



EMERGING ENTREPRENEUR

A Framework for Teaching Entrepreneurship
For ALL Career, Technical, and Agricultural Education Pathways

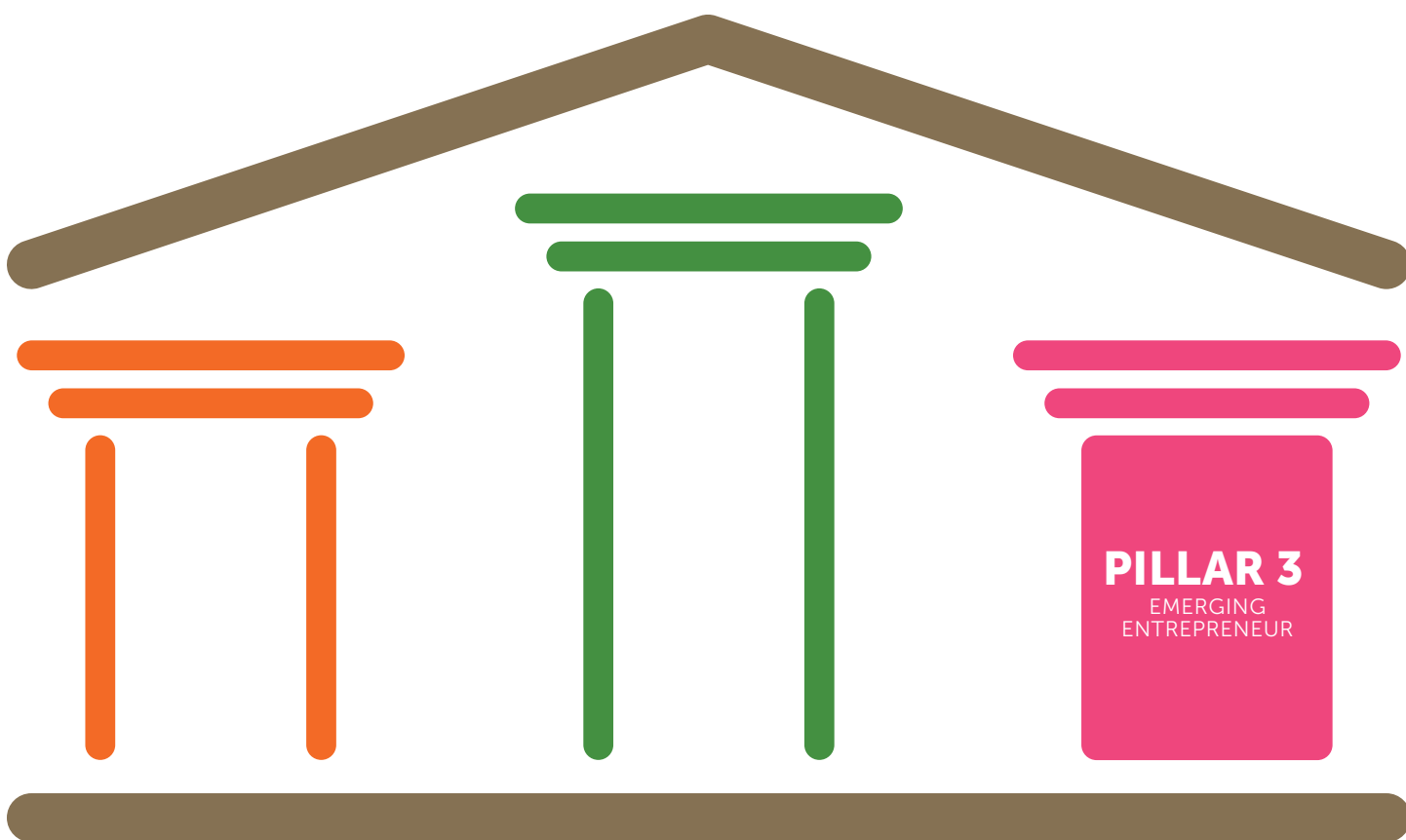
LESSON 3 OF A 3-PART SERIES



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LESSON 3 OF A 3-PART SERIES



Get Your Feet Wet
Your Work-Based Learning Coordinator
Guest Speakers
Field Trips
Job Shadowing

Internships
Apprenticeships
Work-Based Learning
Update Your Business Model Canvas
Mentor



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INTRODUCTION

With so many people starting their own businesses these days, it is more important than ever that we equip our students with the basic knowledge they will need should they decide to become an entrepreneur. You do not need to be an expert in starting or running a business. We have developed three turn-key lessons for you to be used in each of the three courses in a career pathway. All you have to do is read a couple of paragraphs, discuss it with your students, and have them complete the accompanying activity.

Each of the three lessons will give students the basics they will need to get a business off the ground and has several activities for students to complete. Most activities can be taught and completed within 20 minutes. Everything you need is provided. Each activity builds on the previous one, so students will need to save their work from each activity. Also, each lesson builds on the one taught in the previous course, so they need to be taught in order.

1ST PATHWAY COURSE
How Start-Ups Start Out

2ND PATHWAY COURSE
Business Model Canvas

3RD PATHWAY COURSE
Emerging Entrepreneur

There are several ways you can approach these lessons. You can incorporate activities throughout the course. You can teach the entire lesson as a unit at any point during the course. Or you might teach the lesson at the end of the course once you have finished your course content. If there is another way that works better for you and your class, that is okay as well. Just remember to go in order so students see the continuity of the work they are doing.

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HOW TO USE EACH LESSON

Before you begin teaching the lesson, take about 20 minutes to read the packet in its entirety and make sure you understand what will be required of your students. The first page of the actual lesson will give you an explanation of the entire lesson that you will then share with your students. After that, there will be several activities for students to complete. Begin with a discussion on the importance of each activity. Then students can either complete the activity in class or they can do it for homework.

You will not need to grade students work; however, it is important to check the work they do to ensure they understood the activity. The ultimate goal is for each student to understand and have a basic plan for getting their own business up and running once they complete their pathway.

GET YOUR FEET WET

HOW DOES A NEW ENTREPRENEUR GET SOME EXPERIENCE BEFORE LAUNCHING A BUSINESS?

It can be a little scary any time you try something new. A baby learning to walk hesitates to let go of your hand to walk unaided across the floor. They will fall, get back up, try again, fall again, and get back up again. But each time they try again they get a little steadier on their feet and a little more confident in their ability. And each time they get a little further in their journey.

When starting a business for the first time, it can be a little scary. The potential is there for unlimited success but so is the possibility of failure. An entrepreneur can do all the research, ensure their product is the best it can be, and still be hesitant to take that first step on their own to launch their business.



There are steps entrepreneurs can take build confidence and gain knowledge and insight into what it's like to run a business.

- Listen to experienced entrepreneurs talk about their journey.
- Job-shadow a small business owner—or several
- Get accepted into the Youth Apprenticeship Program and apprentice with a local tradesperson.
- Intern with a small business owner over the summer.
- Find a mentor who can help guide and advise in day-to-day business operations.

WHERE CAN ALL THESE PEOPLE BE FOUND?

Included at the end of this framework are ideas to help guide a young entrepreneur's search for mentors. This list is separated into Career Clusters to make it more convenient and easier to navigate. This is not an exhaustive list. You will have many examples in your community who may not be mentioned on this list. This is a good opportunity to enlist the help of your students. Remind them they are coming up with locally owned businesses and not chains or franchises.

EXACTLY HOW CAN THEY HELP?

At this point in the pathway, students have an idea of their product and have developed a business model canvas. What they are lacking now is a network of experienced entrepreneurs they can rely on to help them start and run their own business. These business owners can share their personal experiences of things they did wrong and things they did right and changes they have had to make along the way. They could provide a field trip experience, either virtual or in person. They may also be open to job shadowing, apprenticeships, or work-based learning opportunities. If a student is ready to launch a business or product, one of these experienced entrepreneurs may be willing to mentor them until their business is on strong footing.

YOUR WORK-BASED LEARNING COORDINATOR

The ultimate goal of education is to prepare students to be productive members of society. For some, this will mean getting a job working for someone else. For others, it will mean starting their own business. No matter which direction they plan to take, your Work-Based Learning Coordinator is there to help. Below are some ways you can tap into this resource to help your students.

- **Have them speak to your class on a variety of topics.**
 - Résumé writing
 - Employability skills
 - Preparing for an interview
 - Job shadowing, internships, apprenticeships, and work-based learning opportunities
- **Ask them to provide one-on-one coaching for students needing extra assistance.**
- **Let them role play an interview with students while the class observes.**
- **Reach out to them for names of small businesses in your area to add to your list of entrepreneurs in your content area.**
- **Ask them to review and provide feedback on the Business Model Canvases of students who are seriously planning to start their own business.**
- **Discuss with them any other ways they can prepare students for going to work or becoming an entrepreneur.**

ACTIVITY

When your Work-Based Learning Coordinator visits your class, keep notes on what they share. This will help you when you are running your own business and are looking to hire an employee. It will also help you if you are conducting a job search for yourself.

Your WBL Coordinator will probably offer you a business card. If not, they will give you their name and contact information. Save it. They have many contacts in the community and will be able to help you connect with the people you need to find a job or help get your business started.

Keep everything you are doing in a notebook so you have it all handy when you are ready to start your own business.

Notes

GUEST SPEAKERS

One of the most effective ways to reinforce learning is to bring in guest speakers. As teachers we can discuss a topic multiple times until the students remember it. But the students really ‘get it’ when we bring in someone in the business and they say the same thing we’ve been saying.

Bring in several guest speakers each semester. While they are talking about the technical side of their business, ask them to also discuss aspects of running their own business.

Have students brainstorm locally owned businesses in your content area that are operating in your community. Keep a record of these businesses and add to them each semester. Keep the list current by deleting businesses that may close and editing contact information and location as those changes occur. Not only will these business owners be beneficial to your students, you are also building a pool of potential advisory committee members. Use the information you receive from students in the activity below to schedule guest speakers throughout the semester.

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ACTIVITY

Research locally owned businesses as assigned by the teacher. Complete the information below for each business. Ask each owner if they would be willing to be a guest speaker.

Name of Business
Owner Name
Year started
Phone number
Email address
Address (location)
Website (if applicable)
Products (goods, services) provided
Specialty (how are they different from similar businesses)
Number of employees
Willing to speak to class

FIELD TRIPS

There is nothing quite like seeing something firsthand to give you a real feel for what it is like. This is where field trips can be very beneficial in teaching your content. Sometimes in-person field trips are not feasible for various reasons, including safety, school system travel restrictions, and possible loss of time in other classes. Thank goodness for modern technology! You can easily do a virtual field trip using FaceTime, Skype, Zoom, Teams, GoToMeeting, and many others. Of course, if you can do an in-person field trip, those are still the best way to immerse students into real-world examples of being on the job.

For a virtual experience your field trip host will need a wireless device, such as a smartphone or tablet, that is connected to the internet. Project the live stream of the virtual field trip onto the screen at the front of your classroom. Connect with your field trip host and have them show students around their business, describing the different areas and what work is going on in each area.

Suggestion: Ask permission from your virtual field trip host to record the tour of their business. If they allow you, record the virtual field trip to use in other classes. Save any recordings to your school network drive and never in a place that can be accessed by anyone other than you.

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ACTIVITY

You can learn a lot about how a business is run by visiting the business, either in person or virtually. Think about the recent field trip your class took and answer the following questions based on what you observed and heard.

How many owners does the business have?

What is the business structure? (sole proprietorship, corporation, limited liability company, etc.)

What is their product?

Do they have a busy season? If so, when is it? (Hint: Summer is very busy for lawn maintenance companies. January through April is very busy for tax accountants.)

Do they serve customers in person, online, or both?

How many departments do they have and what does each department do?

How do they reach their customers? Newspaper? Radio? TV? Social media? Word of mouth? U.S. mail? Some other way?

What else did you notice about their business?

JOB SHADOWING

Another way for young entrepreneurs to get some firsthand knowledge on running a business is to job shadow with a few experienced entrepreneurs. Along with National Job Shadowing Day on February 2 each year, students can also schedule job shadow days on school holidays, over the summer, or on weekends.

To make the job shadowing experience more meaningful for students, they will need guiding questions they can ask during their visit.

ACTIVITY

Schedule a job shadowing experience with a local small business owner. Your teacher or Work-Based Learning Coordinator can help you find someone if you do not have anyone in mind. During your time with the business owner, ask lots of questions about how they started out, challenges they faced and overcame, and their day-to-day operations. Write down the answers and save them to help you start your own business. Below is a list of questions you can ask. Feel free to add more questions of your own.

What made you decide to start your own business?

How did you get the money to get started?

Who is your target market and how did you make that decision?

What channels do you use to reach your customers? (for sales and for communication)

What do you do to retain customers?

Who helps you make important decisions, such as big purchases, new vendors, adding to the product line, and other decisions?

What are things I should be aware of before I start my own business?

How long did it take before you started to make a profit?

What sets you apart from your competitors?

This website may be helpful. <https://www.wikihow.com/Job-Shadow>

INTERNSHIPS, APPRENTICESHIPS, AND WORK-BASED LEARNING

Depending on the kind of business a student wants to start, it may be beneficial for them to get some experience in that business before starting out on their own. They may be able to intern with a business owner during the summer. They could also enter the Youth Apprenticeship Program (YAP) through the school's Work-Based Learning (WBL) Coordinator. If they are not eligible for YAP, they could still work part-time in the industry through WBL to gain the experience they need.

By immersing themselves in a job, students will not only hone their technical skills, they will also have the opportunity to network with people in the industry. They will learn more about the day-to-day operations of the business and which suppliers they may need to partner with when they start their own business. The more they can learn beforehand, the more likely their business will be successful when they do launch it.

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ACTIVITY

Schedule an appointment to talk to your Work-Based Learning Coordinator.

Use the list of small business owners in your career area to determine some places you may be able to intern, apprentice, or work.

Discuss these options with your WBL Coordinator.

Discuss your options for an internship, apprenticeship, or part-time job.

Your WBL Coordinator will be able to guide you in the right direction. They can also help you refine your résumé, give you tips on preparing for an interview, and questions you might expect from an employer.

After each interview, write down the questions the interviewer asked and your responses to those questions. Discuss these questions with an adult in your life (such as a parent, CTAE teacher, or WBL coordinator) to determine the significance of these questions. Record this as well. Repeat this process for every interview. Save this documentation and refer to it when you interview for jobs in the future. It will also be beneficial when you start your own business to help you decide which interview questions you want to ask a potential employee.

UPDATE YOUR BUSINESS MODEL CANVAS

In the first pathway course students designed a product.

In the second pathway course they developed a Business Model Canvas for that product.

In this, the third pathway course, they have been building a network and gaining experience in the industry where they plan to work.

With everything they have been learning, it is time for students to revisit their Business Model Canvas and update it where needed.

They should have everything saved from the first two classes. It is just a matter of retrieving the document and reviewing it to ensure it is up to date.

ACTIVITY

It is time to review the Business Model Canvas you completed in the second course of this pathway. With everything you have been learning, there may be some things you need to revisit and update. The questions below will help guide you.

Is your Value Proposition still the same? Do you need to make any revisions here?

Do you need to refine who your Customer Segment is? Is your focus too narrow? Too broad?

Look at your Channels. Have you learned anything about communication channels or distribution channels that you need to change?

How about Customer Relationship? Have you come up with any new ideas about maintaining your customer base?

Think now about your Revenue Stream. Have you identified any additional sources of revenue?

Have you discovered there are Key Resources that you will need that may have been left off?

Revisit your Key Activities. Because you only want three or four key activities, you may not need to make changes here. But if you have made changes to your product, your Key Activities may need to be addressed.

With all the networking you have done in the third course of this pathway, have you found new partners to add to your Key Partners section?

Take some time to review your cost structure. Did you find anything new that needs to be included? Put some thought and time into this because pricing your product correctly is very dependent on knowing the costs that went into producing it.

MENTOR

There is one last component that will help a student be successful in their business venture — a mentor. **The ideal mentor has several years' experience running a business and will take the student under their wing, providing coaching and advice.** In choosing a mentor, students will want to look for someone they can trust. They probably will not want to use a competitor as a mentor, since a competitor may see them as a threat to their own business. However, someone in a related business who is not a competitor may be a good choice. They could also choose a mentor who is totally unrelated to their business, but specializes in an area where they are weak. For example, if keeping up with the banking and financial records of the business is something the student does not understand, having an accountant as a mentor would make perfect sense.

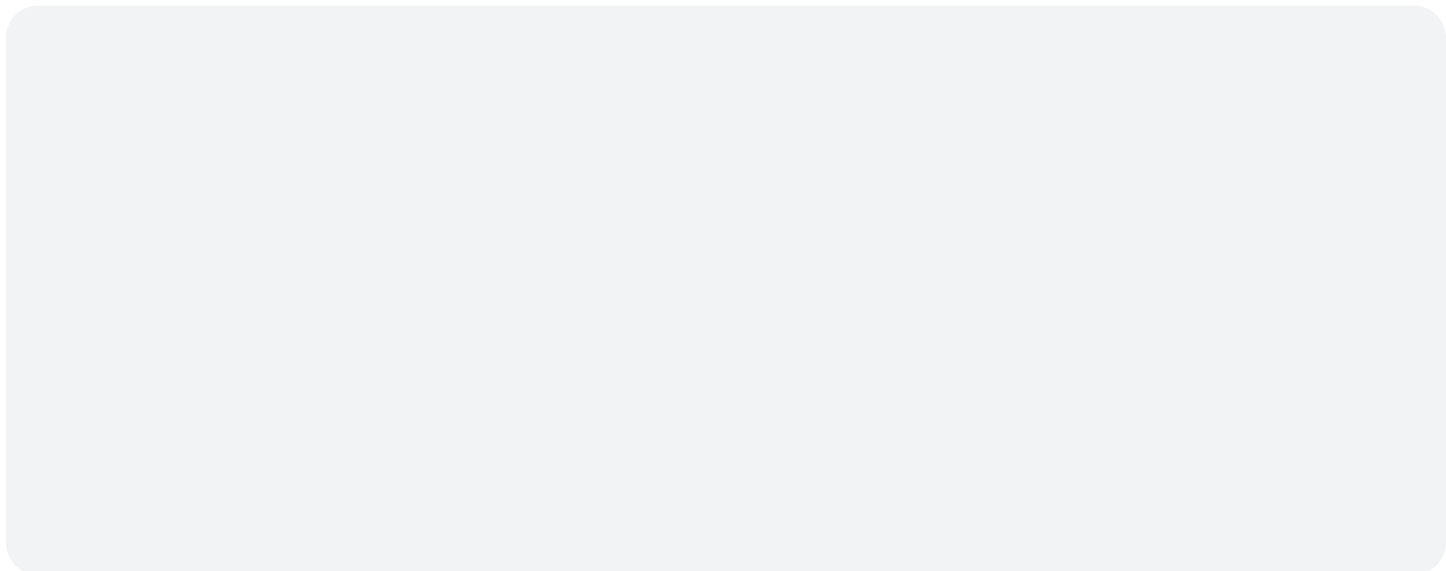
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ACTIVITY

Now that you have everything planned out to launch your business, you need to **find a mentor who can help guide and coach you through the first few years until your business is on solid ground.** Look again at the list your teacher has of small business owners in your industry. Is there anyone on that list who would make a good mentor for you? If not, do you know someone else who is successfully running their own business who could mentor you?

Reach out to potential mentors until you find someone you trust and can work with. A mentor should want to see you succeed. They should also be strong in areas where you are not so they can help strengthen you in those areas.

Once you start your business, you should sit down with your mentor about once a quarter to review what's going on, including your financial statements. Listen to their advice and make your decisions based on what you learn from them.



CONGRATULATIONS ON BECOMING AN ENTREPRENEUR!

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GLOSSARY

Apprentice	Person who is learning a skilled trade from an experienced tradesperson
Chain	A group of businesses under the same management and/or ownership, such as fast-food or retail stores
Competitor	A business that sells the same products as another business; Chick-fil-a and Zaxby's are competitors
Franchise	A license granted by a business for someone to market their product in a given territory; many fast-food chains are franchises, such as McDonald's and Wendy's; each store is independently owned
Intern	To work in a supervised environment to learn practical, hands-on skills in a particular industry
Job shadow	To follow an employee on the job to experience what is involved in the job
Mentor	Someone with experience in an area who can coach someone who is inexperienced
Tradesperson	A worker who is skilled in a specific trade

EXAMPLES OF SMALL BUSINESSES IN LOCAL COMMUNITIES

AGRICULTURE, FOOD & NATURAL RESOURCES

- **Forestry & Natural Resources**
 - Reforestation Company
 - Fish Hatchery
 - Land Appraisal
- **Plant Science Horticulture**
 - Greenhouse or Nursery Production
 - Landscape Designer
 - Florist
 - Turf Management
- **Animal Science**
 - Dairy Farmer
 - Farrier
 - Feed & Farm Supply Store
 - Veterinarian
- **Ag Mechanics**
 - Metal Fabrication Shop
 - Diesel Mechanic Shop
 - Small Engine Repair Shop
 - Agricultural Equipment Design & Fabrication
- **Food Science**
 - Beekeeping & Honey Production
 - Specialty Cheeses & Soap Production
- **Diversified Agriculture**
 - Livestock Photography/Marketing
 - Custom Fertilizer or Chemical Applicator
 - Goat Grazing Services
 - Christmas Tree Farmer
 - Pine Straw Production

ARCHITECTURE & CONSTRUCTION

- **Architectural Firms**
- **Residential and Commercial Contractors**
- **Excavation Contractors**
- **Land Surveyors**

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

- **Newspapers, Magazines**
- **Radio Stations, Television Stations**
- **Internet Providers**
- **Graphics Companies**
- **Photography Studio**
- **Videography Company**

BUSINESS MANAGEMENT & ADMINISTRATION

- **Temp Staffing Service** (Human Resource Management Pathway)
- **Interpreter Service—ASL or Foreign Language** (International Business Pathway)
- **Attorney's Office** (Entrepreneurship Pathway)
- **Medical Transcriptionist Office** (Health IT Pathway)

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EDUCATION & TRAINING

- **Childcare Centers** (Early Childhood Education Pathway)
- **Local Tutoring Centers** (Teaching as a Profession Pathway)
- **Educational Consultants** (Teaching as a Profession Pathway)

ENERGY

- **Consultants in Utilities and Design**

FINANCE

- **Accounting Firm** (Advanced Accounting Pathway; Business Accounting Pathway)
- **Bookkeeping Services** (Advanced Accounting Pathway; Business Accounting Pathway)
- **Tax Preparation Service** (Advanced Accounting Pathway; Business Accounting Pathway)
- **Independent Insurance Agency** (Banking, Investing, and Insurance Pathway)
- **Financial Planner** (Banking, Investing, and Insurance Pathway)
- **Hometown Bank** (Banking, Investing, and Insurance Pathway; FinTech Pathway)

GOVERNMENT & PUBLIC ADMINISTRATION

- **This Career Cluster Does Not Lend Itself to Entrepreneurship Since it Concerns Government Agencies Only.**

HEALTH SCIENCE

- **Independent Dentist Offices** (Dental Science Pathway)
- **Independent Doctor Offices** (Patient Care, Allied Health, Clinical Lab, Non-Invasive Diagnostic, Phlebotomy, Health Informatics Pathways)
- **Independent Pharmacies** (Pharmacy Pathway)
- **Local Community Hospital** (All Healthcare Pathways—Except Dental Science)
- **Local 911 Call Centers** (EMR, EMT, Public Safety Communications, Allied Health Pathways)
- **Local Fire Stations** (EMR, EMT, Fire & Emergency, Public Safety Communication Pathways)
- **Independent Emergency/Ambulance Transport Stations** (EMR, EMT, Public Safety Communication Pathways)
- **Independent Physical Therapy Offices** (Sports Medicine, Exercise Physiology, Allied Health Pathways)
- **Chiropractor Offices** (Sports Medicine, Exercise Physiology, Allied Health Pathways)
- **Fitness Gyms** (Sports Medicine, Exercise Physiology, Allied Health Pathways)
- **Optometrist/Eye Care Centers** (Allied Health, Patient Care Pathways)
- **Dialysis Centers** (Allied Health, Patient Care, Phlebotomy Pathways)

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HOSPITALITY & TOURISM

- Independent Travel Agent, Vacation Planner
- Event Venue
- Recreation, Tour, and/or Rental Company
- Wedding and Event Planner
- Local Convention and Visitors Bureau
- Privately Owned Restaurant, Bakery or Catering Business (Nutrition & Food Science and Culinary Arts Pathways)
- Bed & Breakfast

HUMAN SERVICES

- Independent Hair Salons and Nail Salons (Cosmetology & Nail Services Pathway)
- Interior Design Firms (Fashion, Interiors and Textile Pathway)
- Clothing Boutiques (Fashion, Interiors and Textile Pathway)

INFORMATION TECHNOLOGY

- Website Designer (Web Development Pathway; Web & Digital Design Pathway)
- IT Department in Hometown Bank (Cybersecurity Pathway; Networking Pathway; Cloud Computing Pathway; FinTech Pathway)
- Computer Repair Shop (Information Support & Services Pathway; Networking Pathway)
- IT Department in Local Community Hospital (Cybersecurity Pathway; Networking Pathway; Cloud Computing Pathway; Programming Pathway; Computer Science Pathway)

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

- Independent Security Systems (Security & Protective Services, Criminal Investigations, Public Safety Communications Pathways)
- Local 911 Call Centers (EMR, EMT, Public Safety Communication Pathways)
- Local Fire Stations (EMR, EMT, Fire & Emergency, Public Safety Communication Pathways)
- Independent Emergency/Ambulance Transport Stations (EMR, EMT, Public Safety Communication Pathways)
- Independent Law Firms (Applications of Law, Legal Administrative Services Pathways)

MANUFACTURING

- Product Design Solutions
- Manufacturing Consultants

MARKETING

- **Local Marketing Firm** (All Marketing Pathways)
 - **Promotion and Print Shop** (Marketing Communications & Promotions Pathway)
 - **Small Boutique or Gift Shop** (Fashion, Merchandising and Retail Marketing Pathway)
 - **Any Local Small Business—All Businesses Must Have Marketing!**
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SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

- **Engineering Firms**
 - **Consultants**
 - **Surveying and Land Development**
 - **Design Firms**
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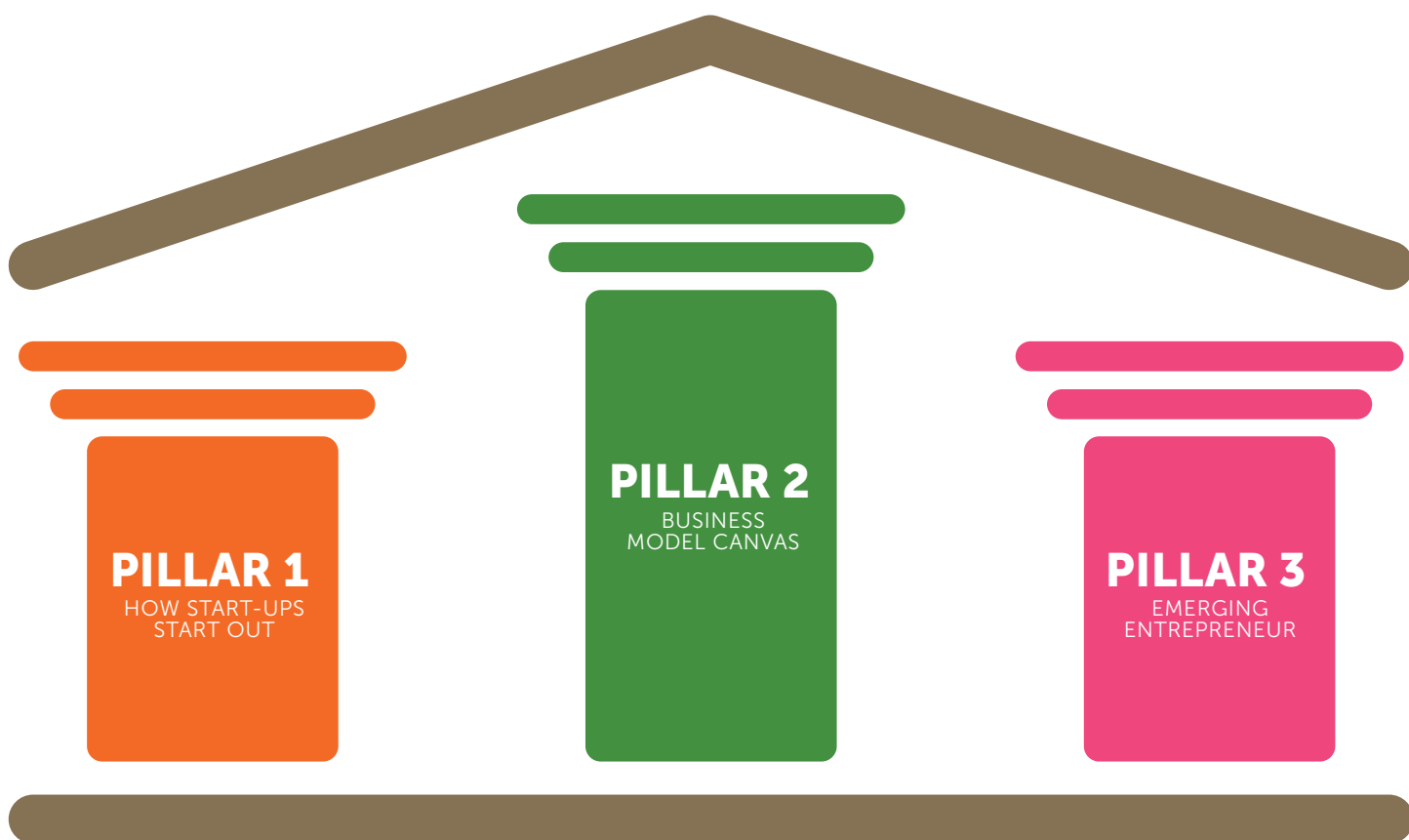
TRANSPORTATION, DISTRIBUTION & LOGISTICS

- **Local and Over-The-Road Trucking Company**
- **Automotive Repair Shop**
- **Automobile Dealerships**
- **Parts Store**

A FRAMEWORK FOR TEACHING ENTREPRENEURSHIP

For ALL Career, Technical, and Agricultural Education Pathways

A 3-PART SERIES



ACKNOWLEDGMENTS

