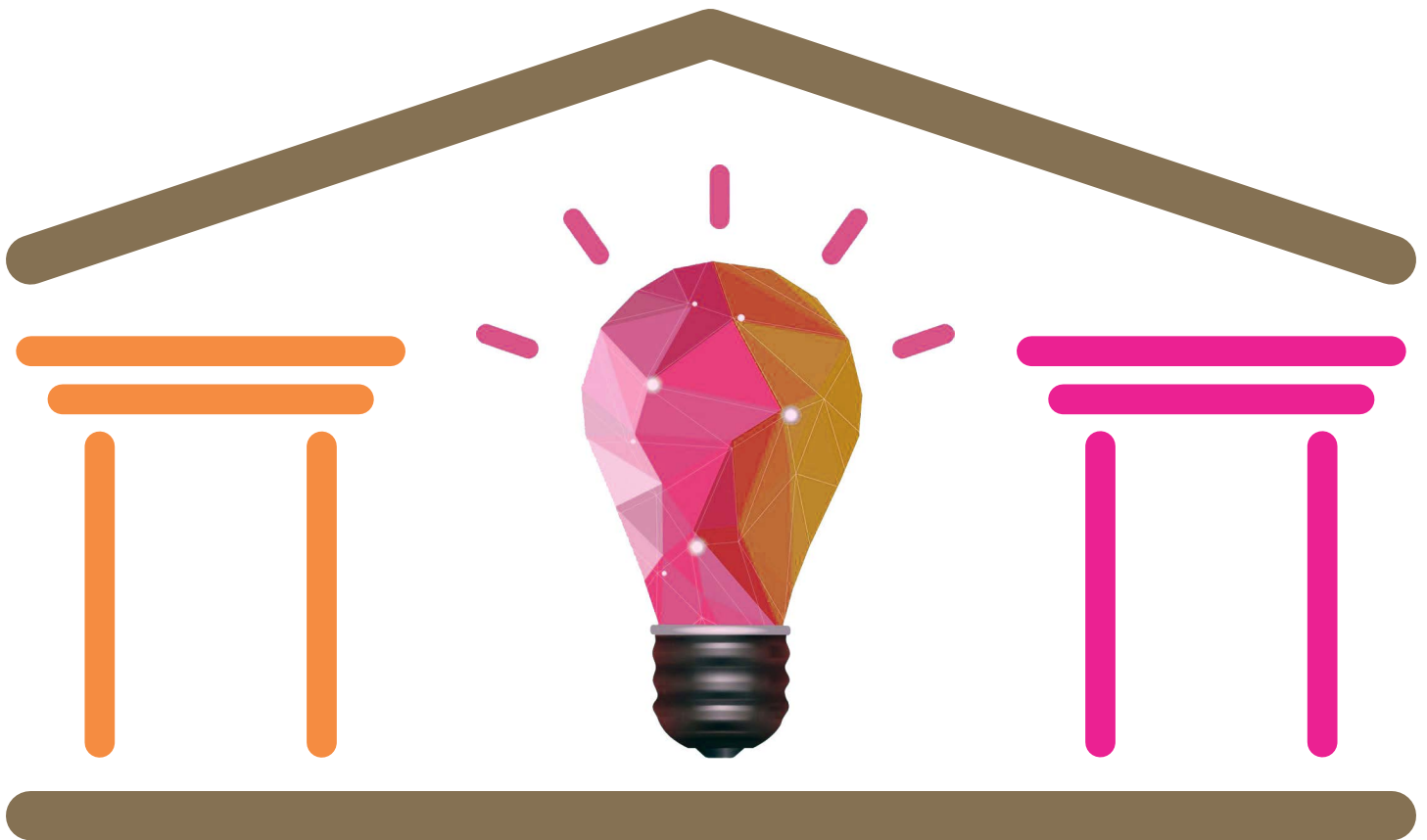


WORK-BASED LEARNING ENTREPRENEURIAL DEVELOPMENT

A Framework for Implementing Entrepreneurial Opportunities in Work-Based Learning



1ST PATHWAY COURSE
How Start-Ups Start Out

2ND PATHWAY COURSE
Business Model Canvas

3RD PATHWAY COURSE
Emerging Entrepreneur



WORK-BASED LEARNING

- Leadership
- Creative Problem-Solving
- Strategic Communication
- Financial Planning
- Overcoming Adversity

- 3** INTRODUCTION
- 3** ESSENTIAL KNOWLEDGE
- 4** KNOW BEFORE YOU GO
- 4** ROLE OF THE WORK-BASED LEARNING COORDINATOR
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INTRODUCTION

Work-Based Learning Entrepreneurship Development provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities. Furthermore, students are able to expand their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest or in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Entrepreneurial experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.



Work-Based Learning (WBL) Entrepreneurial Development is designed to provide students interested in entrepreneurship and small business with a nurturing, supportive environment. The WBL Entrepreneurial Development allows student business owners the opportunity to explore business ideas and start and run a small business with the assistance of CTAE staff and business partners.

ESSENTIAL KNOWLEDGE

This program is recommended for students in grades 10, 11, or 12 who have received instruction or are currently receiving instruction in the three-part series of the Entrepreneurship Framework and are interested in participating in Work-Based Learning Entrepreneurial Development.

- Entrepreneurship Framework Part 1: How Start-Ups Start Out**
- Entrepreneurship Framework Part 2: Business Model Canvas
- Entrepreneurship Framework Part 3: Emerging Entrepreneur

**Documented evidence of completing or currently completing the Entrepreneurship Framework Part 1: How Start-Ups Start Out must be included in the Work-Based Learning Application.

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KNOW BEFORE YOU GO

HOW DOES A STUDENT QUALIFY FOR THE WBL ENTREPRENEURIAL DEVELOPMENT PROGRAM?

- Complete and submit the Work-Based Learning application to the WBL Coordinator at your school.
- Provide evidence of completing *Entrepreneurship Framework Part 1: How Start-Ups Start Out* or currently completing Part 1.
- Meet Work-Based Learning requirements as outlined on the WBL application.
- Participate in a screening interview and present a well-planned idea with a demonstrated need to be discussed.
- Admit on a semester basis and must demonstrate acceptable progress to remain in the program. (See S.M.A.R.T. Goals Worksheet, Page 12)
- Participate in programs designed to increase the chances for entrepreneurial success.
 - Training Programs, Mentoring Programs, Networking Opportunities



99.6%

Small businesses accounted for all Georgia businesses and there are 1.1 million small businesses in Georgia

(Source: SBA Office of Advocacy, 2021 Small Business Profile).

ROLE OF THE WORK-BASED LEARNING COORDINATOR

The Work-Based Learning Coordinator serves all students by building linkages with the school staff, business/industry representatives, postsecondary educational personnel, parents, and civic and community organizations. The WBL Coordinator will:

- Serve as an advisor to the WBL Entrepreneurial participant.
- Approve WBL Entrepreneurial applications.
- Adhere to all WBL admission requirements.
- Assist in the identification and recruitment of mentors for WBL Entrepreneurial participants.
- Collect and review all required WBL program documentation from participants.
- Meet regularly with WBL Entrepreneurial participants and mentors to review and monitor progress.
- Plan regular seminars for WBL Entrepreneurial participants on relevant business topics.
- Observe WBL Entrepreneurial participants as they conduct business with customers and offer suggestions for improvement.
- Provide business incubator space which allows student business owners the opportunity to explore business ideas and start and run a small business with the assistance of staff, mentors and business partners.

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ROLE OF THE WBL ENTREPRENEURIAL MENTOR

The role of the WBL Entrepreneurial Mentor is essential to the success of the entrepreneurship experience. Mentors are selected based on specific expertise in their selected field. The mentor will foster education, leadership, and the development of young aspiring entrepreneurs. The mentor will:

- Serve as a resource for the student in all stages of the WBL Entrepreneurial process.
- Commit to mentoring for the whole school year.
- Document the hours spent with the student while working on the WBL experience.
- Assist and advise the student in technical aspects of business plan and development.
- Schedule and meet regularly (in-person or virtual) with the student to track progress, assist with challenges, and evaluate product or services.
- Communicate regularly with the WBL Coordinator regarding student growth and/or deficiencies.
- Recognize and assist with appropriate learning strategies for the WBL Entrepreneurial student.



**"Genius is 1% inspiration, and
99% perspiration."
-Thomas Edison**

WHAT YOUNG ENTREPRENEURS NEED FROM A MENTOR

Young entrepreneurs come packaged typically with a bundle of ideas often coupled with the "I know everything" confidence most young people have. The challenge as a mentor advisor is how to channel those ideas and confidence for a successful WBL Entrepreneur's business launch.

- Recognize coachable moments in a conversation.
- Introduce ideas that allow the entrepreneur to arrive at a conclusion.
- Develop and nurture the relationship by sharing experiences.
- Harvest their ideas and demonstrate the value of staying focused.

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KEY MENTORING TOPICS

- Develop a career path (job searching, reference building, resume reviewing).
 - Create a network and strengthen professional relationships.
 - Rehearse interview skills.
 - Collaborate, communicate, and practice employability skills
 - Set S.M.A.R.T. goals (make them Specific, Measurable, Achievable, Relevant, Time-Bound and revisit goals often).
 - Build skills and leadership qualities.
 - Discuss your own experiences and journey.
 - Identify problems, brainstorm and analyze answers, and implement the best solutions.
 - Set up key milestones and provide feedback for improvement.
-



BUILD THE BUSINESS MODEL CANVAS

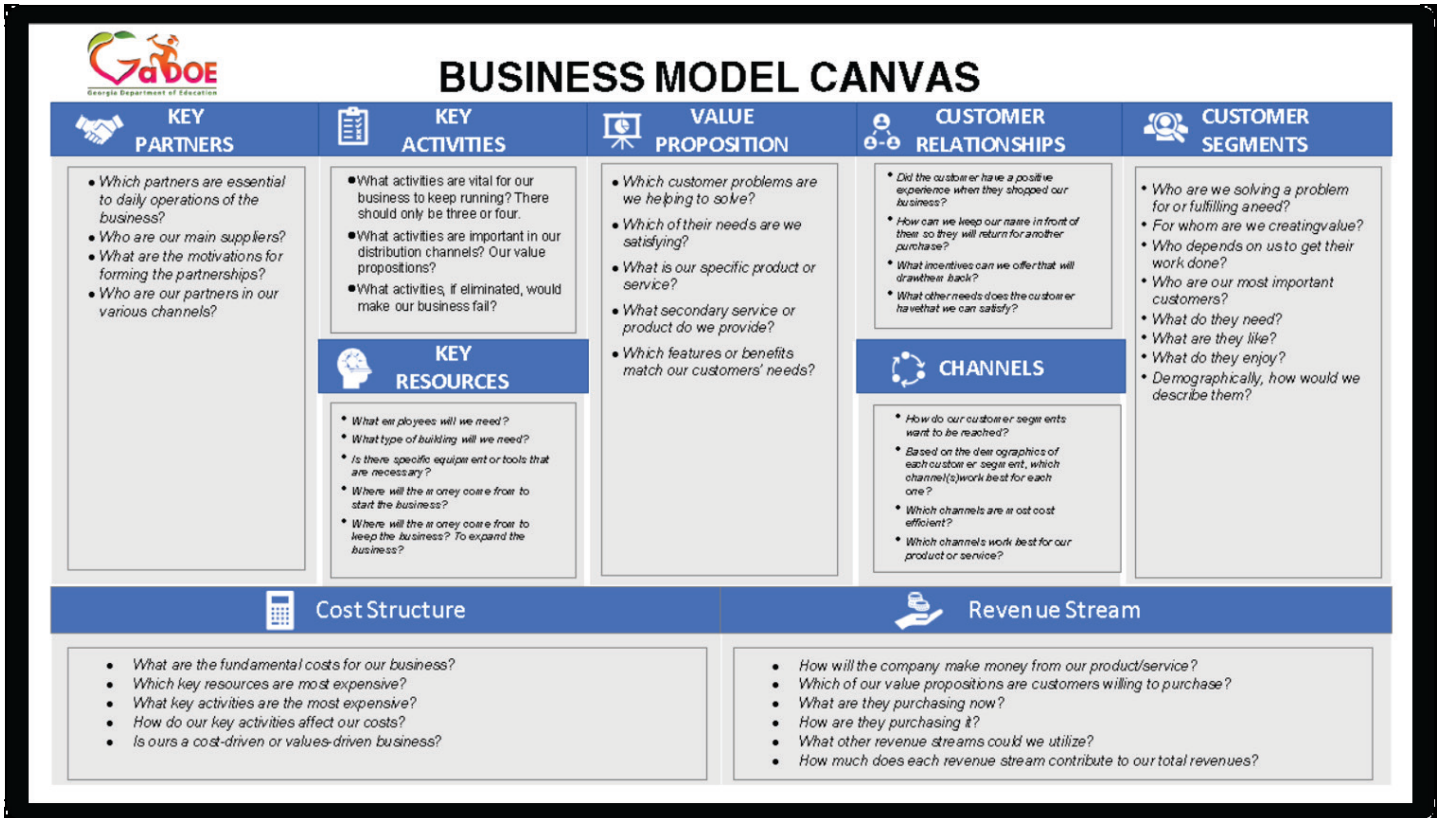
WHAT IS THE BUSINESS MODEL CANVAS?

The Business Model Canvas is a visual framework of the nine major components needed when planning a new business. These components can be arranged on one page, or canvas, and include Value Propositions, Customer Segments, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partners, and Cost Structure. When each section is completed, the entrepreneur will have a strong framework from which to begin their start-up business.

The Business Model Canvas was invented by Alexander Osterwalder. This brief video by Osterwalder will explain the canvas in simple terms, reviewing each of the nine components in the order they should be entered on a blank Business Model Canvas. Lesson 2 "**Business Model Canvas**" of the three-part series discusses in detail each of the components in the recommended order and provides guiding questions to help students fill out the canvas.

Video: <https://www.youtube.com/watch?v=RpFiL-1TVLw>

BUSINESS MODEL CANVAS GUIDE



9 BUSINESS MODEL CANVAS (BMC) BUILDING BLOCKS

KEY PARTNERS: Help build or deliver the product to users

KEY ACTIVITIES: What you need to do to build and deliver the product

VALUE PROPOSITIONS: Why people would want your product

CUSTOMER RELATIONS: How you build relationships

KEY ACTIVITIES: What you need to do to build and deliver the product

CUSTOMER SEGMENTS: Different types of customers

KEY RESOURCES: Things that you need to build the product

CHANNELS: How you get the product to customers

COST STRUCTURE: Cost of building the product

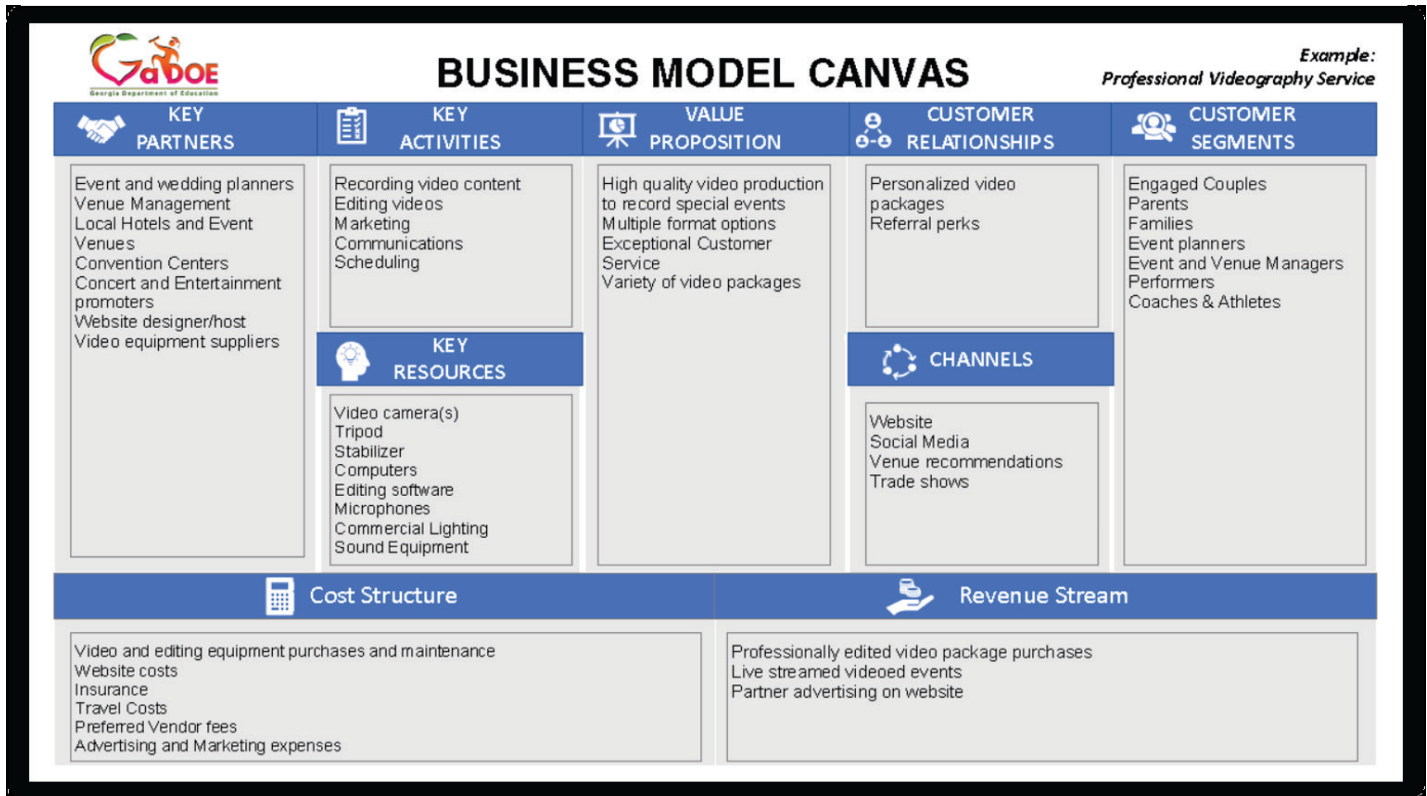
REVENUE STREAM: How you get money from

customers

**"A business model describes the rationale of how an organization creates, delivers, and captures value."
-Alexander Osterwalder**

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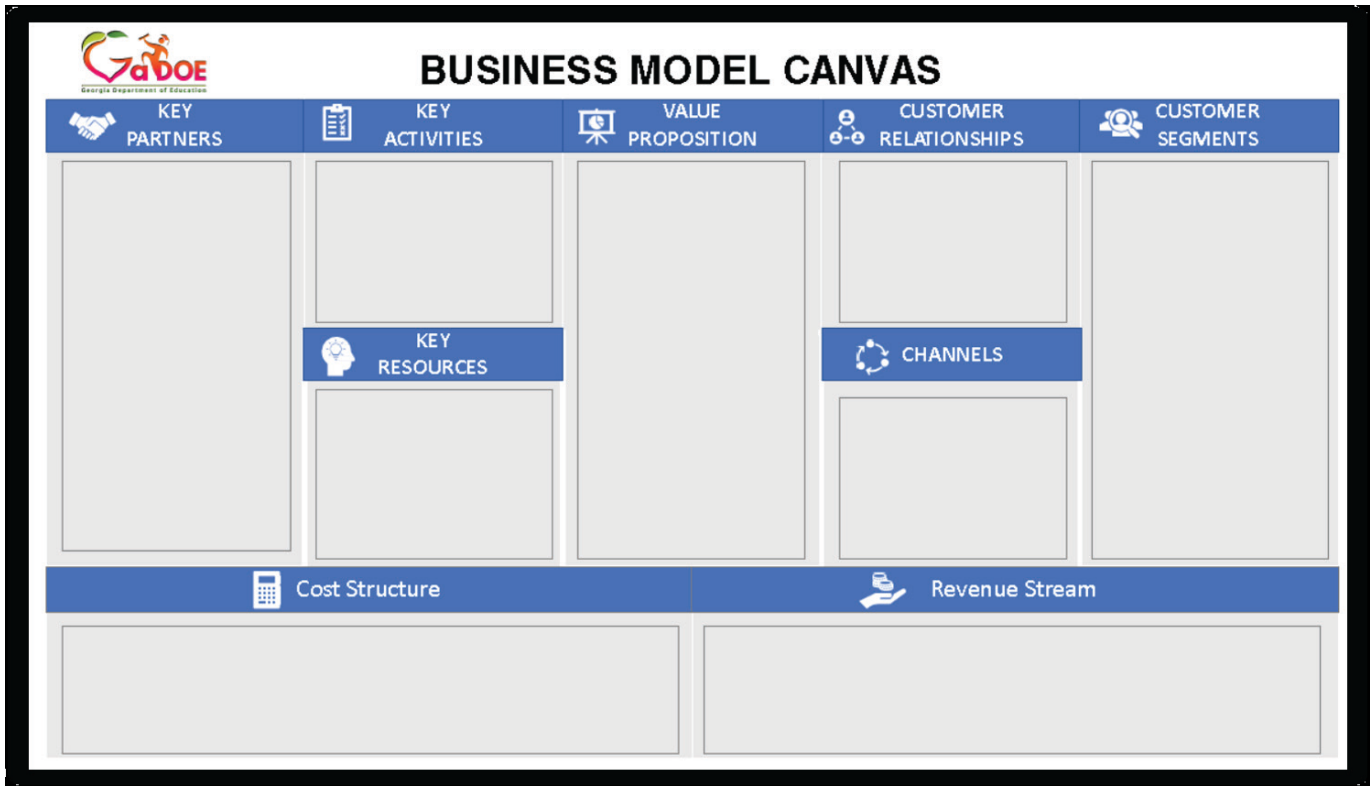
BUSINESS MODEL CANVAS EXAMPLE



FEEDBACK

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BUSINESS MODEL CANVAS TEMPLATE



The image shows a Business Model Canvas template with the GaDOE logo in the top left corner. The canvas is divided into several sections: Key Partners, Key Activities, Key Resources, Value Proposition, Channels, Customer Relationships, Customer Segments, Cost Structure, and Revenue Stream. Each section is represented by a blue header with an icon and a corresponding empty box for input.

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
	KEY RESOURCES		CHANNELS	
Cost Structure		Revenue Stream		

EDITABLE BUSINESS MODEL CANVAS

The Business Model Canvas is a simple, "live" document in which all sections are completed before students start their business. Adjustments to the BMC may be made throughout the life of their business.

Editable Business Model Canvas Link: (Click the BMC graphic above or copy the link below into a search engine)
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:d8561ca1-7f75-3ca2-b845-8a76d7e2e363>

WEEKLY WORK REPORT



The Weekly Work Report is a record of the student's progress and completed tasks. Record the work completed on the form each day. The WBL Coordinator will use this record to evaluate their progress and assist them with planning for their business.

DATE		WEEKLY WORK REPORT
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

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WEEKLY WORK PLAN



The Weekly Work Plan will be used to plan the students activities for the upcoming week. The completed Weekly Work Report and the Work Plan should be submitted to the WBL Coordinator each Friday.

DATE		WEEKLY WORK PLAN
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

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S.M.A.R.T. GOALS WORKSHEET

S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals, use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

INITIAL GOAL	Write the goal you have in mind.
S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M MEASURABLE	How can you measure progress and know if you've successfully met your goal?
A ACHIEVABLE	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
R RELEVANT	Why am I setting this goal now? Is it aligned with overall objectives?
T TIME-BOUND	What's the deadline and is it realistic?
SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed.

HELPFUL WEBSITES

These websites may be helpful when teaching students about deciding on a product for a start-up business.

GENERAL ENTREPRENEURSHIP RESOURCES

Sign up for this newsletter: <https://www.teachingentrepreneurship.org/>

NFTE has challenges (Click Educators; then Events): <https://www.nfte.com/>

Explore MBAREsearch: <https://www.mbaresearch.org/> (some free; some not)

GCFLearnFree has Entrepreneurship resources: <https://edu.gcfglobal.org/en/>

Check out Empowered: <https://teachempowered.org/empoweredhub/>

BUSINESS MODEL CANVAS (BMC)

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

<https://www.alexandercowan.com/business-model-canvas-templates/>

#Step_2_of_10_Value_Propositions;

<https://miro.com/templates/business-model-canvas/>

GLOSSARY

Entrepreneur — someone who starts their own business.

Mentor — someone with experience in an area who can coach someone who is inexperienced.

WBL Entrepreneurial Taskforce

Laura Boswell, GaDOE, CTAE Program Specialist, Work-Based Learning

Joni Cochran, GaDOE, CTAE Program Specialist, Marketing, Hospitality & Tourism Education

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Roger Ivey, GaDOE, CTAE Program Delivery Program Manager

Debra Lary, WBL/YAP Coordinator, Newton County Schools

Patrick Ledford, GaDOE, Economic Development Liaison

Jill McGiboney, WBL Support, Newton County Schools

Bob Mackey, Inventor, Youth Development Expert & Filmmaker

Trudy Smith, GaDOE, CTAE Program Manager, Development & Transition

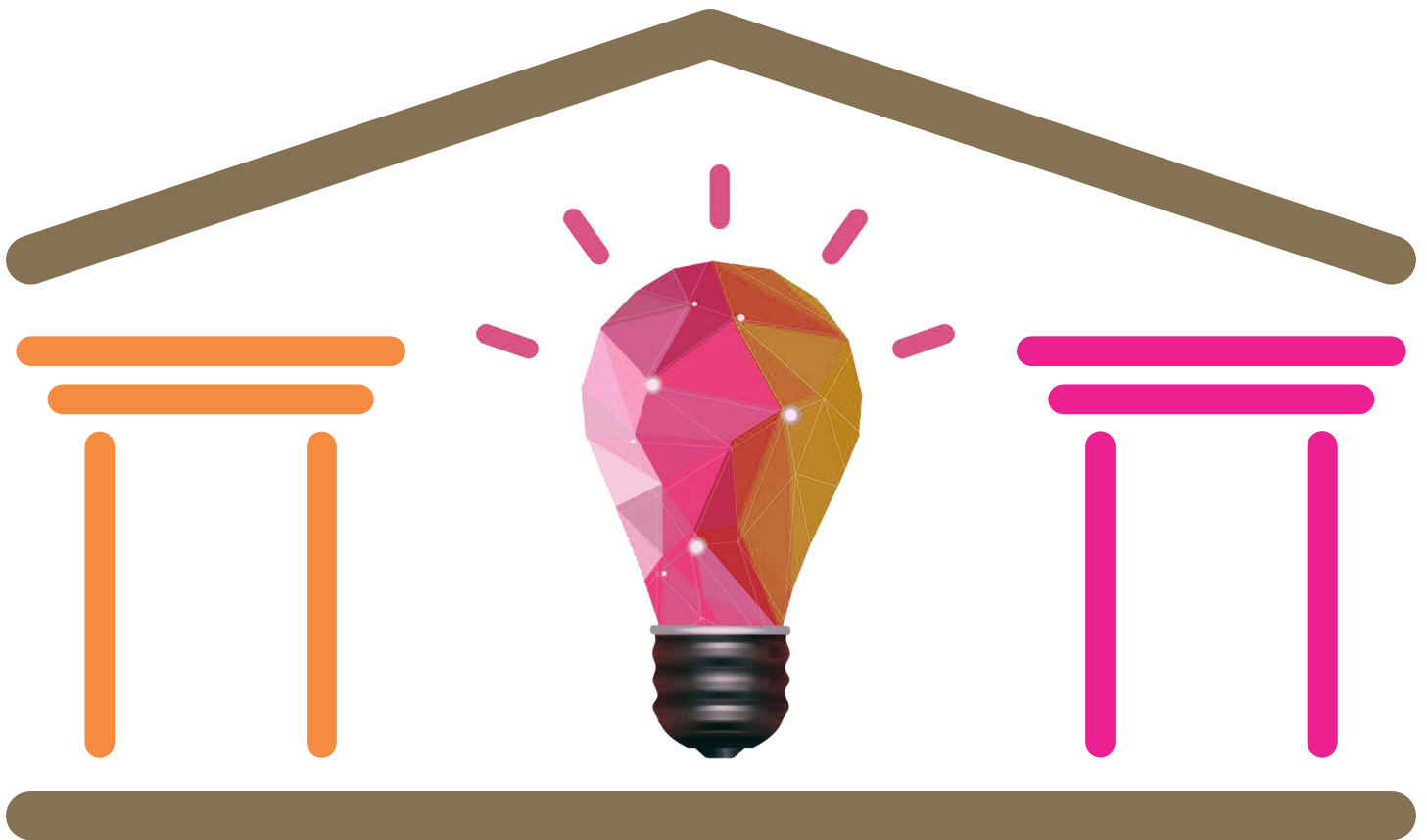
Betty Suggs, WBL/YAP Coordinator, Sumter County Schools

Jason VanNus, WBL/YAP Coordinator, Lowndes County Schools

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WORK-BASED LEARNING ENTREPRENEURIAL DEVELOPMENT

A Framework for Implementing Entrepreneurship
Opportunities in Work-Based Learning



Work-Based Learning

WBL

Georgia's Future Workforce

