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**ADULT GENERAL EDUCATION**  
**Program of Study**

# Exploring Entrepreneurship

**Subject Area: Career Development**



**DBE**  
**Diversified Basic Education**



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Program of Study

# **Exploring Entrepreneurship**

**Subject Area: Career Development**



**DBE**  
**Diversified Basic Education**

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# Preface

The Exploring Entrepreneurship program is intended for all learners enrolled in adult education. It includes two 25-hour courses entitled *Exploring the Entrepreneurial Profile* and *Exploring Business Ideas*. There are no prerequisites, and successful completion of the program earns Secondary V credits.

The program includes two **subject-specific competencies**, namely *Considers the challenges of entrepreneurship* and *Determines their suitability for entrepreneurship*. The suggested exploration process is built into the development of these two competencies.

The **program content** addresses personal factors and factors associated with the reality of being an entrepreneur. As they learn, adult learners draw correlations between these different factors, determine the advantages and disadvantages of being an entrepreneur and become aware of their potential with regard to a career in entrepreneurship. In addition, the components of a business and business idea generators are integrated into the content to get adult learners to examine the potential of a business idea. The program content also includes resources that adult learners can refer to as needed.

**The first five chapters** present the basic components of the program, namely its conceptual aspects; connections with the *Diversified Basic Education Program*; the pedagogical context; the subject-specific competencies, including their key features and manifestations; the program content; and the organization of the courses.

**Chapters 6 and 7** describe the courses. They contain the information needed for course planning. For each course, the following elements are provided: a description of the course; the subject-specific and cross-curricular competencies, processes and strategies; the learning content and the different categories of knowledge; and examples of cultural references. In addition, it sets out the family of learning situations, the broad areas of learning and an example of a learning situation, as well as the end-of-course outcomes and evaluation criteria.

The program also contains a bibliography, a webography and a glossary.



# Chapter 1

## Introduction





## 1.1 Contribution of the Program to the Education of Adult Learners

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The Exploring Entrepreneurship program fulfills the aims of the Diversified Basic Education Program by supporting adult learners as they construct their world-view, construct their identity and become empowered.

The program of study leads adult learners to consider how entrepreneurship can contribute to their development as individuals and as members of a community. Adult learners take action to demystify entrepreneurship, put aside their fears or prejudices and discover an entrepreneurial culture. This involves carrying out exploration activities such as interviews with entrepreneurs or meetings with resource people working in the field. These contacts allow adult learners to develop a way of thinking and acting that is common among individuals who carry out business projects.

This program also leads adult learners to consider the possibility of entering the world of entrepreneurship, whether as a self-employed worker or as an entrepreneur, regardless of the type of business involved (private company, cooperative, etc.). Making decisions, taking risks, creating jobs, contributing to the development of their community and exercising social responsibility are issues related to entrepreneurship, and adult learners can consider their own potential in this regard.

Thus, in a learning situation, adult learners develop the competencies and acquire the useful knowledge they need to analyze data and structure an argument pertaining to entrepreneurship.

## 1.2 Conceptual Elements of the Program

---

The Exploring Entrepreneurship program enables adult learners to develop self-awareness, achieve their entrepreneurial potential and acquire an introspective approach that will allow them to discover, develop or strengthen their entrepreneurial skills. They learn to take their own personal and occupational characteristics into account. They also share their thoughts, life experiences and discoveries with people in their group or class, which helps them make informed and realistic choices about a possible entrepreneurial career. Finally, adult learners determine what they need to do to develop their entrepreneurial potential based on their observations about themselves and the entrepreneurial project they have in mind.

The program forms part of the Career Development subject area that combines knowledge relating to career orientation, psychology, economics and sociology in contexts that are specific to the world of entrepreneurship.

- Through career orientation, adult learners are able to identify the steps involved in developing an entrepreneurial mindset.
- Through psychology, adult learners develop accurate self-knowledge and knowledge of their entrepreneurial potential, and assess the full extent of the influence of the environments around them.
- Through economics, adult learners are able to understand the specific features of entrepreneurship and its possible effects on their economic and financial situation.
- Through sociology, adult learners understand the role of entrepreneurship in an active and responsible society. Adult learners can then see the importance of the social and economic factors to be taken into account during the start-up of a business and throughout its existence.

The knowledge gained from these disciplines helps adult learners reflect on their entrepreneurial potential and the main issues involved in starting and operating a business.

## 1.3 Connections Between the Program and the Other Elements of the Diversified Basic Education Program

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The Exploring Entrepreneurship program facilitates the integration of the various elements of the Diversified Basic Education Program, including the broad areas of learning, the cross-curricular competencies and the other subject areas.

### 1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning deal with major issues of contemporary Québec society, issues that adult learners confront in different areas of their lives. They also serve as anchor points for competency development and in learning situations. Each broad area of learning consists of an educational aim and foci of development that make the learning acquired more meaningful.

The Exploring Entrepreneurship program has connections with all the broad areas of learning, and in particular with Career Planning and Entrepreneurship.

#### Career Planning and Entrepreneurship

The educational aim of this broad area of learning is to encourage adult learners to undertake and carry out plans designed to develop their potential and help them integrate into society. This educational aim is entirely consistent with the program's subject-specific competencies and with the proposed exploration approach. Through learning situations, adult learners develop greater self-awareness and knowledge of their entrepreneurial potential, in addition to updating their entrepreneurial skills. They identify their strengths, passions and interests that can help them when starting a business. They discover the possibility of creating their own job through a business project. They share their thoughts and questions with others and, in doing so, develop introspective strategies. Lastly, they broaden their knowledge of the world of entrepreneurship, the various paths associated with it and the roles played by companies within a strong and healthy economy.

#### Other Broad Areas of Learning

The other broad areas of learning also serve to develop competencies and learning situations, although to different degrees.

For example, in learning situations, when adult learners ask questions about entrepreneurship, they maintain dynamic and critical ties to the broad area of learning Environmental Awareness and Consumer Rights and Responsibilities. When researching entrepreneurial challenges, they touch upon Media Literacy by becoming informed about business start-up trends, particularly with regard to new approaches that can influence the business model they will choose. They address the educational aim of Citizenship and Community Life when they discuss issues with key people in the world of entrepreneurship, particularly as they relate to the innovative aspects of companies and their contribution to the community. In addition, they touch upon the broad area of learning Health and Well-Being when they learn about the consequences of their choices for their own health and well-being in

light of the hours invested by a new entrepreneur in the business start-up process.<sup>1</sup> They then consider how entrepreneurship, like many other professions, will affect their life and that of those around them.

### 1.3.2 Connections With the Cross-Curricular Competencies

The cross-curricular competencies are developed in combination with the program's subject-specific competencies. However, they extend beyond the academic context, equipping adult learners to live in a society where situations and interactions are complex, often unpredictable and constantly changing. They constitute an ability to act effectively by mobilizing and using a range of resources.

#### Intellectual Cross-Curricular Competencies

In learning situations, adult learners **use information** from different sources. To do this, they *systematize the information-gathering process* to learn about the realities of entrepreneurship, *gather* this information and *put it to use*. They **exercise critical judgment** when they *form, express* and *qualify their opinions*, in particular by presenting arguments and by determining their entrepreneurial potential based on their own personality, abilities and aspirations.

#### Personal and Social Cross-Curricular Competencies

In learning situations, adult learners **achieve their potential** by evaluating their entrepreneurial profile and becoming aware of their own strengths and limitations. They also define and justify their needs and aspirations, and adjust them according to their business ideas. For example, *they recognize their personal characteristics* and *make good use of the competencies they acquired*. They are encouraged to **cooperate** with others by sharing the results of their entrepreneurial research and negotiating different points of view with other people. In doing this, *they contribute to team efforts, interact, showing an open mind, and evaluate their participation in collaborative work*.

### 1.3.3 Connections With the Other Subject Areas

A subject area is a group of subjects that promote the development of similar competencies and use similar methods and strategies. The learning acquired in one subject area can therefore be used to acquire learning in other areas, and vice versa.

The Exploring Entrepreneurship program encourages adult learners to take stock of themselves, determine their fields of interest, recognize their own worth and consider entrepreneurship as a career option. It also allows them to see whether they are suited to certain social roles in the world of entrepreneurship, so that they are better able to see how they fit into society as working individuals. In doing so, they look closely at their entrepreneurial potential and become aware of the possibilities available to them.

---

1. A *business start-up* is understood to mean a period of up to five years after the creation of the business.

The other subject areas with which this program has connections are:

- Personal Development
- Languages
- Social Sciences
- Mathematics, Science and Technology

### **Personal Development**

The Exploring Entrepreneurship program complements programs in the Personal Development subject area by allowing adult learners to construct their own entrepreneurial potential. To do this, adult learners develop introspective skills, intellectual autonomy, a sense of responsibility and self-assertion, which empowers them to make career choices.

### **Languages**

The Exploring Entrepreneurship program shares a number of elements with programs in the Languages subject area, including the use of appropriate vocabulary, reading and writing strategies and observance of the standards and conventions specific to each language. These programs allow adult learners to develop written and oral communication skills in different contexts.

### **Social Sciences**

The Exploring Entrepreneurship program and programs in the Social Sciences subject area enable adult learners to understand the nature of the relationships that make societies interdependent when it comes to dealing with economic, social and environmental issues. Adult learners must understand how these relationships shape the organization of today's world and of the businesses that operate in it. These programs prepare them to participate in community life and societal debates as citizens who are informed, critical and open to diversity.

### **Mathematics, Science and Technology**

Programs in the Mathematics, Science and Technology subject area provide adult learners with scientific concepts and principles that can help them develop the skills essential to a career in entrepreneurship. These programs can also allow them to discover development paths associated with various issues (environmental, biotechnological, digital, etc.) as well as tools that will enable them to deal with every aspect of entrepreneurial management and administration.



## Chapter 2

# Pedagogical Context





## 2.1 Learning Situations

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Learning situations are contexts designed or used to facilitate learning. They allow adult learners to construct knowledge, mobilize a variety of resources and develop competencies. They are based on a pedagogical aim related to one or more broad areas of learning, cross-curricular competencies, families of learning situations and prescribed elements of the learning content.

The following aspects are taken into consideration when developing a learning situation:

- **The combination of activities or tasks** to be completed, which should be complex enough to motivate adult learners and provide them with opportunities to reflect on their learning and the work they have produced.
- **The repertoire of resources**, which should consist of a variety of internal and external resources that are accessible, necessary and relevant:
  - Internal resources are specific to an individual and include knowledge, strategies and attitudes that have already been acquired or that need to be developed in order to meet the requirements of the learning situation.
  - External resources include not only the facilities or materials available in the environment, but also resource persons that adult learners can consult (on site or remotely), as well as various means of communication among participants.
- **Opportunities for reflection**, feedback and regulation, which allow adult learners to reflect on the issues, requirements and values underlying their learning, to analyze constraints while taking into account the aims to be achieved, and to take a critical look at their learning strategies, choices and the quality of their achievements.

The more these aspects are taken into account, the more learning situations will be meaningful, open-ended and complex.

A learning situation is **meaningful** when adult learners perceive the connections between the learning they have acquired in class and possible future applications. A situation will be all the more meaningful if it refers to issues related to current events or the broad areas of learning.

A learning situation is **open-ended** if it enables adult learners to explore several hypotheses rather than just one, and if it involves various tasks (such as selecting documents, evaluating different points of view and comparing data), favours the use of different research and communications media, results in different types of work to be produced and fosters the transfer of learning.

A learning situation is **complex** insofar as it requires adult learners to use and make connections between prescribed elements of the learning content, broad areas of learning, cross-curricular competencies and knowledge targeted by other subject areas.

## 2.2 Families of Learning Situations

---

A family of learning situations is a group of situations that share some common elements. It provides specific contexts that help give meaning to learning and foster the integration and transfer of learning from the classroom to everyday life.

The learning situations in the Exploring Entrepreneurship program fall into two families of learning situations entitled Entrepreneurial Profile and Business Ideas. As part of the learning process, adult learners must explore various aspects of entrepreneurship through a series of learning situations grouped under one of these families of learning situations.

Through their various exploration activities, adult learners become more self-aware, explore their entrepreneurial potential, discover new career possibilities and may eventually consider entrepreneurship as an informed and realistic career choice.

Thus, adult learners take a two-pronged approach to exploring entrepreneurship: they use information and reflect on their situation with regard to this information. This allows them to acquire knowledge, mobilize resources and develop the subject-specific competencies of the Exploring Entrepreneurship program.

Examples of learning situations can be found in chapters 6 and 7.

## 2.3 Educational Resources

In order to foster competency development, teachers should facilitate access to a variety of educational resources. Personal and conceptual resources are those that teachers are able to draw out of the adult learners themselves, whereas material, information, institutional and human resources are those that teachers make available and incorporate into learning situations.

| <b>Table 1<br/>Educational Resources</b> |  |
|--|--|
| <b>Educational Resources</b>             | <b>Examples</b>  |
| <b>Personal</b>                          | Knowledge of self and the world of entrepreneurship<br>Decision-making strategy<br>Aptitude for self-assessment and self-observation |
| <b>Conceptual</b>                        | Reading and writing skills<br>Ability to interpret data  |
| <b>Material</b>                          | Tools for reflection<br>Computer and multimedia system<br>Recording tools  |
| <b>Information</b>                       | Academic, career and industrial information<br>Business structures<br>Guides on validating the potential of a business idea          |
| <b>Institutional</b>                     | Public, parapublic and community agencies<br>Educational institutions<br>Local industries and businesses                             |
| <b>Human</b>                             | Teaching staff<br>Guidance staff<br>Adult learners<br>Entrepreneur<br>Important entrepreneurial resource person                      |

### Adult Learner's Role

Adult learners are encouraged to examine their entrepreneurial potential based on their knowledge, observations, perceptions and research. They raise questions that they then try to answer in different ways. They are also encouraged to make connections between what they already know and what they are learning.

Adult learners also share their discoveries with their classmates and teachers. They alternate between periods during which they look at information in more detail and periods during which they step back to put personal and entrepreneurial factors into perspective. As they make their discoveries, adult

learners become increasingly aware of the issues related to entrepreneurship. By continuing to reflect and explore, adult learners evaluate whether entrepreneurship is a plausible career choice for them.

Adult learners also reflect on their methods, questioning the way they learn, the range of resources they use and the path they follow. This reflective process, and the adjustments it entails, helps ensure that their aptitudes are better suited to the world of entrepreneurship.

Adult learners discuss their questions and the results of their work with their fellow students and teachers. Whether they do this orally or in writing, they must communicate clearly and thoughtfully. The fact that adult learners are responsible for their own learning also plays a vital role in strengthening their motivation and autonomy.

### **Teacher's Role**

The role of the teacher is to support adult learners in their learning. A kind, welcoming and supportive attitude is key to any type of transformative learning. The teacher should also consider adult learners' prior learning, abilities and limitations, cognitive styles, interests and experience in order to better understand the difficulties they encounter in their learning. It is the teacher's role to help adult learners discover new concepts and develop the joy of learning by encouraging them to share their knowledge, motivations and interests, guiding them through their research and providing a variety of resources that will enable them to progress through the different steps of the learning process.

To do this, the teacher suggests learning situations that allow adult learners to make good use of the learning content and develop competencies. The teacher acts as a mediator between the adult learners and the knowledge to be acquired, making sure the adult learners construct meaning through reflection, discussion and the sharing of different points of view. In this way, adult learners are able to clarify their thinking and formulate their ideas. Lastly, the teacher encourages adult learners to provide constructive feedback, become more aware, and draw upon and acquire knowledge, thereby promoting the development of the adult learners' capacity for abstraction and ability to transfer what they have learned.

## Chapter 3

### Subject-Specific Competencies

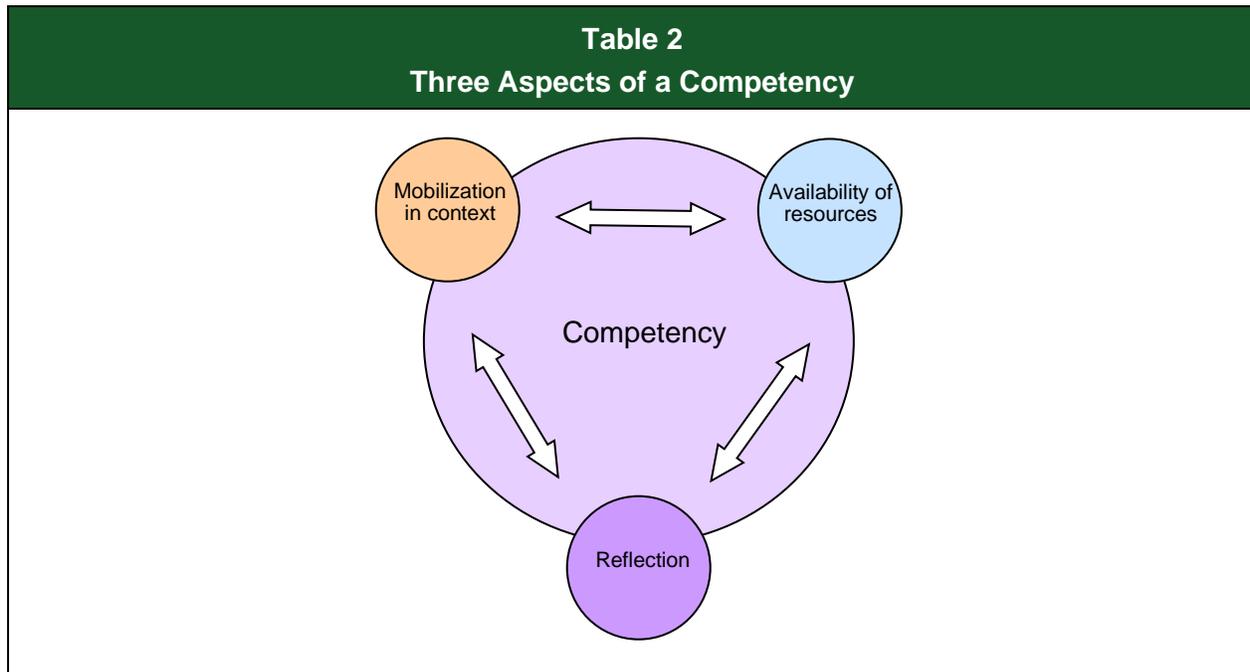




### 3.1 How the Subject-Specific Competencies Work Together

A competency is defined as the ability to act effectively by mobilizing a range of resources. This ability to act is developed throughout an adult's lifetime.

The definition of competency involves three specific aspects: mobilization in context, availability of resources and reflection.



#### Mobilization in Context

A competency is developed through action, in the adequate performance of a task in a specific context. It requires, first of all, a thoughtful “reading” of the characteristics of the context. Mobilization in context also requires that adult learners take into account any constraints that exist in the context and adjust their actions accordingly.

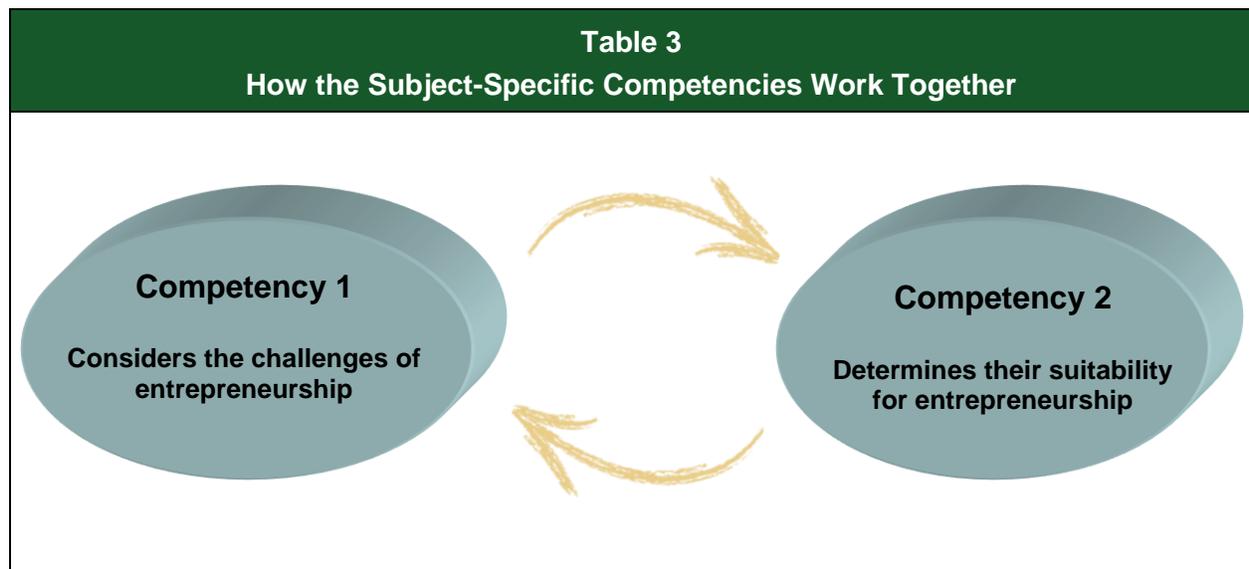
#### Availability of Resources

A competency is based on the availability of a variety of resources.

#### Reflection

The concept of competency also implies that adult learners must also be able to explain the process they applied to effectively mobilize a set of resources, perform tasks and solve problems in a given situation. This enables them to identify their strengths and challenges, and to thereby improve the way they learn.

The Exploring Entrepreneurship program aims to develop two subject-specific competencies: *Considers the challenges of entrepreneurship* and *Determines their suitability for entrepreneurship*. The following table illustrates how the subject-specific competencies work together.



When adult learners *consider the challenges of entrepreneurship*, they gather information and make connections between these items of information. They then *determine their suitability for entrepreneurship* by adjusting their thinking and determining the conditions needed to achieve their goal.

Table 4 presents an overview of the program's subject-specific competencies, their key features and manifestations.

In learning situations, the sequence of manifestations may vary, and adult learners can review the work they do with regard to the various manifestations.

**Table 4**  
**Overview of the Subject-Specific Competencies**

| <i>The Exploring the Entrepreneurial Profile Course</i>   |  |
|---|--|
| <b>Competency 1</b><br><b>Considers the challenges of entrepreneurship</b>  | <b>Competency 2</b><br><b>Determines their suitability for entrepreneurship</b>  |
| <p><b>Gathers information about the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Uses support resources to explore the entrepreneurial profile</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul> <p><b>Analyzes the information gathered on the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies the factors associated with the reality of being an entrepreneur</li> <li>• Identifies the advantages and disadvantages of being an entrepreneur</li> </ul> | <p><b>Adjusts their thinking on the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies the factors relating to their personal situation</li> <li>• Compares the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur</li> <li>• Discusses their own profile</li> </ul> <p><b>Determines their potential with regard to the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies their strengths and challenges with regard to the entrepreneurial profile</li> </ul> |
| <i>The Exploring Business Ideas Course</i>  |  |
| <b>Competency 1</b><br><b>Considers the challenges of entrepreneurship</b>  | <b>Competency 2</b><br><b>Determines their suitability for entrepreneurship</b>  |
| <p><b>Learns about starting a business</b></p> <ul style="list-style-type: none"> <li>• Uses business idea generators</li> <li>• Uses support resources for starting a business</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul> <p><b>Analyzes the components of a business idea</b></p> <ul style="list-style-type: none"> <li>• Identifies the components of a business idea</li> <li>• Describes the relationships between the components of a business idea</li> </ul>  | <p><b>Consolidates their thinking on a business idea</b></p> <ul style="list-style-type: none"> <li>• Develops the components of a business idea</li> <li>• Discusses business ideas</li> </ul> <p><b>Determines the potential of a business idea</b></p> <ul style="list-style-type: none"> <li>• Identifies the strengths and weaknesses of a business idea</li> <li>• Determines the actions required to bring a business idea to life</li> </ul>   |

## 3.2 Competency 1: Considers the challenges of entrepreneurship

---

### 3.2.1 Focus of the Competency

The competency *Considers the challenges of entrepreneurship* allows adult learners to develop a systematic approach to the exploration process. They do this by gathering information about entrepreneurship and then making connections between these items of information.

When they gather information about entrepreneurship, adult learners use printed or web-based documentary resources and identify support resources. They then carry out exploration activities to discuss the reality of being an entrepreneur and the development of a business idea.

When analyzing the information gathered in the *Exploring the Entrepreneurial Profile* course, adult learners identify the factors associated with the reality of being an entrepreneur and determine the advantages and disadvantages of a career in entrepreneurship.

When analyzing a business idea in the *Exploring Business Ideas* course, adult learners identify the components of that idea and describe the relationships between them, while showing that they understand the relevance of each component.

They can always go back to a previous task or consult a resource person for help with their exploration process.

### 3.2.2 Key Features and Manifestations of the Competency

The following table shows the key features and manifestations of Competency 1.

| <b>Table 5</b><br><b>Competency 1 – Key Features and Manifestations</b>   |  |
|---|--|
|  <p style="text-align: center;"><b>Considers the challenges of entrepreneurship</b></p> |  |
| <i>The Exploring the Entrepreneurial Profile Course</i>   |  |
| Key Features  | Manifestations   |
| <b>Gathers information about the entrepreneurial profile</b>  | <ul style="list-style-type: none"> <li>• Uses support resources to explore the entrepreneurial profile</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul>                           |
| <b>Analyzes the information gathered on the entrepreneurial profile</b>   | <ul style="list-style-type: none"> <li>• Identifies the factors associated with the reality of being an entrepreneur</li> <li>• Identifies the advantages and disadvantages of being an entrepreneur</li> </ul>        |
| <i>The Exploring Business Ideas Course</i>  |  |
| Key Features  | Manifestations   |
| <b>Learns about starting a business</b>   | <ul style="list-style-type: none"> <li>• Uses business idea generators</li> <li>• Uses support resources for starting a business</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul> |
| <b>Analyzes the components of a business idea</b>   | <ul style="list-style-type: none"> <li>• Identifies the components of a business idea</li> <li>• Describes the relationships between the components of a business idea</li> </ul>                                      |

### 3.2.3 Development of the Competency

The competency *Considers the challenges of entrepreneurship* is developed in connection with the program's second subject-specific competency. To ensure its development, teachers must present learning situations that involve an exploration process requiring reflection on the part of the adult learner. A single learning situation may lead to the development of more than one manifestation of the competency.

The end-of-course outcomes are presented in chapters 6 and 7.

## 3.3 Competency 2: Determines their suitability for entrepreneurship

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### 3.3.1 Focus of the Competency

The competency *Determines their suitability for entrepreneurship* allows adult learners to develop a systematic approach to the exploration process. To do this, they adjust their thinking when it comes to the entrepreneurial profile and a business idea, and they determine the conditions they need to fulfill with regard to entrepreneurship.

When they adjust their thinking in the *Exploring the Entrepreneurial Profile* course, adult learners identify the factors relating to their personal situation, compare them with the factors associated with the reality of being an entrepreneur, and discuss their discoveries with the people around them. Then, when they determine their potential, they identify their strengths and challenges with regard to the entrepreneurial profile.

When they consolidate their thinking in the *Exploring Business Ideas* course, adult learners develop the components of a business idea and discuss business ideas with the people around them. Then, when they determine the potential of a business idea, they identify its strengths and weaknesses and determine the actions required to bring it to life.

They can always go back to a previous task or consult a resource person for help with their exploration process.

### 3.3.2 Key Features and Manifestations of the Competency

The following table shows the key features and manifestations of Competency 2.

| Table 6<br>Competency 2 – Key Features and Manifestations  |   |
|--|---|
|  <p style="text-align: center;"><b>Determines their suitability for entrepreneurship</b></p> |   |
| <i>The Exploring the Entrepreneurial Profile Course</i>  |   |
| Key features   | Manifestations  |
| <b>Adjusts their thinking on the entrepreneurial profile</b>   | <ul style="list-style-type: none"> <li>• Identifies the factors relating to their personal situation</li> <li>• Compares the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur</li> <li>• Discusses their own profile</li> </ul> |
| <b>Determines their potential with regard to the entrepreneurial profile</b>   | <ul style="list-style-type: none"> <li>• Identifies their strengths and challenges with regard to the entrepreneurial profile</li> </ul>  |
| <i>The Exploring Business Ideas Course</i>   |   |
| Key features   | Manifestations  |
| <b>Consolidates their thinking on a business idea</b>  | <ul style="list-style-type: none"> <li>• Develops the components of a business idea</li> <li>• Discusses business ideas</li> </ul>  |
| <b>Determines the potential of a business idea</b>   | <ul style="list-style-type: none"> <li>• Identifies the strengths and weaknesses of a business idea</li> <li>• Determines the actions required to bring a business idea to life</li> </ul>  |

### 3.3.3 Development of the Competency

The competency *Determines their suitability for entrepreneurship* is developed in connection with the program's first subject-specific competency. To ensure its development, teachers must present learning situations that involve a thought-provoking exploration process. A single learning situation may lead to the development of more than one manifestation of the competency. The end-of-course outcomes are presented in chapters 6 and 7.

### 3.4 Process

When adult learners think, perceive, reason or take action to progress in their learning, mobilize resources and develop competencies, they use a research process that leads them to acquire knowledge and reflect on their experiences to make learning meaningful and engaging. The integration of knowledge allows adult learners to become aware of what they have learned and to transfer it, where applicable, to real-life situations. The suggested research process is built into the development of the subject-specific competencies in the Exploring Entrepreneurship program. It requires adult learners to apply and master a number of complex skills such as thinking, writing, organizing ideas and creating diagrams.

The suggested research process is divided into five interrelated and complementary steps. These steps lead adult learners to perform a variety of tasks that are not necessarily sequential. Adult learners are therefore able to return to a previous task at any time.

The table below illustrates this process. The left-hand column lists the steps, and the right-hand column shows examples of tasks to be completed.

| Research Process                              |  |
|---|--|
| Steps   | Tasks (examples)   |
| Become familiar with the topic to be explored | <ul style="list-style-type: none"> <li>• Learn about the topic</li> <li>• Ensure they understand the tasks to be performed</li> <li>• Reflect on and use their knowledge and experiences acquired through the exploration process</li> </ul>                             |
| Plan the research                             | <ul style="list-style-type: none"> <li>• Create a research plan</li> <li>• Determine what is to be explored</li> <li>• Consider research strategies</li> </ul>   |
| Gather and organize the information           | <ul style="list-style-type: none"> <li>• Find information in a variety of reliable sources</li> <li>• Select the most relevant information</li> <li>• Distinguish facts from opinions</li> <li>• Classify and compare information according to its importance</li> </ul> |
| Process and analyze the information           | <ul style="list-style-type: none"> <li>• Make sure the information is factual, reliable and relevant</li> <li>• Select the most relevant documents and information</li> </ul>  |
| Communicate the results                       | <ul style="list-style-type: none"> <li>• Take a position</li> <li>• Discuss points of view</li> <li>• Express their opinion and defend it in a clear, concise and coherent manner</li> <li>• Qualify their remarks, if necessary</li> </ul>                              |

## Chapter 4

### Subject-Specific Content





## 4.1 Knowledge

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The subject-specific competencies of the Exploring Entrepreneurship program are developed through learning content that has been divided into categories, each containing essential knowledge for the exploration process.

There are three categories for each course, as follows:

For the *Exploring the Entrepreneurial Profile* course:

- 1) Factors associated with the reality of being an entrepreneur
- 2) Factors relating to one's personal situation
- 3) Support resources to explore the entrepreneurial profile

For the *Exploring Business Ideas* course:

- 1) Business idea generators
- 2) Components of a business
- 3) Support resources for starting a business

The numbers in the above lists are not intended to denote any particular sequence. The categories may be addressed in any order.

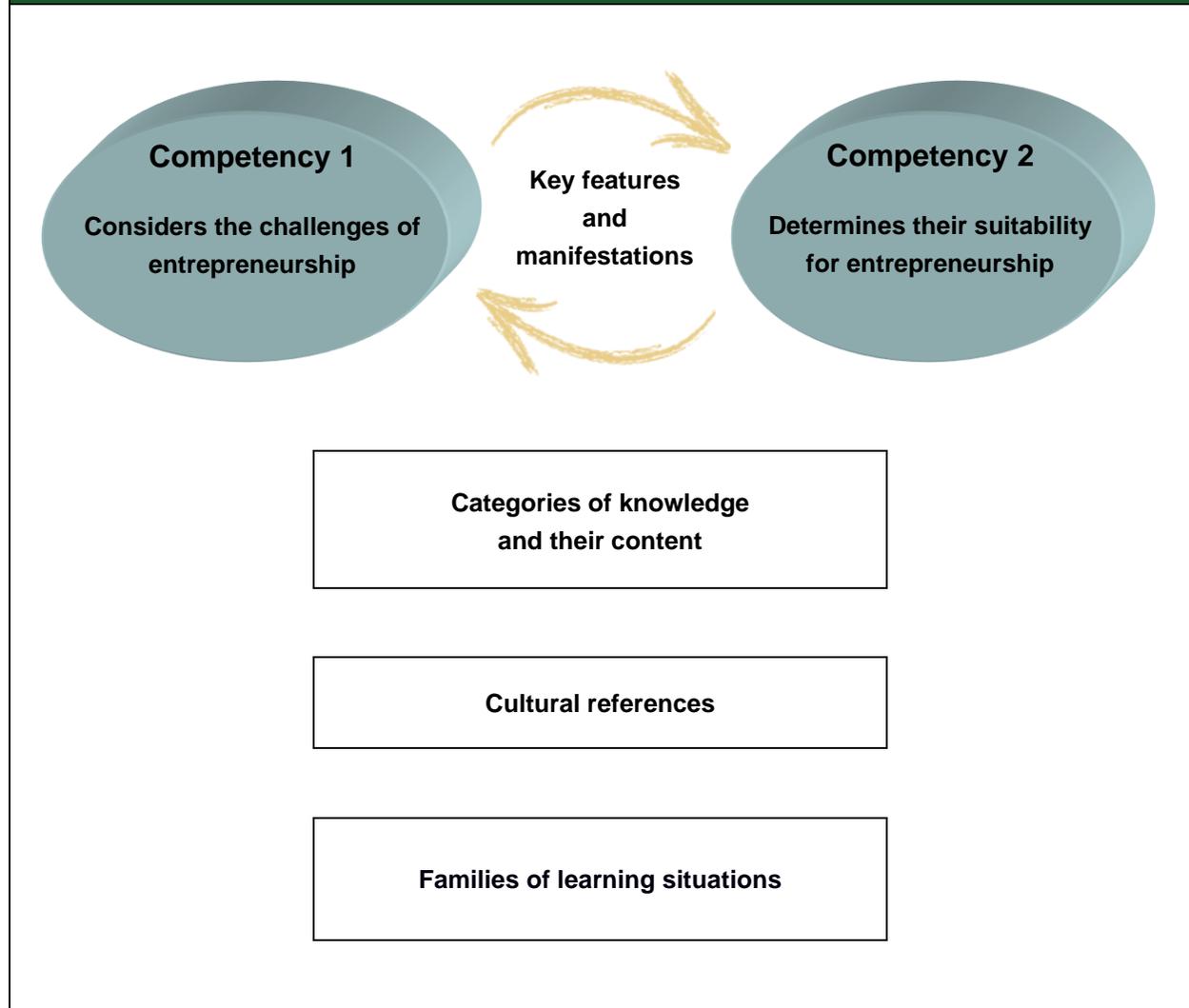
The following table provides an overview of the categories of knowledge.

Knowledge is acquired through study and experience and includes concepts, strategies, methods and techniques. The knowledge related to the courses in this program is described in detail in chapters 6 and 7.

| Table 7<br>Overview of the Different Categories of Knowledge   |  |
|--|--|
| The <i>Exploring the Entrepreneurial Profile</i> Course  | The <i>Exploring Business Ideas</i> Course   |
| <b>1) Factors associated with the reality of being an entrepreneur</b>   | <b>1) Business idea generators</b>   |
| <ul style="list-style-type: none"> <li>• Characteristics of entrepreneurs</li> <li>• Contribution of entrepreneurs to society</li> </ul>     | <ul style="list-style-type: none"> <li>• External generators</li> <li>• Internal generators</li> </ul>   |
| <b>2) Factors relating to one's personal situation</b>   | <b>2) Components of a business</b>   |
| <ul style="list-style-type: none"> <li>• Personality traits</li> <li>• Acquired skills</li> <li>• Obstacles</li> <li>• Influences</li> </ul> | <ul style="list-style-type: none"> <li>• Internal components</li> <li>• External components</li> </ul>   |
| <b>3) Support resources to explore the entrepreneurial profile</b>   | <b>3) Support resources for starting a business</b>  |
| <ul style="list-style-type: none"> <li>• Documentary resources</li> <li>• Community resources</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Documentary resources</li> <li>• Community resources</li> </ul> |

The following diagram presents the prescribed elements of the subject-specific content: the competencies with their key features and manifestations; the categories of knowledge and their content; cultural references; and the families of learning situations.

**Table 8**  
**Prescribed Elements of the Subject-Specific Content**



## 4.2 Cultural References

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Cultural references are socioeconomic factors that adult learners consider in their personal and career choices. The term refers to the contexts that influence adult learners and the profession of entrepreneur. In other words, cultural references are resources to which adult learners refer during the exploration process.

**Although the use of cultural references is prescribed, the examples provided in the courses are not.**



## Chapter 5

### Organization of the Courses in the Program





The duration of the Exploring Entrepreneurship program is 50 hours. The program consists of two courses.

| <b>Table 9<br/>Organization of the Courses</b> |  |              |                |
|--|--|--------------|----------------|
| <b>Secondary V course</b>                      | <b>Course title</b>                          | <b>Hours</b> | <b>Credits</b> |
| PRS-5401-1                                     | <i>Exploring the Entrepreneurial Profile</i> | 25           | 1              |
| PRS-5402-1                                     | <i>Exploring Business Ideas</i>              | 25           | 1              |

The courses are intended for anyone enrolled in adult education. There are no prerequisites, and successful completion of the courses earns adult learners Secondary V credits. The courses stand alone and do not have to be taken in any particular order.





## Chapter 6

### Course PRS-5401-1 *Exploring the Entrepreneurial Profile*





## PRS-5401-1

## Exploring the Entrepreneurial Profile

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### Secondary V

Duration: 25 hours

### 6.1 Description of the Course

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The aim of the *Exploring the Entrepreneurial Profile* course is to help adult learners become familiar with the entrepreneurial profile, justify their potential with regard to this profile and, if applicable, recognize entrepreneurship as a possible fulfilling career path.

## 6.2 Subject-Specific Competencies

The *Exploring the Entrepreneurial Profile* course targets the development of the two subject-specific competencies of the Exploring Entrepreneurship program. The following table presents an overview of the competencies, their key features and manifestations.

In learning situations, the sequence of manifestations may vary, and adult learners can review the work they do with regard to the various manifestations.

| <b>Overview of the Subject-Specific Competencies</b>  |  |
|---|--|
| <b>Competency 1<br/>Considers the challenges of entrepreneurship</b>  | <b>Competency 2<br/>Determines their suitability for entrepreneurship</b>  |
| <p><b>Gathers information about the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Uses support resources to explore the entrepreneurial profile</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul> <p><b>Analyzes information gathered on the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies the factors associated with the reality of being an entrepreneur</li> <li>• Identifies the advantages and disadvantages of being an entrepreneur</li> </ul> | <p><b>Adjusts their thinking on the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies the factors relating to their personal situation</li> <li>• Compares the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur</li> <li>• Discusses their own profile</li> </ul> <p><b>Determines their potential with regard to the entrepreneurial profile</b></p> <ul style="list-style-type: none"> <li>• Identifies their strengths and challenges with regard to the entrepreneurial profile</li> </ul> |

## 6.3 Process

To progress in their learning, mobilize resources and develop competencies, adult learners use a thought-provoking research process that allows them to structure the exploration of their entrepreneurial potential. This process requires adult learners to perform a variety of tasks that are not necessarily sequential. It also involves periods of reflection that may extend over several weeks.

Adult learners must:

- become familiar with the topic to be explored
- plan the research
- gather and organize the information
- process and analyze the information
- communicate the results

## 6.4 Cross-Curricular Competencies

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Although all the cross-curricular competencies in the program may be called upon, to varying degrees, in the *Exploring the Entrepreneurial Profile* course, it is important to identify those that best meet the requirements of the tasks to be carried out in each learning situation developed by the teacher.

For example, the learning situation *The Entrepreneurial Spirit* in Section 6.8 makes use of three cross-curricular competencies: *Uses information*, *Exercises critical judgment* and *Achieves their potential*.

When adult learners *use information*, they gather information on situational factors and make sure their sources are reliable. They compare the information and assess its value or relevance, and then organize and synthesize the information so as to be able to use it.

When they *exercise critical judgment*, they form and express an opinion and then qualify their opinion by answering any questions raised as they confirm and justify their choices.

When they *achieve their potential*, adult learners engage in self-evaluation. They discover their preferences and interests, consolidate their view of themselves and determine their ability to meet the challenges they encounter.

## 6.5 Subject-Specific Content

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The subject-specific content of this course allows adult learners to explore entrepreneurship. It includes categories of knowledge and their content, as well as cultural references.

The prescribed elements of the course are: the subject-specific competencies, key features and manifestations; the categories of knowledge and their content; the family of learning situations; and cultural references. Although the use of cultural references is prescribed, the examples provided in the course are not.

### **Categories of knowledge**

The categories of knowledge for the course are as follows:

- 1) Factors associated with the reality of being an entrepreneur
- 2) Factors relating to one's personal situation
- 3) Support resources to explore the entrepreneurial profile

The numbers in the above list are not intended to denote any particular sequence. The categories may be addressed in any order.

The following table presents the categories of knowledge and their respective content. The elements shown in parentheses are examples that clarify the scope of the subject-specific content. These elements are not prescribed.

| <b>Categories of Knowledge</b><br><i>The Exploring the Entrepreneurial Profile Course</i>   |   |   |
|---|---|---|
| 1) Factors associated with the reality of being an entrepreneur   | 2) Factors relating to one's personal situation   | 3) Support resources to explore the entrepreneurial profile   |
| <p><b>Characteristics of entrepreneurs</b></p> <ul style="list-style-type: none"> <li>• Personality traits (qualities, fields of interest, aptitudes, perceptions of risk and failure, leadership)</li> <li>• Professional and technical skills (administration, human resources, communication, marketing, sales)</li> <li>• Factors of success and failure (adaptability, networking, availability and accessibility of resources)</li> </ul> <p><b>Contribution of entrepreneurs to society</b></p> <ul style="list-style-type: none"> <li>• Economic contributions (job creation, business sustainability, business succession)</li> <li>• Contributions to the community (environment, accessibility to resources for the community, response to social challenges)</li> <li>• Innovative inputs (concept development, technological advances, artificial intelligence)</li> </ul> | <p><b>Personality traits</b></p> <ul style="list-style-type: none"> <li>• Qualities, abilities, aptitudes</li> <li>• Fields of interest, passions</li> </ul> <p><b>Acquired skills</b></p> <ul style="list-style-type: none"> <li>• Employment experiences</li> <li>• Volunteer work</li> <li>• Home and family experiences</li> </ul> <p><b>Obstacles</b></p> <ul style="list-style-type: none"> <li>• Family situation</li> <li>• Available time</li> <li>• Lack of relevant experience</li> <li>• Consequences of failure or bankruptcy</li> </ul> <p><b>Influences</b></p> <ul style="list-style-type: none"> <li>• Internal influences (friends or acquaintances, family, community and cultural traditions)</li> <li>• External influences (entrepreneurs, educational institutions or community organizations, media)</li> </ul> | <p><b>Documentary resources</b></p> <ul style="list-style-type: none"> <li>• Printed documents</li> <li>• Web documents</li> </ul> <p><b>Community resources</b></p> <ul style="list-style-type: none"> <li>• Guidance counsellor</li> <li>• People around them (family, acquaintances, employers)</li> <li>• Business people (mentors, entrepreneurs)</li> </ul> |

## Cultural References

The examples of cultural references provided in the course refer to personal situations and socioeconomic factors that adult learners could consider when they explore their entrepreneurial profile. They refer to family and social influences and take into account the impact of running a business on individuals and their families. In addition, they make it possible to incorporate entrepreneurial culture into the curriculum, to enhance adult learners' knowledge and to give meaning to learning. Although the use of cultural references in the course is prescribed, the following examples are not.

| Personal Environment   | Portrait of Entrepreneurship  |
|--|---|
| <p><b>Impact on the family</b></p> <ul style="list-style-type: none"> <li>• Family-work balance</li> <li>• Quest for prestige, personal fulfillment and material wealth</li> <li>• Financial situation (security or instability)</li> <li>• Time management (autonomy and freedom)</li> </ul> <p><b>Professional situation</b></p> <ul style="list-style-type: none"> <li>• Peer recognition</li> <li>• Professional status</li> <li>• Career opportunity</li> <li>• Work from home</li> </ul> | <p><b>Promotion of entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurial Index</li> <li>• Success stories</li> <li>• Myths and realities</li> </ul> <p><b>Diversity in entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Women in business</li> <li>• Immigrants</li> <li>• People with disabilities</li> <li>• Youth entrepreneurship</li> <li>• Indigenous communities</li> </ul> <p><b>Business transfer</b></p> <ul style="list-style-type: none"> <li>• Transferring the business to relatives or non-relatives</li> <li>• Impact on economic development</li> </ul> |

## 6.6 Family of Learning Situations

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A family of learning situations is a group of related situations that provide contexts designed to give meaning to the students' learning. In this course, the family of learning situations is called Entrepreneurial Profile, and it encompasses everything that could be associated with an entrepreneur's situation.

## 6.7 Broad Areas of Learning

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The broad areas of learning serve as foundations for the development of competencies and learning situations. The *Exploring the Entrepreneurial Profile* course has connections with all the broad areas of learning and, in particular, with Career Planning and Entrepreneurship.

The proposed learning situation entitled *The Entrepreneurial Spirit* requires adult learners to carry out an exploration exercise to become aware of their individual characteristics and the characteristics of entrepreneurs. This aim is entirely consistent with the course's subject-specific competencies and with the proposed exploration process. Adult learners recognize their strengths and challenges, and consider their future and potential for success if they decide to embark on an entrepreneurial path. Sharing these ideas with others promotes introspection.

## 6.8 Example of a Learning Situation

Every learning situation is based on a pedagogical aim connected to different elements of the program and course. Three aspects are taken into consideration when developing a learning situation: the combination of activities or tasks, the repertoire of resources, and opportunities for reflection.

The following learning situation contains:

- 1) a reference to the elements of the program and course
- 2) the context: initial situation and situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

It is entitled *The Entrepreneurial Spirit*.

| <b><i>The Entrepreneurial Spirit</i></b>                  |  |
|---|--|
| <b>1) Reference to Elements of the Program and Course</b> |  |
| <b>Broad area of learning</b>                             | <ul style="list-style-type: none"> <li>• Career Planning and Entrepreneurship</li> </ul>   |
| <b>Cross-curricular competencies</b>                      | <ul style="list-style-type: none"> <li>• Uses information</li> <li>• Exercises critical judgment</li> <li>• Achieves their potential</li> </ul>  |
| <b>Family of learning situations</b>                      | <ul style="list-style-type: none"> <li>• Entrepreneurial Profile</li> </ul>  |
| <b>Subject-specific competencies</b>                      | <ul style="list-style-type: none"> <li>• Considers the challenges of entrepreneurship</li> <li>• Determines their suitability for entrepreneurship</li> </ul>  |
| <b>Categories of knowledge</b>                            | <ul style="list-style-type: none"> <li>• Factors associated with the reality of being an entrepreneur</li> <li>• Factors relating to one's personal situation</li> <li>• Support resources to explore the entrepreneurial profile</li> </ul> |
| <b>Cultural references</b>                                | <ul style="list-style-type: none"> <li>• Personal environment</li> <li>• Portrait of entrepreneurship</li> </ul>   |

## **2) The Context: Initial Situation and Situational Problem**

Andrea has friends and family who are entrepreneurs. Some say she has what it takes to become an entrepreneur, and she thinks so too.

From everything she has heard on the subject, Andrea tries to draw up the ideal profile of an entrepreneur, but she finds this task difficult. She wonders what personality traits and professional skills a person needs for a career in entrepreneurship.

Andrea wants to satisfy her curiosity and learn more to be able to assess her profile. This will allow her to get a more accurate idea of the characteristics of the entrepreneurial profile and determine the advantages and disadvantages of being an entrepreneur. Can you guide her through the exploration process? Where should she start?

| <b>3) Pedagogical Aim, Activities and Connections With the Subject-Specific Competencies</b>  |
|---|
| <b>Pedagogical aim:</b>   |
| <b>Help adult learners make connections between factors associated with the reality of being an entrepreneur and the advantages and disadvantages of being an entrepreneur</b>  |
| <b>Activities</b>   |
| <b>Subject-Specific Competency</b> <i>Considers the challenges of entrepreneurship</i>  |
| <p>To <b>gather information about the entrepreneurial profile</b>, adult learners explore the characteristics of the people who have chosen this career path. To do this, they:</p> <ul style="list-style-type: none"> <li>• identify an entrepreneur they know</li> <li>• write down questions to ask the entrepreneur to learn more about: <ul style="list-style-type: none"> <li>- their personality traits</li> <li>- their professional and technical skills</li> <li>- their successes and failures</li> <li>- their contributions to society</li> </ul> </li> <li>• plan and hold a meeting with this person</li> <li>• compile the answers obtained</li> </ul> <p>To <b>analyze the information gathered on the entrepreneurial profile</b>, adult learners:</p> <ul style="list-style-type: none"> <li>• draw up a table outlining the realities of that person's situation: their characteristics and contribution to society as an entrepreneur</li> <li>• examine the advantages and disadvantages of the person's work</li> <li>• write a summary of their thoughts about what they learned from the entrepreneur and keep this for future reference</li> </ul> <p><b>Work expected of adult learners:</b></p> <ul style="list-style-type: none"> <li>• Interview questionnaire and answers obtained</li> <li>• Table outlining the realities of the person's situation in their capacity as an entrepreneur</li> <li>• Summary of their thoughts about what they learned from the entrepreneur</li> </ul> |
| <b>Subject-Specific Competency</b> <i>Determines their suitability for entrepreneurship</i>   |
| <p>To <b>adjust their thinking on the entrepreneurial profile</b>, adult learners:</p> <ul style="list-style-type: none"> <li>• list the factors relating to their personal situation: <ul style="list-style-type: none"> <li>- their personality traits</li> <li>- the skills they have acquired</li> <li>- their obstacles</li> <li>- their influences</li> </ul> </li> <li>• compare each of the items in the table they drew up previously with their personal situation</li> <li>• write a summary of their thoughts and keep this for future reference</li> <li>• discuss their discoveries with their peers</li> </ul> <p><b>Work expected of adult learners:</b></p> <ul style="list-style-type: none"> <li>• Summary of their thoughts</li> <li>• Oral or written presentation on their discoveries</li> </ul>   |

## 6.9 End-of-Course Outcomes

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The end-of-course outcomes summarize what is expected of adult learners at the end of the *Exploring the Entrepreneurial Profile* course.

To develop the subject-specific competency *Considers the challenges of entrepreneurship*, adult learners gather information by using support resources to explore the entrepreneurial profile and carrying out exploration activities related to entrepreneurship. Then, they analyze the information gathered, which helps them identify the factors associated with the reality of being an entrepreneur. Finally, they determine the advantages and disadvantages of being an entrepreneur.

To develop the subject-specific competency *Determines their suitability for entrepreneurship*, adult learners adjust their thinking on the entrepreneurial profile in light of the key elements of their own profile. To do this, adult learners identify factors relating to their own personal situation, compare them with the factors associated with the reality of being an entrepreneur and discuss their discoveries with the people around them. Then, they determine their potential with regard to the entrepreneurial profile by identifying their strengths and challenges.

## 6.10 Evaluation Criteria

To support learning and evaluate the development of subject-specific competencies at the end of the course, teachers base their judgment on evaluation criteria. These criteria are used to evaluate learning for certification purposes.

| Subject-Specific Competencies and Evaluation Criteria |  |
|---|--|
| Subject-Specific Competencies                         | Evaluation Criteria  |
| Considers the challenges of entrepreneurship          | <ul style="list-style-type: none"> <li>• Methodical search for information on the entrepreneurial profile</li> <li>• Relevant analysis of information on the entrepreneurial profile</li> </ul>                        |
| Determines their suitability for entrepreneurship     | <ul style="list-style-type: none"> <li>• Thorough reflection on their entrepreneurial profile</li> <li>• Coherent and realistic justification of their potential with regard to the entrepreneurial profile</li> </ul> |



## Chapter 7

### Course PRS-5402-1 *Exploring Business Ideas*





**Secondary V**

**Duration: 25 hours**

**7.1 Description of the Course**

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The aim of the *Exploring Business Ideas* course is to help adult learners identify the components of entrepreneurial projects, justify the potential of these projects and, if applicable, recognize their ability to create their own business.

## 7.2 Subject-Specific Competencies

The *Exploring Business Ideas* course targets the development of the two subject-specific competencies of the Exploring Entrepreneurship program. The following table presents an overview of the competencies, their key features and manifestations.

In learning situations, the sequence of manifestations may vary, and adult learners can review the work they do with regard to the various manifestations.

| <b>Overview of the Subject-Specific Competencies</b>   |  |
|--|--|
| <b>Competency 1<br/>Considers the challenges of entrepreneurship</b>   | <b>Competency 2<br/>Determines their suitability for entrepreneurship</b>  |
| <p><b>Learns about starting a business</b></p> <ul style="list-style-type: none"> <li>• Uses business idea generators</li> <li>• Uses support resources for starting a business</li> <li>• Carries out an exploration activity related to entrepreneurship</li> </ul> <p><b>Analyzes the components of a business idea</b></p> <ul style="list-style-type: none"> <li>• Identifies the components of a business idea</li> <li>• Describes the relationships between the components of a business idea</li> </ul> | <p><b>Consolidates their thinking on a business idea</b></p> <ul style="list-style-type: none"> <li>• Develops the components of a business idea</li> <li>• Discusses business ideas</li> </ul> <p><b>Determines the potential of a business idea</b></p> <ul style="list-style-type: none"> <li>• Identifies the strengths and weaknesses of a business idea</li> <li>• Determines the actions required to bring a business idea to life</li> </ul> |

## 7.3 Process

To progress in their learning, mobilize resources and develop competencies, adult learners use a thought-provoking research process that allows them to structure their exploration of the potential of a business idea. This process requires adult learners to perform a variety of tasks that are not necessarily sequential. It also involves periods of reflection that may extend over several weeks.

Adult learners must:

- become familiar with the topic to be explored
- plan the research
- gather and organize the information
- process and analyze the information
- communicate the results

## 7.4 Cross-Curricular Competencies

---

Although all the cross-curricular competencies in the program may be called upon, to varying degrees, in the *Exploring Business Ideas* course, it is important to identify those that best meet the requirements of the tasks to be carried out in each learning situation developed by the teacher.

For example, the learning situation *Searching for a Business* in Section 7.8 makes use of three cross-curricular competencies: *Uses information*, *Exercises critical judgment* and *Achieves their potential*.

When adult learners *use information*, they gather information on the components of a business and make sure their sources are reliable. They compare the information and assess its value or relevance, and then organize and synthesize the information so as to be able to use it.

When they *exercise critical judgment*, they form and express an opinion and then qualify their opinion by answering any questions raised as they debate their ideas.

When they *achieve their potential*, adult learners engage in self-evaluation. They discover their preferences and interests, consolidate their vision and determine their ability to meet the challenges they encounter.

## 7.5 Subject-Specific Content

---

The subject-specific content of this course allows adult learners to undertake an exploration process. It includes categories of knowledge and their content, as well as cultural references.

The prescribed elements of the course are: the subject-specific competencies, key features and manifestations; the categories of knowledge and their content; the family of learning situations; and cultural references. Although the use of cultural references is prescribed, the examples provided in the course are not.

The categories of knowledge for the course are as follows:

- 1) Business idea generators
- 2) Components of a business
- 3) Support resources for starting a business

The numbers in the above list are not intended to denote any particular sequence. The categories may be addressed in any order.

The following table presents the categories of knowledge and their respective content. The elements shown in parentheses are examples that clarify the scope of the subject-specific content. These elements are not prescribed.

| <b>Categories of Knowledge</b><br><i>The Exploring Business Ideas Course</i>   |   |   |
|--|---|---|
| <b>1) Business idea generators</b>   | <b>2) Components of a business</b>  | <b>3) Support resources for starting a business</b>   |
| <p><b>External generators</b></p> <ul style="list-style-type: none"> <li>• Solution to a problem</li> <li>• Response to a need</li> <li>• Business opportunities (purchase, closure or transfer of businesses, changes)</li> </ul> <p><b>Internal generators</b></p> <ul style="list-style-type: none"> <li>• Passion or hobby</li> <li>• Professional experience</li> </ul> | <p><b>Internal components</b></p> <ul style="list-style-type: none"> <li>• Value proposition (products and services to be offered)</li> <li>• Customers (target clientele, relationships with customers)</li> <li>• Distribution channels (retail or Internet sales, wholesaler)</li> <li>• Key activities (manufacturing, processing, sales)</li> <li>• Key resources (material, human, financial)</li> <li>• Key partners (suppliers, associates, reference persons)</li> <li>• Cost structure (significant expenses)</li> <li>• Revenue streams</li> <li>• Legislation (permits, regulations)</li> <li>• Company status (sole proprietorship, social economy, incorporated or partnership, non-profit organization, cooperative, self-employed worker)</li> </ul> <p><b>External components</b></p> <ul style="list-style-type: none"> <li>• Competition</li> <li>• Supply and demand</li> </ul> | <p><b>Documentary resources</b></p> <ul style="list-style-type: none"> <li>• Design thinking tool (business model canvas or other)</li> <li>• Reference documents (print and web)</li> </ul> <p><b>Community resources</b></p> <ul style="list-style-type: none"> <li>• Organizations (regional county municipality [RCM], economic development centre, government departments, social economy initiatives, banking institutions, regional development cooperatives, advisory clubs)</li> <li>• Training activities (business start-up program or other)</li> </ul> |

## Cultural References

The examples of cultural references provided in the course refer to socioeconomic factors that adult learners could consider when they explore entrepreneurial projects. They describe contexts that may influence adult learners as well as the challenges being explored. They make it possible to incorporate entrepreneurial culture into the curriculum, to enhance adult learners' knowledge and to give meaning to learning. Although the use of cultural references in the course is prescribed, the following examples are not.

| Local, Regional and National Context  |  | International Context  |
|---|--|--|
| <p><b>Regional economic development challenges</b></p> <ul style="list-style-type: none"> <li>• Business support</li> <li>• Regional economic situation</li> </ul> <p><b>Local priorities</b></p> <ul style="list-style-type: none"> <li>• Emerging markets</li> <li>• Specialized markets</li> <li>• Priority sectors</li> </ul> <p><b>Accessibility to labour</b></p> <ul style="list-style-type: none"> <li>• Economic situation</li> <li>• Technical and vocational training</li> </ul> <p><b>Funding sources</b></p> <ul style="list-style-type: none"> <li>• Diversification of funding programs</li> </ul> <p><b>Social economy</b></p> <ul style="list-style-type: none"> <li>• Impacts on communities</li> <li>• Collective entrepreneurship</li> </ul> <p><b>Entrepreneurial ecosystem</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurship stakeholders</li> <li>• Resources available</li> </ul> | <p><b>Political and legal trends</b></p> <ul style="list-style-type: none"> <li>• New regulations</li> <li>• Compliance</li> <li>• Permits and licences</li> <li>• Certifications</li> </ul> <p><b>Sociodemographic trends</b></p> <ul style="list-style-type: none"> <li>• Québec population</li> <li>• Immigration picture</li> <li>• Consumption habits</li> <li>• Aging of the population</li> <li>• Generations</li> <li>• Consumer profile</li> </ul> <p><b>Technological trends</b></p> <ul style="list-style-type: none"> <li>• Technological development</li> <li>• Artificial intelligence</li> <li>• Digital strategies</li> <li>• Automation</li> <li>• E-commerce</li> </ul> <p><b>Environmental trends</b></p> <ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Eco-responsibility</li> <li>• Ecological footprint</li> </ul> | <p><b>Promotion of entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Trade missions (women and innovation)</li> <li>• Youth entrepreneurship missions</li> <li>• International entrepreneurs clubs</li> </ul> <p><b>Globalization of markets</b></p> <ul style="list-style-type: none"> <li>• International competitiveness</li> <li>• Québec's economic position</li> <li>• Barriers to entry</li> </ul> <p><b>International business opportunities</b></p> <ul style="list-style-type: none"> <li>• Opening of markets</li> <li>• New technologies</li> <li>• International partnership</li> </ul> |

## 7.6 Family of Learning Situations

A family of learning situations is a group of related situations that provide contexts designed to give meaning to the students' learning. In this course, the family of learning situations is called Business Ideas, and it encompasses everything involved in starting a business.

## 7.7 Broad Areas of Learning

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The broad areas of learning serve as foundations for the development of competencies and learning situations. The *Exploring Business Ideas* course has connections with all the broad areas of learning and, in particular, with Career Planning and Entrepreneurship.

The proposed learning situation entitled *Seeking Business Ideas* requires adult learners to carry out an exploration activity to generate business ideas and then identify the components of the business that have an impact on the feasibility of the project. This aim is entirely consistent with the course's subject-specific competencies and with the proposed exploration process. By identifying the components of a business idea, adult learners are able to establish the essential relationships between each of these components. They develop the ability to assess their business idea's potential for success before embarking on an entrepreneurial path. Sharing these ideas with others promotes introspection.

## 7.8 Example of a Learning Situation

Every learning situation is based on a pedagogical aim connected to different elements of the program and course. Three aspects are taken into consideration when developing a learning situation: the combination of activities or tasks, the repertoire of resources, and opportunities for reflection.

The following learning situation contains:

- 1) a reference to the elements of the program and course
- 2) the context: initial situation and situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

It is entitled *Seeking Business Ideas*.

| <b><i>Seeking Business Ideas</i></b>                      |   |
|---|---|
| <b>1) Reference to Elements of the Program and Course</b> |   |
| <b>Broad area of learning</b>                             | <ul style="list-style-type: none"> <li>• Career Planning and Entrepreneurship</li> </ul>  |
| <b>Cross-curricular competencies</b>                      | <ul style="list-style-type: none"> <li>• Uses information</li> <li>• Exercises critical judgment</li> <li>• Achieves their potential</li> </ul>                       |
| <b>Family of learning situations</b>                      | <ul style="list-style-type: none"> <li>• Business Ideas</li> </ul>  |
| <b>Subject-specific competencies</b>                      | <ul style="list-style-type: none"> <li>• Considers the challenges of entrepreneurship</li> <li>• Determines their suitability for entrepreneurship</li> </ul>         |
| <b>Categories of knowledge</b>                            | <ul style="list-style-type: none"> <li>• Business idea generators</li> <li>• Components of a business</li> <li>• Support resources for starting a business</li> </ul> |
| <b>Cultural references</b>                                | <ul style="list-style-type: none"> <li>• Local, regional and national context</li> <li>• International context</li> </ul>   |

## 2) The Context: Initial Situation and Situational Problem

Nathaniel always knew he would be an entrepreneur one day. He comes from a family of entrepreneurs: his parents have owned a bakery for over 25 years, his uncle recently opened a bicycle sales and repair shop, he has a cousin who makes and markets her own kombucha, and his sister sells handcrafted bracelets online. Starting a business seems easy to Nathaniel. However, no matter how hard he tries, he cannot seem to find a business idea that has potential. He often wonders how the entrepreneurs in his family went about finding their business idea.

Obviously, Nathaniel needs information to think this through properly. “Where does an idea come from? What are the elements that must be brought together for it to have good potential? And once you have found the idea, what is the next step you have to take to make sure it is achievable?” These are the questions that Nathaniel is unable to answer. Even though he can ask his family for advice, Nathaniel wants to cover all the bases so he can get off to a strong start. While searching online, he found a site that shows the steps involved in developing a business idea and that offers training. He found it very interesting, and he said to himself that it would allow him to become familiar with the process and identify the components of a business. Since he does not want to take this training course alone, he has invited you to join him. Who knows, you too might come up with a great business idea!

|   |
|---|
| <b>3) Pedagogical Aim, Activities and Connections With the Subject-Specific Competencies</b>  |
| <b>Pedagogical aim:</b><br><b>Help adult learners discover the role of business idea generators and analyze the components of a business</b>  |
| <b>Activities</b>   |
| <b>Subject-Specific Competency <i>Considers the challenges of entrepreneurship</i></b>  |
| <p>To <b>learn about the creation of a business</b>, adult learners explore business idea generators. To do this, they:</p> <ul style="list-style-type: none"> <li>• use support resources for starting a business (e.g., documents, websites, organizations) so as to activate their knowledge about business idea generators</li> <li>• examine the internal and external business idea generators in their community</li> <li>• compile the data collected</li> </ul> <p>To <b>analyze the components of a business idea</b>, adult learners refer to a business that exists in their community. To do this, they:</p> <ul style="list-style-type: none"> <li>• specify the components of the business using the business model canvas</li> <li>• examine the relationships that exist between the components</li> <li>• write a summary of their thoughts and keep this for future reference</li> </ul> <p><b>Work expected of adult learners:</b></p> <ul style="list-style-type: none"> <li>• Inventory of support resources for starting a business</li> <li>• Compilation of the different types of business idea generators</li> <li>• Business model canvas for the chosen business</li> <li>• Summary of their thoughts</li> </ul> |
| <b>4) The Context: Initial Situation and Situational Problem (cont.)</b>  |
| <p>Thanks to the training course you took with Nathaniel, you found your business idea. It is now time to create your first business model and outline the potential of your idea. The challenge is to attract the interest of someone who will approve your idea after you have presented your business model.</p>   |

|  |
|--|
| <b>5) Pedagogical Aim, Activities and Connections With the Subject-Specific Competencies (cont.)</b>   |
| <b>Pedagogical aim:</b><br><b>Help adult learners determine the relationships between the different components of their business idea and evaluate its potential</b>   |
| <b>Activities</b>  |
| <b>Subject-Specific Competency <i>Determines their suitability for entrepreneurship</i></b>  |
| <p>To <b>consolidate their thinking on a business idea</b> and to <b>determine the potential of this idea</b>, adult learners assemble the components of the business idea that they have chosen. To do this, they:</p> <ul style="list-style-type: none"> <li>• prepare their business model canvas by completing the nine blocks that make it up</li> <li>• examine the strengths and weaknesses of their business idea</li> <li>• present the components of their business model to their peers and discuss its strengths and weaknesses with them</li> <li>• write a summary of their thoughts and keep this for future reference</li> </ul> <p><b>Work expected of adult learners:</b></p> <ul style="list-style-type: none"> <li>• Completed business model canvas</li> <li>• Oral or written presentation</li> <li>• Summary of their thoughts</li> </ul> |

## 7.9 End-of-Course Outcomes

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The end-of-course outcomes summarize what is expected of adult learners at the end of the *Exploring Business Ideas* course.

To develop the subject-specific competency *Considers the challenges of entrepreneurship*, adult learners learn about starting a business by using business idea generators and support resources for starting a business. They also gather information by carrying out activities in which they explore business ideas. They then make connections between the items of information collected, which helps them identify the components of a business. Finally, they determine the relationships between these different components.

To develop the subject-specific competency *Determines their suitability for entrepreneurship*, adult learners consolidate their thinking on the key elements of a business idea. To do this, they develop the components of a business idea and discuss their discoveries with the people around them. They then determine the potential of this idea by identifying its strengths and weaknesses and determining the actions required to bring it to life.

## 7.10 Evaluation Criteria

To support learning and evaluate the development of subject-specific competencies at the end of the course, teachers base their judgment on evaluation criteria. These criteria are used to evaluate learning for certification purposes.

| <b>Subject-Specific Competencies and Evaluation Criteria</b> |   |
|--|---|
| <b>Subject-Specific Competencies</b>                         | <b>Evaluation Criteria</b>  |
| Considers the challenges of entrepreneurship                 | <ul style="list-style-type: none"> <li>• Methodical search for information on starting a business</li> <li>• Relevant analysis of the components of a business idea</li> </ul>  |
| Determines their suitability for entrepreneurship            | <ul style="list-style-type: none"> <li>• Thorough reflection on a business idea</li> <li>• Coherent and realistic justification for the potential of a business idea</li> </ul> |



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## Glossary

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| Terms                              | Definitions<br>(Meaning given in this program)   |
|------------------------------------|--|
| <b>Business</b>                    | A legally autonomous economic unit organized to produce goods or services for the market.  |
| <b>Business idea generator</b>     | Creative process that should be used, questions to ask, elements to think about or any other means that should be used to generate business ideas.   |
| <b>Career profile</b>              | Connections made by adult learners among the following elements: factors relating to their personal and professional situation, their discoveries, their thoughts on what they need to do to achieve their career goals, their sense of self-esteem and their aspirations. |
| <b>Competency</b>                  | Ability to act effectively by mobilizing a range of resources.   |
| <b>Cross-curricular competency</b> | Generic competency with a broader frame of reference and greater scope of action than a subject-specific competency.   |
| <b>Entrepreneur</b>                | Creator of a business that uses new products, processes or markets. This person can also take over or acquire an existing business and ensure its development. They can act alone or with partners within an entrepreneurial team.   |
| <b>Entrepreneurial ecosystem</b>   | Economic community supported by the interaction between businesses and individuals through services, mutual aid and partnerships.  |
| <b>Entrepreneurship</b>            | The act of taking the risk of investing capital and assuming responsibility for a team, if applicable, in order to carry out value-creating economic activities. This can involve the creation of a new business or the takeover of an existing business.                  |
| <b>Exploration activity</b>        | Information search that allows adult learners to learn more about entrepreneurship and discover their interests, skills, qualities and values.   |
| <b>Subject-specific competency</b> | Competency associated with a subject or program of study.  |

