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A Marketing and Distribution Entrepreneurship Curriculum for Virginia

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A MARKETING AND DISTRIBUTION
ENTREPRENEURSHIP CURRICULUM FOR VIRGINIA

A Study
Submitted To
the Faculty of the School of Education
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education

by

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Norfolk, Virginia
May, 1983

This research paper was prepared by David L. Netherton under the direction of Dr. John E. Turner in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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David L. Netherton

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CHAPTER I

INTRODUCTION

As preparation for work, marketing and distributive education had the responsibility for helping students prepare for chosen careers in marketing and distribution. This responsibility also included training for entrepreneurial activities. An entrepreneur in marketing and distribution is one who owns and operates a business that is primarily concerned with marketing or merchandising goods and services. Going into business for yourself has been a dream that has turned into a nightmare for millions of Americans. It has been a nightmare because many were not prepared for the demands of self-employment.

STATEMENT OF THE PROBLEM

The problem of this study was to design a curriculum for specialized study in entrepreneurship for advanced marketing and distributive education students in Virginia. The curriculum should be competency-based and contain behavioral objectives, content, instructional techniques and suggestions, student activities, transparency masters, and evaluation instruments which were specifically designed for secondary students who want to learn how to start and operate a small business of their own.

RESEARCH OBJECTIVES

To answer this problem the following objectives were established:

1. Select a curriculum development model to insure the development effort would be systematic and complete.
2. Outline the foundations which guide the curriculum development effort.
3. Identify the competencies and tasks that must be performed to accomplish entrepreneurship responsibilities.
4. Identify the content that would insure that the skills, knowledge, processes, and values important to successful entrepreneurship would be covered.
5. Identify a curriculum format that would be acceptable to the Virginia Vocational Education Curriculum Laboratory for publishing marketing and distributive education curricula.

BACKGROUND AND SIGNIFICANCE

Since the colonial period of our history entrepreneurship has been important to America's economy with small businesses accounting for the overwhelming majority of the business firms. Most of the firms in agriculture, forestry and fishing, many service firms, and about half of the firms in wholesale and retail trade were small proprietorships (Reece, 1980, p. 44). Furtado (1980, p. 15) stated that of 13.1 million businesses in the United States, 9.4 million were

considered small businesses by the Small Business Administration. By 1985 entrepreneurial enterprises were expected to increase by 21 percent (Furtado 1980, p. 16). It appeared then that there was a need for educating young people who wanted to open and manage their own small business.

While there was a need for entrepreneurs, there was also a significant risk associated with entering entrepreneurship because nearly 55 percent of new businesses failed within the first five years of operation (Van Voorhis, 1980, p. 8). Therefore great risk went with a career as a small business owner.

For a small business to reduce the risk of failure and prosper, knowledge and skills that were particular to the small business manager must be brought together in a favorable economic climate. The primary means by which knowledge and abilities needed could be gained was through experience and education. Once learned, they enhanced the opportunity one had for success and reduced the chance of failure. Most bank loan officers, successful small business owners, and small business educators agreed that business failures could be reduced if entrepreneurs spent more time preparing themselves for opening and operating their businesses (Reece, 1980, p. 44).

LIMITATIONS

This study was limited to the development of a curriculum for marketing and distributive education secondary school students. However, that does not preclude the modification of the materials for

use in post secondary and adult education entrepreneurship courses. The curriculum must conform to Virginia guidelines for implementing competency-based education.

ASSUMPTIONS

The study was based on the following assumptions:

1. That teachers using the curriculum would follow Virginia's competency-based education standards.
2. That the curriculum would be fully tested and evaluated in Virginia before implementation state-wide.
3. That the competencies outlined in Entrepreneurship in Marketing and Distribution (Turner, 1980) were fully validated by Virginia small business owners or managers.

PROCEDURES

The procedures used to conduct this study were to:

1. Select a curriculum development model to insure the development effort would be systematic and complete.
2. Outline the foundations which guide the curriculum development effort.
3. Identify the competencies and tasks that must be performed to accomplish the competencies that must be performed to accomplish entrepreneurship responsibilities.

4. Identify the content that would insure that the skills, knowledge, processes, and values important to successful entrepreneurship would be covered.

5. Identify a curriculum format that would be acceptable to the Virginia Vocational Education Curriculum Laboratory for publishing marketing and distributive education curricula.

DEFINITION OF TERMS

The terms used in this study have the following meanings:

1. Behavioral Objective: A statement of how well a student will perform an observable behavior under the conditions given. It normally contains the behavior, the conditions under which the behavior will be performed, and the minimum standard of acceptable performance.

2. Competency: The ability to demonstrate or perform a specific task to a minimum standard.

3. Competency-Based Education (CBE): Education programs and courses that are based on role-relevant competencies.

4. Content: The knowledge, skills, processes, and values that must be learned as part of a course or curriculum.

5. Curriculum: All the objectives, content, and learning activities arranged in a learning sequence for a particular course.

6. Curriculum Guide: A publication containing instructions for implementing and administering the curriculum. It may include the objectives, content, learning activities, support material, and evaluation instruments.

7. Entrepreneur: A person who owns and operates his or her own business, usually a small business. A self-employed person.

8. Entrepreneurship: An occupation where one owns and operates his or her own business.

9. Marketing and Distributive Education: Sometimes called distributive education, it is a vocational instructional program designed to meet the needs of persons who desire to enter a marketing or distributive occupation or an occupation requiring the competencies of one or more of the marketing functions.

10. Small Business: A retail or service business that has annual sales receipts under \$2 million. A manufacturing business that has less than 250 employees. A wholesale business that has sales receipts under \$9.5 million.

11. Specialized studies in marketing and distribution: An optional course designed for students planning careers in specialized fields such as fashion merchandising, petroleum distribution, or entrepreneurship.

12. Project: A combination of organized classroom and community learning activities directed toward a student's occupational interest.

OVERVIEW OF CHAPTERS

This chapter covered the foundation of the study. The study was based on a need to develop a secondary school curriculum in entrepreneurship for Virginia's marketing and distributive education

students. The research was important because the Commonwealth of Virginia had no approved curriculum for entrepreneurship. This study identified a curriculum development model which, if followed, could insure that a curriculum development project would be systematic and complete. Further, a set of foundations were identified that could be used to guide the curriculum development effort. Finally, a set of validated entrepreneurship competencies, tasks, and behavioral objectives were identified which would be appropriate for use in an entrepreneurship curriculum for secondary school students in Virginia.

Chapter II contains a review of the literature covering the study of entrepreneurship. Chapter III explains the method and procedures of the study. Chapter IV contains the summary, findings, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was undertaken to establish a need for the study, to validate the use of competency-based procedures for developing vocational programs, and to review the existing entrepreneurship curriculums. This chapter contained three sections: (1) The Rationale for the Study of Entrepreneurship, (2) Competency-Based Procedures for Vocational Programs, and (3) Entrepreneurship Curriculum Guides.

THE RATIONALE FOR THE STUDY OF ENTREPRENEURSHIP

The National Business Education Association (1975) reported that there were three to four potential business owners or managers in a typical American classroom. Many of these were students enrolled in marketing and distributive education (Hennington and Hunt, 1982). They would be among the estimated 400,000 people who started new businesses every year. With high hopes for success and the expectation for achieving financial reward on their investment, they would dig into their savings and/or borrow large amounts of money to enter the field of self-employment. Within five years, 54 percent of them would close their doors in failure (Bice, 1980, p. 16). To reduce this failure rate, something needed to be done.

Most bank loan officers, successful small business owners, and

educators familiar with entrepreneurship agreed that business failures could be reduced if people would spend more time preparing themselves for entrepreneurship (Reece, 1980, p. 44). Dun and Bradstreet reports indicated that managerial inexperience and ineptitude rather than relative size and competition were the causes of 90 percent of the failures (Bice, 1980, 16). Walden (1979, p. 28) agreed that potential business owners needed to develop management skills before they began operations. Swanson (1979, pp. 30-31) pointed out that 90 percent of small business failures could be attributed to managerial inexperience and incompetence in such basic areas as sales, operating expenses, accounts receivable, inventory, control of fixed assets, location, and competition. Swanson (1979) added that:

. . . a small business management course can provide (1) student preparation for the many opportunities in the small business world, (2) a context within which students can determine their suitabilities as potential small business owners and managers, (3) a content tailored to the needs of small business personnel, (4) an understanding of the dynamic nature of the small business environment, and (5) the survival skills needed by small business managers and operators (p. 32).

Furtado and Haynes (1980, p. 16) did not believe that a separate course in entrepreneurship should be taught at the secondary level. They believed the concepts should be infused into all secondary business courses, particularly marketing and distributive education courses. However, Cruck (1978, p. 34) took the position that with about 50 percent of the population not continuing beyond the secondary level, the opportunity to learn about entrepreneurship should be available to them, if interested. However, Brown (1978, p. 35) found that few schools offered a curriculum with a career path which would

lead students to ownership, management, and the operation of small individually owned and controlled business enterprises. She suggested that a small business management curriculum could be added to the secondary level marketing and distributive education program so interested students could prepare for management of a distribution-related business. Another reason for studying entrepreneurship in high school has been advanced by the Commonwealth of Virginia. The Virginia Department of Education identified entrepreneurship as the appropriate vehicle to teach marketing and distribution skills to the gifted and talented high school student. Unfortunately, the state had not approved an entrepreneurship curriculum at the time of this study (Turner, 1982).

In summary, it appeared that not only was there a need to teach entrepreneurship skills, but that there was a need to teach them as a specialized subject in marketing and distribution at the secondary level. In Virginia, a secondary level entrepreneurship curriculum was needed so that it could be made available to both the student who desired to pursue a career as a small business owner or manager and for the gifted and talented student who desired to acquire marketing and distributive skills.

COMPETENCY-BASED PROCEDURES FOR VOCATIONAL PROGRAMS

The primary goal of vocational education in Virginia is to ensure that our youth and adults possess the appropriate skills, knowledge, and attitudes required for success in education and employment. Competency-based education is one method of reaching that goal (Horne, 1981, p. 3).

Competency-based education was defined as an educational program in which required knowledge, skills and attitudes were based on role-relevant competencies (Horne, 1981, p. 3). The characteristics of such an educational system were identified by Blank (1980, p. 31) as follows:

1. A competency-based program is founded on precisely worded competency statements (tasks) verified as essential to entry-level employment in the occupation.

2. Students are provided with learning activities that are appropriate for the task and the learner.

3. Each student is provided with sufficient time, within reason, to fully master each task before moving on to the next.

4. Student evaluation decisions, including grading, certification, and exiting from the program, are based primarily on the individual's ability to perform each task as it should be performed on the job.

The United States Army used a form of competency-based education to teach vocational skills to its soldiers. The Army system of competency-based training was called performance-oriented training (FM 21-6, 1975, p. 4). The characteristics of the Army's performance-oriented training were as follows:

1. Select critical military occupational specialty tasks.
2. Provide skill qualification tests and training materials.
3. Conduct training to meet identified standards.
4. Evaluate the effectiveness of the training (TC 21-5-7,

1977, p. 16).

As more and more vocational educators began to look at competency-based education, the question arose: "Is competency-based education a good method to use for teaching vocational education?" Indications were that it was. Perry (1982, p. 3) said that a competency-based instructional system greatly increased the likelihood of adequately preparing students for employment. Allen (1981) stated it another way:

As a method of instruction, CBVE (competency-based vocational education) has been successful because it guarantees that we are teaching students exactly the skills they need to become successful, productive workers (p. 39).

Actually there were a number of reasons why competency-based education was better than the instructor-centered approach to learning. Blank (1980, pp. 33-34) offered the following reasons:

1. The competency-based approach gives each student enough time to master each competency before moving on to the next one.
2. Training time can be shortened for some students.
3. Special needs learners have a greater potential for success in competency-based education than in a group-oriented approach.
4. Failures are reduced because students are given the right kind of learning material and enough time to reach mastery.
5. The competency-based approach enables us to offer open-entry, open-exit, self-paced programs.
6. Competency-based education allows us to hold proficiency constant and allows individual training time to vary.
7. Students prefer the competency-based approach to learning over the lock-step method.
8. Competency-based education promotes greater accountability

of students, instructors, and the training program.

9. It can result in better articulation among training institutions.

10. As the world of work is task-oriented, so is competency-based education.

In summary, some educators have found that competency-based education could be used successfully for teaching vocational students. Also, the Commonwealth of Virginia recognized it as a useful method for teaching vocational subjects. Competency-based education was also said to have a number of advantages over the teacher-centered instructional approach that could be beneficial to vocational education.

ENTREPRENEURSHIP CURRICULUM GUIDES

A number of curriculum guides had been developed for guiding teachers in the presentation of entrepreneurial instruction. These curriculum guides were developed for various audiences and, therefore, had advantages and disadvantages for secondary level marketing and distribution students that should be explored.

The entrepreneurship curriculum guides could generally be divided according to their intended audience. Most guides had been developed for post-secondary and adult students. CRC Education and Human Development, Inc. designed a two volume series that could be used for both secondary and post-secondary students. Volume I was entitled Minding Your Own Small Business--An Introductory Curriculum for Small

Business Management (Holt, 1979). It consisted of ten units covering the basic knowledge and skills needed to manage a small business. Unit topics included forms of businesses, marketing, location, systems and records, promotion, pricing, human relations, financing a business, and effects of business decisions. Each unit contained a summary page which gave a synopsis of the unit's content, student learning objectives, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary pages were teacher and student materials. Volume II was Something Ventured, Something Gained--An Advanced Curriculum for Small Business Management (Shuchat, 1979). It was packaged the same as Volume I. It included nine units designed as an advanced course for secondary and post-secondary students who were interested in beginning a small business, had some prior business knowledge, and had a specific business in mind. Unit topics were marketing, location, systems and records, promotion, pricing, business policies and relationships, organizational structure, and financing a business. These curriculums did not have a term project which required students to apply what they had learned.

The National Center for Research in Vocational Education at Ohio State University (1980) developed a comprehensive three-part curriculum for entrepreneurship education. Entitled PACE. A Program for Acquiring Competence in Entrepreneurship, it was developed for post-secondary students including four-year colleges and adult education. Part I (three units) emphasized understanding businesses. Part II (seven units) emphasized starting a business. Part III (eight

units) emphasized operating a business. All material in each unit was organized into three levels of learning which progressed from simple to complex concepts: exposure, exploration, and preparation/adaptation. Each unit came with a four page instructor's guide containing learning objectives, delivery suggestions, and pre/post-assessment responses. It did not contain a term project for students to apply what they learned throughout the course. It did, however, rely heavily on outside resource persons to present real world applications.

The Illinois State Office of Education sponsored a community college level entrepreneurship curriculum guide (Scanlan, 1980). It consisted of two parts. Part one was entitled Entrepreneurship Education: Learning the Skills. It was comprised of nineteen sessions.

The first session was an orientation and was followed by eighteen sessions divided into four instructional units: (1) inner control, (2) innovation, (3) decision making, and (4) human relations. Four other entrepreneurial skills were also covered in each of the four instructional units: (1) planning and goal setting, (2) reality perception, (3) using feedback, and (4) risk taking. Materials such as transparency masters, handouts, and out-of-class assignment sheets were included in the package. Part two of the curriculum was entitled Entrepreneurship Education: Applying the Skills (Scanlan, 1980). It was designed to be used with part one. It focused on planning and completing student projects. Organized into three sections, the first section was designed to familiarize students with how projects were to be completed. The second section was concerned with resources for planning and completing projects. It offered suggestions for projects

in deciding on a product or market, selecting a location, obtaining initial capital, choosing a legal form of organization, recordkeeping, credit and collection, advertising and sales promotion, employee and community relations, and insurance. The third section covered developing and maintaining community resources. The suggested projects were short-term projects designed to introduce the student to the subject area. They were not parts of a long-term progressive project. The two curriculum guides were supported by a third volume entitled Entrepreneurship Education: Supplemental Readings (Scanlan, 1980). It contained readings and suggested additional resources which complemented the instructional strategies of the first two volumes.

The University of Missouri in Columbia published a secondary level entrepreneurship curriculum of nineteen units entitled Operating Your Own Business (1980). The curriculum guide was designed to serve as a sub-topic in the second year of a two year marketing and distributive education curriculum. Because of that, it did not cover the entrepreneurial area with the detail a specialized curriculum would. The topics in this curriculum guide included the types of business establishments in the community, the differences between large-scale and small-scale establishments, deciding on a business location, planning for the merchandise and equipment needed, and financial requirements. Each lesson plan included information sheets, assignment sheets, transparency masters, evaluation instruments with answer keys, and teacher reference sheets. This curriculum guide did not include a term project which required students to practice what they had learned in the class.

The University of Arkansas at Fayetteville prepared a curriculum guide entitled Small Business Ownership Management Entrepreneurship. A Model for Vocational Education Program Development in Entrepreneurship (1978) for the Arkansas State Department of Education . This curriculum was designed for use in adult, post-secondary, and secondary business education programs. It did, however, have applications in all vocational technical programs, since it provided a beginning point for those who were interested in self-employment. There were twelve topical areas and they were presented in alphabetical order. They included business financing, business finance planning, business outlook, financial records, human relations, insurance, marketing for small business, paperwork management, personal and family financial management, personnel management, property management, and tax planning. The units included unit objectives, suggested activities, instructional materials, information and assignment sheets, and evaluation instruments with answer keys. Like most of the other curriculum guides, this curriculum did not include a term project. It also did not include guidance on sequencing instruction.

The Ohio State University had published a curriculum guide for students in grades eleven and twelve (Kuebbeler, undated). Entitled Going into Business for Yourself, it consisted of fifteen lesson plans and a major student project. The curriculum guide was developed to give students an understanding of the problems and decisions that business people faced in starting and managing a business. The project attempted to serve as a culminating activity for many of the topics

discussed throughout the school year. Like the other curriculum guides, this one included instructional guidance, student activities, and transparency masters.

SUMMARY

It was apparent that a number of efforts had been undertaken to provide entrepreneurship curriculum guides to those who wanted and needed them. While most had been directed toward the post-secondary and adult education, two were targeted for the secondary marketing and distributive education student.

This review of the literature was concerned with determining the rationale for conducting this study, validating the competency-based education method for teaching vocational education students, and reviewing the entrepreneurship curriculum guides that were available to teachers. This review found that there was a need to teach entrepreneurship skills to secondary marketing and distributive education students, that competency-based education was an accepted method for teaching vocational education, and that there were a number of entrepreneurship curriculum guides available for teachers to use.

CHAPTER III

METHODS AND PROCEDURES

In the preceding chapters of this study, information was provided to justify the need for an entrepreneurship curriculum for marketing and distribution students in Virginia and to explain why competency-based education was an acceptable method for teaching vocational education subjects. Additionally, a number of entrepreneurship curriculum guides were reviewed.

This chapter presents information about how to proceed in developing a curriculum guide for entrepreneurship that can be used in secondary marketing and distributive education in Virginia. This chapter will cover the organization, content, and format that could be used to prepare a marketing and distributive education curriculum guide.

THE ORGANIZATIONAL ELEMENTS OF A CURRICULUM

This section of the study was devoted to the identification of the elements that should be included in a curriculum guide. It also outlined an organizational arrangement that logically presented the elements so that they would be useful and easily understood.

Many models and directions had been proposed and used in developing curriculums for education and training. Taba (1962), Butler (1972), and Zais (1976) presented models that influenced educators and

trainers in the development of programs of instruction. More recently, Ritz (1980, pp. 11-13) outlined an approach which included three elements useful in curriculum development. The three elements, shown on Table 1, were curriculum foundations, curriculum content, and curriculum evaluation.

Curriculum Foundations

Curriculum foundations "represent the soil and climate which determine the nature of the curriculum 'plant'" (Zais, 1976, p. 97). They were influenced by the basic philosophic assumptions of knowledge, society, learning theory, and the individual, which, in turn, influence the philosophies of the curriculum developers. These philosophies were then reflected in the curriculum (Ritz, 1977, p. 111). Logical components of the curriculum foundations included (1) the definition of the program area, (2) a rationale for the study of the program area, (3) the content source, (4) the content structure, (5) the program aim, and (6) the program goals (Ritz, 1980, p.12).

The definition of the program area provided the parameters for the curriculum developer and the user. In the case of this study, entrepreneurship was the program area to be defined. It was explained as follows:

Entrepreneurship is a specialized course in marketing and distributive education that is designed for secondary students who want to start and operate their own business sometime in the future. Students should have completed Studies in Marketing or be proficient in the equivalent skills before embarking on this course (Netherton, 1982, p. 2).

Having defined the problem area, the developer or user was

STRUCTURAL ELEMENTS
USEFUL IN CURRICULUM DEVELOPMENT

I. CURRICULUM FOUNDATIONS

- A. Definition of the Program Area
- B. Rationale for the Study of the Program Area
- C. Content Source
- D. Content Structure
- E. Program Aim
- F. Program Goals

II. CURRICULUM CONTENT

- A. Scope
- B. Sequence
- C. Unit Specifications
 - 1. Unit Goal
 - 2. Unit Rationale
 - 3. Unit Objectives
 - 4. Unit Activities
 - 5. References

III. CURRICULUM EVALUATION

- A. Student Evaluation
- B. Document Validation

Table 1 (Ritz, 1977, p. 112)

ready to determine or find the rationale for the study of the program area. The rationale explained why the program was needed. A rationale for studying entrepreneurship could be as follows:

For a small business to prosper, knowledge and skills that are particular to the small businessman must be brought together in a favorable economic climate. The knowledge and abilities needed to start a new business and to make it prosper can be gained through experience and education. Once learned they enhance the opportunity one has for success and reduce the chance for failure. Most bank loan officers, successful small business owners, and small business educators agree that business failures can be reduced if entrepreneurs spent more time preparing themselves for opening and operating their businesses (Netherton, 1982, p. 3).

The third curriculum element in the foundations was the content source. The content source element establishes a foundation for the curriculum development process (Ritz, 1972, p. 114). It was the knowledge base from which the curriculum content was drawn during the development stage. For entrepreneurship the curriculum could be drawn from an analysis of what a small business owner or manager must do to start a business and maintain it over time. The knowledge, skills and attitudes that were identified became the content source. Turner (1980) identified those competencies in a study of small business owners and managers in the Tidewater area of Virginia.

The content structure was the next foundation element that needed to be developed. It served to display how information drawn from a content source "might be arranged for program and unit development purposes" (Ritz, 1980, p. 12). An example of a content structure for entrepreneurship in marketing and distribution based on the competencies identified by Turner (1980) appears in Figure 1

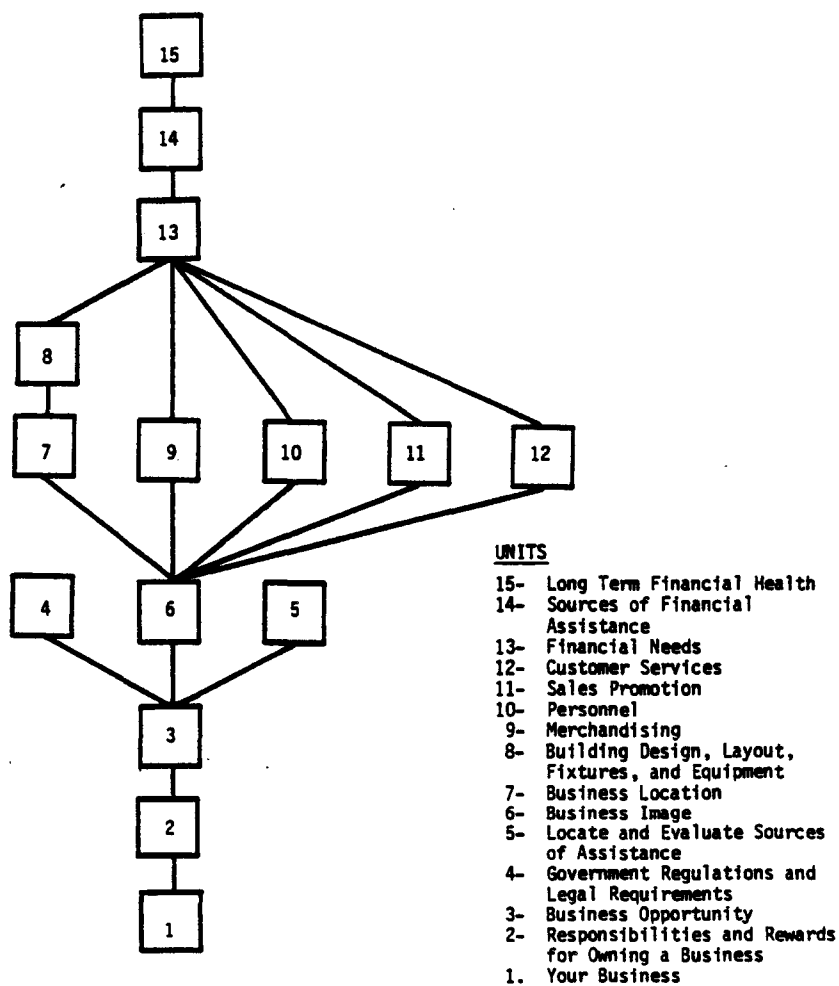


Figure 1. A Content Structure for Entrepreneurship

(Netherton, 1982, p. 5).

The fifth element in the foundations was the program aim. A program aim described what the student outcomes should be after the student successfully completed the program (Ritz, 1977, p. 115). The program aim for an entrepreneurship curriculum could be "to provide students with the skills and knowledge to pursue a career as a small business owner or operator and serve as a contributing member of our society" (Netherton, 1982, p. 6).

The last element that was useful in establishing the foundations of a curriculum was the program goals. Goals were the long-range directions in which a curriculum should work (Ritz, 1977, p. 115). Examples of goals for an entrepreneurship curriculum could be to determine the rewards for owning a small business, to determine an image for a business, or to identify personnel policies that may be useful for a small business. Goals were usually more specific than aims, but did not identify the methods for directing student attainment (Ritz, 1977, p.115).

Using these six elements in the curriculum development process helped insure that the foundation was based on philosophic views generated by knowledge, society, learning, and the individual. Once the foundation was completed, the remainder of the curriculum could be developed within the parameters that had been established.

Curriculum Content

The second major category of curricular elements was the curriculum content. Zais (1976) said that:

It is the special function of the curriculum of formal

education to select and arrange "content" (the second component of the curriculum) so that the desired curriculum aims, goals, and objectives are most effectively achieved and so that the most important and desirable knowledge . . . is effectively transmitted (p. 323).

Ritz (1972, p. 117) defined content as the knowledge, skills, and values that educators need to convey to students. Hyman (1973, p. 4) added "processes" as an additional element of content. The content was divided into three broad areas; the scope, the sequence, and the unit specifications (Ritz, 1972, p. 117).

The scope included all the content areas to be covered in the curriculum. For entrepreneurship the scope could include:

- a. Selecting a business to start
- b. Selecting a legal form of organization for the business
- c. Complying with government regulations
- d. Identifying sources of assistance
- e. Selecting a location for the business
- f. Establish merchandising policies
- g. Plan for long term financial health

The sequence referred to the order in which the content and objectives were found in the curriculum. It and the scope usually were combined, with the scope listing all the content areas and the sequence providing the order in which they should be presented.

Unit specifications were those elements in a curriculum unit which assisted the teacher in preparing to teach. Possible components in each unit that could prove helpful were the unit goal; the rationale for presenting the unit; and the unit objectives, activities, and references (Ritz, 1980, p. 12). Perhaps this was the most useful part

of the curriculum for teachers. The unit was where the teacher could draw information about instructional resources and materials for preparing lesson plans.

Curriculum Evaluation

There were two reasons for having a curriculum evaluation. The first was to find out if students achieved the objectives outlined in the curriculum, and the second was to determine if the curriculum did what it is suppose to do (Ritz, 1980, p. 13). Therefore, there was a student evaluation element and a curriculum validation element to curriculum evaluation.

Student evaluation was concerned with student performance and testing to determine if the student could perform to standard as outlined by unit performance objectives. A curriculum guide could either provide examination and evaluation instruments or provide evaluation guidance for teachers to follow in preparing their own evaluation instruments.

Curriculum validation determined if the ideas outlined in the foundations were translated by the content (Ritz, 1980, 13). Too often a curriculum outlined that it was going to do one thing and when it was implemented a different outcome was realized.

What has been described in this section of Chapter III was a model for curriculum organization. The organization presented by Ritz (1972 and 1980) was one that contained the elements one would like to see included in a curriculum. It could be useful both to guide the development process and to assist teachers in their lesson preparation.

THE CONTENT FOR ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION

Content has been defined as:

. . . knowledge (i.e., facts, explanations, principles, definitions,), skills and processes (i.e., reading, writing, calculating, dancing, critical thinking, decision making, communicating), and values (i.e., the beliefs about matters concerned with good and bad, right and wrong, beautiful and ugly) (Hyman, 1973, p. 4).

The content for entrepreneurship in marketing and distribution must deal with the knowledge, skills, processes, and values that helped one to become a successful entrepreneur. Another way to explain this was that the competencies needed to start and manage a marketing and distribution entrepreneurship must have been derived from the entrepreneurship role itself. Turner (1980) developed a set of competencies for entrepreneurship that were validated by small business owners and managers who operated in the Tidewater, Virginia area. Based on the validated competencies, a task list was developed, sequenced, and terminal behavioral objectives were written. The resulting tasks and objectives formed the basis for which a content outline (scope and sequence) could be drawn.

The content outline included all the information a teacher needed to have available to insure that the task or competency could be taught to the student. It could also be used to help develop instructional materials such as transparencies, student handout materials, and instructional activities. Finally, the content outline could be useful in test and evaluation instrument development.

A FORMAT FOR ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION

A curriculum must follow some format. To meet the purpose of this study, the format chosen had to be acceptable to the Virginia Vocational Curriculum Laboratory so it would print the curriculum. The Distributive Education Service had developed a format that was used to publish a series of marketing and distributive education teacher's resource guides. The format included the following elements:

1. A task/competency list
2. Performance objectives for each task/competency
3. A content outline for each task/competency
4. A criterion-referenced measure for each task/competency
5. Instructional activities
6. Audio-visual and text references
7. Masters of handout materials
8. Transparency masters
9. Evaluation materials
10. References

A sample of the format is shown in Figure 2. Because the format appeared to have most of the content elements outlined by Ritz (1980, p. 12-13) and because it was acceptable to the Virginia Vocational Education Curriculum Laboratory, it could be used as the model to follow in preparing the entrepreneurship curriculum for marketing and distribution.

General Marketing
Level I--Employment
PERSONAL SELLING
Unit 1--Completing a Routine Sales Transaction

4

Duty: Use the basic elements of a sale in completing a routine sales transaction.
Duty evaluation: Complete a routine sales transaction using the basic elements of a sale.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES RESOURCES and EVALUATION MEASURES
<p><u>Introduction</u></p> <p>Preview of unit tasks and evaluation measures</p> <ol style="list-style-type: none"> I. Approaching the customer and beginning the sale II. Presenting of product/service features and benefits III. Overcoming objections and excuses IV. Closing the sale <p>***Task: Approach the customer and begin the sale.</p> <ol style="list-style-type: none"> I. Approaching the customer <ol style="list-style-type: none"> A. Timing the Approach <ol style="list-style-type: none"> 1. Prompt approach desirable 2. Reasons for lack of promptness 	<ol style="list-style-type: none"> I. Given seven questions and problems about approaching the customer and beginning the sale, determine the answers with 90 percent accuracy. 	<p><u>Activity</u></p> <p>T--Preview unit for students in terms of tasks they will need to perform and how their performance will be evaluated.</p> <p><u>Resources</u></p> <p>H.O. 1, Unit Summary</p> <p><u>Activity I.A.</u></p> <p>T--Read "Promptness in Retail Selling" for background information.</p> <p>Conduct class discussion on the importance of a prompt approach, and the reasons for lack of promptness.</p>

Figure 2. Curriculum Format

SUMMARY

This chapter presented information about how to proceed in developing a curriculum guide for entrepreneurship in marketing and distributive education. It outlined an organization that could be followed in developing the document, a source from which the content could be derived, and the format that could be used to prepare the curriculum for publication. This leads us to the last chapter. It concludes with the summary, findings, conclusions, and recommendations of the study.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter begins with a summary of the study including the background of the problem, statement of the problem, and procedure used to study the problem. Secondly, the findings of the study are reported. Conclusions of the study are then presented based on the findings. Finally, recommendations for using this study are presented.

SUMMARY OF THE STUDY

Background of the Problem

Since the colonial period of American history entrepreneurship has been important to the economy. Small businesses account for the great majority of the business firms. Most of the firms in agriculture, forestry and fishing, many service firms, and about half of the firms in wholesale and retail trade were small businesses. By 1985 entrepreneurial enterprises were expected to increase by 21 percent. Because of this increase there appeared to be a need to prepare future entrepreneurs to open their own businesses. Marketing and distributive education had the responsibility for helping prepare students to enter chosen careers in marketing and distribution. This responsibility included entrepreneurial activities.

Statement of the Problem

The problem of this study was to design a curriculum for specialized study in entrepreneurship for advanced marketing and distributive education students in Virginia.

Procedures Used to Study the Problem

The procedure used to conduct this study was to review the literature concerning the curriculum development in entrepreneurship and small business management so that conclusions and recommendations concerning the following curriculum design requirements could be made:

1. Select a curriculum development model to insure the development effort would be systematic and complete.
2. Outline the foundations which would guide the curriculum development effort.
3. Identify the competencies and tasks that must be performed to accomplish entrepreneurship responsibilities.
4. Identify the content that would insure that the skills, knowledge, processes, and values important to successful entrepreneurship would be covered.
5. Identify a curriculum format that would be acceptable to the Virginia Vocational Education Curriculum Laboratory for publishing marketing and distributive education curricula.

FINDINGS OF THE STUDY

The findings of the study are reported in this section as they

relate to the curriculum design requirements.

Curriculum Development Model

A curriculum model was identified which contained three elements that would insure that the curriculum development effort followed systematic and complete procedures. The elements were curriculum foundations, curriculum content, and curriculum evaluation.

The components of the curriculum foundations included (1) the definition of the program area, (2) a rationale for the study of the program area, (3) the content source, (4) the content structure, (5) the program aim, and (6) the program goals.

The curriculum content element was divided into three broad areas; the scope, the sequence, and the unit specifications. The scope included all the content areas that would be covered in the curriculum. The sequence referred to the order in which the content and objectives should be taught. Lastly, unit specifications contained the information that would assist teachers to prepare to teach. Such information would include the unit goal and rationale, unit objectives, activities, and references.

The curriculum evaluation element served two purposes. The first purpose was to evaluate student performance on the objectives. The second purpose was to validate the curriculum to determine if it performed as designed.

The Foundations

The foundations, the first component of the curriculum

development model, would contain the philosophies which guide the curriculum development work. For a marketing and distributive education course in entrepreneurship a satisfactory set of foundations had been developed by Netherton (1982) which could serve this function.

The Content

The content, the second component of the curriculum development model, would contain the knowledge, skills, values, and processes which educators need to convey to students. Turner(1980) developed a set of competencies, tasks, and behavioral objectives that were validated by entrepreneurs in Tidewater, Virginia. This information could form the bases from which a scope and sequence could be drawn for the content. Turner's study could also serve to guide the development of unit specifications to insure that the knowledge, skills, values, and processes required of entrepreneurs would be covered in the curriculum.

The Curriculum Format

The format must conform to some scheme that would be acceptable to the Virginia Vocational Education Curriculum Laboratory. The Virginia Distributive Education Service had developed a format that had been used to publish a series of marketing and distributive education teacher's resource guides. This format could accommodate the elements outlined in the curriculum development model. It had also been accepted by the Virginia Vocational Education Curriculum Laboratory.

CONCLUSIONS

The findings show that a curriculum development model was available which, if followed, could insure that a curriculum development project would be systematic and complete. Further, a set of foundations had been developed that could guide the development effort of such a secondary level marketing and distribution entrepreneurship curriculum. Finally, a set of validated competencies, tasks, and behavioral objectives had been developed in Virginia for use in an entrepreneurship curriculum.

RECOMMENDATIONS

Recommendations based on the findings and conclusions of this study are presented in this section.

1. The curriculum development model identified in this study, or one similar, should be followed in any curriculum development project of an entrepreneurship course for secondary students in Virginia.

2. The foundations developed by Netherton (1982) could serve as the guide in developing a marketing and distributive education curriculum for secondary students or as a basis for further development of the foundations for such a curriculum.

3. The competencies, tasks, and objectives developed by Turner (1982) should be used as the basis for developing the content for a Virginia curriculum in entrepreneurship.

4. The format developed by the Virginia Distributive Education Service for a series of teacher's resource guides should be considered as acceptable for use as the format model for a marketing and distributive education entrepreneurship curriculum.

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APPENDICES

APPENDIX A—Foundations for an Entrepreneurship Curriculum
APPENDIX B—Sample Units for an Entrepreneurship Curriculum

APPENDEIX A

Foundations for an Entrepreneurship Curriculum

CURRICULUM FOUNDATIONS

Definition of the Problem

An entrepreneur in marketing and distribution is one who owns and operates a business that is primarily concerned with marketing or merchandising goods and services. Entrepreneurship is a specialized course in Marketing and Distributive Education that is designed for persons who want to start and operate their own business. Students should have completed Studies in Marketing or be proficient in the equivalent skills before embarking on this course. A curricular pattern to Entrepreneurship in Marketing and Distribution is at Appendix A. Three hundred (300) clock hours of instruction are required. These include 150 hours of related activities (R.A.) which are planned and coordinated by the teacher-coordinator and which take place with a cooperating mentor or supervisor at his or her business. The related activities are completed on a regular basis in conjunction with classroom instruction. They reinforce the material in class and are planned to be personalized extensions of the classroom activities. A consolidated list for related activities is at Appendix B.

Rationale for the Study of the Program Area

Entrepreneurship in Marketing and Distribution is intended as an introductory course for advanced and gifted high school students interested in pursuing a career in marketing and distribution entrepreneurship or management. Entrepreneurship is important to the na-

tion's economy. Small businesses account for the overwhelming majority of business firms. Most of the firms in agriculture, forestry and fishing, most service firms, and about half the firms in wholesale and retail trade are small proprietorships.

For a small business to prosper, knowledge and skills that are particular to the small businessman must be brought together in a favorable economic climate. The knowledge and abilities needed can be gained through experience and education. Once learned, they enhance the opportunity one has for success and reduce the chance of failure. Most bank loan officers, successful small business owners, and small business educators agree that business failures can be reduced if entrepreneurs spent more time preparing themselves for opening and operating their businesses.

Entrepreneurship is an excellent vehicle for teaching marketing and distribution skills to the gifted student. The gifted are considered those who by virtue of outstanding abilities are capable of high performance in one or more of the competency areas within a marketing or distribution occupation. Studies show that the gifted are persistent, independent of thought and judgement, and prefer to learn through their tactile and kinesthetic senses. Dunn and Price state the "manipulative materials and active, 'real-life' experiences should be available to the gifted..." (Dunn, 1980, p. 35). According to Hoback and Perry, a good program for the gifted:

1. Provides flexibility to do independent work and the opportunity to develop self-discipline. Regimentation stultifies many gifted children.

2. Provides flexibility in timing. Rigid regimentation by the clock and calendar often hinders opportunities for the gifted who will need to spend more time on some tasks and will finish others in far less than the average student.

3. Is not location bound. Many of the best opportunities exist outside the walls of the school building.

4. Recognizes that the curriculum design of totally delineated courses and units does not fit the needs of the gifted who need open-ended curricula which encourage exploration and innovation (Hoback, 1980, p. 348).

This entrepreneurship course provides flexibility, challenge, self-expression, opportunity, innovation, and recognition that will foster a high degree of achievement. Students will learn skills and knowledge that will prepare them to pursue self-employment careers in marketing and distribution.

Content Source

The content for this course evolved from existing curriculum guides in entrepreneurship (Appendix C). Task/content outlines were developed from the curriculum guides and distributed to twelve business owners and managers in the Tidewater, Virginia area for validation. Based on this validation the final task list was developed, sequenced, and terminal learning objectives were written. The content is the same for gifted and nongifted students. The instructional strategies are open-ended and to a large degree encourage exploration and innovation. A content structure outline is at Figure 1.

Program Aim

The aim of the Entrepreneurship in Marketing and Distribution

curriculum is to provide students with the skills and knowledge to pursue careers as small business owners or operators and serve as contributing members of our society.

Program Goals

When the student completes this program he or she will be able to:

1. Determine the responsibilities and rewards of owning his or her own business.
2. Identify potential business opportunities.
3. Locate and evaluate sources of assistance to help a new entrepreneur.
4. Determine and project the proper image for a business.
5. Select a business location.
6. Select an appropriate building design, its layout, fixtures, and equipment.
7. Establish and implement merchandising policies.
8. Staff and manage personnel.
9. Develop effective sales promotion activities.
10. Provide appropriate customer services.
11. Plan for financial needs.
12. Locate and select sources of financial assistance.
13. Manage long term financial health of the business.

APPENDIX B

Sample Units for an Entrepreneurship Curriculum

UNIT I
YOUR BUSINESS

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION

Employment

Unit I: Your Business

UNIT SUMMARY

Duty: Organize the course project.

TASKS	PERFORMANCE OBJECTIVES	EVALUATION INSTRUMENTS
I. Describe the course goals and student responsibilities.	I. Given handouts on the course goals and student responsibilities, explain them to the teacher's satisfaction.	I. Oral test.
II. Relate entrepreneurship to a small business.	II. Given three questions about entrepreneurship and how it relates to small business, answer the questions without error.	II. Written test--Evaluation 1.
III. Select a retail business for the "Start Your Own Business" project.	III. Given information on some of the best and worst businesses to open and using one's own knowledge of the local economy, select a retail business for the course project. The business must meet the approval of the teacher and require a location, building, and merchandise and/or services to sell.	III. Teacher approval.
IV. Recruit a mentor or advisor for the "Start Your Own Business" project.	IV. Given a consent form, interview form, and instructions, recruit an advisor to assist on the "Start Your Own Business" project. An acceptable advisor must conform to the factors listed on the handout "Guidelines for Choosing Advisors."	IV. Completed Interview and Consent forms.

Duty Evaluation
Course Checklist

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION
 Employment
 Unit I: Your Business

Duty: Organize the course project.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p><u>Introduction</u></p> <p>Preview the unit summary.</p> <ol style="list-style-type: none"> I. Describe the course goals and student responsibilities. II. Relate entrepreneurship to a small business. III. Select a retail business for the "Start Your Own Business" project. IV. Recruit a mentor or advisor for the "Start Your Own Business" project. <p>Task: Describe the course goals and student responsibilities.</p> <ol style="list-style-type: none"> I. Course goals and responsibilities <ol style="list-style-type: none"> A. Course goals <ol style="list-style-type: none"> 1. Provide the skills and knowledge needed to pursue careers as small business owners or managers 2. Prepare students to serve as contributing members of our society B. Student responsibilities <ol style="list-style-type: none"> 1. Select a small business to study in the course project 2. Recruit a mentor or advisor to assist on the course project 3. Complete all project requirements 4. Meet school and work attendance policies 5. Conduct in class and on the job 	<ol style="list-style-type: none"> I. Given handouts on the course goals and student responsibilities, explain them to the teacher's satisfaction. 	<p><u>Activity</u></p> <p>T--Preview the unit with the students.</p> <p>S--Review H.O. 1.</p> <p><u>Resources</u></p> <p>H.O. 1, Unit Summary.</p> <p><u>Activities I.</u></p> <p>T--Read the introduction to <u>Entrepreneurship in Marketing and Distribution</u>, pp. 2-6.</p> <p>Explain the course goals and student responsibilities. Add other responsibilities and requirements as warranted.</p> <p>S--Review handouts.</p>

Employment
YOUR BUSINESS
2

Task: Describe the course goals and student responsibilities. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>Task: Relate entrepreneurship to a small business</p> <p>II. Entrepreneurship and small business</p> <p>A. Define small business</p> <ol style="list-style-type: none"> 1. Independently managed 2. Owned and financed by an individual or small group 3. Maintains localized operations 4. Relatively small in size compared to largest firms in the business <p>B. Define entrepreneurship-- "The function of owning, managing, and operating one's own business, usually a small business"</p>	<p>II. Given three questions about entrepreneurship and how it relates to small business, answer the questions without error.</p>	<p><u>Resources</u></p> <p><u>Entrepreneurship in Marketing and Distribution</u> (this curriculum guide).</p> <p>H.O. 2, Course Goals.</p> <p>H.O. 3, Student Responsibilities.</p> <p><u>Evaluation</u></p> <p>Teacher's questions.</p> <p><u>Activity II.</u></p> <p>T--Read <u>PACE</u>, Part I, Unit A, pp. 3-6.</p> <p>Explain the definitions of small business and entrepreneurship. Lead a discussion of typical small businesses in the area that are entrepreneurships.</p> <p>S--Read H.O. 4 and participate in the discussion.</p> <p>Prepare a bulletin board that shows the correlation between small business and entrepreneurship.</p>

Employment
YOUR BUSINESS
3

Task: Describe the course goals and student responsibilities. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>Task: Select a retail business for the "Start Your Own Business" project.</p> <p>III. The Start Your Own Business" (SYOB) project</p> <p>A. Entrepreneurs of the future</p> <ol style="list-style-type: none"> 1. Women 2. Minorities <p>B. Businesses experiencing growth</p> <ol style="list-style-type: none"> 1. Catering shops 2. House plant stores 3. Jewelry manufacturers 4. Craft shops 	<p>III. Given information on some of the best and worst businesses to open and using one's own knowledge of the local economy, select a retail business for the course project. The business must meet the approval of the teacher and require a location, building, and merchandise and/or services to sell.</p>	<p><u>Resources</u></p> <p><u>PACE</u>, Part I, Unit A, pp. 3-6.</p> <p>H.O. 4, Self-Employment as an Occupation.</p> <p>Transparency 1, Small Business</p> <p>Transparency 2, Entrepreneurship</p> <p><u>Evaluation</u></p> <p>S--Complete Evaluation I.</p> <p><u>Activities III.</u></p> <p>T--Read <u>PACE</u>, Part I, Unit A, pp. 46-54.</p> <p>Ask students to identify the most successful and least successful businesses in the area. List them on the chalkboard. Compare them to the ones listed on H.O. 4 and 5.</p> <p>Discuss the possible businesses that might be successful in the community. Have the students make a list of five types of businesses they might like to start in the community.</p> <p>Explain the SYOB project.</p>

Employment
YOUR BUSINESS
4

Task: Select a retail business for the "Start Your Own Business" project. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>C. Businesses most likely to succeed</p> <ol style="list-style-type: none"> 1. Building materials 2. Auto tire and accessory 3. Sports and recreation 4. Funeral homes and crematories 5. Seed and garden supply 6. Sporting goods manufacturers 7. Engineering 8. Hardware 9. Office supplies and equipment 10. Liquor stores (not in Virginia though) <p>D. Businesses most likely to fail</p> <ol style="list-style-type: none"> 1. Local laundries and dry cleaners 2. Used car dealerships 3. Gas stations 4. Local trucking firms 5. Restaurants 6. Infants' clothing stores 7. Bakeries 8. Machine shops 9. Grocery and meat stores 10. Car washes <p>E. Seasonal businesses that can be successful</p> <ol style="list-style-type: none"> 1. Retail 2. Food 3. Services 		<p>By the end of Unit III have each student select a type of business to study for the SYOB project.</p> <p>S--By the end of Unit III select a type of business to study for the SYOB project.</p> <p><u>Resources</u></p> <p><u>PACE</u>, Part I, Unit A, pp.46-54.</p> <p>H.O. 5, The Ten Best and Ten Worst.</p> <p>H.O. 6, Start Your Own Business Project.</p> <p>Transparency 3, Businesses Experiencing Growth</p> <p>Transparency 4, Seasonal Businesses</p> <p><u>Evaluation</u></p> <p>T--Approve student's business selection for the SYOB project.</p> <p>S--Select a business to study for the SYOB project.</p>

Employment
YOUR BUSINESS
5

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>Task: Recruit a mentor or advisor for the "Start Your Own Business" project.</p> <p>IV. Recruit a mentor or advisor</p> <p>A. Guidelines for choosing advisors</p> <ol style="list-style-type: none"> 1. What to look for 2. How to find an advisor 3. What to listen for 4. Presenting your case 5. Writing it down <p>B. Interview</p> <ol style="list-style-type: none"> 1. Opening 2. Background 3. Location 4. Business practices 5. Advertising 6. Organization 7. Financing 8. Advising 	<p>IV. Given a consent form, interview form, and instructions, recruit an advisor to assist on the "Start Your Own Business" project. An acceptable advisor must conform to the factors listed on the handout "Guidelines for Choosing Advisors."</p>	<p><u>Activities IV.</u></p> <p>T--Read <u>Something Ventured, Something Gained</u>, pp. I-T-6 through I-5-14.</p> <p><u>Activities IV.A.</u></p> <p>T--Explain the importance of the advisor to the SYOB project.</p> <p>Brainstorm for ideas about what to look for in an advisor. Compare them to the ones listed in H.O. 7.</p> <p>Review H.O. 7 with the class. Insure there are no questions about it.</p> <p>S--Be sure that H.O. 7 is understood.</p> <p><u>Resources</u></p> <p><u>Something Ventured, Something Gained: An Advanced Curriculum for Small Business Management, 1979.</u></p> <p>H.O. 7, Guidelines for Choosing Advisors.</p> <p><u>Activities IV.B.</u></p> <p>T--Explain that students must interview prospective advisors to see if they are acceptable.</p> <p>Demonstrate how to complete H.O. 8.</p> <p>Role-play the interview process.</p> <p>S--Role-play the interview process.</p> <p><u>Resources</u></p> <p>H.O. 8, Interview Form.</p> <p><u>Evaluation</u></p> <p>T--Evaluate the role-play and review the completed Interview Form.</p>

Employment
YOUR BUSINESS
6

Task: Recruit a mentor or advisor for the "Start Your Own Business" project. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>C. Consent</p> <ol style="list-style-type: none"> 1. Importance to advisor 2. Importance to student 		<p><u>Activity IV.C.</u></p> <p>T--Explain H.O. 9. Two copies are needed. One for the advisor and one for the student to put in his or her SYOB project folder along with the completed Interview Form.</p> <p>Have students practice completing H.O. 9.</p> <p>S--Practice completing H.O. 9.</p> <p>By the end of Unit III (5 to 6 weeks) interview and recruit a project advisor. Complete an Interview Form and two Consent Forms.</p> <p><u>Resources</u></p> <p>H.O. 9, Advisor Consent Form.</p> <p><u>Evaluation</u></p> <p>T--Review H.O. 9 to see if it is satisfactory.</p> <p><u>Evaluation IV.</u></p> <p>S--Recruit an advisor for the SYOB project.</p>

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION
 Employment
 Unit II: Your Business
 UNIT SUMMARY--H.O. #1

Duty: Organize the course project.

TASKS	PERFORMANCE OBJECTIVES	EVALUATION INSTRUMENTS
I. Describe the course goals and student responsibilities.	I. Given handouts on the course goals and student responsibilities, explain them to the teacher's satisfaction.	I. Oral test.
II. Relate entrepreneurship to a small business.	II. Given three questions about entrepreneurship and how it relates to small business, answer the questions without error.	II. Written test--Evaluation 1.
III. Select a retail business for the "Start Your Own Business" project.	III. Given information on some of the best and worst businesses to open and using one's own knowledge of the local economy, select a retail business for the course project. The business must meet the approval of the teacher and require a location, building, and merchandise and/or services to sell.	III. Teacher approval.
IV. Recruit a mentor or advisor for the "Start Your Own Business" project.	IV. Given a consent form, interview form, and instructions, recruit an advisor to assist on the "Start Your Own Business" project. An acceptable advisor must conform to the factors listed on the handout "Guidelines for Choosing Advisors."	IV. Completed Interview and Consent forms.

Duty Evaluation
 Course Checklist

H.O. #2--COURSE GOALS

Entrepreneurship in Marketing and Distribution is an introductory course for advanced Marketing and Distributive Education students who are interested in pursuing a career in marketing and distribution entrepreneurship or small business management. For a small business to prosper, knowledge and skills that are particular to the small businessman must be brought together in a favorable economic climate. The knowledge and skills needed can be gained through experience and education. Once learned, they will improve one's chance of success and reduce the chance of failure. Most bank loan officers, successful small business owners, and small business management teachers agree that business failures can be reduced if entrepreneurs spent more time preparing themselves for opening and operating their businesses.

The aim of this course is to provide you with the skills and knowledge to begin a career as a small business owner or manager and serve as a contributing member of our society.

The course goal is for you to be able to do the following when you complete the minimum requirements of the course:

1. Determine the responsibilities and rewards of owning your own business.
2. Identify potential business opportunities.
3. Locate and evaluate sources of assistance to help a new entrepreneur.
4. Determine and project the proper image for your business.
5. Select your business location.
6. Select the appropriate building design, layout, fixtures, and equipment.
7. Implement merchandising policies.
8. Staff and manage your personnel.
9. Develop effective sales promotion activities.
10. Provide appropriate customer services.
11. Plan for financial needs.
12. Locate and select sources of financial assistance.
13. Manage the long term financial health of your business.

H.O. 3--STUDENT RESPONSIBILITIES

Students have the following responsibilities in this course:

1. Select a small business to study for the course project.
2. Recruit an advisor to assist with the course project.
3. Complete all course project requirements on time.
4. Observe school and work attendance policies.
5. Observe class and work conduct policies.
6. Others:

H.O. #4 SELF-EMPLOYMENT AS AN OCCUPATION

An entrepreneur is someone who owns and operates his/her own business. For example, many grocery stores are owned by one person, or a family. Another example is boutiques (specialty stores) which are usually small and owned or operated by one person.

For many occupations, there is a related opportunity for entrepreneurship. Below are examples or only a few:

Occupations	Opportunity for Entrepreneurship
Salesperson in a clothing store	Own a clothing store
Account executive in advertising	Own an advertising agency
Manager of a supermarket	Own a grocery store
Real estate agent	Own a real estate agency
Flower arranger at a flower shop	Own a florist shop
Service station attendant	Own a auto repair shop
Tool and die maker	Own a metal parts factory

THE PERVASIVENESS OF SMALL BUSINESS

Every year over 250,000 new businesses are formed in the United States. By far the greatest number of these new ventures are small businesses and will probable remain so over their lifetimes.

While small businesses account for only a minority of the sales, assets (equipment, cash, etc.), and profits of American business, they represent the overwhelming majority of business enterprises. 88% of all proprietorships, 66% of all partnerships, and 38% of all corporations are small firms which gross receipts (total sales without considering expenses and taxes) under \$50,000. Thus, not only is the typical enterprise a small one, but it is also typically self-owned. In fact, of the twelve million businesses filing with the Internal Revenue Service in 1969, over eight million (69%) were both proprietorships and small (i.e., sales less than \$50,000). Entrepreneurship is thus an important element in the careers of many Americans. At least eight million people, 10% of the work force, are owners of small businesses, and a good many more work in such small businesses.

Nancy Holt, Jo Shuchat and Mary Lewis Regal. *Minding Your Own Small Business: An Introductory Curriculum for Small Business Management*, pp.13-14.

What are some of the characteristics of this typical enterprise, the small proprietorship? For one thing, small proprietorships clearly dominate several sectors of the economy. They represent most of the firms in agriculture, forestry and fishing, most service firms, and just over half of the firms in wholesale and retail trade. Fewer small firms are formed in manufacturing, construction, mining and finance. It is not hard to understand why the small proprietorships are concentrated in these few selected areas. Excluding agriculture, these industries typically require relatively little money to start. Money is needed for buying goods, and for salaries, but the amounts are less than required to buy equipment and build factories for manufacturing. In addition, technical skills needed in service or trade are more easily acquired than the engineering skills of a manufacturer or the financial skills needed in banking.

H.O. #5—THE TEN BEST AND TEN WORST

THE BEST

Money magazine recently surveyed twenty-six bankers, professors in business schools, Small Business Administration representatives, members of Service Corps of Retired Executives (SCORE), and executives of small business investment companies throughout the United States. These individuals selected the ten types of businesses they felt would be most successful from a list of eighty-one common businesses. The following are the ten types of businesses they felt had the best chance of being successful today:

1. Building materials stores.
2. Auto tire and accessories stores.
3. Sports and recreation stores.
4. Funeral homes and crematories.
5. Seed and garden supply stores.
6. Sporting goods manufacturers.
7. Engineering, laboratory and scientific equipment.
8. Hardware stores.
9. Office supply and equipment.
10. Liquor stores (Note that this business is run by the state in Virginia).

THE WORST

Money magazine found that there were some businesses which had a higher incidence of failure than others. The following is a list of the ten businesses most likely to fail:

1. Local laundries and dry cleaners.
2. Used-car dealerships.
3. Gas stations.
4. Local trucking firms.
5. Restaurants.
6. Infant's clothing stores.
7. Bakeries.
8. Machine shops.
9. Grocery and meat stores.
10. Car washes.

H.O. # 6--START YOUR OWN BUSINESS PROJECT

The "Start Your Own Business" project is a year-long project. It is the principle method used to give you experience in planning a new business. You will actually perform the steps that are necessary when one begins to pull together all the information and plans needed to initiate a new business.

As each unit's material is covered in class, you will apply what you have learned to a business of your choice. You will prepare the plans and make the decisions for your business as if you are actually starting one. As part of the project, each "new" business will enlist the help of a person in the community who currently owns and/or manages the same kind of business. By the end of Unit III (in 5-6 weeks) you will have to choose the business you want to start. Units I, II, and III will help you make that choice.

The following are most of the activities that you will need to complete as part of your project. They will be assigned to you as they are covered in class.

1. Select a business to "start".
2. Recruit an advisor.
3. Choose a form of ownership for your business.
4. Select insurance coverage for your business.
5. Draft a policy to comply with government's consumer, employee, business, and environmental protection.
6. Draft a plan for paying federal, state, and local taxes.
7. Prepare a written description of the target population for your business.
8. Formulate a store image for your business.
9. Select a store name.
10. Prepare a written analysis of how the store image is expected to affect start-up costs and operating expenses.
11. Select a specific site for your business.
12. Sketch and exterior design of the store building.
13. Draw an interior layout for your business.
14. Prepare a plan for processing incoming merchandise and supplies, and managing inventory.
15. Develop a plan to staff your business.
16. Prepare a plan for paying your employees.
17. Develop an employee benefit plan.
18. Develop a procedure for hiring employees.
19. Outline an employee training program.
20. Develop a system for evaluating employee performance.
21. Prepare an employee handbook.
22. Construct a display for a sales campaign.
23. Select a customer service mix for your business.
24. Prepare a financial plan for your business.

H.O.#7--GUIDELINES FOR CHOOSING ADVISORS

WHAT TO LOOK FOR:

- ** Interest, willingness to explain his or her business.
- ** In business similar to your project business (same product or service, same organizational structure).

HOW TO FIND AN ADVISOR:

- ** Ask fellow students and your teachers.
- ** Discuss with businesspersons who are friends.

WHAT TO LISTEN FOR:

- ** Broad business knowledge.
- ** Explains his or her business clearly and openly.
- ** Compatibility (is at ease with you, answers your questions).
- ** Gives time for interview willingly (may thus be willing to give additional time as advisor).

PRESENTING YOUR CASE:

- ** First conduct interview and decide whether the businessperson would be an appropriate advisor.
- ** "Sell" yourself as an advisee, your knowledge and experience, your reason for enrolling in the course, your objectives.
- ** Explain the course.
- ** Explain the advisor's role and time commitment using the Consent Form.

WRITING IT DOWN:

- ** With advisor, fill in the details of the Consent Form as you agree on them, including your advisor's and your responsibilities.
- ** Sign, and have advisor sign.
- ** Make a copy for the advisor.

H.O. #8--INTERVIEW FORM

Student: Arrange ahead. Say who you are and that you are there for a school assignment. Keep the interview brief (half an hour maximum.

Interviewer: _____

Interviewee: _____

Business: _____

Phone: _____

Date: _____

OPENING

1. When did you open this business?
2. Was it a new business or did you buy an existing one?
3. Why did you go into business?
4. What particular line or price-level of goods/services do you sell?
5. What made you choose this particular line of business?
6. How long did you spend in planning to open this business? What plans did you make?
7. Did you seek advice from any of the following?
 - a. Suppliers
 - b. Bankers
 - c. Businesspeople in noncompeting lines
 - d. Businesspeople in competing lines
 - e. Family or friends
 - f. Government agency
 - g. Others:
8. Who gave you the best advice? What was it?

BACKGROUND

9. Have you owned or managed other businesses?
10. Did you have any special training for a career in business?

INTERVIEW FORM (Continued)

11. Ask if applicable: How has being (female/a member of a minority group) affected your business?

LOCATION

12. Why did you locate here?

13. Is it a good location?

BUSINESS PRACTICES

14. What price line of goods/services do you carry:

- a. Low
- b. Average
- c. High

15. Who are your customers (e.g. children, men, women, high-income, etc.)?

16. What geographic area do they come from?

ADVERTISING

17. How did you advertise at first? Now?

ORGANIZATION

18. Is this business incorporated, or is it a sole proprietorship, franchise, or partnership? Why did you choose this form of ownership?

19. How many people do you employ?

20. What do you feel is most important to your success?

FINANCING

21. Was funding a major difficulty in starting your business? If so, in what way?

INTERVIEW FORM (continued)

END HERE OR CONTINUE (IF PERSON IS TO BE
INVITED TO BE AN ADVISOR)

ADVISING

22. Have you advised others on going into business?

23. Would you be willing to serve as my advisor for my project on how to go into business if we can agree on the details?

(If YES, discuss the course and what will be asked of the advisor, go over the consent agreement, completing all details, and give one copy to the business owner.)

(If NO, thank the owner for his or her time and cooperation. You will need to contact a second business owner and obtain consent. Contact you teacher if you have trouble.)

H.O. #9--ADVISOR CONSENT FORM

(Fill in 2 copies; advisor keeps one.) Date: _____

I hereby agree to serve as advisor to _____
 from _____ to _____, as s/he attends the course on
 starting a small business, _____ at _____
 _____ (school).

I have been fully informed of the goals of the course and extent of
 my participation. As an advisor, I agree to:

- ** Provide information and guidance on specific issues relating to my type of business, and
- ** Allow the student(s) to observe my business.

The student(s) agree to:

- ** Make any appointments in advance and keep them.
- ** Come to the advisor prepared in order not to waste time, and
- ** Keep confidential any information that the advisor considers confidential.

Optionally, the advisor agrees to:

- ** Speak to the class.
- ** Attend a meeting of business advisors.
- ** Other: _____

Optionally, the student agrees to:

- ** Spend time, as a volunteer, in the business.
- ** Copy some of the class materials for the advisor.
- ** Other: _____

The advisor and the student(s) further agree that the advisor need not answer questions of a confidential nature if he or she so chooses.

ADVISOR CONSENT FORM (Continued)

STUDENT(S): _____
(Names and
phone numbers) _____

ADVISOR: _____

TITLE: _____

BUSINESS: _____

BUSINESS ADDRESS: _____

PHONE: _____

If you have any questions, contact the course instructor:

NAME: _____

SCHOOL: _____

PHONE: _____

TRANSPARENCY 1
UNIT I

S M A L L B U S I N E S S

INDEPENDENTLY MANAGED

OWNED AND FINANCED BY AN INDIVIDUAL OR SMALL GROUP

MAINTAINS LOCALIZED OPERATIONS

RELATIVELY SMALL

TRANSPARENCY 2
UNIT I

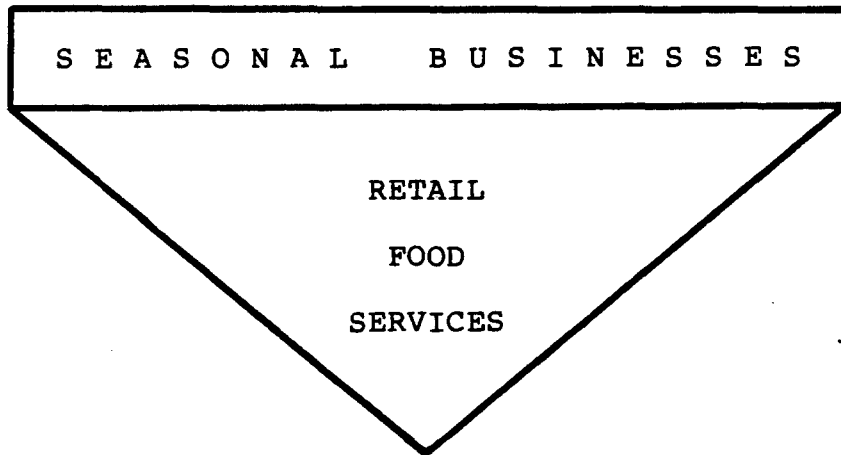
E N T R E P R E N E U R S H I P

THE FUNCTION OF OWNING, MANAGING, AND
OPERATING ONE'S OWN BUSINESS, USUALLY
A SMALL BUSINESS.

TRANSPARENCY 3
UNIT IB U S I N E S S E S E X P E R I E N C I N G
G R O W T H

BUILDING MATERIALS
AUTO TIRE AND ACCESSORY
SPORTS AND RECREATION
FUNERAL HOMES AND CREMATORIES
SEED AND GARDEN SUPPLY
SPORTING GOODS MANUFACTURERS
ENGINEERING
HARDWARE
OFFICE SUPPLIES AND EQUIPMENT
LIQUOR STORES

TRANSPARENCY 4
UNIT I



UNIT II
RESPONSIBILITIES AND REWARDS FOR OWNING A BUSINESS

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION
 Employment
 Unit II: Responsibilities and Rewards for Owning a Business

UNIT SUMMARY

Duty: Appraise one's own qualifications to be an entrepreneur.

TASKS	PERFORMANCE OBJECTIVES	EVALUATION INSTRUMENTS
I. Appraise the rewards, advantages, and benefits of owning a business.	I. Given a one item essay examination about the rewards, advantages, and/or benefits of owning one's own business, use at least six of the rewards, advantages, and/or benefits in answering the question to the teacher's satisfaction.	I. Written test--Evaluation 1.
II. Describe the responsibilities associated with entrepreneurship.	II. Given a list of five responsibilities associated with entrepreneurship, given an example of each responsibility. At least four of the examples must be correct.	II. Written test--Evaluation 2.
III. Analyze personal qualifications in relation to those required for entrepreneurship.	III. Given a completed entrepreneurship rating scale, analyze personal qualifications to the satisfaction of the teacher.	III. Written test--Evaluation 3.
		Duty Evaluation Course Checklist

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION
Employment
Unit II: Responsibilities and Rewards for Owning a Business

Duty: Appraise one's own qualifications to be an entrepreneur.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p><u>Introduction</u></p> <p>Preview the unit summary.</p> <p>I. Appraise the rewards, advantages, and benefits of owning a business.</p> <p>II. Describe the responsibilities associated with entrepreneurship.</p> <p>III. Analyze personal qualifications in relation to those required for entrepreneurship.</p> <p>Task: Appraise the rewards, advantages, and benefits of owning a business.</p> <p>I. Rewards, advantages, and benefits</p> <p>A. Independence</p> <p>B. Potential to make money</p> <p>C. Personal growth</p> <p>D. Being in charge</p> <p>E. Trying one's own best</p> <p>F. Prestige</p> <p>G. Choosing one's own work hours</p>	<p>I. Given a one item essay examination about the rewards, advantages, and/or benefits of owning one's own business, use at least six of the rewards, advantages, and/or benefits in answering the question to the teacher's satisfaction.</p>	<p><u>Activity</u></p> <p>T--Preview unit in terms of tasks students will need to perform and how their performance will be evaluated</p> <p><u>Resources</u></p> <p>H.O. 1, Unit Summary.</p> <p><u>Activity I.</u></p> <p>T--Read <u>PAGE</u>, Part I, Unit B, pp. 5-6; and <u>Minding Your Own Small Business</u>, pp. 17-18.</p> <p>Discuss the advantages, benefits, and rewards a business owner may realize in his or her career.</p> <p>S--Interview a small business owner and find out his or her reasons for choosing a career as an entrepreneur.</p> <p><u>Evaluation</u></p> <p>S--Complete Evaluation I.</p>

Employment
 RESPONSIBILITIES AND REWARDS
 FOR OWNING A BUSINESS

2

Task: Appraise the rewards, advantages, and benefits of owning a business. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>Task: Describe the responsibilities associated with entrepreneurship.</p> <p>II. Responsibilities of an entrepreneur</p> <p>A. Time requirements</p> <p>B. Personal commitment</p> <p>C. Risk</p> <p>D. Commitment to employees</p> <p>E. Commitment to community</p>	<p>II. Given a list of five responsibilities associated with entrepreneurship, give an example of each responsibility. At least four of the examples must be correct.</p>	<p><u>Resources</u></p> <p>H.O. 2, Entrepreneurs As People.</p> <p><u>PACE</u>, Part I, Unit 8, pp. 5-6.</p> <p><u>Minding Your Own Small Business, An Introductory Curriculum for Small Business Management</u>, pp. 17-18.</p> <p>Transparency 1--Rewards, Advantages, and Benefits.</p> <p><u>Activity II.</u></p> <p>T--Read H.O. 3, Responsibilities of Entrepreneurs</p> <p>Brainstorm the responsibilities business owners have. Categorize the students' responses according to time requirements, personal commitment, risk, commitment to employees, and commitment to community.</p> <p><u>Evaluation</u></p> <p>S--Complete Evaluation 2.</p> <p><u>Resources</u></p> <p>H.O. 3, Responsibilities of Entrepreneurs.</p>

Employment
RESPONSIBILITIES AND REWARDS
FOR OWNING A BUSINESS

3

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>Task: Analyze personal qualifications in relation to those required for entrepreneurs.</p> <p>III. Personal qualifications required for entrepreneurs</p> <p>A. Entrepreneurship skills</p> <ol style="list-style-type: none"> 1. Organizing 2. Problem-solving 3. Decision-making 4. Human relations 5. Communications 6. Technical knowledge 7. Creative abilities 8. Physical skills 	<p>III. Given a completed entrepreneurship rating scale, analyze personal qualifications to the satisfaction of the teacher.</p>	<p><u>Activity III.A.</u></p> <p>T--Read <u>Pace</u>, Part I, Unit B, pp. 6-7, 30-32, and 42-51; and <u>Starting and Managing a Small Business of Your Own</u>, pp. 2-6.</p> <p>Outline the entrepreneurial skills needed by small business owners if they expect to be successful.</p> <p>Administer H.O. 4, Rating Scale for Personal Traits Important to a Business Proprietor.</p> <p>S--Complete H.O. 4.</p> <p><u>Resources</u></p> <p><u>PACE</u>, Part I, Unit B, pp. 6-7, 30-32, and 42-51.</p> <p><u>Starting and Managing a Small Business of Your Own</u>, pp. 2-6.</p> <p>H.O. 4, Rating Scale for Personal Traits Important to a Business Proprietor.</p> <p>Transparency 2, Entrepreneurship Skills</p>

Employment
 RESPONSIBILITIES AND REWARDS
 FOR OWNING A BUSINESS

4

Task: Analyze personal qualifications in relation to those required for entrepreneurs. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>B. Education and training</p> <ol style="list-style-type: none"> 1. High school 2. Universities and community colleges 3. Trade schools 4. Employer training programs 5. Military training programs <p>C. Experience</p> <ol style="list-style-type: none"> 1. On the job 2. Hobbies and recreation activities 3. Community activities 		<p><u>Activity III.B.</u></p> <p>T--Explain how education and training help develop the skills needed for entrepreneurship. Point out that the skills can be acquired through education and training.</p> <p><u>Resources</u></p> <p>Transparency 3, Education and Training</p> <p><u>Activity III.C.</u></p> <p>T--Discuss how experience helps develop the skills needed for entrepreneurship.</p> <p>S--Using the H.O. 5, interview a small business owner to find out where he or she learned the skills needed on the job.</p> <p>S--Write a short report on the interview findings.</p> <p><u>Resources</u></p> <p>H.O. 5, Entrepreneurship Skills.</p> <p>Transparency 4, Experience</p>

Employment
 RESPONSIBILITIES AND REWARDS
 FOR OWNING A BUSINESS

5

Task: Analyze personal qualifications in relation to those required for entrepreneurs. (Continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION
<p>D. Attitude</p> <ol style="list-style-type: none"> 1. Hard work 2. Achievement 3. Risk-taking 		<p><u>Activity III.D.</u></p> <p>T--Point out the importance of an entrepreneur's attitude toward hard work, achievement, and risk-taking.</p> <p>S--Complete H.O. 6, Attitude.</p> <p><u>Resources</u></p> <p>H.O. 6, Attitude.</p> <p>Transparency 5, Attitude</p> <p><u>Evaluation</u></p> <p>T--Administer Evaluation 3.</p> <p>S--Complete Evaluation 3.</p> <p><u>Resource</u></p> <p>Evaluation 3, Analyze Personal Qualifications</p>

ENTREPRENEURSHIP IN MARKETING AND DISTRIBUTION
 Employment
 Unit II: Responsibilities and Rewards for Owning a Business

UNIT SUMMARY--H.O. #1

Duty: Appraise one's own qualifications to be an entrepreneur.

TASKS	PERFORMANCE OBJECTIVES	EVALUATION INSTRUMENTS
I. Appraise the rewards, advantages, and benefits of owning a business.	I. Given a one item essay examination about the rewards, advantages, and/or benefits of owning one's own business, use at least six of the rewards, advantages, and/or benefits in answering the question to the teacher's satisfaction.	I. Written test--Evaluation 1.
II. Describe the responsibilities associated with entrepreneurship.	II. Given a list of five responsibilities associated with entrepreneurship, given an example of each responsibility. At least four of the examples must be correct.	II. Written test--Evaluation 2.
III. Analyze personal qualifications in relation to those required for entrepreneurship.	III. Given a completed entrepreneurship rating scale, analyze personal qualifications to the satisfaction of the teacher.	III. Written test--Evaluation 3.
		Duty Evaluation Course Checklist

H.O. #2--ENTREPRENEURS AS PEOPLE

In many respects, the entrepreneur represents what people around the world think of as the typical American. What we sometimes think of as basic American values--individualism, initiative, the pioneering spirit, the importance of self-expression, independence, persistence, inventiveness, hard work, free enterprise--are expressed in the careers of entrepreneurs. Opportunity, the lure for hundreds of thousands of immigrants throughout the history of the United States, was often realized in the form of self-employment. Many a great fortune was built on a small beginning.

The chance for any individual to succeed on his or her own efforts still attracts many people. Even though there are many large multi-national corporations in our economy, great success has been achieved by small business owners in recent years.

Why is entrepreneurship so attractive? Entrepreneurship is seen as a chance to gain special rewards. These rewards include independence, a potential high income, personal growth, being in charge, trying one's own ideas, choosing one's own work hours, and so forth.

Special responsibilities also fall to the entrepreneur as the ultimate decision maker in the business, who enjoys or suffers the results of his or her own decisions. For example, in a cash squeeze, the business owner will pay employees first and delay paying himself or herself.

Many people begin their own businesses but fewer numbers of them succeed. What distinguishes the successful entrepreneur from the unsuccessful one? Successful entrepreneurs are characterized by the following traits:

- a. Technical knowledge of how to operate a business
- b. Ability to absorb setbacks
- c. Patience to wait until the business really "takes off"
- d. Ambition, energy, and drive
- e. Independence
- f. Ability to take full responsibility for decisions
- g. Realistic expectations about the hard work required
- h. Persistence
- i. Ability to communicate
- j. Resources to outlast lack of income

As one small business owner said, "Loneliness is part of owning your own firm." There is no one to congratulate you for good decisions, to prevent you from making poor ones or to tell you what to do if you want to "do your own thing."

H.O. #3--RESPONSIBILITIES OF ENTREPRENEURS

Owning and managing a business offers many benefits, rewards, and advantages such as independence to follow one's own way, potential to make a great deal of money, and the opportunity for personal growth and power. These are among the many reasons people choose to enter business. However, with these rewards and benefits come responsibilities.

There can be a lot of responsibility to shoulder. An entrepreneur makes decisions which affect family, employees, customers, community, as well as himself or herself--and the responsibility lasts long after closing time.

TIME REQUIREMENTS: A business knows no clock. Decisions have to be made, often with little or no warning. When ill, the owner cannot "call in sick" to his boss. He or she cannot take off a few days unless a qualified replacement can fill in to manage the business while the owner is away. Many small businesses operate six or seven days a week, often requiring the owner to work 60, 70, or more hours a week. An example is a restaurant owner who works from 6:30 A.M. to 9:00 P.M., seven days a week, or over 100 hours a week.

PERSONAL COMMITMENT: While a business requires owner time in the business, it also takes time away from family, friends, and one's own personal endeavors. An owner has the responsibility of committing not only his or her time, but also his or her other resources such as money, skills, and attitudes to the business.

RISKS: An entrepreneur has the responsibility for taking moderate risk. The risk of losing one's capital, personal reputation, friends, or even family, in some cases, is possible when one is an entrepreneur. The potential for failure is great with more than one-fourth of all new businesses closing within three years of opening.

COMMITMENT TO EMPLOYEES: Once an entrepreneur hires an employee, he or she accepts the responsibility for supervising and taking care of the employee so that the business realizes the greatest return in labor or service from that employee. That responsibility includes pay, benefits, safety, training, supervision, and job security. Often small business owners and employees develop into a friendly team, each committed to looking out for the other's interest.

COMMITMENT TO COMMUNITY: Some entrepreneurs recognize special satisfaction in serving their community. Of course not all business owners share this philosophy. They see any diversion of effort away from producing a profit as wasteful. However, a firm which consistently observes certain social obligations makes itself a desirable member of the community and may attract additional customers. Conversely, a firm that fails in its social responsibilities may find itself the object of restrictive legislation and its employees somewhat less than loyal. It is more likely, however, that the typical entrepreneur involves his business in the community simply because he feels it is a personal duty and not because of any potential for profit that might be realized.

H.O. #4--RATING SCALE FOR PERSONAL TRAITS IMPORTANT
TO A BUSINESS PROPRIETOR

DIRECTIONS: After each question place a check mark on the line at the point closest to your answer. The check mark need not be placed directly over the answer because your rating may lie somewhere between two answers. Be honest with yourself.

ARE YOU A SELF-STARTER? _____	I do things my own way. Nobody needs to tell me to get going.	If someone gets me started, I keep going all right.	Easy does it. I don't put myself out until I have to.
HOW DO YOU FEEL ABOUT OTHER PEOPLE? _____	I like people. I can get along with just about anybody.	I have plenty of friends. I don't need anyone else.	Most people bug me.
CAN YOU LEAD OTHERS? _____	I can get most people to go along without much difficulty.	I can get people to do things if I drive them.	I let someone else get things moving.
CAN YOU TAKE RESPONSIBILITY? _____	I like to take charge of and see things through.	I'll take over if I have to, but I'd rather let someone else be responsible.	There's always some eager beaver around wanting to show off. I say let him.
HOW GOOD AN ORGANIZER ARE YOU? _____	I like to have a plan before I start. I'm usually the one to get things lined up.	I do all right unless things get too goofed up. Then I cop out.	I just take things as they come.

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HOW GOOD A WORKER ARE YOU? _____

I can keep going as long
as necessary. I don't mind
working hard.

I'll work hard for a while,
but when I've had enough,
that's it!

I can't see that hard work
gets you anywhere.

CAN YOU MAKE DECISIONS? _____

I can make up my mind in
a hurry if necessary, and
my decision is usually o.k.

I can if I have plenty of
time. If I have to make up
my mind fast, I usually re-
gret it.

I don't like to be the one
who decides things. I'd
probably blow it.

CAN PEOPLE TRUST WHAT YOU SAY? _____

They sure can. I don't say
things I don't mean.

I try to be on the level,
but sometimes I just say
what's easiest.

What's the sweat if the
other fellow doesn't know
the difference?

CAN YOU STICK WITH IT? _____

If I make up my mind to
do something, I don't let
anything stop me.

I usually finish what I
start.

If a job doesn't go right,
I turn off. Why beat your
brains out?

HOW GOOD IS YOUR HEALTH? _____

I never run down.

I have enough energy for
most things I want to do.

I run out of juice sooner
than most of my friends
seem to.

H.O. #5--ENTREPRENEURSHIP SKILLS

DIRECTIONS: Use this form to interview a business owner about where he or she learned his or her entrepreneurship skills. Be sure to tell him or her that this is a class project and get permission before proceeding.

NAME OF BUSINESS OWNER: _____

1. Do you find that you need the following skills to be a successful business owner?

	YES	NO		YES	NO
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	Problem-solving	<input type="checkbox"/>	<input type="checkbox"/>
Decision-making	<input type="checkbox"/>	<input type="checkbox"/>	Human Relations	<input type="checkbox"/>	<input type="checkbox"/>
Communications	<input type="checkbox"/>	<input type="checkbox"/>	Technical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Creative Abilities	<input type="checkbox"/>	<input type="checkbox"/>	Physical Skills	<input type="checkbox"/>	<input type="checkbox"/>

2. Where did you learn the skills you use to manage your business?
(Check the appropriate boxes)

- High School
- University
- Community College
- Trade School
- Employer Training Programs
- Military Training Program

3. Did you also learn entrepreneurship skills from experience gained:

- On the job.
- Hobbies or recreational activities.
- Community activities.

EVALUATION #2--ENTREPRENEURSHIP RESPONSIBILITIES

DIRECTIONS: This evaluation consists of five items. Answer them to the best of your ability. Within the space provided, give one example of an entrepreneur's responsibility toward the following:

1. Time:

2. Personal commitment:

3. Risk:

4. Commitment to employees:

5. Commitment to community:

TRANSPARENCY 1
UNIT IIR E W A R D S, A D V A N T A G E S
a n d B E N E F I T S

INDEPENDENCE

POTENTIAL TO MAKE MONEY

PERSONAL GROWTH

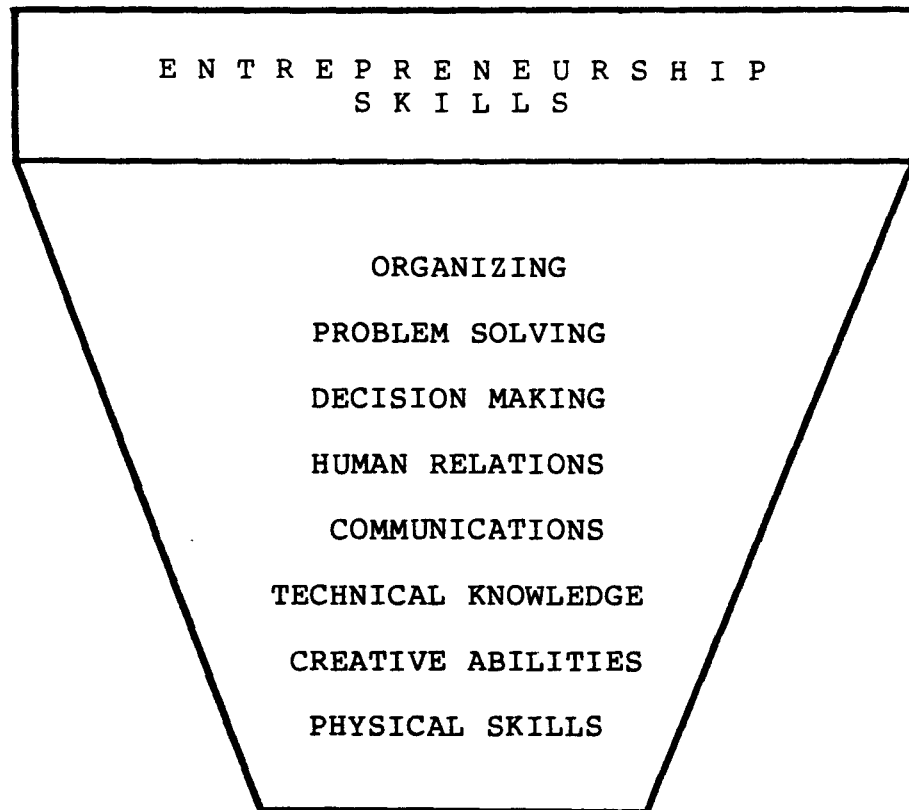
BEING IN CHARGE

TRYING ONE'S OWN IDEAS

PRESTIGE

CHOOSING ONE'S OWN WORK HOURS

TRANSPARENCY 2
UNIT II



E D U C A T I O N a n d T R A I N I N G

HIGH SCHOOL

UNIVERSITIES

COMMUNITY COLLEGES

TRADE SCHOOLS

EMPLOYER TRAINING PROGRAMS

MILITARY TRAINING PROGRAMS

TRANSPARENCY 4
UNIT II

E X P E R I E N C E

ON THE JOB

HOBBIES

RECREATIONAL ACTIVITIES

COMMUNITY ACTIVITIES

TRANSPARENCY 5
UNIT II

A T T I T U D E T O W A R D
HARD WORK
ACHIEVEMENT
RISK-TAKING