

# Teacher Tool 356: Think Like an Entrepreneur

## Program Guide

Study Guide for Point to Point 8: Think Like an Entrepreneur

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## **Media Literacy: Decoding Images— A Visual Literacy Lesson**

**Expert:** Michelle Esswein, Winning Women— Short Biography Included in this Document

**Targeted Grade Levels:** This program can be targeted to any grade level between 3 and 12.

**Availability:** Program requests must be made at least two weeks prior to your desired date. When enrolling, let us know at least three possible dates and times you'd like to schedule your interaction. Our “Think Like an Entrepreneur” program series is divided into four parts. You can choose to enroll for all four sections, one section, or any combination you like.

### **Program Description:**

Would you like your students to explore what it means to think like an entrepreneur, to practice the traits and skills of a successful entrepreneur, and get answers to the questions every entrepreneur should ask themselves before starting a business? Then join entrepreneur Michelle Esswein to explore those subjects and more.

Think Like an Entrepreneur is organized into a four-part series where you can enroll in all 4 parts of the series or choose just the individual parts that apply to your class. In each of the parts, your students get to think like an entrepreneur in different ways.

The program's conversation will be guided entirely by the topics you wish Michelle to address and the questions your students want her to answer. For example, if your students are elementary or middle school students who send topics and questions focusing on the differences between an entrepreneur and a business owner, then that will be the direction of your interaction; if your students are in high school and want to focus on more specific aspects of entrepreneurship, then that will be the direction of your interaction. Your topic preferences and advance questions are due to us no less than three days prior to your scheduled interaction.

### **Session 1—Defining Inventors, Entrepreneurs, Employees and Small Business Owners**

Students will learn, understand, compare and contrast the differences between these four types of people.

### **Session 2 – Entrepreneurship and How it Affects the Community**

Students will learn and understand the impact of Entrepreneurs on economic and workforce development as well as philanthropy.

### **Session 3– Entrepreneurial Traits and Skills**

Working with surveys, students will learn the top skills needed to be and the characteristics of Entrepreneurs.

### **Session 4 – Questions Entrepreneurs should Ask Themselves Before Starting a Business**

Students will reflect on what is needed within a person to become a successful Entrepreneur.

### **Program Objectives:**

Participants will:

1. learn and understand the impact of entrepreneurs on economic and workforce development as well as philanthropy

2. learn, understand, compare and contrast the differences between four types of business people
3. learn the top skills needed to be and the characteristics of entrepreneurs
4. reflect on what is needed within a person to become a successful entrepreneur

**Expert Biography:**

Michelle Esswein is Founder, President and Chief Executive Officer of Winning Women. Winning Women has established public/private sector partnerships to promote an economic environment conducive to business growth and development for women in business.

Michelle was appointed by the President of the United States to the National Women’s Business Council. On this Council, she provided an independent source of advice to both the President of the United States and the U.S. Congress on economic issues of importance to women entrepreneurs. She was appointed by the U.S. Secretary of Defense to (JCOC) Joint Civilian Orientation Conference 81.

Michelle produces and hosts a radio show called the Michelle Esswein Show on iHeart Media which focuses on workforce and economic development issues, entrepreneurs and community. Michelle also produced and hosted a one-hour weekly radio call-in program, Business Matters. Michelle appears on local St. Louis TV stations (FOX, CBS and NBC) to offer business advice for consumers.

**Program Format:**

**Introduction:** Begin with a short bio of the presenter and an overview of the session.

**Heart of the Program:** Michelle will discuss and answer questions about each of the four sections of this program. Please refer to the Program Description to find information about these sections.

**Conclusion:** Michelle will give final comments and answer any follow up questions.

**How To Connect for the Program:**

1. Via h.323 Videoconference
2. Via Skype, Zoom, or other similar desktop videoconference software

When you enroll for the program, please let us know your preferred method of connection.

**To Enroll:** Enrollment can occur in any of the following ways:

1. Go to our web site and enroll via the link provided on the video play page for this program.
2. E-mail us at [info@educate.today](mailto:info@educate.today) and put “Enrolling for Campaign Ad Point to Point“ in the title of the e-mail. Please include your contact information in the e-mail and at least three proposed dates and times for your interaction.

We will respond to either method of enrollment to finalize a scheduled date for your interaction, make sure you have all program preparatory materials, and handle technical details for your method of connection including test calls.

**Cost and Payment:** \$110—Payment may be made via credit card or school district purchase order. Payment must be received prior to the scheduled program date.

**Cancellation Policy:** Once a date and time has been scheduled for your interaction, you can cancel or reschedule without penalty within 24 hours. After 24 hours and up to 7 days before your scheduled program, we'll refund 50% of your original fee. Within 7 days of the scheduled date, we do not offer a refund. Should an uncontrollable emergency occur (i.e.: snow day, etc.), we will work with you to reschedule the program for a new date and time but should that prove impossible, we will refund 50% of your original fee. Should our program expert or other circumstance force a cancellation on our end from your original date, we will work with you to reschedule the program for a new date and time that works for you, or we will refund your purchase in full.

### **Pre-Program Activity Suggestions:**

**1. Send Us Your Advance Questions for Your Interaction:** Work with students in advance of their interaction to determine up to the ten (10) most important questions you'd like to ask the Michelle during your program. Send these questions to us by completing the Think Like an Entrepreneur Point to Point Worksheet document sent to you with preparatory materials for this program and also available on our Educate.Today website. E-mail it to us at [info@educate.today](mailto:info@educate.today) no less than three days prior to your scheduled interaction. Additional spontaneous questions will be encouraged during the program, but these questions will be used to organize the conversation.

### **Post-Program Activity Suggestions:**

**1. Share Your Insights**— After the session, have your students discuss what they learned in the program sharing their insights with each other.

**2. Share a Video or Presentation of Student Entrepreneurship**— As part of our mission, Educate.Today is dedicated to publishing student work for other students to learn from. If you'd like to submit a student video, PowerPoint, article, or essay focused on a student entrepreneurship project for possible publication, e-mail us at [info@educate.today](mailto:info@educate.today) and put "Publish Student Work" in the title line. We'll respond with next steps for possible publication.

### **Vocabulary Related to the Program:**

**Acquisition** - taking ownership of another business

**Advertising** - activity of attracting public attention to a product or business, as by paid announcements in the print, broadcast, or electronic media

**Angel Investors** - individuals who back emerging entrepreneurial ventures, usually as a bridge to get from the self-funded to the venture capital stage

**Appraisal** - formal estimate of the value of something on the open market

**Business Incubator** - provides workspace, coaching and support services to entrepreneurs and early-stage businesses

**Business Valuation** - estimate of the worth of a business entity and its assets

**Due Diligence** - inquiry process of obtaining sufficient and accurate disclosure of all material documents and other information that may influence the outcome of the transaction

**Entrepreneur** - person who organizes, operates and assumes the risk for a business venture

**Independent Contractor** - one who practices an independent trade, business or profession in which they offer their services to the public

**Intrapreneur** - intrapreneur is one who takes on entrepreneur-like ventures within a large

corporate environment

**Joint Venture** - legal entity created by two or more businesses joining together to conduct a specific business enterprise with both parties sharing profits and losses

**Marketing** - process of researching, promoting, selling and distributing a product or service

**Networking** - developing business contacts to form business relationships, increase your knowledge, expand your business base or serve the community

**Partnership** - business form in which two or more individuals who carry on a continuing business for profit

**Planning** - detailed method, formulated beforehand, for managing a business

**Sales** - exchange of a product or service for money

**Strategic Alliance** - ongoing relationship between two businesses in which they combine efforts for a specific purpose

**Trademark** - form of legal protection for words, names, symbols, sounds, or colors that distinguish goods and services

**Venture Capital** - form of financing for a company in which the business gives up partial ownership and control of the business in exchange for capital over a limited time frame

**Featured National Standards:**

**Common Core National Standards are Referenced Below:**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas:****CCSS.ELA-LITERACY.SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-LITERACY.SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-LITERACY.SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)