

Entrepreneurial Spirit in College



Testimonial

**Entrepreneurial Spirit:
Qualities and Attitudes for Success**

Activity 1

Getting Down to Business

TESTIMONIAL

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Qualities and Attitudes for Success

ACTIVITY 1



Entrepreneurial Spirit in College 2007

TESTIMONIAL

Entrepreneurial Spirit: Qualities and Attitudes for Success

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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, preuniversity 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 collective 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 was made possible by financial support of the Secrétariat à la jeunesse of the Ministère du Conseil exécutif as part of the Youth Entrepreneurship Challenge (<www.defi.gouv.qc.ca>).

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

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

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

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

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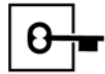






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Activity 1

TESTIMONIAL



Getting Down to Business

INTRODUCTION

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

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

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

development of skills that will enable young people to achieve their full potential. A teaching guide introducing the activities that are part of this initiative has been developed; we encourage you to consult it.

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

Testimonial is an instructional activity that enables teachers to take advantage of entrepreneurs’⁵ experience. A successful entrepreneur could be a source of inspiration for the students. Identifying his or her qualities and attitudes can help students reflect on their personal progress in the achievement of their academic and career goals.

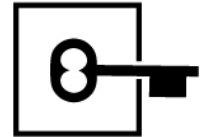
1. Québec, Secrétariat à la jeunesse, *Défi à l’entrepreneuriat jeunesse*, <<http://www.defi.gouv.qc.ca/>> (21 December 2006) [free translation].

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

3. *Défi à l’entrepreneuriat jeunesse*.

4. Québec, Ministère de l’Éducation, du Loisir et du Sport, *Introduction to Entrepreneurial Culture, Project Development Guide for Teachers*, <http://www.inforoutefpt.org/mse/documents/guidem esure_ang_compl.pdf> (21 December 2006).

5. The term “entrepreneur” is used here in its broadest sense: a person who demonstrates several entrepreneurial attributes and is therefore a role model for students.



- *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



- *Entrepreneurs' life experience as a source of inspiration for college students*
- *Several student documents to support the learning process*

This guide proposes a procedure for meeting with the entrepreneur. First, a three-question pretest helps students identify their own perception of the characteristics of an entrepreneur. A second document describes the different types of entrepreneurship in society, including self-employment, intrapreneurship and collective entrepreneurship. This new learning will help students prepare to meet with an entrepreneur and participate actively by

asking questions. Finally, a third document encourages the students to write a report on their experience so that they can identify the learning acquired.

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

STRUCTURE OF THE GUIDE

Table 1.1 outlines the different sections of the guide, their intended audience and their respective functions.

TABLE 1.1 *Structure of the Guide*

Section	Intended for:		Function
	Teachers	Students	
Suggested Scenario			Establishes the relationship with programs of study. Specifies the learning objectives of the activity. Proposes a procedure for conducting the activity.
Implementation Guide			Provides teachers with tips and hints for the activity.
Student Documents			Provides students with the resources they need for the activity: <ul style="list-style-type: none"> ▪ Pretest ▪ Types of Entrepreneurship ▪ Report on the meeting
Evaluation Grid			Provides teachers with a tool to evaluate student learning.
Entrepreneur's Information Sheet			Provides the entrepreneur with a model for preparing his or her testimonial. May be submitted to the entrepreneur by the teacher.
References			Provides teachers with additional information sources.
Bibliography			Lists the documents consulted to develop the activity.

SUGGESTED SCENARIO

1. Relationship with programs of study

This activity could have several aims:

- to encourage students to seek excellence by having them listen to the testimonial of an entrepreneur who had enough self-confidence to successfully channel his or her potential
- to provide students with a successful role model and to highlight the reasons for the entrepreneur’s success in order to encourage them to reflect on their personal goals and the best ways of achieving them
- to suggest career possibilities by introducing students to an entrepreneur in their field of study
- to identify different types of entrepreneurship possible in most college and university programs

2. Targeted learning objectives

Possible objectives for this activity include:

- to highlight the success factors mentioned by the entrepreneur
- to establish relevant connections between skills and behaviours and the different tasks performed by the entrepreneur
- to highlight the particular features of the entrepreneur’s field
- to examine the operations, working conditions and performance criteria associated with the entrepreneur’s job
- to explore the different types of entrepreneurship



- *One activity, several aims*
- *Success factors, types and characteristics of entrepreneurship*

3. Suggested procedure

Table 1.2 outlines the different steps in the activity as well as their suggested location and duration.

TABLE 1.2 Suggested Procedure and Duration

1. Pretest	in class	0:20
2. The different types of entrepreneurship	in class	0:30
3. Preparing for the meeting	in class	0:60
4. Meeting	in class	0:60
5. Report	at home	1:30

IMPLEMENTATION GUIDE

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

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

1. Learning what an entrepreneur is
2. Discovering different types of entrepreneurship in the labour market
3. Preparing for the meeting
4. Participating actively in the meeting
5. Writing a report on the meeting

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

Figure 1.1 illustrates the recommended procedure. The title of the activity, *Testimonial*, appears at the centre. It is connected to the five steps in the learning process by means of arrows. Each step is labelled and numbered. Support documents appear in italics, and student productions, in black rectangles.

1. Learning what an entrepreneur is

In this step, students are asked to take the pretest and answer three questions that will help them reflect on what they think an entrepreneur is. Figure 1.1 illustrates how the pretest fits into the entire process. A

copy of the pretest is provided further on in the guide.

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

Then, lead a discussion on the questions of the pretest so that students can enrich their perception of what an entrepreneur is.

The second step is shown in Figure 1.1:

2. Discovering different types of entrepreneurship in the labour market

In this step, students are asked to read the document entitled *Types of Entrepreneurship*. Figure 1.1 illustrates how this document fits into the entire process. The document is presented further on in the guide.

We suggest that you begin by distributing the document to all the students in the group so that they can read it and answer the questions.

Working in small groups, the students can then compare their answers with one another and enrich their learning.

The third step is shown in Figure 1.1:

3. Preparing for the meeting

The preceding steps allowed students to come up with a personal definition of entrepreneurship. It is now up to you to contact an entrepreneur or an intrapreneur.



- *The learning process broken down into five steps*
- *Importance of defining your own view of entrepreneurship*
- *Pretest to enable students to define their personal view of entrepreneurship*



- *Choosing an entrepreneur*

The References section at the end of this guide contains a list of socioeconomic organizations that can help. The students or other teachers could also suggest a list of

names. It is very important to choose the right person. Table 1.3 provides a few criteria for choosing an entrepreneur.

TABLE 1.3 *Criteria for Choosing an Entrepreneur*

General characteristics	Personal qualities
Works in a field related to the program of study.	Is interested in sharing his or her experiences with the students.
Graduated from the same program as the students.	Is a good communicator.
Attended the college in which the activity is taking place.	Believes in education and training.

- *Importance of preparing the entrepreneur*
- *Suggested procedure for students preparing to participate in the meeting*

It is recommended that you meet with the entrepreneur beforehand in order to inform him or her of the composition of the group, the objectives of the meeting and the topics to be addressed. The entrepreneur may bring in samples of products or documents from his or her enterprise. Located just before the References section, an information sheet contains a list of questions he or she might be asked. It can be used to guide the

entrepreneur in the preparation of his or her testimonial.

It is important that the students actively prepare for the meeting and that they be given considerable leeway in order to acquire as much learning as possible. Your role here is as a guide.

We suggest that you divide the class into small groups, each student playing a specific role as described in Table 1.4.

TABLE 1.4 *Roles of Team Members*

ROLE	NUMBER	MAIN TASKS
Researcher	All team members	Finds ideas for questions. Takes notes during the testimonial.
Spokesperson	1 or 2	Addresses the entrepreneur during his or her testimonial.
Secretary	1	Notes questions to be asked and provides a copy for each team member.

After each team has prepared its questions, have them pool the questions and

redistribute them. Use the Entrepreneur's Information Sheet to add to their list.



The fourth step is shown in Figure 1.1:

4. Participating actively in the meeting

During the testimonial, you could greet and introduce the entrepreneur and moderate the discussion. Ensure that each team's spokesperson has a chance to ask questions. The students take notes for their report. Bring the meeting to a close, or have a student do so, and thank the entrepreneur.

The fifth and final step is as follows:

5. Writing a report on the meeting

After the meeting, the students analyze what they learned during the activity. This step is very important: it ties the different steps together and provides a point of reference. Without it, the activity might not be particularly useful. It is also an opportunity for evaluating and motivating the students.

One of the student documents contains instructions and evaluation criteria, as well as an evaluation grid. The final rectangle in Figure 1.1 is the final product: a 200- to 500-word written report on the meeting. Here is an opportunity for students to identify the learning acquired and for teachers to do a formative or summative evaluation.

- *The report as a means of identifying the learning acquired*

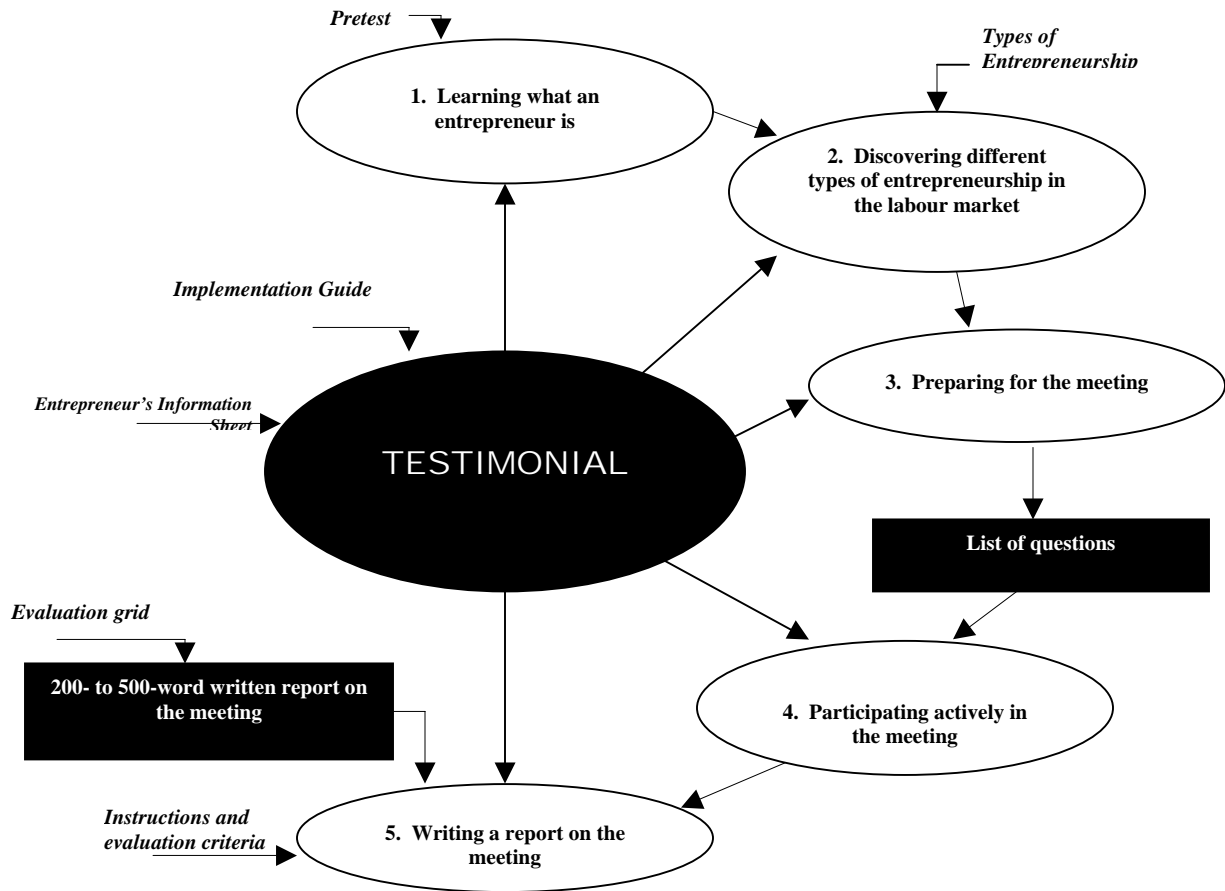


FIGURE 1.1 *Testimonial – Suggested Procedure and Useful Documents*

LEGEND:

Circles = steps in the activity

Italics = documents in this guide

Black rectangles = student productions

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TESTIMONIAL



Student Document
PRETEST

1. Define the term "entrepreneur" in your own words.

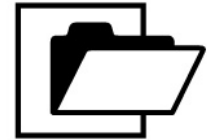
2. Do you know people who you think are real entrepreneurs? Name some of them.

3. Have you ever thought of becoming an entrepreneur? Why or why not?



- *What is an entrepreneur?*

Student Document
TYPES OF ENTREPRENEURSHIP



Can going to school be considered an enterprise? Are students really entrepreneurs? Table 1.5 attempts to answer these two questions by comparing a few

characteristics of students with those of entrepreneurs. You can see that there is considerable overlap.

TABLE 1.5 Characteristics of Students and Entrepreneurs

Students	Entrepreneurs
Are responsible for their own learning process and success. Their business is education.	Are responsible for the performance of their enterprise, whether positive or negative, and for the methods used.
Know how to surround themselves with people who can help them succeed.	Know how to surround themselves with good people and collaborate with them.
Are successful when perseverant. Can even be said to be tenacious; learn from their mistakes and achievements.	Start projects, manage them and see them through. Perseverance despite obstacles is one reason for their success.
Find meaning in the learning acquired and find considerable satisfaction therein.	Choose their learning process and the related procedures that have meaning for them.
Control their learning, the investment of time and energy and, therefore, their results.	Identify objectives and means of attaining them.
Find considerable motivation in success; this is their way of realizing their potential.	Are motivated by success and profit.

- *Students and entrepreneurs*

The foregoing are a few examples of characteristics of successful entrepreneurs and students. Of course, not all students will eventually become entrepreneurs.

However, we can broaden our definition of “entrepreneur” to include intrapreneurs. Intrapreneurs put their entrepreneurial qualities to use within an organization.

Indeed, an intrapreneur is any creative person who is capable of giving concrete form to ideas, whether in a business organization, an enterprise or a nonprofit organization. Table 1.6 compares entrepreneurs and intrapreneurs. Note the subtle differences.



- *Entrepreneurs and intrapreneurs*

TABLE 1.6 Comparison Between ENTREpreneurs and INTRApreneurs

ENTREpreneurs	INTRApreneurs
Work for themselves as self-employed workers or business owners.	Work for an organization.
Have a great capacity for self-motivation; decision-making power is very important.	Are motivated by compensation from the organization and by considerable decision-making power.
Dislike lengthy procedures and are not afraid of hard work.	Need rules to follow and participate in the actual work when necessary.
Make decisions with the support of their collaborators and act quickly.	Have good persuasive skills, accept compromise and prefer to act quickly.
Create their own system within an external political, social, technological and economic environment.	Adapt to the organization's system.
Take considerable risks.	Can pay heavily for failure, but take smaller risks than entrepreneurs.
Have considerable intuition and become good strategists.	Have considerable intuition and political skill.

A promising future awaits those who can adapt to the many changes in the environment, who have a solid basic education and advanced technological training, who know how to innovate and create for themselves or for an organization, and who can showcase their personal qualities and ideas with excellent communication skills.

Many avenues are open to entrepreneurs. In the past, entrepreneurs were mostly seen as people who started a business or developed something new in a business they had acquired: a new product, a new market, a new procedure. Today, family businesses, self-employment, technopreneurship and collective entrepreneurship are becoming increasingly popular. Table 1.7 gives a brief description of these different avenues.



TABLE 1.7 Entrepreneurial Avenues

ENTREPRENEURIAL AVENUES	BRIEF DESCRIPTION
Intrapreneurship	Intrapreneurs are agents of change in their workplace. They think of new ideas and create new things; they are innovators.
Entrepreneurship	Entrepreneurs start businesses. They are versatile generalists.
Family business	More than half of all businesses in any society are family businesses. Management is controlled by family members, who own the business.
Self-employment	Self-employed workers work alone or occasionally with a few collaborators. They offer their services to organizations or businesses. Their expertise is based on their training and experience.
Technopreneurship	Technological entrepreneurs and inventors market their products themselves.
Collective or cooperative entrepreneurship	A collective business is owned by all of its members and all of its members are involved in its operation. Decisions are made democratically, by vote or by consensus.

- *The different types of entrepreneurship*

Whether students opt for self-employment, entrepreneurship, intrapreneurship or any other avenue, the testimonial of an

entrepreneur can help them discover several interesting career options.

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TESTIMONIAL



2. What could you, as a student, learn from the testimonial of an entrepreneur or intrapreneur?

3. Can you give examples in your field of study of career paths that could lead to entrepreneurship or intrapreneurship?

4. Compare your answers to the first three questions with your answers on the pretest. Have your perceptions changed? If so, how?





Student Document

REPORT ON THE MEETING

You will be asked to write a report describing the learning you acquired during this activity. The following are your instructions and the evaluation criteria.

INSTRUCTIONS

Based on the questions prepared before the meeting and the notes you took during the meeting, as well as on the results of your reflection on the different types of entrepreneurship, write a 200- to 500-word (1- to 2½-page) report. Include the following:

- an introduction
- the definition of “entrepreneur” and “intrapreneur”
- an assessment of whether you have what it takes to become an entrepreneur or an

intrapreneur (knowledge, skills, aptitudes)

- success factors mentioned by the entrepreneur
- aspects of the entrepreneur’s field you find particularly interesting and why (well-supported statements)
- conclusion, including the learning you acquired (knowledge, qualities, attitudes)

EVALUATION CRITERIA

The report will be evaluated on the following criteria:

- inclusion of all the necessary information
- well-supported statements
- quality of the presentation and of English



- *This is a personal process. There are no wrong answers.*

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TESTIMONIAL



EVALUATION GRID



Item to include	Insufficient information provided – statements poorly supported	Incomplete, succinct information provided – statements lacking support	Partial, sufficient information provided – statements well supported	Clear, complete information provided – statements fully supported
Introduction	0%	4%	7%	10%
Definition of “entrepreneur”	0%	8%	14%	20%
Do you have what it takes to be an entrepreneur? (knowledge, skills, aptitudes)	0%	8%	14%	20%
Success factors mentioned by the entrepreneur	0%	8%	14%	20%
Aspects of the entrepreneur’s field you find particularly interesting and why	0%	4%	7%	10%
Main learning acquired	0%	8%	14%	20%

COMMENTS:



ENTREPRENEUR'S INFORMATION SHEET

In order to help you prepare for the meeting, we are providing a list of questions. Obviously, there will not be enough time to address all of these topics in detail. The meeting is set to last 60 minutes, including 20 to 30 minutes for your presentation and another 20 to 30 minutes for questions. You are free to emphasize those topics you deem the most important.

You will be addressing young people between the ages of 18 and 21. They have prepared questions for you. They are particularly interested in your personal experience. Do not hesitate to talk about yourself. This is a topic that interests them perhaps even more than your enterprise. You can also bring in an item or brochure related to your company's products or services. There are between 15 and 35 students in each group.

Examples of questions

These questions are merely suggestions; any topic you deem of interest will be greeted with enthusiasm.

Details about your enterprise

- What is your enterprise exactly? What goods or services do you offer?
- How did you come up with your idea and what made you decide it was worth exploring?

- How much time elapsed between getting the idea and launching your enterprise (or project)?
- What are the main steps you took during this period and what obstacles did you overcome?
- What were your main sources of help?
- Why did you launch your enterprise (or implement your project)?

Success

- Do you feel you have been successful? Why or why not?
- What aspects of your current situation do you find most satisfying?

Progress and experience

- Describe your life experience (family life, schooling, where you grew up, jobs you held, friends, parents). How did your life experience impact your current situation favourably or unfavourably?
- What is your training and work experience?
- In your opinion, what career path should a college student follow today to get to where you are now?
- What made you decide to do what you do?
- How do you manage to keep up to date?



Environment and external factors

- What one person has had the most influence on you?
- What factors contributed the most to kindling an interest in entrepreneurship or intrapreneurship?

Working conditions

- Describe a typical workday.
- What are the most interesting or most satisfying tasks you perform and why?
- What tasks do you like the least and why?
- What are your main sources of motivation?
- What role does money play in your motivation?

- Have you experienced failures along the path that led to where you are now?
- What did you learn from these failures?
- What is the greatest risk you have ever taken?
- How do you react to risk?

Knowledge, skills and aptitudes

- What specific knowledge or skills are necessary to do your job?
- Do you need to know a second language? If so, which one?
- In your opinion, does a person need special aptitudes to do your job?
- What advice would you give someone who wants to become an entrepreneur?



REFERENCES



WEB SITES

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

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

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

PRINT DOCUMENTS

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

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

**TIPS ON HOW TO CONTACT AN ENTREPRENEUR**

- Contact the student entrepreneurs club in your college or the Association des CEE at <http://www.acee.qc.ca/contenu/accueil2.htm>.
- A list of entrepreneurship promotion and awareness officers is available on-line (in French) at: <http://www.defi.gouv.qc.ca/ressources/index.htm>.
- A list of collective entrepreneurship officers is available on-line (in French) at <http://www.defi.gouv.qc.ca/agents/default.htm#promotion>.
- Local development centres (Centres locaux de développement—CLD) <http://www.acldq.qc.ca/francais/cld/services.php>. Click on *Pour rejoindre votre CLD* for information on the CLD nearest you.
- The réseau des Sociétés d'aide au développement des collectivités (SADC) is a network of nonprofit organizations <http://www.reseau-sadc.qc.ca/en/index.php>. Click on *Our Members, Where Are They* to find the office nearest you.
- Local employment centres (Centres locaux d'emploi—CLE) <http://emploi.quebec.net/francais/complements/cle.htm>
- Quebec Business Women's Network Inc. http://www.rfaq.ca/pregenerate/cmsFrameMain_EN_RFAQ.html?Lang=EN&ParentID=RFAQ
- The Regroupement des jeunes gens d'affaires du Québec <http://www.rjgaq.com/services.php>
- List of graduates in your field of study or your college



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