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Tennessee

Project:

This series of learning activities on entrepreneurship helps adult learners explore the possibilities of starting their own business and writing a very basic business plan for a hypothetical business. This is the first activity in a five-part project consisting of:

1. Entrepreneurship: How to begin
2. Entrepreneurship: Is it for me?
3. Entrepreneurship: What business am I in?
4. Entrepreneurship: Will it work?
5. Entrepreneurship: Planning to stay in business

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Subjects:

Critical thinking,
Employability, Job
skills, Life skills,
Listening skills,
World Wide Web,
Work environment

Learner Level:

Basic skills, grade
levels 5.0-8.9
Credentialing, grade
levels 9.0-12.9

Time Frame:

Several class
sessions

Learner Grouping:

Entrepreneurship: How to begin

This learning activity will introduce the idea of entrepreneurship and starting a business. Through discussion and research followed by a guest speaker, learners will begin to define and understand a business plan and its components.

Learning Objective:

- Learners will understand the concept of entrepreneurship.
- The learners will examine and be able to identify the rudiments of a business plan.
- Learners will locate and use resources about business plans on Internet.

Primary Skill:

Learn through research

Secondary Skills:

Use information and communications technology, Listen actively

Learner Needs & Goals:

We have a mandate in Tennessee to make the classes for our Families First clients more work-focused. In talking about work possibilities, the idea starting a business seemed quite attractive to the learners. This learning activity helped us explore some aspects of entrepreneurship.

Learning Activity Description:

This lesson was composed of two parts on two successive days: (1) a discussion to introduce the idea of entrepreneurship and the importance of a business plan, and (2) a guest speaker who presented on both the content of a business plan as well as its importance to the success of a new business. Discussion:

1. Begin a general class discussion on work. Ask what kinds of jobs the learners would like to have. Find out if anyone has ever thought of owning a business. Allow time for this discussion to develop.
2. Introduce the concept of entrepreneurship. Define the term as starting a business and assuming the risk for organizing and running a business venture. Again, let the discussion develop. Make sure the "risk" involved is part of the discussion.
3. Ask for suggestions as to how the entrepreneur can minimize the "risk" factor. Stress the importance of good planning and leaving less to chance.

Whole class

Setting:

This learning activity took place in a Families First classroom meeting 5 days a week for 4 hours per day. There were 5 students in the class.

Families First is the Tennessee program that provides training for those welfare recipients who lack basic education skills. While learners work toward a GED, emphasis in these classes is shifting toward the knowledge, skills, and attitudes learners need to acquire and keep a good job.

Program:

Messick Vocational and Adult Center

Type of Program:

ABE

Student Population Served:

Basic skills, grade levels 5.0-8.9
Credentialing, grade levels 9.0-12.9

4. Ask the learners what they would include in a business plan to help minimize the entrepreneur's risk.
5. Explain to the learners that they will be looking at several business plans in order to compile a framework for their own business plans. Ask learners to work with a partner.
6. Have each pair consult a different reference from the "Materials and Resources" section listed above or other references you may have procured. Have learners list the sections of a business plan as found in the reference. Have them write a description of the information that would be included in each section. Allow about 15-20 minutes for this activity.
7. After listing on the blackboard the different sections of the business plans they have researched, ask learners to determine which sections should be included in their synthesis of a business plan. Be sure that everyone understands what is included in the business plan.
8. Take time to answer questions about a business plan.
9. Give learners copies of an actual business plan that you have obtained from the Small Business Administration. If they are familiar with the particular business or with businesses of that same type, the plan will be of more interest and benefit to the learners.
10. Have learners compare the SBA business plan to the class business plan.

Guest Speaker

The following class period, host a guest speaker who will focus on business plans and how they help to minimize the risk for entrepreneurs. Have your learners listen for the parts of the business plan that they have discussed. If these parts are not mentioned during the speech, ask about them yourself during the question and answer section at the end, or else invite learners to ask for this information.

Materials and Resources:

- A copy of an actual business plan from your Small Business Administration (SBA) state or local office
- A guest speaker from the Chamber of Commerce, the Small Business Administration, or a successful local small business owner
- Shickler, S. J. & Casimiro, J. P. (1998). Growing a Business: Young Entrepreneur's Start Up Guide. Chamblee, GA:
- Resnik, P. (1988). Everything you need to know to manage a small business. New York: John Wiley & Sons, Inc.
- Richm, S. L. (1990). The teenage entrepreneur's guide. Chicago: Surrey Books.
- Covello, J. & Hazelgren, B. (1998). Your First Business Plan. Naperville, IL: Source books, Inc.

The following web sites were also especially helpful:

- U.S. Small Business Administration
www.sba.gov/starting/indexbusplans.html
www.sba.gov/starting/indexsteps.html
www.sba.gov/gopher/Business-Development/Success-Series/Vol2/Plan/plan.txt
- Deloitte & Touche: Growth Company Services Writing an Effective Business Plan
[www.deloitte.com/dtt/cda/doc/content/WEBP_cv1\(1\).pdf](http://www.deloitte.com/dtt/cda/doc/content/WEBP_cv1(1).pdf)

Assessment:

Learners should be able to recognize the steps in the copy of the actual business plan that they receive. Learners should also start to be familiar with what is contained in a business plan and recognize when the guest speaker mentions that content. Learner will be able to demonstrate their understanding of the concept of entrepreneurship in the question and answer session following the guest speaker.

Reflection:

I would also allow more time for the activity. The learners seem now to be familiar with business plans in general and are starting to recognize the steps involved in creating a business plan, but they still have questions. The information helped learners to begin to think about whether they could start their own businesses.

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about the course



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Course Overview

Welcome to the course, Be the Boss. This tool is designed to cultivate the entrepreneurial spirit and is dedicated to those with the courage and the vision to independently provide new products and services that support our economy.

In Modules 1-4, you will find a variety of teaching aids to make your learning experience a positive one. These include audio prompts, end-of-section knowledge checks, and badges that mark your progress through 21 interactive mini-modules. After completing each mini-module, you'll get an assessment of your responses, so you can see, in real-time, areas that may need additional work.

Module 5 – Developing Your Business Plan – is the capstone of this coursework. The module guides you through the business development process with a template that, when completed, will be a draft of your business plan. This will be an authentic, original plan design, useful for starting your business as you share it with key partners committed to your success.

Acknowledgements

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1. Montgomery County Community College

In today's market, entrepreneurial spirit is more than being a business owner—although that's part of the equation, too. Employers increasingly expect their employees to think entrepreneurially when developing ideas and solving problems. To meet the needs of aspiring entrepreneurs as well as an existing workforce that thinks outside the box, a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program was awarded to Pennsylvania's Community Colleges, with Montgomery County Community College (MCCC) appointed as grant administrator.

In order to meet this commitment, a select team of Montgomery County Community College educators collaborated with experienced instructional technology experts to design a robust online learning program delivers on the promise of the grant: for users to improve (or expand upon) their business and entrepreneurship skill-set. Value-added features of the program include the ability for users to generate an actual business plan that can be presented to a college or university in order to obtain Prior Learning Assessment (PLA) credit, as well as a targeted case study that explores, in depth, the establishment of a business in the energy industry.

This initiative was developed by Montgomery County Community College's Dean of Business and Entrepreneurial Initiatives (BEI) and Interim Assistant Dean of BEI, who also served as Subject Matter Expert and Lead Course Designer. Brookwood Media Arts (www.brookwood.com) and many others also lent their expertise to bring this initiative to fruition. www.mc3.edu.

2. Sustainable Solutions Corporation

Tad Radzinski, Co-founder and President of Sustainable Solutions Corporation (SSC) and recognized industry leader, served as the Subject Matter Expert for the Energy Case Study that is part of this program. With 30 years of practical experience, he has been a trusted advisor for Fortune 500 companies across a wide range of industries. Tad has assisted clients with the development and integration of corporate responsibility and sustainable product innovation programs. His company, SSC, has developed and implemented programs and activities that resulted in over 50 buildings receiving ENERGY STAR and LEED certification, saving customers and building owners millions of dollars in operating costs. Tad has certified close to 30 buildings to the LEED rating systems, including New Construction, Commercial Interiors, Core and Shell, LEED for Homes, and LEED for Existing Buildings Standards. He serves as an Adjunct Professor at Villanova University teaching graduate classes in Principles of Sustainable

Enrollment in this self-paced course is free and simple.

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