



# CREATIVITY, INNOVATION AND OPPORTUNITY IDENTIFICATION

Facilitator's Guide



Youth Employment Services - YES  
[www.yes.on.ca](http://www.yes.on.ca)

## Creativity, Innovation and Opportunity Identification: Workshop at a Glance

### Overview and Purpose

This workshop introduces three key concepts in entrepreneurship: creativity, innovation and opportunity identification. You take part in activities to define and then explore all three concepts. You generate and refine your own ideas for a business, applying the concepts of creativity, innovation and opportunity identification that you have learned.

### Time

The workshop is between three to six hours long. All timings provided in the Facilitator's Guide are approximate. Note that the timings for the slides don't add up exactly to three or six hours, because some of the activities can be extended or shortened. You can lengthen, shorten or leave out activities based upon the needs of your participants and the amount of time you have for the workshop. You should have short breaks at least every 90 minutes.

If you would like to split this workshop into two parts, divide it between innovation and opportunity identification, activities five and six.

### Learning Outcomes

At the end of this workshop you will be able to:

1. Define creativity and understand the process of creating.
2. Complete activities to help you develop your creativity.
3. Define innovation and understand the process of innovation.
4. Define opportunity identification and understand the process of opportunity identification.
5. Complete activities to refine your opportunity identification skills.
6. Analyze your own business idea through the lenses of creativity, innovation and opportunity identification.

### Leading Questions

As participants complete this workshop, they will think about and answer the following questions:

1. What do you think creativity is? How do we become more creative?
2. What do you think innovation is? How do we become more innovative?

3. What do you think opportunity identification is? How do we become better at opportunity identification?
4. What is your business idea? How can you revise your idea based upon the information presented in this workshop?

### **Workshop Agenda**

#### Introductions and Workshop Overview

1. Creativity and Innovation Around Us
2. What is Creativity?
3. How do We Develop Our Creativity?
4. What is Innovation?
5. How do We Develop our Innovation Skills?
6. What is Opportunity Identification?
7. What is the Opportunity Identification Process?
8. Refining Your Business Idea
9. Review and Wrap-Up

### **Materials Needed**

1. White board/Screen/Internet connectivity
2. Each participant should have a workbook and a device
3. PPT Presentation *Creativity, Innovation and Opportunity Identification*

### **Formative Assessment**

Concept Check Multiple Choice Quiz (completed as a class).

## Detailed Workshop Plan

Slide  
1



**Timing:** Display as the participants come in.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** None.

Slide  
2



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** Introduce yourself as the instructor. Have each participant briefly state their name. Have each participant put a name card in front of them for your reference.

Slide  
3



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** Review all of the housekeeping details indicated on the slide. For cell phone use, indicate that if they are expecting an urgent call, their phone should be on vibrate. Otherwise indicate it should be on silent. They should not respond to texts or emails during the workshop.

Slide  
4



**Workshop Materials**



Participant Workbook



Digital device



6/8/2018

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** One Participant Workbook per participant.

**Procedures and Notes:** Direct participants to their Participant Workbooks. Have them put their names on them. Indicate that this is their record of the key information in the workshop and ideas they generate during the workshop. Indicate that there are several activities in which they may choose to use their cell phone/device.

Slide  
5

**Rules of Engagement**

- This workshop is for you.
- Ask your questions.
- Make your comments.
- One person speaking at a time.
- Communicate respectfully even when you disagree.
- Have some fun along the way.

6/8/2018

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** Review your expectations for the participants. Indicate that your role is to guide them through the material and facilitate discussion.

Slide  
6

**Learning Outcomes**

At the end of this workshop you will be able to:

1. Define creativity and understand the process of creating.
2. Complete activities to help you develop your creativity.
3. Define innovation and understand the process of innovation.

6/8/2018

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 2.

**Procedures and Notes:** Review the learning outcomes of the workshop, stressing the practical knowledge and abilities that participants will walk away with.

Slide  
7



**Learning Outcomes**  
At the end of this workshop you will be able to:

4. Define opportunity identification and understand the process of opportunity identification.
5. Complete activities to refine your opportunity identification skills.
6. Analyze your own business idea through the lenses of creativity, innovation and opportunity identification.

yes 8/8/2018 7

Continued from previous slide.

Slide  
8

1. Creativity and Innovation Around Us
2. What is Creativity?
3. How do We Develop Our Creativity?
4. What is Innovation?
5. How do We Develop Our Innovation Skills?



yes 8/8/2018 8

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 3.

Procedures and Notes: Review the agenda for the course.

Slide  
9

6. What is Opportunity Identification?
7. What is the Opportunity Identification Process?
8. Refining Your Business Idea
9. Review and Wrap-Up



yes 8/8/2018 9

Continued from previous slide.

Slide  
10



**Creativity and Innovation Around Us**




yes 8/8/2018 10

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: None

Procedures and Notes: Quickly move through the photo slides. Ask the class what examples of creativity and innovation they see in the photos. The objective is for participants to see all of the creativity and innovation around them, in all aspects of our lives.

Slide  
11



Continued from previous slide.

Slide  
12



Continued from previous slide.

Slide  
13



Continued from previous slide.

Slide  
14



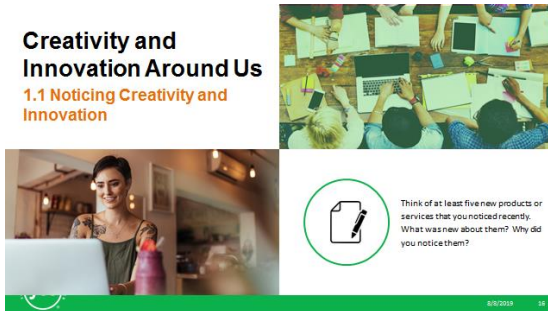
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Slide  
15



Continued from previous slide.

Slide  
16



**Timing:** 5-10 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 4.

**Procedures and Notes:** Participants work in small groups to discuss at least five new products or services they have noticed recently, what was new about them and why they noticed them. Have some groups share their observations with the whole class.

Slide  
17



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 4.

**Procedures and Notes:** Review the definitions of creativity given on the slide. Emphasize the words in bold—new, valuable, the potential of the mind. Also stress that building and running a business is a highly creative process. Entrepreneurs are creative!



Slide  
18



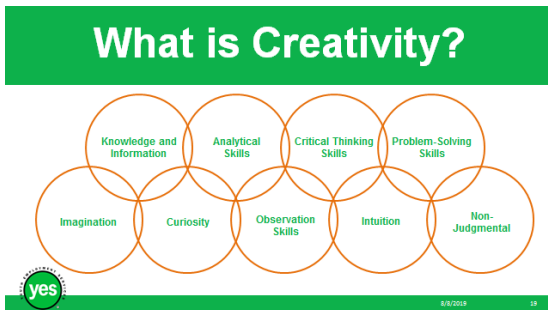
**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 4.

**Procedures and Notes:** Tell the class that there are actually many different ways to define creativity. There is no one correct definition. Each definition tells us something different about what creativity is. They each give us a different way to look at creativity. The first two ways to look at creativity are ability versus process. Ask the class if they think creativity is an ability or a process, and why. Then review the ability definition on the slide.

Slide  
19



**Timing:** 5-10 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 4.

**Procedures and Notes:** Expand on the definition of creativity as an ability by asking what makes someone able to be creative. Use the words in the diagram as a starting point. For each of the components of creativity, as the class why it is important. You are looking for the following:

*Knowledge and information:* Creativity is not based on nothing. It is based on what we already know.

*Analytical skills:* To be creative, we have to be able to analyze something or a situation and identify what is missing.

*Critical thinking skills:* To be creative, we have to evaluate everything that we do, making judgements about what is good and what is not.

*Problem-solving skills:* A lot of creativity is based on finding solutions to problems, often everyday problems.

*Imagination:* To be creative we have to imagine something that doesn’t exist yet.

*Curiosity:* Creativity comes from asking questions about everything we see. Why is something the way it is? What would happen if we do something differently?

*Observation skills:* Creativity comes from noticing everything—what are people doing, how often are they doing something, what tools are they using.

*Intuition:* Creativity has an intuitive element to it. Our gut tells us something and we listen to it.

*Non-judgemental:* Creativity comes from not ruling anything out and being open to all ideas, even those that at first seem like they won’t work.

Slide 20



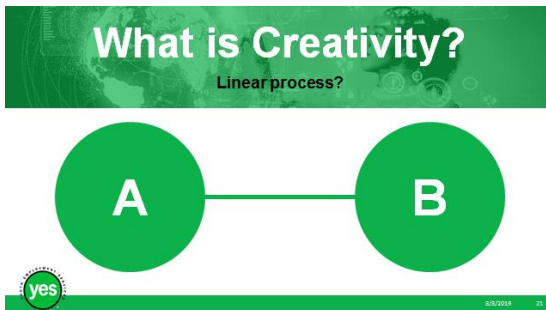
**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 4.

**Procedures and Notes:** Present another perspective on creativity, that it is a process rather than an ability. Ask participants if they agree with this, and why or why not? Accept any answers.

Slide 21



**Timing:** 2-5 minutes.

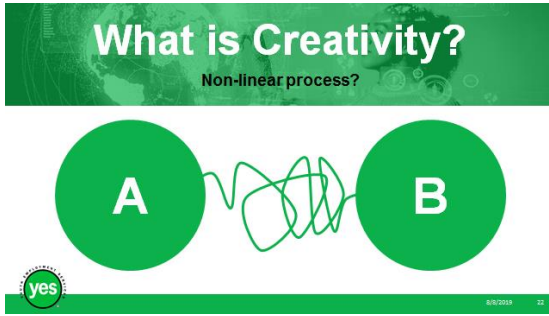
**Interaction Pattern:** Whole class.

**Materials Needed:** Page 4.

**Procedures and Notes:** Tell the class that if we look at creativity as a process, we need to think about what kind of process it is. The first possible process is a linear process, in which we move efficiently from Point A to Point B. Ask participants if they agree with this process, and

why or why not? You are looking for: Some creativity may be linear, if the situation is very simple and predictable and there are no unknowns. Usually, however, creativity is more complex than this.

Slide 22



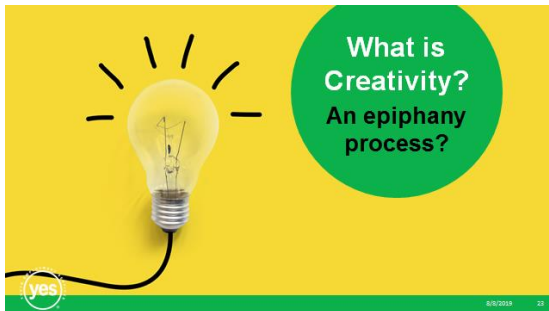
**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** The second process for creativity is non-linear. The journey from Point A to Point B goes all over the place and in many directions. Ask participants if they agree with this process, and why or why not? You are looking for: This is often what creativity looks like when we have a difficult problem we are looking to solve and we don’t have all of the information we need. We try something, learn from it, adjust, try something else, it doesn’t work, we try something else and so on. Eventually we get where we need to go.

Slide 23



**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** A third type of creativity process is an epiphany or light bulb process. We just suddenly know the answer to a problem or know what to create. Ask participants if they agree with this process, and why or why not? You are looking for: This does happen sometimes, and makes for a dramatic moment, but it is not as common as we might see in the movies.

Slide  
24



**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** The fourth possible process for creativity is that of percolating. We think about a problem or issue for a long time, gradually putting ideas together to create a solution. Ask participants if they agree with this process, and why or why not? You are looking for: This is a more common process than an epiphany process. We may think about something for a long time, gradually putting ideas together, until we reach a point where we have what we need.

Slide  
25



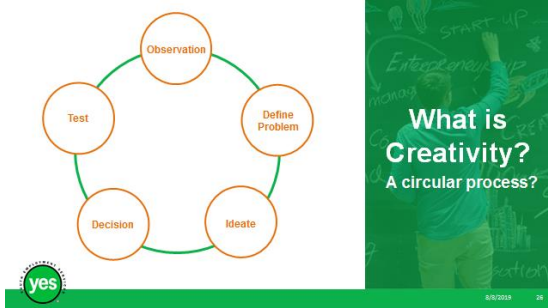
**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** This fifth possible process for creativity is similar to the percolating process in that it takes some time. However, it happens because we spend a lot of time and effort on the idea in order to make it work, similar to providing heat, light and oxygen in an incubator. Ask participants if they agree with this process, and why or why not? You are looking for: This is the process that many business schools and investors adhere to. We hear many news stories about business incubators, in which entrepreneurs focus all of their efforts on "growing" an idea into a feasible business. Some of these businesses are successful and some aren't.

Slide  
26



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** The final possible process for creativity is a circular process, in which the entrepreneurs observe or notice an issue, define the problem, then ideate or brainstorm different ways to solve the problem, make a decision on which solution to use, test their solution and then once again observe the outcome. Ask participants if they agree with this process, and why or why not? You are looking for: This is a process that allows entrepreneurs to experiment and learn from their experimentation. This continual circle of learning is a realistic representation of ongoing creativity.

Slide  
27

**How Do We Develop Our Creativity?**  
3.1 Playing With Lego

Take the bag of Lego pieces (or other building materials). Working in a small group, construct each of the following objects one at a time: a house, a tree, a car, a robot, a flower. Your instructor will give you different directions before you build each object.

**Timing:** 20-30 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 6. Bags of 40 or 50 pieces of Lego for each small group. If you don’t have pieces of Lego use any other type of toy building material.

**Procedures and Notes:** Tell the class that they are going to complete some activities to help them explore and develop their creativity. Direct them to get into small groups. Give each group a bag of Lego pieces or similar building materials. Direct the group to build the first object listed on the slide, a house. Don’t provide any other instructions. Stop the group after ten minutes and have some groups present their work to the whole class.

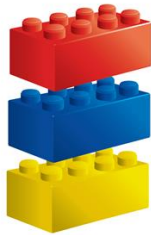
Direct the small groups to now construct a tree with their pieces, but indicate that they have

only five minutes to do it. Stop their work at exactly five minutes. Ask the class how they felt with the time pressure. Ask if it made them more or less creative. Answers will vary.

Direct the small groups to divide their building blocks into two groups, with the same number of pieces in each group. Tell them to use only one group of pieces to build a car. Stop them after about 7 minutes. Ask them how they felt having fewer pieces, if it made them more or less creative.

The purpose of these activities is to explore how different constraints can either help or hinder creativity, depending on the individual and the circumstances.

Slide  
28



Visually represent the emotion given by the instructor using your Lego pieces.



© 2012 28

**Timing:** 10 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 6.

**Procedures and Notes:** Direct the same small groups to work with their Lego pieces to create something, anything, to represent the emotion happiness. Give them 5-7 minutes. Have them present their creations to the group.

The purpose of this is to have participants exercise their creativity to take something intangible, like an emotion, and make something tangible to represent it.

Slide  
29

**How Do We Develop Our Creativity?**  
3.2 Object Use Brainstorming



Take any object from your bag. What is it used for? With your group, brainstorm at least ten other uses for the object.

**Timing:** 10 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 6.

**Procedures and Notes:** Participants work in small groups. They take turns taking an object randomly from their bags. For each object, the small group brainstorms at least ten other uses for the object, in addition to what it was originally intended for. They then move on to the next object.

The purpose of this activity is to explore creativity as finding different ways to use existing objects.

Slide  
30



**3.3 Object Improvement Brainstorming**

Take any object from your bag. How can it be improved? With your group, brainstorm at least ten ways to make the object better.

**Timing:** 10 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 6.

Participants work in small groups. They take turns taking an object randomly from their bags. For each object, the small group brainstorms at least ten ways to make the object better. They then move on to the next object.

The purpose of this activity is to explore creativity as finding different ways to improve existing objects.

Slide  
31



**What is Innovation?**

**4.1 What is Innovation?**

Innovation is the **implementation** of ideas generated through **creativity**. Innovation is **about making the ideas a reality** and putting them to work. In addition to good ideas, we need **the resources, processes and environment** in which to implement them.

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 6.

**Procedures and Notes:** Ask the class what the difference is between creativity and innovation. You are looking for creativity as the generation of ideas, and innovation as making the ideas a reality. Review the definition on the slide.

Slide  
32

**What is Innovation?**

**4.2 Frugal Innovation**



**Watch the video**  
What is frugal innovation?  
Why is it important?

**Timing:** 25 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 7.

**Procedures and Notes:** As a whole class, watch the video on frugal innovation. Direct participants to note down what frugal innovation is, and why it is important for entrepreneurs to know. Discuss their observations as a class. You are looking for the following: Frugal innovation is innovation with very, very limited resources, either financial or people resources. In frugal innovation, entrepreneurs use existing, everyday materials, often recyclable materials, to make new things. Frugal innovation started in developing countries, but is now spreading to developed countries.

It is important for entrepreneurs to understand frugal innovation. We don’t have to have a lot of resources in order to start a business. Sometimes we can use resources that are right in front of us and available at low cost.



Slide  
33

**VIDEO:**

**Creative Problem-Solving the Face of Extreme Limits:  
Ravi Nadjou**

DIRECT LINK:  
[https://www.ted.com/talks/navi\\_radjou\\_creative\\_problem\\_solving\\_in\\_the\\_face\\_of\\_extreme\\_limits](https://www.ted.com/talks/navi_radjou_creative_problem_solving_in_the_face_of_extreme_limits)



Click on the link or the image to view the video

Slide  
34



**How Do We Develop Our Innovation Skills?**

**5.1 Becoming a Practical Idealist**

In addition to developing our creativity, we need to be a **practical idealist**. We need to identify what we need to do in order to turn our idea into reality.



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 7.

**Procedures and Notes:** As a class, introduce the concept of a practical idealist using the information on the slide.

Slide  
35



**How Do We Develop Our Innovation Skills?**



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 7.

**Procedures and Notes:** To be a practical idealist, entrepreneurs need to identify the resources we need to make our ideas reality. Review the diagram, which categorizes the different types of resources we need to have: people, finances, technology, time and other resources.

Slide  
36

**How Do We Develop Our Innovation Skills?**  
5.1 Becoming a Practical Idealist



Use the word map on the next page. Put your business idea in the middle. With a partner or small group, brainstorm everything you need in order to make your idea a reality, using the categories in the word map as a guide.

**Timing:** 20 minutes.

**Interaction Pattern:** Individual and pairs.

**Materials Needed:** Pages 7 and 8.

**Procedures and Notes:** Participants work individually to identify the resources they have available to them to turn their business idea into reality. They use the five categories in the diagram on page 8, and write the details of their resources around the diagram. They then share their resource analysis with a partner.

Slide  
37



**What is Opportunity Identification?**

6.1 Types of New Opportunities

- Products
- Services
- Processes
- Organization systems
- Markets/locations
- Raw materials
- Business models

**Timing:** 5-10 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 8.

**Procedures and Notes:** Introduce the concept of opportunity identification, as one of the first steps in being an entrepreneur. Opportunity identification is the process of using our creativity and innovation to determine possible new ideas for a business. Opportunities for businesses are everywhere. Review the types of new business opportunities given on the slide, making sure participants are clear on what each type of opportunity is, using the information below.

*Products:* New things for people to use.

*Services:* New ways to help people.

*Processes:* New ways to do things.

*Organization systems:* New ways to organize things.

*Markets/locations:* New places to sell your products or services.

*Raw materials:* New materials to make things from.

*Business models:* New ways to make money.

Slide 38



Think of an example new opportunity for each type of opportunity listed on the previous slide.

**Timing:** 10 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 8.

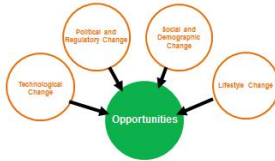
**Procedures and Notes:** Have participants work in small groups to think of an example new opportunity for each type of opportunity listed on page 8. Have them share their ideas with the whole class. Any answers are acceptable as long as they fit in the category.

Slide 39



**What is Opportunity Identification?**

**6.2 Forces Creating New Opportunities**



**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** As a whole class, introduce the idea that there are different forces acting all the time that create new business opportunities. Refer to the diagram on the slide. The main forces creating new business opportunities are technological change, political and regulatory change, social and demographic change, and lifestyle change.

Slide 40



Complete the chart with possible new opportunities created by the types of changes given in the two left-hand columns.

**Timing:** 20 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 9.

**Procedures and Notes:** Participants work in small groups to complete the chart on page 9. Looking at the type of change in the left-hand column and the example of this type of change in the next column, have them brainstorm as many possible new business opportunities created by the change as they can think of. Allow them 10-15 minutes to complete the chart.

Slide  
41



**What is Opportunity Identification?**

**Technological Change:  
Online Market Places**

- Selling used goods
- Selling handcrafted goods
- Online payment systems
- Warehousing and logistics systems

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** Have some groups share their ideas for this category of change. There are many possible answers, some of which are given on the slide.

Slide  
42



**What is Opportunity Identification?**

**Political/Regulatory Change:  
Legalization of Marijuana**

- Cultivation of marijuana
- Processing of marijuana
- Manufacturing marijuana products
- Selling marijuana
- Testing devices for marijuana influence

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** Have some groups share their ideas for this category of change. There are many possible answers, some of which are given on the slide.

Slide  
43



**What is Opportunity Identification?**

**Social/Demographic Change:  
Aging Population**

- Anti-aging products
- In-home support and care services (cleaning, shopping, handyman, nursing, meal preparation)
- Retirement complexes
- Retirement travel

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** Have some groups share their ideas for this category of change. There are many possible answers, some of which are given on the slide.

Slide  
44



**What is Opportunity Identification?**

**Lifestyle Change: Fast-Paced Lifestyle**

- Assistance with house hold chores (cleaning, repair, gardening, lawn care, snow plowing, pet walking)
- Assistance with managing our lives (personal assistant, personal shopper, ready-made meals, grocery shopping)

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** Have some groups share their ideas for this category of change. There are many possible answers, some of which are given on the slide.

Slide  
45

**What is Opportunity Identification?**

**6.3 Changes from New Technologies**



Thinking back just over the past five to ten years, list at least five new technologies. Beside them, list at least one new business opportunity that resulted from the technology change.

**Timing:** 15 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Pages 9 and 10.

**Procedures and Notes:** Tell the class that technology is the area of society that is changing the most rapidly. It is therefore the area in which there may be the most opportunities for new businesses. Direct participants to work in small groups to complete the chart on page 10. They need to identify five new technologies from the past five to ten years. For each technology they should brainstorm one or more new business opportunities created by the technology. Select one or two groups to share their ideas with the whole class.

Slide  
46

**What is Opportunity Identification?**

**6.4 Opportunity Identification as Solving Problems**

Another way to think of opportunities is as problems that need to be solved.



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 10.

**Procedures and Notes:** Direct the class to another way to think of opportunity identification, as solving problems. To find business opportunities, entrepreneurs find problems and then develop solutions for them.

Slide  
47



For each of the opportunities given in the chart, what problem is being solved?

**Timing:** 15 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Pages 10 and 11.

**Procedures and Notes:** Have participants work in small groups. In their groups, participants complete the chart on pages 10 and 11. For each business opportunity in the left-hand column, they indicate what customer problem the business solves. Confirm possible the answers as a class. There is more than one possibility.

*Tutoring:* A child has fallen behind in school. A child is having difficulty with a particular subject or upcoming exam.

*Lawn care/gardening:* A home owner doesn't have time to cut the lawn each week.

*Singer/songwriter:* A customer wants an original song writing for a special event.

*Vlogger:* Subscribers need ideas for easy professional outfits for each day.

*Meal service:* An elderly person can't cook for himself/herself.

*Handy person:* A home owner doesn't know how to put a piece of Ikea furniture together.

*Pet sitter/dog walker:* A family doesn't have time to walk the dog each day.

*Snow remover:* An elderly person can't shovel the driveway of his/her home after a snowfall.

*Personal shopper:* A professional doesn't have time to browse fashion retail stores to find suitable professional clothes.

*Jewelry designer:* A customer wants unique, handmade accessories.

*Blogger:* Subscribers want travel advice.

*Personal assistant:* A busy professional doesn't have time to manage personal appointments.

*House sitter:* A homeowner doesn't want to leave a home vacant while on vacation.

Slide  
48

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class, small groups.

**Materials Needed:** Page 11.

**Procedures and Notes:** Tell the class that researchers who study entrepreneurship are very interested in how entrepreneurs identify potential business opportunities, a process called opportunity identification. Review the process illustrated in the diagram on the slide. Entrepreneurs start by building a broad and rich knowledge base. In other words, they need to know a lot about the sector in which they want to build a business. They then analyze the information, organize it and identify where the connections are. Finally, within their analysis, they identify gaps or opportunities.

Slide  
49

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 11.

**Procedures and Notes:** Emphasize to the class that information and knowledge are an important part of finding business opportunities. Review the key points on the slide.

Slide  
50

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 11.

**Procedures and Notes:** Review the additional points on the slide about how to gather information about their sector. Add that they will do a lot of research as part of their business and marketing planning processes and the

objective of this research is to learn all they can about their sector.

Slide 51

**Watch the video**  
What does the entrepreneur tell us about information/knowledge and opportunity identification?

**Timing:** 10-15 minutes.

**Interaction Pattern:** Whole class, pairs.

**Materials Needed:** Page 11.

**Procedures and Notes:** As a class, watch the video. Ask the class to note what the entrepreneur had to say about information/knowledge and opportunity identification. You are looking for: knowing your sector is extremely important, both to find business opportunities and to continually gather ideas for your business once it has started. Have participants work in pairs to discuss what they already know about their sector and what they still need to learn.

Slide 52

**VIDEO:**

**60 Second Entrepreneur: Comprehensive Understanding**

DIRECT LINK:  
[https://www.youtube.com/watch?time\\_continue=33&v=SaRi7GnL-Is](https://www.youtube.com/watch?time_continue=33&v=SaRi7GnL-Is)



Click on the link or the image to view the video.

Slide 53

**What is the Opportunity Identification Process?**

**7.3 Identifying Easy and Practical Opportunities**

Many opportunities are not expensive to turn into actual businesses. They do not require us to purchase very much equipment, property or inventory. They also don't require us to follow a lot of regulations.



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 12.

**Procedures and Notes:** Introduce the idea that not all business opportunities need to take a lot of money to start. There are many business opportunities that can be started with very small amounts of money. Review the key points



Slide 54

The slide features a green background with a faint pattern of dollar signs and gears. At the top, the title "What is the Opportunity Identification Process?" is written in white. Below the title, a diagram shows three green circles: "Low Investment", "Low Regulation", and "Low Barriers to Entry". These are connected by an orange plus sign and an orange equals sign. A small "yes" logo is in the bottom left corner, and the date "8/8/2018" and slide number "54" are in the bottom right.

**Timing:** 2-5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 12.

**Procedures and Notes:** Review the formula given on the slide: low investment plus low regulation equals low barriers to entry. Explain that barriers to entry are how difficult it is to get a business started in a particular sector. If a business has low barriers to entry, it is not expensive to start and there are not a lot of rules to learn. While businesses with low barriers to entry can be competitive, they don’t require a lot of money.

Slide 55

The slide shows a group of people holding up various devices (tablets, smartphones) displaying icons like a lightbulb, a rocket, and a document. A central graphic shows a pencil writing on a document. Below it, the text reads: "Think of opportunities created by lifestyle changes, an aging population and/or technology changes that are easy and inexpensive to turn into businesses." A "yes" logo is in the bottom left, and the date "8/8/2018" and slide number "55" are in the bottom right.

**Timing:** 10-15 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 12.

**Procedures and Notes:** Participants work in small groups to brainstorm possible low cost businesses created by recent lifestyle changes, an aging population and/or technology changes. Have some of the groups share their ideas with the whole class. There are many possibilities.

Slide 56

The slide is titled "Refining Your Business Idea". It features two images: one of people looking at a whiteboard with sticky notes, and another of people holding up devices. A central graphic shows a pencil writing on a document. Below it, the text reads: "Using everything you have learned about creativity, innovation and opportunity identification, work with a partner or small group to refine your business idea." A "yes" logo is in the bottom left, and the date "8/8/2018" and slide number "56" are in the bottom right.

**Timing:** 20-30 minutes.

**Interaction Pattern:** Pairs or small groups.

**Materials Needed:** Page 12.

**Procedures and Notes:** Participants work in pairs or small groups to discuss their business ideas. They use everything presented in the module to fill out their ideas in detail. The other participants should critique the ideas and

ask questions to make sure all details are considered. Ask several participants to share the details of their business ideas with the whole class. If you have more time, have all participants formally present their business idea to the class and answer questions about it.

Slide  
57



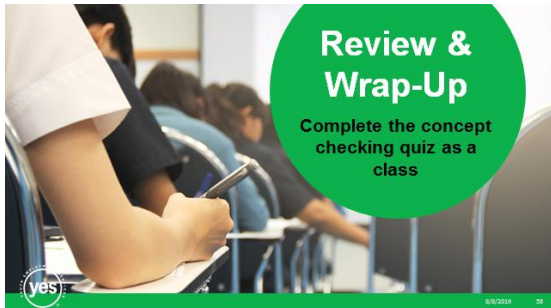
**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 12.

**Procedures and Notes:** Briefly review the topics covered in the module.

Slide  
58



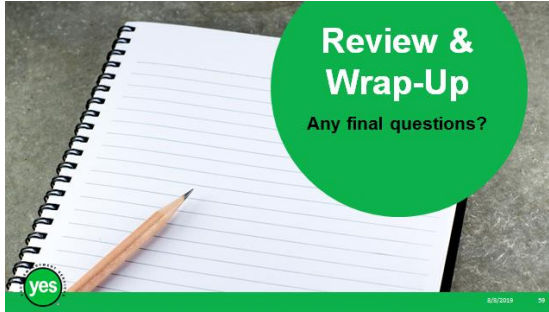
**Timing:** 5-10 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** List of quiz questions at the end of the Facilitator’s Guide. One set of A, B, C cards for every four participants.

**Procedures and Notes:** Quickly review the topics covered in the module. Divide participants into teams of three or four. Give each team three cards or pieces of paper, with large A, B and C on each piece. Read each multiple choice question below out loud. Teams have ten seconds to decide on the BEST answer and hold up the appropriate card. Provide the correct answer (indicated in bold on the list of questions) and discuss any questions about the answer. Teams get one point for each correct answer. Teams keep track of their own scores. The team with the most points at the end of all of the questions is the winning team.

Slide  
59



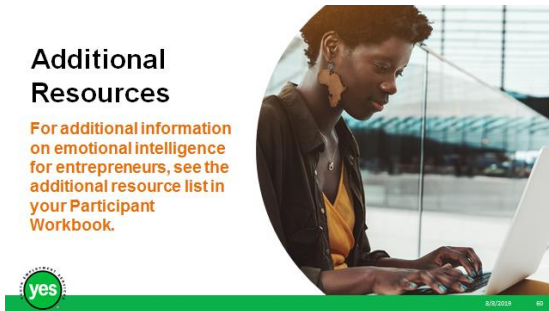
**Timing:** As needed.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** Ask if there are any final questions or comments about the content of the module.

Slide  
60



**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** None.

**Procedures and Notes:** Direct participants to the additional resources at the end of the Participant Manual for further information.

## Module Review Quiz Questions

The correct answer is in bold.

1. What is creativity?
  - A. Creativity is the process of taking something old and making it new.
  - B. Creativity is the ability to create something artistic such as a piece of art or music.
  - C. Creativity leads to the development of something new and valuable.**
  
2. What are three characteristics or skills needed for the ability of creativity?
  - A. Curiosity, intuition and critical thinking skills.**
  - B. Planning, organization and communication.
  - C. Personable, energetic and methodical.
  
3. What are three possible processes for creativity?
  - A. Network, web and curve.
  - B. Linear, percolating and circular.**
  - C. Triangular, spiral and logical.
  
4. What is innovation?
  - A. Innovation is the development of new ideas.
  - B. Innovation is the ability to see the possibilities in existing situations.
  - C. Innovation is the implementation of ideas generated through creativity.**
  
5. What is frugal innovation?
  - A. Frugal innovation is the implementation of an idea with as little cost as possible.**
  - B. Frugal innovation is innovation that does not require a lot of time.
  - C. Frugal innovation is the creation of new products with the scrap materials left from making other new products.
  
6. What is a practical idealist?
  - A. A practical idealist is someone who understands how hard it is to create a new business.
  - B. A practical idealist is someone who is realistic about what is needed to turn an idea into reality.**
  - C. A practical idealist is someone who knows that not every business idea will be successful.
  
7. What is opportunity identification?
  - A. It is when we select the most promising option of three business ideas we have developed.
  - B. It is when we use our knowledge of a sector to identify potential business opportunities.**

- C. It is when, as an investor, we select the best business idea from those presented to us by entrepreneurs.
8. What are three types of new business opportunities?
- A. Loans, lines of credit and grants.
  - B. Innovation, creativity and recycling.
  - C. Processes, markets and services.**
9. What are two types of changes in society that can create new business opportunities?
- A. Political/regulatory change, and lifestyle change.**
  - B. Economic change, and historical change.
  - C. Stylistic change, and informational change.
10. What does a low barrier to entry mean?
- A. It is when a business is very easy to start.
  - B. It is when a business does not require a lot of money or does not have to follow a lot of rules and regulations in order to get started.**
  - C. It is when a business has few problems when it is launched.