



Activity title	Building an Entrepreneurial Group		
Overview	Building a successful entrepreneurial group is essential to the success of an entrepreneurial project. Individuals will critically examine their own entrepreneurial qualities, form groups, select (for study purposes) a community-based project and examine how group members would each be able to contribute to the success of that project. Group members will also identify any issues and/or challenges their group could face and identify strategies to resolve possible difficulties.		
Duration	30 min	Materials	<i>Entrepreneurial Qualities</i> activity sheet, chart paper, markers
ICT	None required		
Grouping	individual	pairs	small groups
Teaching	whole class	small groups	pairs
Artifacts	A completed activity sheet that will identify each group member's top three individual entrepreneurial qualities A class list of strategies that could be used to improve the balance of entrepreneurial qualities within an entrepreneurial group		

Links with the *Entrepreneurship* program

Competencies	Competency 1 Determines his/her suitability for entrepreneurship	Competency 2 Implements an entrepreneurial project
Key Features	Determines his/her entrepreneurial qualities Looks critically at his/her entrepreneurial profile	Chooses an entrepreneurial project

EN Program Content (QEP: pp. 22-25)

EN qualities	Resourcefulness		
Strategies	Communication	Exploration	Conflict-management
	Listening to the viewpoints of others Taking advantage of the exchange of ideas Being open-minded		Looking for solutions Arriving at a consensus for a solution
	Problem-solving	Metacognitive	Decision-making
		Comparing his/her entrepreneurial qualities with those expected of an entrepreneur Gauging his/her degree of involvement in the project	Building a consensus
	Reflection and review		
Knowledge	Need		

Evaluation Criteria <i>(Updated framework for the evaluation of learning)</i>			
* For feedback purposes, not to be considered in the student's report card mark.		Information clarifying the criteria	
Proficiency of subject-specific knowledge targeted in the program content (QEP)*			
Relevant planning			
Effective implementation of an entrepreneurial project			
Relevant reflection			
Evaluation tools	checklist	observation	reflection
	peer evaluation	self-evaluation	activity sheet

 Process			
	Role of teacher	Role of student(s)	
Before	Have students complete the <u>Identifying Community Needs</u> activity. Discuss the importance of building groups that work well together. Ask the students how they typically choose work groups in school (usually based primarily on peer groups and friendships). Discuss pitfalls of poor group selection.	Students will have individually completed the Identifying Community Needs activity. Students contribute to the discussion about the importance of building successful working groups.	
	1	Provide each student with the Entrepreneurial Qualities Identification List activity sheet. Allow time for students to examine the list and to ask clarifying questions.	Each individual will critically examine the list of entrepreneurial qualities and will ask any clarifying question necessary for understanding.
	2	Ask each student to complete the activity (bottom of the activity sheet) by choosing the three qualities that best describe him/her and provide a short justification.	Each individual will choose the three entrepreneurial qualities that best describe him/her and provide a short justification.
	3	Have students form random groups or use general class seating groups. Have each group of students list their collective qualities on chart paper. Using the Entrepreneurial Qualities Identification List as reference, ask each group to identify and list any entrepreneurial qualities that are missing from their group.	Students list the groups' entrepreneurial qualities on a piece of chart paper. They then identify and record (using a different coloured pen/marker) any entrepreneurial qualities that are missing from the group.
	4	Have students use the results of their Identifying Community Needs activity and, by consensus, select <i>for study purposes</i> an entrepreneurial project that fulfills a <i>community need</i> . Ask students to discuss how each member of the group could contribute to the selected project.	Students consult the results of their Identifying Community Needs activity and select (by consensus) a community-based project for reference. Students discuss how they can each contribute to the group and the project using their individual entrepreneurial qualities. Students will determine if their group collectively, has the qualities necessary for the project to be successful.
5	Ask the group to reflect on the skills that the group is missing and what the effect might be on the implementation of the project selected for this study. How would they compensate? What issues or difficulties can they envision?	Students reflect on what skills may be missing from the group and discuss how they may be able to compensate. They consider issues and/or difficulties that may be encountered, and possible solutions.	

6	<p>Ask each group to share their findings with the class. Encourage discussion and feedback. Ask students to discuss the relevance of forming entrepreneurial groups with students who skills compliment each other.</p>	<p>Each group will share their findings with the class and ask for feedback. Students will discuss and draw conclusions about the relevance of cohesive work groups.</p>
7	<p>Discuss how to fill in the gaps if a group is not balanced. Have students in their groups discuss possible strategies to resolve this. With the class, create a strategies list that can be posted for reference.</p>	<p>With group members, students discuss how to fill in the gaps if a group is not balanced. They discuss possible strategies to resolve this and create a strategies list for future reference.</p>
8	<p>Remind students, that in addition to the importance of having a balance of entrepreneurial qualities, the group members must also have a shared passion for the entrepreneurial project they are about to embark on.</p>	<p>Students take the opportunity to reflect, comment and ask questions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Follow-up</p>	<p>When students form their entrepreneurial project groups, ensure that they consider the entrepreneurial qualities that each member of the group is able to contribute. Remind students to consider the qualities their particular project requires and to make adjustments to the group or project, as might be required. Remind students to consider, as needed, the strategies previously discussed to resolve this.</p>	<p>When students form their entrepreneurial groups they will take time to consider the entrepreneurial qualities that will be required to ensure success of their project. At the same time, they will be open to making adjustments in their choice of project or group formation. They will consider the strategies previously discussed.</p>

Entrepreneurial Qualities Identification List

Using the list of entrepreneurial qualities below, choose three qualities that you feel best represent you. Provide a short justification for your choice.

- | | |
|------------------|-------------------------|
| Autonomy | Leadership |
| Ability to adapt | Perseverance |
| Cooperation | Rigour |
| Creativity | Effort |
| Resourcefulness | Sense of responsibility |
| Determination | Solidarity |
| Commitment | Flexibility |
| Team spirit | Tolerance for stress |
| Initiative | |

Choice 1: _____

Justification: _____

Choice 2: _____

Justification: _____

Choice 3: _____

Justification: _____
