

Module Learner Expectations

The student will:

- 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

Instructions

- Logbook entries are evaluated on a completion or non-completion basis.

The logbook record should consist of a minimum of three of the following:

- A minimum of 20 ideas generated on a given example (e.g., a list of possible uses for a brick)
- A record of when ideas were shared in a group setting with a description of how the group applied such strategies as piggybacking, brainstorming and mindmapping to further develop group members' ideas
- A personal list of needs, wants and priorities (minimum of 30 of each)
- An analysis of student's effectiveness as a group member (group work may be assessed by teacher and/or peers, using the Group Member Effectiveness Observation Form: ENTGRP)
- A written record of an interview with an entrepreneur (using the Interview Guidelines: ENTITV)
- A completed "Entrepreneurial Self-Assessment Checklist"
- An entrepreneurial self-analysis indicating five strong characteristics and five characteristics he or she can improve upon and a plan of action.

Date: _____

Student Name: _____

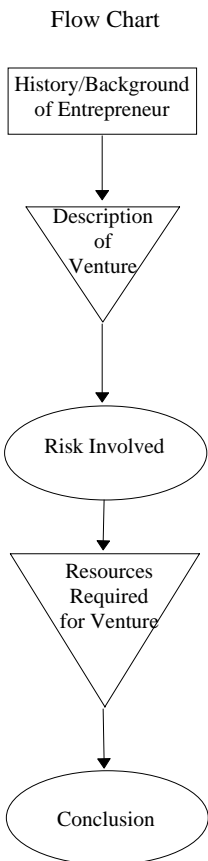
Module Learner Expectation

The student will:

- identify and compare a variety of venture opportunities

Rating Scale (<i>italics are optional</i>): <i>The student:</i>	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. <i>Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. <i>Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. <i>Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 1 IN EACH APPLICABLE AREA



Venture 1	Venture 2	Venture 3	Venture 4	Criteria	Rating Scale				
(Student Work)					4	3	2	1	0
				<input type="checkbox"/> Name of Entrepreneur <input type="checkbox"/> Training/Education <input type="checkbox"/> Previous Employment/Experience <input type="checkbox"/> Area of Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/> Name of Venture <input type="checkbox"/> Product/Service Description <input type="checkbox"/> Target Market <input type="checkbox"/> Size of Business <input type="checkbox"/> Type of Ownership <input type="checkbox"/> What specific need/opportunity has been addressed by the venture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/> What risks are involved? <input type="checkbox"/> Major risks <input type="checkbox"/> Minor risks <input type="checkbox"/> Which risks are controllable and which are beyond control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/> Start-up Costs <input type="checkbox"/> Source of Financial Backing <input type="checkbox"/> Advertising Costs <input type="checkbox"/> Materials/Supplies Required <input type="checkbox"/> Location/Overhead Costs <input type="checkbox"/> Staffing for Venture <input type="checkbox"/> Opportunity Costs <input type="checkbox"/> Research or Product Development <input type="checkbox"/> Environmental Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/> Which venture has most potential? <input type="checkbox"/> Justification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Module Learner Expectations

The student will:

- identify various forms of business ownership
- identify the components of a venture plan

Name: _____

Date: _____

1. List one advantage and one disadvantage to each of the following:

	Advantage	Disadvantage
a. starting a business from scratch		
b. purchasing an existing business		
c. purchasing a franchise		
d. becoming involved in network marketing		
e. sole proprietorship		
f. partnership		
g. corporation		

14

2. Name five areas that a business plan must cover/explain.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

10

3. **Assumption:** The school that you attend does NOT have a cafeteria or “convenience store.” As a budding entrepreneur, you recognize that a small store would do well in your school. Answer the following questions as they pertain to the idea of bringing a store into your school.

a. List 10 items that you think would sell well in your store (keep in mind legal and ethical components).

10

b. How will you staff your “store” when you are attending classes?

2

c. Determine the best way possible to advertise your store and any specials that you will offer on a daily basis.

2

d. Students in high school love to “win prizes.” Come up with a feasible plan to promote ANOTHER local store in your community while still enticing your high school customers to support your own establishment.

2

4. **Assumption:** You are an experienced entrepreneur and you recognize the tremendous need for pulp and paper mill in your community. You are beginning your business plan and need to address some issues that your community will be concerned about. In each of the areas outlined below, determine an area of major concern that your community will want answered. Determine the potential problem and how you will go about solving it to their satisfaction.

a. Environmental Issue

Problem: _____ 2

Solution: _____ 3

b. Business Regulation Issue

Problem: _____ 2

Solution: _____ 3

TOTAL = 50

Student Name: _____

Date: _____

Module Learner Expectations
The student will:

- 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

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Criteria	Rating Scale				
	4	3	2	1	0
Research Components <input type="checkbox"/> Define the task <input type="checkbox"/> Seek and gather various sources of information <input type="checkbox"/> Organize information in a logical manner <input type="checkbox"/> Analyze information <input type="checkbox"/> Extract the appropriate information from identified resources/materials to produce new information <input type="checkbox"/> Communicate the process involved in preparing the plan <input type="checkbox"/> Predict the probability that the suggested outcomes or consequences of the plan were to occur <input type="checkbox"/> Make a judgement on the feasibility of the venture plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Components <input type="checkbox"/> Legible <input type="checkbox"/> Free of spelling/proofreading errors <input type="checkbox"/> Correct grammar/communication style <input type="checkbox"/> Professional appearance/appropriate format <input type="checkbox"/> Appropriate use of white space <input type="checkbox"/> Page headings <input type="checkbox"/> Line spacing <input type="checkbox"/> Document free of smudges and wrinkles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content <input type="checkbox"/> Opportunity is identified <input type="checkbox"/> Opportunity is assessed (rationale) <input type="checkbox"/> Idea is formulated based on the identified opportunity <input type="checkbox"/> Idea is assessed based on specified criteria <input type="checkbox"/> Overall goal and objectives of the venture are identified <input type="checkbox"/> Implementation and management strategy is organized <input type="checkbox"/> Risks involved are assessed <input type="checkbox"/> Finances and funding information are prepared <input type="checkbox"/> Back-up strategy is developed <input type="checkbox"/> Opportunity costs are considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date: _____

Student Name: _____

Module Learner Expectations

The student will:

- demonstrate qualities that initiate
 - initiative
 - flexibility
 - leadership/teamwork skills
- describe career options where enterprise and innovation are particularly important

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Criteria	Rating Scale				
	4	3	2	1	0
<p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set goals and follow instructions accurately <input type="checkbox"/> formulate questions and find answers <input type="checkbox"/> access relevant in-school/community resources <input type="checkbox"/> interpret and organize information into a logical sequence <input type="checkbox"/> record information accurately <input type="checkbox"/> use time effectively 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Technical Components</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of one or more communication media: e.g., <u>Written</u>: spelling, punctuation, grammar <u>Oral</u>: voice projection, body language <u>Audio-visual</u>: techniques, tools <input type="checkbox"/> use correct grammatical convention and technical terms <input type="checkbox"/> provide an introduction that describes the purpose of the project <input type="checkbox"/> communicate information in a logical sequence <input type="checkbox"/> state a conclusion based on a summary of facts <input type="checkbox"/> provide a reference list of important information sources 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiative <input type="checkbox"/> Flexibility <input type="checkbox"/> Leadership <input type="checkbox"/> Team member 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- demonstrate qualities that initiate
 - initiative
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Instructions

- Logbook entries are evaluated on a completion or non-completion basis.

The logbook record will consist of:

- Three personal goals in relation to Enterprise and Innovation addressing:
 - student input into course
 - what student hopes to obtain from the course.
- Three career goals including:
 - career research where entrepreneurial skills are important
 - an interview with an entrepreneur (using the Interview Guidelines: ENTITV)
 - evidence of a minimum of two hours volunteer work with a community member/organization.
- Summary of a magazine or newspaper article pertaining to business and/or entrepreneurship. Summary will include:
 - five main points
 - statement of author's point of view
 - student perspective on the article
 - technical components; e.g., title, date, etc.
- A personal evaluation of:
 - what he or she has contributed to the venture so far
 - how he or she could improve on future contributions.
- A description of team-building exercise (e.g., stranded on a desert island and students must create a survival plan as a team), how it was implemented and an evaluation of the exercise.