

ENTREPRENEURSHIP 101

Facilitator's Guide



Youth Employment Services - YES

www.yes.on.ca

Emotional Intelligence for Entrepreneurs: Workshop At-A-Glance

Overview and Purpose

This workshop introduces you to the concept of entrepreneurship and its component parts (entrepreneur, opportunities, process, organization and environment). It allows you to explore your personal traits, characteristics, education, experience and skills through the lens of potential entrepreneurship. Finally, the workshop shares stories of successful entrepreneurs.

Time

The workshop is about three 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.

Learning Outcomes

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

1. Define *entrepreneur*.
2. Discuss the importance of entrepreneurs in local and national economies.
3. Notice entrepreneurs all around you.
4. Identify the components of a model of *entrepreneurship*.
5. Discuss different types of enterprises.
6. Discuss the components of a model of *entrepreneur*: personal traits/characteristics, education/ experience and skills/competencies of entrepreneurs.
7. Evaluate your own personal traits/characteristics, education/experience and skills/competencies.

Leading Questions

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

1. What do you think entrepreneurship is?
2. Why are you interested in exploring entrepreneurship?
3. What personal traits/characteristics, education/experience and skills/competencies do you have that will enable you to be successful as an entrepreneur?

4. What personal traits/characteristics, education/experience and skills/competencies do you still have to develop that will enable you to be successful as an entrepreneur?

Workshop Agenda

Introductions and Workshop Overview

1. What is an Entrepreneur?
2. Statistics on Entrepreneurs
3. Entrepreneurs Around Us
4. A Model of Entrepreneurship
5. Different Types of Enterprises
6. A Model of Entrepreneurs
7. Personal Attributes/Characteristics of Entrepreneurs
8. Experience/Background of Entrepreneurs
9. Skills/Competencies of Entrepreneurs
10. Evaluating Your Entrepreneurship Potential
11. Review and Wrap-Up
12. Additional Resources

Materials Needed

1. White board/Screen/Internet connectivity
2. Each participant should have a workbook and a device
3. PPT Presentation *Entrepreneurship 101*

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

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

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

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.

Continued on the next slide.

Slide
7



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

5. Identify different types of enterprises.
6. Discuss the components of a model of entrepreneur; personal attributes/characteristics, background/experience and skills/competencies of entrepreneurs.
7. Evaluate your own personal traits/characteristics, education/experience and skills/competencies.

yes 8/8/2023

Continued from previous slide.

Slide
8

1. What is an Entrepreneur?
2. Statistics on Entrepreneurs
3. Entrepreneurs Around Us
4. A Model for Entrepreneurship
5. Different Types of Enterprises
6. A Model for Entrepreneurs



Workshop Agenda

yes 8/8/2023

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 3.

Procedures and Notes: Review the agenda for the course.

Continued on the next slide.

Slide
9

7. Attributes/Characteristics of Entrepreneurs
8. Experience/Background of Entrepreneurs
9. Skills/Competencies of Entrepreneurs
10. Your Entrepreneur Self-Evaluation
11. Review and Wrap-up
12. Additional Resources





Workshop Agenda

yes 8/8/2023

Continued from previous slide.

Slide
10

Based on these short videos, what is an entrepreneur?

yes 8/8/2023

Timing: 10 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 4.

Procedures and Notes: Direct the whole class to watch the three short videos. Have them note down anything in the videos that answers the question “What is an entrepreneur?”

You are looking for the following:

- Entrepreneurs organize, manage and assume risk in running an enterprise.
- They are change agents.
- They see needs, wants and problems to overcome through a business.
- They have a vision for what they can contribute to the world.
- They are willing to work to make this vision come true.
- They create jobs for themselves and others.
- They want to change the world and make it a better place.
- They are students, innovators, builders, problem-solvers, leaders and dreamers.
- Attitude (perseverance, positivity, confidence).
- Creativity (solving a problem, imagination).
- Relationships (talk and listen to customers, employees and partners).
- Organization (for the day-to-day running of the business like record-keeping and finance)

Slide 11

VIDEO:

Boys and Girls Club of Canada

DIRECT LINK:
<https://www.youtube.com/watch?v=prDsSiowWag>



Click the image or the link to open the video.

Slide 12

VIDEO:

Big Ideas Wales

DIRECT LINK:
<https://www.youtube.com/watch?v=92Zm4D70sQ4>



Click the image or the link to open the video.

Slide
13



What is an Entrepreneur?

Here are dictionary definitions of *entrepreneur*.

- An **entrepreneur** is "a person who **organizes** and manages any enterprise, especially a business, usually with considerable **initiative** and **risk**." *Random House Dictionary*
- An **entrepreneur** is "the owner or manager of a business or enterprise who, by risk and initiative, attempts **to make profits**." *Collins English Dictionary*

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 4.

Procedures and Notes: As a class, review the definitions of entrepreneur given on the slide. Highlight the words in bold as key words for the concept.

Slide
14



What is your definition of entrepreneur?



Timing: 10 minutes.

Interaction Pattern: Small groups.

Materials Needed: Page 4.

Procedures and Notes: Direct participants to work in small groups to write their own definition of entrepreneur. Have some groups share their definitions with the whole class.

Slide
15

Look at each of the graphs from Statistics Canada, as well as at the red markings on the graphs. What does each graph tell us about running a small business in Canada?

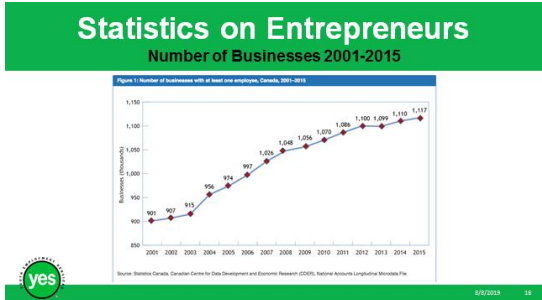
Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 5.

Procedures and Notes: Tell the class that they will work together to look at statistics for small businesses in Canada to learn more about being an entrepreneur.

Slide 16



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 5.

Procedures and Notes: This slide indicates that the number of small businesses in Canada is increasing. In other words, it is becoming more and more popular to be an entrepreneur.

Slide 17

Statistics on Entrepreneurs Number of Businesses by Size and Province 2017

Table 1: Total number of employees, businesses by business size and number of SMEs per 1,000 provincial population, December 2017

Province/Territory	Small businesses (1-99 employees)		Medium-sized businesses (100-999 employees)		Large businesses (1,000+ employees)		Number of businesses per 1,000 population (16+ years)
	Number	%	Number	%	Number	%	
Manitoba	19,100	37.0	2,100	1.0	41	0.1	10,251
Ontario	24,000	38.0	3,000	1.5	11	0.2	6,098
Quebec	24,000	37.0	4,000	1.8	68	0.2	20,058
Alberta	24,000	38.0	4,000	1.8	58	0.2	20,308
British Columbia	24,000	37.0	4,000	1.8	60	0.2	20,708
Atlantic	417,742	37.7	6,744	2.0	1,202	0.3	407,738
Maritimes	38,200	37.0	800	2.1	120	0.3	26,170
Northwest Territories	40,000	38.0	800	1.0	80	0.2	40,700
Yukon	100,000	38.0	2,000	1.8	200	0.2	100,000
Nunavut	178,000	38.0	2,000	1.5	200	0.2	180,000
Canada	2,988,970	37.8	35,808	1.9	2,008	0.2	1,177,838

Timing: 2 minutes.

Interaction Pattern: Whole class, pairs.

Materials Needed: Page 5.

Procedures and Notes: This slide shows that the majority of small businesses in Canada are really small, between 1 and 99 employees. In other words, businesses don't have to be big in order to be successful. It is completely okay to have a small business.

Slide 18

Statistics on Entrepreneurs Number of Businesses by Size, Goods and Services 2017

Table 2: Number of employer businesses by sector and business size (number of employees), December 2017

Number of employees	Goods		Services		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
1-4 employees	168,878	38.0	489,385	35.0	658,263	72.9
5-9 employees	68,000	18.2	189,788	12.7	257,788	28.9
10-49 employees	27,758	8.2	120,000	8.2	147,758	16.6
50-99 employees	10,720	3.0	41,000	3.0	51,720	5.8
100-499 employees	2,000	0.6	10,000	0.7	12,000	1.3
500+ employees	248,240	67.8	800,000	57.8	1,048,240	118.4
Total	438,600	100.0	1,409,183	100.0	1,847,783	100.0

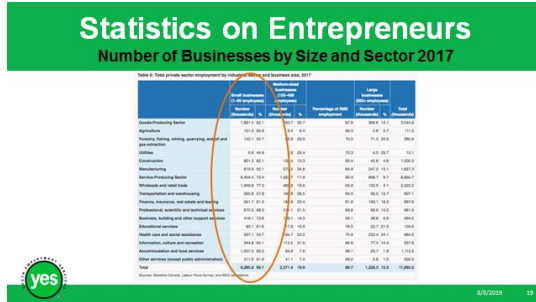
Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 6.

Procedures and Notes: This slide illustrates that most businesses are very, very small, with 1-4 employees, in both goods (products) and services types of businesses.

Slide 19



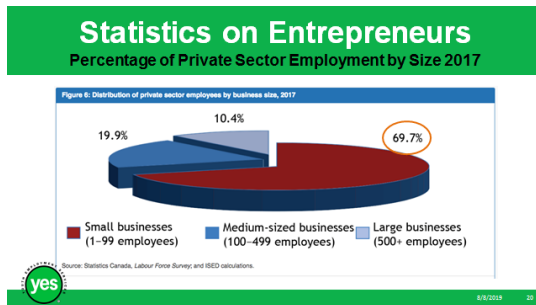
Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 6.

Procedures and Notes: This slide illustrates that most businesses in all sectors are small businesses.

Slide 20



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 7.

Procedures and Notes: This final graph illustrates within the private sector the majority of jobs are with small businesses of 1-99 people. In other words, small businesses provide a significant number of jobs in Canada. This makes them very important for the economy.

Slide 21

Statistics on Entrepreneurs
 What do these statistics tell us about small businesses in Canada?

1. The number of small businesses, and therefore entrepreneurs, is steadily increasing.
2. Very small businesses (1-99 employees) represent the majority of businesses in all provinces.
3. Very small businesses (1-99 employees) represent the majority of businesses in both goods and services.

Timing: 5 minutes.


Interaction Pattern: Whole class.

Materials Needed: Page 7.

Procedures and Notes: Use this slide and the next to review what the statistics tell us about small businesses in Canada. Sum up with this statement: Small businesses are VERY important in Canada and represent a rewarding and challenging career choice.

Continued on the next slide.

Slide
22





Statistics on Entrepreneurs
What do these statistics tell us about small businesses in Canada?

- 4. Very small businesses (1-99 employees) represent the majority of businesses in all sectors.
- 5. Very small businesses (1-99 employees) represent the majority of employment in the private sector.
- 6. Entrepreneurs are important to local, provincial and national economies.
- 7. Being an entrepreneur is a good career choice to consider and learn more about.

Continued from previous slide.

Slide
23

Where can we see entrepreneurs all around us every day?

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 7.

Procedures and Notes: Tell the class that you will show them a variety of photographs, all with entrepreneurial ventures or small businesses in them. Direct them to look at the photographs and identify the small businesses.

Slide
24

Entrepreneurs Around Us



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 7.

Procedures and Notes: Ask the class to identify all of the small businesses in the photograph.

Continued on the next slide.

Slide
25



Continued from previous slide.
Continued on the next slide.

Slide
26



Continued from previous slide.
Continued on the next slide.

Slide
27



Continued from the previous slide.
Continued on the next slide.

Slide
28



Continued from previous slide.

Slide
29



Timing: 5 minutes.

Interaction Pattern: Small groups

Materials Needed: Page 7.

Procedures and Notes: Direct participants to work in small groups to share their personal experiences with entrepreneurs. Do they know any entrepreneurs? If yes, what types of businesses have they built?

Slide
30



Timing: 20-30 minutes.

Interaction Pattern: Whole class.

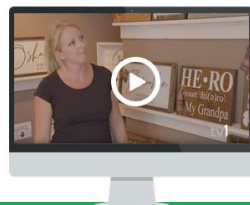
Materials Needed: Page 7.

Procedures and Notes: As a class, watch at least two of the videos given on the next 4 slides. Ask participants to note down the type of business the entrepreneur built and what they learned from the story in the video about being an entrepreneur. Their answers will vary. Accept any answers related to the video.

Slide
31

VIDEO:
Durham Custom Wood Décor

DIRECT LINK:
<https://www.youtube.com/watch?v=E-P3XW0LPg0>



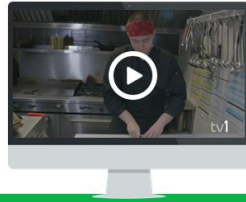
Click the image or the link to open the video.

Slide
32

VIDEO:

FART Café

DIRECT LINK:
<https://www.youtube.com/watch?v=VtTb6ajcWE>



Click the image or the link to open the video.

Slide
33

VIDEO:

Vezeau Wines

DIRECT LINK:
<https://www.youtube.com/watch?v=d2BxJlInrc5w>



Click the image or the link to open the video.

Slide
34

VIDEO:

Touch of a Paw Spa

DIRECT LINK:
<https://www.youtube.com/watch?v=0Rok7E6k0hw>



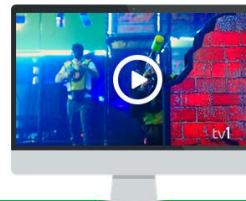
Click the image or the link to open the video.

Slide
35

VIDEO:

The Grid Family Entertainment Centre

DIRECT LINK:
https://www.youtube.com/watch?v=2e0_Tqun4U



Click the image or the link to open the video.

Slide 36

A Model of Entrepreneurship
4.1 Gartner's (1985) Model of Entrepreneurship

The diagram illustrates Gartner's (1985) Model of Entrepreneurship, which consists of four interconnected components: Entrepreneur, Environment, Process, and Organization. Each component is represented by a circle, and they are all connected to each other by double-headed arrows, indicating a complex, interdependent relationship between all four elements.

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 8.

Procedures and Notes: Tell the class that researchers have made different models of entrepreneurship over the years in order to determine what makes some entrepreneurs successful and others not. They have built models of entrepreneurship from their research. One of the best models, from a researcher named Gartner, is given on the slide. It has four components to successful entrepreneurship—the environment, the entrepreneur, the process of building a business and the structure or organization of the business that is built.

Slide 37

A Model for Entrepreneurship

Why is this model important for entrepreneurs?

The slide features a photograph of a woman sitting at a desk, looking thoughtful with her hand on her forehead. To the right, there is a glowing lightbulb. Below the photograph is a circular icon containing a pencil and a document, symbolizing a question or a point for discussion.

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 8.

Procedures and Notes: Ask the class why this model is important for entrepreneurs. See the next slide for possible answers.

Slide 38

A Model for Entrepreneurship

- The success of an entrepreneur is not just about the entrepreneur.
- It is also about the **environment** the entrepreneur is in, the **processes** the entrepreneur uses to build the business, and the **organization** the entrepreneur builds.
- As entrepreneurs we have to look at all of these elements.
- We will look at parts of these elements throughout the series of entrepreneurship workshops.

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 8.

Procedures and Notes: Tell the class that this model is important because it tells us that success as an entrepreneur is not all about the entrepreneur. We often think that it is all up to us. But there are other things that affect our success. These include the

environment in which we create our business (including the sector), the process we use to build our business and the structure or organization of our business. Emphasize that this model shows that success is NOT all about us. It is about being in the right place at the right time with the right product or service. This is why doing our research about our environment and our competitors is so important. And this is why learning how to build a business effectively is also very important.

Slide 39



Different Types of Enterprises

There is a well-engrained public image of entrepreneurship as being about building world-changing, billion dollar, global enterprises. But the reality is that there are many different ways to be an entrepreneur and many different types of enterprises to build. Most of us won't build global enterprises, but we will build enterprises that are meaningful and impactful for us, and that support us financially.



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 8.

Procedures and Notes: Review the common perception of a successful entrepreneur as given on the slide. Then tell the class that as entrepreneurs we also need to understand that there is not just one type of enterprise or business to build. There are many. And there are many ways that we can be entrepreneurs.

Slide 40

Put the names for the different types of enterprises given below next to the correct descriptions.

Timing: 10 minutes.

Interaction Pattern: Pairs, whole class.

Materials Needed: Page 9.

Procedures and Notes: Direct participants to work in pairs to match the type of enterprise with the description of the enterprise given on page 9. Take the answers up as a class using the next few slides.

Slide
41

Different Types of Enterprises

The Side Hustle

This type of enterprise is run in addition to our regular job. We work on the business in the evenings or weekends. This is also known as a hobby enterprise, because it often starts as our hobby or something we are passionate about or good at. We then find that we can make money at it.



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 9.

Procedures and Notes: Confirm that the first description is of a side hustle. Review the description with the class. Emphasize that MANY small businesses start out this way, as a result of someone’s passion or interest. This is a great way to get started as an entrepreneur and to figure out if your idea is valuable to the market.

Slide
42

Different Types of Enterprises

The Microenterprise

This type of enterprise is very small. We work in the enterprise full time, however, there may just be us or two or three other people working in the business. The business brings in enough money for us to live on and we don't really want it to get much bigger or more complicated.



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 9.

Procedures and Notes: Confirm that the second description is of a microenterprise. Review the description with the class. Tell the class that this is another very common type of enterprise. The entrepreneurs are basically creating jobs for themselves and possibly a few other people.

Slide
43

Different Types of Enterprises

The Small Business

This type of enterprise grows a bit bigger, to have between 5 and 100 employees. We usually turn to friends and family to help us finance any growth in the business.



Timing: 2 minutes.

Interaction Pattern: Small groups.

Materials Needed: Page 9.

Procedures and Notes: Confirm that the third description is of a small business. Review the description with the class. Tell the class that some businesses get to this size by securing a strong local market, or a niche area market.

Slide
44

Different Types of Enterprises

The Scalable Enterprise

This is what we usually think of when we hear the word entrepreneurship. This is a start-up company that we think can be rapidly scaled up to dominate the market or create a new market. This is the type of enterprise that attracts venture capital and investors.



Timing: 2 minutes.

Interaction Pattern: Small groups.

Materials Needed: Page 9.

Procedures and Notes: Confirm that the fourth description is of a scalable enterprise. Review the description with the class. This is the type of enterprise that makes the news all the time as a disrupter of an industry or as attracting a lot of investor interest. Tell the class that very few enterprises fall into this category, even though they get the most media attention.

Slide
45

Different Types of Enterprises

The Social Enterprise

This type of enterprise creates products and services to solve social needs and problems. Our goal is to make the world a better place. While we need to make money to stay in business we are not driven by the thought of making a lot of money. This enterprise can be non-profit, profit or a combination of both.



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 9.

Procedures and Notes: Confirm that the fifth and final description is of a social enterprise. Review the description with the class. Indicate that although this type of business has been around a long time, it is only recently attracting attention as people see businesses as a way to make a strong social impact and change the world at least a little. Tell participants it is possible to earn a living with this type of business while also putting money back into the business to increase its social impact.

Slide
46



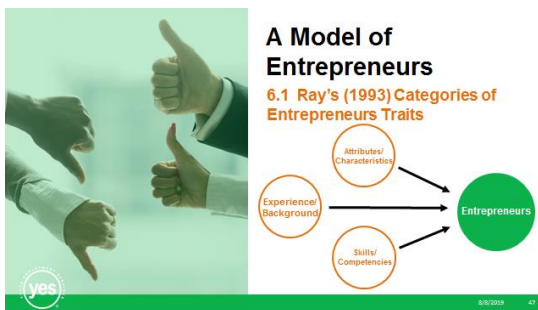
Timing: 5-10 minutes.

Interaction Pattern: Pairs.

Materials Needed: Page 9.

Procedures and Notes: Direct participants to work in pairs to briefly discuss the type of enterprise they would like to build and why. Have a few pairs share their discussion with the whole class.

Slide
47



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 10.

Procedures and Notes: Tell the class that we also have different models of entrepreneurs, as researchers have tried to understand the people who build businesses. Direct them to slide for one of these models, from a researcher named Ray. Point out the four components of the model: an entrepreneur’s attributes or characteristics, experience and background, and finally skills and competencies.

Slide
48



Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 10.

Procedures and Notes: Ask the class why this model is important for them to understand as entrepreneurs. See the next slide for possible discussion points.

Slide
49

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 10.

Procedures and Notes: Confirm that the class touched on the key discussion points on the slide. Emphasize that no one aspect of an entrepreneur ensures or detracts from an entrepreneur’s success. An entrepreneur is a sum of all of these parts. For example, an entrepreneur may not have gone to college, but he or she may have important life experience related to the business under development which will contribute to success.

Slide
50

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 11.

Procedures and Notes: Tell the class you are going to take a closer look at the attributes/ characteristics of entrepreneurs. Direct the class to note down attributes or characteristics of entrepreneurs mentioned in the videos you will play. The videos are very short, so you will have time to play all of them.

Slide
51

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 11.

Click the image or the link to start the video.

Procedures and Notes: Participants should

note the following attributes from these two videos:

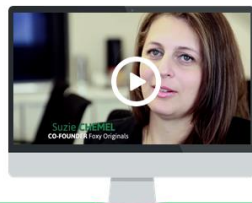
- Being able to keep going no matter what happens because you have no safety net.
- Being able to consistently change and be innovative. Always reach for something new. Always look for something new on behalf of customers.
- Can’t be be complacent.

Slide 52

VIDEO:

Ivey 60 Second Entrepreneur: Suzie Chemel

DIRECT LINK:
https://www.youtube.com/watch?time_continue=62&v=nn9OonvaMEQ



Continued from previous slide.

Click the image or the link to open the video.

Slide 53

VIDEO:

Ivey 60 Second Entrepreneur: Melinda Lehman

DIRECT LINK:
https://www.youtube.com/watch?time_continue=60&v=tCcl1KfLIA



Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 11.

Click the image or the link to start the video.

Procedures and Notes: Participants should note the following attributes from these two videos:

- Being humble.
- The ability to be self-aware and open and have perspective around what you are good at and are not good at.
- Able to delegate to those who are better at something than you are.
- Being first consciously incompetent (knowing what you can’t do) and then becoming consciously competent (learning what you need to know).
- Listen to the feedback from your customers and apply it. Change your

business to be more in tune with what customers want.

Slide 54

VIDEO:

Ivey 60 Second Entrepreneur: Sal Sloan

DIRECT LINK:
https://www.youtube.com/watch?time_continue=1&&v=PYZn4gQAg



Continued from previous slide.

Click the image or the link to open the video.

Slide 55



Read the article from MaRS Discovery District entitled **Key Characteristics of Successful Entrepreneurs**

What are more characteristics of entrepreneurs?

What are the Ten D's of an Entrepreneur?



Timing: 2 minutes.

Interaction Pattern: Individually.

Materials Needed: Page 11.

Procedures and Notes: Participants work individually to read the article and find the responses to the two questions given on the slide.

Slide 56



Attributes/Characteristics of Entrepreneurs

Characteristics of successful entrepreneurs are:

- Entrepreneurs can identify opportunities.
- They learn from their mistakes.
- They like action or doing.
- They know the hard work that it takes to succeed.
- They have the physical and mental stamina for the hard work.
- They ask for help when they need it or when they don't have the expertise for something.



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 11.

Procedures and Notes: Take up the answers to the first question as a class, using the notes on the slide as a guide.

Slide 57

The TenDs of an entrepreneur are:

1. Dream: They have a dream and they work to implement it.
2. Decisiveness: They make decisions when needed.
3. Doers: They take action.
4. Determination: They don't give up.
5. Dedication: They are dedicated to their business.



Attributes/
Characteristics of
Entrepreneurs

yes

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 11.


Procedures and Notes: Take up the answers to the second question as a class, using the notes on the slide as a guide.

Continued on the next slide.

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The TenDs of an entrepreneur are:

6. Devotion: They love what they do.
7. Details: They pay attention to details.
8. Destiny: They are independent and take charge of their own lives.
9. Dollars: Money is not everything. It is a measure of success but it is not the end goal of a business.
10. Distribute: They share ownership of their success with those employees who help get them there.



Attributes/
Characteristics of
Entrepreneurs

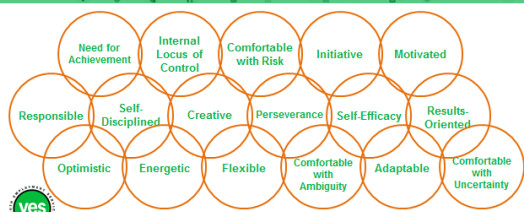
yes

Continued from previous slide.

Slide 59

Attributes/Characteristics of Entrepreneurs

7.2 Personal Attributes/Characteristics of Entrepreneurs from Research



yes

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 12.

Procedures and Notes: Tell the class that research on entrepreneurs has given us even more attributes and characteristics of entrepreneurs. These are all shown in the diagram on the slide. Review them with the class.

Slide
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Define the terms for attributes and characteristics of entrepreneurs.

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 12.

Procedures and Notes: Work together as a class to define some of the terms for the attributes and characteristics in the diagram.

Slide
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Attributes/Characteristics of Entrepreneurs

Self-Efficacy: You believe in your ability to manage situations and resolve challenges.

Internal Locus of Control: You look internally for the reasons for challenges and for solutions.

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Pages 12.

Procedures and Notes: Review the two definitions on the slide. Ask the class why these are important attributes for an entrepreneur.

Slide
62



Attributes/Characteristics of Entrepreneurs

Comfortable with Risk: You don't mind being in situations that may or may not have a positive outcome.

Comfortable with Uncertainty: You are comfortable when the outcomes of situations are not clear.

Comfortable with Ambiguity: You don't mind being in situations that may or may not have a positive outcome.

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 12.

Procedures and Notes: Review the three definitions on the slide. Ask the class why these are important attributes for an entrepreneur.

Slide
63

Attributes/Characteristics of Entrepreneurs

7.3 Self-Evaluation of Your Personal Attributes/ Characteristics of Entrepreneurs

Use the self-evaluation tool in your Participant Workbook to analyze your own attributes and characteristics with respect to being an entrepreneur.

Provide a rating from 1 to 5 and also brief notes of evidence to support your rating.

Timing: 20 minutes.

Interaction Pattern: Individual, pairs.

Materials Needed: Pages 13 and 14.

Procedures and Notes: Direct participants to complete the self-evaluation of attributes and characteristics of entrepreneurs on

pages 13 and 14 in the Participant Workbook. They need to rate themselves on each attribute from 5 to 1, following the rating scale given. They should then provide evidence for their rating, for example personal experiences that demonstrate that attribute. When they are finished, have the share some of their ratings with a partner.

Slide 64



Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 14.

Procedures and Notes: Using the points on the slide as a guide, tell the class that some of our personal attributes will help us an entrepreneur and some will present challenges for us. Stress that this is called being human. What we need to do is be aware of those strengths and weaknesses, and balance our weaknesses with the people we select to help us with our business.

Slide 65



Timing: 10 minutes.

Interaction Pattern: Pairs.

Materials Needed: Page 14.

Procedures and Notes: Direct participants to work in pairs to share which attributes and characteristics could negatively impact their entrepreneurship. They should then identify strategies to use to balance out these weaknesses.

Slide
66

Experience/ Background of Entrepreneurs
8.1 Analyzing Your Experience/Background



For each of the experience/background areas in the left hand column in the chart in your Participant Workbook identify how it aligns with your business idea.




Timing: 20 minutes.

Interaction Pattern: Whole class, individual, pairs.

Materials Needed: Pages 14 and 15.

Procedures and Notes: Tell the class that their experience and background can also help them as an entrepreneur, if they align with their business idea. Direct participants to work individually to analyze their experience and background and then identify how they align with their business idea (in other words, how this will help them with their business). Direct participants to work in pairs to share their analysis. They should offer a critique of their partner’s analysis.

Slide
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Skills/Competencies of Entrepreneurs
9.1 Analyzing Your Skills/Competencies



Read the list of skills/competencies that might be necessary for entrepreneurship depending on the type of business you start and how large you grow it. Put a check mark over the skills/competencies that you feel are already strong. Circle the skills/competencies that you want to further develop. And put an X through the ones you don't think you need for your type of business. Add other skills relevant to your business in the blanks.





Timing: 20 minutes.

Interaction Pattern: Whole class, individual, pairs.

Materials Needed: Page 15.

Procedures and Notes: Tell the class that the final analysis they need to do of themselves as potential entrepreneurs is of their skills and competencies. They will need different skills for their business. If they already have those skills, that is great. If they don’t have the required skills, they need to develop them.

Direct participants to work individually with the chart on page 15 to identify the skills that are strong (put a check mark), those that they need to work on (circle), and those that they don’t need at all for the type of business they are developing (put an x). They can also add skills that are not listed

but that they feel are relevant for their business.

Have participants share their analyses with a partner, who will then offer feedback.

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Timing: 5 minutes.

Interaction Pattern: Individual.

Materials Needed: Page 16.

Procedures and Notes: Direct participants to work individually and prioritize the skills and competencies they indicated they needed to improve or learn.

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Timing: 20 minutes.

Interaction Pattern: Individual.

Materials Needed: Page 16.

Procedures and Notes: Direct participants to work individually to complete the online questionnaire from the Business Development Bank of Canada about overall entrepreneurship potential. If you don’t have time for participants to complete it in class, direct them to complete it as homework. Once they have completed the questionnaire and seen the results, they should decide if they agree or disagree with those results.

Slide
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1. What is an Entrepreneur?
 2. Statistics on Entrepreneurs
 3. Entrepreneurs Around Us
 4. A Model of Entrepreneurship
 5. A Model of Entrepreneurs
 6. Personal Attributes/Characteristics of Entrepreneurs
 7. Experience/Background of Entrepreneurs
 8. Skills/Competencies of Entrepreneurs
 9. Evaluating Your Entrepreneurship Potential

Review & Wrap-Up

yes

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 17.

Procedures and Notes: Quickly review the topics covered in the module.

Continued on the next slide.

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Review & Wrap-Up

Complete the concept checking quiz as a class

yes

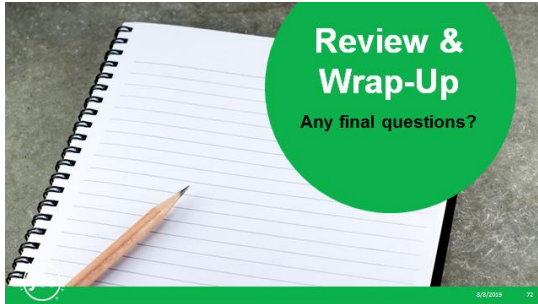
Timing: 5-10 minutes.

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
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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
73



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 an entrepreneur?
 - A. An entrepreneur is a person who runs a small business.
 - B. An entrepreneur is a person who is planning to start a business as soon as the bank provides the requested loan.
 - C. An entrepreneur is a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.**

2. What is one thing that statistics about small businesses tell us about entrepreneurship in Canada?
 - A. More people are starting businesses than in the past.**
 - B. More people are using businesses for their daily purchases.
 - C. More people closing down businesses than in the past.

3. What are the four components of Gartner's model of entrepreneurship?
 - A. Attributes, characteristics, skills and competencies.
 - B. Need for achievement, innovation, flexibility and self-efficacy.
 - C. Environment, entrepreneur, organization and process.**

4. What is a side hustle?
 - A. A side hustle is an enterprise we run in addition to our regular job. We work on the business in the evenings or weekends.**
 - B. A side hustle is a very small business that we work in full-time. The business brings in enough money for us to live on.
 - C. A side hustle is an enterprise we run in order to have a social impact. It may be a non-profit or a for-profit enterprise.

5. What are the three categories of entrepreneur traits from Ray's model?
 - A. Environmental awareness, organizational skill and process orientation.
 - B. Resilience, perseverance, and discipline.
 - C. Attributes/characteristics, experience/background, and skills/competencies.**

6. What is internal locus of control?
 - A. We need to feel in control of situations at all times.
 - B. We look internally for the reasons for challenges and for solutions.**
 - C. We believe in our ability to manage situations and resolve challenges.

7. What does it mean to be comfortable with ambiguity?
 - A. We are comfortable when the outcomes of situations are not clear.
 - B. We don't mind being in situations that may or may not have a positive outcome.
 - C. We are comfortable making decisions with incomplete information.**

8. Why is it important to be people-oriented as an entrepreneur?
 - A. We need to connect well with customers, employees and partners.**
 - B. We want people to buy our products and services.
 - C. We have to be able to persuade people to take us seriously as an entrepreneur.

9. What is one aspect of the background of entrepreneurs that might help them be successful?
 - A. Hobbies and interests.**
 - B. Microsoft Word skills.
 - C. Website development skills.

10. What are three skills or competencies of entrepreneurs?
 - A. Previous work experience, education, and volunteer experience.
 - B. Reading financial statements, time management skills, and team building skills.**
 - C. Optimism, adaptability, and comfortable with uncertainty.