

# Teacher Tool 357: What It's Like to Be an Entrepreneur Program Guide

Study Guide for Point to Point 7: What It's Like to Be 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.

### **Program Description:**

Do you wonder what it's like to own your own business? Do you have questions about taking an idea and turning it into a business or the steps needed to start a business? Do you want to learn what every entrepreneur should ask themselves before starting a business? Entrepreneur Michelle Esswein is ready to answer your questions and offer advice. An experienced entrepreneur and owner herself she is ready to share her experiences and insights to help you understand what it's like to be an entrepreneur.

In this program Michelle will answer the questions your students want to have answered. The questions can address general career choices or a deeper look into entrepreneurship with specific questions. Michelle is ready to answer any and all questions about entrepreneurship. You determine what the direction should take by your advance questions.

### **Program Objectives:**

1. Meet and interact with a successful entrepreneur in several different industries
2. Understand the education necessary for a career in entrepreneurship
3. Learn how to take an idea and start a business
4. Understand what it takes to be 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 what it is like to be an entrepreneur.

**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. Send a Thank You or Insight** - Have students write a letter or make a video for Michelle detailing insights the student gained from hearing her story, an appreciation for her participation, and/or another focus area of their choice. Send this thank you to us at [info@educate.today](mailto:info@educate.today)

**2. Interview a Local Entrepreneur or Business Person**— Interview a local entrepreneur or business person, with an eye to relating their experiences to what the students learned from Michelle. The interview could be done on video or students could write an article or essay based on the interview. 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 this interview 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.)