



## DAY 4 My Plan

Post-Secondary Education

### INTRODUCTION, OVERVIEW, AND PURPOSE (WHAT AND WHY)

Broad social trends impact current and future labour market demands. Factors presently impacting the economic reality of Atlantic Canada include an aging population, an emphasis on environmental protection, increasingly high skill level requirements for new jobs, and a shortage of skilled labour to fill positions. Given all of these new realities, post-secondary institutions can no longer be solely responsible for the training of students. It takes an entire community to educate a student. Schools, post-secondary institutions, and communities are all places where students can and should engage in their personal and career development and cultivate the skills they need to establish and achieve their personal and career plans—while also exploring and developing an entrepreneurial spirit.

### THE ENTREPRENEURIAL SPIRIT

The entrepreneurial spirit is a mentality that is conducive to taking initiative, meeting challenges, and becoming the architect of one's own future. Entrepreneurial spirit is related to action. Having entrepreneurial spirit is not necessarily associated with starting up a business or seeking profits. True entrepreneurial spirit develops from a willingness to fully commit to what you want to do and finish what you start, while taking into account the impact of your actions on yourself, on others, and on the environment in a conscious and ethical way.

Getting students to develop their entrepreneurial spirit entails developing their entrepreneurial qualities (e.g., self-confidence, commitment, leadership, ingenuity/creativity, solidarity, independence, team spirit, sense of initiative, sense of responsibility, sense of organization, and attitudes (e.g., pride in identity and culture, constant search for innovation, community involvement).

The entrepreneurial spirit is built on experiences, mainly in the form of entrepreneurial projects. Through meaningful and authentic educational projects, a student generates ideas by taking on the role of the initiator, doer, and/or manager of projects. These experiences help students build their own identities and complete their personal and career plans. These experiences also enable students to discover their passions and interests, and to develop their self-confidence, their resilience, and their sense of belonging by offering them a number of opportunities to explore the world of work, to innovate, and to get involved in the community.



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### FACILITATION/ SUGGESTIONS (HOW)

#### Plan for an entrepreneurial project

1. Name of the project
2. Staff involved in the project (instructor, community coordinator, career development staff, counsellor ...)
3. Partners in the community
4. Type of entrepreneurial project (product, service, event)
5. Goals of the project—issues in the school or in the community that the project will help address
6. Project Description—Who? What? When? Where? Cost?  
timetable, material, budget
7. Links with curriculum outcomes
8. Tasks for the students
  - How will they be initiators? How will the students be able to initiate ideas, activities, and other things throughout the project?
  - How will the students be directors? What will be the tasks of the various work teams?
  - How will some students be managers? What will be the various positions of responsibility held by some students?
9. Entrepreneurial qualities targeted  
Self-confidence, sense of responsibility, sense of organization, solidarity, team spirit, ingenuity and creativity, respect for others, sense of initiative, entrepreneurial leadership, entrepreneurial conscience, independent learning, humanization, etc
10. Skills developed with ICT  
Exploring the web, presenting, publishing, distributing, communicating, collaborating, creating a multimedia montage, processing, analyzing, and creating, organizing, and managing workload, etc.
11. Links with life-career development throughout the project  
Activities in line with *Who am I? What is my potential? What are the next steps and why? What is my action plan?*
12. Expenses associated with the project
13. Assessment of learning
14. Educational marketing—Promotion envisioned for the project  
Social media, web, videos, radio, TV, public events, flyers, press conference



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### RESOURCES (HOW)

The three roles of the student and the role of the teacher

### THE 3 ROLES OF THE STUDENT

By playing these roles, students become more aware of how they act in relation to themselves, to others, and to the environment.

INITIATOR	DOER	MANAGER
<p>Ability to <b>IMAGINE</b> and see new connections to meet a <b>NEED</b> and take <b>ACTION</b>.</p>	<p>Ability to <b>COMPLETE</b> tasks <b>EFFECTIVELY</b> and <b>EFFICIENTLY</b> for the success of the project.</p>	<p>Ability to <b>PLAN, ORGANIZE, COORDINATE, SUPERVISE, make DECISIONS, and manage conflicts for the success of the project.</b></p>
<p>He/she can play this <b>role</b> with respect to:</p> <ul style="list-style-type: none"> <li>• <b>Observation:</b> by bringing his/her unique perspective;</li> <li>• New <b>connections:</b> that he/she makes between situations;</li> <li>• The <b>validation</b> of a <b>need:</b> by doing a survey or a small market study;</li> <li>• <b>Solutions:</b> that he/she can propose with respect to the identified need;</li> <li>• <b>Consequences:</b> solutions for people and the environment;</li> <li>• The <b>pre-visualization</b> of <b>challenges:</b> to be met along the way;</li> <li>• The <b>steps</b> to take: to implement the solution;</li> <li>• <b>Assessment:</b> of the results of the steps using explicit criteria.</li> </ul>	<p>The <b>tasks</b> are done by one individual who is assigned responsibilities or by a group in the form of <b>teams</b> or <b>committees</b> that assume a portion of the work to be done, based on the interests of each person.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “steering committee”</li> <li>• “production”</li> <li>• “operations”</li> <li>• “quality control”</li> <li>• “marketing”</li> <li>• “architect”</li> <li>• “purchaser”</li> <li>• “finance”</li> <li>• “decoration”</li> <li>• “packaging and labeling”</li> <li>• “janitorial”</li> <li>• “research and development”</li> <li>• etc.</li> </ul>	<p><b>Planning:</b> Ability to design a set of operations and to plan the necessary resources for the realization of a product, a service or an event in response to a specific need.</p> <p><b>Organization:</b> Ability to comprehensively implement an action plan and respond appropriately to unforeseen situations.</p> <p><b>Coordination:</b> Ability to ensure the coherent and harmonious arrangement of the various operations to be carried out in order to achieve the final result.</p> <p><b>Supervision:</b> Ability to verify work done by others based on certain criteria.</p> <p><b>Decision making:</b> Ability to make judgments about what needs to be done.</p> <p><b>Conflict management:</b> Ability to resolve disputes between people in a satisfactory manner.</p>



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### ROLE OF THE TEACHER

The teacher **supports** the entrepreneurship learning **project** or the educational microenterprise. However, he/she does not play a managerial role, but **rather acts as a SUPPORTER and GUIDE.**

Throughout the **PROJECT**, the teacher:

- **ENCOURAGES** learning through experience (experiential learning: child/youth in an ongoing process of action/reflection = awareness);
- **ENSURES** that the roles and responsibilities of each person are well understood in the project and that the project is guided in such a way that everyone can play their part;
- **ENSURES** that each child/youth has *their own* place in the project, a place that is important in their eyes);
- **SEEKS** consciously to be a positive partner and leader to foster the development of the child/youth's management skills, despite the conflicting turbulence that may occur in teams/committees;
- **ALLOWS** the child/youth to show initiative, creativity, and ingenuity;
- **OBSERVES, NOTES** needs, **QUESTIONS** and **MAKES RECOMMENDATIONS** to the children/youths who lead the teams/committees (this is done in order to make them aware and to allow them to find solutions on their own);
- **SEEKS** to lead the children/youths to gain a deeper understanding of the phenomena that interfere, the relationships and the links between learning elements by having them make "new connections" on a regular basis;
- **BRINGS OUT** the ethical the dimension of the situations involved;
- **USES** new technologies for learning;
- **REGULATES** the learning targeted in the integrated learning scenario and keeps track (photos, videos, logbook, portfolio, etc.) of the work and reflections of the children/youths (awareness);
- **GIVES** more importance to the process of realization than to the final result;
- **CELEBRATES** successes;
- **VALUES** and **RECOGNIZES**, with the help of children/youths, the contribution of community partners to the project;
- **CAPITALIZES** on the talents and passions of children/youths;
- **DARES TO DO THINGS DIFFERENTLY** and allows mistakes to be made.

#### The three roles of the student (English)

<http://www.oiecec.org/en/Three%20Roles/>

#### General resources:

<http://www.oiecec.org/en/our-philosophy/>

<http://www.oiecec.org/fr/la-philosophie/>

<http://www.pacnb.org/index.php/fr/>

<http://www.pacnb.org/index.php/en/volet-culture-entrepreneuriale-en>



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### REFLECTION

#### Questions for students

- What did I like the best?
- What did I like the least?
- What did I learn through this project?
- What did I learn about myself through this project?
- Did I properly assume my role on the team?
- What am I most proud of?
- How did I demonstrate perseverance?
- What was my challenge in this project?
- What could I do to improve my performance?
- What responsibilities did I take on?
- What was my contribution to the group?
- What initiatives did I take?