



CANADA  
4-H Ontario

[www.4-hontario.ca](http://www.4-hontario.ca)

## 4-H ONTARIO PROJECT



# Innovation & Entrepreneurship

## REFERENCE MANUAL

## **THE 4-H PLEDGE**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service,  
my Health to better living,  
for my club, my community, my country, and my world.

## **THE 4-H MOTTO**

Learn To Do By Doing

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4-H Ontario

## **PROJECT RESOURCE INFORMATION:**

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Thank you to the 4-H Innovation & Entrepreneurship Advisory Committee members who assisted with the creation of this resource:

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Prince Edward 4-H Club ~ Leaders – Louise McFaul, Lynn Ward; Members – Emily Bieman, Wyatt Loft, Ethan Loft, Mallory McFaul, Seamus McFaul, Daniel Ponzio, Marcello Ponzio

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H

projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.



The 4-H program in Ontario is supported by the Ontario Ministry of Agriculture, Food and Rural Affairs.



The development of this project resource was generously funded by the Grand River Agricultural Society.



## 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

*\*This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

*\*\*Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

## Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

*\*Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*



# INTRODUCTION

According to the Merriam-Webster Dictionary, the word **entrepreneurship** comes from the French word *entreprendre* which means to undertake, to launch, to begin, to approach, to tackle, to pursue opportunities, to satisfy needs through innovation or new creation. An **entrepreneur** is one who organizes, manages, and assumes the risks of a business or enterprise. The definitions imply far-sightedness and innovation. There is the assumption that entrepreneurship is about establishing a new business and business planning. While this is true in many situations, entrepreneurship is much more.

Entrepreneurship is a way to look at things, a way to think and a way to do. Entrepreneurship involves bringing about change to achieve some sort of benefit. That benefit might be financial, but it might mean making something better or using something in a completely different way. There might be great self-satisfaction. The benefit might be a social change in the community. According to Merriam-Webster, by the early 20<sup>th</sup> century the word entrepreneur came to be associated with “go-getter” as applied to an independent business owner. This same principle is also linked to the idea of having an entrepreneurial spirit.

Intricately linked to definitions for entrepreneur and entrepreneurship are words **invention** and **innovation**.

An **invention** may be defined as a device or product, or process that has come about after much research and experimentation. It may have originated through one’s imagination.

**Innovation** may be defined as a new unique or novel idea, method, or device. It can be a reference to something new, but it may be a change made to an existing product or service. There is the assumption that new value is created whether through new ideas or improving or revamping products or services.

A good example: the first telephone was an *invention*, the first cellular telephone could be considered either an *invention* or an *innovation*, and the first smartphone is an *innovation*.

Every day great inventions and innovations are created. An entrepreneur is able to move that invention or innovation to a new level. Entrepreneurship generates an entrepreneurial spirit into acquiring and distributing resources to create a business that meets the needs and wants of consumers. Not all inventors or innovators are entrepreneurs. Not all entrepreneurs are inventors or innovators.

This might be a useful way to see the distinctions:

	<b>INVENTOR</b>	<b>ENTREPRENEUR</b>
<b>Primary Focus</b>	<ul style="list-style-type: none"> <li>• focused on building a product, service or process that solves a user’s problem</li> <li>• wants to do “cutting edge” research</li> <li>• establishes proof of concept</li> </ul>	<ul style="list-style-type: none"> <li>• focused on building a business and creating shareholder value</li> <li>• identifies and builds networks that can be monetized (make money)</li> <li>• establishes teams, channels, and markets</li> </ul>
<b>Skill Set</b>	<ul style="list-style-type: none"> <li>• typically has a high degree of technical expertise</li> <li>• laser focused on solving a problem</li> </ul>	<ul style="list-style-type: none"> <li>• versatile and adaptive</li> <li>• flexible and nimble, responding to changing priorities and data</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• prefers an autonomous environment</li> <li>• a visionary, but can be single focused</li> <li>• The inventor creates</li> </ul>	<ul style="list-style-type: none"> <li>• thrives on collaboration</li> <li>• The entrepreneur is coachable, humble, and actively solicits input from those who have already been down this path</li> <li>• The entrepreneur leads</li> </ul>

Reference: [Are You an Inventor, an Entrepreneur, or Both? | Health Sciences Entrepreneurs \(northeastern.edu\)](http://www.northeastern.edu)

Entrepreneurship is not just an individual thing. For many businesses, entrepreneurship exists within a company or organization in the form of **intrapreneurship**. By encouraging entrepreneurial thinking and practice, businesses can grow and flourish. Productivity can be improved; new marketing opportunities can be realized. Technology can be utilized. Companies realize that an entrepreneurial spirit within is often the way to company survival.

**Social entrepreneurship** is also of key importance in today’s world. By applying generally accepted entrepreneurial thinking and practices, social entrepreneurs recognize social problems and work to make change that will benefit the community and society. Unlike many entrepreneurs who aim to make a financial profit, social entrepreneurs work to improve social capital or the effective functioning of the community.

## **OVERALL PROJECT OBJECTIVES:**

In this project we want to:

- Learn about entrepreneurs and innovations
- Learn the difference between Entrepreneurship and Innovation

- Understand why Entrepreneurship and Innovation are so important for 4-H youth
- Identify personal characteristics associated with entrepreneurs
- Identify and develop entrepreneurial skills
- Recognize and practice social skills since entrepreneurship is about interacting with people
- Think about needs, wants and problems in our community
- Learn how to generate ideas using creativity and critical and creative thinking
- Be introduced to business and planning entrepreneurial ventures
- Self-assess one's own abilities and skills

## PROJECT FOCUS

This project has been designed to familiarize 4-H members with the concepts and ideas associated with entrepreneurship and innovation. While the knowledge and skills may be useful in starting and developing a new business, the intent is that members learn, through observation and practice, about entrepreneurial spirit and the transferable attributes that can be applied in the workplace, school, and community.

As with any 4-H project, leaders must be mindful of the needs and interests of their members. Each meeting outline will suggest a variety of activities designed to meet the identified content objectives. Leaders may choose to do one (1) or two (2) of the activities or several. Leaders are encouraged to be open to members and the direction they might like to pursue either as individuals or as a group. While this project does not embrace a full business plan and entrepreneurial venture, leaders may choose to do so. This guide, however, emphasis more of an introduction to entrepreneurial thinking and ways of doing.

Leaders are advised to recognize entrepreneurial community members. These people may serve as models of entrepreneurial practice. Consider field trips or meeting guests.

## MEETING OVERVIEW


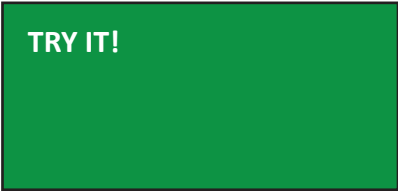


Meeting #	Title	Intent
#1	Getting Started – What is Entrepreneurship and Innovation	-to introduce terminology by role playing a case study and vignettes -to learn about Canadian entrepreneurs while <i>beginning</i> to identify entrepreneurial characteristics
#2	Inventors? Entrepreneurs? Innovators? Are They the Same?	-to clarify terminology -to learn about Canadian inventions -to distinguish between inventors and entrepreneurs -to identify entrepreneurial characteristics

#3	Beginning an Entrepreneurial Mindset	-to recognize entrepreneurial skills: interpersonal, critical and creative thinking, and practical -to develop curiosity and creative thinking to generate ideas and solutions -to be open to opportunities that need change
#4	Building Entrepreneurial Skills	-to develop social skills (interpersonal) – communication, conflict resolution, decision making and problem solving -to learn ways to assess opportunities and ideas
#5	Needs, Wants, Opportunities for Social Entrepreneurship	-to develop an understanding about social entrepreneurship -to explore action plans and marketing in the context of social needs -to understand how image impacts selling in the marketing of products and services
#6	Drafting a Plan – Where Am I in my Entrepreneurial Journey?	-to learn to sell -to begin to understand the language of business and business planning -to examine oneself in identifying existing abilities and skills -to reflect personally on essential entrepreneurial skills

### BLACK LINE MASTERS (BLM)

These have been developed to enhance meeting activities and may be easily copied. These have been developed to enhance meeting activities and may be easily copied. BLM appear at the end of each meeting.

#### Features

<p>These are included to highlight (lightbulb) additional ideas and suggestions.</p> 	<p>These are activities to reinforce content material.</p> 
<p>These text boxes provide a list of supplies needed to complete an activity.</p> 	<p>These text boxes define key terms.</p> 

## TIPS FOR DEBRIEFING

Several suggested activities require debriefing. This should be a process that involves reflection and informative discussion. Here are a few tips to help:

- Use lots of open-ended questions
- Try beginning with “what” questions e.g., what did we just do?
- Add “so what” questions by going back to the purpose of the activity e.g., so what have we learned about resolving conflicts?
- Finish with “now what” questions e.g., now what does this have to do with contributing to an entrepreneurial spirit?
- Be careful with responses. As a facilitator you want to encourage discussion. Sometimes a “great” or “good job” or “exactly” strangles discussion. There is the idea that the right answer has been given and so there is no need to continue.

## ACHIEVEMENT PLANS

To obtain credit for this project leaders are encouraged to make the following requirements of members:

- Attend at least 5 of the 6 meetings with at least 8 hours of actual meeting time
- Participate enthusiastically in meeting activities
- Be prepared to use research skills to make investigations
- Be respectful and kind to fellow members, leaders and invited guests
- Complete the Personal Skills Record at the end of the project
- Participate in an achievement event

### Suggested Achievement Events

- 4-H Business Start-up Pitch – Members pitch their entrepreneurial plan to a panel of community entrepreneurs. Presentations should be timed. Props and prototypes encouraged.
- Showcase Challenge Fair – Highlight a new skill or learning because of this project. Invite “judges” from the community or set up at a community event such as a fair or library. Create categories such as Judges Pick, People’s Choice, etc. Here are some examples:
  - Something you would like to explore in a business or service venture e.g., effective advertising strategies, presenting a positive image
  - A poster or display about a potential business or service that would serve the community.
  - A video or power point slide show to show an area of interest such as conducting market research, a social enterprise in the community
  - The story of an entrepreneur that you find inspiring
  - A new (or fairly new) innovation that helped to solve a problem in the community. This could be either a physical or social innovation.



## THE MEMBERS JOURNAL

The Members Journal has been designed to be an interactive resource. Much of the content in the Leader Reference Manual has been incorporated into the Members Journal. Some of the activities including some of the Black Line Masters (BLMs) are there, too. The Members Journal is meant to be reflective in keeping with building critical and creative thinking skills. Self-assessment is an important part, too.

Leaders might like to have the thoughtful completion of the Journal a club requirement.

The final assessments, *Ability and Skills Inventory* and *Personal Skills Record*, should be fully completed for club requirements.

## POTENTIAL ACTIVITIES FOR SENIOR MEMBERS

### Digging Deeper

Most of the meetings include a Digging Deeper section. These suggestions are meant to be challenging activities, mainly research based, and geared to stimulate critical thinking and reflection.

Digging Deeper suggestions are only located in the Leaders Reference Manual. Leaders will need to communicate these to senior members as they see fit. If members choose to tackle any of the additional topics these will be at the discretion and guidance of the leaders. Reports can be added to the Members Journal.

### Other Potential Activities

- Taking responsibility for building a word wall visual with key terms and definitions/ explanations. This could be electronically created and communicated to members.
- Taking responsibility for guiding some of the game-like activities e.g., communication related
- Tasked to find supplies for meeting activities

## REFERENCES

**NOTE: Many additional references and resources are spread throughout the meetings where applicable. All references and resources current at time of project development.**

Bellis, Mary. (2020, August 27). *Top 100 Inventions Made in Canada*. Retrieved from <https://www.thoughtco.com/made-in-canada-1991456> - includes interesting video ( 8 min) 10 famous stolen inventions

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Cuban, M., Patel, S., & McCue, I. (2018). *Kid Start-Up How you can be an entrepreneur*. First Diversion Books: New York, New York USA

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Lindeman, T. (10 July, 2017). *16 Amazing things invented by Canadians*. Retrieved from: <https://www.cbc.ca/television/16-amazing-things-invented-by-canadians-1.4195223>

Linecker, Adelia Cellini. (2004). *What Color is Your Piggy Bank? Entrepreneurial Ideas for Self-Starting Kids*. Lobster Press: Montreal, Quebec, Canada.

Mayer, R. (1997). *Inventing Canada, One Hundred Years of Innovation*. Vancouver, B.C.: Raincoast Books. \*(an older book but still fascinating reading about Canadian innovations – grouped e.g., Sporting Innovations, Medical Wonders, and Food for Thought. This one includes the story of somewhat useless rapeseed turned into canola gold).

Pow Wow Pitch. Spotighting Indigenous Entrepreneurs. (2014). *Start Up Canada*. Retrieved from: [Startup Canada | Pow Wow Pitch, a Startup Canada Production](#)

The Canadian CED Network – Global Study on Youth Cooperative Entrepreneurship: <https://ccednet-rcdec.ca/en/toolbox/global-study-youth-cooperative-entrepreneurship>

Weisfeld, B. and Kear, N.C. (2019). *The Startup Squad*. New York, New York: The Harold Martin Company, A Part of Macmillan Publishing Group

# INCLUDING STEM IN THE 4-H INNOVATION AND ENTREPRENEURSHIP PROJECT

## **What is STEM and why is it important?**

Since 1915, 4-H in Ontario has engaged youth in science, technology, engineering, and math (STEM). This has traditionally meant a solid focus on agricultural science, mechanics, entrepreneurship, natural sciences and household science. Today, 4-H has grown to include rocketry, robotics, computer science, environmental sciences, and more. 4-H provides hands-on learning experiences to encourage learning about the world around us. Our lives are completely immersed in science and technology.

Understanding how science, engineering, and technology impact our lives, solve problems and create new ones makes it easier to navigate our modern world.

In school, science classes need to cover a broad range of topics in a limited amount of time while STEM in 4-H allows members and leaders time to dig deeper into ideas and concepts and to spend as much time as desired to work on projects based on personal interests, questions, and skills.

STEM in 4-H allows a person to work on their own questions, design their own tests, create their own models, build their understanding, and share their work with others – learn to do by doing. That’s what science and engineering are, trying to understand the natural universe and develop solutions to the problems faced in our world today. Science is inquiry that uses specific approaches and skills. But all learning is an inquiry process so working with science helps develop your learning muscles.

Within 4-H, the STEM process can go even further to include the Arts, thus changing the acronym to STEAM – Science, Technology, Engineering, Art & Math.

## **STEAM in 4-H Ontario Projects**

As you work through the Innovation & Entrepreneurship Project, you will see STEAM integrated throughout the project within almost all of the activities provided. Examples of activities include ‘The Lemondae Stand Case Study, Scenario Cards and Thinking Sideways’.

STEAM can be challenging but it can also be fun! Be sure to try out the activities. Observe what works and what doesn’t and how activities can be changed slightly to get different results. It’s all a part of the STEAM learning process!

## PLANNING A MEETING

Plan your meetings well. Review all the information well in advance so you are prepared and ready!

### BEFORE EACH MEETING:

- Read the topic information and activities and photocopy any relevant resources for the members' Record Books.
- Be familiar with the topic information for each meeting. Think of imaginative ways to present the information to the members. Do not rely on just reading the information out loud. Review available resources, plan the meetings and choose activities and themes that complement the ages and interests of your members. Gather any equipment and/or resources that will be needed to complete the meeting.
- At least 12 hours of club meeting time is required for every project; including club business, specific project information and social recreation. The delivery format for that material is left to the discretion of the leaders. Before each meeting, create a timeline to ensure that you are providing an adequate amount of instructional time for club completion. **Note:** the best practice recommendation is that a club have multiple meeting times for each project. Included on the following page is a Leader's Planning Chart to help with the planning of meetings. In addition to the chart, keep track of what went well and what could be changed next time. That way, each time this project is run, the content of the meetings can be different!

When planning each meeting, a typical 4-H meeting agenda should include the following:

- Welcome & Call to Order
- 4-H Pledge
- Roll Call
- Parliamentary Procedure:
  - Secretary's Report
  - Treasurer's Report (if any)
  - Press Report
  - New Business: local and provincial 4-H activities/opportunities, upcoming club activities
- Meeting content and activities
- Clean-up
- Social Recreation and/or refreshments
- Adjournment

### JUDGING AND COMMUNICATIONS:

Each meeting must include either a judging or public speaking activity.

- Judging gives the members an opportunity to use judging techniques as part of the learning process. Through judging, members learn to evaluate, make decisions and communicate with others. They also develop critical thinking skills, confidence and self-

esteem. Many examples are used in this reference book but use your imagination! As long as members are setting criteria and critically thinking about where items fit within that set of criteria, they are learning the basic skills of judging!

- A communications activity has been provided for each meeting but can be included in the Roll Call or social recreation time. These activities do not need to involve the topic of innovation and entrepreneurship as the outcome is more about understanding the concepts of effective communication.

## **ELECTING YOUR EXECUTIVE**

Elections can be chaired by a youth leader, senior member or club leader. The person chairing the elections is not eligible for any positions.

Procedure:

1. All positions are declared vacant by the chairperson, who indicates this by saying “I’d like to declare all positions vacant.”
2. The group decides on the method of voting (i.e. show of hands, ballot or standing).
3. The chairperson accepts nomination from members for each position being filled. Nominations do not require a seconder. Nominations are closed by motion or declaration by the chairperson.
4. Each member nominated is asked if he/she will stand for the position. Names of members who decline are crossed off.
5. Voting takes place by selected method and majority rules (i.e. member with most votes).
6. Announce the name of the successful member. Offer congratulations and thank all others that ran for the position.
7. If ballots are used, a motion to destroy the ballots is required and voted on.

## **STEPS IN MAKING A MOTION**

The motion is a very important key to having good meetings. Motions are a way of introducing topics for discussion and allowing each member to speak and vote. Any member can make a motion.

Steps in Making a Motion:

1. Address the chairperson (i.e. raise your hand).
2. Wait for the chairperson to acknowledge you.
3. Make the motion: “I move that...”
4. Another person seconds the motion: “I second the motion.”
5. Chairperson states the motion.
6. Chairperson calls for discussion of the motion.
7. Chairperson restates the motion.
8. Chairperson calls the vote: “All in favour? Opposed?”
9. Chairperson announces the result of the vote: “Motion carried” or “Motion defeated.”



# LEADER'S PLANNING CHART

Meeting #	Date/Place/ Time	Topics Covered	Activities	Materials Needed

***As a club volunteer your responsibilities are to:***

- Be a Volunteer in Good Standing by completing the volunteer screening process, attending a volunteer training session and adhering to the 4-H Code of Conduct.
- Notify the local association of the club, arrange a meeting schedule and participate in club meetings, activities and the Achievement program, assuring that all meetings and activities are accessible and inclusive for all participants.
- Review the project material in the Reference Manual and Activity Guide to familiarize yourself with the information and adapt it to fit your group. Be well organized and teach the material based on your group's age, interest and experience level.
- Organize the club so members gain parliamentary procedure, judging and communication skills.
- Ensure that members are registered for the club using the online registration system.
- Review the Participant Agreement Form (PAF) that members will be completed when registering online. Ensure that all members, leaders and parent helpers know the appropriate actions during any emergency. Check with members for any food allergies or dietary restrictions and plan snacks accordingly.

***As a club member your responsibilities are to:***

- Participate in at least 2/3 of his/her own club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirement to the satisfaction of the club leaders.
- Take part in the project Achievement Program.
- Fill in and complete the Members Journal
- Complete any other project as required by the club leaders.
- Adhere to the 4-H Code of Conduct at all times.

**I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service,  
my Health to better living,  
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**CANADA**  
4-H Ontario



# MEETING #1

## GETTING STARTED – WHAT IS ENTREPRENEURSHIP AND INNOVATION?

Objectives:

By the end of this meeting members will be able to:

- Identify duties of club executive
- Use parliamentary procedure to elect club executive
- Have some understanding about entrepreneurship
- Realize that entrepreneurship extends to the workplace and community and can bring about social change
- Recognize some of the language associated with starting a business or venture
- Distinguish between products and services

### ROLL CALL SUGGESTIONS

- I think entrepreneurship might mean .... (sentence completion)
- Give an example of someone you believe displays entrepreneurship.
- State something that you hope you can learn in this 4-H project.



## Sample Meeting Agenda

<p><b>Welcome, Call to Order, 4-H pledge</b></p>	<p>Explain that this club is going to focus on entrepreneurship and innovation. To organize and structure each meeting, the group needs to follow an accepted format known as parliamentary procedure.</p> <p>An executive will be elected to help meetings run smoothly. This is a good opportunity to practice important leadership skills.</p> <p>Each meeting will begin with a welcome, a call to order and the reciting of the 4-H pledge followed by the roll call. These will be the responsibilities of the executive. Any business pertaining to the club will follow.</p>	<p>10 min</p>
<p><b>Roll Call</b></p>	<p>See above suggestions.</p> <p>See <b>Welcoming Activity</b> listed below</p>	<p>10 min</p>
<p><b>Explanation of Executive Duties, Parliamentary Procedure and Election of Officers</b></p>	<p>Review Executive Positions and Duties</p> <p>Explain Parliamentary Procedure</p> <p>Elect officers for the club</p>	<p>10 min</p> <p>10 min</p> <p>15 min</p>
<p><b>Further Business</b></p>	<p>Discuss club name (decision reserved until next meeting).</p> <p>Review expectations for the club and requirements.</p>	<p>10 min</p>
<p><b>Opening Activity</b></p>	<p>Lemonade Stand Case Study</p> <p>Follow Up Questions</p> <p>Reporting and Sharing</p> <p>Debriefing</p>	<p>40 min</p>
<p><b>Vignettes</b></p>	<p>Four(4) vignettes to show several ways of looking at entrepreneurship</p> <p>Summarize vignettes and other learning</p>	<p>15 min</p>
<p><b>Before the Next Meeting</b></p>	<p>Research a Canadian entrepreneur to share with the club at the next meeting</p>	<p>5 min</p>

## WELCOMING ACTIVITY

As members arrive invite them to individually complete the sentence starter. The starter, *I think entrepreneurship might mean ....* could be:

- photocopied on sheets of paper for members to complete individually
- posted on chart paper and inviting members to respond on sticky notes

Plan to summarize ideas whether at the beginning of the meeting OR at the end of the meeting after members have worked through the introductory activities.

**NOTE:** This opening activity serves not only to be a roll call but acts to assess members existing knowledge of entrepreneurship and innovation.

### SUPPLIES

Photocopies pages with sentence starter OR posted chart papers with sentence starter and sticky notes

### TRY IT!

- Post executive positions and duties on chart papers around the room.
- Invite anyone who has held one of the positions to go and stand beside the appropriate poster.
- Ask those experienced members to explain the position to the rest of the members.

## EXECUTIVE POSITIONS AND DUTIES

<p><b>PRESIDENT</b></p> <ul style="list-style-type: none"> <li>- Oversees all actions from organizing and running meetings to payment of bills</li> <li>- Acts as the chairperson of the meetings beginning with a call to order, welcome, followed by the pledge, roll call and minutes of the last meeting</li> <li>- Prepares agenda</li> <li>- Needs to remain impartial to all discussions held</li> <li>- Works with leaders to support learning and club activities</li> </ul>	<p><b>VICE-PRESIDENT</b></p> <ul style="list-style-type: none"> <li>- Learns duties of the president so that they may act in the absence of the president</li> <li>- Helps with the preparation of each meeting</li> <li>- Attends to special guests</li> </ul>
<p><b>SECRETARY</b></p> <ul style="list-style-type: none"> <li>- Assists president in preparing meeting agenda</li> <li>- Prepares the minutes from each meeting</li> <li>- Looks after any correspondence and records</li> <li>- Keeps list of members and records attendance</li> <li>- Notifies members about meetings and other 4-H events</li> </ul>	<p><b>TREASURER</b></p> <ul style="list-style-type: none"> <li>- Keeps a record of any financial matters of the club including deposits, bank statements, invoices, etc.</li> <li>- Collects and deposits fees as required</li> <li>- Pays bills through cheque or through an agreed upon format</li> <li>- Reports on the financial state at each meeting</li> </ul>
<p><b>PRESS REPORTER</b></p> <ul style="list-style-type: none"> <li>- Looks after the public relations for the club by publicizing any upcoming events in the local community newspaper or in electronic newsletters</li> <li>- Reports on club activities in the local community newspaper or in electronic newsletters including 4-H newsletters</li> <li>- Keeps a scrapbook of photos or newspaper clippings of the club and its members</li> </ul>	

## INFORMATION ON PARLIAMENTARY PROCEDURE

Parliamentary procedure consists of generally accepted rules and customs governing meetings. These practices include determining the will of the majority but preserves the rights of the minority and thus facilitates the business of the group. The structure helps in the organization and running of a meeting and aids in decision making.

### Motions

- A procedure to have a topic discussed and recorded
- Any member (except the president) may make a motion for an idea or plan
- The member raises their hand then addresses the president
- The member is then called upon to speak, stating “Mr/Ms President – I move that...”
- The president calls for a seconder to the motion and another member now states, “ I second the motion”
- The president will now state the motion and call for discussion
- Members may support, comment, or question the motion
- After sufficient discussion, the president calls for a vote whereby the motion is carried or defeated

### Nominations

- Members choose the officers of their club by formally presenting the name of a candidate to the club for a position to be filled
- Candidate is referred to as the nominee
- Chairperson must call for nominations by saying, “Nominations are now open for the position of...”
- Chairperson calls for nominations. Members nominate by saying, “I nominate ... for the position of ... (a nomination does not require a seconder, as in motions)
- Before closing nominations, the chairperson must call for any additional nominations three times, saying “Are there any further nominations?”
- Chairperson declares, “Nominations closed”
- Chairperson asks each nominee if they agree to stand for the position
- Members then vote by a show of hands or secret ballot. If using a show of hands, nominees are asked to leave the room
- Each executive position should be done separately
- If only one person is nominated for a position, then the member is “acclaimed”. The chairperson asks for a show of hands in agreement that the candidate be declared by unanimous decision.

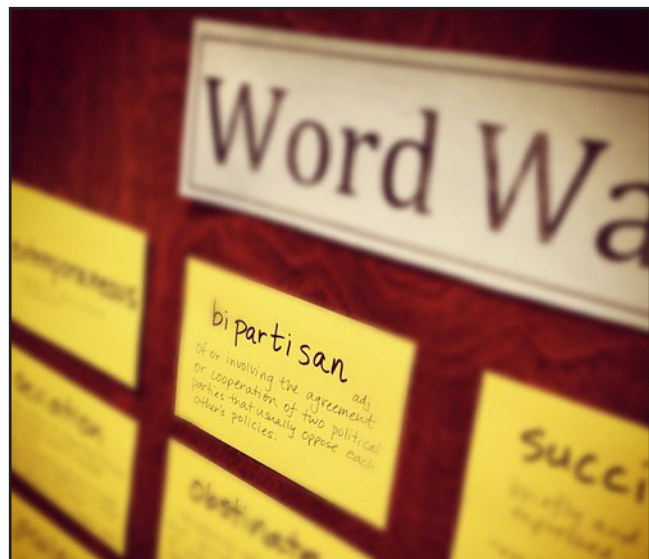
Adapted from *Ontario's Tasty Fruits and Vegetables*

## CONTENT NOTES

- The lemonade stand case study is designed to be an engaging activity that introduces some of the language and terminology associated with entrepreneurship and innovation. The case study begins with a task-oriented scenario. Members work in small groups to begin the task. At key intervals leaders will need to inject critical questions to guide the activity. These questions will introduce some of the accepted language and terminology usually associated with entrepreneurship and innovation.
- The concept of entrepreneurship, however, is much more than beginning a business (and other myths). It is essential to understand that the skills associated with entrepreneurship transfer to life skills and leadership in the workplace and the community. This is the key focus of the project. Refer to **INTRODUCTION**.
- Entrepreneurs tend to be known as “agents of change” whether in starting and developing new businesses, instigating new processes, products, or services within an existing business (intrapreneurship) or addressing social problems (social entrepreneurship). Through an array of vignettes members should begin to realize the diversity of the concept of entrepreneurship. In both Meeting #1 and Meeting #2 members will also have opportunities to investigate and share their learnings about more entrepreneurs.
- Through this method of inquiry members should start to see on their own some of the characteristics and skills associated with entrepreneurs, entrepreneurship, and innovation. This topic will be furthered explored in Meeting #2.



**TRY IT! Consider building a WORD WALL with key words and terms as they relate to entrepreneurship e.g., merchandising, market, selling. Ideally, these should be posted and added to at each meeting thus creating a LIVING WORD WALL. The “job” may be given to a senior member who could possibly create this as an online activity.**



“A high school Word Wall from...” by nashworld is licensed under CC BY-NC-SA 2.0



## OPENING ACTIVITY

### Advance Preparation:

1. Divide the club members into small workable groups arranging more experienced 4-H members with less experienced.
2. Photocopy scenario sheets (**BLM 1.1**) allowing one (1) sheet for each small group.
3. Prepare the four (4) guiding questions (**BLM 1.2**) on small individual slips of paper so that these can be distributed to the small groups. As an alternative, write questions on large pieces of chart paper to present to the entire group. These questions may be distributed separately or all at once to the small groups beginning about 15 – 20 minutes after introducing the case study. Projecting on a screen and using computer technology is another option.

## THE LEMONADE STAND CASE STUDY

1. The case study (**BLM 1.1**) invites members to plan a small business using a set of criteria. Most entrepreneurs begin new businesses based on their own ideas and innovations. This case study is intended to introduce members to business startup and some of the language typically associated with a new venture. As mentioned in the **Introduction** and **Content Notes**, there is the assumption that entrepreneurship is about establishing a new business and business planning. While this is true in many situations, the concept of entrepreneurship is much more. Activities following the case study should help members realize the breadth of entrepreneurship and how many of the associated skills can be applied in daily life.
2. Let members address the task for 15 - 20 minutes.
3. Then introduce the following questions (**BLM 1.2**). Distribute questions individually or all at once.
  - How would your group merchandise the product or service? Merchandising refers to what the product looks like, how it is displayed and packaged.
  - How would your group market the product or service? Marketing tries to influence consumer behaviour through advertising and promotion. (*Some things that might be suggested: a name, a slogan, décor, etc. Let members come up with their own ideas*).
  - How would your group sell their product or service? Selling means explaining value. How might you pitch the product or service? (*What are the good qualities of the product or service, perhaps telling customers what will happen with the money that is raised. Let members come up with their own ideas*).
  - Where might the group locate the product or service? (*Location is considered the most important thing about running a business. Members will need to think about where they can set up so that there are people to buy. They may need to consider getting permission to set up or setting up at several locations. Again, wait to see what members come up with.*)

4. Debrief the activity.

- Ask representatives from each group to report on how their group would respond to the task. Encourage all members to listen carefully for major themes, words, patterns, etc. in all groups.
- Discuss similarities and common patterns, terms, and language.
- Consider beginning a word wall.

Conclude the activity by explaining that typically being an entrepreneur means taking an idea and starting a new business. That process includes marketing, merchandising, and selling. Entrepreneurship, however, is much more.

The word **entrepreneurship** comes from the French word *entreprendre* which means to undertake, to launch, to begin, to approach, to tackle, to pursue opportunities, to satisfy needs through innovation or new creation.

## VIGNETTES

The following vignettes show the several ways of looking at entrepreneurship.

1. Distribute copies of the vignettes or use the Members Journal.
2. Invite small groups to summarize one (1) vignette for the benefit of all members.
3. Ask members to identify similarities and differences in the stories.
4. Consider inviting new words for the word wall, if using.
5. To conclude the vignette discussion, ask members to identify what they have learned about entrepreneurs and entrepreneurship to this point. What characteristics seem common?

Note: It is important that members *start* to form conclusions and ideas on their own. Leaders can prompt but it is good at this point to be open to all ideas. Avoid making judgements. This will encourage critical and creative thinking.

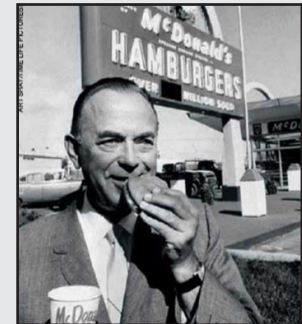
## BARN GIRLS

When Melanie and Jeannine were in 4-H the only time they ever got a picture with their 4-H project was if they won in the 4-H Achievement Show and the picture appeared in the local paper. Parents did not have time for picture taking as phones with built in cameras were not readily available, and they were doing what 4-H parents do – feeding kids, brushing hair, managing clothes, trailers and much more. Newspaper pictures tended to be grainy and often hard to get made into copies. Then they would turn yellow and fade. The young women believed that memorable pictures were missing from 4-H shows. They liked candid photos that captured emotion and bonds between 4-H members and their projects, usually animals. They also knew that showing animals could be pricey and with multiple children in 4-H, they set out to take pictures that were affordable, too. Barn Girls began in the early digital photography days. Now equipped with high resolution cameras, photography courses and plenty of learning to do by doing experience, Melanie and Jeannine are hired by numerous shows, fairs, and community events to take those precious candid shots, documentations, and memories. Their life experience in 4-H and farm upbringing serves them well in understanding animal behaviour and their niche market. They have also expanded into weddings and family sessions. The young women saw a need and an opportunity and responded. They continue to perfect their business through strong communication skills and technology.



## RAY KROC

Ray Kroc is considered one of the world's most famous entrepreneurs. Although the former owner of McDonald's, did not invent the hamburger or the first McDonald's restaurant, he took an existing concept and modified it in new ways. Ray originally sold milkshake making equipment including a mixer that could make five milkshakes at once. In working with brothers Dick and Mac McDonald he observed their unique approach to operating a restaurant. A self-service counter eliminated the need for waiters and waitresses. An assembly line method made limited menu items quickly and efficiently. Hamburgers and cheeseburgers were made and reheated under heat lamps. By reducing production costs, hamburgers were sold for much less than the average restaurant. Even making five milkshakes at once added efficiency and speed. As a keen salesman for many years, he saw an opportunity in this way of making and serving food. He envisioned consistent fast-food restaurants to accommodate the growing emergence of cars and travel and changing lifestyles. Originally, he worked with the McDonald brothers to develop restaurant chains under a system of central management. After buying out the brothers, he branched to franchise more new restaurants. Franchises allow a successful business to expand without having to raise additional capital or money. Strategic marketing that included signature foods like the Big Mac, a clown named Ronald McDonald and the prevalent golden arches logo have gone on to create one of the most popular restaurants worldwide. Ray Kroc applied a new concept to fast-food service and the humble hamburger. His story of entrepreneurship remains one of the most well-known of all time. Did you know his first entrepreneurial venture was a lemonade stand on the front lawn of his Chicago home?



<https://www.thefranchiseking.com/ray-kroc-the-entrepreneur-who-built-the-mcdonalds-franchise>

<https://www.entrepreneur.com/article/197544#:~:text=But%20there%20were%20problems.,McDonalds%20for%20%242.7%20million%2Dcash>, and <https://www.britannica.com/topic/McDonalds>

## CANOLA

Canola had its beginnings in rapeseed crops. Rapeseed oil became extremely popular during World War 2 when there was a huge demand for industrial machinery lubricants. After the War, the demand for this kind of oil decreased. Rapeseed, however, grows well on the Canadian prairies where cropping options are limited to cereals and forages. But rapeseed is high in erucic acid. This makes the oil taste bitter. Glucosinolates also stay in the left-over meal thus making rapeseed unfavourable for animal feed. How could this crop still be useful? Just after

the War the demand for culinary oils increased especially in Canada where most oils used in human food purposes were imported. Scientists Dr. Baldur Stefansson and Dr. Keith Downey saw an opportunity in working with rapeseed to make a healthy, edible oil. The extensive research and innovation began in the late 1950's. In 1978, "Canola" became a registered trademark with the name coming from "Can" as in Canada and "ola" as in oil. Canola oil has many documented health benefits. It is also very well suited to many kinds of cooking and baking. The path to Canola has not been easy. It took many years of collaboration in what has been called a value-chain approach. This is a step-by-step business model for changing a product or service from an idea to reality.



<https://www.theglobeandmail.com/news/national/canada-150/canola-oil-from-canadas-fields-to-the-worldskitchens/article34717778/>

## PAPER POPPIES FOR POPPY TRUST FUND

Three sisters, Monica, 5, Dayna, 8 and Alice, 3, in St Marys, Ontario wanted to help soldiers. They thought that by making paper pie plate poppies they could fundraise to help people they had never met but people they knew from Remembrance Day discussions were particularly important not only in the past but in the present. Technically the Royal Canadian Legion owns the rights to anything that is marketed or resembles a poppy. But the local branch did not stand in the way. The girls simply asked for a \$1 donation for their handmade poppies. The community responded enthusiastically. Soon doors and windows in homes and businesses showed off the efforts of the little girls. It was a proud moment when the Royal Canadian Legion Perth Regiment Veterans Branch 236 received almost \$1,600 for the Poppy Trust Fund. The family saw a need in their community and diligently worked through the process to meet the need and their goal – to help the soldiers. The girls' mother was instrumental in supporting the young entrepreneurs and believes this experience may lead to other ventures in social entrepreneurship.

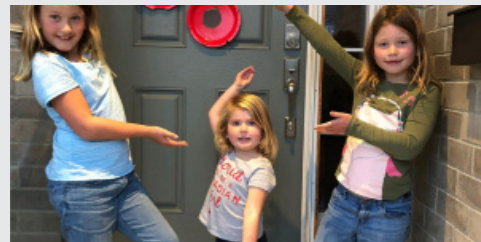


Image credit Laura Hinz



Image credit Janice Jenkins

## SUMMARY POINTS

- The *Barn Girls* vignette shows two young women who saw an opportunity and worked to solve the problem they identified. They pursued their interests and talents to create something that people wanted. To raise their business profile beyond 4-H shows, they marketed their enterprise through word of mouth and digital technology. A professional logo enhances their business venture.
- Ray Kroc, a restaurant supply salesman, saw an opportunity to take restaurants in a new direction. He took an existing product and service and changed them to fit the needs and wants of busy consumers. Mindful of changing lifestyle trends, he embellished the humble hamburger and developed an enormous McDonald's fast-food system.
- The story of Canola is one of innovation and responding to change in a creative way. Rapeseed was no longer needed for industrial oil after World War 2, yet the plant suited the growing conditions of Prairie farmers. Scientists recognized the demand for Canadian culinary oils and the drawbacks of rapeseed oil for such purposes. Innovation is about creating new ideas, conducting research and development to improve processes to revamp products and/or services. By attacking the problem of high erucic acid and glucosinolates in rapeseed, plant breeders used the conventional plant breeding techniques of selecting and crossing seeds from plants low in these components to creating a new kind of plant which became known as Canola.
- The vignette, *Paper Poppies for Poppy Trust Fund*, exemplifies social entrepreneurship. Here social problems are addressed to make changes that benefit a community and society. Personal gain is not the priority but rather the needs of others to make something better. General entrepreneurial thinking and practices still exist to address the identified need and goal of the project. In this case, the little girls wanted "to help the soldiers". They saw their poppy efforts as a way to help but they still had to work through an entrepreneurial process.

## POSSIBLE RESPONSES:

### Entrepreneurs:

- Take risks
- Identify a problem or a need
- Work to solve a problem or a need
- Recognize trends and changes
- See opportunities
- Sometimes need others to help
- Use ways to market their product or service
- Often gain financially
- Need good communication skills

### Entrepreneurship:

- Comes in various forms such as through innovation or social change
- Is about starting a new business or venture
- Isn't necessarily about making money but accomplishing something
- Provides personal satisfaction
- Is a way of thinking and doing



## BEFORE THE NEXT MEETING

### What is Their Story?

A good way to understand more about entrepreneurs, entrepreneurship and innovation is to look at examples. Each member will be asked to do a little research about a Canadian entrepreneur. They are to share their findings by giving a brief report, **What is Their Story?** at the next meeting. Reports may be verbal or on posters or through slide or video presentations. Reports should be no more than 2 – 3 minutes.

Members may choose from the list or draw from a jar or bowl of labelled strips of paper.

#### CANADIAN ENTREPRENEURS (LEADER REFERENCE)

1. John Molson – brewery/beer
2. Harrison and Wallace McCain – McCain Foods
3. Mike Lazaridis – Research in Motion (Blackberry)
4. Joseph Armand Bombardier – snowmobile
5. Tonia Jakshan – Steeped Tea
6. Felicita Ovadje – beauty products for people of colour
7. Krista La Riviere – digital marketing
8. Susan Niczowski – Summer Fresh food company
9. Guy Laliberti – Cirque du Soleil
10. Leonard Lee – Lee Valley Tools
11. Orville Redenbacher – Popcorn \* not Canadian
12. Dani Reiss – Canada Goose
13. Ed Mirvish – Honest Eds
14. Edward Samuel Rodgers – Rodgers Communication
15. Alexander Graham Bell – telephone
16. Jamie Bailey – C.R.Plastics (Stratford) – Adirondack or Muskoka chairs
17. Traci Costa – Peekaboo Beans – innovation clothing for kids
18. Kim Keller – Farm At Hand – app for farm management
19. Jason Courtepatte – green energy projects /vertical agricultural system
20. Catherina Addai, Kaela Kay – Toronto based African inspired fashion designer
21. Janelle Hinds – advocate for youth engagement while supporting community initiatives
22. Tina Lee – grocery store entrepreneur specializing in Asian foods
23. Isaac Olowaolafe - Dream Maker Venture
24. Adam and Michael Doran – eco-conscious water treatment

## DIGGING DEEPER

If the Lemonade Stand activity appealed to you, try this cool interactive LEMONADE STAND GAME - <https://www.coolmathgames.com/0-lemonade-stand>

You will have many choices to test out your entrepreneurial abilities.

## RESEARCH REMINDERS

Typically, people these days resort to an Internet search by “googling” a question or a set of words. As a result, opinion pieces such as blogs emerge about the topic. These tend to be written by persons with an interest in a particular point of view. Many choose to read the pieces that reinforce or confirm their point of view. This is known as **selection bias**. This is not research; this is about reading opinions.

Good research involves searching for facts and building an opinion from there.

- Look for reputable websites.
- Check the consistency of information. Do sources agree?
- Check credentials. Who is writing the piece? Is the author an expert based on education and/or experience?
- Keep an open mind. Perhaps some research will be surprising.
- Try to be objective in gathering information.

## BLM 1.1

### LEMONADE STAND CASE STUDY



As potential entrepreneurs your group is tasked to set up a lemonade stand according to the following criteria:

- The lemonade stand must be operational for both Saturday and Sunday this coming weekend and the following weekend.
- Community Initiatives has awarded your group \$25 in start-up costs.
- Your group needs to plan, organize, and operate the stand without any adult help.
- All proceeds will go to the 4H club to do with as they like.
- The group that makes the most money will be awarded a pizza and pop feast.

How will the group meet the challenges of the task?

Write your plans here...

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**LEMONADE  
STAND CASE  
STUDY**



How would your group **merchandise** the product or service?

Merchandising refers to what the product looks like, how it is displayed and packaged.

**LEMONADE  
STAND CASE  
STUDY**



How would your group **market** the product or service?

Marketing tries to influence consumer behaviour through advertising and promotion.

**LEMONADE  
STAND CASE  
STUDY**



How would your group **sell** their product or service?

**LEMONADE  
STAND CASE  
STUDY**



Where might the group **locate** the product or service?



# MEETING #2

## INVENTORS? ENTREPRENEURS?

### INNOVATORS? ARE THEY THE SAME?

#### Objectives:

By the end of this meeting members will be able to:

- Identify some Canadian entrepreneurs and their stories
- Identify some Canadian innovations/inventions and their history
- Explain key terms: entrepreneur, innovation, invention, and entrepreneurship
- Suggest some characteristics common to entrepreneurs
- Identify some entrepreneurial skills

#### ROLL CALL SUGGESTION

- Members report what they learned about their selected Canadian entrepreneur, ***What is Their Story?***
- Streamline presentations by asking members to describe 2 or 3 things that they learned about their selected Canadian entrepreneur
- Use a community circle format so members can better share their findings

## Sample Meeting Agenda

<b>Welcome, Call to Order, 4-H pledge</b>	May be led by President	5 min
<b>Roll Call</b>	Defer until after business when members will report on their research about a Canadian entrepreneur.  Or Give Me 5 (or 6 or the number of members present) – see Opening Activity	
<b>Business</b>	Minutes (Mtg 1) – Secretary  Treasurer’s Report (if applicable)  Club Name  Any other business	15 min
<b>Give Me Five</b>	Quick opening activity to engage and focus members	5 min
<b>Research Reports and/or follow up videos</b>  <i>What is Their Story?</i>	Community Circle where members share what they learned about the entrepreneur that they investigated.  (See other suggestions to move this reporting along quickly but informatively)	Dependent on # of members and chosen method of reporting  30 min
<b>Where Does Stuff Come From?</b>	Investigation into Canadian inventions and/or innovations	35 – 40 min
<b>Clarifying Terminology</b>	Matching activity/Discussion	10 min
<b>In summary</b>	Using a 5W format, members summarize what they have learned about entrepreneurship to date  Characteristics and Skills Associated with Entrepreneurs – Post It-Pile It Activity	5 min  10 -15 min
<b>Before the Next Meeting</b>	Members choose one of the options to investigate further	5 min

## CONTENT NOTES

- Entrepreneurial stories offer important insights into characteristics of entrepreneurs and entrepreneurship. In Meeting #1, members were introduced to four (4) entrepreneurs. Members need to come to Meeting #2 prepared to report on a Canadian entrepreneur. Use the roll call time to do this.
- Similarly, stories about inventions and innovations provide opportunities to make connections and to answer the questions: Are inventors entrepreneurs? Are entrepreneurs inventors?
- Clarify distinctions among the following terms: entrepreneur, entrepreneurship, invention, innovation
- By using stories, video clips, etc. members should be able to list characteristics that appear common to entrepreneurs. Remaining meetings will focus on developing an entrepreneurial spirit based on many of the common characteristics.

## OPENING ACTIVITY

### GIVE ME 5

(or 6 or the number of members present)





- Recall one (1) thing you remember about entrepreneurship from our last meeting

This should be a quick recollection to engage and focus members in thinking about entrepreneurship (and innovation). Responses will vary. Holding a hand up and lowering a finger each time a response is given moves the activity along quickly and efficiently. This activity will help leaders assess where members are at in their understanding.

## WHAT IS THEIR STORY?

- Use a community circle format. Members share what they learned about the entrepreneur that they investigated.
- Urge members to use **active listening skills** as members share their research findings. Task them to see if they notice patterns or characteristics common to entrepreneurs and entrepreneurship.
- Invite members to summarize characteristics that seem to be common to entrepreneurs and entrepreneurship at this time.

## Active Listening Skills

 <h3>Eye Contact</h3> <p>Eye contact during the conversation shows the speaker that you give him your attention and that you really care about what he says.</p>	 <h3>Avoid Distractions</h3> <p>There are so many examples of distractions such as our thoughts, mobile phones, gadgets, music, side activities, other people and more. Learn to avoid these distractions otherwise they can destroy your conversation.</p>
 <h3>Body Gestures</h3> <p>Body gestures and language are a whole science. Your body gestures tell the speaker whether you listen carefully or not.</p>	 <h3>Give Feedback</h3> <p>Ask questions to clarify certain points, tell your opinions, summarize the speaker's comments.</p>
 <h3>Show That You're Listening</h3> <p>Use facial expressions such as smile, note your posture, encourage the speaker to share and to continue.</p>	<p>Listening allows you to learn, to have relationships, to plan, to develop, to be the part of something, to create, to think.... and much more!</p> <p><a href="http://www.businessphrases.net">www.businessphrases.net</a></p>

### Possible Responses:

- A person who identified a need and worked to satisfy that need
- Someone who saw a problem and wanted to make a change
- Problems are opportunities
- Someone who turns ideas into profitable products and services
- A person with enthusiasm, passion, and ambition
- Creating a job for themselves
- Sometimes create things people do not know they need or want

## More Stories

Entrepreneurship: The Spirit of Adventure  
Canadian Foundation for Economic Education

<http://cfeespiritofadventure.com/entrepreneurs>

Note: There is an array of Canadian entrepreneurial stories. While the stories may seem dated, the stories provide useful examples. Reference to “Their Advice” will be beneficial when considering characteristics and other information in a later part of the meeting or in Meeting 3.



Consider inviting a local entrepreneur as a **GUEST SPEAKER** to the meeting to share their story and experiences.

At some point in the project a panel might be useful. Try to include people who showcase various forms of entrepreneurship: business owners, social entrepreneurs, intrapreneurs.

## WHERE DOES STUFF COME FROM?

Create a table display with an assortment of the following items and/or pictures of items. If physical items are not available, use pictures or words printed on cardstock or paper. Consider placing a number on the bottom of the article to guide reporting order later. (See later note).

Prosthetic hand	Road Lines	Pacemaker
Paint roller	Garbage Bags	Peanut Butter
Imax	Basketball	Fiberglass goalie mask
Pablum (cereal food for babies)	Insulin	Yukon Gold Potatoes
Zipper	Trivia Pursuit	Electric Wheelchair
Wireless radio transmission/walkie talkie	Canola oil	Instant Replay
Snowblower	Hawaiian Pizza	Java Computer Language
Plexiglass	Pager	Pealess Whistle
Robertson screw and screw-driver	Snowmobile	Birchbark Canoe
Blackberry	Egg Carton	3D Printer

? Pose the question: What is common to all these items?

✓ Answer: Canadian Inventions

? Pose the questions: Are inventors entrepreneurs? Are entrepreneurs inventors?  
What about innovators?

## LET'S FIND OUT

Invite members to select one Canadian invention. Members could reach for an article of their interest from the table display or draw slips of paper from a jar or bowl. Place numbers on the articles. (This will facilitate presentation order later). Ask members to find a quiet corner to find out the story behind their invention. They can use their personal devices. If necessary, a few resources in hard copy may be useful. Use libraries or printed sheets from Internet sources.

In-depth reports should not be expected but rather some brief insights into how the product or service came into being.

The following questions may guide research, if needed. Consider focusing on one (1) or two (2).

The following questions could also be used when members share their findings. Again, consider one (1) or two (2) depending on the size of the club. It is important to learn from the activity in a timely way.

- Who was the person that invented the product or service? Did they make it profitable?
- What created a need for the product or service?
- What challenges did the inventor face? How did they overcome them?
- Outline the steps you think made for a successful enterprise.
- What did the inventor set out to do?
- What knowledge and skills did the inventor have to make the product or service happen? Did he or she develop any skills along the way?
- Why was the product or service attractive to consumers?
- How was the product or service marketed?
- Have there been any innovations to the original product or service?

Share research findings according to the number (#) attached to each article or paper.

## FURTHER REFERENCES

Bellis, Mary. (2020, August 27). Top 100 Inventions Made in Canada. Retrieved from <https://www.thoughtco.com/made-in-canada-1991456>

\*includes interesting video ( 8 min) 10 famous stolen inventions

Ground-breaking inventions from small town Canada. (20 November, 2020). Retrieved from:

[https://www.cbc.ca/television/stillstanding/groundbreaking-inventions-from-small-town-canada-1.5687421?fbclid=IwAR1rUCP5AAethDThJdFRnf\\_FyoI4q5mXSTNQnsbvYlpEba8GRxj1Fgo1c](https://www.cbc.ca/television/stillstanding/groundbreaking-inventions-from-small-town-canada-1.5687421?fbclid=IwAR1rUCP5AAethDThJdFRnf_FyoI4q5mXSTNQnsbvYlpEba8GRxj1Fgo1c)

\*includes video clips

Lindeman, T. (10 July, 2017). 16 Amazing things invented by Canadians. Retrieved from: <https://www.cbc.ca/television/16-amazing-things-invented-by-canadians-1.4195223>

Mayer, R. (1997). *Inventing Canada, One Hundred Years of Innovation*. Vancouver, B.C.: Raincoast Books.

\*an older book but still fascinating reading about Canadian innovations – grouped e.g. Sporting Innovations, Medical Wonders, and Food for Thought.



## CLARIFYING TERMINOLOGY

Revisit the initial question: Are inventors entrepreneurs? Are entrepreneurs inventors? What about innovators?

entrepreneur	one who organizes, manages, and assumes the risks of a business or enterprise
entrepreneurship	to undertake, to launch, to begin, to approach, to tackle, to pursue opportunities, to satisfy needs through innovation or new creation
invention	a device or product, or process that has come about after much research and experimentation. It may have originated through one's imagination.
innovation	a new unique or novel idea, method, or device. It can be a reference to something new, but it may be a change made to an existing product or service. There is the assumption that new value is created whether through new ideas or improving or revamping products or services.

Note: the first telephone was an invention, the first cellular telephone could be considered either an invention or an innovation, and the first smartphone is an innovation.

**TRY IT!**  
**To clarify terminology members can match definitions and terms. See BLM 2.1.**

This might be a useful way to see the distinctions:

	Inventor	Entrepreneur
<b>Primary Focus</b>	<ul style="list-style-type: none"> <li>focused on building a product, service or process that solves a user's problem</li> <li>wants to do "cutting edge" research</li> <li>establishes proof of concept</li> </ul>	<ul style="list-style-type: none"> <li>focused on building a business and creating shareholder value</li> <li>identifies and builds networks that can be monetized (make money)</li> <li>establishes teams, channels, and markets</li> </ul>
<b>Skill Set</b>	<ul style="list-style-type: none"> <li>typically has a high degree of technical expertise</li> <li>laser focused on solving a problem</li> </ul>	<ul style="list-style-type: none"> <li>versatile and adaptive</li> <li>flexible and nimble, responding to changing priorities and data</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>prefers an autonomous environment</li> <li>a visionary, but can be single focused</li> <li>The inventor creates</li> </ul>	<ul style="list-style-type: none"> <li>thrives on collaboration</li> <li>The entrepreneur is coachable, humble, and actively solicits input from those who have already been down this path</li> <li>The entrepreneur leads</li> </ul>

Reference: [Are You an Inventor, an Entrepreneur, or Both? | Health Sciences Entrepreneurs \(northeastern.edu\)](http://www.northeastern.edu)

intrapreneurship	When employees are encouraged to act like entrepreneurs within a company or organization. Intrapreneurs tend to be self-motivated, proactive, and action oriented. They take initiative to pursue innovative products or services (Investopedia, 2020).
social entrepreneurship	When entrepreneurial thinking and practices are applied to tackle social problems in the community and society. Entrepreneurs aim to make a profit while social entrepreneurs aim to improve their communities or society.

## IN SUMMARY

Using the **5W format**, what has been realized about entrepreneurship to date?

**Who...?**

**What...?**

**When...?**

**Where...?**

**Why...?**

### TRY IT!

Use individual, small group or large group format to summarize what has been learned about entrepreneurship to date.

## CHARACTERISTICS AND SKILLS ASSOCIATED WITH ENTREPRENEURS – POST IT-PILE IT

- Arrange small groups of 4 or 5
- Provide each group with a small pack of post-it type notes or small pieces of scrap paper
- Ask members to identify as many characteristics and skills that they now associate with entrepreneurs. Members are to work independently for one (1) or two (2) minutes writing only one idea per note or paper. Write as many different ideas as possible.
- After the time allotted, invite members within the small groups to number themselves 1 to 4 or 5.
- Person #1 will read one idea from their own pile of post-its. If anyone else in the group has the same or similar idea, they will place their post-it on top of that same idea.

### SUPPLIES

Small packs of post-it type notes OR small pieces of scrap paper  
Pens or pencils

- Person #2 follows with a new idea and others to pile as before, then Person # 3 etc.
- Continue in this manner taking turns and posting on top until all ideas have been shared.
- Ask groups to choose three (3) main ideas and a spokesperson to share with the large group.
- Explain that at the next meeting characteristics and skills will be explored further. Many entrepreneurial characteristics and skills not only help in starting a new business or service but bring an entrepreneurial spirit to many aspects of daily living.

### BEFORE THE NEXT MEETING

- Talk to parents or guardians about entrepreneurs that they know. How do they fit the definitions discussed during Meeting 2?
- If possible, interview an entrepreneur in the community. Learn about their business or their social enterprise.
- Innovation Guelph provides services and support to help innovative enterprises start, grow and thrive. Go to: <https://community.innovationguelph.ca/#browseall>. Choose one (1) or two (2) ventures of your choice to investigate.



#### Entrepreneurs

offer advice into characteristics, skills, success and much more. Invite

members to visit: Entrepreneurship: The Spirit of Adventure Canadian Foundation for Economic Education <http://cfeespiritofadventure.com/entrepreneurs> .

See tab labelled Advice. There are many excellent videos that are free to use.

## DIGGING DEEPER

What do entrepreneurs contribute to society? The answer may seem obvious. In reality entrepreneurs offer many things to our communities and society as a whole.

1. Create a page with two (2) columns.
2. On one side make a list of the contributions that you think entrepreneurs contribute to society.
3. Do some research.
4. Add any new ideas or findings to the other column.
5. Share this with your leaders and other club members.

<b>Contributions I think entrepreneurs make to society....</b>	<b>My new ideas and findings from my research....</b>

## BLM 2.1

### CLARIFYING TERMINOLOGY



Use the following word bank to match the terms and definitions:

<b>innovation</b>	<b>entrepreneur</b>	<b>invention</b>	<b>social entrepreneurship</b>
	<b>entrepreneurship</b>	<b>intrapreneurship</b>	

	one who organizes, manages, and assumes the risks of a business or enterprise
	to undertake, to launch, to begin, to approach, to tackle, to pursue opportunities, to satisfy needs through innovation or new creation
	a device or product, or process that has come about after much research and experimentation. It may have originated through one's imagination.
	a new unique or novel idea, method, or device. It can be a reference to something new, but it may be a change made to an existing product or service. There is the assumption that new value is created whether through new ideas or improving or revamping products or services.
	when employees are encouraged to act like entrepreneurs within a company or organization. Intrapreneurs tend to be self-motivated, proactive, and action oriented. They take initiative to pursue innovative products or services (Investopedia, 2020).
	when entrepreneurial thinking and practices are applied to tackle social problems in the community and society. Entrepreneurs aim to make a profit while social entrepreneurs aim to improve their communities or society.



# MEETING #3

## BEGINNING AN ENTREPRENEURIAL MINDSET

### Objectives:

By the end of this meeting members will be able to:

- Begin to identify and develop entrepreneurial characteristics and skills
- Learn ways to nurture curiosity
- Learn and practice creative thinking strategies
- Understand how needs and wants create opportunities and potential target markets
- Discover how to be open to new opportunities

### ROLL CALL SUGGESTIONS

- Name a characteristic or a skill that you now associate with entrepreneurs
- Something you are curious about ....
- Something you see that you would like to change or fix...

Sample Meeting Agenda

<b>Welcome, Call to Order, 4-H pledge</b>	May be led by Club President	5 min
<b>Roll Call</b>	See suggestions above	10 min
<b>Business</b>	Minutes (Mtg 2) – Secretary Treasurer’s Report (if applicable) Any other business	10 min
<b>Opening Activity</b> <b>Characteristics and Skills of Entrepreneurs</b>	Choose one (1) or two (2) suggested activities	15 min
<b>Curiosity Creates Opportunities</b>	See suggested activities	20 min
<b>Developing Creative Thinking</b>	Choose one (1) or more activities	30 min
<b>Needs and Wants Lead to Opportunities</b>	Teddy Bear activity can lead into Looking for Opportunities	5 min
<b>Looking for opportunities</b>	Chart completion – consider responding to 2 or 3	10 min
<b>Before the Next Meeting</b>	Thinking about trends and fads as opportunities	5 min



## CONTENT NOTES

- Members will now have some understanding of entrepreneurship and entrepreneurial characteristics and skills. This meeting begins by solidifying the characteristics and skills associated with entrepreneurs. Choose one (1) or more of the Opening Activities. Conclude by reinforcing that many of the characteristics and skills associated with entrepreneurs help in starting a new business or service or serve to make a social change in the community. Many of these same characteristics and skills bring a “go-getter” attitude or entrepreneurial spirit to living and managing daily life. Developing some of these will be the direction of the rest of this meeting and Meeting #4.
- Entrepreneurial skills may be categorized as interpersonal, critical, and creative thinking and practical skills. See chart on page \_\_\_.
- Entrepreneurship is an individual’s ability to turn ideas into action. It begins with curiosity, and seeing opportunities to satisfy needs and wants, and solve problems. Ideas come through creative thinking. In this meeting members should have the opportunity to try at least one (1) or two (2) activities that stimulate curiosity and creativity.
- Understanding needs and wants and potential target markets turns problems into opportunities. Entrepreneurs need to be open to opportunities.
- Being mindful of fads and trends is a way an entrepreneur can seize opportunities. Members will be asked to investigate a trend and identify opportunities that might be associated with that trend. They will then be asked to come up with ideas to meet those opportunities. Members will need to do this research before the next meeting.
- The problem-solving process is a useful structure for organizing information.
- Continue to draw on examples of entrepreneurs as described in person, through videos and other stories.

**OPENING ACTIVITY**  
**(Choose one or more activities)**

1. What do you think?

**WHAT DO YOU THINK?**

<b>ENTREPRENEURS....</b>	<b>Totally Agree</b>	<b>Somewhat Agree</b>	<b>Do Not Agree</b>
... are very alert to problems they see			
... see problems as opportunities			
...enjoy developing creative solutions to problems			
...turn ideas for solutions into products and/or services to tackle problems			
...bring products and/or services to the marketplace to meet needs and/or wants			
... create income for themselves			

Note: All the above are characteristics of entrepreneurs except for the last item. While entrepreneurs often turn problems into profitable solutions, social entrepreneurs seek to benefit the community by solving issues or societal problems.

**2. What do you think? (Visual)**

**WHAT DO YOU THINK?**

You have had an opportunity to learn about some entrepreneurs.

Now what do entrepreneurs ...

<b>... look like (make a list and/or sketch)</b>	<b>... feel like (make a list and/or sketch)</b>
<b>...think like (make a list and/or sketch)</b>	<b>... actually do (make a list and/or sketch)</b>

**How do you think entrepreneurs are like ordinary people?**

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**How do you think entrepreneurs are different from ordinary people?**

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### **3. Entrepreneur's Quiz from Money and Youth Module 7**

NOTE: This activity may be better suited in Meeting #6.

See: <https://moneyandyouth.com/modules/are-you-an-entrepreneur/>

Note: Seven (7) questions are listed on page 81. Answers/explanations are given on pages 82 – 84 with an opportunity for personal reflection after each question.

# ARE YOU AN ENTREPRENEUR?

*Let's Discuss...*

- |   |  |
|---|--|
| \$ What is an entrepreneur or an enterprising person? | \$ Generating and assessing ideas                        |
| \$ Contributions of entrepreneurs                     | \$ The importance of planning – and planning for success |
| \$ Common entrepreneurial skills and characteristics  | \$ Starting a business                                   |
| \$ What's involved in creating a venture?             |  |
| \$ Hunting for and assessing opportunities            |  |

You may or may not be familiar with the term “entrepreneur.” Even if you are, you may have some mis-perceptions of entrepreneurs because there are many myths about them. For example, many believe that entrepreneurs only start up small business enterprises. Although many entrepreneurs set up and run small businesses, you can also apply entrepreneurial skills to other kinds of activities – within companies, within governments, running a not-for-profit organization, and so on.

Let's take a closer look at entrepreneurs and entrepreneurship and whether or not it is an option of interest to you. Let's start with a quick quiz. The answers follow the quiz – but try the quiz first without looking at the answers. The goal is to help you decide if being an entrepreneur is something of interest to you.



## Entrepreneur's Quiz

- Faced with a problem, the entrepreneur is most likely to:
  - go to a close friend for help;
  - get help from a stranger who is known to be an expert;
  - try to work through the problem alone.
- The entrepreneur is most like the distance runner who runs mainly:
  - to work off energy and to keep in good physical condition;
  - to gain the satisfaction of beating other competitors in the race;
  - to try to better his or her previous time over the distance.
- Entrepreneurs are motivated most by the need to:
  - achieve a goal of greater personal importance;
  - gain public attention and recognition;
  - control wealth and other people.
- Entrepreneurs believe the success or failure of a new venture depends primarily on:
  - luck or fate;
  - the support and approval of others;
  - their own strengths and abilities.
- If given the chance to earn a substantial reward, which of the following would entrepreneurs be most likely to do:
  - roll dice with a one in three chance of winning;
  - work on a problem with a one in three chance of solving it in the time given;
  - do neither (a) nor (b) because the chances of success are so small.
- The entrepreneur is most likely to choose a task:
  - which involves a moderate level of risk but is still challenging;
  - where the risks are high but the financial rewards are also very great;
  - which is relatively easy and the risks low.
- Money is important to entrepreneurs because:
  - it allows them to develop other ideas and take advantage of other opportunities;
  - monetary measurements provide an objective measure of how successful they have been;
  - the main reason they accepted the risks of starting a new venture was to accumulate personal wealth.

# Answers To Quiz

## QUESTION 1:

Entrepreneurs do tend to be independent, self-reliant individuals. They may try to work through a problem alone. They do have a high need to achieve. But successful entrepreneurs are not so focused on doing things alone that they won't seek help when they need it.

Being a successful entrepreneur is a challenge and usually requires the help of others. Successful entrepreneurs will seek out those who can be most helpful whether they are friends or strangers. They are usually good "team-builders" and "team-leaders." They put together the talent they need to succeed. And the need to achieve will likely be greater than the social need to work with friends. The best choice is (b).

*How About You?*



**Are you an independent, self-reliant person?**

1

2

3

4

5

NOT VERY

YES, VERY

## QUESTION 2:

Entrepreneurs often have a great deal of energy and drive. They are usually able and willing to work for long hours. Good general physical health is necessary in order to withstand the stresses of running their own ventures. One of the risks they must evaluate is that their work will likely put physical, social, and emotional strains on them. Few entrepreneurs pursue initiatives for the good of their health although many seem to thrive on the work-related stress.

Entrepreneurs tend to compete against standards of achievement they set for themselves rather than standards set for them by others. Entrepreneurs are most like the runner who races to beat the clock. To achieve a new "personal best" time will likely be more rewarding than beating others. The best choice is (c).

*How About You?*



**Do you tend to compete with yourself? Do you continuously try and do better? Are you more focused on doing your personal best than competing with others?**

## QUESTION 3:

Those who are motivated by a need to gain attention, get recognition, and control others are motivated by power. They are more active in political life or large organizations where they concentrate on controlling the channels of communications both up to the top and down to the bottom so that they are more in charge. By contrast, entrepreneurs are motivated more by their need for personal achievement than personal power. Power and power recognition may be the result of success, but they are not usually the motivating goals for an entrepreneur. The best answer is (a).

*How About You?*



**Are you motivated by a desire to set and achieve goals and objectives? Do you get a strong sense of personal satisfaction when you accomplish something? Does it motivate you to want to do more?**

## QUESTION 4:

Successful entrepreneurs likely have a high level of self-confidence and "self-efficacy." Self-efficacy is the belief in yourself that you are able to accomplish things – that you will be able to achieve goals you set for yourself. Therefore, entrepreneurs tend to believe strongly in themselves and their own abilities. They also believe that what happens to them in their lives is determined mainly by what they do – not by what others do. They are not reluctant to place

themselves in situations where they are personally responsible for the success or failure of an operation. They will take the initiative to solve a problem and provide leadership where none existed before. The best choice is (c).

*How About You?*



**What is your level of self confidence and self efficacy?**



**QUESTION 5:**

The entrepreneur is thought of as a risk taker. There are many risks involved in entrepreneurial activity. But psychological testing of entrepreneurs has indicated that they are no more motivated to do something that involves risk than anyone else. They are not daredevils or reckless gamblers.

Successful entrepreneurs are very good at assessing the amount of risk involved in a venture and will choose to accept that risk if they feel their personal chances for success are relatively high. They may well choose to do something when the odds of success are only one in three if they believe they have the abilities and experience needed to succeed.

The entrepreneur would most likely choose (b), to work on the problem even though rolling dice is obviously less work. Entrepreneurs avoid situations where the results depend mainly on chance or the efforts of others. The opportunity for personal achievement is more important than the size of the reward offered.

*How About You?*



**Are you (a) a risk avoider, (b) a high risk taker, or (c) a calculated, moderate risk taker?**

**QUESTION 6:**

Entrepreneurs tend to be positive, optimistic types who focus their attention on their chances of success rather than the chances of failure. Individuals who fear failure tend to select tasks that are either very easy or where the risk is very high. By selecting an easy task, the chances of failure are reduced. By selecting a task with little chance of success, failure can be rationalized, "Oh well, it was just a long shot anyway." The entrepreneur avoids both extremes and selects those tasks that are challenging but where the opportunities for success are reasonably good. The best choice is (a).

*How About You?*



**On a scale of optimism, with "1" being a pessimist and "5" being an optimist, where do you fall?**



**QUESTION 7:**

It is a popular misconception that entrepreneurs are, at heart, greedy individuals who enter into ventures for the purpose of accumulating personal wealth. Such a description would be more aptly applied to some promoter who's a "fast buck" artist.

Entrepreneurs are driven to build a venture rather than simply to get in and out in a hurry with someone else's money. They will enjoy the benefits of a higher income but will usually spend only a portion of their gain on personal consumption. Entrepreneurs are primarily interested in the creation, not the consumption, of wealth.

So, what is entrepreneurship? The statement below provides one definition.

*Entrepreneurship involves the recognition of opportunities (needs, wants, and problems) and the use of resources to pursue an idea for a new, thoughtfully planned venture.*

Does that describe something that interests you? Might you be a prospective entrepreneur?

*How About You?*



**What motivates you most – the desire to make money or the desire to accomplish your goals and make a difference?**

## Contributions Of Entrepreneurs To Society

In addition to your own personal interest, everyone should probably know something about the contributions entrepreneurs make. Even if you never become an entrepreneur, you will probably have the opportunity to interact with a great many.

In our society, entrepreneurs may:

- create new ventures that provide new, improved products and services
- find new ways of making products and services available to more people
- compete with each other to be the “best,” which improves the quality of goods and services and keeps prices down
- create jobs for others in the community through the new ventures they create
- increase the quantity of products and services we produce in our economy (that is, help us to achieve “economic growth”) by creating new ventures
- create new opportunities for others through their initiatives and innovations
- provide a spirit of energy, initiative, and potential for progress to a community

Can you think of others? Do these spark an interest? Do they motivate you? To help you consider the entrepreneurship option, it would probably be helpful to review some of the key characteristics and skills associated with entrepreneurship.

*Think About It*



**What entrepreneurs do you know of in your community? What contributions are they making to your community?**

One important point to note is that it is possible for virtually anyone to develop and apply entrepreneurial or enterprising skills. You can also be an entrepreneur by starting with/or running an entrepreneurial not-for-profit company – or a government department. You don’t have to set up and run your own business to be entrepreneurial or enterprising.

*How About You?*



**Do you think you take an entrepreneurial or enterprising approach to your work? Do you take initiative? Are you creative? Do you look forward to making things better?**



#### **4. The Entrepreneurial Person: Common Skills and Characteristics**

NOTE: This activity may be better suited in Meeting #6.

See: <https://moneyandyouth.com/modules/are-you-an-entrepreneur/>

Consider making photocopies of the PDF Teacher's Guide Handout. See <https://moneyandyouth.com/modules/are-you-an-entrepreneur/> (Teacher's Guide). This is a blank copy. Members could jot in their own ideas or collaborate in small groups before comparing to the Money and Youth image (p. 85)

You can be an enterprising employee. You can even apply many enterprising skills in the home – or, to how you run a sports team, or an acting company, or .....the list could go on and on. So, while entrepreneurs look to start and build successful businesses, entrepreneurial or enterprising skills can be developed and applied by virtually anyone – and applied to any kind of endeavour.

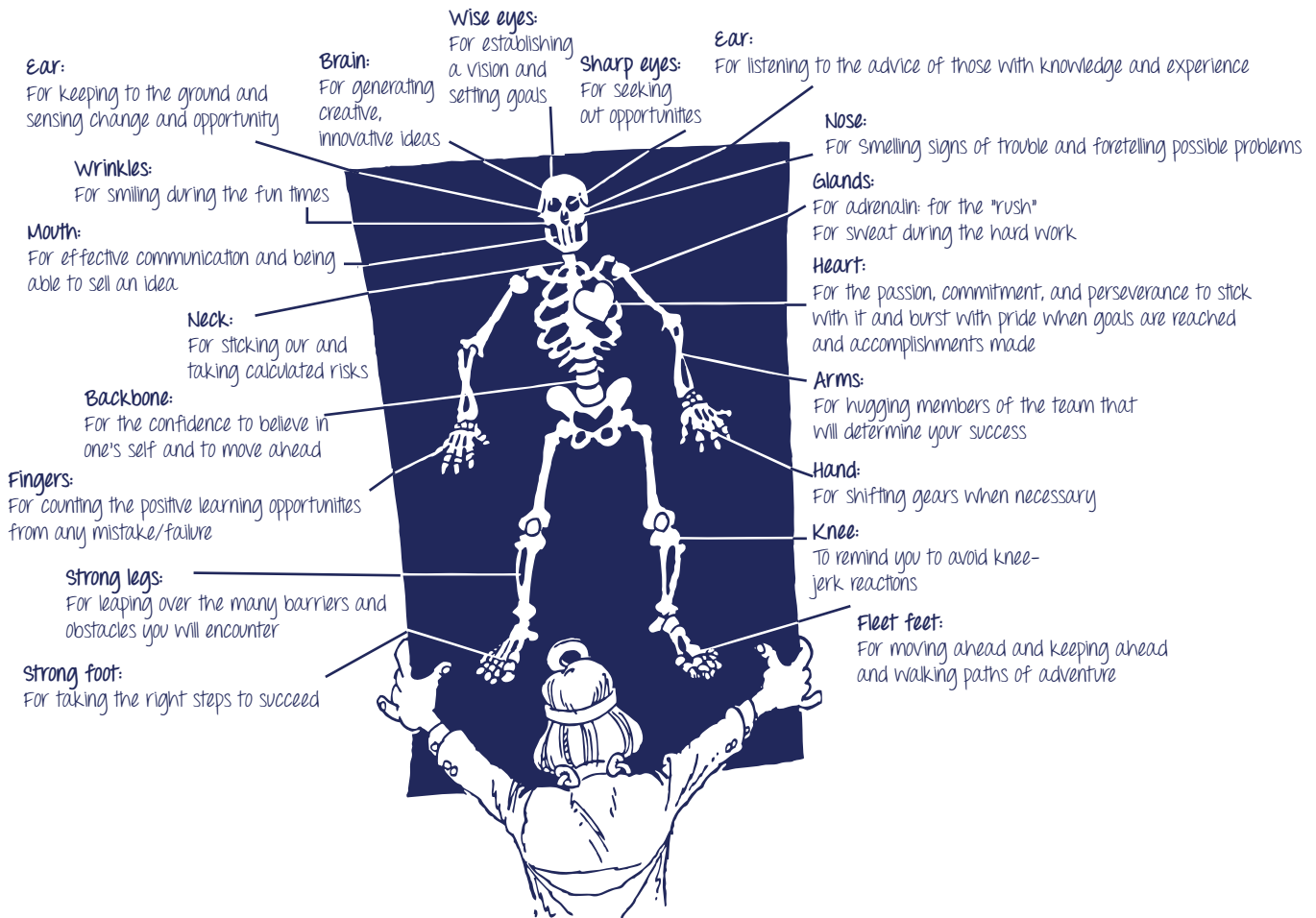
Think About It



**Who do you know who is very entrepreneurial or enterprising – but who doesn't run their own business?**

## The Entrepreneurial Person: Common Skills And Characteristics

Let's begin our look at enterprising skills with the image provided of an "entrepreneurial person."



## ENTREPRENEURIAL SKILLS

Interpersonal Skills	Critical and Creative Thinking Skills	Practical Skills
<ul style="list-style-type: none"> <li>• Willingness and ability to talk to others</li> <li>• Ability to listen and to understand what others are saying</li> <li>• Motivating others</li> <li>• Encouraging others</li> <li>• Negotiating and resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to solve problems by evaluating a variety of solutions</li> <li>• Confidence to make a decision and act on it</li> <li>• Ability to set goals, plan how to achieve them and carry out the plan</li> <li>• Keeping records and being accountable for all actions undertaken</li> <li>• Ability to generate ideas and identify opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow instructions</li> <li>• Knowledge of specific tools such as computer literacy</li> </ul>

## CURIOSITY CREATES OPPORTUNITIES

Entrepreneurs tend to be curious. They usually ask a lot of questions. They are mindful of what is going on around them and what is not. They look at things in different ways as they gather information about problems and needs. These, in turn, create opportunities.

Curiosity is the basis for learning. According to Donald Latumahina from Lifehack, curiosity is important because:

- It makes the mind **active** instead of passive
- It makes the mind **observant** of new ideas
- It opens up new worlds and possibilities
- It brings excitement into your life

Reference: <https://www.lifehack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html>

### TRY IT!

How does Curious George represent curiosity?

What are you curious about?

What do you wonder about?

Have some fun with “What if..”

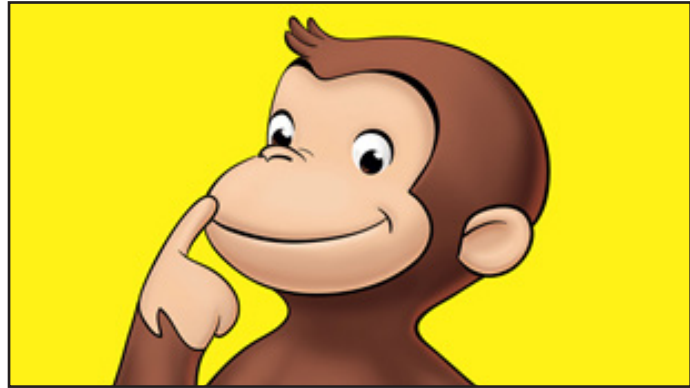
The crazier the ideas, the better. This is how great things come about!

Opportunities are all around us.

## AN ICON FOR “CURIOSITY”:

Have you ever wondered.....

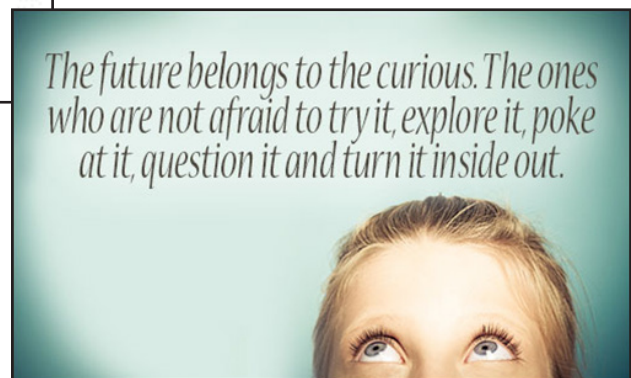
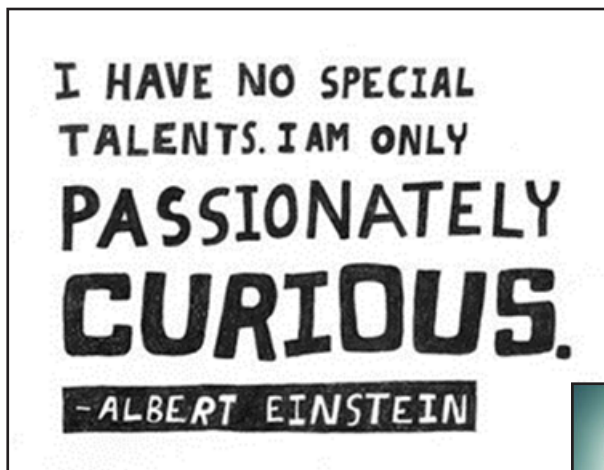
- Why hamburgers are usually round?
- Why coffee is a popular early morning drink?
- Why squirrels attack Christmas lights?
- Why front doors need to look welcoming when they are rarely used?
- Why consumers like flip-up lids?



Source: <https://community.today.com/challenge/curious-george#>

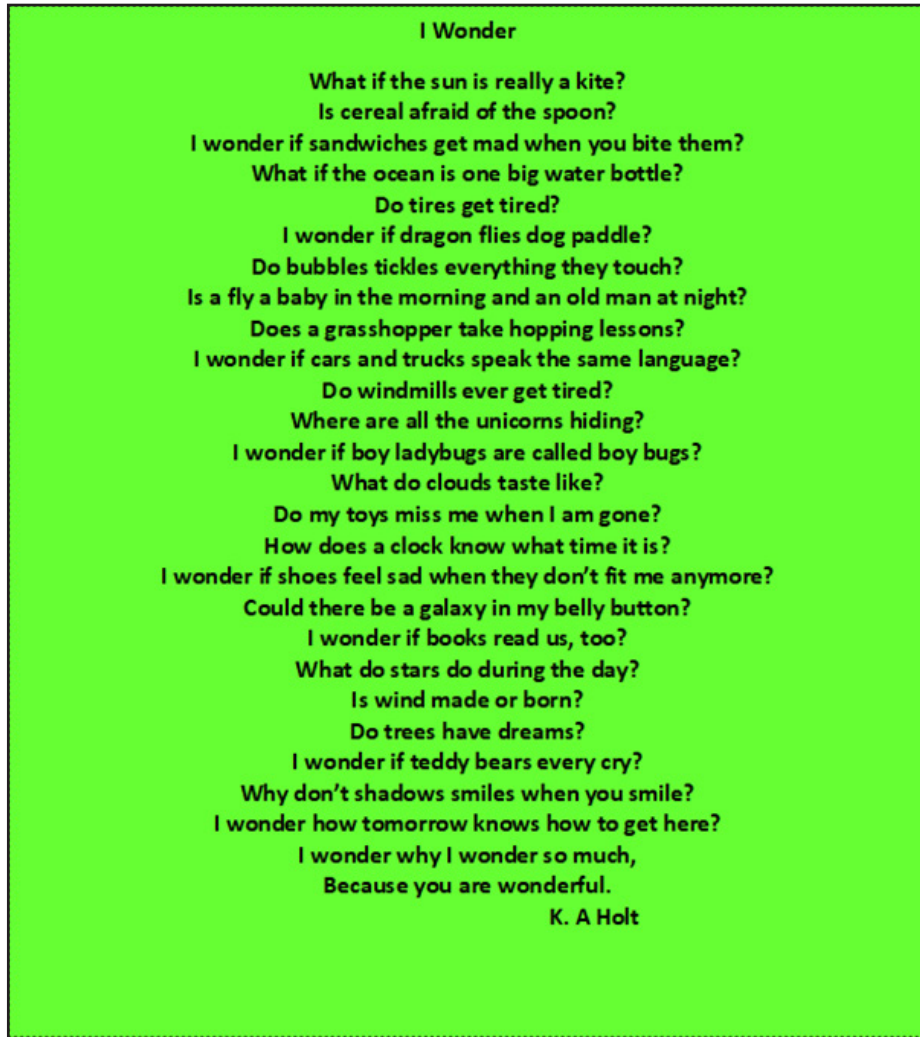
What if ...?

- Plastic bags were not allowed anywhere
- Afternoon siestas were mandatory in school and work-place settings



Author unknown.

Source: <https://www.askideas.com/35-famous-curiosity-quotes-and-sayings/>



### Ways to Build Curiosity

1. Keep an open mind
2. Don't take things for granted
3. Ask questions relentlessly
4. Don't label something as boring
5. See learning as fun
6. Read diverse kinds of reading

Reference: <https://www.lifhack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html>

### TRY IT!

1. Print each way on cards or small pieces of paper.
2. Distribute to individual members or groups.
3. Invite individuals or groups to discuss the way and prepare to explain it to the rest of the group, perhaps with examples.

## DEVELOPING CREATIVE THINKING SKILLS

Innovators and entrepreneurs are creative. Problems become opportunities for inventions and solutions. What is creativity? Is creativity natural or learned?

### What is creativity?

Creativity involves imagination. It is the thinking process that takes traditional things or ideas and looks at them in new ways. New ways may mean completely developing new products or services. New ways may just be clever revisions to previous products or services. Creativity, then, is an ability to invent or make new things.

### Is creativity natural or learned?

This is often up for debate. Surprisingly, we are all born with some creative traits. Unfortunately, as we transition through life, we tend to lose our creative spirits. This may be due to personal life experiences, schooling, and other influences in our lives. The good news is that creativity can be relearned by experimenting, questioning, exploring, and checking assumptions. Often this means looking at something differently. There are many ways to do so.

## THINKING SIDEWAYS

(adapted from 4-H Alberta - Venture Out – Becoming an Entrepreneur)

Some things to know:

- Creative thinking skills generate new alternatives, possibilities, and ideas.
- Ideas are free. Record ideas quickly. Brainstorm. No idea should be eliminated. Often, when ideas are combined, great things happen.
- Break and bend the rules. Be outrageous, challenge your assumptions.
- Explore all directions. Branch from one idea to another. Mind maps work well.
- If something seems impossible, look at it “sideways”.
- Change your viewpoint. Be a scientist one moment, and a poet the next.
- Think “outside the box”.

Creative thinking is not a talent; it is a skill that can be learned. It empowers people by adding strength to their natural abilities which improves teamwork, productivity, and where appropriate, profits.”

Edward de Bono

*Author unknown*

*Source: <https://www.askideas.com/35-famous-curiosity-quotes-and-sayings/>*

And finally, do not settle on one idea too soon; examine every idea you meet until you have found the one you want to spend a lot of time getting to know better.

This activity is to get members thinking creatively – an important characteristic of entrepreneurs.

1. Depending on numbers, divide the members into pairs or small groups.
2. Give each pair or group one (1) of the items.
3. Ask members to come up with at least eight (8) new uses for the item. For example, a bar of soap could be a hockey puck or a paper weight.
4. Have pairs or groups switch items and repeat the activity.
5. Invite pairs or groups to share their creative ideas with the larger group.
6. Ask the group which “new” product they feel is the most market worthy. As an alternative, members could rate their top three (3).

**SUPPLIES**

A bar of soap	A coffee cup
A coat hanger	A wooden spoon
A box of cereal	A candle

**Market worthy** – able or likely to be sold

Here are some synonyms. Which one do you like best?

sellable    saleworthy    profitable    commercially  
viable    hot    marketable    for sale



## BRAINSTORMING (PRODUCTIVE THINKING)

Like the name suggests, brainstorming means using the brain to storm or attack with force a problem. Then, by generating lots of ideas and perspectives, combining, and refining the suggestions, a good solution frequently emerges.

Brainstorming works best when participants work together or collaborate, but it can be a strategy that an individual might use when working on personal goals and projects. By working with others new perspectives often emerge. As the old proverb suggests, two (or more) heads are better than one. In the words of C. S. Lewis, “Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same direction.”

The technique of brainstorming originated with an advertising executive, Alex Osborn. He found that traditional business meetings were not the best places for sharing new ideas. He wanted people to have the freedom to put forth their ideas and thinking without the fear of rejection or criticism. His four (4) rules were simple:

- Focus on quantity. The more ideas that can be generated in a short period of time, the better.
- Withhold criticism. No idea is to be rejected.
- Welcome unusual ideas. In fact, encourage them. Accept what may seem crazy and bizarre because while not always possible, these notions may spur creative solutions.
- Combine and improve ideas. Building on initial ideas often helps the best solutions to come forth.

### To brainstorm effectively:

1. Define the problem clearly. E.g., What can be done to stop the littering on the walking trails? How can clothing be designed for dialysis patients?
2. Establish the ground rules:
  - All ideas accepted and without judgement.
  - Everyone needs to participate by shouting out their ideas.

### TRY IT!

#### Brainstorm:

- What can our 4-H club do at the local fair to demonstrate entrepreneurship?
- How can 4-H members help seniors in the community?
- How can we be more environmentally friendly?




**BRAINSTORMING TIP**  
When recording ideas, use coloured markers. Alternate the colour of the markers. The ideas will be easier to read.

E.g.      **First Idea**  
             **Second Idea**  
             **Third Idea**  
             **Fourth Idea**



3. Typically, the facilitator/leader writes the ideas on chart paper, white board, or computer screen. This task can be given to a participant, even two (2) thus two (2) chart papers or boards so that as ideas are generated, they can be quickly recorded.
4. Focus on quantity rather than quality.
5. Encourage any idea no matter how crazy it might seem.
6. Keep to a time limit.
7. When all ideas have been expressed, invite participants to review the list. Could any suggestions be combined or tweaked in some way? Could any be eliminated?
8. What is the best solution? Invite participants to vote for their favourite.



**STICKY DOT RATING**  
 Give each member 3 sticky dots. Invite members to place their dots beside their choice(s). Alternatively, members can use coloured markers and check marks. Add the dots to determine a best solution.  
 For more information see How to perfect the facilitation tool, “sticky dot voting” [https://www.canr.msu.edu/news/how\\_to\\_perfect\\_the\\_facilitation\\_tool\\_sticky\\_dot\\_voting](https://www.canr.msu.edu/news/how_to_perfect_the_facilitation_tool_sticky_dot_voting)

For more information about using brainstorming to generate ideas see: How To Brainstorm: 4 Ways to Get the Creative Juices Flowing - <https://www.lucidchart.com/blog/how-to-brainstorm>

## MIND MAPPING

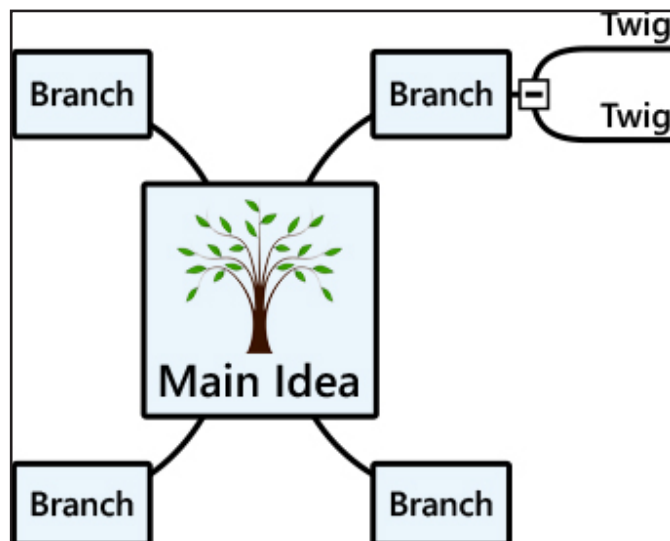
Mind Mapping is another way to brainstorm. It is a framework that visually allows connections to be made. It can help in identifying needs or opportunities.

A central image represents the subject or question being mapped. Then the main themes radiate like branches from the centre image. From there more branches can be developed as more ideas and connections emerge. By using this technique gaps or missing products or services and opportunities for innovation may occur.

A mind map should be messy. Use colours, lines, images – let the creative juices run.

See: <https://www.mindmapping.com/mind-map>

For more information about Mind Mapping and Five (5) more ways to brainstorm ideas see: <https://www.youtube.com/watch?v=yAidvTKX6xM>



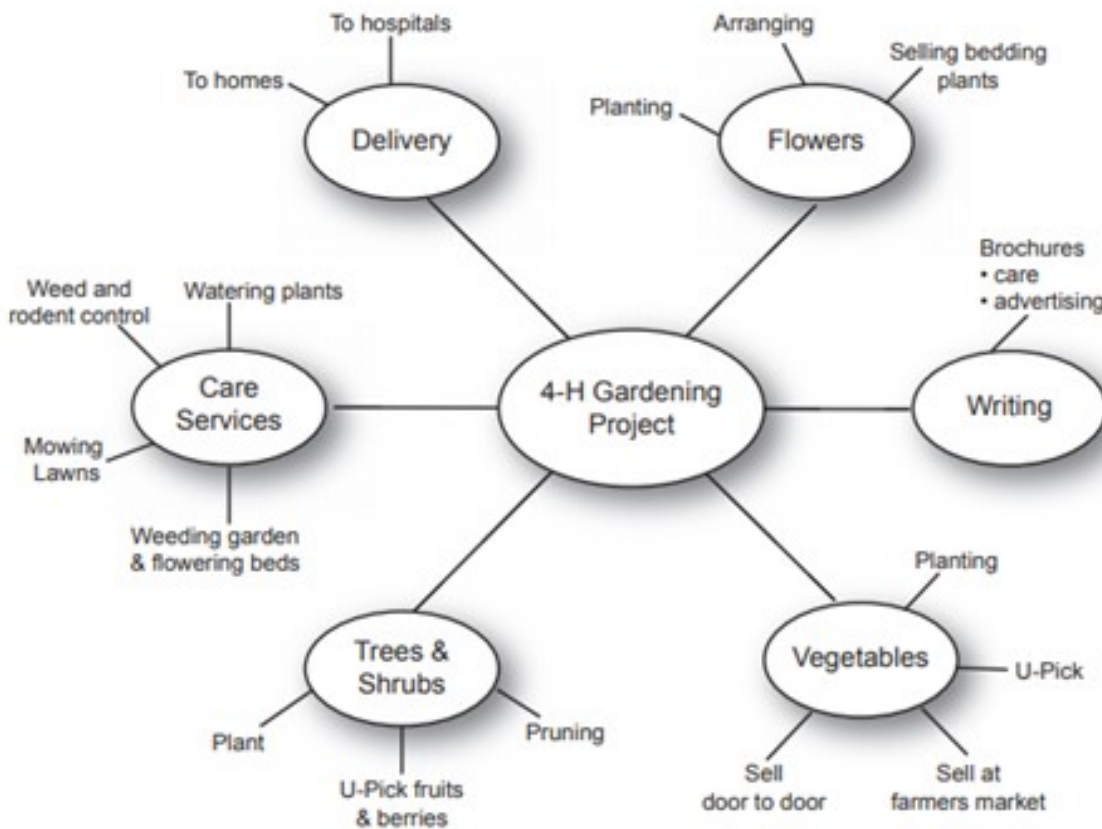
## Mind Your Own Business

**Are you having troubles coming up with some ideas for your business?**

Would you like to try a fun activity? **Try Mind Mapping!**

Any business idea can lead in many different directions. Drawing a map of your idea(s) is a good way to see where it can lead. You can map your ideas by yourself or with other people.

Here is an example of an idea map that was developed from just one project - gardening.



*Activity credit: 4-H Alberta, Venture Out.*

## THE SIX THINKING HAT TECHNIQUE FOR CREATIVE THINKING

The Six Thinking Hat technique was introduced by Dr. Edward de Bono who is regarded as the leading world authority in the field of creativity. He believed that there are six (6) modes of thinking. To focus thinking within each of these modes he created the concept of “thinking hats”. Each of the six “hats” is assigned a colour. These colours in turn represent different associations or thinking approaches. By wearing a certain coloured hat, real or imaginary, individuals or groups adopt different perspectives and fresh approaches. It is these that individuals use to look at a problem or question. The novel framework forces participants to go outside comfort zones and personal assumptions.

### TRY IT!







1. Invite members to make a hat using construction paper or other materials. Even a simple pirate style hat will work. See: <https://www.wikihow.com/Make-a-Pirate-Hat> . Use white, red, black, yellow, green, and blue colours.
2. Review the characteristics associated with each colour.
3. Divide members into groups so that each colour is represented. This may be individual “hats” or teams of identical “hats”.
4. Pose a problem or question.
5. Remind members that they need to respond by only using the approach associated with the colour of their hat.
6. Let the discussion begin. Encourage the blue “hats” to be the managers of the group. Explain that they need to include everyone’s ideas. The blue “hats” could be called upon to summarize the ideas of the group.
7. Monitor the time. When discussion seems to dwindle, call the time and debrief to see what has been determined.

Note: While actually wearing the hat can be fun, setting hats in front of members or holding them works, too. Alternatively, real hats could be used.

Some ideas:

- How can rural intersections be safer?
- What can be done about vacant stores in small towns and villages in Ontario?

## THE SIX THINKING HATS

	<p>The white hat is the information hat. It requires the wearer to seek out factual information related to the problem or question at hand. What is known about the problem or question? What is missing? The white hat is objective and implies no judgment of the value of the information.</p>
	<p>The red hat invites the wearer to focus on their intuition, gut reaction, and emotion. How do you feel about the problem or question? Although emotions and intuition are not easily explainable, feelings play an important role in thinking and decision-making.</p>
	<p>The black hat is for judgment, to look at the potential negative outcome of a problem or question. It is an opportunity to be critical or skeptical.</p>
	<p>The yellow hat is devoted to benefits. Those who wear this hat think positively about possibilities and see merits in the ideas. This hat tends to be very optimistic.</p>
	<p>The green hat represents growth and creativity. It explores possibilities, alternatives, and new ideas. This hat allows for bringing forth all sorts of prospects and without reservations even though some may seem farfetched and highly undoable.</p>
	<p>The blue hat is the organizing hat. The person who wears the blue hat acts like a manager to control the group(s). By facilitating discussion and steering ideas towards the question or problem, the blue hat keeps the task focused. This hat may look at how a problem might be solved, or a question answered.</p>

Adapted from: Obront, Z. (April 18,2018). Use the six thinking hats to solve your next creative challenge. Book Bites. Retrieved from <https://medium.com/book-bites/use-the-six-thinking-hats-to-solve-your-creative-challenges-a6c1def15941>

Learn more about Edward de Bono and his ideas about Creative Thinking using the Internet. Here is a video to help you in starting: *Edward de Bono on the A-Z of Creative Thinking in Business*, <https://www.youtube.com/watch?v=Hu1WjHvwGUs>

## DIGGING DEEPER

1. What are the pros and cons to using the Six Thinking Hat technique?
2. What other strategies could be used to generate creative thinking?
3. Design an activity that would encourage 4-H members to “think outside the box”.

### How does being creative link with being an entrepreneur?

Coming up with ideas, generating possible solutions, and visioning opportunities can be fun and exciting. Implementing or executing requires the skills associated with entrepreneurial ventures. Being creative is an underlying foundation.

### How can developing curiosity and creativity be applied to daily living?

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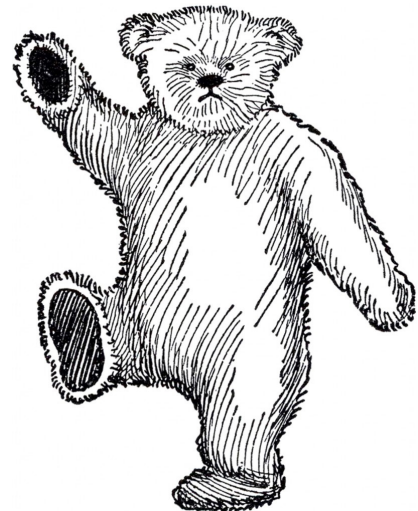
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## ENTREPRENEURS OBSERVANT AND OPEN TO OPPORTUNITIES

People purchase goods and services to satisfy their needs and wants. Needs and wants may be physical, social, or psychological. By identifying a target market and the associated wants and needs of that market an entrepreneur is better able to develop their ideas. This will help in promoting their products or services, too.

### A Teddy Bear – A Need or A Want?

- Present a teddy bear.
- Pose the question, “Is a teddy bear a NEED or a WANT?”
- Discuss needs and wants. How are they similar? How are they different?
- Identify the characteristics of the target market for teddy bears. There may be more than one target market, but the characteristics of the groups will vary. For example, a young child probably needs a soft, cuddly product and one that washes easily. A trauma nurse needs a weighted bear to give to mothers who have lost their babies and need the physical replacement to begin their healing.
- How might an entrepreneur “target” their market to sell teddy bears?



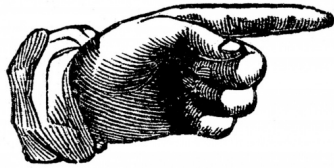
Entrepreneurial success rests on responding to good opportunities. Good opportunities are needs and wants that can be satisfied in a new or better way or as a problem that has to be solved. A good idea may be just that. If few want it, or need it, or see it is a problem, chances of entrepreneurial success are low.

**Need** – Something that is essential to life  
**Want** – Something that is desirable but not essential

**Ten (10) Ways to Watch for Opportunities**

	Can you think of an example?
1. Watch for trends, patterns and changes before others notice.	
2. Look for small things. Some of the best opportunities are those little things that get overlooked by others.	
3. Combine two or more ideas. Whoever thought of combining a café with a bookstore? What about the Canadian who put pineapple on pizza and became a financial success?	
4. Talk with people. Find out what their wants and needs might be.	
5. Look at “why” people buy something rather than “what” they are buying. What are their wants and needs?	
6. READ! Keep on top of things going on around you. Read newspapers, magazines, and flyers. Be aware of needs and wants in your community.	
7. Look for new uses for old products. Have you seen fashionable upcycled pieces of clothing?	
8. Watch for ideas that others have had but can be improved.	
9. Look for things that are not working.	
10. Look for things that are working elsewhere. Non-profits watch for fundraising ventures to try in their area.	

# INTRODUCING....



## THE PROBLEM-SOLVING PROCESS

1. Identify a problem. How does that problem become an opportunity?
2. Generate ideas to meet the opportunity.
3. Evaluate options to come up with the best solution to the problem.

### TRY IT!

Identify a problem	
How does the problem become an opportunity?	
Generate at least three (3) ideas to meet the opportunity.	
How can these ideas be evaluated to come up with the BEST solution to the problem?	

## BEFORE THE NEXT MEETING

Entrepreneurs are observant to changes in society. Long-term changes are referred to as **trends**. Short-term changes are **fads**. Do a little research to examine one of the following trends or one of your choice. Be able to describe the trend and where you see an opportunity for one or more ventures. Try to come up with two (2) or three (3) ideas that might benefit from the trend.

For example:

TREND	OPPORTUNITIES	IDEAS
Concerns for the Environment/Sustainability -specifically, food and textile waste	Upcycling New food products that use food scraps	Mittens made from used sweaters and sweatshirts Potato skin chips

### Trending...

- Aging Baby Boomers
- On-Line Shopping
- Eco-friendly lifestyles
- Changing concepts about families
- Reliance on technology
- Interracial marriages
- Health and wellness consciousness
- Other \_\_\_\_\_

### A Word About Fads....

Sometimes fads can be opportunities but likely for only a short time. They tend to be very popular things and then fade away. They may have offered financial gain but only for a limited time. What fads can you think of? Heelys, fidget spinners, hula hoops, Rubik's Cubes, cinnamon challenge, TikTok dances, etc.



# MEETING #4

## BUILDING ENTREPRENEURIAL SKILLS

### Objectives:

By the end of this meeting members will be able to:

- Further identify and develop entrepreneurial skills
- Understand how social skills help entrepreneurs and ourselves in daily life
- Improve their communication, conflict resolution, teamwork, and problem-solving skills
- Learn and practice ways to analyze and assess potential business and service ideas

### ROLL CALL SUGGESTIONS

- Describe the trend you explored and the opportunities and ideas that might exist in developing new ventures.

### Sample Meeting Agenda

<b>Welcome, Call to Order, 4-H pledge</b>	May be led by the President	5 min
<b>Roll Call</b>	Describe the trend you explored and the opportunities and ideas that might exist in developing new ventures.	15 min
<b>Business</b>	Minutes (Mtg #3) -Secretary Treasurer's Report, if applicable Any other business	5 min
<b>Opening Activity</b>	Case Study and Discussion Questions Depending on club size, consider more than one (1) case study	20 min
<b>Social Skills</b>	An introduction to social skills and the relevance for business and entrepreneurs	10 min
<b>Focus on Interpersonal and Social Skills</b>	Conduct two (2) or more activities to learn and practice communication, conflict resolution, teamwork and problem solving	60 min
<b>Assessing Opportunities and Ideas</b>	Critical and Creative Thinking SWOT analysis	15 min
<b>Before the Next Meeting</b>	SWOT analysis to address an issue or challenge in 4-H, school, or the community	

## CONTENT NOTES

Mark Greenberg, founder, and CEO of BuildEd (Reference: <https://buildded.com/>) sees learning about entrepreneurship to be an essential life skill. By recognizing entrepreneurs to be problem seekers, problem solvers and innovators, these attributes “add value” whether personally or in the community. For example, a young entrepreneur might see offering an afterschool program for school age children to be a need in the community that is not being addressed. Working parents often find it hard to meet their kids mid-afternoon school departure. By mobilizing this kind of service, the entrepreneur is adding value to the community, making it a better place. According to Greenberg entrepreneurship is not limited to those who start organizations or ventures. He believes that *entrepreneurship is the ability to interact with people well and solve problems*. This quality better equips young people in their personal lives, their family life and in their professional life no matter what that may be.

- With this focus in mind Meetings 4 and 5 will focus on developing interpersonal and social skills, critical and creative thinking skills, and some of the practical skills most often associated with entrepreneurs. See chart in Meeting #3 page 55.
- Begin with a case study and accompanying five (5) key questions to demonstrate that it is the interpersonal and social skills along with the critical and creative thinking skills that further describe entrepreneurship and being an entrepreneur.
- Choose from activities that emphasize communication, conflict resolution, self-control, problem solving and decision making.
- Add to the repertoire of critical and creative thinking by learning about the ideas of Roger von Oech – The Explorer, The Artist, The Judge and The Warrior.
- Think about how a SWOT analysis and an understanding of supply and demand may be helpful in **assessing** opportunities and evaluating Ideas to move the process of entrepreneurship forward.

### OPENING ACTIVITY CASE STUDY

Mike was a market gardener. He sold fresh strawberries and other fruits and vegetables at several Farmers’ Markets in his area as well as from his farm location. Strawberries are a very perishable food. He was dismayed at the food waste that he saw when all the berries did not sell in a day. He did not like losing the dollars spent in production and labour costs either. The problem became an opportunity. He launched the idea of making jam. The idea meant learning how to do this. It was a big leap for this person who really just liked growing strawberries despite the challenges of weather, insects, marketing and more. With his team, they navigated the ups and downs. Eventually the strawberry jam became market worthy. Pickled beets,

pickles, chili sauce and relish soon followed.

### Questions for Discussion:

1. How did a problem become an **opportunity**?
2. How was **value** created?
3. What kinds of things did Farmer Mike have to initiate to bring the product to the market?
4. How might he have worked with his farm team and others to develop the final product?
5. What challenges do you think Farmer Mike had to overcome?

## ALTERNATIVE CASE STUDIES

**Joseph Armand Bombardier** saw snow as an inevitable problem for travelling. He lived in a small rural community of Valcourt, Quebec where snow and isolation brought life to a halt in the long winter months. From a young age he dreamed of a machine that would make travelling in the winter easier and isolation resolved. At the age of 15 he toyed with an automobile by removing the engine and attaching an airplane propeller to where the radiator fan would go. The propeller driven machine was very bulky and awkward. His horrified father, worried that the machine was too dangerous, ordered it dismantled. But Bombardier persisted. One day after pondering the tracks a sleigh made in the snow, he changed the front wheels of a car for skis and put them closer together so that the vehicle could run in the sleigh tracks. He also added extra wheels in the back and strapped on chains. This contraption did not work that well, but he continued to play with other mechanical devices. At times, his creations were part car, part airplane and part sleigh. In 1934 a personal family tragedy convinced him that he had to find a way to travel in snow and wintry conditions. His young son was diagnosed with appendicitis and needed surgery in the closest hospital in Sherbrooke, about forty (40) kilometers away. But the snowdrifts were too much. His son died. In 1935 he devised a way that would provide power and traction in snow and at a reasonable cost. In 1937 Joseph brought his first commercial snowmobile to the marketplace.

For a video clip, click on this link: Groundbreaking inventions from small-town Canada | CBC Television: [https://www.cbc.ca/television/stillstanding/groundbreaking-inventions-from-small-town-canada-1.5687421?fbclid=IwAR1rUCP5AAethDT-hJdFRnf\\_FyoI4q5mXSTNQnsbvYlpEba8GRxj1Fgo1c](https://www.cbc.ca/television/stillstanding/groundbreaking-inventions-from-small-town-canada-1.5687421?fbclid=IwAR1rUCP5AAethDT-hJdFRnf_FyoI4q5mXSTNQnsbvYlpEba8GRxj1Fgo1c)

What started as a way to save the environment has, through innovation and design, turned recycled plastic into an array of plastic outdoor furniture. **See how C.R. Plastics Built A Global Furniture Empire:**

<https://www.canadianbusiness.com/lists-and-rankings/profit-500/2016-c-r-plastic-products/C.R. Plastic Products> <https://crpproducts.com/>

Frustrated by the lack of movement in kids clothing, Traci Costa set about to re-design and construct more suitable products for kids. Initially **Peakaboo Beans** was found in speciality children’s stores in Vancouver B.C. The business now operates through direct on-line sales.

Learn more about Peakaboo Beans and Traci Costa’s story at <https://www.canadianbusiness.com/innovation/peekaboo-beans-direct-sales/> and at <https://www.pkbeans.com/>.

Anna Cote was concerned with nutrition in her home community of Maniwaki, Quebec. She took her idea of selling and teaching about healthy food options within the Annishinabe First Nations community to the 2017 Powwow Pitch where she won a cash prize that allowed her to open the **Birch Bite restaurant, and catering business**. Her business now offers **Minobideg Learning** where partnerships explore environmental science and earth stewardship from an Indigenous view.

Learn more about Anna and Birch Bite through these links: [www.thebirchbite.com/](http://www.thebirchbite.com/)

Startup Canada | Pow Wow Pitch, a Startup Canada Production <https://www.cheftawnyabrant.com/post/these-indigenous-female-restaurateurs-in-canada-are-making-waves-in-their-communities>

## WORKING WITH OTHERS

### Social Skills

Social skills are the abilities that people use when interacting with others. It has been said that the effective use of social skills is an investment in **social capital**. Entrepreneurs who have a good command of their social skills are usually more successful. In starting and managing their entrepreneurial ideas they must get along with others that they work with. Those people

**Entrepreneurship is the ability to interact with people well and solve problems.**

*Mark Greenberg*

### TRY IT!

1. **Brainstorm a list of social skills.**
2. **Circle the skills that would be particularly important in business.**

### Social capital

Social capital may be described as the “glue” that holds society together. According to Investopedia, it is the positive product of human interaction where shared values allow individuals to work together to achieve a common purpose and to live harmoniously. In business, shared values and mutual respect will go a long way in developing positive relationships, work atmosphere and customers.

**See: <https://www.investopedia.com/terms/s/socialcapital.asp>**

might be suppliers, bankers, investment people, employees, and of course, clients or customers. Some possible social skills that might be important for entrepreneurs and ANYONE, for that matter:

- Greeting others with smiles, handshakes, and other culturally appropriate gestures
- Being respectful in making introductions
- Communicating effectively in verbal, non-verbal, and written form
- Being gracious in handling “no”
- Using considerate conflict resolution strategies
- Using good manners
- Expressing feelings assertively and politely
- Engaging in conversations with interest and empathy

### Which social skill do you think is the most important? Why?

The following selection of activities about **communication, conflict resolution, and problem solving (teamwork)** have been *adapted* from **4-H Alberta - Venture Out – Becoming an Entrepreneur**.

Choose those that best fit the needs of your group. Reinforce that these interpersonal and social skills are important to entrepreneurship and can be applied not just in starting new ventures but in daily life.

### BLIND OBSTACLES (COMMUNICATION)

Make an obstacle course using whatever props you have on hand (chairs, small table, toys, etc.). This could be done outside, too. Use lawn chairs, picnic table, sports equipment, etc.

1. Divide the members into pairs. Have one person of the pair put on a blindfold or close their eyes if a blindfold is not available.
2. One member is blindfolded and the room or outside area is filled with obstacles. The

### TRY IT!

To demonstrate the importance of communication, invite members to work in groups to prepare a simple recipe. It could be a snack for after the meeting. The challenge, however, is that there can be **no talking**. Provide a time limit. Debrief. Conclusions should relate to the relevance of verbal communication, non-verbal communication, even conflict resolution and effective written communication.

### Communication Overview



Use a video clip or explanation to describe the concept of communication in a general way. E.g. (2) The Communication Process

Model Captioned - YouTube

(2) Forms of Communication - YouTube

(2) 10 Barriers to Effective Communication - YouTube

\*This video clip as an age old classic about miscommunication. Abbott & Costello in Who's on First?

<https://www.youtube.com/watch?v=2ZksQd2fC6Y>

### SUPPLIES

Room or outside area  
Chairs, benches, wastebaskets, toys, small tables, etc. (obstacles)  
Scarves or material for blindfolds

“sighted” partner will lead the one blindfolded through the room or area while verbally instructing their partner how to navigate the obstacles.

3. After the blindfolded person completes the obstacle course, the pairs switch roles. Consider changing the obstacle course for the second round.
4. Debrief with the group after the exercise:
  - a. How did you feel as the blindfolded person?
  - b. On a scale from 1 to 10 with 10 being the highest, how difficult was it to trust your partner?
  - c. On a scale from 1 to 10 with 10 being the highest, how well do you think you communicated to your partner when you were verbally leading the partner through the obstacles?
  - d. What if you were hearing impaired? How would this change how you communicated with your partner? What challenges could arise?

### **WHISPERS (COMMUNICATION)**

Form groups of six (6) or more members (or have one large group). Have members sit in a circle.

1. Whisper a word into the ear of the first person in each group. Make sure it is a word that can be easily drawn e.g., tractor, apple, skyscraper, pear, house, etc.
2. The first person is required to silently draw a picture on a card or paper that represents the word and hands the card to the next person. No one should see what the person has drawn.
3. The second person looks at the card and whispers the word to the next person. The third person silently draws another picture and hands it to the next person. The process continues.
4. The last person says the word as he or she understood it. What has become of the initial word?
5. Debrief with the group about the importance of communication and how things can go wrong if miscommunication occurs.

#### **SUPPLIES**

Index cards or small squares of paper  
Pens or pencils

### **TEAM BUILDING (TEAMWORK, COMMUNICATION, AND PROBLEM SOLVING)**

Build a small structure with some of the building blocks and hide it from the group.

1. Divide the members into small groups. Give each group enough building blocks to duplicate the structure you have created.
2. Choose one leader from each group or use numbered heads and call out a number. The person with that number will be the leader. Allow the leader to see the structure you created for ten (10) seconds. Instruct them to memorize it before returning to their

#### **SUPPLIES**

2 or 3 sets of building blocks such as  
Lego or Duplo or magnet tiles

group.

3. When the leaders return to their groups, the leaders have 25 seconds to instruct their teams on how to build an exact replica of your structure.
4. After one (1) minute, another member from each team can come up for a look at your structure before returning to their team to recreate their structure.
5. The game should be continued in this pattern until one of the team successfully duplicates the original sculpture.
6. Debrief by discussing what worked well in communicating the task and what did not.
7. Finish by asking members what can be learned about communication from this activity.
8. Possible points:
  - Clear instructions
  - Giving feedback by asking questions
  - Eye to eye contact
  - Appropriate language

## **BUILDING BRIDGES (TEAMWORK, PROBLEM SOLVING, COMMUNICATION)**

Divide the members into smaller groups of 3 or 4. Explain that each group will be building a bridge using only newspaper and masking tape. Read out the criteria:

- The bridge must be strong enough to hold a plastic water bottle for 10 seconds. (Let them feel the weight of the bottle).
  - The bridge must be at least six inches (6") tall.
  - The bridge must be free standing so not attached to a wall, a piece of furniture or a person.
1. Explain that groups will have ten (10) minutes to plan and ten (10) minutes to build. During the building they are not allowed to talk with one another.
  2. After the planning time hand out the newspaper and tape.
  3. After the bridges are built, have one group at a time present their structure. Check the measurements of the bridges. Test the weight of the bridges by placing the plastic water bottle with the water on top of the bridge and count to 10.
  4. With the larger group, discuss this activity using the following prompts:
    - How did you work as a group?
    - Which part was the most difficult?
    - Did everyone participate in some way?
    - Did you feel that you contributed to the group?

### **SUPPLIES**

Lots of newspaper

Rolls of masking tape

1 – 1 L bottle filled about half full with water

Ruler or measuring tape



- Did you feel like you were part of the group?
- Did one particular person lead the group?
- What influenced the type of bridge built by each group?
- How did communication or lack of it affect the work of the group?

## SILENT MOVIE (COMMUNICATION – NON-VERBAL)

Pose the question: What are three (3) ways that we communicate? (body language, tone of voice and the words we use). This is not to be confused with how we communicate as in emails, facetime, letters, etc.

### SUPPLIES

Poster or flip chart paper

Popcorn (optional)

1. Draw a circle on the large piece of paper. Ask the group to guess what percentage of the “pie” makes up the three (3) ways we communicate.
  - Body language (correct answer: 55%)
  - Tone of voice (correct answer: 38%)
  - Words (correct answer: 7%)

Any surprises?
2. Divide members into small groups. Their task will be to **write** a movie scene for a silent movie. Silent movies tell a story without words. There is no talking, just acting.
3. On poster paper, write the following criteria for the task:
  - The scene needs to start with a person doing an obvious task, like cleaning a room, doing laundry, skiing, playing the piano, etc.
  - The scene is interrupted when an actor or actors enter the scene. The new actor or actors have a big impact. New actors can be animals, burglars, children, salespeople, etc.
  - A physical commotion takes place.
  - The problem is resolved.
4. Have groups switch scripts, and each group will act out a silent movie scene. Popcorn is a nice addition.
5. Debrief with the group how they felt about acting our non-verbal thoughts and feelings. Also, how did the audience perceive the scene? Did the correct message get conveyed?
6. What are the “take-aways” about non-verbal communication?

## OWL, LION, TURTLE AND RABBIT (CONFLICT RESOLUTION)

Conflict is a part of life. Conflicts happen when the interests, needs, goals or values of involved parties interfere with one another. Conflicts will be a part of almost any entrepreneurial venture. This activity helps members gain self-awareness as to how they react to conflict.



**OWL**



**LION**



**TURTLE**



**RABBIT**

1. Have four signs posted around the room. Each sign should have the name and if possible, graphic, of the following animals: (See **BLM 4.1**).



2. Discuss the following questions: What is conflict? How do conflicts occur? (Conflict is a natural disagreement resulting from individuals or groups that differ in opinions, attitudes, beliefs, values and needs)

Is conflict always negative? (Conflict can be healthy if managed properly and respectfully. It can lead to growth, innovation, collaboration, and new ways of thinking)

3. Ask the members to read each animal sign and discuss how each animal reacts to conflict.

4. Ask members how they handle conflict. Which animal best represents what they do? Invite members to stand beside their animal sign.

5. Have each animal group discuss amongst themselves how they react to conflict. What are some positive things about this reaction to conflict? What are some negative things? What skills could they develop to handle conflict more constructively? Have them report back to the larger group.

	<p><b>OWL</b> – thinks, conflicts are problems to be solved</p>
	<p><b>LION</b> - fights, dominates</p>
	<p><b>TURTLE</b> – hides in its shell, scared</p>
	<p><b>RABBIT</b> – runs away from any conflict</p>

6. How do these ideas about how people manage conflicts help in working with people?

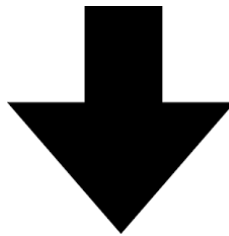
## CONFLICT RESOLUTION ROLE PLAY (CONFLICT RESOLUTION)

1. Review what the members know about conflict and reactions to handling conflict.
2. Ask for two volunteers to role play the following scenario:

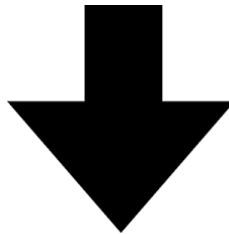
Joni and Ben joined forces to start a business making wooden hanging baskets. The gardening store in their community is willing to buy every basket Joni and Ben can make. Since Joni is saving money for university, she is keen to ramp up their production and work full throttle all spring and summer. Lately, Joni feels Ben has been slacking off leaving her with most of the work to do. Ben feels he is doing as much as he can, but since he joined a new band his time is limited. Ben still wants to be an active partner in the business.
3. After the role play, debrief as a larger group. Here are some guiding questions:
  - a. Identify the positions of Joni and Ben.
  - b. What are their individual needs and wants?
  - c. What is the layer under the conflict for Joni? for Ben?
4. Explain that in handling conflict or conflict resolution there is an accepted process

### CONFLICT RESOLUTION PROCESS

Define the problem



Brainstorm solutions



Decide on one solution

5. Brainstorm possible solutions to their conflict.
6. How would these solutions impact each of the individuals?
7. What might be the best possible solution?

## DIGGING DEEPER

1. Explore the difference between compromise and win-win as solutions in managing conflicts. In a compromise the needs of both parties are only partially met. In a win-win solution, the needs of both parties are met.
2. Be prepared to share your understanding with one (1) or two (2) examples.

### WHAT WOULD YOU DO? (DECISION MAKING, PROBLEM SOLVING)

1. Pose the question: *Have you ever been in a situation that you didn't know what to do or how to react?* Ask if anyone would share their experience.
2. Pose the question: *What is your definition of "opinion"?* (a view or judgement not necessarily based on fact). Discuss as a group that everyone has a right to their own opinion. It is OK to disagree with an opinion, but it is important to remember to be respectful. Listening carefully to others is the most important communication skill. Try to understand other points of view.
3. Put the Scenario cards in the middle of the table face down. Deal out all the Solution cards to the players. Each player should have at least three (3) Solution cards in their hand.
4. Flip over one of the Scenario cards. Going around the table in turn, each player will look at their Solution cards to see if they feel they have a good solution to the problem in the scenario. If they do, they can discard the card as long as they can elaborate on why the solution would work. The other players judge whether the solution and reason are acceptable. If they don't have an acceptable Solution card, they pass. The object of the activity is for each player to be the master problem solver and end with an empty hand.
5. Work through the pile of Scenario and Solution cards on the following page.

#### SUPPLIES

Scenario Cards (BLM 4.2)

Solution Cards (BLM 4.3)

**NOTE:** This activity should be modelled by a leader first to show what needs to be done when a card is flipped over.

---

### SELF CONTROL EXPERIMENT

What if you had a mouth-watering pizza or ice-cream sundae placed in front of you but you were told not to eat it until the facilitator came back? If you didn't touch it there would be an even better treat. Could you leave the delicious looking food alone?

#### TRY IT!

Replicate the experiment with a volunteer to start the discussion

This was the kind of social experiment conducted by psychologist Dr Walter Mischel, a professor at Stanford University in the early 70's. In his research, children were offered a choice between one small but immediate reward (a marshmallow) or two small rewards if they waited for

a period of time. While the study has been well critiqued, reference to the marshmallow experiment continues to this day. Books such as *The Marshmallow Test – Mastering Self-Control* (2014) by Dr Mischel are still very popular.

Many video clips are available on the Internet e.g., The Marshmallow Experiment – instant gratification: <https://www.youtube.com/watch?v=Yo4WF3cSd9Q>

Self-control may be described as the ability one has to regulate their emotions, thoughts and behaviour despite temptations and impulses and therefore, respond appropriately. It is a sign of maturity.

Some things that show a need to practice more self-control:

- Interrupting a lot
- Talking non-stop
- Speaking out of turn
- Having a hard time sharing or taking turns
- Getting frustrated easily and giving up quickly
- Not being able to stand criticism
- Having in-appropriate outbursts
- Being overly active or restless

#### **Entrepreneurs are Problem Solvers**

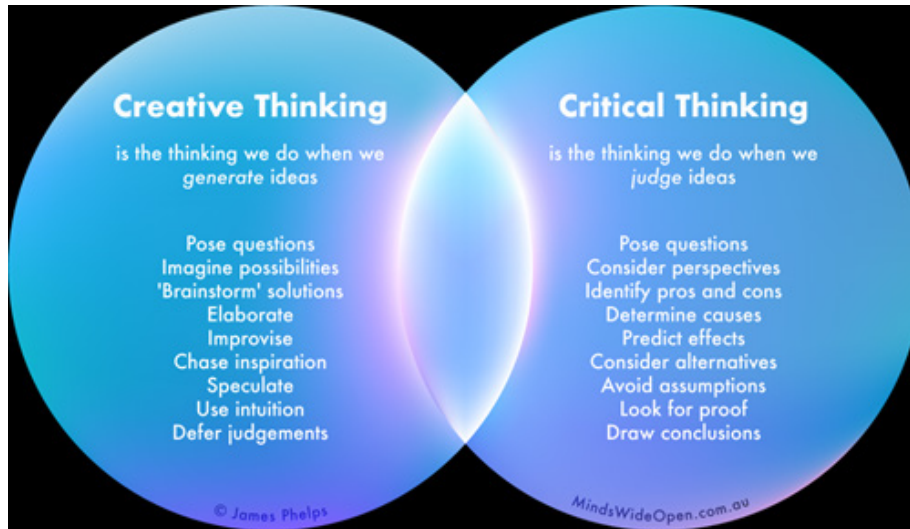
Most people can see what is wrong in the world and often stop at identifying the problem. Entrepreneurs recognize the problem, then move past the problem by seeing the solution as a possible market opportunity.

#### **Discussion Leads**

- Think of a time when you or someone you know showed self-control.
- Think of a time when you or someone you know did not show self-control.
- Go back to the opening case study. Think of times when exhibiting strong self-control abilities would be important for an entrepreneur.
- On a scale of 1 to 10 with 10 being highest, where do you think you are at in measuring your ability to control emotions and behaviours?
- How can we all practice ways to improve our self-control?

## ASSESSING OPPORTUNITIES AND IDEAS

Like problem solving, assessing opportunities and ideas involves creative and critical thinking. While creative thinking is different than critical thinking, the concepts overlap as in this illustration:



Source: <https://www.thynk.com.au/critical-thinking.html>

Creative thinking means generating something new while critical thinking is judgemental and analyzes information in clear, logical ways. The two concepts compliment one another and sometimes are associated with right brain and left brain thinking.



For more on these concepts listen or watch James Taylor. See <https://www.jamestaylor.me/creative-thinking-vs-critical-thinking/>





## DIGGING DEEPER

1. What is the theory behind left and right brain thinking?
2. How is this knowledge useful when generating new ideas and solutions?
3. Are you a left brain or right brain? What examples can you give to support your thinking?

### THE EXPLORER – THE ARTIST – THE JUDGE- THE WARRIOR

Roger von Oech in his book, *A Kick in the Seat of the Pants*, explained creative and critical thinking as the playing of different roles or characters. Two (2) roles suggest creative roles and two (2) critical roles. Each has a different purpose and involves different skills.

<https://www.oventhal.com/blog/2019/4/8/a-whack-on-the-side-of-the-head>

<p><b>The Explorer</b></p> <p>This role uses curiosity. When seeking new information think “outside the box”. Be like a detective. Pay attention to details yet consider the bigger picture. Look for patterns and try putting unrelated ideas together.</p> 	<p><b>The Artist</b></p> <p>This role creates new ideas by asking what-if sorts of questions and experimenting by looking at things in different ways. As an artist plays with textures, colours, mediums so should entrepreneurial artists do the same.</p> 
<p><b>The Judge</b></p> <p>In this role assessment and evaluation analyze the ideas in logical and thought-provoking ways. Question assumptions. Is the timing, right? What might be wrong with the plan?</p> 	<p><b>The Warrior</b></p> <p>Here ideas are put into action.</p> 

#### RECALL - The Problem-Solving Process

1. Identify a problem. How does that problem become an opportunity?
2. Generate ideas to meet the opportunity.
3. Evaluate options to come up with the best solution to the problem.

The **Explorer** is at work when we pursue information. In the **problem-solving process**, the Explorer clearly defines the problem and the opportunity. The Explorer uses different ways of gathering information. Remember de Bono’s Thinking Hat approach from Meeting #3. The Explorer might be best linked to White Hat and Red Hat thinking. Looking at the problem or opportunity from different perspectives will help in the realization that there are likely many possibilities. The Explorer is curious and should be constantly searching, asking questions, probing, and seeking information from a variety of sources.

Here are some ways to develop your Explorer. Rate your top three (3):

- Talk with people, listen to their needs and wants
- Quietly observe distinguishing facts from feelings
- Try something you have never tried before
- Make lists of problems you encounter, keep a journal
- Daydream
- Change up your routines – what do you notice?
- Read. Visit the library often. Scan magazines and newspapers. Be aware of what is going on around you.

The **Artist** is best associated with Green Hat thinking and the second step in the **problem-solving process**. The Artist takes the information the Explorer has provided and generates a variety of creative options. By using imagination and creative thinking skills, the Artist “plays” with unlikely combinations and uses a variety of ways and “what ifs” to come up with an idea. Inventors are creative people who love to design, build, and experiment but not necessarily carry their ideas through to a business.

Here are some ways to develop your Artist. Rate your top three (3):

- Collaborate with others to develop new or improved ideas
- Challenge right brain thinking by playing games, reading out loud, doodling
- Brainstorm
- Mind Map
- Word cluster
- Word Association
- Playing “What-IF”
- Visualize

The **Judge** critiques and plays the role in the third step of **the problem-solving process**. Using critical thinking skills, the **Judge** analyzes options. The **Judge** is best associated with the Black Hat and Yellow Hat thinking. The Black hat tends to be skeptical and logical whereas the Yellow hat is positive and encouraging. The **Judge** will ask questions such as:

- Is this the right time for the idea?
- What are the pros and cons of the idea?



- Where might there be challenges in developing the idea?
- Are there the resources to do this?
- Is this really an opportunity?
- Will there be a demand for this product or service?
- Does location matter?
- Do you have enough solid, reliable, accurate information?
- Has this idea been tried before? If so, what happened?
- Are there any risks associated with this idea?

### Supply and Demand

The Judge may have to consider the laws associated with Supply and Demand. Simply, supply is the amount of goods or services available. Demand is how badly a good or service is wanted. Sometimes seasonality may affect supply and demand. It is pretty hard to sell snow boots in July, for example. When the supply of a product or service goes up, the price goes down. When the supply goes down, the price goes up.

For more information see:

- **Introduction to Supply and Demand:** [https://www.youtube.com/watch?v=720uyg0Dd\\_M](https://www.youtube.com/watch?v=720uyg0Dd_M)
- **Supply and Demand Explained in One Minute:** <https://www.youtube.com/watch/GqeRnxSuLFI>

### SWOT Analysis

A useful tool for The Judge is a SWOT Analysis. This is a framework that examines Strengths, Weaknesses, Opportunities and Threats.

The **Warrior** is the entrepreneur, the agent of change, who transforms the final idea or solution into reality by actually producing the good or service and delivering it to those who need it or think they need it. The Warrior is best associated with Blue Hat thinking. Blue hats are the organizers and producers. They have the ability to pull all the pieces together to turn a dream into a real thing.

#### TRY IT!

A 4-H club wants to sell ice-cream sundaes as a fundraiser at the local fair. Conduct a SWOT analysis as to the feasibility of this idea.

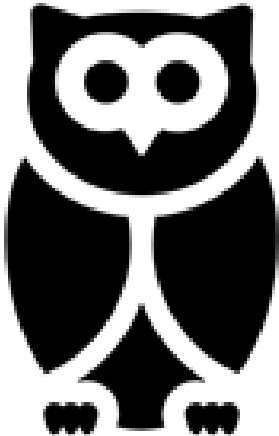
#### TRY IT!

- Go back to one of the stories at the beginning of the meeting. Can the four (4) thinking roles be identified?
- In small groups, apply the four (4) roles to one of these situations:
  - Walking and hiking trails in your area are experiencing a lot of unnecessary litter. Examine the issue keeping in mind the Thinking Hat connections. What might be presented to local municipal officials?
  - The overuse of cell phones is driving the 4-H leaders crazy! What can be done?

## **BEFORE THE NEXT MEETING**

Identify either an issue or challenge that you see in 4-H, or at school, or in the community OR a venture that you are thinking of exploring. Conduct a SWOT analysis. Be prepared to share your analysis at the next meeting.

**OWL**



**LION**



**TURTLE**



**RABBIT**



## SCENARIO CARDS

<p>You are selling cucumbers at the local Farmer's Market. Your last customer left without collecting their \$2 in change.</p>	<p>You have your own gardening business. On three (3) different occasions, you have tried to collect money from one of your clients, but she keeps putting off paying you for your produce.</p>
<p>Your online jewellery business is booming! One of your friends, whose strength isn't creativity, asks if she can join your new venture.</p>	<p>As an entrepreneurial venture you are selling pork that you raised while completing a 4-H project. When the last animal was processed, the abattoir overcharged you by \$50.</p>
<p>At the 4-H fair, one of the exhibitors confides in you that her father changed the birth date of her steer that won the Grand Champion prize.</p>	<p>You and your neighbour both sell vegetables at your farm gate. Your neighbour is annoyed that you put a 4-H logo on your vegetables because she feels it gives you an unfair advantage.</p>
<p>You and a fellow 4-H member have a thriving angora rabbit business. Recently you feel you are doing most of the work and only receiving half of the profits.</p>	<p>You have been making dog collars and selling them to a pet store in the community. Other stores in your community have approached you about selling your dog collars. The pet store owner is not happy.</p>
<p>You have been helping seniors in the area with grass cutting and flower beds. It is hard work. Another neighbour has just called for you to come and help him but you really don't want to take on more customers.</p>	<p>You have lots of babysitting jobs and you earn good money although sometimes working with young kids is tedious. One family in particular is really hard to deal with but you feel sorry for the overworked, tired mother.</p>

**BLM 4.3**

**SOLUTION CARDS**

<b>Make Things Right</b>	<b>Do Nothing</b>	<b>Keep It To Yourself</b>
<b>Talk with them</b>	<b>Wild Card (Think of Your Own Solution)</b>	<b>Wild Card (Think of Your Own Solution)</b>
<b>Ask Advice from Someone You Trust</b>	<b>Get Angry</b>	<b>Get involved</b>
<b>Politely ask for the situation to change</b>	<b>Call the police</b>	<b>Be honest – say exactly what you think</b>
<b>Make Things Right</b>	<b>Do Nothing</b>	<b>Keep It To Yourself</b>
<b>Talk with them</b>	<b>Wild Card (Think of Your Own Solution)</b>	<b>Wild Card (Think of Your Own Solution)</b>
<b>Ask Advice from Someone You Trust</b>	<b>Get Angry</b>	<b>Get involved</b>
<b>Politely ask for the situation to change</b>	<b>Call the police</b>	<b>Be honest – say exactly what you think</b>



## MEETING #5

# NEEDS, WANTS, OPPORTUNITIES FOR SOCIAL ENTREPRENEURSHIP

### Objectives:

By the end of this meeting members will be able to:

- Expand their understanding of social entrepreneurs, social entrepreneurship, and social enterprise
- Identify and draft a solution to a community problem
- Identify components of The Marketing Mix and the 4 P's of Marketing
- Make connections between design thinking and problem solving
- Develop communication skills associated with promotion and selling

### ROLL CALL SUGGESTIONS

- What is a problem or need that you see in our local community?
- How might a 4-H club respond to a need or problem in the local community?

### Sample Meeting Agenda

<b>Welcome, Call to Order, 4-H pledge</b>	May be led by the President	5 min
<b>Roll Call</b>	See the suggestions above	10 min
<b>Business</b>	Minutes (Mtg 4) - Secretary Treasurer's Report (if applicable) Any other business	5 – 10 min
<b>Opening Activity</b>	Mind map – Community Connection	20 min
<b>Social Entrepreneur, Social Entrepreneurship and Social Enterprise</b>	Begin by summarizing ideas associated with entrepreneurship Compare/contrast entrepreneurship to social entrepreneurship Social Entrepreneur Examples Consider a guest speaker, a social entrepreneur from the community	20 min
<b>The Marketing Mix – the 4 P's of marketing</b>	Outlining a Plan of Action for a social venture Debrief while introducing the marketing mix – product, price, place, promotion	50 min
<b>Before the Next Meeting</b>	Members are asked to prepare a 60-second sales (elevator) pitch about themselves	5 min



## CONTENT NOTES

- The principles of business entrepreneurship are easily applied in social entrepreneurship where generating revenues are important but not as important as making changes in the community and society.
- Key terms to be understood include social entrepreneur, social entrepreneurship, and social enterprise.
- Members should now be familiar with some of the concepts associated with entrepreneurship so that they can apply concepts to social entrepreneurship. The recommended videos and stories help to manage this understanding.
- Examples of social entrepreneurs and social enterprises are suggested but leaders are encouraged to seek out local community examples.
- The Marketing Mix or the 4 P's of Marketing is an important element of business planning. Members will be introduced to this element when preparing and debriefing a draft social entrepreneurship venture.
- Design Thinking is a popular process in companies and organizations and often incorporates technology in new and exciting ways.
- Presenting a positive image is important in business and personal life. Members are asked to develop a 60-second "sales pitch" (sometimes referred to as the "elevator pitch") about themselves before the next meeting.

## OPENING ACTIVITY

Entrepreneurship is not always about making a profit. It can also be about making things better in the local or broader community.

**Community Connection (creative thinking)** Adapted from **4-H Alberta – Venture Out – Becoming an Entrepreneur**

1. As a large group, brainstorm a list of unmet needs in your community. Examples of possible community needs:
  - Animal shelter
  - Dog walking service
  - Visiting elderly people
  - On-farm childcare
  - Food bank
  - Toy or tool lending
  - After school care and tutoring
  - Hot meal delivery

### SUPPLIES

Flip chart or poster paper

Coloured markers

Masking tape

2. Encourage members to put on the role of The Judge to refine the list to only those that they think have entrepreneurial potential.

3. Split into small groups or work as a larger group.

4. Begin a Mind Map (See Meeting #3) by writing one (1) item from the refined list in a center circle on a sheet of flip-chart paper.

5. Invite members to add lines (branches) by adding anything that comes to mind about the unmet community need. Suggested time limit: three (3) minutes

6. If members are in small groups, have them exchange sheets and run another three (3) minute session where each group adds other ideas. Record these in a different colour.

7. When finished, tape the sheets on a wall. Discuss the ideas that members have come up with as to how they could solve some of the community problems.

Note: This activity should lead well into the topic of Social Entrepreneurship.



## SPOTLIGHT ON SOCIAL ENTREPRENEURS, SOCIAL ENTREPRENEURSHIP AND SOCIAL ENTERPRISE

**Pose the Question:** What have we learned about entrepreneurship?

**Some Possible Answers:**

- The problem-solving process
- Working with people
- Creative and critical thinking
- Seeing problems as opportunities

**View:** *What is an entrepreneur? What is an entrepreneur? - YouTube* : [https://www.youtube.com/watch?v=92ZmzD70sOU&feature=emb\\_logo](https://www.youtube.com/watch?v=92ZmzD70sOU&feature=emb_logo) (3 min)

**Pose the Question:** How could the principles around entrepreneurship be applied to the community and solving problems there?

**Describe:** Social Entrepreneur, Social Entrepreneurship and Social Enterprise

**View:** What is Social Entrepreneurship? [What is Social Entrepreneurship? - YouTube](#) (2:22 min)

**Share:** The **Blake Mycoskie** story

**Provide a guest speaker,** a social entrepreneur from the community

#### **INVITE FURTHER RESEARCH:**

For more fascinating stories about Social Entrepreneurs, Social Entrepreneurship and Social Enterprise conduct an Internet search. Here a few sites to get you started:

- Lambton College Enactus National presentation: <https://www.youtube.com/watch?v=2zvaotHAijY>
- The Raw Carrot: <https://therawcarrot.com/>
- 15 Social Entrepreneurs and Their Crazy Ideas (Rainer Höll, Ashoka DE) | DLDsummer 16 - YouTube

**Social Entrepreneur** - individuals who recognize a social problem and use entrepreneurial principles to organize, create, and manage a venture to make social change. While a business entrepreneur is aiming for a profit, a social entrepreneur aims to improve social capital or the greater social good. Social entrepreneurs direct their effort to producing products and services that meet environmental, cultural, and social needs.

#### **USEFUL WEBSITES**

**The Canadian Social Entrepreneurship Foundation:** What is a Social Entrepreneur? | The Canadian Social Entrepreneurship Foundation | Canadian Definition of Social Entrepreneur & Social Enterprise (csef.ca)

**Investopedia:** <https://www.investopedia.com/terms/s/social-entrepreneur.asp>

**Social Entrepreneurship** – is the approach used by individuals or groups to develop, fund and implement solutions to environmental, social and cultural issues. Creating social capital without measuring profit or monetary gains is the priority. Profit is still important, but monies are reinvested into the social product or service. Social entrepreneurship often includes non-profit agencies and non-governmental organizations.

#### **USEFUL WEBSITE:**

**Management Study Guide:** <https://www.managementstudyguide.com/social-entrepreneurship.htm>

**Social Enterprise** – a social business that uses entrepreneurial processes to generate revenue to fund social causes and social programs. While social entrepreneurs look for innovative ways to drive change, social enterprises use a business framework to solve societal problems.

#### **USEFUL WEBSITES**

**BC Centre for Social Enterprise:** BC Centre for Social Enterprise

**Investopedia:** Social Enterprise Definition (investopedia.com)

**The Canadian Social Entrepreneurship Foundation:** What is a Social Entrepreneur? | The Canadian Social Entrepreneurship Foundation | Canadian Definition of Social Entrepreneur & Social Enterprise (csef.ca)

**Social Enterprise Ontario:** <https://seontario.org/>

## Blake Mycoskie

After a trip to Argentina in 2006, Mycoskie became the chief shoe giver and founder of TOMS Shoes, investing \$300,000 of his own money in the company. TOMS pledged to donate one pair of shoes for every one sold, and now expands the “One-For-One” campaign



to support water, sight, birth, and anti-bullying initiatives. Through the TOMS brand, Mycoskie has raised awareness about issues like global poverty and health. As of 2019, the organization had provided people in developing countries with 95 million pairs of shoes and more than 722,000 weeks of safe water. Moreover, the TOMS Eyewear program has helped to restore sight in more than 780,000 individuals by giving recipients prescriptive glasses or surgery.

*Photo Source: <https://medium.com/@glavery0827/this-is-a-social-entrepreneur-f6456bf767b2>*

*Source: <https://www.investopedia.com/articles/investing/092515/10-most-successful-social-entrepreneurs.asp>*

## THE MARKETING MIX – PRODUCT, PRICE, PROMOTION, PLACE

This activity will introduce members to starting a business and taking the new product or service to market whether as a social or business entrepreneur. The activity will also serve to introduce the Marketing Mix and the components: product, price, promotion, and place and business planning:

1. Divide members into groups of three (3) or four (4).
2. Instruct the groups to take ten (10) minutes to define the most important social problem they see in their community today. (The opening activity may help their thinking).
3. Explain that they are teams of social entrepreneurs who are starting businesses to find creative solutions for problems that they see in the community. Their task is to clearly identify a solution and outline a plan of action. They need to take on The Judge and The Warrior roles as discussed in Meeting #4.



### Community Mentors

Invite community entrepreneurs to mentor groups as they work through The Marketing Mix activity. Through their mentoring, they can explain their business and experience.

4. To outline the plan, groups complete a set of questions. (**BLM 5.1**)
5. Debrief. Groups share highlights of their plans by using the marketing mix: product, price, promotion, and place as a framework.

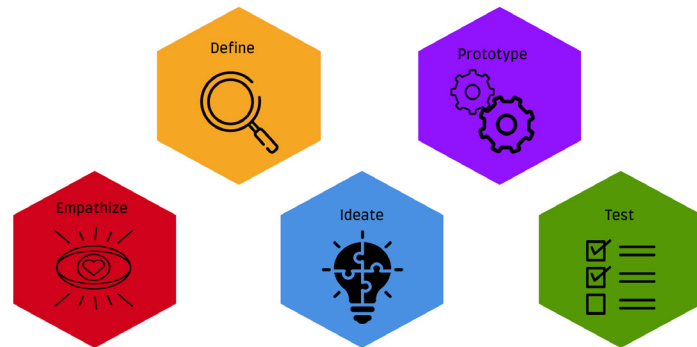
Understanding the components of **The Marketing Mix** is essential for planning business startup and later in the marketing of the venture. When planning a venture, conducting **Market Research** is critical to predicting the likelihood of the success of the business. If seeking financial resources, an entrepreneur needs to show solid proof that there really is a market for their intended product or service.

<b>PRODUCT</b>	<b>PLACE</b>	<b>PRICE</b>	<b>PROMOTION</b>
Is the product or service something customers will want to purchase?	Where will the product or service be made available?	How much are customers willing and able to pay for the intended product or service?	How will customers be made aware that the product or service is available?
Who will be the target market?	Is some sort of distribution system needed?	What are the costs to produce the product or service?	How will the product or service be designed to catch the attention of the target market?
Describe the characteristics of the intended target market.		How much profit is expected?	Is there a best time to promote?
What benefit will the product or service serve?		What do competitors charge?	Are there environmental or social connections?
How will the product or service meet the needs of the target market?			
What does the product or service look like?			
What are the unique features of the product or service?			
How does the product or service compare to others?			

## DESIGN THINKING

Design thinking is perhaps a newer approach to solving problems but with similarities to the problem-solving process. It has been described as *a human centered approach* since it begins by delving into the human needs by first empathizing and then defining the problem from a humanistic perspective. Ideas to solve the problem are generated using a wide variety of creative thinking techniques. Finally, a prototype response is built and tested. Design thinking is favoured by individuals and companies to solve complex problems.

### The Design Thinking Process



### The Design Thinking Process:

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test

#### Empathize

Gain an empathic understanding of the problem to be solved by observing, listening, and talking with people to understand their needs, motivations, and challenges.

#### Define

Analyze and synthesise the extensive amount of information collected in the Empathize stage to clearly define the problem. It is best organized in a problem statement and from a human-centred manner. Instead of stating the problem from your own need or wish, state the problem from a humanistic way. For example: Our 4-H club wants to sell something at the fair. Change to: Fairgoers in September often need something cold and refreshing.

#### Ideate

Now with a solid foundation of information and direction, use creative thinking techniques such as brainstorming, thinking hats, etc. to generate solutions.

#### Prototype

Design teams now create prototypes that may provide solutions to the identified problem. This is an experimental process whereby prototypes are tested and refined to create the ideal solution. By the end of this stage constraints and challenges of using the new product or solution from a new user point of view should be evident.

## Test

The final product is thoroughly tested and refined to meet the needs of the end users.

Note: The process for design thinking may appear linear but it is not. Very often stages of the process must be revisited.

### For more about Design Thinking:

Interaction Design Foundation: <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

Careerfoundry: <https://careerfoundry.com/en/blog/ux-design/what-is-design-thinking-everything-you-need-to-know-to-get-started/>

What is Design Thinking? An Overview (2020):

<https://www.youtube.com/watch?v=gHGN6hs2gZY>

### TRY IT!

Check out Fusion 360 to see how technology can play a role in Design Thinking.

## BEFORE THE NEXT MEETING

### Elevator Pitch

An **elevator pitch** is a quick speech about yourself. The name comes from the length of time it takes for a short elevator trip. A well developed and practiced elevator pitch can be used in interviews, networking, first day at a new job, etc. The pitch needs to be brief – 30 – 60 seconds. Highlight who you are and what you do. There is no need to delve into your past, there is no time. Be persuasive. Spark interest into what you may offer. Avoid rambling. Remember non-verbal communication says so much. Practice. Talking to yourself in front of mirror is a good way. Here is an example:

*Hi there. My name is Will. I am an illustrator. I really like to create illustrations for print materials, websites, and presentations. I know how important designs are on social media and welcome the challenges.*

Presenting a positive image is important in business and in personal life. First impressions do count! Prepare an **elevator pitch** about YOU. Think of it as a sales talk.

Some key points to keep in mind:

- Keep it short
- Use no more than three (3) key points
- Consider your most impressive accomplishments, skills, or areas of interest.



This template might help you in planning your elevator pitch:

<b>My characteristics</b>	<b>My talents/Skills</b>	<b>My interests</b>	<b>My accomplishments</b>
E.g. honest	musical	agriculture	athletic awards in hockey and soccer

Practice before the next meeting. Time yourself. Sixty (60) seconds is not long. Being able to present oneself well goes a long way in promoting yourself, your product or service. How we think about ourselves affects how we interact with others.

## **DIGGING DEEPER**

In some business circles the *Business Canvas Model* is touted as being a useful framework in designing new businesses or revising existing businesses. The Model identifies and analyzes the critical elements of a business including those of The Marketing Mix (product, place, price, and promotion). It uses a nine (9) box template format with the result being a visual business plan.

Investigate the Model. Use your critical thinking skills to assess the value of such a tool. The following link from Business Model Inc. will help you get started: <https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/>



## BLM 5.1

### PLAN OF ACTION

**Team Members:** \_\_\_\_\_

1. Define the issue or problem. Be clear and specific. E.g. Climate change. How can our community reduce household waste?	
2. Who are the <b>people</b> being addressed? In other words, who is your target market?	
3. Why is this business venture important?	
4. What is the most creative way to address this social problem?  (there may be many ways but what is the best one)	
5. What interests, passions, and skills do your group members bring to solving the problem?	
6. What exactly is the <b>product or service</b> your business will provide?	
7. Give your business a name. Make it short, relevant, and memorable.	

8. How will your business be organized?	
9. List the people, businesses and services that will be needed to carry out the business venture.	
10. Will the business be set up to make a profit? Or will it be a non-profit? (Remember a non-profit still needs to generate revenue to cover expenses).	
11. What will your product or service cost? ( <b>price</b> )	
12. How will the venture be financed?	
13. How will the product or service be marketed? In other words, how will the venture be <b>promoted</b> ?	
14. Anything else that needs to be known about your future business?	

# MEETING #6

## DRAFTING A PLAN – WHERE AM I IN MY ENTREPRENEURIAL JOURNEY?

Objectives:

By the end of this meeting members will be able to:

- Use communication skills to enhance selling and marketing.
- Explain some of the parts of a business plan.
- Self-assess their entrepreneurial knowledge and skills.
- Identify local resources to further their understanding of entrepreneurship and implementing a business or service.

### ROLL CALL SUGGESTIONS

- Sell yourself! Present an elevator pitch about yourself.

### Sample Meeting Agenda

<b>Welcome, Call to Order, 4-H pledge</b>	May be led by the President	5 min
<b>Roll Call</b>	Sell yourself! Present a 60-second sales pitch about yourself	20 min
<b>Business</b>	Minutes (Mtg #5) - Secretary Treasurer's Report, if applicable Other Business	5 – 10 min
<b>Opening Activity</b>	Debrief and Discuss Selling. See guiding questions. "Sell" a selected object.	20 min
<b>Communication and Marketing</b>	The relationship between good communication and marketing  (several activities to select from)	20 min
<b>The Business of Planning</b>	Business Language Crossword  Mini Business Plan – Recipe for Business Planning 6.2 (if applicable to group)	10 min
<b>Where Am I in My Entrepreneurial Journey?</b>	Self-assessment for present abilities and skills (Abilities and Skills Inventory BLM 6.3)  Personal Skills Report BLM 6.4  References for further exploration	20 – 30 min
<b>Achievement Planning</b>		5 min

## CONTENT NOTES

- Being able to sell yourself is an important life skill. For entrepreneurs promoting yourself and your product or service is key to the success of your business. Members have an opportunity to practice their selling skills by first selling themselves, something that they should be quite knowledgeable about. Being able to explain who you are in a concise way is a valuable life skill. The elevator pitch is a useful technique. After a debriefing and discussion, members can apply new understandings to practice “selling” objects. Strong communication skills are key to selling. Also important is the ability to know the customer, their needs and wants and how the new or revised product or service will benefit them.
- Promotion is crucial in a marketing plan. Members will be briefly introduced to some of the concepts of marketing. They may enjoy learning about advertising as persuasion. They may enjoy thinking about the significance of a business name and its role in promotion and creating a positive image.
- Successful entrepreneurs develop a strong understanding of business. Members will become acquainted with some business terminology. They will also be introduced to business planning and some of the elements of a business plan albeit in a simple form.
- By now members should be thinking about their own entrepreneurial knowledge and skills and where they are at in their understanding and what they might like to do. Members should have an opportunity to self-assess and to reflect on their learning as well as checking in with their abilities.
- Encourage members to seek out community and Internet resources to further their understanding of entrepreneurship. Some may feel inspired to create a business startup.
- Achievement Planning is an important 4-H element that brings closure to a 4-H project. Several suggestions are given. Encourage member input and ideas.

### OPENING ACTIVITY

#### Debrief the Roll Call Presentations

1. On a scale from 1 to 10 with 10 being the highest, how difficult was it to make a presentation about yourself? What was the easiest part of your presentation?
2. What was the most difficult?
3. Why is it important to be able to present yourself?

#### TRY IT!

Sometimes members are shy about speaking out. Try using white boards and markers. Members simply write their responses and hold them up for others to see. Paper and markers work, too, but white boards are fun for all ages and stages.

4. Why is it important for a business owner?
5. Which is more important - presenting yourself or selling a product?

Image sends a powerful message and particularly in the business world. Presenting yourself and your business in a positive, professional way conveys invaluable information to people and potential customers in the community. Entrepreneurs often rely on community support and so need to be knowledgeable, honest, and reliable. The ways that they communicate these qualities is an important part of marketing themselves and the product or service they sell. By supporting the community, businesses develop good public relations for their business. What examples do you see in your community?

### **Sell It!**

Entrepreneurs need to be able to sell their products and services. Sales are made by selling solutions. Know how your product or service benefits the buyer. Here are some guidelines:

1. Know the unique features of your product or service. Think about what makes the product or service great and why a customer would need to make the purchase.
2. Explain the benefits of the product or service and how it meets the needs and problems of the customer. For example, a dog walking service for seniors in the winter keeps the elderly safe and contributes to their well-being because pets are loving companions and often counteract loneliness and isolation.

Know the needs and wants of your customer by asking questions. Help the customer make the decision by asking for the sale.

3. Remember body language and tone of voice can say a lot more than your words.

## **SELLING: COMMUNICATION AND MARKETING KNOWLEDGE AND SKILLS**

### **Communication**

#### **Verbal**

Speaking is one of the most effective ways to communicate and express yourself. The words one chooses, the sounds, and the emphasis all contribute to the message and how it is received.

### **TRY IT!**

Select an item in the room OR provide a selection of items for members to choose from (a kitchen tool, piece of sports equipment, a piece of clothing, etc.).

Allow two (2) minutes for members to develop a sales presentation.

To help members get started, suggest that they list three (3) product features and three (3) product benefits.

Practice by “selling” to a partner.

Summarize by inviting members to comment on what worked well.

Consider using one (1) object to see different ways that members approach the task

## Non-verbal

Non-verbal communication is really everything you do outside of verbal communication. It is those hand gestures, facial expressions, eye contact and the way you stand or sit. Some research indicates that communication is more than 90% nonverbal.

## Listening

Listening is a powerful communication skill. Good listeners are the best communicators. By listening actively, you show your empathy and care. You learn the needs and wants of your customer so that you can better customize your sales approach to benefit both you and the customer.

Active listening means being fully engaged in what the other person is saying. That means withholding judgement or giving advice, asking questions, reflecting back, asking for clarification, and summarizing what you understand has been said. It involves patience in allowing wait times. There is no need to finish sentences or fill in periods of silence. Non-verbal skills such as smiling, nodding, and appropriate body language are all part of active listening.

This Infographic also appeared in Meeting #2.

### Active Listening Skills

 <h4>Eye Contact</h4> <p>Eye contact during the conversation shows the speaker that you give him your attention and that you really care about what he says.</p>	 <h4>Avoid Distractions</h4> <p>There are so many examples of distractions such as our thoughts, mobile phones, gadgets, music, side activities, other people and more. Learn to avoid these distractions otherwise they can destroy your conversation.</p>
 <h4>Body Gestures</h4> <p>Body gestures and language are a whole science. Your body gestures tell the speaker whether you listen carefully or not.</p>	 <h4>Give Feedback</h4> <p>Ask questions to clarify certain points, tell your opinions, summarize the speaker's comments.</p>
 <h4>Show That You're Listening</h4> <p>Use facial expressions such as smile, note your posture, encourage the speaker to share and to continue.</p>	<h4>Listening allows you to learn, to have relationships, to plan, to develop, to be the part of something, to create, to think.... and much more!</h4> <p style="text-align: right;"><a href="http://www.businessphrases.net">www.businessphrases.net</a></p>

## Confidence

The image that you present will go a long way in selling and in life. How you look, how you feel, and how you express yourself plays a huge role in being successful. You need to believe in yourself – you can do this. A confident person portrays trust and ability. Buyers will feel confident in return that their wants and needs are being met. Strong communication skills enhance confidence. Be ware, however, that cockiness or arrogance will not be tolerated by potential customers or people you interact with in daily life.

### Communication Practice



Consider conducting one of the activities in Meeting #4 that highlight effective communication.

**Arrogance** – an attitude of superiority manifested in an overbearing manner or in presumptuous claims or assumptions.

Merriam-Webster Dictionary

### Marketing Magic

Marketing is a fascinating study. For entrepreneurs, marketing is key to the success of a venture. It begins with market research and identifying target markets. It involves understanding each of the “P’s” of a venture – product, place, price and promotion.

How a product or service is designed, presented, promoted, priced, distributed and sold is interdependent with the marketing strategy. Strong communication skills are a must!

### Mya Beaudry

Meet Mya Beaudry, a young entrepreneur, and the creator of Kokom Scrunchies. She uses social media to promote and sell her product. In 2020, she pitched her business in Pow Wow Pitch and won a prize that she will use to grow her business. Read about Mya.

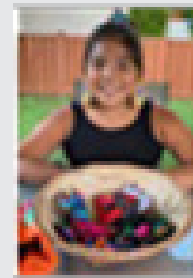
- Identify her target market.
- Describe her product.
- Check out how she promotes her products.

Here are some websites to help you get started:

For Mya Beaudry, scrunchies are a way to honour inspirational, Indigenous women: For Mya Beaudry, scrunchies are a way to honour inspirational Indigenous women | CBC News

Mya Beaudry: Kokom Scrunchies-A Colourful and Unique Business, A Talented Algonquin Entrepreneur: Talks With A Fox Podcast - Mya Beaudry: Kokom Scrunchies - A Colourful and Unique Business, A Talented Algonquin Entrepreneur on Stitcher (podcast)

Pow Wow Pitch: WINNERS | Pow Wow Pitch



Source: CityNews Ottawa



## MARKETING TERMINOLOGY

**Market** – The real or possible buyers who create a demand for a product or service.

**Niche market** – a specific segment of the market. Instead of marketing to everyone, an entrepreneur only caters to one group. For example, marketing to sports enthusiasts is huge but marketing to those who hike is a specific group or niche.

**Market pulled entrepreneurship** – when a problem or unsatisfied want or need is identified and then an idea is developed to solve the problem or satisfy the want or need.

**Market segments** – groups of the population with common characteristics such as demographics (age, gender, income), geographic locations, psychographic (attitudes, values, behaviours) and consumption patterns.

**Market research** – systematic and objective ways of gathering, recording and analyzing information that relates to potential markets for an intended product or service

**Marketing mix – the 4 “P’s”** – knowing and understanding the product (or service), the place (distribution), price and promotion. Sometimes “people” are distinguished in the mix.

**Marketing strategy** – An overall plan of the entire marketing process which may involve market research, advertising, promotion, packaging, distribution, sales and services.

**Persuasion is an art.**

*Terry O’Reilly*

### TRY IT!

Terry O’Reilly is a well-known broadcaster, author, and marketing guru. He and his team delve into advertising and marketing and offer thought provoking insights into what he calls, the art of persuasion. Check out his books, podcasts, and radio show, Under the Influence at <https://terryoreilly.ca/>

## WHAT'S IN A NAME?

The name of your business is an important part of the image you create and in the marketing of your product or service. The name needs to reflect what the business is about. A catchy name that is easy to recognize and remember will serve the entrepreneur well.

The Government of Canada suggests the following when choosing a name for your business:

- Be sure it reflects the product or service you offer or you may confuse prospective customers
- Think about how you want your business to be perceived
- Pick something that is easy to pronounce and remember
- Make it unique and distinctive to avoid confusion and legal issues

<https://www.canada.ca/en/services/business/start/choosing-a-business-name-1.html>

### TRY IT!

There is lots of information about choosing a name for your business on the Internet.

Find one (1) good tip to share with club members.

Here is suggested video: How to choose a name for your business:

<https://www.youtube.com/watch?v=XGMHVAHrhtQ>

### The Name Game – TRY IT!

1. Go back to the first opening activity – Setting Up A Lemonade Stand.
2. Work in small groups.
3. Begin with twenty (20) small recipe cards or pieces of paper about 3"X5".
4. On five (5) cards write a **noun** that relates to the lemonade venture. Remember nouns are the names of people, places, or things.
5. On five (5) cards write an **adjective** that describes or explains the lemonade venture.
6. On five (5) cards write a **verb** that indicates what the lemonade venture will do. Verbs are action words.
7. On five (5) cards write **adverbs** that help explain verbs related to the lemonade venture.
8. Using two (2) or more of any of the cards at a time, try combining words. Continue to move cards around. Keep a list of the possibilities that you like.
9. Choose your top three (3). Share with other club members to come up with a final name.

## THE BUSINESS OF BEING AN ENTREPRENEUR

As we have learned, an entrepreneur is one who organizes, manages, and assumes the risks of a business or enterprise. There is a lot to being an entrepreneur! Taking a problem and turning it into an opportunity, coming up with a means to solve the problem and then creating a way to develop the new product or service and sell it depends on motivation, aptitudes (natural abilities and skills), and attitudes. While entrepreneurs look to start and build successful businesses, entrepreneurial knowledge and skills can also be applied to many daily life ventures.

A knowledge and understanding of business in general is a good thing to know.

### Business Language Answers

#### Across

5. money or property owned by the business **capital**
6. movement of money in and out of business **cash flow**
8. a set of planned activities designed to convince consumer buying **marketing**
11. money received from sale of products and services **revenue**
12. person who organizes and manages a business **entrepreneur**
14. total revenues less total expenses **net**
15. something made and sold on the market **product**

#### Down

1. person who volunteers to help business owner **mentor**
2. total of all products and services sold before expenses **gross**
3. payment for the use of someone else's money **interest**
4. defined segment of the market **target**
5. person who buys products and services **consumer**
7. something of value **asset**
9. the sale of one's time, skills and expertise **service**
10. money earned by sale of products and services **income**
13. percent of business income used to support public services **tax**

#### TRY IT!

Business Language (BLM 6.1) is a crossword puzzle that introduces some of the terms associated with business.

## BUSINESS PLANNING

Developing a written and detailed business plan is a good thing to do. It is usually a requirement when applying for additional monies to fund a venture. A business plan is like a game plan or recipe. It lays out in detail what the business is to be about, the resources that are needed and how the business will operate. Lack of good planning can result in the loss of time and money.

### A Recipe for Business Planning

These might be the beginning steps in formulating a business plan. See **BLM 6.2**.

### WHERE ARE YOU AT IN YOUR ENTREPRENEURIAL JOURNEY?

Undertaking any sort of venture requires many personal abilities and skills. It is good to take inventory. What abilities and skills do you believe you have? Think about ones that you have that may pertain directly to school, 4-H, sports, part-time work and/or community involvement.

Think about the abilities and skills that you are developing. For example, in this project you will have learned and practiced more about communication and conflict resolution. These are important skills when developing any kind of venture.

There are many **essential skills** that entrepreneurs need. These develop through taking on ventures of many kinds. A successful entrepreneur does not need all these skills. Many of the skills can be taken on by people involved in the venture. For example, financial management is often delegated to a trained bookkeeper and accountant. Where are you at with these essential skills?

A **business plan** is a written document that describes in detail how a **business**—usually a startup—defines its objectives and how it is to go about achieving its goals. A **business plan** lays out a written roadmap from marketing, financial, and operational standpoints.

*Investopedia*  
<https://www.investopedia.com/terms/b/business-plan.asp>.



Some members may feel that they have a venture they would like to pursue. Encourage them to fully complete the Recipe for Business Planning BLM 6.2 before seeking further supports in their area e.g., Summer Company Program (<https://www.ontario.ca/page/summer-company-program-guidelines>)

### TRY IT!

Abilities and Skills Inventory BLM 6.3  
Entrepreneurial Potential Self Assessment:  
Self-assessment, test your entrepreneurial potential | BDC.ca

## ESSENTIAL SKILLS FOR ENTREPRENEURS

- Planning
- Organizational
- Decision- Making
- Interpersonal
- Communication
- Leadership
- Financial management
- Research
- Recruitment
- Record keeping
- Time management
- Marketing
- Selling

### TRY IT!

As you come to the end of this project, complete a Personal Skills Report BLM 6.4

**Note: This could be a project completion requirement.**

## YOUTH VENTURE RESOURCES AND PROGRAMS

The Internet provides a wealth of resources for youth entrepreneurs. Many services exist in local communities. 4-H members are encouraged to see what is available. Check out the library. Contact the offices of your MP and MPP. The following is just a start:

Business Development Centres (there are a number across Ontario, too): <https://www.bdc.ca/en>

Start a Summer Company: <https://www.ontario.ca/page/start-summer-company-students>

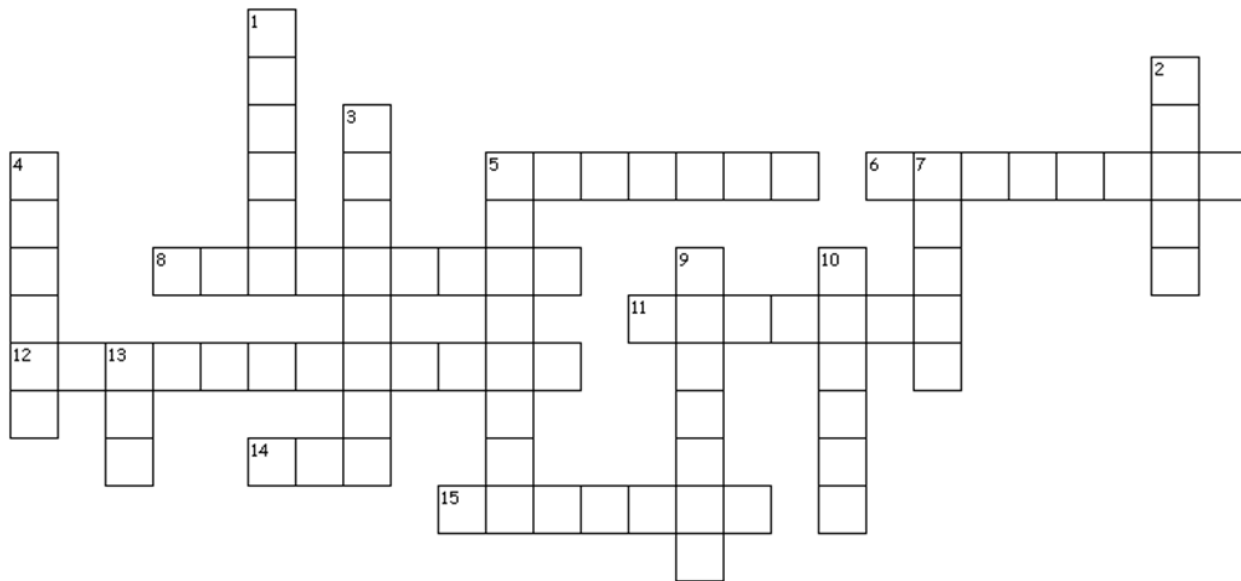
Government of Canada: <https://sbs-spe.feddevontario.canada.ca/en/youth-entrepreneurship-guide>

## ACHIEVEMENT PLANNING

- 4-H Business Start-up Pitch – Members pitch their entrepreneurial plan to a panel of community entrepreneurs. Presentations are timed. Props and prototypes encouraged.
- Showcase Challenge Fair – Highlight a new skill or learning because of this project. Invite “judges” from the community or set up at a community event such as a fair or library. Create categories such as Judges Pick, People’s Choice, etc. Here are some examples:
  - Something you would like to explore in a business or service venture e.g. effective advertising strategies, presenting a positive image
  - A poster or display about a potential business or service that would serve the community.
  - A video or slide show to show an area of interest such as conducting market research, a social enterprise in the community
  - The story of an entrepreneur that you find inspiring

## BLM 6.1

### BUSINESS LANGUAGE



#### Across

5. money or property owned by the business
6. movement of money in and out of business
8. a set of planned activities designed to convince consumer buying
11. money received from sale of products and services
12. person who organizes and manages a business
14. total revenues less total expenses
15. something made and sold on the market

#### Down

1. person who volunteers to help business owner
2. total of all products and services sold before expenses
3. payment for the use of someone else's money
4. defined segment of the market
5. person who buys products and services
7. something of value
9. the sale of one's time, skills and expertise
10. money earned by sale of products and services
13. percent of business income used to support public services

## BLM 6.2

### RECIPE FOR BUSINESS PLANNING

*Think of the components of a well-written recipe. There should be a description along with detailed lists of needed ingredients, equipment, and the method.*

<b>Name of the Business</b>	
<b>The Purpose of my Business</b>  (Why is this product or service important? Who is best served by the product or service?)	
<b>My Product or Service</b>  (Describe what exactly you are making or doing.)	
<b>Place</b>  (Where will the product or service be located)	

<p><b>Price</b></p> <p>(What price to you expect to charge? What do you expect your expenses to be? How many units to you expect to sell?)</p>	
<p><b>Materials</b></p> <p>(What ingredients or resources do you need to start your venture?)</p>	
<p><b>Process or Method</b></p> <p>(What are the basic steps to creating your product or service, promoting, distributing, and selling.)</p>	



## BLM 6.3

### ABILITIES AND SKILLS INVENTORY

ABILITIES AND SKILLS I FEEL I NOW HAVE			
	Excellent	Good	Fair
e.g. Swimming		✓	
Computer skills			✓

ABILITIES AND SKILLS I FEEL I AM WORKING ON	
ABILITY/SKILL	WHAT I AM DOING
e.g. selling	Working at Local Hardware on Saturdays

ABILITIES AND SKILLS I HOPE TO LEARN
e.g. public speaking and making presentations

## BLM 6.4

### PERSONAL SKILLS REPORT

<b>Essential Skill</b>	<b>What Have I Learned</b>	<b>What do I still need to do?</b>
<b>Planning</b> (putting together plans, following them, adapting them, being able to set goals and follow through)		
<b>Organizational</b> (being able to organize information, money, people, and resources)		
<b>Decision Making</b> (having a decision-making process usually clearly defining a problem, gathering information, identifying options, analyzing pros and cons of those options to come to a conclusion)		
<b>Interpersonal</b> (relating well to others and being sensitive to their needs, instilling motivation, exhibiting flexibility, negotiating, and resolving conflicts)		
<b>Communication</b> (oral and written, demonstrating active listening)		
<b>Leadership</b> (developing a good team to support and carry through the venture)		

<p><b>Financial Management</b></p> <p>(understanding costs, cash flow, financing, record keeping, etc.)</p>		
<p><b>Research</b></p> <p>(being able to locate and gather information, use reliable sources, organize, analyse, synthesize and report)</p>		
<p><b>Recruitment</b></p> <p>(ability to identify, locate, interview people to assist in the venture)</p>		
<p><b>Recordkeeping</b></p> <p>(having a system that keeps information, financial and otherwise, that is accessible and accurate)</p>		
<p><b>Time management</b></p> <p>(an ability to organize productivity)</p>		
<p><b>Marketing</b></p> <p>(ability to identify target markets and respond effectively through the marketing mix)</p>		
<p><b>Selling</b></p> <p>(ability to present in a convincing way how a product or service meets the needs and wants of a customer)</p>		