in, but that I also had the chance to use in other jobs.

In terms of the action plan itself, I primarily contributed to setting up the premises and to the advertising. I enjoy setting up an area, arranging furniture and equipment, and picking out paint colours that will make people feel comfortable in their surroundings. I was in charge of the advertising because I have contacts with a graphic artist and photocopy centre; therefore, I know how it works and it is easy for me to become more involved and enjoy the task.

I believe the methods selected are suitable for our project because they are effective, inexpensive, affordable and simple. Lastly, I believe that our teacher's experience will be a good starting point.

7. HUMAN RESOURCES PLAN

I think that our team members each have tasks that suit them. Obviously, some members wanted the same task and some tasks, no one wanted. We had to make compromises so that each of us could have

one or two tasks that we enjoyed. However, to be effective, we also needed to understand that some students are better than others in certain areas.

At the beginning, I found it difficult to leave certain tasks to others, but we concluded that we had to set our egos aside so that we could focus on our project's objective of offering a food service to the school.

I believe that my tasks accurately reflect my aptitudes, skills and initial motivation.

8. FINANCING PLAN

Team members must each present the general expenses for the activities or job positions assigned to them. My contribution to developing the financing plan primarily involved the costs related to advertising and promotion as well as to setting up the premises.

The main difficulties encountered concern the sale of member cards. I had to explain to parents (because we already had the teachers' support) the concept of the new cooperative food service set up at the school. Parents did not understand why they had to pay twice—once for the member card and once for the meal card!



During an information meeting on the project, I explained the cooperative principle and the numerous advantages that parents and students would benefit from. Because a number of teachers and the school principal also attended, our project had more credibility in the face of parents' concerns. A few weeks beforehand, we had asked parents to fill out a short questionnaire, but an information session was effective at reassuring them and recruiting them to help us with various tasks.

9. PROJECT IMPLEMENTATION AND EVALUATION

15. Individually, indicate two aspects that you enjoyed and two that you appreciated less, and explain why.

I particularly liked that the project was a cooperative enterprise. I believe in the

principle of cooperation and feel that it is one of the rare formulas to present a "win-win" approach: it makes the community participate and it meets a need.

I also enjoyed the type of clientele involved. I find dealing with children very energizing and more creative in terms of communication and finding recipes or contests.

One of the aspects that I least appreciated was the financial side of the project. I am much less adept with finances than my other team members. For example, I experienced some difficulties in setting menu prices. Finding financing was also a challenge for me.

Another aspect that I didn't enjoy was the time allocated to setting up the project. It was a somewhat large project and in spite of the teacher's support and help, I think it would have been less stressful if we had had more time to spend at the school cafeteria.

FINANCING PLAN

Working alone, team members make an entry in their respective logbooks for this step:

- *What was your contribution to developing the financing plan?*
- *What were the main difficulties encountered?*
- *What means did you take to overcome these difficulties?*



New cooperatives had a great deal of success, including LE GOÛT-HEURE

<[http:// www.fcdrq.coop/insert.php?docid=1313](http://www.fcdrq.coop/insert.php?docid=1313)>

CDR Montérégie



Le Goût-Heure, A tasty affair! Solidarity cooperative

In September 2003, the administration of the Au-Fil-de-L'Eau elementary school in Mont-Saint-Hilaire needed to replace its cafeteria food concession. As well, students' parents wanted to improve the quality of the food served. And so, the solidarity cooperative was born! In addition to providing meals, it will also organize various activities related to the school's educational project. Its social mission consists in promoting healthy, balanced eating among its members and supporting local agriculture, especially organic farming. Its vision is accurately defined by action, information and education. Two projects were carried out in the first year: "Ouverture aux cultures" (openness to cultures) which gives members the opportunity to taste foods from different countries, and "Défi Coop" (co-op challenge) which helps members learn about cooperative principles and values.

