

ENTERPRISE AND INNOVATION

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Enterprise and Innovation.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

TABLE OF CONTENTS

BACKGROUND INFORMATION	J.3
Components of a Student Learning Guide	J.3
Strategies for Developing Student Learning Guides	J.4
SAMPLE STUDENT LEARNING GUIDE TEMPLATE	J.5
SAMPLE STUDENT LEARNING GUIDES	
ENT1010 Challenge & Opportunity	J.11
ENT1020 Planning a Venture	J.19
ENT2010 Analyzing Ventures	J.27

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

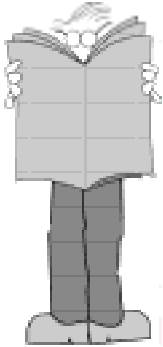
A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
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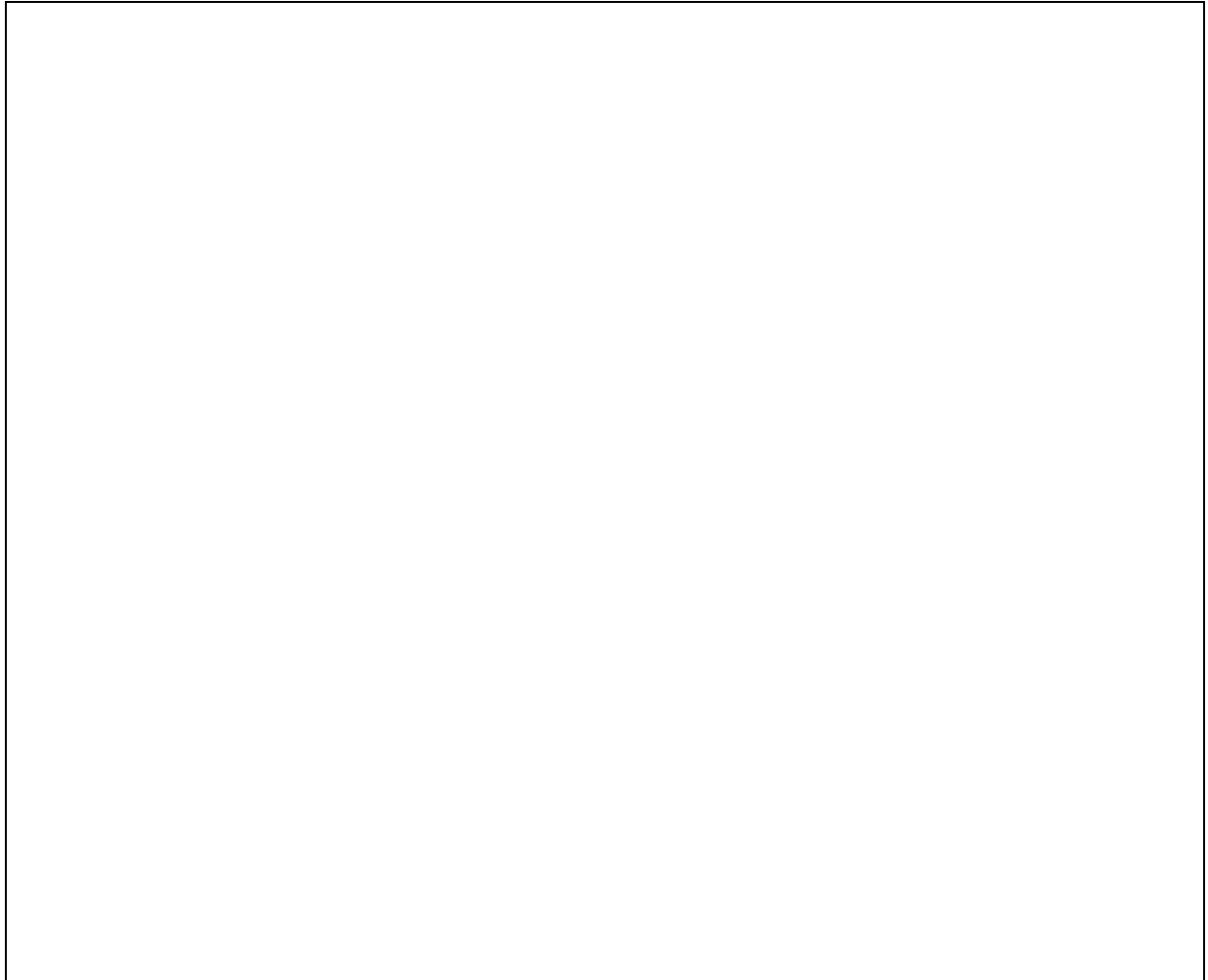


WHICH RESOURCES MAY YOU USE?



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ACTIVITIES/WORKSHEETS



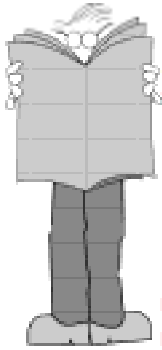
CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT1010 Challenge & Opportunity

WHY TAKE THIS MODULE?



- You will gain an appreciation for the field of entrepreneurship.
- You will discover many different ideas and opportunities as well as techniques to come up with these ideas.
- You will understand the importance of a well-developed plan and how to assess the plan.
- You will consider career options in entrepreneurship.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, you must be able to offer ideas and suggestions and demonstrate a high degree of classroom participation.



ENT1010 Challenge & Opportunity

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- demonstrate competencies in:
 - identifying opportunities
 - creating and generating ideas
 - establishing needs, wants and priorities
 - assessing alternatives
 - assessing environmental impact
- describe career options where enterprise and innovation are particularly important
- identify and compare a variety of venture opportunities
- identify various forms of business ownership
- identify the components of a venture plan
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



ENT1010 Challenge & Opportunity

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<input type="checkbox"/> Logbook Record consisting of a minimum of five entries that provide evidence of error in applying various strategies to generate and assess ideas individually and in a group.	30%
<input type="checkbox"/> Analysis of four entrepreneurial ventures using videos, magazine articles, books/newspaper.	20%
<input type="checkbox"/> Concept Test on the means of entering a business, components of a venture plan, business regulations and social responsibilities.	20%
<input type="checkbox"/> Written or Oral Presentation on interviewing an entrepreneur.	15%
<input type="checkbox"/> Personal Profile that illustrates your own entrepreneurial characteristics.	15%



WHICH RESOURCES MAY YOU USE?



- The Entrepreneurial Spirit* (Liepner, DeJordy, Schultz).
- Entrepreneurship: Creating a Venture* (Kretchman, Cranson, Jennings).
- Entrepreneurship for Canadians - The Spirit of Adventure*. Video Series.
- Creativity in Business: An Entrepreneurial Approach* (Loucks, Luczkiw).
- Community resources and entrepreneurs.
- Magazines resources in the classroom.

ACTIVITIES/WORKSHEETS

A **Logbook** must be maintained as your tool for time management and organizational skills. Use the logbook to record your:

- schedule
- appointments
- performance
- activities.

It must be organized, up-to-date and submitted upon request. Insert the “Student Activity Profile” as page 1 in your logbook. This will help you keep track of assignments you have completed and handed in.

1. Form a group of four to six students. On the flip chart paper and felts provided, identify challenges and changes that Canada faces today. Rewrite the list of at least 10–15 challenges in your logbook.
2. In your same groups, take out your logbook. In your logbook, on the first blank page put the heading “What Bugs Me!” On the second page put the heading “Needs.” On the third page, put the heading “Wants.” On the fourth page, put the heading “Problems.” Now, in any order, complete each page with at least 8 needs that you perceive you (or high school students) to have; 8 wants that you can determine; 8 problems that spring to mind; and 8 things that “bug you.” From this list, we will brainstorm as a class to see opportunities that may arise as a result. Instructors may want to expand this list as the module develops and the students gain and understanding of how to look at problems as opportunities. Students should make a note at the bottom of their last page to indicate how the group came up with their ideas. What strategies did they use? How did they determine who was group recorder? All this will help them in the future modules to determine leaders and followers.
3. As your instructor deems appropriate, we will venture into some creativity exercises that allow you to see things other than the way they really are. In your logbook, generate a list of possible uses for a single item. For example, given a simple brick, determine 20 possible uses for that brick. Students may wish to form groups or partners here to brainstorm and piggy-back ideas.
4. Create a poster/collage/bulletin board display that depicts a trend or fad that has the local, regional, national or international market in the past five years. Use classroom resources, magazines, newspapers and TV shows that are applicable, and any other medium you require to prepare your poster/collage or display.
5. View “Program #1: Catch the Spirit” from the series *Entrepreneurship for Canadians: The Spirit of Adventure* and use what they learned from the video to:
 - make a list of characteristics they think are common among, or important for, entrepreneurs
 - describe what they think entrepreneurs do and the contributions they can make to society
 - describe what they think are the important factors “motivating” entrepreneurs
 - summarize the contribution made by one of the entrepreneurs profiled in the video.
6. Generate a minimum of five ideas, alternatives and strategies to identify and determine viable opportunities within your community.

ENT1010 Challenge & Opportunity

7. View “Program #4: Ideas and Innovations” from the series *Entrepreneurship for Canadians: The Spirit of Adventure* and prepare a list entitled “Criteria for Assessing Ideas.”
8. Read *Entrepreneurship—Creating a Venture* section on “Roles and Thinking Skills in the Problem Solving Process” (pages 66–71). Complete the questions entitled “Your Turn” on pages 71–72. Put the answers in your logbook.
9. One method of idea generation is webbing. Start with a central theme or idea and web out extensions of the idea from there. In your logbooks, come up with at least 5 different ways for a person to:
 - water-ski
 - travel on vacation
 - take notes in class
 - do a report
 - walk a dog
 - go tobogganing.
10. As a class, discuss the sayings “There is nothing more dangerous than having an idea—when it is the only one you have” and “being married to an idea.” Discuss failure and its implications as an opportunity to learn.
11. Using chapters 11 and 12 of your text *The Entrepreneurial Spirit* or a business contact that you have made, determine the start-up requirements, risks, financial and personal sacrifice, skills required and words of advice that should be heeded when doing ONE of the following:
 - starting a new business from scratch
 - purchasing an existing business
 - purchasing a franchise
 - becoming involved in network marketing
 - planning a “fundraising” event.

You may choose to do this through an informal talk and prepare a written analysis, or through a formal interview, perhaps an audio/visual presentation would be a suggested format for interest and background on the company or business you are doing, or by organizing an entrepreneur/intrapreneur/volunteer to come in and talk with your class about the way he or she got into business ownership. Write your questions down in your logbook along with the responses you learned from your entrepreneur.

12. Using Yellow Pages, Chamber of Commerce Information, newspapers, Business Advisory Network Book, etc., determine at least 12 non-profit ventures that run in your community. When your list is complete, determine a definition of a non-profit organization and what their purpose is.
13. As a class, we will determine the process of creating a venture plan. This includes the question “What things do you need to consider before going ahead with a business idea?”
14. Now, brainstorm as a group/class as to the actual components that should be included in a venture plan. Ensure that you have each of the components written down in your notes. You should have a good understanding of EACH component of a business plan and what its contents should be.

ENT1010 Challenge & Opportunity

15. Pick ONE of the areas of the business plan and prepare a summary on what a business plan should include with regards to that area; e.g., if you are doing executive summary, you give a brief, overall view of what an executive summary is and what it should contain. Then, from a sample business venture, prepare that area of the business plan that you are expanding on. You will explain to the rest of the class, the section you picked, the overall view of the area and the sample of what it would actually contain if the business venture idea were to run.
16. From our venture plan and presentations, what limitations do we have upon us that may inhibit the success of the venture? We will discuss this as a class and write down our findings in our logbooks.
17. What criteria need to be considered to assess the feasibility of an opportunity/idea? That is, what will you do to see if an opportunity/idea you came up with actually has merit and a chance to succeed? Consider an opportunity for your student council to have a fund-raiser for the school to promote school spirit and a community awareness campaign. From this idea, prepare a feasibility analysis of the idea with such considerations as:
 - brief description
 - objectives of the idea
 - resources required to achieve objectives
 - time line required to implement the idea
 - limitations as outlined in activity #16.
18. Pick an entrepreneur within the community. See the resource, *Creativity in Business—An Entrepreneurial Approach*, for a sample guide with questions that you could ask an entrepreneur. Set up an interview time, determine the specific questions you would like to ask, conduct the interview, complete a good copy (if necessary), summarize what you have learned in paragraph format, and finally, send the entrepreneur a thank-you note for his or her time and assistance in helping you understand more about entrepreneurship. If your presentation is oral, set up a time with your instructor to share your information. If your format is written, ensure it is well presented and organized, preferably done on computer to edit and revise.
19. When someone is trying to determine what kind of business venture to become involved in, they have many options to research from personal interviews, Internet access to information, meetings, conferences or seminars, trade publications, business books from library or bookstore, or magazine articles. Because of our limitations in time and access, our options to research business venture ideas are bound to a couple options. As one of your final assignments in this module, you must research and compare **four** different business ventures. Your research on each must cover the following components:
 - history/background of the entrepreneur
 - description of the venture
 - risks involved in the venture and how to minimize them
 - resources required to fund the venture
 - environmental impact of the venture (or other applicable impact)
 - conclusion—which of the four ventures has the most potential and justify.Resources you should be using for this assignment are publications, magazines (such as *Fortune*, *Canadian Business*, *Small Business Opportunities*, *Entrepreneur*) and/or newspaper articles.
20. Complete the concept test for Module ENT1010: Challenge & Opportunity.

ENTERPRISE AND INNOVATION**ENT1010 Challenge & Opportunity****Student Activity Profile**

Module: _____

Student Name: _____

Date	SLG#	Description of Activity	Completion Date	Mark	Weighting
	1-3	Participation in Class			
	4	Trends Display/Poster/Collage			
	5	Video Program #1 and Reflective Questions			
	6	Opportunities in the Community			
	7	Video Program #4 and Criteria for Assessing Ideas			
	8	Problem-Solving Process Questions, Kretchman Text, pp. 71-72			
	9/10	Summary/Idea Generation			
	11	Styles of Business Ownership			
	12	Non-profit Organizations in Community			
	13/14	Participation in Class			
	15/16	Business Plan Components and Limitations			
	17	Feasibility Analysis			
	18	Interview an Entrepreneur			
	19	Analysis/comparison of Four Business Ventures			
	20	Concept Test			

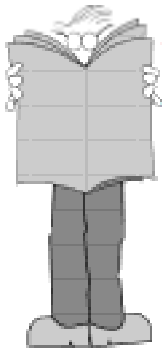
CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT1020 Planning a Venture

WHY TAKE THIS MODULE?



- You will have the opportunity to learn and apply the “venture-planning process” while planning a venture.
- You will present your business plan to your instructor and a member of the business community for evaluation to determine what it is like to “think on your feet” and know your business inside out.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *ENT1010: Challenge and Opportunity* will provide helpful background knowledge to work successfully in this module.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- demonstrate personal goal-setting and problem-solving strategies that facilitate change
- describe potential risks, and propose strategies for assessing risks related to a venture
- describe strategies for securing resources and support required to implement a venture
- select, plan and assess a venture
- demonstrate qualities that initiate change:
 - initiative
 - flexibility
 - leadership/teamwork
 - skills
- describe career options where enterprise and innovation are particularly important
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Venture Plan: Consisting of research, technical and content components as outlined from your instructor. Your venture plan must assess potential risks and propose strategies for minimizing those risks.• Presentation of Venture Plan: A financial advisor from the Business Development Bank of Canada will be coming in on a specified day for you to present your business plan. You will be graded on your presentation and knowledge of your business idea.	<p>70%</p> <p>30%</p>



WHICH RESOURCES MAY YOU USE?



- Viable contact or mentor in the business community
- The Entrepreneurial Spirit* (Liepner, DeJordy, Schultz)
- Entrepreneurship - Spirit of Adventure*, Video program #2 and #5
- Creativity in Business* (Loucks, Luczkiw)
- Entrepreneurship for Canadians: The Spirit of Adventure*

ACTIVITIES/WORKSHEETS

1. Determine your venture idea. Write down its merits and the possibility of its success. Write down the risks associated with the idea.
2. Begin your research into support networks. In the field you are interested in pursuing, what person (or organization) will you need to speak to? You can ask that person who else you may need to know to help in your venture planning. You must keep a logbook of some sort on the person/business you are speaking with and the information you accumulated in each place. Begin your logbook now.
3. Now that the venture is gaining ground, formulate short- and long-term goals for it. Short-term goals are where the venture should be in 1 week, 2 weeks, etc. Long-term goals (for the purposes of this class) are where the venture should be in 3 months and what should you be focused on at that time. Write these goals at the front of your logbook.
4. Relate your own philosophy with the venture goals. At the bottom of the goal-setting page in your logbook, determine why you believe this venture can be a success given your strengths and weaknesses.
5. Determine what a mission statement is, and write one for your venture down on a page at the front of your logbook.
6. Read about planning a function (*Creativity in Business*) and determine areas you need to focus on to ensure your venture's success.
7. Read "Nintendo: The Planning Process in Action" (*Creativity in Business*). This reading should give you an idea of the kind of planning and marketing skills that are necessary for a venture plan to come together.
8. Outline a Human Resources Plan. What kinds of characteristics and skills do you need to make your venture a success? Each venture needs certain skills or characteristics of the people involved – each one should contribute a different area of expertise to ensure the success of the venture. Use the information out of Chapter 2, pages 18-33 out of *The Entrepreneurial Spirit* to help you here. Write down the names of the people involved in your venture. Outline what skills or characteristics each one brings to the venture.
9. As part of the planning process, you must determine the market that you will sell your product/service. Marketing is the process by which a product or service is moved from the producer to the consumer. No consumer is going to "beat down the path to your door"—you must have a carefully prepared and executed marketing process. Read the article "Introduction to Marketing" and the "4 Ps of Marketing" (*Creativity in Business*).
10. Do some market research to determine if there is a want or need for your product idea. Review any resources on marketing. **YOU MUST INCLUDE SOME CONCRETE DATA ON MARKET RESEARCH IN YOUR BUSINESS PLAN.**

ENT1020 Planning a Venture

11. In your logbook, outline your venture needs regarding:
 - target market
 - product/service
 - pricing
 - location
 - promotion ideas.
12. Keep your eyes and ears open for market changes. If you hear of anything you think MIGHT affect your market, write it down in your logbook. You need that information when the time comes for some of your promotion ideas. You might need to alter some of your original ideas.
13. Check with a mall administration ASAP and determine how to get your wares/products set up there. If the market you are trying to capture is the Christmas market, remember that other businesses begin sending in their applications at the end of September, early October. Book now!!!
14. Any business is risky. If the entrepreneur can examine the types of potential risks, he or she can then try to assess and propose strategies for dealing with them. For example, if a supplier says he or she will get the raw goods to you, the producer, at a certain cost by a certain day, what will you do if the shipment is delayed 3 to 4 weeks?

What is your backup plan? What if the cost goes up minimally or drastically? What will you do then?
Read Chapter 6 in *The Entrepreneurial Spirit* and complete the following: Risking It! page 105;
Entrepreneurship page 113; Developing your Entrepreneurial Skills page 117 #1, 2, 4.

15. Fill out the “Strategy for Risk Scenario” (*Entrepreneurship for Canadians: The Spirit of Adventure*) for your business venture in a format of your choosing (talk to instructor if you need guidance here). An entrepreneur takes calculated risks and prepares for possible changes. This is what you will be doing in this section. In your logbook, determine the risks that you perceive your venture may encounter as it develops. How will you minimize those risks?
16. You will really be focusing on trying to complete your business plan here. Most of what will go into your business plan, you have already done throughout this module. You now need to pull a lot of the information together in proper format. However, there are a couple areas that have not yet been addressed. First, you need to know a bit about the financial end of it. Determine all the costs you have for your raw materials from your suppliers (assuming you have already checked out a number of different suppliers). Write these costs down on one page in your logbook and add to them as you learn of new costs that you had not anticipated in the initial phases.
17. On a separate page, determine your sources of revenue (shareholders). If you do not have enough, then you and the members of your company must launch a shareholders campaign to try and raise more venture capital for your business. **YOU DO NOT NEED TO DEAL WITH RUNNING SHORT OF CAPITAL HALF-WAY THROUGH YOUR PRODUCTION PHASE!!!!**
18. Prepare a balance sheet for your business venture. Review a sample balance sheet as well as preparing a personal and an enterprise balance sheet.

ENT1020 Planning a Venture

19. Now you must do a projection of what you think your business will bring in, in the sales stages. To do this, you must have a fair idea of what an AVERAGE cost per item you are selling will cost your business to make. Use an Enterprise Cash Flow Projection, *Creativity in Business*, p. 392–392 changing from monthly to weekly sales projection. Once you know what it will cost per item to produce, you can determine how many units you are capable (financially) of producing and if you need to raise more capital, as well as what you think your product can sell for (comparison prices to other businesses selling the same or similar products are needed here) and the profit expected from the sales of your goods.
20. From here, you are able to complete and type up (on computer and running a spell check) your business plan. You will be notified of the day you are to present your business plan to the instructor and member(s) of the business community for evaluation. **YOU MUST BE READY TO PRESENT ON THE DAY SPECIFIED AS THAT IS THE ONLY DAY THE COMMUNITY RESOURCE PERSON WILL BE COMING IN.**
 - **Present your business plan.** Ensure you are prepared and know all the components of your business plan before you come to your interview that day. You should have made a copy for me and the financial advisor, as well as a copy for EACH member of your business.
 - OR
 - **Complete alternative assignment:** Activities #25–31.
21. Prepare in your logbook the next few days of the things you will need to accomplish in your business planning stages. Perhaps you need to raise more capital, determine advertising needs, come up with sales options, sales contracts or an order form for customers, open up a bank account for your business, begin your formal accounting records, talk with some of your contacts and determine methods of sales and advertising that would best suit your needs, etc. You must stay focused on the needs of your venture as well as timeline of product for production and marketing phases. When you are ready to set up your business' chequing account, contact your instructor. There are to be two signatures on each cheque: your instructors will be one and the treasurer of your business will be the second.
22. If necessary, order the materials you are going to need to produce your product or provide your service. Keep in mind, you must have enough capital to cover the cost of your order. Your supplier will likely want your money in the bank account BEFORE the goods are sent. It may take up to 10 working days for your cheque to clear the bank and the supplier to know your cheque won't bounce. Ensure that you check out different suppliers and get the best price you can. You should look for wholesalers to supply you with raw materials for your business venture.
23. Do you need to contact a radio station or a newspaper? Usually there is 2-week waiting period before a non-profit group can get its ad put in for upcoming events/sales. You should begin to get your timeline finalized to ensure you have communicated as best you can to the public information about your product or service and when it is available.
24. Finally, fill in some of the questionnaires (handout) that allow you to assess your own entrepreneurial skills and abilities to determine if entrepreneurship is really for you. Answer the questions honestly and usually with your first reaction to the statement or question—if you have to think about it too long, you probably do not possess the skill or trait.

ENT1020 Planning a Venture

Alternative assignment to be completed ONLY if you DID NOT present your business plan:

25. In your logbook, determine **three** personal goals of your own that address:
 - your evaluation of the course, Enterprise and Innovation and justify your evaluation
 - what you hope to obtain from a course such as Enterprise and Innovation.
26. After filling out the questionnaires on skills and characteristics of entrepreneurs, determine what three careers where entrepreneurial skills are particularly important.
27. Interview an entrepreneur in your community and focus on the kinds of goals the entrepreneur must set and what kinds of skills/characteristics he or she had before entering the business that he or she is in and what skills/characteristics he or she had to acquire or learn to succeed in business.
28. Part of the entrepreneurial spirit is an understanding of community needs. Entrepreneurs give their time, not only to their own business ventures, but to other projects or events in their community as well. You must provide a minimum of two hours volunteer work with a community member/organization. If you cannot find one, contact your instructor, and one will be set up for you to help with, even within the school, such as a drama production, an athletic event, or some other event that the school is responsible for organizing.
29. Choose a magazine from the resources in the classroom, or the library. It must be a business publication that gives an understanding of different business venture. Prepare a summary on the article pertaining to entrepreneurship. You must include five main points and a summary of each, a statement of the author's point of view, your own personal perspective on the article, and be technically pleasing and in format – a title page, headings, page numbered, etc.
30. Your venture is currently underway. Your group has gone through the stages of planning, in detail, the entire business venture. In your logbook, write down, exactly what you have contributed to the venture so far. Once that is done, determine how you could improve on future contributions to the venture. This may help you “set goals” and try and accomplish more as you develop your venture.
31. You are the head of a multinational corporation. You have determined that your departments are not working together in optimum condition. You want to have a staff retreat (where all departments leave work in the morning and meet in a completely different environment – like a lodge or cabin in the mountains). You take your departments to Kananaskis to work on team-building to try and get them to work together in a more productive fashion. You have to, however, come up with a team-building exercise that allows them to discuss options, brainstorm, work together and come up with a plan. You want to make it fun, though and not work-related. Determine what your team-building exercise will be, how it should be implemented and how you will evaluate whether or not your employees obtained any value from this exercise. Ask your instructor for an example if you are unsure how to get started on this one.

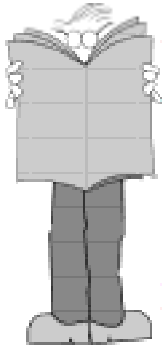
CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT2010 Analyzing Ventures

WHY TAKE THIS MODULE?



- This module will allow you to analyze data to make informed decisions on the feasibility of ventures.
- It will allow you to take a critical look at the various components of a venture and how to improve its chances of success.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *ENT1010: Challenge and Opportunity* and *ENT1020: Planning a Venture* will provide helpful background knowledge to work successfully in this module.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe and apply various methodologies for analyzing and evaluating ventures:
 - market analysis
 - industry analysis
 - financial analysis
 - product/service evaluation
- analyze research, compare a variety of ventures, and make informed decisions about the feasibility of each venture
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



ENT2010 Analyzing Ventures

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Research Project consisting of:<ul style="list-style-type: none">– primary and secondary research– analysis of this data.• Comparison of two ventures using a minimum of five criteria.	70%
	30%



WHICH RESOURCES MAY YOU USE?



- Contacts in the community
- The Entrepreneurial Spirit* (Liepner, DeJordy, Schultz)

ACTIVITIES/WORKSHEETS

1. What criteria are to be considered when examining the success of a venture? Brainstorm with your company members, use *The Entrepreneurial Spirit* (Chapter 8) and perhaps even your business mentors to determine at least 10 criteria. Your instructor will add and modify your list to include all necessary criteria. Write your 10 criteria down in your logbook.
2. Market research is a very labour-intensive undertaking. It is also a vital component to the success of a business venture. The resource centre has reference material which provide valuable information on this topic. It is recommended that you do PRACTICAL market research that will benefit your venture, or one of your business mentor's products/services.
For either YOUR business or volunteer venture, or for one of your business mentors products, prepare a sample questionnaire/survey that will allow you to determine the success of a particular product/service or the market need for a product/service. Ensure the sample questionnaire is checked over by the instructor and the business mentor.
3. Conduct a survey (primary research) that gives a good cross-section of the market (this may be determined by the business mentor, or, if you are conducting research on your own venture, by the instructor). You must interview a minimum of 75 people. When you are done, summarize the results of the survey and prepare a written evaluation (paragraph form) that analyzes the findings. You must do an analysis of this data using the following methodologies:
 - market analysis (what does the market want?)
 - industry analysis (what does the industry want?)
 - financial analysis (what are the financial gains?)
 - human resources analysis (what kinds of people are required?)
 - product/service evaluation (does the product or service meet the expectations of the consumer?)In your logbook, after this written evaluation, determine two advantages and two disadvantages encountered, with regards to primary research such as surveys/questionnaires.
4. Determine two other methods of primary research and any perceived advantages and disadvantages (*The Entrepreneurial Spirit*, Chapter 13 may be of benefit to you).
5. Along with primary research, there is also secondary research. Determine any three sources of secondary research, and the advantages and disadvantages of secondary research.
6. Using CURRENT local statistics available, determine a trend in the local demographics. This could be in population, in age, in birth rate, death rate, income levels, education levels, spending habits, etc. pick ONE trend and prepare a chart/graph (pie chart, line graph, bar graph, etc.) that depicts the trend.
7.
 - a. In your logbook, determine what information can be extracted from charts and data such as what you have just completed.
 - b. From this analysis, what then can be determined by researching statistics available through various sources?
 - c. How do such statistics benefit entrepreneurs?

ENT2010 Analyzing Ventures

8. Read any two case studies from magazine resources and complete a comparison on the ventures in terms of the following:
 - your personal criteria for success
 - human resources
 - production
 - management
 - marketing
 - distribution of product
 - technical feasibility
 - general acceptance
 - competition
 - legalities
 - risks (financial, personal, legal, societal, environmental)

Since you know the criteria for comparison, you may wish to choose your case studies carefully. If reading case studies does not interest you, then you may prefer to make a comparison on two local businesses using the same criteria. This does require more legwork and time on your part, however, it would certainly be relevant beneficial to you.

9. Now, focus in on your particular venture. You will prepare a written critique, including an in-depth analysis and assessment of the business or volunteer venture by using the data presented (such as the market analysis). Assess the strengths and weaknesses of the venture, as well as re-evaluate the risks associated with it. Determine the viability of the venture with considering resource and time constraints, as well as the previously collected data such as market analysis, cost factors, and any other relevant data.