

Money Talks

Should I Be Working? Leader's Guide

MAKING MY OWN JOB

This leader's guide is designed to accompany the *Making My Own Job* teen guide. The leader's guide includes: learning objectives, background information, discussion questions, activities with accompanying handouts and visuals, a glossary, and a list of additional resources. The background information is meant to prepare instructors to both teach the unit and to provide lecture material to cover with the teens. It is recommended that each teen receives a copy of the teen guide and reads it *before* participating in the activities outlined in this guide.

The purpose of this unit is to show teens that it is possible for them to create their own jobs. Many teens mistakenly believe that they are too young to run a business, or may have never considered the possibility of working for themselves. As an instructor, you have the opportunity to introduce teens to the concept of being an entrepreneur—what it is, what types of people are successful at it, how to choose a business, how to get started, and how to maintain it.

BACKGROUND INFORMATION

The dream of being an entrepreneur is common among teens. Nearly two out of three teens who completed a Junior Achievement poll in 2008 said they hoped to start their own business one day. Teens may be surprised to learn that they may be able to begin sooner than they thought.

What Is an Entrepreneur

All of these people can be considered entrepreneurs:

- a five-year-old who sells drinks at a lemonade stand
- a twelve-year-old who walks dogs for a fee
- a fifteen-year-old who mows several lawns
- an eighteen-year-old who moves furniture for an hourly rate

Overall Learning Objectives

Teens will:

- Know what an entrepreneur is
- Understand that anybody, of any age, who lives anywhere, can be an entrepreneur
- Recognize the benefits and drawbacks of being entrepreneurs
- Determine whether they have the personality and skills to be an entrepreneur
- Identify a business idea that may be a successful personal match
- Understand the function and importance of a business plan



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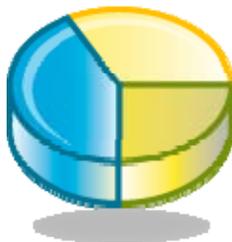
Publication 8420





Did You Know?

- For teens who want to start their own business, the potential to earn more money (46.5%) is the primary motivation followed closely by the desire for independence (42.1%). (Junior Achievement, 2008)
- About one out of three businesses fail within four years. (Singletary, 2007)



Any person of any age who organizes and manages a business to make a profit can be considered an entrepreneur. Simply stated, an entrepreneur creates his or her own product or service to sell in order to make money.

Reasons to Become an Entrepreneur

Being an entrepreneur can be quite profitable. According to the book, “The Millionaire Next Door,” two thirds of millionaires are self-employed. The Federal Reserve Board stated that between 1992 and 2001, the average net worth of self-employed people rose from \$714,000 to \$1.2 million, five times that of the average working person (Gutrelle, Birger, 2005). However, the possibility of earning good money is just one of many reasons to start a business. Other reasons include:

- Making a great idea into a reality
- Seeing a need for a product or service
- Being your own boss
- Fully using personal skills and knowledge
- Wanting financial independence
- Wanting to have creative freedom
- Doing something enjoyable

Additional reasons teens may want to consider include:

- Building self confidence
- Helping with college admissions
- Opening up future job opportunities

Challenges of Being an Entrepreneur

It is important for teens who are inspired to become entrepreneurs to know that being a successful business owner requires a lot of hard work and can be stressful. Although there are more than 25 million small businesses in the U.S., about one out of three businesses fail within four years, according to the Small Business Administration’s Office of Advocacy. In addition, a study by the Ewing Marion Kauffman Foundation found that at any given time, approximately 10 million Americans are

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attempting to start businesses. Yet only a third of these individuals will actually open their own business (Ramachadran, 2004).

Reasons that many businesses fail include:

- Not enough money to get the business going
- Not enough earnings to keep the business running
- Lack of business experience and planning
- Too much competition
- Not enough advertising
- Bad location
- Poor quality product/service
- Owner burn out
- Poor money management skills

Know Yourself

Some people are cut out to be entrepreneurs—others are not. Successful entrepreneurs need a combination of creativity, vision, know how, and a strong work ethic. For example, having a great business idea without the willingness to put in hard work will lead nowhere; as will a strong drive to succeed without a firm idea of the direction the business should go in. Helpful questions to consider before pursuing a business idea include:

- Am I creative?
- Am I a problem solver?
- Do I take initiative and make decisions well?
- Do I have vision and goals?
- Can I think ahead and plan accordingly?
- Am I organized?
- Do I have leadership skills?
- Do I have the knowledge and skills to do the job right?
- Can I communicate well (e.g., speaking, writing and reading)?
- Am I motivated and committed to make the business work?
- Can I finish what I start?
- Am I willing to work hard?
- Am I willing to learn?



Did You Know?

- In a Junior Achievement poll, 59.7% of teenagers said they want to be their own boss some day.
- When job satisfaction is the criteria for deciding a career path, teens overwhelmingly select “owning my one business” (80.2%). (Junior Achievement, 2008)



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- Can I handle stress?
- Am I comfortable taking a financial risk?
- Do I have the patience to nurture a new business?
- Am I physically up for the work load?
- Can I handle having an unpredictable income?

An especially important question for teens to ask themselves is:

- Am I willing to make sacrifices (e.g., give up or limit involvement in sports, hobbies, or hanging out with friends) to run a business?

Exploring Business Ideas

Some people come up with business ideas long before they seriously consider starting a business of their own. Others start out with a strong desire to own a business but aren't sure about details such as what kind of business, location, size, etc. Whatever the case may be, a business is much more likely to be successful if the business is the right match for the owner. Coming up with the match is the first challenge of an aspiring entrepreneur.

The right business idea is something teens are excited about and have a passion for. In fact, most successful businesspeople, regardless of their ages, share a common trait – they love what they do. Those who like what they are doing stay with it longer and/or are motivated to do the job well.

Some other factors for teens to consider when looking for a business match include:

- **What are my personal skills and experiences?** The most important assets a person has are skills, experience, confidence and a positive attitude.
- **How much time do I have to invest in my business?** Will this be an every day or just sometimes business? How will it affect my school work?



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- **Will my parents/guardians support my idea?** Depending on the type of business, teens under 18 years of age may need a parent(s) or legal guardian to sign or cosign legal, financial and insurance documents. In addition, teens may need moral support and the cooperation of their folks for practical things such as transportation for business-related reasons, setting up a work space at home, etc.
- **How much money do I have to work with?** An idea that requires more money than is available may not be the right match.
- **What product or service will I sell?** Will I manufacture the products I sell? If I don't make what I sell, where can I buy it?
- **Will my idea fill a need?** Is there a demand (or can I create a demand) for my business? Is there a lot of competition? If so, what advantage will I have over them? Can I deliver a better quality service?



Business Plan

Once a business idea has been established, it is time to come up with a business plan—a plan to succeed! A business plan is a written description of a business. It includes “who, what, where, when, and how” kind of facts. It can help entrepreneurs anticipate what they will need to do, as well as problem solve in advance for issues that may pop up along the way.

The time and effort it takes to write a good business plan is well worth it and can even mean the difference between the success and failure of the business. The process of writing the plan will expose most of the details that need to be addressed. Entrepreneurs, especially teens who are working on their own and managing sales, financial issues, marketing, personnel, administration, and production, can use their business plan as a powerful tool to keep themselves on track.



Did You Know?

- A business plan precisely defines the business, identifies goals and serves as the firm's resume. (Small Business Adm.)



A well-written business plan will include the following information—some of which will need to be researched and some of which can only be estimated:

- **Company Name**
- **General Company Description**
 - ⇒ What will the business do?
 - ⇒ What are the goals for the business and how will they be reached.
- **Product and Services**
 - ⇒ Give a detailed description of the product or service (include pictures if available)
 - ⇒ Explain advantages and disadvantages over competitors
 - ⇒ How much will the product/service cost?
- **Marketing Plan**
 - ⇒ Describe the demand for the product or service
 - ⇒ Describe the business's growth potential
 - ⇒ Describe the product/service from the customers' point of view (e.g., What am I offering? What are the most important features for the customer? What are the benefits for the customer?)
 - ⇒ Describe potential customers (e.g., age, gender, income level, social class, location, education, etc.)
 - ⇒ Describe potential competitors (e.g., What are the names of the businesses and products this business will compete with? Why will customers prefer this business over the competition?)
 - ⇒ Describe the "customer view" of the business (e.g., How does the customer see the product, quality, selection, price, reliability, expertise, customer service, location, appearance, sale method, advertising?)
 - ⇒ Describe where the company fits into the world
 - ⇒ Describe the advertising strategy (e.g., What media—TV, flyers, radio, online, etc.—will be used, why, and how often? What image will the company have? How

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- ⇒ much will it cost to advertise this way?)
- ⇒ Explain pricing strategy (e.g., What will prices be? How were they determined? How will they compare with competitors' prices?)
- ⇒ Describe business location and convenience
- ⇒ Forecast month-by-month sales for an entire year

- **Start-up Expenses**

- ⇒ List any outstanding expenses to be repaid before making any profit
- ⇒ Consider costs such as: rental and automotive expenses; equipment purchases; advertising or printing costs; license or permit fees; taxes; and material or product costs
- ⇒ Describe how initial expenses will be paid (Small Business Administration, 2009)



Financial Planning

Start-Up Expenses

Expenses needed to start-up and maintain a business vary greatly depending on the type of business. Some entrepreneurs have little to no start-up costs and minimal maintenance costs (e.g., a dog walker who gets work by word of mouth and only buys a bag of dog biscuits every so often to treat doggy clients), with earnings that are almost entirely profit. Other entrepreneurs must spend a lot of money to pay for start-up costs (e.g., a hair stylist who rents a shop downtown and must purchase hair products, utilities, advertising, etc.).

Expenses for entrepreneurs to consider include:

- Purchase or rental of equipment
- Supplies
- Insurance coverage
- Transportation costs
- Advertising and printing costs
- License, permit and tax fees
- Material or product costs
- Labor costs



Opening Discussion Questions

- What is an entrepreneur?
- Who can be a business owner?
- Why would you like to have your own business?
- What are some reasons to start a business?

Once it is determined how much it will cost to start and maintain a business, it is time to determine where the money will come from. Savings? Borrowing or gifts from friends or family? Using a personal credit card? Bank loan? Ideally, entrepreneurs will start a business that is within their means and not start out with a lot of debt.

The Business Budget

Having a budget is an extremely important part of a successful business. A budget is a *plan for spending and saving* that will help ensure a business does not run out of money, meets its goals, and makes a profit. Business budgets need to be reviewed and revised periodically to be sure they are realistic and appropriate. (See the Money Talks “Savings Made Simple” unit for more on budgets.)

Note: See “Additional Resources” on p. 19 for more detailed information about being an entrepreneur.



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ACTIVITY ONE: TO BE OR NOT TO BE...AN ENTREPRENEUR

Estimated Activity Time: 45 minutes

In this activity, teens will explore reasons why a person may want to become an entrepreneur, and consider which of those reasons interest them most. Teens will examine the personality traits, personal qualities, and skills found in successful entrepreneurs, and determine whether they may have what it takes to be a successful business owner.

Getting Ready Checklist

- One copy of the *Making My Own Job* teen guide for each teen
- Copy Handouts #1a–1b for each teen

Doing the Activity

1. Go over the introduction paragraph and the “What Is an Entrepreneur?” section on pp. 1–2 of the leader’s guide background information. Be sure to cover the following:
 - Interest in being an entrepreneur is more common among teens than they may think.
 - In a recent poll, two out of three teens said they hoped to start their own businesses one day.
 - An entrepreneur creates his or her own product or service to sell in order to make money.
 - Any person of any age can be an entrepreneur.
2. Ask teens, “Are any of you entrepreneurs? Who has friends and family who own their own businesses?” Encourage each teen who raised a hand to share their answers.
3. Go over the “Reasons to Be an Entrepreneur” section on p. 2 of the background information. Discuss the following:

Learning Objectives

- Teens will know what an entrepreneur is and who can be one
- Teens will recognize the benefits of being an entrepreneur
- Teens will know what personality traits, personal qualities, and skills successful entrepreneurs have
- Teens will determine whether they are cut out to be entrepreneurs

Supplies Needed

- *Making My Own Job* teen guide, p. 4
- Handouts #1a–1b (pp. 25–26)
- White board/ Transparency/Flip Chart
- Dry erase pen or marker



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- Two-thirds of millionaires are self-employed.
 - The average net worth of self-employed people in 2001 was \$1.2 million.
 - Reasons to be an entrepreneur include: making an idea a reality, seeing a need for a product or service, being one's own boss, fully using personal skills and knowledge, wanting financial independence, the opportunity for creative freedom, doing something enjoyable, building self-confidence, helping with college admissions, and increasing future job opportunities.
4. Have teens brainstorm about entrepreneurs that have become famous due to the success of the business they started and write down their ideas on a board/overhead transparency/flip chart/etc. Possible examples include: Oprah - broadcasting; Bill Gates - Microsoft; Ben Cohen - Ben & Jerry's Ice Cream; Calvin Klein - clothing line; Vera Wang - fashion designer; Milton Hershey - chocolate; Walt Disney - entertainment; Ray Kroc - McDonalds; Estee Lauder - cosmetics; Howard Schultz - Starbucks Coffee; Martha Stewart - multimedia; Donald Trump - real estate; Henry Ford - automobiles; Tony Hawk - skateboarding DVDs, equipment, clothing; Mark Zuckerberg - facebook; Jake Burton Carpenter - Burton Snowboards; Jimmy Choo - shoes; Wally Amos - Famous Amos Chocolate Chip Cookies.
5. Go over the "Challenges of Being an Entrepreneur" section on pp. 2-3 of background information. Discuss the following:
- Being a successful business owner requires hard work and can be stressful.
 - About one out of three businesses fail within four years.
 - Of the 10 million Americans attempting to start their own business at any given time—only one third will actually open one.
 - Reasons businesses fail include: lack of experience, not enough money to get going, don't make enough to keep it running, too much competition, not enough advertising, poor quality of product or service, owner

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burn out, lack of a business plan, poor business location, and poor money management skills.

6. Have teens think about locally owned businesses. Make a list of those with successful businesses and any they recall that have gone out of business. Ask teens to consider whether the lists appear to reflect national statistics (i.e., About one out of three businesses fail within four years.).
7. Break teens into small groups. Ask them to consider why businesses fail or succeed. Pass out Handouts #1a–1b to each teen and assign them one of the businesses described or have them look for newspaper or online articles about local businesses. Have teens identify why the business is succeeding or failing (i.e., what are they doing right, what could they do better, what steps can they take for future success). Present their findings to the entire group. (Handouts #1a–1b, pp. 25–26)
8. Go over the “Know Yourself” section on pp. 3–4 of the background information. Discuss the following:

Questions to consider before pursuing a business idea include:

- ⇒ Am I creative?
- ⇒ Am I a problem solver?
- ⇒ Do I take initiative and make decisions well?
- ⇒ Do I have vision and goals?
- ⇒ Can I think ahead and plan accordingly?
- ⇒ Am I organized?
- ⇒ Do I have leadership skills?
- ⇒ Do I have the knowledge and skills to do the job?
- ⇒ Can I communicate well (e.g., speaking, writing and reading)?
- ⇒ Am I motivated and committed to make the business work?
- ⇒ Can I finish what I start?
- ⇒ Am I willing to work hard?
- ⇒ Am I willing to learn?
- ⇒ Can I handle stress?
- ⇒ Can I handle taking a financial risk?



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- ⇒ Do I have patience to nurture a new business?
- ⇒ Am I physically up for the work load?
- ⇒ Can I handle having an unpredictable income?

9. Next, ask teens to take the “Should I Be My Own Boss” quiz on p. 4 of the *Making My Own Job* teen guide.
10. Encourage teens to share their results with the class and their reaction to whether or not they have what it takes to be an entrepreneur.



~The assessment tools provided as a separate document with each leader's guide are intended for the leaders to use at their discretion. Depending on the group of teens, the leaders may want to use the assessments as additional activities, homework, or as a means to determine a formal grade for completing the unit.

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ACTIVITY TWO: COMING UP WITH A BUSINESS IDEA

Estimated Activity Time: 25 minutes

In this activity, teens will try to come up with a business idea that would be a good match for their personality and situation. First, they will learn important things to consider before pursuing a particular business idea. Next, teens will brainstorm different “teen friendly” jobs. Finally, they will determine a business idea that would suit them.

Getting Ready Checklist

- Copy Visual #1 to display
- One copy of the *Making My Own Job* teen guide for each teen

Doing the Activity

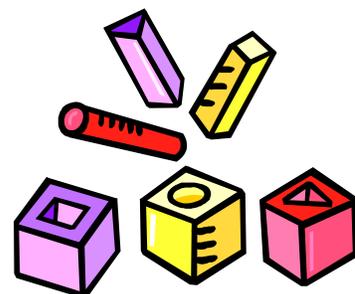
1. Ask teens, “How can teens have successful businesses of their own?” Ask if any of them or their friends have a business of their own. Take time to listen to everyone’s answers and comments.
2. Go over the “Exploring Business Ideas” section on pp. 4–5 of the leader’s guide background information. Discuss the following:
 - A business is much more likely to be successful if the type of business is the right match for the owner.
 - The right business idea match will be something teens are excited about and have a passion for.
 - Other things to consider include: personal skills and experiences, the amount of time available to invest in the business, parental support of the idea, the amount of money available to work with, the type of product or service for sale, and the need for the product or service.

Learning Objectives

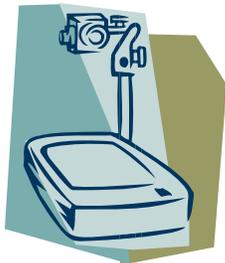
- Teens will know what things are important to consider before pursuing a particular business
- Teens will be aware of several “teen friendly” business options
- Teens will identify ideas for a business match

Supplies Needed

- *Making My Own Job* teen guide, pp. 6–7
- Visual #1 (p. 23)
- Marker



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3. Display Visual #1 on a projector. Go over each idea with the class and encourage teens to share whether they or someone they know has a similar business. Add any additional ideas that are suggested by teens to the list. (Visual #1, p. 23)
4. Ask teens to complete the “What’s Right for Me” activity on pp. 6–7 of the *Making My Own Job* teen guide.
5. Have each teen share their business idea(s) with the class. Then, group teens with those who share a similar idea. Have teens spend several minutes brainstorming and sharing business ideas with the others in their group.
6. *Extend the Lesson—Getting Attention*
Have teens work individually or in their small groups to create a business card, flyer, club card, press release, or 60-second infomercial promoting their business. They can select one of the teen friendly business ideas from Visual #1 or come up with their own ideas. Have groups present their ideas to the entire class.

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ACTIVITY THREE: CREATING A BUSINESS PLAN

Estimated Activity Time: Two 45 minute classes

In this activity, teens will learn about business plans. They will begin by learning about the different types of information included in a well-written plan. Next, they will evaluate sample business plans and determine whether the proposed businesses will be successful, and then complete a business plan of their own. Finally, teens will learn about the financial planning required for a successful business.

Getting Ready Checklist

- Copy Handouts #2a–2d for each pair of teens
- Copy Handouts #3a and #3b for each teen
- Copy Handouts #3a and #3b to display
- Copy Handout #4 for each small group of teens

Doing the Activity

1. Go over the “Business Plan” section on pp. 5–7 of the leader’s guide background information.
 - Having a carefully thought-out plan can be one of the differences between the success and failure of a business.
 - A complete plan will include the company name, a general description of the company and the products or services it will provide, a marketing plan, and start-up expense information.
 - In writing the business plan, the prospective entrepreneur identifies what needs to be done, how they plan to start and manage the business, and thinks through barriers they might face or problems that might occur along the way.

Learning Objectives

- Teens will understand the function and importance of a well-written business plan
- Teens will know what a well-written business plan entails
- Teens will be aware of the different kinds of start-up expenses involved in starting up a business
- Teens will understand the importance and function of a business budget

Supplies Needed

- Handout #2a (p. 27)
- Handout #2b (p. 28)
- Handout #2c (p. 29)
- Handout #2d (p. 30)
- Handout #3a (p. 31)
- Handout #3b (p. 32)
- Handout #4 (p. 33)
- Marker



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2. Have teens get into pairs. Distribute Handouts #2a–2d to each pair. Instruct teens to select what they think the best answer for each component of the business plan is, and to explain their choice to their partner. (Handouts #2a–2d, pp. 27–30)
3. Go over their answers as a class—focusing on the explanations.
4. Distribute Handouts #3a–3b to each teen. Explain to teens that they will work in small groups to write a business plan for a computer graphic design business and then share it with the class. (Handouts #3a–3b, pp. 31–32)
5. After fifteen to twenty minutes, have each group present their plan. When all have presented, have the larger group compare and contrast the business plans presented.
6. Display Handout #3a–3b. As a group create one “master plan” that includes the best components from all the plans that were presented.
7. Explain to teens that potential customers can be broken into market segments. Each segment can be targeted with a different advertising message. A common way to segment customers is by age (i.e., children, pre-teens, teens, young adults, middle-aged adults, senior citizens). Let the teens know that each group will secretly be assigned one of the market segments. Break teens into six small groups. Each group should develop an ad for the computer graphic design business that targets their assigned market segment.
8. After about 20 minutes have each group present their advertisement to the entire group. Have the audience identify the target group based on the presentation.

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9. Finally, go over the “Financial Planning” section on pp. 7–8 of the background information. Discuss the following:
- Expenses needed to start-up and maintain a business vary greatly depending on the type of business.
 - Expenses for entrepreneurs to consider include: purchase or rental of equipment; supplies; insurance coverage; transportation costs; advertising and printing costs; license and permit fees; taxes; and material or product costs; and labor costs.
 - Before starting a business, entrepreneurs need to decide where the money will come from and avoid starting out with too much debt.
 - A budget is an extremely important part of a successful business.

10. *Extend the Lesson—Start-up Budget*

Have teens return to their small groups. Distribute a copy of Handout #4 to each group. Have teens develop a start-up budget based on the business plan they created for the graphic design business in Handouts #3a–3b.

After about 15 minutes have each group present their budget to the entire group. Discuss differences in budgets and any expenses they may have missed. (Handout #4, p. 33)



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Additional Resources

- *CYFERnet* provides a list of over 50 workforce preparation resources for teens.
<http://www.cyfernet.org/pagelist.php?c=1160>
- *Junior Achievement* is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs. Their "Student Center" website provides educational tools to help prepare students for the world of work and their future.
<http://studentcenter.ja.org/>
- *United States Small Business Association Teen Business Link*, is a website dedicated to educating teens about how to start, grow, and own a business of their own.
<http://www.sba.gov/teens>
- *United States Small Business Association* and *Junior Achievement* have joined forces to create a website where teens can turn their entrepreneurial dreams into reality. The site walks visitors through five easy steps to business ownership.
<http://www.mindyourownbiz.org>
- *Youngbiz.com* is a website dedicated to empowering youth with entrepreneurial business, and financial skills through innovative education and real-world experience. The site offers resources for youth, parents, and educators.
<http://www.youngbiz.com>

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Making My Own Job Glossary

Business Plan A written description of a business including a description of the company, a marketing plan, start-up expenses, etc.

Entrepreneur A person who organizes and manages a business to make a profit

Marketing Plan A written plan describing the demand for a product or service, the potential customers and competitors, an advertising and pricing strategy, and monthly sales forecasts

Profit Amount of money left from the sale of a product or service after all business expenses have been paid

Start-up Expenses Expenses incurred to begin a new business (i.e., equipment, supplies, insurance, transportation, advertising, licenses, permits, labor)



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ANR Publication 8420

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Money Talks...Should I Be Working? is a series of four teen guides and leader's guides designed for teens. The goals of these teen guides and leader's guides are to assist teens in 1) identifying careers that may work with their job personality, 2) understanding the process of finding and keeping a job, and 3) recognizing the benefits and pitfalls of being an entrepreneur. Comments regarding these teen guides and leader's guides can be addressed to: Consumer Economics Department, University of California Cooperative Extension (UCCE), 135 Building C, Highlander Hall, Riverside, CA 92521. Authors: Karen Varcoe, Charles Go, Margaret Johns, Shirley Peterson, Keith Nathaniel, Brenda Roche, Patti Wooten Swanson, Susan Cortz and the UCCE Money Talks Workgroup. 2010

Making My Own Job



Teen Friendly Business Ideas



- Animal Sitter
- Aquarium Maintenance
- Auto Detailing
- Car Wash
- Child Care Service
- Computer Repair
- Cleaning (Maid) Service
- Children Entertainer (Clown or Magic)
- Disk Jockey
- eBay Sales
- Garden Maintenance
- Graphic Designer
- Greeting Card Maker
- Handyman Service
- House Painter
- House Sitter
- Landscape Service
- Lawn Care
- Lifeguard Service
- Make-Up Artist
- Meal Preparation
- Mover
- Music Teacher
- Musician
- Office Food Order/Delivery Service
- Photographer
- Plant Sitter
- Pool Serviceperson
- Recycler
- Scrap Booker
- Sewing/Alterations Person
- Sign Holder
- Sports Coach/Trainer
- Tutor
- Videotaping Service
- Website Developer
- Window Washer
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Business Success or Failure

For each of the following scenarios, answer:

What are they doing right?

What could they do better?

What steps can they take for future success?

Conversation & Coffee with Students

Coffee & Tea House

Zena and George opened a coffee shop in a low-income neighborhood in the city. Fresh out of college, George became a high school teacher in the area. After seeing a lot of students drop out of school, George decided he needed to do something different to reach out to young people. Zena met George at the high school as she had been a long-term substitute teacher, but always wanted to have her own place of business to benefit young people. One day, George came to school really angry and it showed in attitude. Zena took him aside and they talked about George's frustration with students dropping out. Long story short, this led to the *Conversation and Coffee with Students Coffee and Tea House*.



Zena and George knew it would be hard work to start their coffee shop and tackled this like preparing for a lesson - keep the vision; do the research; have patience; creativity; know your skills and know your limits, etc. They first made a business plan, making sure they could get funding. They asked for help from friends and family who supported them in their ideas. They did their research and decided on a location next to the middle school, making it easy for youth to get there. They also got the support of the principal of the middle school, who helped spread the word. Well, word did get out and now, the youth's parents are also attending the one day a week workshop for parents on starting conversations with youth.

Making My Own Job

Jose's Pizzeria

Jose always dreamt of running a pizzeria. He wanted to have a place where families could spend time together, surrounded by great pizza. Jose did not go to college; instead he started working for large pizza chain. After two year, feeling confident, Jose took a big risk and opened a pizzeria. He specifically went back to his high school and actively recruited teens from the school as potential employees for his business. He also actively sought help of his parents by securing a loan from them and a local bank. Six months later a competing pizzeria opened a block away and was drawing customers from Jose's restaurant. Also with gas prices going up, the price of pizza ingredients from his supplier went up. As a result, Jose had to increase the price of a slice of pizza. On the average, this comes out to 20 cents more per slice than his competitors. But, Jose feels he has a good thing going. He started offering free internet access and M3P hook-ups for his customers. When his mom retired she decided to help him out, giving him more time to plan for the business and develop a more family and youth friendly atmosphere. Jose hopes to continue his pizzeria and is committed to making his own job work.



Impact Skateboard Shop



Imi has always been good on a skateboard. At the age of 5, her parents gave her a skateboard and this started her journey and curiosity with skateboarding. As a 15 year old she started her own part-time skateboard shop in her parents' garage. Now, four years later, her business is a full-time career that keeps her busy. Her clientele not only need new cutting edge board designs, but also continual maintenance and updates on up coming shows and events. This means long hours of hard work.

She's feeling a little burned out. Imi is having trouble coming up with new board designs and just doing a good job overall. Taking a break is hard since she feels she has to stay on call even on vacation. She has no social life to speak of since people don't want to hang out with her because she tends to "disappear" in the middle of whatever they are doing. Imi is confused. She is making good money but somehow her dream business/job is not a dream anymore. She is now thinking of ways to make her business and personal life work better.

Making My Own Job



A Plan for Success

Circle the best choice for each component of the business plan. Explain why you chose your answer.

Company Name

- A) Paws and Claws Pet Sitter—“Care so great your pets will hardly know that you’re gone.”
- B) Joe’s Dog Care

Explain _____

General Company Description

- A) A company that will check in on dogs each day at their homes and feed them.
- B) A company that will provide complete pet care service for owners who are away or are unable to care for their animals (e.g., due to illness, job hours, etc.).

Explain _____

Detailed Description

- A) Will check on dogs at their homes and feed them daily.
- B) Will feed, walk, play with, and clean up after household pets daily, as well as pick-up mail and newspapers.

Explain _____

A Plan for Success pg. 2

Fee for Service

- A) Rates are as follows: 1–6 days of service—\$25 per day for up to two pets, \$4 for each additional pet; 7+ days \$20 per day for up to two pets, \$4 for each additional pet.
- B) Flat rate of \$28 per day.

Explain _____

Market Research

- A) There are lots of dogs in my neighborhood.
- B) The local humane society estimates that there are 300 dogs in my community.

Explain _____

Demand

- A) Lots of people have dogs so they'll always need someone to watch them.
- B) Millions of people own pets. Many of those people must travel without their pets which creates a constant demand for good pet care options.

Explain _____

Potential for Growth

- A) The business is beginning with a base network of 12 clients (friends and family) and has a strong potential for growth with minimal advertising.
- B) Yes

Explain _____

A Plan for Success pg. 3

Customer Demographic & Perception of Service

- A) Customers will be wealthy people who like things done as conveniently as possible.
- B) Customers will be pet owners who worry or feel guilty about putting their much loved pets in the kennel or leaving them home alone with extra food and water, while they are away from home.

Explain _____

Competition

- A) The majority of local pet care providers are kennels, which many pet owners are uncomfortable with. In-home pet care can eliminate stress for pets and owners alike.
- B) There are four other people in town who do pet-sitting.

Explain _____

Advertising

- A) Advertising strategy will consist of an ad in the phone book and weekly ad in the paper.
- B) Advertising strategy will primarily be word-of-mouth referrals. Flyers will be posted and business cards will be available at two local pet shops and three local veterinarian offices.

Explain _____

A Plan for Success pg. 4

Location

- A) Home
- B) The business will be a home/cell phone based business—as the services offered are performed at the customers' homes.

Explain _____

Sales Forecasts

- A) Based on an average of four clients per week at the \$23 per day rate, the business anticipates earning a minimum of \$644 in sales (before expenses and taxes) per month.
- B) The business plans to easily make \$1,000 per month.

Explain _____

Costs

- A) Start-up costs would consist of \$25 for printing 200 business cards and \$20 for the printing of 40 color flyers. Monthly costs would consist of \$18 for the additional minutes on current cell phone plan to accommodate business calls.
- B) Start-up costs would consist of \$130 for a new “business-only” cell phone and \$160 for an ad in the yellow pages of the local phone book. Monthly costs will consist of \$40 for the cell phone plan and \$54 for a weekly ad in the local paper.

Explain _____

Start-up Budget

Start-up Expenses (estimate applicable expenses)	
Computer	\$
Color printer	
Software	
Internet access	
Paper	
Ink	
Office supplies (pens, paper clips, stapler, etc.)	
Business license/taxes	
Insurance	
Space rent	
Phone	
Webpage	
Advertising/Promotion	
Business cards	
Labor costs	
Total Start-up Expenses	\$
Start-up Assets	
Cash on hand	\$
Supplies on hand	
Total Start-up Assets	\$
ASSETS REQUIRED FOR START-UP	\$