
Entrepreneurship 36

An Information Bulletin
for Administrators



January 1993

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Purpose of this Information Bulletin

Effective implementation of a new course of study necessitates administrative commitment and support. Entrepreneurship 36 is a course that is being introduced to Saskatchewan for the first time. To enable administrators to play an active role in the implementation of this new course of study, the following information and assistance is provided.

This Entrepreneurship 36 Information Bulletin has been designed to enable administrators to support teachers in implementing this new course of study. In particular, this document:

- ! sets Entrepreneurship 36 into the context of Core Curriculum;
- ! outlines the aim and goals of the new curriculum;
- ! provides an overview of Entrepreneurship 36 illustrating the seven foundational objectives of the course; and,
- ! describes considerations for curriculum implementation such as resources and the suggested role administrators can play to support the curriculum implementation.

Background

- ! 1987 background paper *Business Education Practices and Trends* completed.
- ! 1988 Business Education Curriculum Advisory Committee activated.
- ! 1989 first draft of *Business Education: Policy Recommendations* completed.
- ! 1990 field reaction sought.
- ! 1991 *Business Education: Policy Recommendations* completed. Entrepreneurship 36 draft curriculum guide completed. Entrepreneurship 36 pilot began.
- ! 1992-93 pilot process completed.

Rationale

The focus of new Business Education curricula is to provide young people with practical business knowledge and skills to function effectively in a changing and complex technological and market-based society. Students must be able to manage personal finances, act appropriately according to their rights and responsibilities as citizens, process information effectively and efficiently, make sound decisions about life careers and choices, and participate constructively as consumers and producers. **The new Business Education curricula must view education in its broadest sense about business and education for business.**

To address these concerns, Entrepreneurship 36 has been introduced as a course that would nurture in students the spirit of innovation. This course is centered around the philosophy of developing student entrepreneurial skills and attitudes while providing them with information on how to creatively solve problems, identify entrepreneurial opportunities, generate ideas, determine where and how to find assistance and support, and plan for their success. Entrepreneurship 36 will provide students with exposure to role models and mentors within their community, Saskatchewan, and globally.

Students will be actively involved in ongoing activities that will provide opportunities for students to learn and develop their entrepreneurial skills throughout the course. Through experiences gained from within the classroom or outside the classroom, students will build self-confidence and become aware of their own expectations, attitudes, and perceptions that are essential for successful entrepreneurial behaviour.

Aim and Goals

Aim

The aim of Entrepreneurship is to engender an individual's potential to initiate personal, community, and business ventures.

Goals

Awareness: The development of an awareness and understanding of the economic and personal factors that influence the success of entrepreneurial ventures.

Business Environment: A responsiveness to learning and change in a business environment that will include decision making, problem solving, and a sense of entrepreneurship.

Self-Image and Personal-Use Skills: A development of self-esteem and personal use skills through the process of initiating, planning, and implementing an entrepreneurial venture recognizing the venture success or failure as separate from personal success or failure.

Employment Skills: The skills required to initiate a business venture and the awareness of further competencies required for the implementation of entrepreneurial ventures.

Business and Entrepreneurship Attitudes: A practical approach to one's potential and opportunities to initiate ventures based on informed risk-taking.

Communications: The development of effective social and communication skills for business environments.

Overview of the Entrepreneurship 36 Curriculum

Entrepreneurship 36 is a 100 hour course that fulfills the requirements of a Practical and Applied Art at the Secondary Level. There are no prerequisites for this course.

Entrepreneurship 36 is an activity-based course centered around the philosophy of nurturing the spirit of innovation. It will actively involve students in creative problem solving, the identification of entrepreneurial opportunities, generating ideas and planning for success with guidance in the development of a venture plan. As an activity-based course, the curriculum encourages a wide range of instructional and evaluation approaches, including the use of the community-based resources.

Curriculum Components

The Entrepreneurship 36 curriculum contains a number of components.

! Content Overview

The Entrepreneurship 36 curriculum is based on the Entrepreneurship cycle that is reflected in the seven Foundational Objectives described below. Learning objectives support each Foundational Objective.

Foundational Objective 1: To understand entrepreneurship and its role and contribution to personal, school, and community life.

- 1.1 To develop and explain the meaning of entrepreneurship.
- 1.2 To recognize and examine some of the factors that influence entrepreneurs.
- 1.3 To distinguish and illustrate the characteristics of an entrepreneurial venture.
- 1.4 To define and distinguish the difference between entrepreneurship and intrapreneurship.
- 1.5 To explain and show the relationship of entrepreneurship education for the individual, the community, and for society as a whole.

Foundational Objective 2: To develop entrepreneurial skills that may contribute to the success of the students' practical learning experience.

- 2.1 To identify and illustrate the common characteristics of an entrepreneur.
- 2.2 To identify personal entrepreneurial skills and demonstrate these skills in a variety of situations.
- 2.3 To recognize the interpersonal skills desirable of an entrepreneur and use those skills within the classroom.

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- 2.4 To select and illustrate critical and creative thinking skills needed to solve problems and set goals.
 - 2.5 To identify and evaluate the practical skills each student possesses that may be useful in entrepreneurial ventures.
 - 2.6 To compare and contrast the personal and practical skills of each student on an individual basis to produce a realistic profile of strengths.
 - 2.7 To outline and compose a goal or set of goals to be accomplished within the near future drawing from the personal and practical skills identified earlier.

Foundational Objective 3: To assess and develop entrepreneurial opportunities at home, school, and in the community by applying personal experience, knowledge, and expertise.

- 3.1 To identify and explain an entrepreneurial opportunity.
- 3.2 To differentiate between an opportunity and an idea.
- 3.3 To recognize the conditions that may give rise to an opportunity.
- 3.4 To generate a list of entrepreneurial opportunities in a number of commercial and non-commercial situations.
- 3.5 To devise and justify a set of criteria upon which an opportunity may be judged.
- 3.6 To evaluate opportunities based on an analysis of factors, and to make a decision to support or reject the opportunity based on an appropriate set of criteria.
- 3.7 To select the best opportunity(ies) based on an evaluation and to justify reasons for that decision(s).

Foundational Objective 4: To generate and assess ideas to be partnered with a legitimate opportunity at home, school, or in the community.

- 4.1 To describe an idea and relate it to the nature of innovation.
- 4.2 To compile a variety of entrepreneurial ideas related to entrepreneurial opportunity(ies) using various techniques.
- 4.3 To analyze the obstacles and explain how these obstacles may impede creative thinking and the generation of new ideas.
- 4.4 To evaluate ideas related to an opportunity and devise alternatives to support or reject the idea based on an appropriate set of criteria.
- 4.5 To make conclusions regarding the best idea(s) to match a defined opportunity and to justify reasons for that decision(s).

Foundational Objective 5: To investigate the types of resources and sources that may be used to evaluate and plan an entrepreneurial venture.

- 5.1 To outline and explain the reasons why research and the examination of research is necessary to the success of an entrepreneurial venture.
- 5.2 To design and explain a checklist or framework to form a basis for conducting research.
- 5.3 To identify the purpose and demonstrate the value of marketing research including primary and secondary research.
- 5.4 To outline and predict the capital, human, and financial resources that may have to be considered in the establishment of an entrepreneurial venture.
- 5.5 To classify and explain the various forms of business ownership that may have to be considered in the creation of an entrepreneurial venture.
- 5.6 To identify and predict the types of regulatory systems in place that will affect the creation of an entrepreneurial venture.

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- 5.7 To outline and analyze the types of resources and the research that are necessary to evaluate and plan an entrepreneurial venture.

Foundational Objective 6: To develop a venture plan that can be used as a planning tool for a specific potential opportunity and idea.

- 6.1 To recognize the importance of planning and give examples of how planning can overcome problems.
- 6.2 To organize and explain a general planning framework to be utilized before the completion of a venture plan.
- 6.3 To define a venture plan and explain its function and importance.
- 6.4 To outline a venture plan using a suggested step-by-step approach and apply it to a venture of the students' choice.
- 6.5 To explain the benefits of a venture plan after working through the process of preparing a plan.
- 6.6 To analyze the venture plan process and select the important tools that may assist in future venture creations.
- 6.7 To define and illustrate some of the common problems and pitfalls of entrepreneurship.

Foundational Objective 7: To explore the career choices available to the entrepreneur/intrapreneur.

- 7.1 To explain the process of creating a venture that includes the many skills, abilities, and risks encountered, and show the relationship that entrepreneurship may have to career choices and working lives.

! **Instructional Notes**

This component includes information and general guidelines to assist teachers with practical concerns such as the scheduling and

planning of units and daily lessons.

Background information and descriptions of other information sources is also included to assist teachers in providing an optimum learning environment. Guidelines for integrating the Common Essential Learnings and other Saskatchewan Education initiatives are included throughout the curriculum guide.

! **Instructional Methods**

Teachers may select from the variety of instructional methods and activities which are described in the guide. The incorporation of a variety of learning activities and procedures should facilitate student learning and development of entrepreneurial skills and abilities.

! **Assessment and Evaluation**

A number of strategies and techniques for assessing and evaluating student learning and progress in the development of entrepreneurial skills and attitudes have been suggested. Sample assessment tools designed for teacher and student use are included.

! **Sample Unit**

A sample unit is included with suggested lessons outlining a variety of instructional, assessment and evaluation methods that may be used. Suggested resources and materials for the unit are also included.

Implementation Considerations

(See Appendix A for the Implementation Plan)

Key questions are raised to support school divisions in their planning.

Policy

Credits

Entrepreneurship 36 meets the requirement of a Practical and Applied Arts credit at the Secondary Level.

Time Allocation

To accommodate the activity-oriented curriculum, daily timetables may need to be adjusted to reflect the integration of instruction and the use of community resources.

Documents

Saskatchewan Education documents provided include:

- ! *Business Education: A Curriculum Guide for the Secondary Level. Entrepreneurship 36--one per teacher.*
- ! *Business Education: An Information Bulletin for the Secondary Level. Entrepreneurship 36) Key Resource Correlations--one per teacher.*
- ! *Business Education: A Bibliography for the Secondary Level. Entrepreneurship 36--one per school.*
- ! Various handbooks:
 - ! *Understanding the Common Essential Learnings: A Handbook for Teachers (1988)*
 - ! *Student Evaluation: A Teacher Handbook (1991)*
 - ! *Instructional Approaches: A Framework for Professional Practice (1991)*
 - ! *The Adaptive Dimension in Core Curriculum (1992)*

Key Resources

Appendix B - Key Resources provides a short listing of resources that may serve as starting points towards building a wide collection of suitable support materials for the new curriculum. *Business Education: An Information Bulletin for the Secondary Level. Entrepreneurship 36) Key Resource Correlations* will correlate some resource materials to the Foundational Objectives of the curriculum. However, the nature of Entrepreneurship 36 requires teachers to actively involve the community and to review the bibliography to determine the additional resources required.

When preparing to teach this course, administrators should ask themselves:

- ! What kind of materials, print and nonprint, are necessary to meet the objectives of the program?

- ! How can these materials best be selected and used by educators and students alike?
- ! What resources do we already have in the school division?
- ! Are the learning resources readily available?
- ! Are sufficient resources available to teach the program as intended?
- ! Are there creative ways to free up funding? e.g., use of textbook budget to buy key resources that are suggested here and in the bibliography.

Staff Development

Saskatchewan Education will provide regional or provincial inservice to school divisions implementing the program during the three year "window" for implementation. School divisions are responsible for providing release time and expenses for teachers to attend implementation inservice.

Role of Administrators

Implementation of the Entrepreneurship 36 curriculum will be enhanced if administrators:

- ! attend inservice and awareness sessions related to Entrepreneurship;
- ! support professional development related to Entrepreneurship;
- ! provide awareness sessions for parents and interested community members to explain this curriculum such as informing parents/boards/community that Entrepreneurship involves student ongoing involvement in performing and developing entrepreneurial attitudes and skills with guidance in venture planning. The ongoing development of entrepreneurial skills should facilitate entrepreneurial venture planning in future endeavours;
- ! support teachers in facilitating this activity-based course;
- ! support the development of a large and varied collection of resources to support resource-based learning;

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- ! work closely and gain support for Entrepreneurship within the business community;
 - ! encourage and support teachers to use community resources;
 - ! support teachers and other interested individuals who wish to work together to plan units, work on instructional strategies and methods, and evaluation procedures; and,
 - ! inform parents/boards/community that the course encourages teachers to use a variety of instructional strategies and methods along with community-based resources. These strategies and methods will require a variety of assessment and evaluation procedures.

Implementation Planning Questions:

- ! Are teachers supported in attending the implementation workshops?
- ! What other provisions can be made for staff development?
- ! Is inservice and teacher education adequate? In what specific areas is more help needed?
- ! What provisions are in place to free up time for teacher planning?
- ! Is teacher planning time sufficient to support the achievement of program objectives?
- ! Do administrators and trustees understand and support the program?
- ! Have steps been taken to make parents aware of the program and its objectives?

Maintenance

In part, Saskatchewan Education plans to maintain the curriculum for Entrepreneurship through information provided in the *Book Bureau Order Form*, revisions to the *Business Education: An Information Bulletin for the Secondary Level. Entrepreneurship 36) Key Resource Correlations*, and the Mathematics and Natural Sciences Branch *Update Bulletin*. Other support will come through Core Curriculum initiatives

involving school divisions.

Support for teachers can be achieved through addressing the key questions related to implementation considerations and the following questions that focus upon maintenance needs:

- ! To what extent are teachers familiar with the actual curriculum guide, its philosophy, foundational objectives, activities and methods? (This is what is meant by the **intended** curriculum.)
- ! To what extent do the actual experiences which teachers provide (the **taught** curriculum) match the intended curriculum?
- ! How are teachers structuring their observations of students to ensure that Foundational Objectives are being met?
- ! Do teachers have a system for providing information to students and parents?
- ! Are all students progressing as a result of the experiences teachers provide?
- ! Are teachers adapting materials, methods or setting when necessary to meet individual student needs?
- ! Are teachers regularly incorporating opportunities for independent exploration and learning?
- ! To what extent do teachers understand the relationships between the Common Essential Learnings and the Entrepreneurship course?
- ! Are teachers attending to the incorporation of the Common Essential Learnings in their lesson (and unit) planning process?
- ! To what extent do teachers appear to be enthusiastic about the Entrepreneurship course and their lessons?
- ! To what extent do the activities and teacher questions involve students in creating and reflecting upon the content and processes of the course?

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- ! What teaching methods are used? Are they appropriate? Are they varied? Are they consistent with what the curriculum recommends?
 - ! What human and material resources are used? To what extent are community resources and programs used to enrich the course?
 - ! Are sufficient resources available to teach the course as intended?
 - ! Has an in-school or school division(s) network been established to support delivery of this course through idea exchanges and peer coaching?

- ! What other provisions are made for staff development? Are they appropriate and sufficient?
- ! What areas need further improvement?
- ! Are resources well utilized?
- ! Are sufficient financial resources allocated to support the achievement of course objectives?

Curriculum Evaluation

The new Entrepreneurship course will be evaluated as part of the curriculum development cycle.

Appendix A - Implementation Plan

Timelines

School divisions have a three year "window" for implementation.

Workshops

Exact dates and times will be decided at a later date.

Implementation Year	1993-1994	1994-1995 1995-1996
Workshop day 1	Provincially in May/June 1993	Provincially in May/June 1994 and May/June 1995
Workshop day 2	Provincially in Fall 1993 for teachers of semester 1 or non-semestered classes	Provincially in Fall 1994 and 1995 for teachers of semester 1 or non-semestered classes

Costs

- ! Saskatchewan Education covers expenses related to workshop leaders and facilities.
- ! School divisions are responsible for expenses of their participants (i.e. release time, travel, meals and accommodation).

Responsibilities

- ! School Division determines implementation plan.
- ! Regional Coordinator of Curriculum and Instruction to provide:
 - ! curriculum guides;
 - ! date and location of workshop;
 - ! distribution of workshop agenda; and,
 - ! consultation.

Appendix B - Key Resources

The key resources identified for Entrepreneurship 36 are centred around the philosophy of resource-based learning which provides students with opportunities to interact with a wide range of current media in a variety of learning situations. The items listed in this appendix comprise a short list of materials evaluated recently by Saskatchewan educators and considered appropriate for support of the new Entrepreneurship curriculum. The intent of this listing is to provide teachers with suggestions for starting points towards building a wide collection of suitable support material. These resources, as well as others, will be contained in a more extensive bibliography to be distributed during 1993.

When budgeting for the purchase of resources for the new Entrepreneurship curriculum, schools should keep in mind that textbooks represent only one form of support material. **It is not always necessary or even advisable to purchase one textbook for every student.** In most instances, a classroom set of textbooks is not recommended. As well, materials other than textbooks have been identified as important resources, including entrepreneurs and other members of the community, numerous free pamphlets and brochures.

Items listed in this appendix are not available for loan from Saskatchewan Education but must be purchased from the distributors listed at the back of the appendix. The Book Bureau (BB) has agreed to stock most of the key resources for Entrepreneurship. Prices quoted are subject to change and do not include taxes, but will serve as a guide to approximate cost.

It is the responsibility of each school division to preview the recommended resources and to select the ones that meet the needs of their particular schools and communities. Preview policies vary from company to company, but in the case of the Book Bureau, preview copies are not supplied. Please note that if materials are to be returned to the Book Bureau, a 10% restocking fee of up to \$2.00 per item will be charged, and materials must be in saleable condition. It is advisable to order only one copy to preview before placing quantity orders.

Video programs are available for duplication from Media House Productions. Schools are responsible for costs of postage, a charge of \$1.00 per title, blank tape and applicable taxes. Blank tapes may be supplied by the school or purchased from Media House Productions.

Titles and Descriptions

Creativity in Business: An Entrepreneurial Approach. Student/Teacher Package (Print-Non-Fiction). Gene Luczkiw and Kenneth Loucks. Copp Clark Pitman Ltd. (BB), 1992. 448 p. Order no. BB 6663 (\$145.00 binder)

This Teacher's Resource Manual contains teaching and evaluation strategies, case studies, exercises and group activities, supplemental reading lists and homework assignments. Clearly outlined and easy to follow, this program covers the Foundational Objectives. Has step by step directions for using blackline masters and initiating activities.

The Entrepreneurial Spirit (Print-Non-Fiction). Michael Liepner, Herve DeJordy and Michael Schulz. McGraw-Hill Ryerson Ltd. (BB), 1991. 403 p. Order no. BB 6309 (\$35.00 hdc.) Teacher Manual - Order no. BB 6310 (\$50.00)

Designed to help students learn about entrepreneurship and all its aspects, mainly through case studies, and written exercises. Detail is provided about pertinent topics (e.g., future trends) and various aspects, negative as well as positive, of owning one's own business. The Foundational Objectives are covered.

Entrepreneurship: Creating a Venture (Print-Non-Fiction). M. Lily Kretchman, Lori Cranson and Bill Jennings. (The Wiley Business Program). John Wiley & Sons Canada (BB), 1991. 462 p. Order no. BB 6311 (\$33.00 hdc.) Student Workbook - Order no. BB 6312 (\$10.45 pbk.) Teacher Resource Package - Order no. BB 6313 (\$50.30)

A textbook designed to help students develop entrepreneurial skills and apply them to practical endeavours. Supports all of the curriculum's Foundational Objectives. Activity oriented, each chapter also presents case studies and clearly

expressed observations and explanations.

Entrepreneurship for Canadians: The Spirit of Adventure (Videotape). Gary Rabbior, Jim Lang. The Canadian Foundation for Economic Education (MHP), 1990. Series of 6.

A series of six 1/2 hour videos with two hosts introducing and discussing interviews with various entrepreneurs. Focuses on how well these people show the key qualities of entrepreneurship. Good cross-section of subjects, representation from women and men from many different cultural backgrounds, and realistic in that not all the people interviewed are successful. Following are the titles and duplication ordering information:

1. "Catching the Spirit" Dup. Order No. V3512
2. "Developing Skills" Dup. Order No. V3513
3. "Recognizing the Opportunities" Dup. Order No. V3514
4. "Ideas and Innovation" Dup. Order No. V3515
5. "Planning for Success" Dup. Order No. V3516
6. "It's Up to You" Dup. Order No. V3517

Entrepreneurship for Canadians: The Spirit of Adventure. Teacher's Orientation (Videotape). Canadian Foundation for Economic Education (MHP), 1990. 34 min. Dup. Order no. V3521 User's Guide available, 188 p. (BB) Order no. BB 6074 (\$16.30 pbk.)

This resource explains the nature of an entrepreneurship program. Shows that self-selected teachers are more likely to have the confidence necessary to teach the skills. An innovative, relevant entrepreneurship program can teach responsibility, critical and creative thinking, risk-taking and self-confidence building. Shows the importance of using a variety of resources. Stresses non-traditional methods of evaluating. The Guide has supporting information.

Entrepreneurship: The Spirit of Adventure (Print-Non-Fiction). Richard Bodell, Gary Rabbior, Larry Smith. Harcourt Brace Jovanovich Canada (BB), 1991. 409 p. Order no. BB 6314 (\$38.00 hdc.) Teacher's Guide - Order no. BB 6315 (\$41.90 pbk.)

This textbook, developed to help students with entrepreneurial concepts and terminology, has a focus on personal and practical skills needed for planning a successful enterprise. Uses case studies, explanation, discussion and research. Teacher's Guide includes teaching strategies, objectives, glossary and workline masters.

Key Skills: Enterprise Skills Through Active Learning, 14-16 (Print-Non-Fiction). Clifford Johnson, Stephanie Marks, Margaret Matthews and Jenny Pike. Hodder & Stoughton (CCP), 1987. 96 p. ISBN 0-340-40825-1 (\$71.95 spiral bound)

With the early high school student in mind, these 49 copyright-free activities, many in game form, involve various types of decision-making, creativity, communication and social skills plus various other traits students should develop in order to be successful entrepreneurs. Although developed for British students, these activities may be used to augment **any course**.

Key Skills: Enterprise Skills Through Active Learning, 16-19 (Print-Non-Fiction). Clifford Johnson, et al. Hodder & Stoughton (CCP), 1987. 104 p. ISBN 0-340-40824-3 (\$71.95 spiral bound)

Geared toward 16 to 19-year-olds, these activities promote the same types of skills as the above, at a more sophisticated level. These activities may be used to augment **any course**.

Towards Success: The Entrepreneurial Process. (Print-Non-Fiction). Ian Nisbet and David Whiteside. Nelson Canada (BB), 1992. **Teacher's Manual**, 336 p. - Order no. BB 6334 (\$44.00 looseleaf) or **Student Text** - Order no. BB 6333 (\$14.65 pbk.)

Besides objectives and strategies for teaching an entrepreneurship course the **Teacher's Manual** includes blackline masters with suggestions for use. Has concise overviews of each chapter. Covers the Foundational Objectives in a down-to-earth manner, focusing on student-centred activities.

The **Student Text** is a compact version with learning objectives, case studies, and classroom oriented activities.

Distributor Directory

- BB** Book Bureau
1308 Winnipeg St.
Regina, SK
S4R 1J6
(306) 787-5987
Fax: (306) 787-9747
- CCP** Copp Clark Pitman Ltd.
2775 Matheson Blvd. E.
Mississauga, ON
L4W 4P7
(416) 238-6074
(800) 263-4374
Fax: (416) 238-6075
- MHP** Media House Productions
1174 Winnipeg St.
Regina, SK
S4R 1J6
(306) 359-0977
Provincial Dial-a-Film:
(800) 667-7547
Regina Dial-a-Film:
(306) 352-1970
Fax: (306) 569-2240