



A Compendium of Pedagogies for Teaching Entrepreneurship

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2nd Edition, 2014; first published in 2007

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1. Introduction

Developing an 'entrepreneurial mindset' within the class room environment is a challenge for any educator. It demands the formulation of integrated learning and teaching strategy which align intended learning outcomes with the effective selection of pedagogy. To assist the educator seeking to create entrepreneurial outcomes in learners, this compendium brings together a range of pedagogic guides. Each guide stems from the educational tradition of 'learning by doing' to support the development of entrepreneurial mindsets of learners. The aim of each of these guides is to support the development of entrepreneurial attitudes and behaviours, as well as building the skills and knowledge of an enterprising person. Each pedagogical guide is constructed in a standardised format, which outlines core components, how to use it and explore its relevance within entrepreneurial learning and how it builds entrepreneurial outcomes. To support these 44 pedagogies, this compendium first explores the educational traditions that underpin this approach and details a key focus upon the entrepreneurial facilitation within small group working.

This compendium provides a practical foundation for addressing the key question of 'how to teach' enterprise and entrepreneurship, rather than 'what to teach'. This distinct focus is critical in building an entrepreneurial mindset through Affective, Conative as well as the Cognitive aspects of learning. To achieve this depth of learning, this compendium reaches beyond the teaching traditions of the UK & Northern American University Business Schools entrepreneurship programmes (such as the 'case study' method) to draw from the teaching traditions and pedagogy of a wide range of disciplines. This breadth of approach is built upon an educational tradition of higher level skill development that seeks to build learning which can be transferred and applied outside the class room.

This compendium outlines over 44 examples for use within entrepreneurial education and, by focusing upon delivery/transmission methods as well the entrepreneurial outcomes framework as classifications or 'route-maps', this text also provides guidance as to how to incorporate these into your teaching. Rapid accessibility is built into this compendium to support all educators to engage with this approach in their next class; providing immediate opportunities to test out and explore these methods within their own teaching. Due to the clarity provided by this 'route-map' approach, this compendium will be invaluable to the 'new-to-enterprise' academic, as well as those who are already working to support entrepreneurial outcomes in others, as it serves as both guidance and inspiration to those developing new approaches to entrepreneurial teaching.

Objectives

This compendium provides the guides for the use of 44 pedagogies for teaching entrepreneurship. To assist the educator in deepening their understanding of their pedagogical approach, the guides are supplemented with an exploration of:

- Concepts of entrepreneurship and enterprise (section 2)
- Underpinning educational traditions (section 3)
- Entrepreneurial Learning (5) and its intended outcomes (4)

To this end, this compendium will

- Define entrepreneurial education (section 2)
- Explore the learning theories that underpin this approach (section 3)
- Outline the entrepreneurial Learning Outcomes Framework (section 4)
- Explore Entrepreneurial Teaching and small group work (section 5)

- Outline 'route maps' for educators to access the pedagogic notes (section 6)
- Provide 44 pedagogical guides for use by entrepreneurial educators (section 7)
- Review the effective use of the 44 pedagogical guides and outline 'next steps' (section 8)

Additionally, to support the effective access to, and use of each pedagogical guide, they will all be presented within a standardised format, which seeks to outline the approach and its function, through 4 key categories:

1. define and describe the pedagogy
2. describe how to use it with some examples
3. its relevance to entrepreneurial learning and
4. a note on the outcomes that could be achieved from its use.

2. Enterprise and Entrepreneurship

In developing any entrepreneurial learning strategy, there is a need to resolve a conceptual confusion concerning the relationship between Enterprise, Entrepreneurship and Innovation. This confusion impacts adversely upon efforts to develop Entrepreneurship Education as an academic field, but also in the minds of learners. This section will explore the key terms within Entrepreneurship Education, providing a critical underpinning for the educator and the pedagogies contained within this compendium.

2.1 Towards a Definition

There are numerous definitions put forward in both the academic and practitioner literature relating to the Entrepreneurial concept and the notion of the enterprising person. Most definitions of an 'entrepreneur' are influenced by the work of economists and, in particular, the Austrian economist Schumpeter (1883–1950). Following this tradition, the focus of such definitions is upon the role of the entrepreneur in creating and grasping opportunities, and combining resources in an innovative way within an economic model of growth. The UK Government defines 'an entrepreneur as 'anyone who attempts a new business or new venture creation, such as self employment, a new business organisation, social enterprise' (DTi 2004). However Drucker (1985) recognised an entrepreneur as more than a business owner/manager, by defining them as achieving an 'upgrade in yield from resources' (p 25) whilst others, such as Timmons have made a critical distinction in stating that it is the 'pursuit of opportunity without regard to the resources currently under one's control or influence' (1989: 16–17). Both of these definitions recognise the need for access to resources to create the 'new' from the pre-existing; placing the emphasis upon the talent and vision of the entrepreneur to add significant value to resources.

It is clear that the entrepreneur is seen as the agent for economic renewal, the instrument for creative destruction in pursuit of opportunity, facilitating innovation via a process of new combinations of factors of production (Gibb 200x). Such views have supported the governmental/policy view that entrepreneurship and entrepreneurship education are the panacea for stagnating or declining economic activity internationally (Matlay, 2001). However internationally, there is still no single definition of a small–medium sized enterprise (SME), mainly because of the wide diversity of businesses, although the key determining characteristics are common – relating to turnover and the number of employees (under 50).

These overlaps and distinctions of meaning can cause confusion if not clearly appreciated, especially as entrepreneurship and innovation are closely linked in the policy rhetoric and governmental business strategy in many countries. The problem with this definition, for educators, is that it places

the entrepreneur narrowly into an economic and business context. The main focus of entrepreneurship education in business schools, for example, is still on new venture management and the business planning process that purportedly goes with it.

This strong business stance can lead to neglect of concern for the pursuit of entrepreneurial behaviour in wider personal and social contexts. It also fits less well with the current, almost universal, international, policy emphasis upon the relationship of entrepreneurial behaviour to employability and the notion of an entrepreneurial culture – often described as developing an ‘Entrepreneurial Mindset’ in the population as a whole. The European Union describes this as a ‘key competence for all, helping young people to be creative and confident in whatever they undertake’ (EU 2006).

The entrepreneurial mind is seen as being central to wider graduate employability in general as well as a wide range of personal and organisational contexts. This demands that the concept, while still incorporating the establishment of new ventures in business, also embraces opportunity-seeking and realisation, and the pursuit of entrepreneurial behaviour, in any context along with capacity to design and grow entrepreneurial organisations of all kinds. It is also seen to have relevance to the individual as consumer, family member and member of the community as well as worker, living in an increasingly globalised life-world of greater uncertainty and complexity.

The focus within the higher educational context is therefore upon the ‘Enterprising Person/Entrepreneurial Mindset’ (displaying a number of behavioural and attitudinal attributes commonly associated with the entrepreneurial individual) in a wide range of contexts. This approach has greater acceptance within the education system and has led to international exploration of how to support the development of the individual as an entrepreneur (be that within a business, social or personal context).

To assist in the clarification of these terms, the National Council for Graduate Entrepreneurship (UK) has, from its experience, provided the following key definitions:

Exhibit 1: Definitions

“Having an idea and making it happen”

The Enterprise Concept focuses upon the *development of the enterprising person and the enterprising mindset* through a demonstration of enterprising skills, behaviours and attitudes across a diversity of contexts. These include intuitive decision making, the capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking, and self efficacy. The focus is on creating entrepreneurial ways of doing, thinking, feeling, communicating, organising and learning.

The Entrepreneurial Concept focuses upon *the application of these enterprising skills and the entrepreneurial mindset* in setting up a new venture, developing/growing an existing venture or designing an entrepreneurial organisation. The context might be business, social enterprise, charitable purpose, non-governmental organisations or public sector bodies.

Entrepreneurship ‘makes it happen’.

The Innovation Concept is *the product of the Entrepreneurial Concept.*

Innovation is defined as creating and exploiting opportunities for new ways of doing things resulting in better products and services, systems and ways of managing people and organisations. The successful pursuit of innovation is a function of individual enterprising endeavour and entrepreneurial organisation capacity.

Entrepreneurship is a necessary pre-condition for Innovation

3. Educational Traditions

The basic understanding how learning occurs is critical to the development of effective entrepreneurial learning and teaching strategy. This section explores five key frameworks which underpin the development of the entrepreneurial teaching ethos outlined in within this compendium (section 5). These frameworks stem from a tradition of experiential learning (Bloom 1959; Hilgard 1980; Kolb 1984) and a pragmatic appreciation of the delivery options (Elton 1977) for educators working with large groups. Most critically this section explores the range of pedagogies that can be used in a programme to deal with the Affective and Conative as well as the Cognitive aspects of learning (Kyro 2006).

To appreciate these in more detail, explore five frameworks (A-E) which help illuminate the learning process. These provide a brief overview of how students learn and how an educator can support learning through the choice of an appropriate instruction method.

- A. Domains: Bloom's taxonomy (1956)
- B. Psychological tradition: Conation (Hilgard 1980) Self –Efficacy (Bandura 1995)
- C. Kolb's Learning Cycle (1984)
- D. Factors for successful learning (Race 2005; 2006; 2007)
- E. Classification of teaching / learning methods (Elton 1977)

Each of these will be briefly presented in turn, starting with Bloom's Taxonomy of Learning Domains.

A. Domains: Bloom's taxonomy (1956)

Bloom's (1956) taxonomy divides educational objectives into three overlapping 'domains' – cognitive (knowledge) affective (attitude) and psychomotor (skills).

Exhibit 2: Bloom's taxonomy of Learning Domains (1985)			
Domains	Cognitive	Affective	Psychomotor
	<i>Knowledge; thinking</i>	<i>Feeling; attitude</i>	<i>Practical Skills</i>
Lower Level	Knowledge	Receiving	Perception
	Comprehension	Responding to Phenomena	Readiness to act
	Application	Valuing	Guided response (practice)
	Analysis	Organisation	Mechanism (routine response)
	Synthesis	Characterisation (internalising values)	Complex overt response
Higher	Evaluation		Adaptation origination

(Adapted from Bloom (1965) and Simpson (1972))

By recognising that there is more than one type of learning, Bloom defined 3 categories or 'domains' in which learning takes place; defining them, as Cognitive, Affective and Psychomotor. Each is detailed below:

Cognitive: The cognitive domain involves the development of intellectual skills from knowledge (knowing), recall and recognition, through to critical argument (synthesising and evaluating).

Affective: The affective domain includes the way emotions are handled, which involves values, enthusiasms, motivation and attitudes. Recognised as probably the most difficult to achieve, attitude is shaped most powerfully by 'real life' experiences and group learning.

Psychomotor (Simpson 1972): The psychomotor domain includes physical skill development such as movement, co-ordination and motor skills. The development of these objectives is most effective through performing and practising the activity.

Within Exhibit 2, each domain is explored as a hierarchy, which builds in complexity (working from the simplest to the most complex, at the lower end of the table). To build mastery of any of these domains, the lower level skills are learnt first; as mastery is created from working from lower through to higher levels.

A full appreciation of this model clearly impacts upon learning strategy that needs to be employed to support effective student learning. For example, to achieve lower cognitive objectives, such as the transmission of facts or knowledge, mass instruction techniques (such as lectures – see Framework E in this series) are most effective. Higher cognitive objectives require student involvement in the learning process, which is most effectively achieved in small group working (see section 5).

B. Psychological traditions

As Bloom outlined (exhibit 2) cognitive development is concerned with reception, recognition, judgment and remembering and affective development relates to the response to the subject, the likes and dislikes and the feelings, emotions and moods. However, these are usefully explored with the concept of conation which, as a relatively recent term (1980), embraces the active drive to make sense of something; as any inclination, drive, or desire to do something (within such notions of motivation, commitment, impulse and striving). Ernest Hilgard (1980) outlined conation as one of the three processes underlying three central human functions - cognition (perception, memory, and the processing of information), affection, and conation as the aspect of mental processes or behaviour directed toward action or change and including impulse, desire, volition, and striving. Conation relates to 'how' tasks are processed as well providing insight as to how individuals are motivated to undertake tasks.

Engaging further with this psychological tradition has developed further notions within entrepreneurial learning such as the notion of self efficacy as 'the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations' (Bandura 1995, p. 2). Effectively, it can be defined as one's belief in one's ability to succeed in specific situations, and this belief subsequently influences the specific situation being tackled as self belief creates positive/negative thought patterns, which impact upon

- Behavioural choices (decision making; risk taking; engagement in new opportunities)
- Motivation (ability to start and complete tasks)
- Response to failure

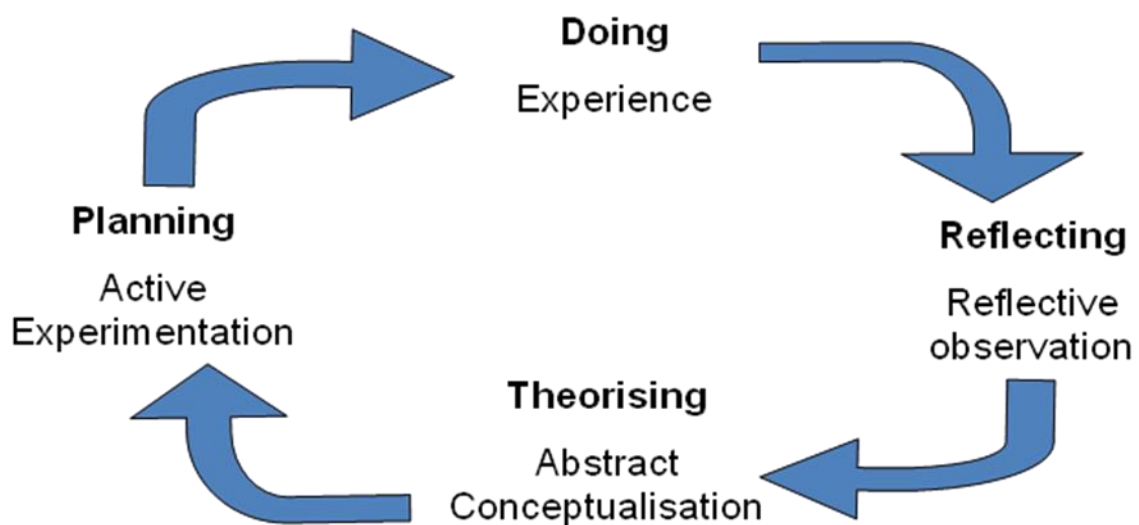
C. Kolbs' experiential cycle (1984)

With the belief that students learn most effectively at deeper levels if they are actively engaged in the process (rather than being passive receivers of information) Kolb (1984) created a cyclical model which identifies four key stages through which the student passes. Termed 'experiential learning', these stages are:

1. Active experimentation: comes from planning learning (which can be involvement in learning objectives; engagement with approaches/options; or creation of a learning contract)
2. Actual experience: this is the 'doing' which provides the rich experience
3. Reflecting: this is generally accepted to be the most difficult for most learners, who are asked to articulate how they 'feel' and reflect upon
 - a. What they learnt
 - b. How they learnt it
 - c. Why they learnt it
 - d. Whether the learning experience could be more effective
4. Theorising: this is a critical stage of learning, which builds knowledge and supports further reflection.

To gain maximum benefit learners may repeat, and deepen, their learning as they revolve around this cyclical model of learning.

Exhibit 3: Kolb's Learning Cycle (1984)



D. Experiential Learning: Ripples of Learning (Race 2008)

Race (2005; 2008) advocates 7 factors that underpin successful learning, which he suggests all continuously affect each other (as ripples on a pond) rather than following Kolb's view of a sequential cycle. Race's approach is also based upon experiential learning, but places motivation ('wanting to learn') at the heart of learning and as the driver for all the other 6 'ripples' (Exhibit 4).

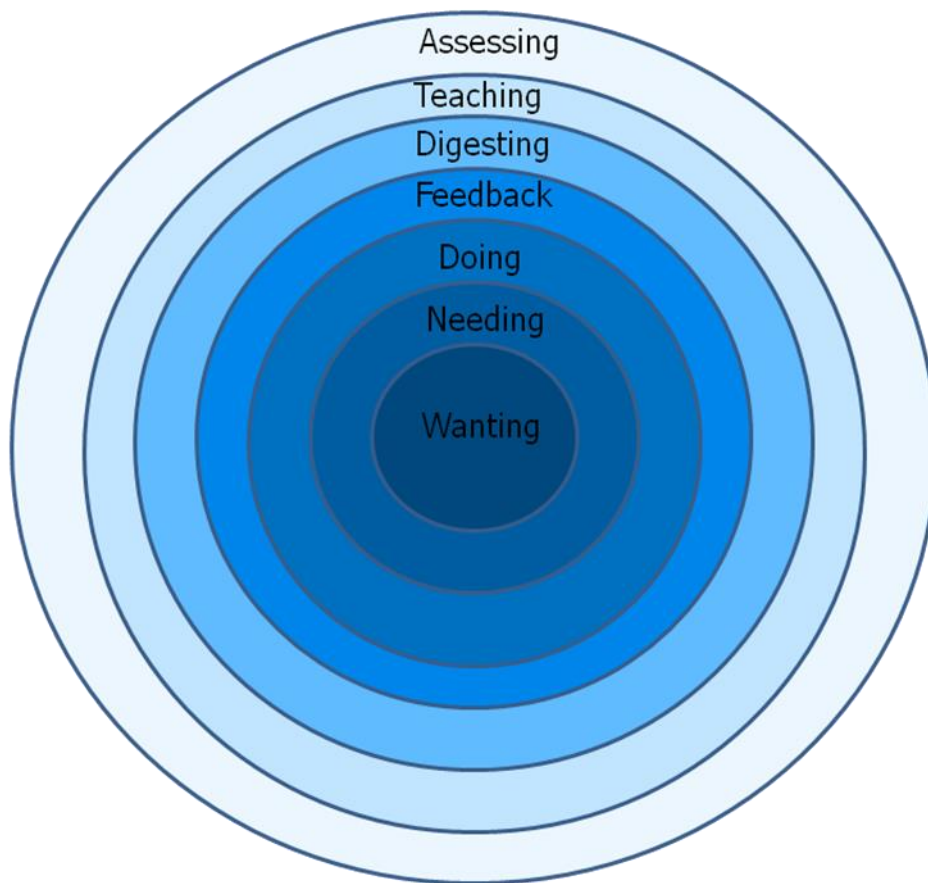


Exhibit 4: 7 Ripples (Race 2007)

Together, these ripples create the factors for successful learning (see Exhibit 5) which can be viewed as mutually supporting the learning experience,

Exhibit 5 : Factors for successful learning (Race 2005; 2006; 2007)	
Wanting to learn	<i>Intrinsic motivation – interest and enthusiasm</i>
Taking ownership – needing to learn	<i>Extrinsic motivation</i>
Learning by doing	<i>Practice; trial and error; repetition</i>
Learning through feedback	<i>Reactions to the results</i>
Making sense of what is being learned	<i>Reflecting; digesting; turning information into knowledge</i>
Deepening their understanding	<i>Students undertaking coaching; explaining; teaching</i>
Assessing learning & development	<i>Reviewing; confirming; judging</i>

Source: adapted from Race (2005; 2006; 2007)

This basic underpinning of educational and psychological theory surrounding experiential learning has outlined the domains in which learning can take place (Bloom 1956) and explored the most effective approaches to learning (Kolb 1985; Race 2007).

However, any understanding of learning theory needs to be anchored within the practicalities of teaching (class room sizes; facilities; resource available etc). It is therefore useful for any educator to reflect upon the intended learning outcomes, with an awareness of the benefits and constraints

provided by the choice different teaching / learning methods available. These can be classified broadly using the basic mode of instruction (Exhibit 6 below).

F. Classification

Elton (1977) outlined three core approaches to the transmission of learning, which he explored as the evolution of education technology, namely:

- Mass instruction techniques
- Individualised learning
- Group learning

These are summarised within Exhibit 6 which also provides a general overview of the strengths and weaknesses of each approach.

Exhibit 6: Broad Classifications of teaching/learning (Elton 1977)				
Classification	Examples	Role of the teacher	Less effective	Strength
Mass instruction techniques	Lectures Broadcasts	Traditional Controller Expert	Development of higher cognitive affective domain (attitudes)	Transmission of lower cognitive areas
Individualised learning	Programmed learning Directed self study	Producer Tutor Guide	Achieving higher cognitive or non-cognitive objectives	Master area at learner's own pace
Group learning	Tutorials; seminars projects	Organiser Facilitator	Teaching facts / principles	Deeper understanding (higher cognitive) (process centred activity)

Based on the classifications of Evolution Educational Technology: Elton (1977)

It is clear from exhibit 6 that each of these three techniques has benefits which can be matched against Bloom's learning taxonomy.

By recognising that mass instruction techniques, such as lecturing, are most effective at the transmission of information for recall as knowledge, whereas group learning and small group work supports the development of higher level skills, the foundations of an effective teaching and learning strategy can be created.

The next step is to determine exactly what is being taught through the development of appropriate learning outcomes, as selection of the most appropriate delivery method (Exhibit 6) is driven by the learning outcome sought (section 4) and the domain level (Exhibit 7) at which it needs to be employed by the learner.

Having established these traditions, together with three core concepts (enterprise; entrepreneurship and innovation) it is to the wider concept of entrepreneurial teaching that this compendium now turns, to determine the appropriate learning outcomes and explore the use of group learning within enterprise.

4. Learning Outcomes

This section explores entrepreneurial teaching – that is, the learning outcomes that are sought within entrepreneurial learning and how is it delivered through use of the pedagogical notes. By building upon the basic underpinning of the educational traditions, the entrepreneurial outcomes framework can be used to structure entrepreneurial pedagogy.

Learning Outcomes Framework

The classic learning outcome describes what a student should be able to do in order successfully to complete a course of study (Baume 2009); however much of the focus of traditional Entrepreneurship Programme is upon delivering ‘inputs’ into the entrepreneurial process. For example in business oriented education there will be conventional subject inputs of marketing, finance, operations, control, leadership, etc. There is also often much emphasis upon the business plan, as a vehicle of assessment at all levels, on the assumption that it will reach all the learning outcomes within entrepreneurial education.

There seems, however, to be a major absence of a concept frame relating to the Entrepreneurial Person which in turn lends itself to production of a template of outcomes designed to support the concept. Such a frame has been constructed as the basis for the development of an approach which to some substantial degree challenges the conventional business focused concept of the entrepreneur. This construct focuses upon:

- Entrepreneurial behaviours, skills and attributes including emotional intelligence
- Preparation for the ‘way of life’ of the entrepreneur
- Entrepreneurial values and ways of doing things, feeling things, organising things, communicating things and learning things experientially
- Entrepreneurial behaviour and management in different contexts – not just business
- Ideas harvesting, grasping and realisation of opportunity
- Managing entrepreneurially, holistically and strategically (know how)
- Managing and learning from relationships (know who)

The above constitute key proposed target outcomes from entrepreneurial learning and are embedded in the Outcomes Framework (adopted by UK’s National Council for Graduate Entrepreneurship) and set out below, as eight key headlines.

Exhibit 7: Framework for Entrepreneurial Outcomes

A. Key entrepreneurial behaviours, skills and attitudes have been developed.

B. Student's clearly empathises with, understand and 'feel' the life-world of the entrepreneur

C. Key entrepreneurial values have been inculcated

D. Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits

E. The students understand the process (stages) of going into business, the associated tasks and learning needs

F. Students have the key generic competencies associated with entrepreneurship

G. Students have a grasp of key business how to's associated with the start up process

H. Students understand the nature of the relationships they need to develop with key stakeholders and are familiarised with them

These outcomes have been designed to operate at the general level – that is, to be applicable to any learner, at any level. This means that they can be tailored to support a range of levels (Bloom 1965) by altering the level of skill development sought in each area. In order to develop effective learning outcomes, it is generally agreed that they need to meet the criteria below:

- Active – it describes what students can do at the end of the programme of study
- Attractive – students want to achieve it (meaningful to them)
- Comprehensible – students know what it means (clear)
- Appropriate – to the student’s current goals and career plans (again, meaningful)
- Attainable – most students will mostly meet it, with due effort (reasonable)
- Assessable – we can see if it has been achieved (demonstrable)
- Visible – in the course booklet and on any virtual learning environment (accessible).

Adapted from Baume (2008)

This approach helps shape effective learning outcomes for learners within a range of programmes. By matching this approach to selected entrepreneurial outcomes, a cohesive learning strategy which builds the entrepreneurial mindset at all levels can be achieved.

In order to develop these further, it is useful to understand the entrepreneurial learning outcomes in detail, as shown below:

Exhibit 8: Entrepreneurial Learning Outcomes

A - Entrepreneurial behaviour, attitude and skill development	
Key entrepreneurial behaviours, skills and attitudes have been developed (these will need to be agreed and clearly set out)	<p>To what degree does a programme have activities that seek clearly to develop:</p> <ul style="list-style-type: none"> • opportunity seeking • initiative taking • ownership of a development • commitment to see things through • personal locus of control (autonomy) • intuitive decision making with limited information • networking capacity • strategic thinking • negotiation capacity • selling/persuasive capacity • achievement orientation • incremental risk taking

B - Creating empathy with the entrepreneurial life world

Students clearly empathise with, understand and 'feel' the life-world of the entrepreneur

To what degree does the programme help students to 'feel' the world of:

- living with uncertainty and complexity
- having to do everything under pressure
- coping with loneliness
- holistic management
- no sell, no income
- no cash in hand - no income
- building know who and trust relationships
- learning by doing, copying, making things up, problem solving
- managing interdependencies
- working flexibly and long hours

C - Key entrepreneurial values

Key entrepreneurial values have been inculcated.

To what degree does the programme seek to inculcate and create empathy with key entrepreneurial values:

- strong sense of independence
- distrust of bureaucracy and its values
- self made/self belief
- strong sense of ownership
- belief that rewards come with own effort
- 'hard work brings its rewards'
- believe can make things happen
- strong action orientation
- belief in informal arrangements
- strong belief in the value of know-who and trust
- strong belief in freedom to take action
- belief in the individual and community not the state

D - Motivation to Entrepreneurship career

Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits

To what degree does the programme help students to:

- Understand the benefits from an entrepreneurship career?
- compare with employee career
- have some entrepreneurial 'hero's' as friends & acquaintances
- have images of entrepreneurial people 'just like them'

E - Understanding of processes of business entry and tasks

Students understand the process (stages) of setting up an organisation, the associated tasks and learning needs

To what degree does the programme take students through:

- the total process of setting up an organisation from idea to survival and provide understanding of what challenges will arise at each stage
- helping students how to handle them

F - Generic Entrepreneurship competencies

Students have the key generic competencies associated with entrepreneurship (generic 'how to's')

To what degree does the programme build the capacity to:

- find an idea
- appraise an idea
- see problems as opportunities
- identify the key people to be influenced in any development
- build the know who
- learn from relationships
- assess business development needs
- know where to look for answers
- improve emotional self awareness, manage and read emotions and handle relationships
- constantly see yourself and the business through the eyes of stakeholders and particularly customers

G - Key Minimum Business how to's

Students have a grasp of key business how to's associated with the start up process

To what degree does the programme help students to:

- see products and services as combinations of benefits
- develop a total service package
- price a product service
- identify and approach good customers
- appraise and learn from competition
- monitor the environment with limited resource
- choose appropriate sales strategy and manage it
- identify the appropriate scale of a business to make a living
- set standards for operations performance and manage them
- finance the business appropriately from different sources
- develop a business plan as a relationship communication instrument
- acquire an appropriate systems to manage cash, payments, collections, profits and costs
- select a good accountant
- manage, with minimum fuss, statutory requirements

H - Managing relationships	
Students understand the nature of the relationships they need to develop with key stakeholders and are familiarised with them	<p>How does the programme help students to:</p> <ul style="list-style-type: none"> • identify all key stakeholders impacting upon any venture • understand the needs of all key stakeholders at the start -up and survival stage • know how to educate stakeholders • know how to learn from them • know how best to build and manage the relationship

The above Exhibit clearly shows that the range of outcomes that can support the development of an entrepreneurial mindset; and whilst this is not an exclusive list, it does provide support to those working to create entrepreneurial outcomes in others.

Having outlined generic entrepreneurial outcomes that can be adapted for learners working at different levels, through the application of Baume's (2009) checklist, the choice of pedagogy is now critical to support the development of these intended outcomes in learners. The following section explores entrepreneurial learning and introduces the pedagogical guide format.

5. Entrepreneurial Teaching

The preceding sections have helped identify the key constructs that help underpin the ethos of entrepreneurial teaching, namely:

- Key defining terms for entrepreneurship, enterprise and innovation (section 2)
- Foundational frameworks from education and psychology (experiential learning) (3)
- Learning Outcomes (section 4)

From this, we are now able to explore 'what is entrepreneurial teaching?' before exploring the full range of pedagogic guides.

Entrepreneurial teaching is designed to maximise the potential for stimulating entrepreneurial attributes and insight and equipping participants for action. In particular, it is focused upon practicing behaviours, developing skills and reinforcing attributes associated with being an enterprising person. It is based upon the assumption that all persons have some capacity for behaving entrepreneurially and enhancing that capacity. It is worth noting that, although some will be naturally more enterprising than others, every person will demonstrate a different range and mix of potential; in that, some will be more creative; some will be more capable of taking initiatives independently; others will be better at networking and so on.

There will need to be a strong emphasis upon teaching 'for' as opposed to 'about' (Levie 1999).

- 'For' courses are focused upon creating enterprising mindsets and exploring what it feels like to be an entrepreneur. They involve presentation skills (pitching; groups) and follow the ethos within this compendium.
- 'About' entrepreneurship tend to draw upon a traditional pedagogy of lectures and text book to explore trends with small businesses and sectors and are therefore assessed through more traditional methods of written exams.

Within this classification, these courses are taught using distinctly different pedagogies, as well as being assessed differently; with teaching 'for' referring to the constant targeting of the practice of learning upon the 'know how', the 'know who' and the 'need to know'; as related to achieving a personal and/or organisational objectives. This involves combining skills and knowledge and, contrary to what often seems to be a popular belief, does not eschew taking a conceptual approach.

The construction of entrepreneurial teaching can be divided into the categories of:

- The 'focus' of learning (Exhibit 9)
- The 'process' of learning (Exhibit 10) and
- The process of teaching (Exhibit 11).

Exploring the issues through these frameworks throws up challenges for educators as shown below:

Exhibit 9: The Focus of Learning (Gibb 2007)	
From The past	To The future
Critical analysis	Creativity
Knowledge	Insight
Passive understanding	Active understanding
Absolute detachment	Emotional involvement
Manipulation of symbols	Manipulation of events
Written communication and neutrality	Personal communication and influence
Concept/theory	Conceptualising a problem or Opportunity

From Gibb (2007) IEEP course notes

Exhibit 9 indicates how the focus of learning has moved from the past - the models of mass instruction (Elton 1977) in which the educator take the place of the 'sage on the stage' transmitting knowledge through mass instruction - to the 'future' – where there is a need for students to resolve problems and respond with creativity and insight.

These changes within the focus of learning (Exhibit 9) impact upon the level of learning that is required, as learning processes need to move from recall and knowledge (lower level objectives) to complex affective skills as problem solving (see Exhibit 10 below).

Exhibit 10: The Process of Learning (Gibb 2007)	
From	To
Critical judgement after maximising analysis of information	'Gut feel' decision-making with limited information
Understanding and recall of information	Understanding the values/emotions of those who transmit information
Seeking impersonally to verify truth by seeking more data for decision making	Making decisions on the basis of judgement of trust and competence of people
Understanding basic principles of society in the metaphysical sense	Seeking to apply and adjust in practice to basic principles of society

Seeking the correct answer with time to do it	Developing the most appropriate solution under pressure
Learning in the classroom	Learning while and through doing
Gleaning information from experts and authoritative sources	Gleaning information personally from everywhere and anywhere and weighing it
Evaluation through written assessments	Evaluation by judgment of people and events through direct feedback
Success in learning measured By knowledge-based exam pass	Success in learning through solving problems and learning from failure

From Gibb (2007) IEEP course notes

Exhibit 9 and 10 indicate critical shifts that demand an approach to teaching, which reviews the role of the student; the approach and focus of the learning and, ultimately the role of the educator, to 'guide on the side' – a supportive facilitator of learning, rather than the knowledge 'expert' (see Exhibit 11).

Exhibit 11: Critical shifts: Changing learning (Adapted from Gibb 2007)			
Student role	Approach	Focus	Tutor role
Student generation of knowledge Learning linked to need for action Learning objectives negotiated/discussed	Experiential/action oriented Self determined Repeated practice Sessions flexible Mistakes as a basis for practice	Personal development Problem into concept Competence development Problem solving	Tutor as facilitator Tutor in joint learning situation

Adapted from Gibb (2007) IEEP course notes

This approach can primarily be valued/assessed in terms of the degree to which it enables participants to do things that they could not do before; and is designed to change attitudes towards the ways of doing, thinking, organising, communicating and learning things, rather than teach the 'right approach'.

This teaching approach is arguably the core of entrepreneurial learning and can form the basis for assessment of the value of the numerous pedagogical methods within this guide (see section 7).

Towards small group teaching?

It is now clear that entrepreneurial learning focuses upon the development of the entrepreneurial mindset, and draws upon the development of higher level skills affective, cognitive and cognitive to achieve this. Elton's classifications (1977) indicate that the extent to which skill level is developed is dependent upon the selection of the most appropriate delivery method. This suggests that even with large class sizes, interactive engagement, which follows a model of experiential learning (Kolb 1984; Race 2007) through small discussions, voting, polls and questions to speakers can support higher levels of student engagement. Such high levels of student engagement within the learning process be achieved within large lecture theatre style class rooms, as the classification of pedagogic notes (13-15) will show.

The traditions of education across the world have been rooted in mass instruction techniques; however entrepreneurial learning draws extensively from the use of small groups as entrepreneurial outcomes are best secured in this delivery method. It is therefore important to explore this in more

detail; and to build familiarity with the format of the pedagogical guides, this will be presented in the format of a note (4 sections - see section 1)

1. Use of Small Group Teaching

1. What is the use of Small Group Teaching?

Working with small groups is as a classic interactive device with a participant class where the participant numbers, space, seating arrangements in the room and physical facilities for break out are such as to make it possible. Group work can be undertaken as a short interactive discussion of a point or question set by the facilitator. It can be used to consider an issue, critical incident or short case as part of a session (see pedagogical guides) or it can be the formation of a group for preparation of work for a further session, for example a case or a demonstration. Groups can be as small as 2; though with a maximum of 5/6 if opportunity is to be given for adequate participation by all parties.

Where group work is to be part of the dynamics of the learning process 'in class' then it usually demands that the class size is restricted to a 'capacity' for maximum of six groups. Larger numbers can be covered where there is team teaching and therefore greater scope for individual group mentoring and the exercise does not demand whole class feedback.

2. How is the group exercise constructed?

Group membership needs to be carefully selected. Criteria for selection will depend on the task and the composition of participants. Composition criteria might include: level and nature of experience; seniority mix; personality; age; gender; level of expertise in relation to the task. Group exercises are also a means of building 'know-who' (network) relationships as well as bonding and therefore mixing groups up at different times is often desirable to allow students to learn from each other, as well as how others work and think.

For constant and highly interactive enterprise teaching then round table groupings are ideal. Groups can then be asked, for example, to quickly discuss an issue or debate a question, for example

- 'Are entrepreneurs born not made?'
- 'Are all small business owners entrepreneurs?'
- 'How would you evaluate whether you could trust someone in a business deal?'

They are also ideal for encouraging a period of reflection on an issue, exchanging experience or counselling each other. As an example in running a programme for new entrepreneurs and after class discussion of 'what makes a good idea', groups sitting together can be asked to evaluate each other's idea against the criteria agreed.

Break out groupings are designed to tackle more substantive issues – either a mini case or asked to arrive at a set of conclusions concerning a major issue.

Key issues, often neglected in group work are: ensuring that the group is clear about the task and desired outcomes; facilitation and guiding a group without controlling it or just leaving it to 'get on with things'; and ensuring that there is adequate time for the task.

3. Relevance to Entrepreneurial Learning

Group work is a major component of ensuring ownership of learning; 'learning by doing'; by inventing things, making things up, communicating orally, building teams, building confidence in a

situation of low exposure and solving problems creatively. It also often simulates getting things done under pressure and making decisions without too much information.

4. Outcomes

It is important that outcomes are carefully considered and that space is given for evaluation and reflection of the work of the group. A common mistake – easily done under time pressure – is to fail to allow time for reflection and building on the group outcome. ‘Report Backs’ do not always achieve this and may bore the rest of the group who can become restless listening to others. Asking the group to write up properly, in good presentation format, its findings is often a more rewarding outcome as the process forces coherence. Also the role of the facilitator is critical here in highlighting key learning points; making reference to theories and frameworks and deepening the learner’s knowledge from ‘observation’ and ‘reflection’ into structured thought and deeper cognition.

Having stated the importance of the role of the tutor as a facilitator, and tutor within small group teaching, it is now important to focus upon entrepreneurial facilitation. This again will be presented within the format of the pedagogical guides, to support familiarisation.

2 Use of Entrepreneurial Facilitation

1. What is the use of Entrepreneurial Facilitation of Small Group Work?

It has been argued above that small group work has a valuable part to play in the experiential learning required to support the development of new mindsets. This is because of the scope it provides for personal contact, engagement and expression. It also, however, can be the means for support of the development of a range of entrepreneurial behaviours and skills, for example, persuasion, empathy, rhetoric, creative problem solving, development and exploration of ideas, building of self confidence and self belief and feelings of autonomy and ownership. Such developments, however, are dependent on the manner in which the group is facilitated.

2. How is the exercise constructed?

In general in small group work the cognitive aims are to provide the means for deeper embedding of knowledge via an informal process of discussion exchange and peer questioning in a ‘safe’ environment. In this respect there is an obligation on the facilitator to:

- set broad learning objectives
- bring forward the key questions to be addressed
- keep the discussion focused around these (limiting any ‘drift’ that might be dysfunctional)
- ensure that there is process of engagement of all participants, and
- summarise the final outcome in relation to objectives

Key facilitator behaviours in these respects include

- summarising
- proposing
- building
- reflecting
- clarifying and
- open ended questioning

All of which are to be pursued in a supportive atmosphere of the 'ground rules' established in the class room.

Over and above these objectives and behaviours the process allows for focus upon development of entrepreneurial behaviours, skills and attributes. To assess success in this respect facilitators can evaluate their 'process' performance in terms of:

- to what degree did they create 'ownership' of the learning process by participants?
- to what extent were new ideas generated?
- what risks were taken in the discussion and how were these useful?
- how much 'challenging' took place?
- to what degree have we built an atmosphere of greater empathy between participants and greater trust?
- how much have participants learnt about each other?
- how much have participants learnt from each other (effective exchange)?
- to what degree has the group developed as a team?
- have we learned anything about effective team work?

To create positive outcomes in respect of the above may require entrepreneurial innovation, for example:

- placing the leadership facilitator role with participants and using group feedback to comment on their role
- using brainstorming techniques during the discussion
- breaking the group in smaller (one to one) groups to come up with views on different issues for debate
- by the wider group or seeking dispute resolution between two or more of participants without dislodging the whole group
- inviting role playing of different sides of the arguments as seen through the eyes of selected externals (for example how would an owner manager see this?) bringing up for discussion aspects of the process (for example why has Miss X dominated the discussion? Why has Mr Y seemingly opted out?) While these are risky strategies they ultimately will encourage openness and can be approached in a supportive climate.
- allowing time for reflection on what the group has learnt about group management processes
- exploring innovative ways of presenting the findings from the group, this encouraging creativity but also recognition that emotions play an important role in learning
- allowing time for reflection on what the participants have learned about each other (quick exchange feedback)

3. Relevance to Entrepreneurial Learning

The group process is designed to simulate process of team problem solving and ideas generation as in the 'real entrepreneurial' world. It builds recognition of how to deal with common issues in this process, for example individual dominance, 'free-loading' by those who minimally participate, process of informal power and control, conflict resolution and hostility.

4. Outcomes

Participants will have enhanced their capacity to motivate and work with teams in an entrepreneurial manner. As a facilitator, the key role is to ensure the learning outcomes have been achieved/enhanced and knowledge more deeply embedded.

With group work established as a key approach for the entrepreneurial educator, it is to the pedagogic notes that this compendium now turns. This next section will provide an overview as to how the guides can be accessed and shows how these techniques can be used for individualised and mass instruction learning, as needed (exhibit 13-15).

Having established the central underpinnings of entrepreneurial teaching, the pedagogic guides can now be introduced. Structured around 4 key categories, they are designed to be highly accessible and to that end, 3 route-maps are provided to assist educators to adopt these approaches into their teaching quickly and easily.

5. Accessing the Pedagogical Guides

Building upon the educational underpinning and exploration of entrepreneurial learning, it is to the pedagogical guides that this compendium now turns, as these now form the core of this book. This compendium is designed to support the educator as they develop entrepreneurial outcomes in others. To that end, they are structured to be as accessible as possible. This is achieved by using a standardised format (detailed below) and providing several 'route-maps' to support the selection of pedagogies within teaching practice.

These 'route-maps' include mapping against the outcomes framework and also Elton's classification of delivery methods.

List of all the guides

1. Small group teaching (section 5)
2. Entrepreneurial Facilitation (section 5)
3. Use of Ice Breakers
4. Use of External Speakers/Presenters or Evaluators
5. Use of Drama
6. Use of Debate
7. Use of Drawing
8. Use of Hot Seats
9. Speed-Networking
10. Use of an Elevator Pitch
11. Use of Revolving Tables
12. Use of Brainstorming Using Post-its
13. Use of Panels
14. Use of Critical Incidents
15. Use of Organisations as Networks
16. Use of Empathy in Communication Exercises (with Entrepreneurs)
17. Use of Shadowing
18. Use of Role Play
19. Use of Frames of Reference for Intuitive Decision making
20. Use of Psychometric Tests
21. Use of Locus of Control Tests
22. Use of Relationship Learning
23. Use of Immersion
24. Use of Achievement Motivation
25. Use of Personality Selling Exercises – The Balloon Debate

26. Use of Finding Opportunities (Ideas for Business)
27. Use of Ways into Business
28. Use of Leveraging the Student Interest
29. Use of Start up frames, Stages of Start-up; Tasks and Learning Needs
30. Use of The Business Plan as a Relationship Management Instrument
31. Use of Surviving in the Early Years of the Venture
32. Use of Segmenting the New Venture Programme Market
33. Use of Developing Operations Standards as a basis for Estimating Costs and Controlling Operations
34. Use of Case Studies
35. Use of Exercises in Finding Ideas for Business
36. Use of Exploring the Enterprise Culture in a Globalisation Context
37. Use of Programme Evaluation
38. Use of the Quiz
39. Use of Undertaking an Institutional Audit
40. Use of Sales Pitch
41. Use of Polls
42. Use of Simulating Entrepreneurial 'Ways of'
43. Use of Simulating the Entrepreneurial 'Life world'
44. Assessment (Section 8)

Using the guides

The overall aim is to encourage educators to think about the range of pedagogies that might be used in an entrepreneurship/enterprise programme to deal with the Affective and Conative as well as the Cognitive aspects of learning (see section 3). Each of the pedagogical notes is presented within a standardised format to assist the educator in their selection. There are four key headings, which help define the approach, indicate its use, purpose and the learning outcome it supports (Exhibit 12).

Exhibit 12: Format for Pedagogical Notes	
Clarification	Heading
Definition	What is it?
Use	How is the exercise constructed?
Purpose	Relevance to Entrepreneurial Learning
Outcomes	Learning Outcomes

Route Maps

To assist in the use of this compendium, the pedagogic notes have been mapped within

- Entrepreneurial Learning Outcomes Framework
- Classification of Transmission (Elton 1977)

Entrepreneurial Learning Outcomes

The Entrepreneurial Outcomes Framework (section 4) has been mapped against the pedagogical notes contained within this book. The broad categorisations are provided to assist an educator who wishes to approach the pedagogies first to understand the entrepreneurial learning outcomes they can support (A) or seeks to select a pedagogy to develop a particular entrepreneurial learning outcome (B).

This mapping has been undertaken to illustrate:

- A) which outcomes each pedagogy can support (exhibit 13)
- B) how the guides fit under each of 8 outcomes (exhibit 14)

Exhibit 13: Outcomes supported by each pedagogy

	A	B	C	D	E	F	G	H	Others Dependent
3. Use of Ice Breakers									
4. Using External Speakers/Presenters									Others Dependent
5. Use of Drama									
6. Use of Debate									Others Dependent
7. Use of Drawing									
8. Use of Hot Seats									
9. Speed-networking									
10. Elevator Pitch									
11. Revolving Tables									
12. Brainstorming Using Post-its									
13. Use of Panels									
14. Use of Critical Incidents									Others Dependent
15. Use of Organisations as Networks									
16. Use of Empathy in Communication Exercises (with entrepreneurs)									
17. Use of Shadowing									Others Dependent
18. Use of Role play									Others Dependent
19. Use of Frames of Reference for Intuitive Decision making									
20. Use of Psychometric Tests									
21. Use of Locus of Control Tests									
22. Use of Relationship Learning									
23. Use of Immersion									
24. The Use of Achievement Motivation									
25. Personality selling exercise – the Balloon Debate									
26. Use of Finding Opportunities (Ideas for Business)									
27. Use of Ways into Business									
28. Leveraging the Student Interest									
29. Start up frames, Stages of Start-up. Tasks and Learning Needs									
30. The Business Plan as a Relationship Management Instrument									
31. Surviving in the Early Years of the Venture									
32. Segmenting the New Venture Programme Market									
33. Developing Operations Standards as a basis for Estimating Costs and Controlling Operations									
34. Use of Case Studies									
35. Exercises in Finding Ideas for Business									
36. Exploring the Enterprise Culture in a Globalisation Context									
37. Evaluation of Entrepreneurship									
38. Use of the Quiz									Others Dependent
39. Use Of Institutional Audit									
40. Use of Sales Pitch									
41. Use of Polls									Others Dependent
42. Simulating Entrepreneurial 'ways of'									
43. Simulating the Entrepreneurial Life World									

Exhibit 14: Each entrepreneurial learning outcomes though ped guides			
A	B	C	D
3. Use of Ice Breakers	4. Using External Speakers/Presenters	4. Using External Speakers/Presenters	4. Using External Speakers/Presenters
4. Using External Speakers/Presenters	5. Use of Drama	5. Use of Drama	14. Use of Critical Incidents
5. Use of Drama	16. Use of Empathy in Communication Exercises (with entrepreneurs)	8. Use of Hot Seats	15. Use of Organisations as Networks
6. Use of Debate	17. Use of Shadowing	16. Use of Empathy in Communication Exercises (with entrepreneurs)	17. Use of Shadowing
7. Use of Drawing	19. Use of Frames of Reference for Intuitive Decision making	17. Use of Shadowing	19. Use of Frames of Reference for Intuitive Decision making
8. Use of Hot Seats	21. Use of Locus of Control Tests	19. Use of Frames of Reference for Intuitive Decision making	20. Use of Psychometric Tests
9. Speed-networking	23. Use of Immersion	43. Simulating the Entrepreneurial Life World	28. Leveraging the Student Interest
10. Elevator Pitch	24. The Use of Achievement Motivation		34. Use of Case Studies
11. Revolving Tables	36. Exploring the Enterprise Culture in a Globalisation Context		43. Simulating the Entrepreneurial Life World
12. Brainstorming Using Post-its	42. Simulating Entrepreneurial 'ways of'		
13. Use of Panels	43. Simulating the Entrepreneurial Life World		
14. Use of Critical Incidents			
15. Use of Organisations as Networks			
19. Use of Frames of Reference for Intuitive Decision making			
20. Use of Psychometric Tests			
23. Use of Immersion			
36. Exploring the Enterprise Culture in a Globalisation Context			
42. Simulating Entrepreneurial 'ways of'			

E	F	G	H
10. Elevator Pitch	12. Brainstorming Using Post-its	10. Elevator Pitch	3. Use of Ice Breakers
13. Use of Panels	13. Use of Panels	13. Use of Panels	5. Use of Drama
14. Use of Critical Incidents	14. Use of Critical Incidents	14. Use of Critical Incidents	7. Use of Drawing
15. Use of Organisations as Networks	15. Use of Organisations as Networks	15. Use of Organisations as Networks	8. Use of Hot Seats

22. Use of Relationship Learning	26. Use of Finding Opportunities (Ideas for Business)	25. Personality selling exercise – the Balloon Debate	9. Speed-networking
29. Start up frames, Stages of Start-up. Tasks and Learning Needs	29. Start up frames, Stages of Start-up. Tasks and Learning Needs	29. Start up frames, Stages of Start-up. Tasks and Learning Needs	10. Elevator Pitch
30. The Business Plan as a Relationship Management Instrument	30. The Business Plan as a Relationship Management Instrument	30. The Business Plan as a Relationship Management Instrument	11. Revolving Tables
31. Surviving in the Early Years of the Venture	32. Segmenting the New Venture Programme Market	32. Segmenting the New Venture Programme Market	13. Use of Panels
34. Use of Case Studies	33. Developing Operations Standards as a basis for Estimating Costs and Controlling Operations	33. Developing Operations Standards as a basis for Estimating Costs and Controlling Operations	15. Use of Organisations as Networks
35. Exercises in Finding Ideas for Business	34. Use of Case Studies	40. Use of Sales Pitch	22. Use of Relationship Learning
	37. Evaluation of Entrepreneurship		23. Use of Immersion
	44. Assessment of Entrepreneurship Education		25. Personality selling exercise – the Balloon Debate
			30. The Business Plan as a Relationship Management Instrument
			40. Use of Sales Pitch

Classification Mapping

Although earlier discussion (section 4) indicates that small group learning is often most appropriate in developing the higher cognitive skills and deeper understanding that is required to support the development of an entrepreneurial mindset. However there can be constraints for any educator (class sizes; class environment & facilities; time limitations) which mean that working in small groups is not always possible, or as rich an experience as the educator may intend. Therefore, whilst all the pedagogical guides could be classified as most appropriate (and therefore best used) within small group working, it is has been possible to identify areas where the approaches outlined in the pedagogical notes can enhance or support higher cognitive development, whilst in a traditional lecture theatre (mass instruction facility). This compendium will draw upon Elton's (1977) classification of delivery methods to help structure the 44 pedagogies as a 'route-map'.

Note: that where the columns are linked this indicates that approaches can be deepened by working across these classifications. For example, whilst it is possible to undertake the development of an elevator pitch; sales pitch or audit as an individualised task, learning can be deepened through entrepreneurial facilitation (see section 5), following a presentation to the group.

Exhibit 15: Route Map 3		
Mass instruction	Individualised learning	Group learning
Externals Panels Polls Quiz		
	Elevator Pitch Sales Pitch Empathy in Communication Exercises Shadowing Frames of Reference for Intuitive Decision making Psychometric Tests Locus of Control Tests Achievement Motivation Institutional Audit	
		Debate Drawing
		Ice Breakers Speed-networking Hot Seats Drama Brainstorming Using Post-its Revolving Tables Critical Incidents Organisations as Networks Role play Relationship Learning Immersion Personality selling exercise – the Balloon Debate Finding Opportunities (Ideas for Business) Leveraging the Student Interest Start up frames, Stages of Start-up The Business Plan as a Relationship Management Instrument Surviving in the Early Years of the Venture Segmenting the New Venture Programme Market Developing Operations Standards as a basis for Estimating Costs and Controlling Operations Case Studies Simulating Entrepreneurial ‘ways of’ Simulating the Entrepreneurial Life World Exercises in Finding Ideas for Business Exploring the Enterprise Culture in a Globalisation Context Evaluation of Entrepreneurship

3. Use of Ice Breakers

1. What is Use of Ice breakers?

It is an informal exercise designed to create interaction between participants, “warm them up” (as the name implies) to the activities of the day and learn about each other. It can also enable participants to harvest from each other the experience that already exists in a group of the issues to be addressed in a learning programme. It is most often used at the beginning of a programme to replace the process of participants introducing each other more formally (which can be a long and repetitive exercise, which doesn’t allow people to interact).

2. How is the exercise constructed?

Any game or exercise involving mobility and informal interaction could be classified as an ice-breaker. Examples include Speed Networking (see separate pedagogic guide – speed networking), participants interviewing each other and then interviewing, then introducing their counterpart, preferably in an innovative and amusing manner. There can be ‘rules’ applied; in that you can structure the areas they need to focus upon, or as facilitator, you can set parameters, such as how many things they need to find out or number of things that each person may report on (as an introduction about another).

The exercise can be constructed to fit any programme. The exercise can involve each participant being given a set of papers with boxes to fill in on the basis of exchanges with other participants. The boxes are designed to cover key areas of experience relevant to the learning programme - for an academic development programme (staff development) this could include the experience of participants in teaching to certain key outcomes in the NCGE Template.

in a student entrepreneurship programme it can be used to harvest evidence of participant entrepreneurial behaviour (identified and taken an opportunity; been committed to see something through (project); failed in something but tried again; solved a problem creatively; planned and carried out an event under pressure; sold an idea to someone, etc). Most people have some experience of these things which they can share easily within new colleagues.

The exercise is commonly undertaken under time pressure. The exchange of experience allowed between any two participants is deliberately limited to force participants to move around.

3. Relevance to Entrepreneurial Learning

The exercise is designed to: facilitate networking, the harvesting of information and its codification under pressure. It can also create confidence by a process of realisation of existing experience and informal benchmarking against other participants in a programme. It also creates a competitive but non-threatening atmosphere.

4. Outcomes

Participants informally endorsed via practice of some of the key components of a programme. They also realise that it is relevant to them personally, and that they and others have relevant experience to input into the programme.

4. Use of External Speakers/Presenters or Evaluators

1. What is Use of External Speakers/Presenters/Evaluators?

External speakers/presenters are used in enterprise/entrepreneurship programmes for a number of purposes:

- to provide role models of entrepreneurs –‘what’s it really like’
- to provide a ‘real life case’ of how to confront/deal with a particular problem or issue
- to more formally teach a ‘how to’ part of entrepreneurial management
- to act as a sounding board/evaluator for a piece of work or proposal
- to present what their institution/organisation does (or a certain aspect of its work)
- to give a view on a general issue of relevance to a programme

2. How is the exercise constructed?

Often the answer to this question is ‘very badly’. The common reasons for this are:

- lack of clarity of the role to be played (as set out above, aligned with learning outcomes)
- inadequate briefing of the ‘external’ (learning outcomes)
- inadequate briefing of the students/audience
- inadequate management of the learning experience
- a resultant deterioration of the session into ‘personality/ego’ stories
- an inability to relate the session to concepts or generalisation about good or bad practice
- inappropriate frames of reference agreed/used for evaluation/mentoring

The construction of the external interface is therefore extremely important. Careful establishment of the goals of the external/internal interface is key – in particular of learning goals. If, for example, a ‘new young entrepreneur’ is invited as a ‘speaker’ there is a range of possible objectives, all of which it is desirable to spell out upfront. These include: demonstrating clearly the motivations and drivers to self-employment; establishing how one finds and evaluates an idea; demonstrating how one copes with changes in the life-world associated with being an entrepreneur, among many others. One enterprising way of structuring outcomes in this way is not to overly brief the invitee but to set up an interview panel or panels of programme participants (each one dealing with a different issue). Their task is to draw out the relevant experiences of the participants.

Another method of improving the management of external contributions is to precede the presentation/interview with an analysis of an issue leading to the development of a frame of reference against which the programme participants can evaluate the external contribution. For example, where an external is being invited to demonstrate how they approach a particular problem/issue (evaluating a business plan) the class are thoroughly briefed as to the process which presents them with a frame for evaluating/questioning the contribution of the external). Where externals are being used as evaluators – for example of a project or proposal – initial briefing and agreement of frames of reference and process is important. Where externals are used as teachers, then initial training is important or should be supported by staff in a joint approach.

3. Relevance to Entrepreneurial Learning

The aim is to engage with the 'real world' in order to provide feelings of 'what it is like' to do things and experience things in practice. It is therefore a simulation of tacit learning but to be successful, it must leave the participants with an 'emotional' understanding of the learning input and a heuristic framework against which they can judge future events.

4. Outcomes

Participants have a real 'feel' for the practice of the real world. They have a bridge between concept and practice and they understand the drift between concept and practice. They understand better the way in which entrepreneurial decisions are made.

5. Use of Drama

1. What is Use of Drama?

It is the creation and performance by an individual or group of an incident, scenario or sequence of events designed to portray the emotional and relationship as well as cognitive aspects of the scene. Its use can serve a number of purposes:

- It is a reminder that no information received from interviews and research approaches (no matter how good the checklist) is truly objective. The results always reflect the values and beliefs of the person interviewed and often their recent experiences and emotions. For example, a person who has recently been convicted by police of a speeding traffic offence will have a different response to questions about the role and value of the police force in general than someone who has just been saved by the police from an assault. A dramatic presentation of interviews will demand interpretation of the emotions behind the message.
- It demands of the creators of the drama that they must put themselves 'in the shoes' of the provider of information and see the results from their point of view. The conventional academic process of data collection often makes little or no demand upon understanding the data from the providers' point of view.
- Drama demands that individual characters in the drama are understood through the eyes of the other characters. The dramatist makes the character believable by portraying him/her through the eyes of other characters in the drama.
- Messages and information delivered in innovative ways will make a bigger impact and can create wider understanding. Entrepreneurs often need to use creative ways of delivering messages. TV advertising is, for example, drama. A presentation can be dramatic to make an impact.
- Drama provides training in acting skills, which build confidence and ability to personally project.
- Developing a drama demands the use of creative ability – often the need is to develop a metaphor to enhance the impact of a message or indeed generalise it.
- Developing drama in groups also creates a powerful bonding process.

2. How is the exercise constructed?

Use of drama can take a number of forms including Role Play and Hot Seating, which are the subject of separate Pedagogical Notes (18 & 8). Participants can be asked, in small groups, to create a scene portraying a single message, often through metaphor. For example, in the entrepreneurship context they can be asked to prepare a short scene portraying one of a number of entrepreneurial behaviours or attributes e.g. entrepreneurial risk taking; opportunity identification; initiative taking; strong sense of autonomy; networking; learning by doing, and so on. The 'audience' of other participants is then invited to guess the message, to score the creativity of the metaphor and the degree of entertainment delivered.

The drama can also be constructed around a piece of research – for example, in the context of dramatising a series of interviews as a method of enhancing insight into the results of formal data collection. In this case the key issues arising from the research are discussed in a group and the messages to be delivered are set out. A metaphor is then created and dramatised under guidance and later performed. The audience is then asked to record the key messages of the drama and to score the presentation for creativity and entertainment.

3. Relevance to Entrepreneurial Learning

Entrepreneurs need to be able to act out different roles in different situations. A good entrepreneur is a good actor. In building relationships with different stakeholders the entrepreneur will need to act out different roles – with a banker, venture capitalist, government official, employee, regulator, customer and so on. It is a key essence of entrepreneurship to see oneself through the eyes of major stakeholders. As well as building personal confidence there is a strong emphasis upon being creative under pressure, making collective decisions rapidly and working together as a team.

4. Outcomes

Participants gain understanding of the emotional aspects of knowledge and how difficult it is to be truly objective. They understand the importance of gaining empathy and insight into the passions, emotions and contexts of situations. They learn about the process of consolidation of ideas and of the importance of presenting these creatively but in a form that that will be easily understood.

6. Use of Debate

1. What is Use of Debate?

Debate is used to provide a forum for delivery of argument for and against an issue. It provides a platform for exploring all relevant issues. It also is a vehicle for practicing delivery skills and 'thinking on one's feet'. It also has to have audience appeal as the aim is to win their vote but also involve them.

2. How is the exercise constructed?

A debate can be formal or informal. It is relatively easy to construct an issue for argument with a class, get them to consider arguments for or against and then speak to it from the 'floor'.

A more formal version is described below (however it is possible just to work at an informal level, having established 2 sides for the debate and defined roles 1-3 below).

Traditionally, a debate will have a 'Motion' (statement) which the 'House' (those attending) must address. For example, 'This House believes that entrepreneurs are 'born not made' or 'This House believes that entrepreneurial management can only be fully pursued in the independent business organisation'.

The debate will need: (indicative timings included for an hour session)

1. **A Chairperson:** who will introduce the Motion and the Proposers, Opposers and 'Summers up'? The Chair also sets out the rules of the game, the time limits and how he/she will enforce these and how the audience should contribute. A chair will explain the vote and how this will be for the best arguments best delivered not the audience's personal preference (as more reflective of the learning gained, rather than opinion at the time).
2. **A Proposer:** to put up all the major positive arguments for the Motion {7 minutes}
3. **An Oppose:** -to put all the main arguments against the Motion {7 minutes}
4. **A Seconded for the Motion:** to counter the arguments of the Oppose as they have been anticipated and as they occur in reality. Also to back up and add arguments to those of the Proposer {5 minutes}
5. **A Seconded against the Motion:** to counter all the arguments of the Proposer and Seconded for the Motion as they have been anticipated and as they occur in practice and to back up the opposition arguments {5 minutes}
6. **Speakers from the floor (the audience)** to think of their own views and articulate them. Speakers do not ask questions but make points and arguments. They may of course take up what has been said by the speakers. ***In a small audience it should be emphasised that every member has to contribute***
7. **A Summariser for the Motion:** to summarise up the debate after the audience has contributed, using the key audience contributions, and emphatically inviting the audience to support the Motion {5 minutes}
8. **A Summariser against the Motion:** to summarise up the debate after the audience has contributed, using the audience contributions that support their argument, and emphatically inviting the audience to oppose the Motion {5 minutes}

All speakers should not read from notes but should address the audience warmly and convincingly and should use humour sufficiently to entertain.

The sequence is as follows:

- Chairpersons Introduction of Motion, Speakers and Rules
- First Speaker for the Motion
- First Speaker against the Motion
- Seconded for the Motion
- Seconded against the Motion
- Floor opened to the audience
- Final Summary for the motion
- Final Summary against
- Vote by the audience
- Concluding remarks by the Chair

To engage all the participants in the debate it can be organised as follows:

- Divide the class into 6 groups
- Group 1 has to agree the main points **for** the Motion, make suggestions as to innovative/entertaining arguments and choose a speaker
- Group 2 has to agree the major points **against** the Motion, make suggestions for innovative/entertaining arguments and choose a speaker
- Group 3 has to brainstorm on the arguments that might be put by the opposition, think of counterpoints and ways of refuting them entertainingly and subsidiary points to reinforce the Motion. They then choose a speaker to second the Motion.
- Group 4 has to brainstorm on the arguments that might be presented by the proposers of the Motion and also how the points against might be attacked and choose a speaker to second the opposition to the Motion.
- Group 5 has to brainstorm on what they think will be the main points for and against (including any possible points from the floor). They then prepare an outline summary of the argument for supporting the motion and refuting the opposition. They then choose a speaker who has however to be prepared to build flexibly upon what goes on in the debate
- Group 6 goes through the same procedure as Group 5 except that they prepare an outline summary of the arguments for opposing the Motion and refuting proposition arguments. They then choose a speaker who has however to be prepared to build flexibly upon what goes on in the debate.

3. Relevance to Entrepreneurial Learning

The ability to think and speak on one's feet is tested and in particular the ability to have empathy with the alternative point of view. This also tests the capacity to argue and present a case in a flexible and innovative manner. Critically, it is a vehicle for exploring key issues in entrepreneurship development which creates group cohesion, bonding and fun.

4. Outcomes

Major outcomes to be targeted are the airing of key issues in entrepreneurship development via an innovative format. Participants can also apply their more formal learning in a flexible and demanding context and building a team spirit is also a key component, within a cohort.

7. Use of Drawing

1. What is Use of Drawing?

This is essentially the transmission of ideas into pictures. It is used to stimulate participants in a programme to express themselves and their ideas in a pictorial form, often with the use of metaphor. It then stands as a basis for discussion of participant ideas and concepts.

2. How is the exercise constructed?

Programme participants are asked, usually in groups, to discuss the meaning of a concept or an event. They are asked to portray this in pictorial form as a basis for presentation and discussion with other participants.

An example:

- The object of the session is to explore the concept of enterprise culture. The aim is to begin with an exploration of what this means to the participants and to explore whether there is a shared concept
- The class is divided into small groups and each group is given pens and a flip chart sheet. The group are asked to 'discover' their own meaning for enterprise culture and to write down what they see as the key components
- The group is then asked to draw a picture which they believe encapsulates the meaning of enterprise culture
- The picture is then shown to the rest of the class and the class are asked to describe what it means to them
- This is then compared with the meaning that the group was trying to portray and the group are asked to explain this to other participants
- The facilitator notes all the meanings given and attempts to pull these together for discussion of the concept and why it was given different meanings. Academic concepts and research work can be introduced to build wider understanding (and credit can be awarded for its inclusion).

The approach can be used in a number of ways but most importantly to test understanding after readings and discussion and, to harvest pre-conceived views and attitudes relating to a subject as a basis for discussion.

3. Relevance to Entrepreneurial Learning

The exercise aims to stimulate creative expression. It also is designed to give ownership of learning to participants by creating discussion on the basis of their existing knowledge and ideas.

4. Outcomes

A strong basis for mutual understanding is created. A sense of ownership is given and participation in learning is maximised. The power of visual presentation is demonstrated.

8. Use of Hot Seats

1. What is Use of Hot Seats?

This is a group exercise. Members of the group in turn are put in the 'Hot Seat' to respond to intensive questioning from other group members. Traditionally, this 'Hot Seating' technique is used by actors to help them identify with the character they are playing. It is used in entrepreneurship education to enable participants to get inside the culture and values of stakeholders with whom they might have to deal. But it can also be used for intensive questioning of an individual's own personal aims, objectives and plans including business plans. Other participant's (the group) act as interrogators in this exercise; note: it can be useful to agree ground rules as what is appropriate in terms of questioning and approach within this task.

2. How is the exercise constructed?

The hot seat itself is in the middle of a semi-circle of chairs. The person in the 'Hot Seat' can be himself/herself or represent a client or stakeholder. Dependent upon the role, questions fired rapidly may relate to personal issues; business/organisational problems or community activities (part of ground rules).

Example Hot Seat: Business/plan/idea

The individual is surrounded by those role playing different stakeholders which the plan might need to convince. The aim is to create recognition that the plan will be seen very differently by very different stakeholders. Interrogators may, for example, play the roles of bankers, venture capitalists, family, local government officials offering grants; a potential large customer who will be judging whether to include the client on a buying list or a major potential supplier who may be asked for credit.

Other participants can then be similarly hot seated. At the end of the hot seating there can be a review of what has been learned about the business plan as a relationship management instrument and how it might be best developed to meet different needs.

Example Hot Seat: different stakeholders

Using the same focus of the business plan; hot seater's, in turn, can be asked to play the roles of different stakeholders, as above, and are quizzed about what they are looking for and why?

Example Hot Seating on a problem

The technique can be used to role-play individuals from a case study with the aim of creating lively personalised discussion of major points for learning from the case. It can also be used to focus discussion on how to deal with a particular problem set out in a simple brief.

3. Relevance to Entrepreneurial Learning

This is an exercise in thinking and responding under pressure. It also is designed to stimulate understanding of relationship management and the value of thinking empathetically. It can be used to throw light on the 'organisational cultures' of different stakeholders that make them see the same things in different ways.

4. Outcomes

Participants gain confidence in responding to questioning under pressure. They may importantly also learn that they need to 'act' differently with different stakeholders. They learn quickly to adapt to others' point of view.

9. Use of Speed-Networking

1. What is Use of Speed-Networking?

It is an informal exercise designed to create interaction between participants, warm them up (as the name implies) and learn about each other. Speed-Networking can be used to encourage networking at an event or it can be used in teaching and learning as an ice-breaker (see earlier note 3). It is most often used during the early stages of a programme to replace the process of participants introducing each other more formally.

2. How is the exercise constructed?

In speed networking, participants are lined up in two lines facing each other; they are invited to spend 30 seconds to 1 minute each introducing themselves to each other. Usually a whistle or some other loud device is used to indicate that the time is up (as this exercise is quite noisy!). When the time is complete one line moves along so that they are facing a new person and the introductions start again. Typically the speed-networking exercise may be conducted for 20-30 minutes. A longer period of time is not recommended as it can be tiring for participants.

The exercise can be constructed to fit any programme or event. For example in student entrepreneurship programmes it can be used to get students to introduce each other before group work or before choosing groups for an experiential exercise (e.g. business planning). The exercise is commonly undertaken under time pressure. The exchange of experience allowed between any two participants is deliberately limited to encourage a focused summary of the person introducing themselves.

3. Relevance to Entrepreneurial Learning

The exercise is designed to facilitate networking and enable people to get a basic knowledge of each other in a short period of time. It is usually a fun exercise so it works well in ice-breaking and it ensures that participants talk to a large number of other people.

4. Outcomes

Participants get to know each other more, they break down barriers and it enables the beginning of trust to emerge between participants. Usually they meet somebody who they may not have otherwise met and sometimes these individuals assist their learning on the programme more as a consequence of social barriers being removed.

10. Use of an Elevator Pitch

1. What is Use of an Elevator Pitch?

An **Elevator Pitch** (or **Elevator Speech**) is a brief overview of an idea for a product, service, or project. The pitch is so called because it can be delivered in the time span of an elevator ride (say, thirty seconds or 100-150 words). The term is typically used in the context of an entrepreneur pitching an idea to a venture capitalist to receive funding. Venture capitalists often judge the quality of an idea and team on the basis of the quality of its elevator pitch, and will ask entrepreneurs for the elevator pitch to quickly weed out bad ideas.

2. How is the exercise constructed?

In the entrepreneurship educators programme the elevator pitch is used to force participants to think carefully about their personal strengths and to be confident about these by making an explicit pitch. Within the entrepreneurship educators programme it is used to give participants experience of an elevator pitch. The basic approach is to invite individuals to develop their pitch beforehand with a strict time limit (usually 1 to 3 minutes). Participants are asked to compete in front of a panel of judges equipped with agreed judging criteria. Participants are lined up to encourage swift movement from one participant to another and they are timed – a whistle is blown at the end of the time and they must then depart.

3. Relevance to Entrepreneurial Learning

Elevator Pitches are commonly used in US Enterprise Education and are often used in business plan competitions. The purpose is to force students to prepare a short and focused explanation of their business should they have the opportunity to pitch it to somebody in an informal situation. It is an encouragement to think out the core of the business and find attractive ways of putting it over.

4. Outcomes

The main benefits of the approach are to enable students to pick up the skills to summarise something in a focused and precise way. The outcome is often that they are aware how important lucky opportunities can be in entrepreneurship and to prepare for such opportunities should they occur.

Supporting Source: http://www.heacademy.ac.uk/resources/detail/ourwork/tla/sesm_d4

11. Use of Revolving Tables

1. What is Use of Networking Techniques – Revolving Tables?

The networking technique of Revolving Tables involves asking people during a dinner (or indeed any teaching course where the tables are in cabaret style) to change tables between courses or between sessions in a teaching and learning programme. It is designed to maximise the number of people that a person may meet at a networking or learning event.

2. How is the exercise constructed?

A formal networking technique of revolving tables can be used between courses to enable participants to meet other participants and to enable them to informally talk and interview the invited guests and contributors. Participants were given a focused question or challenge – such as, to find out how start up is supported and promoted by the invited guests' institutions and organisations and to explore any challenges that they encounter. The technique is principally an informal one that is designed to develop informal discourse between participants.

3. Relevance to Entrepreneurial Learning

Revolving Tables might be used in a range of contexts – it is very effective in situations where networking needs to be facilitated, such as breakfast clubs or other events. It can be used in entrepreneurial learning within the University as an ice-breaker or as a method to encourage inter-group engagement in an experiential project where groups need to work together.

4. Outcomes

The outcomes achieved will somewhat depend on the use of the technique – it can be used to help students develop their informal conversation skills and help them learn how to network. In such networking situations, it can help people mix more than they would normally and is effective at encouraging informal conversations, which can lead to business opportunities.

12. Use of Brainstorming Using Post-its

1. What is Use of Brainstorming Using Post-its?

The basis of brainstorming is generating ideas in a group situation based on the principle of suspending judgment to release ideas - a principle which can be highly productive in individual effort as well as group effort. The key to effective brainstorming is that the **generation** phase is separate from the **judgment** phase of thinking. Brainstorming has many forms but is usually conducted in groups with specific rules being applied: no-judging ideas; aim for a large quantity of ideas; permission to use piggy-backing of others ideas and freewheeling (be as abstract as possible).

2. How is the exercise constructed?

Within an entrepreneurship educators programme a loose form of brainstorming was used using post-it notes.

Agree the guidelines for effective group brain storming, as below:

- There is no right and wrong
- Do not judge ideas
- Be outrageous or ambitious
- Do not rule out ideas because of practicalities at this stage
- Two heads are better than one!

Participants were asked to think about as many 'learning needs' and 'learning offers' as they could and attach these to appropriate NCGE learning outcomes. This was the brainstorming part of the exercise. These ideas were collected into themes by the use of the outcomes framework. In the second stage of the exercise participants were asked to take one learning outcome and sort the ideas into categories. In this stage they were organising the ideas. In the final stage they were asked to link categories together. This stage was a form of conceptualisation – seeing how the different categories link to each other.

3. Relevance to Entrepreneurial Learning

The exercise can be constructed in many brainstorming situations. It is particularly valuable when you want to get thoughts from participants and to organise them in a sophisticated way. In a student situation it could be used to explore attitudes and expectations about entrepreneurship. It can also be used to conduct analysis of business ideas.

4. Outcomes

The main benefit of the approach is for a combined perspective from participants in relation to a particular theme. This holistic view enables participants to be more aware of the wider picture. It is also very effective at demonstrating expectations and views across a group. The categorisation also makes explicit participants' frames of reference.

Supporting source:

<http://www.ncge.com/communities/education/reference/search/basic> (search 'idea generation')

13. Use of Panels

1. What is Use of Panels?

A Panel is a means of fronting a debate or forming the basis for a process of questioning or collecting opinion/experience on certain issues, problems or opportunities. The Panel may be composed of 'externals' or may be used as an internal 'review' group for a particular issue. It is often also used as an alternative to inviting presentations from external speakers.

2. How is the exercise constructed?

Panels are often misused in that they become a vehicle for a series of speeches by panel members in response to a number of questions asked by the chair or harvested from the audience; however panels can be used in different ways.

The 'Expert Panel' is used to provide comment on a particular issue about which the panel have relevant experience. Here, the optimum format is where the panel very briefly addresses questions from the audience collected either beforehand or spontaneously. Engagement of the audience in the debate is important. The chairperson's role in stimulating audience participation, provoking cross-panel debate, keeping comments short, summarising and ensuring that the debate is to the point is critical. The panel should be carefully chosen to bring different perspectives to the theme. For example in debating issues concerning the 'entrepreneurial university', a panel might have a Vice Chancellor, an articulate student perhaps representing a student body, an entrepreneur with some experience of interacting with a university, a representative of a regional development authority or local government and someone from the Department of Education.

An Expert Panel can also be used with small groups to evaluate or comment upon the ideas, proposals and plans of participants.

Participant Panels can be formed to role-play stakeholders or simply to comment upon the work of other participants, individual or groups; for example, to advice on marketing plans.

A Representative Panel, for example, a small group of entrepreneurs from a particular sector, or a group sharing a common environment or experience (for example all having taken up external equity) can be used to explore the experience via a process of questioning by participants (often after briefing from programme input).

3. Relevance to Entrepreneurial Learning

The emphasis is upon exposure to tacit learning, enabling assessment of 'how things are seen and done' in the world of practice. If chaired properly it can also provide a strong measure of learning by interaction. It can also provide a vehicle for testing out concepts in practice.

4. Outcomes

Ideas are stimulated by exposure to experience. The animation arising from this approach creates stimulation to the affective and co native aspects of learning. Contacts are made and barriers to external relationship development are broken down.

14. Use of Critical Incidents

1. What is Use of Critical Incidents?

The Critical Incident is a short description of a situation that will be used as a basis for focused group discussion. The description will be in the form of a single PowerPoint slide or one page (or less) handout capable of being instantly read and digested. It will end with a question to the group as the basis for discussion. The discussion may be full class or small group. A critical incident is often preferred to a longer case as it provides immediate stimulus. A longer case can, however, be taught as a series of incidents.

2. How is the exercise constructed?

The incident is prepared before the session by the facilitator. Examples might be as follows.

Example 1:

Aim: to stimulate group discussion of the life world of the entrepreneur.

Key Question for Focus: What changes in one's 'way of life' when one moves from employment to self employment?

Kate is a young single woman of 25 years of age. She graduated from University two years ago with good degree in design – focused upon ceramics. She had always had a considerable talent for art and design demonstrated from an early age. She had worked herself up the educational ladder in creative design by successful progress through further education, then to a University.

Upon graduating she took a post at a school teaching ceramics but soon decided that this life was not for her. She wanted more independence. With the help of a small legacy from her grandmother she set up her own studio, complete with kiln and embarked on a career in self employment.

What changed in her life-world as a result of this move?

The facilitator can draw from the group a list of changes which can be used for discussion of the nature of uncertainties and complexities facing the entrepreneur and the skills and attributes that might be needed to deal with them.

Example 2:

Aim: to stimulate discussion of how to cope with change in a business development context

Key Question for focus: How well is the business geared up to cope with an acquisition?

Company Z is a family business with 80 employees operating in the steel stockholding business. It is highly successful. In an industry dominated by large companies, with an extensive stock ranges, it has managed to carve out a niche for itself. It focuses upon a few large customers, for whom it offers a special service, and a range of small firms located within a 150 km radius. The CEO and owner is an accountant and the company is carefully managed. It is among the top performing firms in the industry and is well recognised. The owner is President of the National Stockholders Association. The company is cash rich and looking for expansion. One of its customers is a small manufacturing company located within 1 km distance. This company makes hatch doors for cargo vessels and for bulk rail transport carriers. The company is in difficulty and its owners want to quit. The management team at Company Z think this a great opportunity to diversify and sets out to acquire the manufacturer at a bargain price

How well does the experience of the company equip it for success in taking on this new acquisition?

The facilitator uses the Incident to create a framework for reviewing the quality and nature of the intangible assets of this well run company and to demonstrate that many of these do not prepare it for a proposed substantial shift in the task environment. The incident can therefore lead into discussion of contingent theories of entrepreneurial organisation design.

It should be clear from the above that an educator can without great difficulty create a focus for discussion with very little effort in preparation.

3. Relevance to Entrepreneurial Learning

The technique stimulates creative thinking in the group. It places the pressure for knowledge creation upon the participants and brings out and encourages sharing of previously tacit knowledge internalised. Essentially the critical incident technique is a vehicle for drawing out what participants already know.

4. Outcomes

Participants own the learning and the frameworks created by this process and therefore are more likely to internalise the knowledge gained.

15. Use of Organisations as Networks

1. What is Use of Organisations as Networks?

All organisations can be described in terms of networks of relationships. Independent business management, for example, can be characterised as a process of managing interdependency with a range of stakeholders (customers, suppliers, financiers, professional services, staff, family, competitors and so on). The same concept can be applied to all organisations. The aim of this pedagogical exercise is to get participants to see new ventures as a process of negotiation with all key stakeholders.

2. How is the exercise constructed?

Participants are given an event to organise, preferably one that involves some risk and uncertainty. This can be a business, social enterprise and other (public) activity. They are first asked to identify all the stakeholders, internal and external, who will impact on the success or otherwise of the venture. They are then, using empathy, asked to personalise the key players as far as possible and identify attitudes towards the venture. In particular they are asked to identify:

1. the nature of the interest of the stakeholder in the venture;
2. the benefits to the stakeholder that will be recognised and unrecognised;
3. what exactly they want from the stakeholder;
4. the reasons why the stakeholder might buy into the venture;
5. why they might oppose it; and the importance of the support or otherwise of the stakeholder to the success of the venture.

Having done this for key stakeholders participants are then asked to:

1. assess who might be most supportive of the project and who will be most negative;
2. consider the relationships between the stakeholders if any;
3. identify who among the probable supporters might be used to influence those who have reservations or are likely to oppose.

Finally the exercise can be carried forward in reality – if it is a real venture – or by a process of simulation and role play. Strategies for negotiation are developed and played out, providing consideration of use of different forms of communication.

Among examples that can be used are: the organisation of a local pop concert for charity; the development of a social enterprise focused upon providing disadvantaged women with families with a greater capacity to find employment or a conventional business start up.

3. Relevance to Entrepreneurial Learning

The emphasis is upon relationship learning and education of stakeholders and the development of trust-based relationships. The focus is upon doing things through people.

4. Outcomes

There will be enhanced capacities to: see all ventures as sets of relationships to be developed; build trust based relationships; develop strategies to build effective networks: and use negotiation skills.

16. Use of Empathy in Communication Exercises (with Entrepreneurs)

1. What is Use of Empathy in Communication Exercises?

The objective is to sensitise participants to the need for different forms of communication with different audiences or interest groups, and to develop capacity to use this skill. In particular, emphasis is placed upon the 'ways of communicating' of entrepreneurs, informally, within constraints (word limit) and on a need-to-know and know-how basis.

2. How is the exercise constructed?

This can be approached in a number of ways, including by an exercise in writing for different kinds of audiences.

To commence this exercise, participants, organised in small groups, can be given a copy of an article from a 'broadsheet' newspaper (in the UK, this would be the Times or Guardian) and then an article on the same subject from a 'tabloid' (in the UK these would be The Sun or The Mirror). They are asked to analyse the differences. They can then be asked to write a short piece reporting an incident or covering an issue of relevance to the group in the language of the broadsheet (the Times) and then the tabloid (the Sun newspaper). The end discussion might focus upon the importance of considering the different 'word counts' and processes of communication for different audiences and discussion of the relevance of this for the participants.

An example focused upon reaching independent business owners might be that of designing a brochure to promote a programme on financial management for small firms. Participants might be asked to speculate on the different needs of different groups of firms at different stages and invited to consider ways of segmentation of the 'market'. Particular attention will be paid to the educational/qualification background and the kinds of newspapers they might read. They might then brainstorm on the particular 'needs to know' (key knowledge and facts) and 'know how' needs of this group. What problems are they likely to have in the field of financial management and what opportunities for development might they face where financial skills might be needed? What barriers might there be to owners of the 'type' identified have to attending the programme and how does that affect the communication? Bearing the above in mind the brochure will be written and may be appraised by different groups.

Another example is organising and selling a briefing workshop to local entrepreneurs for the above programme, in particular, covering forms of verbal and written communication relating to processes of; attracting entrepreneurs to the workshop; creating the right environment for communication when they arrive; forms and content of presentations/discussions designed to excite and create interest; and methods of 'sealing the deal'.

3. Relevance to Entrepreneurial Learning

The focus is upon the art of communication and engagement with different audiences, a key component in the process of creating affectivity and co nativity in entrepreneurial learning processes.

4. Outcomes

This will result in an enhanced capacity to build promotional and learning relationships with different groups of participants and also an associated ability to communicate on a Know-How and Need-to-Know basis with small firms.

17. Use of Shadowing

1. What is Use of Shadowing?

Shadowing, as the term implies, is following and tracing the activity and footsteps of a person over a period of time, from days to weeks. In the entrepreneurial context it means undertaking this in a certain way with a certain set of objectives rather than just 'learning the job' – a context within which it is commonly used. The major objective, in the context of entrepreneurial learning, is to gain insight into entrepreneurial ways of doing things.

2. How is the exercise constructed?

To be most effective it is best constructed around the shadowed being given a discrete set of tasks focusing upon a carefully chosen aspect of 'ways of doing things'. If the 'shadowing' is with the entrepreneur, then it should be developed in such a way to be directly of value to the person shadowed in terms of feedback. This will also help with the process of gaining access and permission from the entrepreneur.

Example: Shadowing of the entrepreneur for one week by a student.

An arrangement is made for the student to be with the entrepreneur all the time he/she is at work. The student may also ask to have a morning debrief with the entrepreneur as to any business-related activity carried out 'after hours'. The focus of the exercise of value to the entrepreneur is two-fold:

- - to analyse the use of time over the period
- - to analyse the forms of communication used

The results will be fed back to the entrepreneur

To meet the objectives the student measures the time of the entrepreneur in different locations, both internal and external to the workplace. The time may also be measured in terms of time allocated to different activities/problems/issues. Example time spent in briefing staff, time spent with clients, time on administration, time with suppliers etc.

Communication analysis exercises can be extremely useful. In this case the student begins with a categorisation list in terms of a series of headings in an exercise book. Categories will include:

- *Form of communication (oral direct, telephone, internet, written)*
- *Location of communication (office, workplace elsewhere, external)*
- *Area of business – main focus of communication – marketing, supply, finance, operations, human resource/personnel etc*
- *Proactive – reactive/planned-unplanned*

Analysis can be fed back to the entrepreneur enabling him/her to address an issue that is almost always of importance, namely time pressure and management.

The above example underlines the importance of focus in shadowing and of ensuring utility to the entrepreneur.

3. Relevance to Entrepreneurial Learning

The focus is upon the real community of practice and the creation of empathy. There is also a strong emphasis upon the use of knowledge to the entrepreneur.

4. Outcomes

Participants will gain substantial understanding of entrepreneurial ways of communicating and doing things. They will also gain insight into what will interest entrepreneurs and what they will 'buy into', a key issue in designing services to entrepreneurs.

18. Use of Role Play

1. What is Use of Role Play?

The central aim is to put participants in the role of predetermined persons with whom they seek to gain empathy. The role player is challenged to match all the known characteristics and knowledge base of the chosen person. The player is confronted by one or more persons either playing other roles or by other participants questioning the chosen role-played character.

2. How is the exercise constructed?

It can be constructed in a wide variety of ways. Within a business context, for example

- exploring the way in which different organisations view a business proposal, individuals can role play venture capital personnel, angels, bankers, public authority grant givers or large firms offering financial support to small?
- playing the role of a large company buyer interviewing a small business seeking to get onto the company's central procurement list
- conducting a selling exercise with a potential buyer of a product or service
- conducting an interview for a job (see below)

Example of Role Play – Job Interview

During this exercise participants are given the opportunity to put into practice what they have up learned about the behaviour of an entrepreneurial person. The aim is to enhance the capacity of participants to internalise and apply concepts of the entrepreneurial person.

For the purpose of this exercise participants are organised in groups of three. One member of the group acts as the interviewer, one as the interviewee and one as an observer. Separate instructions are given to each person.

Two rounds are played – with separate instructions for each. Different individuals play different roles during the two rounds.

Round 1

Instruction for Observer

You have to observe and read the behaviour of the interviewer and interviewee.

After the interview you will report back on the entrepreneurial potential observed.

Use the checklist of entrepreneurial behaviour and attitudes as the guideline for observation and reporting.

Instruction for Interviewer

You are to interview a candidate for a position as Marketing Manager in your organisation which is a franchise organisation for “quick print”. You are the original entrepreneur behind the franchise concept with, at least in your view, a great deal of success behind you. In your own perception you are highly motivated towards success in the long term. You compete with your own standards of excellence and not so much with other people.

The person you are looking for should be somebody with a great deal of entrepreneurial ability harnessed into a striving also to get co-operation from franchisees and other staff.

Instructions for Interviewee

You are to be interviewed for a position as Marketing Manager in a 'quick print' franchise. You are not particularly interested in the position. Your previous experience has been in the financial function. In applying for this position you are really taking a chance as the salary is a great deal higher than your present income. You are also interested in the perks and the possibility to travel extensively and use an expense account, something you have never had before. Your qualifications are good but all on the accounting and finance field. You are basically looking for a position where you can quickly make a great deal of money.

Round 2

The group exchange roles with slightly different instructions

Instructions for Observer

You have to observe and read the behaviour of the interviewer and interviewee. After the interview you will report back on the behaviour observed in term of entrepreneurial characteristics.

Use the checklist of entrepreneurial behaviour and attitudes as the guideline for observation and reporting.

Instruction for Interviewer

You are to interview a candidate for a position as Marketing Manager in your organisation which is a franchise organisation for 'quick print'. You are the original entrepreneur behind the franchise concept with, at least in your view, a great deal of success behind you. In your own perception you are highly motivated towards success in the long term. You compete with your own standards of excellence and not so much with other people.

The person you are looking for should be somebody with a great deal of entrepreneurial ability harnessed into a striving also to get co-operation from franchisees and other staff.

Instructions for Interviewee

You are to display as much entrepreneurial orientation and behaviour as possible during the interview. You are anxious to get the job because it is a logical step in your career and presents a great personal challenge.

You are a marketing specialist. The job you are applying for is with a franchise organisation in the field of printing. The job is described as that of a 'marketing manager'. You are not sure what the job entails although it is clear that, as far as salary is concerned, the job means a step forward in your career.

In this exercise the role play allows practice at using a framework for assessment of entrepreneurial potential in a conventional job context. The juxtaposition of two different types of interviewee provides the basis for strengthening the analysis post-exercise.

3. Relevance to Entrepreneurial Learning

This is learning by doing involving the practice in use of concepts learned. Creativity and flair in acting out roles is encouraged. The whole exercise is dependent upon the use of empathy. The role played demands imagination as to the characters portrayed.

4. Outcomes

Participants will have a strong frame of reference for use in analysis of entrepreneurial behaviour. They will also have greater confidence and ability in articulating the views of others.

19. Use of Frames of Reference for Intuitive Decision making

1. What is Use of frames of reference for Intuitive Decision Making?

A frame of reference in the context of entrepreneurial learning is a 'mind map' used for exploration of a particular phenomenon. In the context of entrepreneurial learning such maps, are the products of experience, enabling the entrepreneur to make rapid, seemingly intuitive, judgements.

2. How is the exercise constructed?

The exercise is dependent upon the construction of a frame of reference by participants through which a particular event might be analysed and decisions made. Such a frame may be constructed by a process of brainstorming facilitated by the educator without any prior knowledge input – to test how participants see things and to encourage them to combine existing knowledge. Alternatively, following a knowledge input, for example, on assessing customer potential, participants are asked to construct a frame for analysis.

1. Example 1: Creating a frame for assessing a business proposition.

Participants are asked – without any input – 'If I (the facilitator) came to you for advice about starting a business, what kinds of questions would you ask me?'

Participants can be divided into groups for this exercise.

After 20 minutes the various views are fed back and the facilitator groups and creates out of the replies the reference of:

IDEA	ABILITY
RESOURCE	MOTIVATION
ADMINISTRATION	PLAN

Within this frame the various feedbacks is accumulated so that the headings in the frame are filled out. The frame can then be reinforced in use by application to the participants if they are a start up group, applied to a case or used as a basis for interviewing a simulated or real start up.

2. Example 2: Creating a frame for business analysis on the basis of knowledge input.

Participants are asked to imagine that they are going to visit a small/medium sized firm for half a day. They are asked the question: What would you look for during the visit in order to determine whether the firm had a strong strategic orientation?

The question is asked in the knowledge that the participants have earlier undertaken a programme focused upon strategy.

Participants can be divided into groups for this question or the issue can be openly brainstormed in class.

As in the above example the answers can be collated into a frame – or the participants can be asked to suggest a frame within which they might logically place observations. The end result might be a frame, as below.

VISION AND DEGREE SHARED

PLANNED CAPACITY
TO IMPLEMENT VISION

STRENGTH OF ENVIRONMENTAL
SCANNING

ABILITY TO SEE BUSINESS
THROUGH STAKEHOLDER
EYES

CAPACITY TO BRING FORWARD
THE FUTURE ON A 'WHAT IF'
BASIS

CUSTOMER FOCUS

COMPETITOR KNOWLEDGE

DEPTH OF KNOWLEDGE OF OWN BUSINESS

The purpose of such an exercise is to strengthen capacity to quickly apply knowledge. It can often be the case that students have accumulated knowledge but not in a form that lends itself to prompt application.

3. Relevance to Entrepreneurial Learning

The focus is upon stimulating capacity for intuitive decision making and the capacity to accumulate and internalise knowledge in a way that can be transferred into long term memory.

4. Outcomes

Participants will have enhanced capacity to organise knowledge in a manner that enables it to be applied to different contexts. They will have built confidence in their capacity in this respect. They will also have greater respect for experiential knowledge.

20. Use of Psychometric Tests

1. What is Use of Psychometric Tests?

A psychometric test is a way of assessing a person's ability or personality in a measured and structured way. There are 3 main types of tests: ability, personality and interest (although both personality and interest tests are more like psychometric questionnaires). Tests are frequently used by employers to help them in their recruitment process and are often used by careers advisors.

It is also common for graduate employers to use psychometric tests as part of their selection process. They are used to sift out large number of applicants at an early stage and so save employers both time and money. A psychometric test can be used in teaching as a basis for encouraging reflection and learning about the relevance of personal attributes to enterprise development.

Personality questionnaires are used to determine how people are likely to behave under various conditions. There are no right or wrong answers, and the questionnaires are usually completed in your own time. The best way to approach these questionnaires is to answer them as honestly and straightforwardly as you can. Personality questionnaires can also be used as self-assessment tools to help you understand your preferences and how these relate to your strengths and possible areas for development.

2. How is the exercise constructed?

The test can be administered online or with paper and pencil. The test can be handed out prior to a session and scoring can be self administered. The facilitator can use the results in a number of ways:

- to personalise learning
- to explore the underlying concepts and their validity and relationship to entrepreneurship development.
- to encourage participants to explore their personal reaction to results with peers and critique the test and concepts accordingly
- to explore the relevance of the concepts to wider issues of developing an enterprise culture in society. For example, how do bankers, local government officials, among other stakeholders, score on entrepreneurship psychometric tests and what are the implications for the development of the enterprise culture in society

The key concepts can be put before participants and debate encouraged.

3. Relevance to Entrepreneurial Learning

Psychometric tests are particularly valuable for use with large groups where it is difficult to encourage small group discussion. Participants, for example, can discuss the results with the person sitting next to them. The reflections facilitated by the use of such tests lie at the heart of personalisation of learning.

4. Outcomes

Key outcomes include:

- understanding of the limitations of psychometric tests
- the personalization of, and reflection upon, key aspects of entrepreneurial attributes
- personal reappraisal of the desirability of pursuing an entrepreneurial career

Example:

Use of the Durham University, UK - General Enterprising Tendency (GET) Test

Introduction

The test has been designed to bring together and measure a number of personal 'tendencies' commonly associated with the enterprising person. These include: need for achievement; need for autonomy; creative tendency; risk taking; and drive and determination. The test was designed as part of the work of the Enterprise in Education and Learning Team within the Foundation for Small and Medium Enterprise Development. This work has been concerned with the development of Enterprise in schools, further and higher education institutions. There is obviously a need to develop measures of enterprise for purposes of assessment and perhaps also to identify training needs. The General Enterprising Tendency Test embodies the enterprise tendencies described above, expresses them in statement form and measures enterprise aptitudes against norms.

The test has been developed following research into a variety of measures used to determine entrepreneurship and enterprise. It has been validated with a number of different groups of personnel and amended accordingly. The aim during this research and development process has been to develop a measure of enterprising tendency rather than of entrepreneurial traits.

The GET Test may be of use in a variety of situations. It might for example be used to measure the enterprise of personnel involved in providing support to business, social and community enterprise. It might be used to measure the enterprise of those wishing to set up in business. It might be used, just as importantly, by employers concerned to foster enterprising individuals within their own organisations. It may be used in the recruitment and selection of personnel. It may be used to identify changes that have taken place as a result of training or exposure to certain structured situations designed to encourage enterprise.

A great deal of research has been undertaken into the process of enterprise development. Much of this in the past has concentrated on the personality of the entrepreneur in attempting to identify entrepreneurial traits. It has been argued that these desires, drives and attitudes ensure that an individual has the willingness to take responsibility, the determination to complete projects, the creativity which will lead to innovation and a healthy appreciation of risk. This research, much of which stems from the work of Atkinson and McClelland in the 1960s is controversial, particularly in respect of whether measures taken are of 'inherent' as opposed to 'learned' traits. The Durham research, funded by the University Grants Committee, extensively reviewed the literature and a variety of related tests. Out of this review and out of subsequent experiment came the GET test.

This explains how the test can be administered and the results usefully collated.

Instructions

This exercise:

- It will only take about ten minutes
- There are no right or wrong answers
- It will help you to gain a better understanding of yourself

In the following pages of this booklet, you will find a list of 54 different statements. You are merely required to agree or disagree with the statements that have been made. For example, one statement might say:

I prefer swimming to running
or
I often take on too many tasks

On the answer sheet provided, you should:

- circle the **A** in the box which corresponds to the statement if you **agree** with the statement,
OR
- circle the **D** if you **disagree** with the statement.

If, for any reason, you neither fully agree nor fully disagree with a particular statement, please try to decide whether you agree with it **more** or disagree with it **more** and circle the appropriate answer.

Please be honest when completing the answer sheet. The more accurate your answers are increases the precision of the test.

Now turn over the page to begin the test.

1. I would not mind routine unchallenging work if the pay was good.
2. When I have to set my own targets, I set difficult rather than easy ones.
3. I do not like to do things that are novel or unconventional.
4. Capable people who fail to become successful have not taken chances when they have occurred.
5. I rarely day dream.
6. I usually defend my point of view if someone disagrees with me.
7. You are either naturally good at something or you are not, effort makes no difference.
8. Sometimes people find my ideas unusual.
9. If I had to gamble £1, I would rather buy a raffle ticket than play cards.
10. I like challenges that really stretch my abilities rather than things I can do easily.
11. I would prefer to have a reasonable income in a job that I was sure of keeping rather than in a job that I might lose if I did not perform well.
12. I like to do things in my own way without worrying about what other people think.
13. Many of the bad times that people experience are due to bad luck.
14. I like to find out about things even if it means handling some problems whilst doing so.
15. If I am having problems with a task I leave it and move on to something else.
16. When I make plans to do something, I nearly always do what I plan.
17. I do not like sudden changes in my life.
18. I will take risks if the chances of success are 50/50.
19. I think more of the present and the past than of the future.
20. If I had a good idea for making some money, I would be willing to borrow some money to enable me to do it.
21. When I am in a group I am happy to let someone else take the lead.
22. People generally get what they deserve.
23. I do not like guessing.
24. It is more important to do a job well than to try to please people.
25. I will get what I want from life if I please the people with control over me.
26. Other people think that I ask a lot of questions.

27. If there is a chance of failure I would rather not do it.
28. I get annoyed if people are not on time.
29. Before I make a decision I like to have all the facts no matter how long it takes.
30. When tackling a task I rarely need or want help.
31. Success cannot come unless you are in the right place at the right time.
32. I prefer to be quite good at several things rather than very good at one thing.
33. I would rather work with a person I liked, but who was not very good at the job, than work with someone I did not really like who was very good at the job.
34. Being successful is the result of working hard, luck has nothing to do with it.
35. I prefer doing things in the usual way rather than trying out new ways.
36. Before making an important decision, I prefer to weigh up the pros and cons rather quickly rather than spending a lot of time thinking about it.
37. I would rather work on a task as a member of a team than to take responsibility for it myself.
38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.
39. I do what is expected of me and follow instructions.
40. For me, getting what I want has little to do with luck.
41. I like to have my life organised so that it runs smoothly and to plan.
42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing.
43. I believe that what happens to me in life is determined mostly by other people.
44. I can handle a lot of things at the same time.
45. I find it difficult to ask favours from other people.
46. I get up early, stay late or skip meals in order to get special tasks done.
47. What we are used to is usually better than what is unfamiliar.
48. Most people think that I am stubborn.
49. People's failures are rarely the result of their poor judgement.
50. Sometimes I have so many ideas I do not know which one to pick.

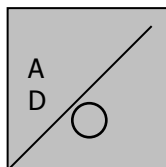
- 51. I find it easy to relax on holiday.
- 52. I get what I want from life because I work hard to make it happen.
- 53. It is harder for me to adapt to change than keep to routine.
- 54. I like to start new projects that may be risky.

46 A D	37 A D	28 A D	19 A D	10 A D	1 A D
47 A D	38 A D	29 A D	20 A D	11 A D	2 A D
48 A D	39 A D	30 A D	21 A D	12 A D	3 A D
49 A D	40 A D	31 A D	22 A D	13 A D	4 A D
50 A D	41 A D	32 A D	23 A D	14 A D	5 A D
51 A D	42 A D	33 A D	24 A D	15 A D	6 A D
52 A D	43 A D	34 A D	25 A D	16 A D	7 A D
53 A D	44 A D	35 A D	26 A D	17 A D	8 A D
	45 A D	36 A D	27 A D	18 A D	9 A D

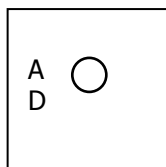
ASSESS THE RESULTS

CALCULATING YOUR SCORE

Starting with box 1 in the top right hand corner of your answer sheet and, working across the sheet to the left, give yourself one point for every D that you have circled in the shaded boxes on that line like this:



Similarly give yourself one point for every A that you have circled in the unshaded boxes on that line like this:



Now add up your total score in the top row and write it in the margin.

Do the same for the remaining eight rows scoring in the same manner as above.

When you have finished transfer your scores for each row to the boxes below.

ROW 1	....	ROW 2	....	ROW 3	....
ROW 4	....	ROW 5	....	ROW 6....	
ROW 7	....	ROW 8	....	ROW 9....	

Please add the total for row 1 and row 6 together.

This will give you a score for Section 1

Row 3 alone will give you a score for Section 2

Add your scores in rows 5 and 8 for Section 3

Add your scores in rows 2 and 9 for Section 4

Add your scores in rows 4 and 7 for Section 5

ASSESSING YOUR SCORE

Each section assesses particular attributes. A high score in any category means that you have many of the qualities which that particular section has been measuring. The sections are as follows:

SECTION 1 - Need for achievement

Maximum score – 12 Average score – 9

If you have scored well in this section you have many if not all of the following qualities:

- Forward looking
- Self sufficient
- Optimistic rather than pessimistic
- Task orientated
- Results orientated
- Restless and energetic
- Self confident
- Persistent and determined
- Dedication to completing a task

SECTION 2 - Need for autonomy/independence

Maximum score – 6 Average score – 4

The person who scores high in this section:

- Likes doing unconventional things
- Prefers working alone
- Need to do their 'own thing'
- Needs to express what they think
- Dislikes taking orders
- Likes to make up their own mind
- Does not bow to group pressure
- Is stubborn and determined

SECTION 3 - Creative tendency

Maximum score – 12 Average score – 8

A high score in this section means that you:

- Are imaginative and innovative
- Have a tendency to daydream
- Are versatile and curious
- Have lots of ideas
- Are intuitive and guess well
- Enjoy new challenges
- Like novelty and change

SECTION 4 - Moderate/calculated risk taking

Maximum score – 12 Average score – 8

If you have done well in this section, you tend to:

- Act on incomplete information
- Judge when incomplete data is sufficient
- Accurately assess your own capabilities
- Be neither over nor under-ambitious
- Evaluate likely benefit against likely costs
- Set challenging but attainable goals

SECTION 5 - Drive and determination

Maximum score – 12 Average score – 8

If you have achieved a high score in this section, you tend to:

- Take advantage of opportunities
- Discount fate
- Make your own luck
- Be self confident
- Believe in controlling your own destiny
- Equate results with effort
- Show considerable determination

THANK YOU VERY MUCH FOR COMPLETING THIS EXERCISE

Please discuss your results with other participants and the person who supervised your test

Exemplar PowerPoint's used for group discussion

The Search for the Entrepreneurial Personality

- Nature versus nurture debate
- The research inconclusive
- Using personality tests and inventories
 - For selection for training
 - For exploration of development potential/need
 - For creation of empathy

Need for Achievement

- Forward looking
- Self sufficient
- Optimistic
- Task Oriented
- Results Oriented
- Restless and energetic
- Self Confident
- Persistent and determined
- Dedicated to task completion

Assessing Personal Entrepreneurship

GET Test - Measures

- Need for achievement
- Need for autonomy
- Creative Tendency
- Moderate/Calculated Risk Taking
- Drive and Determination

Moderate/Calculated risk taking

- Acts on incomplete information
- Judges when incomplete data is sufficient
- Accurately assesses own capacities
- Neither over nor under-ambitious
- Evaluate benefits against costs
- Sets challenging but attainable goals

Need for Autonomy

- Likes doing unconventional things
- Prefers working alone
- Wants to do 'own thing'
- Needs to express what he/she thinks
- Dislikes taking orders
- Likes to make up own mind
- Does not bow to group pressure
- Is stubborn and determined

Creative Tendency

- Imaginative and innovative
- Tendency to daydream
- Versatile and curious
- Lots of ideas
- Intuitive and guesses well
- Enjoys new challenges
- Likes novelty and change

Drive and Determination

- Takes advantage of opportunities
- Discounts fate
- Makes his/her own luck
- Is self confident
- Believes controls own destiny
- Equates results with efforts
- Shows great determination

21 Use of Locus of Control Tests

1. What is Use of Locus of Control Tests?

The purpose of the test in the context of entrepreneurship education is to help participants to understand how they see the world and in particular how entrepreneurs see the world. The test described below is based upon the work of the psychologist Rotter (1966) and his measure of Locus of Control. This test is designed to measure the degree of autonomy that individuals feel they have in terms of making things happen. Those with high scores are those said to believe strongly that they can shape the world the way they wish. Those with low scores can be characterised as those more likely to believe that the world shapes them. The research strongly supports the view that entrepreneurs score more highly than the population at large. But whether this reflects personality or the results of exposure to a particular environmentally dictated 'way of life' is open to debate.

2. How is the exercise constructed?

Like most tests of a psychometric nature it can be used as the basis for a class discussion, in this case about the world of the entrepreneur with the test being handed out and completed before the group meets. The results can be collated anonymously and used for group discussion. Individuals can be asked to discuss their result with another participant or merely reflect on their own result in the light of class discussion. The main focus of any facilitated discussion is upon why entrepreneurs might see the world in this way and what influences them, Research readings can be discussed. The main advantage of the use of the test in entrepreneurial learning is that it is suitable for use with large groups of participants (see the example below).

3. Relevance to Entrepreneurial Learning

Completion of the test itself is not a particularly entrepreneurial process. Its value lies not in the results or debate on the construct validity of the test but in: the process of engagement of participants; the degree of personal involvement induced by completion of the test; the almost certain emotional impact it will have on the individual; and then the capacity it creates for lively engagement about concept, relevance and implication.

4. Outcomes

Participants will have insight into the way entrepreneurs see the world and will understand why they see it as so. They will also have understanding of the implications for society in terms of one aspect of creating Entrepreneurial Mindsets

Example

Participants are given the following instruction;

This scale is designed to tell you a little bit more about how certain important occurrences in society affect different individuals.

The activity will be carried out in three steps:

Step 1

Complete the attached scale according to the instructions preceding it

Step 2

Score your own responses according to the scoring system handed out

Step 3

We will then discuss the results in terms of:

- a. Which individual differences are revealed by the results?
- b. What do the individual scores tell us about our individual and group's approach to life?
- c. In what way might we wish to change approaches to life?

The Test

Guidance

This is a questionnaire to find out how certain important occurrences in society influence different people.

Each item in the attached questionnaire consists of two alternatives marked 'a' and 'b'. Please choose one statement from each pair (and only one); you must be convinced that it is so, as far as you are concerned. **Ensure that you choose the one of which you believe that it is more true, rather than the one which you think you should choose, or the one which you would rather like to be true.** This is a measure of personal conviction; there are obviously no right or wrong answers.

Your answers must be filled in on the separate answer sheet.

Please answer the items carefully, but do not spend too much time on any of them. Ensure that you give an answer to each choice. Write 'a' or 'b' next to the number of the item on the answer sheet, depending on the statement which you believe to be most true.

In some cases you may find that you believe both statements, or none of them. In such a case ensure that you choose the one which you are more convinced about.

React to each item separately when you make a choice; don't be influenced by your previous choices.

Please proceed.

Questionnaire

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognised, no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students do not recognise the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just do not like you.
b. People who cannot get others to like them do not understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is people's experience in life that determines what they are like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well-prepared student there is rarely, if ever, such a thing as an unfair test.
b. Many times examination questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.
 - a. The average citizen can have an influence on government decisions.
 - b. This world is run by the few people in power, and there is not much the little guy can do about it.
13.
 - a. When I make plans, I am almost certain that I can make them work.
 - b. It is not always wise to plan too far ahead; many things turn out to be a matter of good or bad fortune anyhow.
14.
 - a. There are certain people who are just no good.
 - b. There is some good in everybody.
15.
 - a. In my case getting what I want has little or nothing to do with luck.
 - b. Many times we might just as well decide what to do by flipping a coin.
16.
 - a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - b. Getting people to do the right thing depends on ability; luck has little or nothing to do with it.
17.
 - a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
 - b. By taking an active part in political and social affairs, the people can control world events.
18.
 - a. Most people do not realise the extent to which their lives are controlled by accidental happenings.
 - b. There is really no such thing as 'luck'.
19.
 - a. One should always be willing to admit mistakes.
 - b. It is usually best to cover up one's mistakes.
20.
 - a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends upon how nice a person you are.
21.
 - a. In the long run, the bad things that happen to us are balanced by the good ones.
 - b. Most misfortunes are the result of a lack of ability, ignorance, laziness, or all three.
22.
 - a. With enough effort we can wipe out political corruption.
 - b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I cannot understand how teachers arrive at the marks they give.
b. There is a direct connection between how hard I study and the marks I get.
24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they do not try to be friendly.
b. There is not much use in trying hard to please people, if they like you, they like you.
27. a. There is too much emphasis on sport in schools.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I do not have enough control over the direction my life is taking.
29. a. Most of the time I cannot understand why politicians behave the way they do.
b. In the long run, the people are responsible for bad government on a national, as well as on a local level.

Answer Sheet

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

My Score:

Average for the group:

22. Use of Relationship Learning

1. What is Use of Relationship Learning?

Relationship Learning is arguably at the crux of the capacity of the entrepreneurial venture to survive and grow. It is undoubtedly the case that most of the learning of the individual entrepreneur takes place in the management of relationships with all stakeholders necessary for the survival of the business. The essence of managing the independent business (and indeed many other types of business or organisations) can be described as the capacity to manage interdependency with stakeholders on a day to day basis under conditions of more or less uncertainty. The reputation and the Intangible Assets of the business are built up largely on this basis. The process of how this takes place was described in the Pedagogical Note xxxxx).

Relationship Learning is the process by which stakeholders (customers, suppliers, channel representatives, financial agencies, professional services, family, partners, workforce, local and national government, regulatory and other agencies, including the media and education bodies), are engaged in a two way learning process to mutual benefit.

2. How is the exercise constructed?

Participants are divided into groups of four to six. They are asked to divide in turn, into one sub-group representing an entrepreneurial stakeholder as noted above and the other the entrepreneur facing the development of a relationship – existing or new. For example, it could be a banker faced with a new entrepreneurial proposition or funding for a new development from an existing client. It could be a large company buyer facing an entrepreneur seeking to get on to a buying list. Or it could be just an existing regular customer for a small firm supplying it with subcontracting services on a regular basis.

Example - Building learning and education relationship

Company X is a small electrical subcontracting firm supplying services to a large locally owned builder Y on a regular basis

GROUP 1. The Subcontractor owner - manager of X – Educating the Customer

- What does my customer need to know about me - in general and in terms of the specific transactions we undertake?
- Where might be the gaps and how might I fill them?
- How is s/he currently likely to learn about me and my business?
- How might I improve the process?
- How might I bring forward the future for the customer?

GROUP 2. The Subcontractor owner manager of X – Learning from the Customer

- What do we need to know about the customer in general and to improve transactions?
- Where are likely to be the gaps and how might we fill them?
- What are the processes by which we currently learn?
- How can we improve them?
- How can we learn more about their future?

GROUPS 3 AND 4 Can explore the same questions playing the role of the builder Y

All four groups can then get together and explore how they might collectively develop the learning relationship and what results this might have.

As part of the above process participants may be asked to explore how they might use third parties in the education and learning processes. For example 'can I use my banker to educate my customers as to the solidity and reliability of my business – how?'

Another useful addition would be to ask the groups to explore how the use of IT might enhance the learning and educating process, for example in:

- building up a profile of an individual customer
- online interaction with the customer
- improving speed of response
- joint problem solving
- sharing market/customer analysis
- sharing new market development using in-house data
- environment scanning - common threats and opportunities

3. Relevance to Entrepreneurial Learning

The aim is to simulate the way in which entrepreneurs learn from relationships – a process central to the development of entrepreneurial behaviours. It is not necessary for the participants to have experience of the businesses or of the relationships in the industry. The exercise is to help them gain insight into the processes likely to be involved, create empathy with entrepreneurial ways of doing things and understand how trust based relationships might be built up and transactions costs reduced.

4. Outcomes

Participants will know how to engage with stakeholders. They will also understand that they need to assess their own knowledge around the degree to which it fosters sound relationship education and learning.

23. Use of Immersion

1. What is Use of Immersion?

It is clearly evident to those who work closely with owner managers of Small Businesses, particularly at the start up stage that they 'learn by doing' rather than by study and analysis of large amounts of formal information and periods of reflection. In practice this does not mean that they jump wildly into a business but that they gradually immerse themselves in the 'community of practice'. It has lately been discovered that this process – one labelled 'effectuation' has also been the hallmark of the start up of many large US businesses in the top Fortune 500 at their start up point. Somewhat controversially the business plan is not a metaphor for this process although it remains a central focus of much teaching for entrepreneurship.

How to simulate the 'immersion' process in Entrepreneurship programmes remains challenging. For purposes of this note it is assumed that this immersion process involves elements of risk reduction, strategic thinking and learning under pressure. This can be simulated in a number of ways.

2. How is the exercise constructed?

The immersion process can be simulated at a number of levels.

Incremental practice of learning

The hallmark of an immersion entrepreneurial programme is the complete commitment to the practice of every

item of formal learning, reflection and 'doing it again and again' until it is right and acceptable in the 'real world' (adding tacit value to explicit knowledge). This has major implications for programme design and resource. Standard in-house forms of assessment of progress in learning and then moving on are inadequate. Presentations of business plans are no substitute for engaging the key stakeholders in practice. A key example would be to eschew formal market research for a product/service idea in favour of getting into contact directly with as many customers as possible, presenting and learning and modifying until the idea has been shaped by the real world response and the presentation honed by repeat practice.

Constant exploration of alternatives to minimise risk

At a start-up stage to massage the proposal constantly to limit exposure to risk by repeated use of the question – Can this be done in another way?, using less resource and involving less exposure. An example might be in a proposed manufacturing context to maximise the subcontracting of the product focusing resource and commitment on the customer and the market.

Strategic 'What if' scenario exercises

The use of strategic 'what if' scenario groups. This involves dividing a group of participants with a business idea into small groups and brainstorming in turn on 'what if' scenarios. What if a sales target is not met? What if a customer asks for something different? What if the major customer does not pay? What if your bank refuses to maintain its overdraft? What if your supplier goes out of business? What if you find someone already is doing what you are doing? What if you are ill? What if your lover leaves you or gets a job somewhere else? How do I know when to get out of a business? How do I do it? All of these become key strategic questions and core components of this approach.

Anticipating problem exercises

The above approach, in turn, can be built into a process of anticipating problems and working on how to deal with them and prevent them. Thus knowledge delivered takes a problem solving format, bringing forward items that may occur in an early immersion experience. Thus 'risks' are anticipated. A dozen or so 'reasons why firms are driven out of business' can be explored and strategies for anticipation and problem prevention discussed (see Annex)

Entrepreneur mentors

The use of entrepreneur mentors on an ongoing basis is an important way of simulating an immersion process. They, rather than professionals are likely to ask the 'street-wise' questions. The use of entrepreneurs in this way is best undertaken on a one to one basis if honest and open appraisal is to be sought. It is arguably also important that they are not 'trained' for this process.

Brainstorming Strategic Know-Who

An important component in simulating the immersion process is engagement in strategic know-who relationship development exercises focused upon the issue of building trust. This can be prefaced by brainstorming exercises in order to profile 'what makes a good' customer, supplier, accountant, lawyer, banker, consultant etc. This process will result in a series of checklists that can then be used for 'real life' profiling. Such profiling exercises are not just organisational but also 'people oriented'. People choices are a core component of immersion strategies and indeed of problem anticipation. The personal profile criteria that emerges that can then be used for appraisal of real world stakeholders.

3. Relevance to Entrepreneurial Learning

All of the above exercises are focused upon developing capacity to learn by doing, by problem solving and by strategic thinking within a simulation of, or real exposure to, the community of practice.

4. Outcomes

Participants will be better prepared to learn from immersions experienced in the future. When combined with the outcomes of other guides, for example, those on relationship learning, networking and intuitive decision making, they will be better equipped to cope with making sense of exposure to learning under pressure.

ANNEX

Brainstorming on anticipating Early Immersion Problems in start-up

Participants are taken through the process of exploring how each of these might arise, how they can be 'early warning' detected and how they might be dealt with. Examples and anecdotes will need to be prepared.

Recent start ups may get into difficulty because they:

- Invest too much in assets
- Attempt too much too soon
- Have an inadequate equity base
- Neglect basic systems
- Over-trade
- Stick too rigidly to plans
- Have the wrong mix of finance
- Forget about tax
- Make inadequate contractual agreements
- Make inadequate bank arrangements
- Don't talk regularly to their banker to explain unforeseen events
- Under-price
- Confuse profit with cash
- Forget about overheads
- Don't listen to customers
- Become over-dependent on too few customers
- Pick poor customers
- Don't get paid
- Have poor receivables management
- Neglect family
- Overlook working capital need
- Forget about salary
- Neglect supply quality and supplier base
- Organise time badly
- Neglect Know -Who
- Take too much out of the business
- Fall out with partners
- Neglect business viability criteria - profit/cash/salary

24. Use of Achievement Motivation

(Following the work of McClelland and Winter et al.)

1. What is Use of Achievement Orientation?

The theory of Achievement Motivation attracted much academic debate in the 1970s and '80s, however much of the work, with its focus upon Entrepreneurial Traits, has been dismissed in more recent times, but the education and training approaches based upon this concept are still used widely throughout Asia in Entrepreneurship Development Programmes (EDPs) as are many of the psychological constructs. The concept has also been developed by the McBer Corporation in the USA as the basis for a range of senior executive development programmes. Key components of the model are described below in a normative fashion.

The Achievement Motivation Learning concept embraces a wide range of entrepreneurial behaviours and attitudes of persons. These include:

- i. A high orientation towards success and excellence
- ii. A desire to improve on earlier achievements. There is constantly a lookout for doing things better, quicker, more effectively. Fantasies centre around increasing effectiveness and improving achievements
- iii. An interest in finding new ways in which to excel and have success. Without this being really necessary, there is a constant search for opportunities for achievement
- iv. The pursuit of standards of excellence in order to determine personal effectiveness via:
 - Benchmark re competition with others
 - Use of external norms of performance, e.g. examination grades, profit percentages, etc
 - Development of internal, self-determined, personal norms of excellence and success

Programmes based upon this concept therefore seek to develop attitudinal characteristics of people with a high need for achievement including:

- Risk taking
- Personal responsibility
- Feedback
- Initiative in researching the environment.

Risk Taking

The individual with an achievement orientation is fundamentally orientated towards average risks. Low risk situations are avoided. In these situations it is easy to achieve success but very little satisfaction is gained from such success. Extremely high risk situations are also avoided. It may be possible to obtain high satisfaction from these situations the probability of success is too small to be attractive and it may even be possible to dismiss success as being due to pure luck. A situation with a medium risk represents sound entrepreneurial behaviour with a high enough probability of success and enough challenge to let individuals feel that they will have to exert themselves against the possibility of failure.

Personal Responsibility (to see things through)

As per the entrepreneurial Locus of Control construct (see Guide 21), an individual with an achievement orientation feels that events can be controlled rather than that merely being shaped by external influences. There is an orientation to start things, cause things to happen and create change in the environment. There is a search for new, original innovative activities. Hard work stimulates a desire for feedback. Once a problem is solved there is a loss of interest. There is a constant search for new successes and new solutions to old problems. There is a capacity for strategically assessing and planning for events rather than leaving them to chance.

The individual with an achievement orientation wants to carry personal responsibility. He wants to be able to initiate activities and take decisions in situation where he, in the end, can claim the results for himself and enjoy the satisfaction of the achievements. He/she has enough self-confidence to take credit for success as well as blame for failure of activities. He/she does not necessarily like suggestions from other people as to what to think or what to do and is not a conformist under social pressure.

These characteristics do not imply that the achievement orientated individuals can only act alone. It does imply that they are happier in jobs where there is individual freedom and responsibility. They can work effectively in co-operative situations, as long as they can play a determining role in at least some of the decision making.

Feedback

Individuals with an achievement orientation want concrete, immediate and direct feedback about their performance. They want both positive and negative feedback i.e. indications that their efforts are leading towards success, as well as information about what is leading to failure. Such feedback is performance related. Money can be seen as a concrete symbol of success rather than as a motivating factor. It is an indication how well he person is doing and does not necessarily motivate the individual to work harder.

Researching the Environment

Individuals with achievement orientation show a great deal of initiative in exploring and researching the environment. This ties in with efforts to find new opportunities for high levels of achievement. While new situations for achievement are sought they are also utilised. Energetic activity is a characteristic. The achiever does not work hard in all situations but is selective in working hard in situations which are challenging and where the possibilities of success and failure are present. Routine tasks are not sought or enjoyed.

2. How is the exercise constructed?

The Concept of Achievement Orientation/Motivation is very broad and embraces a range of entrepreneurial behaviours and attitudes. Equally it involves a wide range of pedagogical techniques, some of which are described below. The pedagogical activities associated with the construct, in addition to the above include role play, interview techniques and games. There are three examples provided in the Annex.

3. Relevance to Entrepreneurial Learning

All of the components of the Achievement Motivation model can be seen as highly relevant to pedagogical processes of entrepreneurial learning. Most of the associated exercises serve to create insight into the key characteristics of the entrepreneur, stimulate imaginative behaviour and enhance capacity to see the world through entrepreneurial eyes.

4. Outcomes

Participants will have a very clear view of the dominant characteristics associated with Achievement Orientation and will have internalised key aspects of the related behaviours. They will also have insight into ways of stimulating them.

ANNEX

Example 1

Achievement Motivation Assessment Role Play: Job Interview

Instructions

This exercise aims to follow up on an introduction to Achievement Motivation. Its aim is to enable the participants to put into practice the learning about the behaviour of an achievement orientated person. Participants form groups of three. One member of the group will play the role of an interviewer, another, the interviewee and the other as observer. Separate instructions are given to each person.

Two rounds may be played – with separate instructions for each. Different individuals will play different roles during the two rounds.

ROUND ONE

Instructions for the Observer

You have to observe and read the behaviour of the interviewer and interviewee. After the interview you will report back on the behaviour observed in achievement orientation terms. Use the four attitudes of the achievement orientated behaviour. You may wish to introduce a simple scoring system.

Instructions for the Interviewer

You are to interview a candidate for a position as Stakeholder Relations Development and Marketing Manager in your organisation which is a Centre for Enterprise in a university/college. You are the Centre Director with, at least in your view, a great deal of success behind you. In your own perception you are highly motivated towards success in the long term. You compete with your own standards of excellence and not so much with other people. The person you are looking for should be somebody with a great deal of achievement motivation, harnessed into a striving to also get the co-operation of subordinates.

Instructions to Interviewees

You are to be interviewed for a position as Stakeholder Relations Development and Marketing Manager in the Nirvana College Centre for Enterprise. You are not madly keen on the position and your previous experience has been in finance. In applying for this position you are really taking a chance as the salary is a great deal higher than your present income. You are also interested in the perks of academic life and the possibility to travel extensively around the region and indeed beyond.

Your qualifications are good but all on the accounting and finance field. You are basically looking for a position where you can make more money and launch yourself off into a more lucrative career in marketing.

ROUND TWO

Instructions for Observers

You have to observe and read the behaviour of the interviewer and interviewee. After the interview you will report back on the behaviour observed in achievement orientation terms. Use the four attitudes of the achievement orientated behaviour. You may wish to introduce a simple scoring system.

Instructions to Interviewer

You are to interview a candidate for a position as Stakeholder Relations Development and Marketing Manager in your organisation which is a Centre for Enterprise in a university/college. You are the Centre Director with, at least in your view, a great deal of success behind you. In your own perception you are highly motivated towards success in the long term. You compete with your own standards of excellence and not so much with other people.

The person you are looking for should be somebody with a great deal of achievement motivation, harnessed into a striving to also get the co-operation of subordinates.

Instructions for Interviewees

You are to display as much achievement orientated behaviour as possible during the interview. You are anxious to get the job because it is a logical step in your career and presents a great personal challenge.

You are a marketing specialist. The job you are applying for is with an organisation that is perceived as a regional centre for excellence. The job is described as that of a 'Stakeholder Relations and Development Marketing manager'. You are not sure what the job entails although it is clear that, as far as salary is concerned, the job means a step forward in your career.

Following the role plays the group are asked by the facilitator to reflect on the contextual relevance of the Achievement characteristics monitored in the interviews observed, how easy it was to monitor these and whether they can spot these in future situations or indeed act them out.

Example 2

Developing a College-wide Student Enterprise Group

The end result of this activity will be a fully developed programme for the proposed activities of the members of a currently rather weak Student Enterprise Association. The aim of the programme is to maximise the achievement motivation of the future members of this organisation through the various planned activities in the programme.

You can assume that a medium or average degree of achievement orientation is already present in the members.

Step One

The participants are divided into groups of 4. Each group develops a programme of activities stretching over 12 months, 3 evenings per week plus two weekends per month designed to achieve the aim as set out above. Every activity must be aimed at the development of some aspect of achievement orientation. Ensure that every aspect of the programme is designed to appeal to the total group.

Step Two

Participants now meet in groups of 12 (joining up 3 former groups). During these meetings consensus must be reached on the contents of a year programme for the maximisation of achievement orientation of the members of the Association.

Each group must be able to motivate the contents of their proposed programme. Optimal use must obviously be made of the contents of the programme developed by earlier group members.

Each group must appoint a spokesman to present as effectively as possible to proposed programme to the full class of participants and other teams.

The Facilitator will then use the session to appraise the degree to which it has been possible to embody the Achievement Motivation characteristics in the Plans and may seek to expand and brainstorm on further ideas.

Example 3

Making imaginative use of Achievement Motivation Constructs

Instructions

Part 1

This exercise can be carried out in small groups or on an individual basis. It is a test of comprehension of the reasons why people act in a certain way. For each of 4 individuals noted below a characteristic behaviour pattern is mentioned. The aim is to harvest explanations as to why they behave in that way. For each description the participants are asked to consider:

1. What kind of individual is this
2. What he/she wants to do
3. What the results of his/her behaviour will be

If they can think of more than one reason, give only the one which they regard as the most probable. Write your answers in the vacant spaces. Use about 3 minutes for each description.

1. John always tries something new.

[illegible]

2. Peter's friends can always rely on him for a loan.

[illegible]

3. Jonathan said: 'I am almost sure I can do it'.

[illegible]

4. Margaret always worries about how she did in examinations.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part 2

1. Henry works much harder than most other people.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

3. William will not let obstacles stand in his way.

4. Margaret always worries about how she did in examinations.

At the end of the exercise the facilitator can discuss with the group the influences upon how we see and interpret events and how an entrepreneurial person might see them.

25. Use of Personality Selling Exercises – The Balloon Debate

1. What is Use of Balloon Debate?

The Balloon Debate is a personal selling exercise. Each participant assumes a character. This may be an entrepreneur, and historical figure, a priest or indeed a person of any kind, famous or merely generic type (for example a housewife). The person assumed is to have the qualities to establish a new world embodying new values and ways of doing things. The person can be dead or alive, fictional or non - fictional and from any walk of life. It is an exercise in imaginative thinking. All the characters are going up in a hot air balloon to escape from a world falling apart below. A planet up there is waiting for a new leader. The purpose of the exercise is to enable each character assumed to argue/sell themselves as the best person to lead this new world. Progressively the participants are eliminated by a voting process until only one person is left in the balloon – the future world leader. One example might set the objective as being the leader of a future entrepreneurial society.

2. How is the exercise constructed?

After a brief introduction, each participant is asked to assume a character.

Round 1.

Each is then given 5 minutes to prepare a one minute speech. The speech aims to sell themselves as the person with the vision, the leadership qualities and character to build a new world. After the speeches a vote is taken to select the top 5 (say out of a group of 20). One cannot obviously vote for oneself.

Round 2.

Each of the remaining participants make a 30 second speech aimed at destroying any arguments put forward by the others – they are not at this stage promoting themselves.

Round 3.

Each character then makes a 30 second speech defending themselves and making a final statement as to why they are the future leader of the world and better than the others. The last sentence must be a real rallying cry.

Round 4.

This can be a 1 minute rapid fire hot seat of each candidate by the remaining participants, There is then a final vote to select the new world leader.

Round 5.

This is a post mortem discussion led by the facilitator as to why the final leader was chosen – bringing out aspects of personality, persuasive argument and presentation.

3. Relevance to Entrepreneurial Learning

The exercise is essentially a personal selling exercise. It brings out the importance of the entrepreneurial personality. The emphasis is upon personal projection and the ability to articulate convincing argument under pressure. In an entrepreneurial real world situation customers and stakeholders are 'buying' the personality and estimated capacity of the 'seller'. Projection of self belief, engagement of the 'audience', and personal charisma are dominant. The argument is often of less importance.

4. Outcomes

The key outcome is the realisation that stakeholders in an entrepreneurial world 'buy' the person as much as the product. The two are inseparable.

26. Use of Finding Opportunities (Ideas for Business)

1. What is Use of Finding Opportunities (Ideas for business)?

This is a process of focusing participant attention on how ideas emerge in the market place to solve problems or grasp opportunities. It can be argued that a key aspect of entrepreneurial behaviour is to see problems as opportunities. The exercise also aims to focus the group on how all products and services can be seen as combinations of meeting needs and that thinking through this process can be a key component of the opportunity identification process.

2. How is the exercise constructed?

The exercise can be divided into three parts.

The first part aims to demonstrate how all products and services meet combinations of needs and that exploration of this process can provide a means for finding new opportunities.

The second part explores the process of identifying opportunities from problems

The third part provides participants with a list of simple ways into business and asks them to explore these.

All Products and Services as combinations of needs.

To demonstrate the point that all products/services are combinations of needs, the participants are asked to brainstorm on the needs met by different products/services. For example they are asked to write down as many needs that they perceive a sofa could meet that might be in the minds of a potential customer (this latter condition rules out the fantasy answers including new kinds of comfort rockets to the moon etc). A prize can be given for the first person to write down 12 needs.

The facilitator then takes up all the answers on a flip chart and will end up with a list as below:

Needs a sofa can meet

Filling space	Feels warm/soft	Period
Saving space	Easy to match	Innovative
Storage	Can work on it	Cheap/expensive
Non-inflammable	Can eat on it	Sturdy for kids
Durable	Can drink on it	Change fabric
Aesthetic	Resists animal fur	Gets through door
Status	Can put feet up	Colour coding
Seating capacity	Room divider	Easily cleanable
Convert to bed	Firm or soft	Washable fabric
Orthopaedic	Versatile seating	Non-fading
Easily moved	Bespoke seating	

Participants are then asked to describe the significance of this. What will emerge with good facilitation is that different sofas meet different combinations of needs and are therefore aimed at different sets of customers. Rich newly married/partnered will seek different combinations from relatively poorer people with young families living in confined spaces etc. Retired older persons will also have different sets of needs. Participants can be asked as to where they may see new combinations for new sets of customers.

The same exercise can be undertaken with a whole range of other products and services. The facilitator needs to think about this in advance and prepare for possible responses.

Participants can then be given examples of how new products and services enter the market by processes of

Meeting Previously Unmet needs?

Needs being better met?

More needs being met?

Different combinations of needs?

All of the above can be brainstormed.

Seeing Problems as Opportunities

To explore this, participants can be grouped and asked to brainstorm/identify recent personal or other observed experiences where there have been problems or opportunities. For example, on holidays, at work, at clubs, in the home, in the community, in leisure pursuits etc and identify opportunities for enterprises that might be set up to solve problems or grasp opportunities. These can then be presented in a 'sales pitch' style.

27. Use of Ways into Business

1. What is Use of Ways into Business?

Participants are given lists of ways of getting into business as shown below and given examples to stimulate brainstorming.

2. How is the exercise constructed?

Participants may then be divided into small groups and given (or select) one or more of the list below. They may brainstorm on their selection or, as a longer project exercise they can be asked to go out and investigate the potential and return with ideas. These are then presented in a persuasive manner to the rest of the group. The best – most convincing - presentation can then be rewarded.

1. **Licensing** - visit trade shows-advertise-read trade journals-approach foreign companies-contact agents- approach embassies
2. **Franchise** - view international franchise magazines-approach foreign banks-find franchise consultants-read business journals
3. **Rebuilding and re manufacturing products** - find products that you can rob for others, for example, bicycle frames to make trailers or making go carts out of lawn mowers
4. **Purchasing or assembling for others** - find products where assembly is expensive-put out parts and assemble/look for items that are bulky to transport and can be transported in a collapsed form and assembled
5. **Taking a little bit of a large market** - find a growing market such as jeans, stationary and air conditioning or computer parts
6. **Catering for left behind markets** - look for good companies changing products rapidly and see what are leaving behind and look for industries that are going for up-to-date-ness
7. **Adding value to existing products** - brainstorm on products, for example holidays, tennis balls, tennis racquets, bespoke clothing
8. **Substituting material in existing products** - find materials that much change because of environment protection, for example; flame proof fabrics and furnishing materials, plastic pipes.
9. **Becoming a supplier to a producer** - approach existing producers to identify supply problems, look at tender lists, approach purchasing agent
10. **Import replacement** - examine import catalogues, go shopping for foreign goods, contact purchasing agents for stores, look at import stats, and identify expensive imported goods.
11. **Inventing a product to meet a need in the market place** - examine closely products that you know, brainstorm on problems and needs
12. **Second try situations** - find failures and look for reasons. Look for magazines, run adverts and watch press for failures
13. **Imitating successful products** - look at what is selling well, look abroad[Hong Kong] for successful products and services
14. **Transferring concepts from one industry to another** - find a problem that has been solved elsewhere, for example customised credit cards.
15. **Marketing someone else's product** - look for poorly marketed products, contact embassies and trade associations, look at venture magazines
16. **Taking a patent opportunity** - go to a patent office, look for a patent consultant, advertise
17. **Import distribution and agent** - read trade journals, contact foreign embassies, join associations
18. **Export distribution** - contact associations and producers, contact -external chambers and consulates

19. **Becoming a distributor or agent for someone else's product** - look for companies keen to expand but without a sales force; look for products that are distributed to a wide variety of small outlets, join associations. Look at trade journals and newspaper ads
20. **Discount selling** - look for bankrupt companies, companies with excess stock, manufactures with 'seconds'. Contact sales agents, liquidators, stockists and distributors
21. **Find a unique or niche group and tailor a product to them** - identify special groups within a large batch of purchasers of a product or service and segment[vacation groups], upper class new tastes
22. **Taking existing products to a new market** - look abroad for things that people buy and might buy in your own country and not yet available, identify locally made products that have potential in wider markets
23. **Taking advantage of market switches** - look for problems with new products and services, analyse changes in consumer spending and tastes
24. **Packaging** - look for unpackaged products. Look for poorly packaged products, look for packaging that is unfriendly to the environment

3. Relevance to Entrepreneurial Learning

The exercise is focused substantially on discovery and exploratory learning processes involving idea generation and evaluation as well as presentation. It builds upon the personal experience of participants and it also can induce high levels of humour.

4. Outcomes

The central desired outcome – which can be tested – is that participants have an enhanced capacity to see problems as opportunities and have frames of reference available for appraising them.

28. Use of Leveraging the Student Interest

1. What is Use of Leveraging the Student Interest?

In the University/College context a key challenge is to create wide awareness across all disciplinary areas of the relevance of entrepreneurial learning and programmes. Leveraging the student interest to create staff interest is a major component of a 'whole university' strategy. Not all students will have an interest in starting a business or indeed a capacity so to do. All, however, will have some interest in their personal development and in their capacity to make an impact in the job market. The exercise below aims to focus participant attention on the relevance of 'established' entrepreneurial attributes and behaviours to their future 'life-world'. It also can be used to encourage them to reflect on the university/college contribution to this future

2. How is the exercise constructed?

The exercise consists of the use of two Likert scale questionnaires (see Annex). They can be used as an 'in-class' instrument or sent out electronically to a wider student body. Both questionnaires are easily completed in a class. Each will take only a few minutes. Questionnaire 1 asks the students to score the perceived relevance of a number of entrepreneurial attributes and behaviours to their future work, social and family experience. Questionnaire 2 asks them to use the same scale to indicate how the university/college experience has served to enhance these attributes and behaviours. An important distinction, to be explained carefully, is the difference between what has been enhanced by the formal university disciplinary learning process as opposed to the wider experience of university life.

The questionnaires are administered in sequence and the second one is introduced after some discussion of meanings from the first answers.

If the instruments are used as a 'class' exercise then they should be prefaced by a class discussion/brainstorming on the attributes and behaviours associated with being 'entrepreneurial'. The major headings in the questionnaire can be drawn out by this process. There can also be some discussion as to who they are relevant to – in what career contexts - although this is best left until after the completion of the first questionnaire. After the questionnaire is completed the participants are asked to draw a connecting line linking up their 'scores' so that there is a visible profile. The facilitator can then go through the questions asking for scores and facilitating discussion of why they were scored in this way. It is obviously impossible to collate scores in a live situation. But it is possible for the facilitator to ask who scored a six or seven and then pick up on reasons why, similarly with scores below the median level.

Discussion on each attribute and its contexts can then be facilitated.

After adequate discussion the second questionnaire can be handed out and a similar discussion facilitated as to the reasons why the university experience scores high or low. Comparisons can be made with the impression of their personal scores. This is perhaps best done through small group discussion. Small group discussion can also be used to bring out explanations for variances. Full group debate can be focused upon different contexts for entrepreneurial behaviour – Who needs to be entrepreneurial? (Doctors, police, religious leaders, local government, bankers etc). If desired this can lead further discussion of the changing environment and complexity and uncertainty and how everyone is being affected in some way. This might be the focus for further sessions.

The questionnaires are completed anonymously and can be collected in, analysed and used carefully for discussion with university/college staff.

3. Relevance to Entrepreneurial Learning

The exercise is designed to bring out the relevance of entrepreneurial behaviours and attributes to wider contexts. It also deliberately builds from the perspective of the participants, giving them ownership of the discussion and allowing them to benchmark their own views and experiences with others in a non- threatening environment.

4. Outcomes

The major participant outcome is that they will gain a perspective on the wider relevance of the entrepreneurial paradigm and will be better able to take a personal perspective on this. The data can also be used by the facilitator to leverage interest in the university/college in the broader cross university relevance of entrepreneurial learning.

ANNEX:

Entrepreneurship Questionnaire Part 1 - An assessment of the importance of entrepreneurial capacity to your future

The questions focus upon a number of key entrepreneurial or enterprising capacities/attributes. Can you provide an estimate of the importance of these in relation to what you want to do when you leave university (work, leisure, social life)?

Please complete quickly, circling the appropriate number - 7 = High important 1= Unimportant

Ability to see opportunities in problems	1	2	3	4	5	6	7
Ability to take initiatives	1	2	3	4	5	6	7
Ability to analyse data	1	2	3	4	5	6	7
Ability to think creatively	1	2	3	4	5	6	7
Forward looking	1	2	3	4	5	6	7
Being optimistic	1	2	3	4	5	6	7
Sense of ownership (of events)	1	2	3	4	5	6	7
Determined to be independent	1	2	3	4	5	6	7
Capacity to make judgments on the basis of limited information	1	2	3	4	5	6	7
Ability to persuade others	1	2	3	4	5	6	7
Ability to use social networks for career advantage	1	2	3	4	5	6	7
Can control own destiny	1	2	3	4	5	6	7
Capacity - work independently	1	2	3	4	5	6	7
Imaginative use of knowledge	1	2	3	4	5	6	7
Desire to see things through	1	2	3	4	5	6	7
Ability to persuade others	1	2	3	4	5	6	7
Having lots of ideas	1	2	3	4	5	6	7
Strong orientation to achieve	1	2	3	4	5	6	7

Part 2

The university/college experience

To what degree do you feel that the following capacities/attributes have been enhanced by the university/college experience? (*Formal= the formal study relationship with the university)

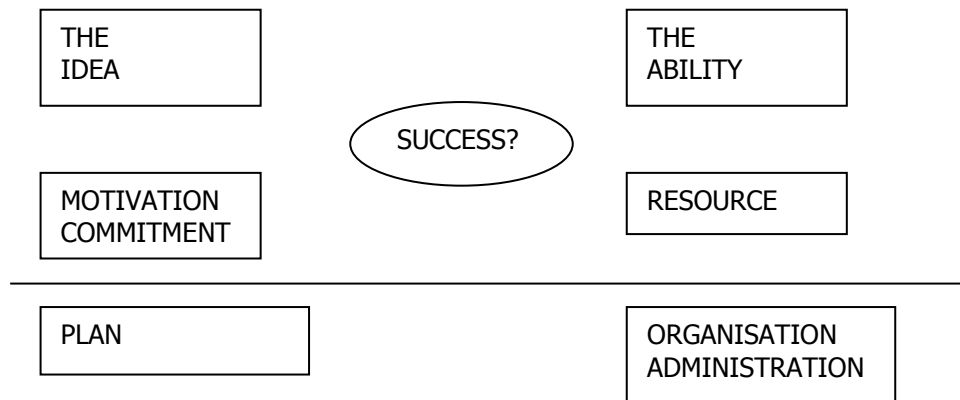
Informal = other aspects of university life (social, leisure, living)

7 = greatly 1= very little	(Degree of influence*) (Out of 10)							Formal/Informal		
Ability to see opportunities in problems	1	2	3	4	5	6	7			
Ability to take initiatives	1	2	3	4	5	6	7			
Ability to analyse data	1	2	3	4	5	6	7			
Ability to think creatively	1	2	3	4	5	6	7			
Forward looking	1	2	3	4	5	6	7			
Being optimistic	1	2	3	4	5	6	7			
Sense of ownership (of events)	1	2	3	4	5	6	7			
Determined to be independent	1	2	3	4	5	6	7			
Capacity to make judgments on the basis of limited information	1	2	3	4	5	6	7			
Ability to persuade others	1	2	3	4	5	6	7			
Ability to use social networks for career advantage	1	2	3	4	5	6	7			
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Capacity - work independently	1	2	3	4	5	6	7			
Imaginative use of knowledge	1	2	3	4	5	6	7			
Desire to see things through	1	2	3	4	5	6	7			
Ability to persuade others	1	2	3	4	5	6	7			
Having lots of ideas	1	2	3	4	5	6	7			
Strong orientation to achieve	1	2	3	4	5	6	7			

29. Use of Start up Frames, Stages of Start-up. Tasks and Learning Needs

1. What is Use of Start up Frames and Stages of Start-up?

A new venture proposition can be appraised under 6 key headings:



The Framework is shown in detail below in Exhibit 1. It has been used extensively in the counselling of start-ups by the UK Small Firms Service. The process of setting up a new venture can also be described in terms of a number of stages below.

<p><i>Acquiring Motivation</i></p> <p>↓</p> <p><i>Finding an Idea</i></p> <p>↓</p> <p><i>Validating the Idea</i></p> <p>↓</p> <p><i>Identifying the Resources</i></p> <p>↓</p> <p><i>Negotiating to get into Business</i></p> <p>↓</p> <p><i>Birth and Survival</i></p>	<p>Finding the stimulus and commitment to pursue the objective of setting up a business or new organisation (for the individual, related group, community and family)</p> <p>Finding an idea upon which it seems reasonable to spend time evaluating further. Or an alternative means of getting into business (franchise license, buying a business, etc.)</p> <p>Making it or doing it. Testing the product/service (technically and with the customer). Protecting it. Testing the market.</p> <p>Planning the necessary or desirable scale of business entry. Identifying: the detailed resources required; the timing; the quality of suppliers, materials; identifying sources of assistance</p> <p>Applying the plan. Negotiating for finance, premises, contracts, sub-contractors, etc. Selecting the type of company and registering it.</p> <p>Developing the necessary ongoing systems to keep a business in operation. Coping with all the statutory requirements. Building relationships with professionals who can help. Establishing clear ties with customers and suppliers (and the workforce).</p>
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While it is clear that many people set up new ventures without formally going through these stages, if this is not done then it can create many difficulties that often lead to failure. Examples include those who formally set up the new venture but have not:

- Really clarified the idea (they set up a sandwich bar without clear consideration of the full range of food to be offered: they start a pottery without clear focus on the range of ceramics to be produced)
- Really validated the idea (in terms of close discussion with potential customers, examination of the full range of competition, ability to consistently make to standard etc.)
- Really explored the implications of the scale of business needed to make a good living or produce a reasonable profit or return on the investment (for example, a person going into the commemorative glass engraving business fails to estimate adequately the total amount of time to be taken and the associated costing and pricing needed to make a living)
- Negotiated adequate resources, for example, borrowing too little from the bank in the first instance so that recourse has to be made for further funds after only a few months of trading
- Set up adequate systems and contract arrangements (leading to inadequate control of cash or problems with contractual suppliers or customers)
- Anticipated problems that might occur in early trading (for example failure of customers to pay on time, delays in supplies, bottlenecks in operations, management of personal time)

2. How is the exercise constructed?

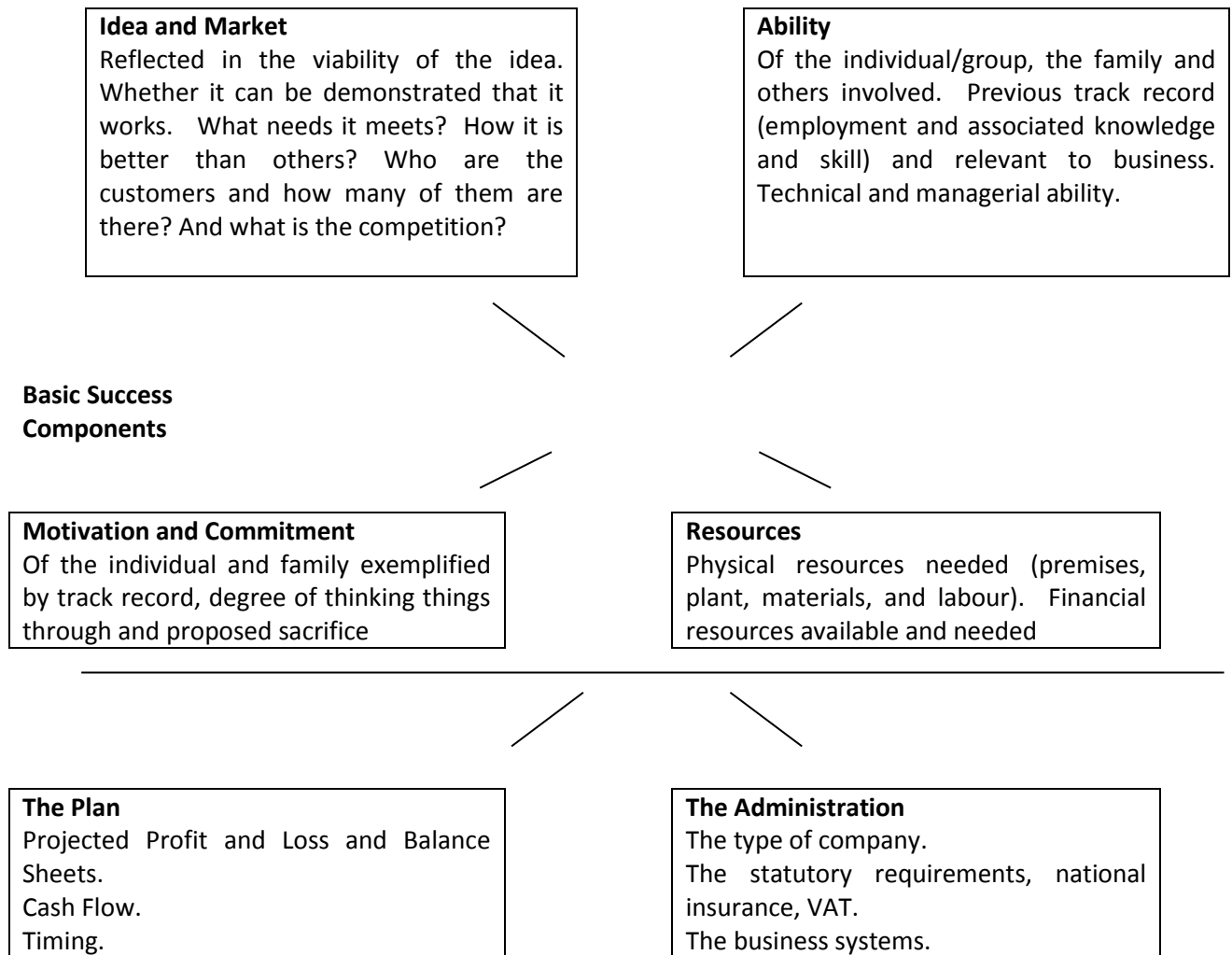
There are a number of ways of using the stages approach in the design and delivery of new venture programmes.

1. Course participants are asked first to brainstorm for 10 minutes on the question; 'If you were asked to interview the session leader on his/her business idea what questions would you ask to determine if they were likely to be successful in their new venture. The facilitator then takes the answers for each group in turn and places them into the boxes as in Exhibit 1 below – filling it out via a process of discussion with the participants.
2. Participants can then use the framework which is handed out to appraise each other's business concept – identifying strengths and weaknesses and needs for action.
3. Participants are then introduced to the stages concept as per the above. They are given a full list of the tasks as set below (Exhibit 2).
4. Participants can then be divided into small groups or conduct one to one interviews to determine at which stage their respective ideas have reached and what they need to do next.
5. The checklists can be used to determine learning needs with a group (see the Exhibit 3 below) and therefore used to determine inputs to the programme.
6. The material can be used in conjunction with a case (see Pedagogical Note 34) where participants are given the task of appraising a business plan for Strengths and Weaknesses and also to indicate at what stage the proposer has actually reached
7. The New Venture Programme can be run as a series of modules – following each module participants can be asked to undertake a number of tasks as set out for that stage.

Exhibit 1

Appraising New Ventures

Key Components in the Successful Development of a New Business Venture



Components of the above boxes as a checklist are as below:

The Idea/Market

What is the Service/Product?
Is it clear what it is?
What needs is it meeting?
Is it developed (e.g. if a product, has it been produced, tested, protected if necessary, etc.)?
i.e. Is it ready now for the customer?
Better than competition/
Enough customers?
Can reach the market
Evidence of acceptance by customers

The Ability and Experience

Previous career/experience of small business?
Has he/she had experience of this business?
What experience and for how long?
In what position?
What relevant management experience?
Recognised/unrecognised strengths/weaknesses?
Family circumstance and involvement?
Partner's or other management assistance available?

Motivation and Determination

Why do they want to go into business?
How long have they been trying?
What previous earlier efforts made?
Degree of family support?
How much have they already found out about it
How will he/she live

Resources Needed and Available

On what scale is it hoped to get into business?
Is it realistic enough to make a living?
What resources will be needed for this:
premises? machinery? materials? stock?
distribution? selling? People?
Any special requirements?
Have they been obtained?
If not how can they be obtained?
What finance needed?
How will it be obtained?
What personal resources available?
Financial relationship of partners?

The Plan

Have they made a plan of any sorts?
What is the turnover envisaged (relate back to markets)?
What are overall costs – any estimates/projections?
What profit forecast?
What cash needs in first year or so?
Profit and Balance Sheet projections?
What unit costs and how arrived at?
How has price – mark up – been arrived at?
If production's involved – what targets/standards of:
utilisation of labour and machinery; throughput;
wastage; and quality
built into proposal?

The Organisation/Administration

What form of company?
What awareness of legal requirements for
employment, taxation, etc.?
What use made of accountant/solicitor?
What other environmental contacts?
What assistance sought/needed?
What book-keeping systems?
V.A.T./Tax/Dept. of Health and Social Security
Insurance needs

Exhibit 2. Linking Learning Needs to the Process of New Venture Development

Personal Development: Stage, Tasks and Learning Needs		
Stage	Key Tasks	Key Learning and Development Needs
1. From idea and motivation acquisition to raw idea	To find an idea To generate an idea To explore personal capability and motivation for self-employment	The process of idea generation and evaluation Knowledge of sources of ideas Understanding of the ways in which existing personal skills/knowledge might be used in self-employment Understanding of what self-employment means Personal insight into self-employment Positive role image/exploration/feedback Self-evaluation
2. From raw idea to valid idea	Clarify idea Clarify what needs it meets Make it See it works See it works in operating conditions Ensure can do it or make it to satisfactory quality Explore customer acceptability-enough customers at the price? Explore legality Ensure can get into business (no insurmountable barriers) Identify and learn from competition	What constitutes valid idea Understanding the process of making/doing it Technical skill to make/do it Customer needs analysis Customer identification Who else does it/makes it Idea protection Pricing and rough costing Ways of getting into a market Quality standards Competition analysis
3. From valid idea to scale of operation and resource identification	Identify market as number, location, type of customers Clarify how will reach the market (promotional) Identify minimum desirable scale to 'make a living' Identify physical resource requirements at that scale Estimate additional physical resource requirements Estimate financial requirements Identify any additional financial requirements needed	Market research Marketing mix (promotion etc) (ways of reaching the customer) Pricing Production forecasting and process planning to set standards for utilisation, efficiency etc. Distribution systems Materials estimating and wastage Estimating labour, material, capital requirements Profit/loss and cash flow forecasting
4. From 'scale' to business plan and negotiation	Develop business plan and proposal Negotiate with customers, labour, suppliers of materials, premises, capital suppliers, land etc. to ensure orders and physical supply capability Negotiate with banks, financiers for resources	Business plan development Negotiation and presentation skills Knowledge of suppliers of land, etc. Contracts and forms of agreement Knowledge of different ways of paying Understanding of bankers and other sources of finance Understand forms of assistance available

5. From negotiation to birth	Complete all legal requirements for business incorporation Meet all statutory requirements Set up basic business systems	Business incorporation Statutory obligations (tax, legal) Business production, marketing, financial systems and control What advisers can do Understand how to manage people (if have labour force)
6. From birth to survival	Consolidate business systems for processing Ensure adequate financial control (debtors, creditors, bank, etc.) Develop market, attract and retain customers Meet all legal obligations Monitor and anticipate change Maintain good relations with banks, customers, suppliers and all environment contacts Provide effective leadership development for staff	Management control systems Cash planning Debtor/creditor control Marketing Selling skills Environmental scanning and market research Leadership skills Delegation, time planning Time management

3. Relevance to Entrepreneurial Learning

The approach follows the heuristics of start up appraisal, implanting initially, via the framework, a checklist in the new venture's mind against which he/she can appraise their own start up proposition – as a guide to action. The Stages approach allows the starter to consider what needs to be done and what needs to be learned in relation to where they are now. It thus follows the entrepreneurial learning principle of linking learning closely to doing.

4. Outcome

The intended outcome is that the starter anticipates as many problems and opportunities as possible during the process of creating the venture thus limiting considerably the risks and stress involved.

30. Use of the Business Plan as a Relationship Management Instrument

1. What is Use of the Business Plan as a Relationship Management Instrument?

The business plan is often placed as the core of a new venture programme. Yet the research evidence demonstrates that it has not been central to the initiation of many businesses, even those that are now global. It is also unlikely that it was ever invented by an entrepreneur. It is more likely to be the product of those who offer resources to the entrepreneur and need formal documents and plans to justify their decisions (bankers, venture capitalists, public grant and loan giving bodies and large company customers and suppliers). This does not mean that the plan can be a useful means for the entrepreneur to think out his venture. The work of Saraswathy and others indicates, nevertheless, that the plan rarely turns out to be the reality and it is the capacity of the entrepreneur to learn on his/her feet that is the mark of success in the early and probably later years.

These thoughts have major implications for the teaching of start-up business planning. Arguably it is best taught as a relationship management instrument. Although they will all have some things in common the banker will look for somewhat different things from the formal venture capitalist, from the angel, from the public agent from the would – be partner and from the corporate business. The plan, in this case, can be compared with a CV which while containing a common thread is ‘dressed’ to suit the specific job application. This scenario provides numerous opportunities for the educator.

Main components of the Business Plan

Different organisations have their own formats but common points are as follows:

The Plan format

- summary
- overall objective – vision
- background to development
- the needs to be met and customers
- the market and potential – reaching it
- the people - ability, motivation and commitment
- the scale and resource requirement (equipment, staff, materials, location, technology) – standards – costs
- management, organisation and systems
- financial plan – available, needs, gap – what if?

The Summary

- the name
- objectives of new company or development
- idea/product, customers, market, competition, USP
- scale of business – why – and location
- people, management and organisation
- resource summary, requirement, commitment, gap and financial forecast

Background to development

- history to development of market/opportunity
- the relevant environmental conditions
- why the 'time is right'
- demonstration of the relevant know who
- demonstration that really know the business

The Idea and the Market

- the product/service clearly expressed
- evidence that can make it/do it to quality
- the needs/benefits it will meet/provide
- customers (profile) – evidence of acceptance at price
- the market size, growth, segments, share
- the competition (the best) and the USP
- the price/cost/margin relationship
- how will enter and reach the market – channels- promotion – distribution

The People

- who involved
- relevant abilities and experience (technical, personal, managerial and relevant sector)
- motivation and evidence of commitment and ambition
- relevant contacts and networks (full CVs in the Annex)

The scale and resource requirement

- Scale - output targets of entry and why at this scale (technology, customer requirement, ambition, market opportunity)
- Physical resource requirement - new or additions (what and why)
- Cost estimates, prices and margins – and standards on which they are based (utilisation, wastage, efficiency, quality)
- Location – and rationale

Operations process and technology (where relevant)

- types of process and rationale
- technology and rationale
- competitive industry context
- supply and maintenance context

The Management, Organisation and Systems

- ownership
- key managers and responsibilities
- organisation structure
- organisation – type and rationale
- relationship of management to ownership where necessary and relevant
- legal requirements to be met (if relevant)
- business systems – control

The Financial plan (with full explanatory assumptions)

- sales forecast
- profit and loss forecast
- cash flow forecast
- balance sheet forecast
- breakeven
- contingencies, alternatives
- payback and rate of return

While the above framework is useful participants should be advised to follow the formats available from the various stakeholders where they are available.

2. How is the exercise constructed?

There are a number of different possible approaches.

Role play

The students are given a start-up case (see Pedagogical Note 33). They are then divided into small groups as follows:

- a bank presentation group
- a venture capital group
- a public grant giving group
- an active partner investor group
- a family group

Each of the groups is divided into two – one subgroup which will present the case to the stakeholder acting the role of the entrepreneur and the other group representing the stakeholder. Each subgroup is asked first to brainstorm on what the stakeholder will be most looking for in the proposal – the entrepreneur group in order to direct the presentation and the stakeholder group in order to question it. On the basis of their thoughts which are guided by the facilitator they enter into a negotiating role play for the rest of the class.

Class Brainstorming on Case

If time does not permit, the class can brainstorm as a whole on the different stakeholder perspectives. They can then be given the case and asked to comment upon it from different perspectives, as a written exercise or full class discussion.

Class Brainstorming on a short mini case statement as below:

2 women who run the successful kiosk chain of 'underwear fashion' shops in London. They want expand their business into jewellery and cosmetics. They need to raise £50,000 for this exercise. They think that they can get it either from: a bank; their parents; potential partners; Korean suppliers; venture capitalists; or from government grants.

What would these different stakeholders look for in a Business Plan? What should they themselves be particularly thinking about to convince themselves?

Using Stakeholder representatives

As preparation for the exercise the whole group can interview invited stakeholders with the purpose of identifying what particularly they are looking for in a business plan. The results can then be compared.

A Guide to the different perspectives that might be found is as follows:

The Business plan as a negotiating and communicating tool

Who is it for and why?

- for partners
- for the staff and management team
- for investors
- for lenders
- for customers and suppliers
- for bureaucrats
- for providers of property
- for the family

What are they looking for and why?

Bankers view

- does the plan match the bank format?
- is the plan good -would my boss back it?
- can they repay - when?
- what are they putting in - anyone else?
- what are the risks and assumptions/
- guarantees - realistic and solid?
- clear idea and market - future?
- honesty, relevant ability and past behaviour
- what is cash to be used for?
- can they run a business and communicate?

Investors view

- solid plan, assumptions and contingencies
- product and market - solid opportunity
- experience of making, doing it
- networks good
- profit, growth and dividend projections
- way out - time horizon
- team, and ability for fast development
- commitment and others involved?
- gearing good for raising other finance
- we can communicate with them and work with them

Business plan – Entrepreneurs view

- do I believe it (in the mirror)?
- where will it go wrong and what will I do?
- how solid is the top line?
- would I buy it - if so why - if not why?
- who is it for - will it meet their needs?
- how should I present it?
- can I use it for planning at all?
- is the cash flow right - gearing?
- is there enough contingency in it?
- what will change for me?

Potential Partners view

- have I ownership of the plan
- what is my risk and how great
- exit routes in emergency (divorce etc.)
- my role in the business - decision making?
- communication
- personality compatibility
- ambition / motivation compatibility
- others involved and role/power
- time horizon

Customers view

- really good product - meets our needs
- quality and consistency
- clearly better than others
- will be dedicated to us
- good terms of delivery
- low risk of problems - financially sound
- track record of reliability
- up-to-datedness of technology
- plenty of slack - flexibility
- good communication points - partner/strategy

Bureaucrats view

- solid plan covering all contingencies
- no risk of scandal - honesty - track record
- good network and confidence of other bureaucrats/politicians
- can meet state grant or loan criteria
- plan is in our format for our convenience
- communication will be good
- other respectable institutions/people involved
- meets political objectives – PR

Family view

- understanding
- risk to family assets and security
- steady stream of income
- disturbance to family life - demands on time
- personal family involvement
- ownership obligations and returns
- future for children
- changes in friendship patterns - social obligations
- status and lifestyle - present and future

3. Relevance to Entrepreneurial Learning

The approach is one of learning by and through relationship management. As indicated in earlier Notes, it is through relationships with stakeholders that entrepreneurs do most of their learning. The relationship approach to business planning moves participants into this frame of mind.

4. Outcomes

Participants will know how to develop and appraise a business plan from different stakeholder perspectives and will have practiced negotiation on the basis of the plan.

31. Use of Surviving in the Early Years of the Venture

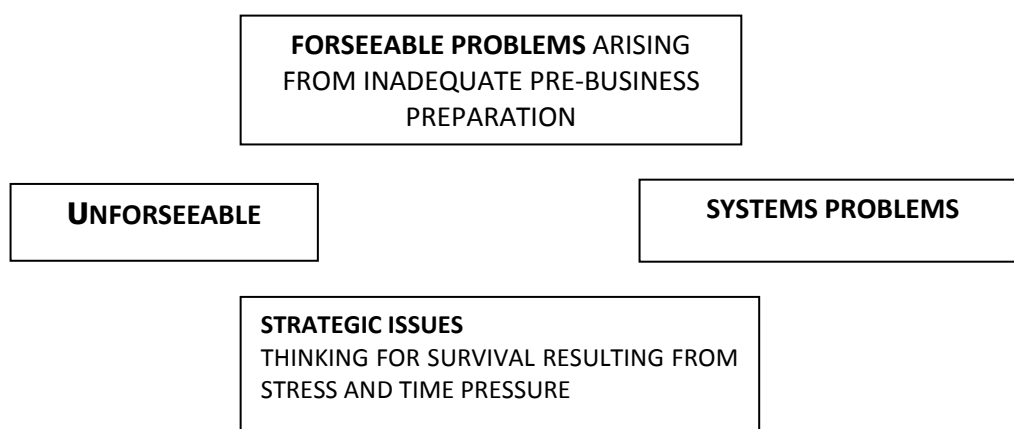
1. What is Use of Surviving in the Early Years?

It has been commented upon extensively in earlier notes that much of entrepreneurial learning takes place during the first few years of the venture. This is often via a process of solving problems and responding to the unanticipated demands placed on the venture by the task environment. It can be argued that the capacity of the venture to survive and even develop will be the function of the capacity to learn from the experience but also to anticipate problems. The Annex to the Pedagogical Note 23 on Immersion listed a range of such problems that are known to occur in the early years of the venture. The challenge to the educator is to organise knowledge around these issues so that they can be either 'solved' before they occur or adequately prepared for. This demands a problem solving action learning approach where the knowledge is organised around the problem solution.

2. How is the exercise constructed?

Participants are asked to brainstorm on the kinds of problems that might occur in early years of the venture. The facilitator takes the feedback and can organise it under various headings as in Exhibit 1 below.

Exhibit 1



'Foreseeable' Problems

These largely reflect the failure of the start-up business to think through sufficiently each of the stages of the start-up process. Common problems that will emerge are shown below.

Idea

- the idea (product or service) does not meet customers' needs
 - customer feedback shows a different set of needs or different combination of needs
 - there are insufficient customers to make a living
 - the product is indistinguishable from that of established competitors
 - inconsistency in quality and service (delivery)
 - the product cuts across existing patents, designs or copyrights
 - reaching the market proves difficult
-

Resources

Resources have been under-estimated in particular:

- adequate stocking levels have not been catered for
 - supplier reliability has not been sounded out carefully enough
 - working capital requirements and terms of payment have not been calculated carefully enough
 - work in progress is excessive
 - there is excessive wastage
 - quality production and distribution has not been maintained at an even level
 - outputs have been over estimated because of failure to plan for realistic levels of utilisation
-

Finance

Financial resources are inadequate as a result of:

- inadequate projection of cash flow particularly negative cash flows
 - resultant failure to negotiate sufficient overdraft facility
 - taking too much out of the business too early
 - failure to control debtor/creditor relationships
 - under pricing from the beginning
 - insufficient equity
 - failure to understand how quickly things happen once a business is started
-

Management

Professional/management problems including:

- problems with partners covering a wide range of issues such as: disparity of effort; different attitudes to growth; job demarcation; decision making; rewards from the business; personal guarantees; management style
 - family problems relating to support of the spouse and adequate devotion of time to domestic life
 - weaknesses in personal or technical managerial skills critical to success (for example personal presentation, negotiation skills)
 - basic inadequacy of systems or appropriate management control
-

Unforeseen Problems

These problems will involve the development of survival strategies and could involve major unforeseen problems as below:

- downturns in the economy
 - changes in key personnel in the external environment (bank managers, buyers, suppliers)
 - failure of key customers or suppliers
 - changes in the regulatory environment
 - fundamental shifts in customer needs
 - illness, ill health or changes in family circumstances
-

Systems Consolidation problems

These broadly relate to the development of basic systems for survival. The role of the counsellor will therefore be in analysing basic systems/problems, creating awareness of appropriate systems and, importantly, demonstrating how these will work. Key problem areas to look for are shown below.

- cash flow management
- planning cash flows
- basic production/service management systems allowing adequate control of utilisation, efficiency,
- wastage and quality standards
- development of appropriate trading, profit and loss forecasts and budget systems
- making adequate provision for tax
- ensuring basic office systems
- basic sales analysis and customer feedback systems
- selecting (and using adequately) professional advisers

Strategic Thinking for Survival

Formal business planning is not within the capability of many small businesses. Educators who place too great an emphasis upon this may be in danger of overloading a management that has little time to spare. Planning ahead does not, however, have to be highly formalised. It is, above all, an attitude of mind. The educator can make a major contribution to the small firm in this respect by focusing participant attention on the longer-term impact of the problems or opportunities that are being discussed. Strategic issues that are likely to be important to the survival of the business are listed below:

- over dependence on single customers and suppliers
- strategic gearing of the business and ability to service external debt
- thinking about new ideas and new personnel
- ways of coping with inexperience
- finding new resources
- methods of monitoring the environment 'appropriate' to limited resources for example: reading the
- right journals; visiting exhibitions; harvesting information from suppliers and customers; personal
- networking at local, regional and national levels
- being unafraid to talk the business through with advisers, the bank manager and other key persons (even customers) upon whom the business depends for survival
- overall, developing recognition that it is not what the owner feels about the business that is important to survival but what customers, suppliers, advisers and workers feel

The above issues form the basis for programme development. It will be important for the educator, in addressing any of the four problem areas in Exhibit 1 to focus programme content not only on solving the immediate problems but also exploring the nature of the other issues identified above and the management's strategic thinking about the business. A sound programme will help to: shape strategic thinking, consolidate the basic systems upon which the organisation depends (in an appropriate fashion); and facilitate the re-casting of the business plan to cope with problems that might have been foreseen or indeed are random and largely unforeseeable.

The importance of this approach to the educator is that it provides the focus for the organisation of knowledge. For example, cash flow management can be approached by analysis of the reasons what it presents problems resulting from:

- excess working capital accumulation
- inadequate debtor creditor management
- overtrading
- negligence in invoicing
- inadequate bank arrangements
- poor margins
- excessive personal withdrawals
- inadequate volumes
- undercapitalization
- over-gearing

3. Relevance to Entrepreneurial Learning

The approach is essentially focused upon entrepreneurial problem solving.

4. Outcomes

Participants are equipped to anticipate problems that might occur in the early years of the venture.

32. Use of Segmenting the New Venture Programme Market

1. What is Use of Segmenting the New Venture Programme Market

As in all education and training programmes there may be different groups of people with very different learning needs. This is also the case with new Venture Programmes. There may be distinctive benefits from segmentation as below. Each offer different opportunities in different localities and often with different sources of programme sponsorship and partnership.

2. How is the exercise constructed?

In groups, the following list provides stimuli for discussion. Groups can be asked to brainstorm business ideas to reach each market, or can explore 1 idea, against these potential markets, looking for market development and new product extensions.

Market Segmentation Opportunities

1. By stage of the start-up process – see separate pedagogical note
2. By scale - the larger the scale of business the greater effort needed to assemble resources and plan the business
3. Age –youth – retirees – second career.
4. Gender
5. Sector – craft, tourism, hotel and catering, IT etc
6. Clusters – groups of interrelated businesses in a sector, for example outdoor clothing
7. Inward investor entrepreneurs – moving in to a particular area
8. Small company spin-off – existing small company entrepreneurs have many ideas for new starts which can be exploited
9. University technology transfer out – with particular problems relating to IP and longer periods of negative cash flow
10. Graduates – with problems of limited resource and usually limited know who
11. Vocational education – focused upon ‘will my skill make a business’
12. Self employed – focused upon can I make a living?
13. Location – rural – focused upon footloose business ideas and rural services
14. Social enterprise – with a not for profit orientation
15. Level of education – with different capacities and motivations for engaging with education
16. E-business/commerce – in a global context
17. Market – international – with global networks and different cultural (ways of doing things) in different markets
18. Market – large customer – facing very different problems of getting on to the buying list of large firms
19. Craft – with distinctive culture, outcome orientation and markets
20. Micro business – with easy entry
21. Home Business - a specialist market in itself
22. Professional (white collar) business – including health, GPs, Opticians, leisure, consultancy etc
23. Team based businesses – often linked with spin outs and spin offs
24. Licenses – distinctive needs for investigation
25. Franchise – very distinctive challenge as way of life
26. Ethnic Groups – often with very different networks and cultures
27. Disadvantaged groups – prison populations among others with different problems of credibility and market entry
28. Turn rounds

29. Schools – with head teachers now becoming more their own entrepreneurs

3. Relevance to Entrepreneurial Learning

This approach focuses upon their customer.

4. Outcomes

Participants explore new businesses from the customer's perspective.

33. Use of Developing Operations Standards as a basis for Estimating Costs and Controlling Operations

1. What is Use of Operations Standards?

These are standards that might be set formally, or informally estimated, as a basis for controlling operations in all kinds of service or manufacturing operations. There are four key areas that are relevant to all kinds of activity.

Utilisation of space, machinery, other assets and labour

Efficiency with which these physical or human assets are used

Wastage of materials consumed in any process or service, and

Quality control of the service or product

The importance of these four areas to setting of costs in a new venture is best demonstrated by a simple example.

In a motor vehicle repair garage the price of the service to the customer will be a function of:

- the cost of labour in the service
- the cost of the parts/materials used in the service
- recovery of appropriate portion of overheads

Labour charges will need to be based upon estimates of:

Utilisation – the total hours that will be available to be charged out to customers. This is unlikely to be all the hours that will be paid for by the firm. For example if there are 4 mechanics each working 40 hours then there are a total of 160 hours ostensibly available. But there will be range of foreseeable and unforeseen circumstances that will prevent this. Foreseen circumstances will include toilet breaks refreshment breaks, time spent in cleaning up, time in collecting materials, time in discussion of problems and in briefing for different jobs etc. There will also be unforeseeable time lost, waiting for the use of a hoist, discussions with a customer on the telephone if problems are found during the service, waiting for a particular part etc. In general therefore the garage can only probably expect to sell out 80 per cent of total time paid for. The utilisation standard hourly cost will therefore be:

$$\frac{\text{Total wage bill of the 4 mechanics}}{80\% \text{ of } 160 \text{ hours}} = 128 \text{ chargeable hours}$$

Efficiency – the degree to which jobs are undertaken in the time allocated as a standard. Most major garages will have standards for all the kinds of jobs likely to be undertaken in terms of labour hours to be spent (for

example standard hours for certain make of car/mileage service, replacing a clutch etc). These form the basis for estimating costs to the customer. In the major dealerships there will be manuals that indicate the estimated times for all types of jobs. When a mechanic is allocated a job he will also be allocated a standard time. When he completes the job he will put the actual time taken with explanations for any variances. Labour efficiency can therefore be measured at the end of a week by calculating:

$$\frac{\text{Total time allocated to jobs}}{\text{Total time actually taken}}$$

It is unlikely that efficiency will be 100% - many unforeseen problems might occur – so on the basis of experience a standard may be say 95%. Yet the customer may not always be charged for the extra hours so there will need to be some allowance made for cost recovery relating to efficiency standard outcomes. If 5% of hours are lost then a further 8 hours (5% of 160) will need to be taken away from the chargeable hours base above.

Wastage – there will always be wastage of materials and components. Some components may be damaged in use and therefore written off, some may disappear as mechanics use them for their own private purposes, some will be faulty etc. Therefore, in reality, it is unlikely that a garage will 'sell out' 100% of all components booked out from the parts department. On the basis of experience therefore, a standard might be set based upon a calculation of:

$$\frac{\text{Cost of materials booked out to customers}}{\text{Cost of materials booked out from the parts department}}$$

The 'profits' made by the parts department will be affected by this and pricing of parts will need to take into account the 'wastage' standard.

Quality – quality can be measured in a number of ways – see below. In the context of the garage it will probably be measured by customer feedback and more importantly by the amount of 'rework' the garage has to do in response to customer dissatisfaction. From a costing perspective, therefore, a certain standard may need to be set for hours spent on rework (including extra hours not charged to good customers as gestures of goodwill – for example replacing or changing around tyres). The number of 'rework' hours (let us say estimated a 3 per week) will therefore need to be deducted from the sold out hours calculation as above.

So in the light of standards set for utilisation, efficiency and quality the hourly cost rater may be calculated as:

$$\frac{\text{Total labour costs of mechanics}}{160 - (32 + 8 + 3) = 117 \text{ sellable hours}}$$

In many small businesses, using absorption costing, the total labour hourly charge actually booked to the customer would be the result of the above plus an addition for overhead and profit absorptions calculated as follows:

$$\frac{\text{Total overhead costs plus profit estimate}}{117 \text{ hours}}$$

This simple example can be expanded as a framework for all kinds of service and manufacturing activities, no matter what the scale. Its purpose is, however, to critically demonstrate the importance in any start up situation of properly working out costs and estimating standards as a basis for this. Also there will be need to develop appropriate, often simple, systems, to measure performance against standards. In the case of the garage all of this can be designed into a simple job card.

2. How is the exercise constructed?

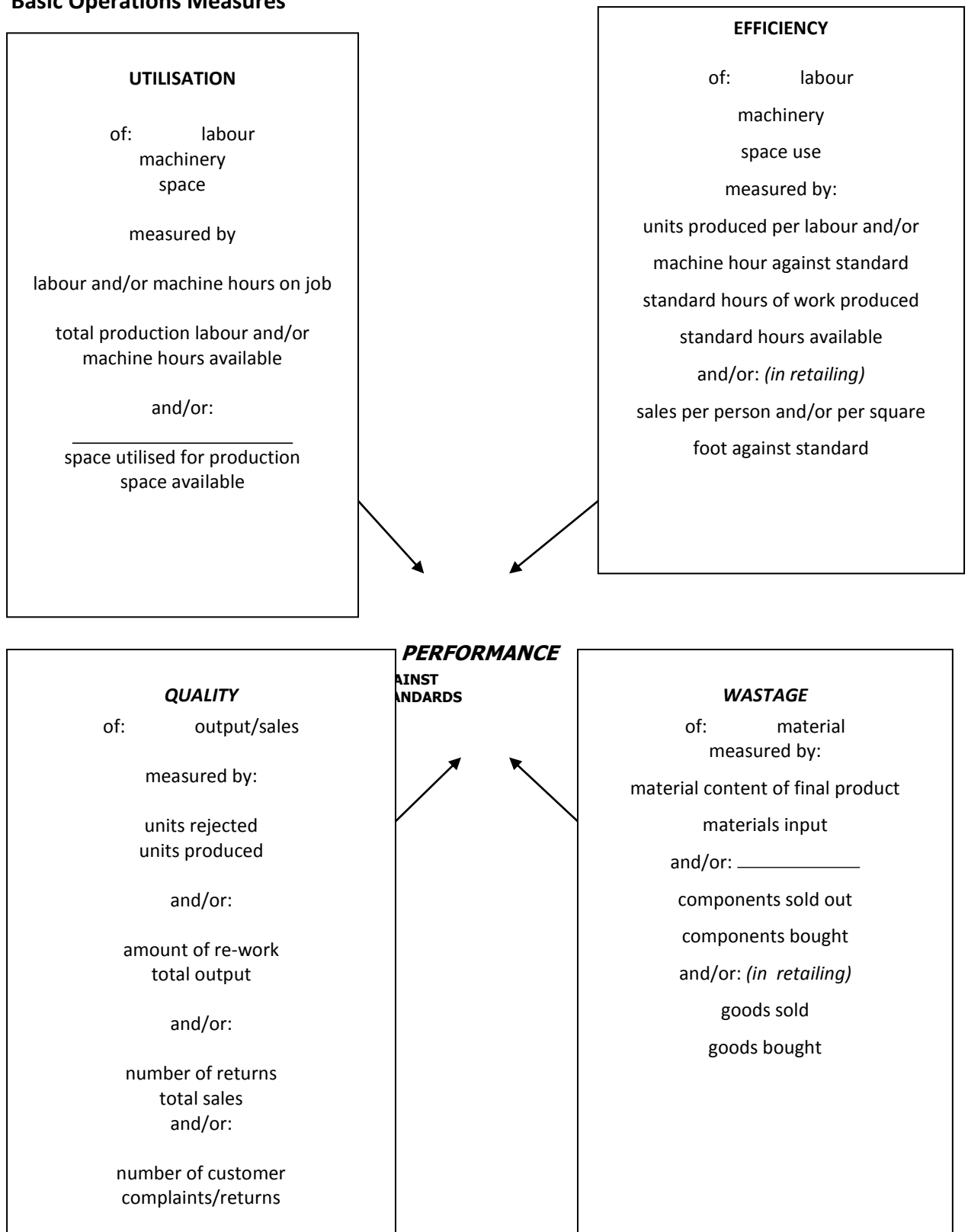
1. The importance of the concept can be demonstrated by request to different groups of participants to work out how utilisation, efficiency, wastage and quality might be measured in different operating contexts building from the basic framework in Exhibit 1 below.

Participants might explore how they would measure and use Utilisation etc in:

	Utilisation	Efficiency	Wastage	Quality
Hotels				
Restaurants				
Computer services				
Supermarkets				
Furniture manufacture				
A pottery				
Consulting firm				
Cleaning Services				
Plastics Extrusion				

and how they might use it for costing and produce systems for collecting data for management control purposes. A major challenge in this is to discuss the relative importance in different situations of whether to measure physical asset use and efficiency etc or human resource use. For example, in a hotel, utilisation would be measured by bed nights sold over bed nights available. Efficiency measures might be different as per different parts of the business (for example, rooms cleaned per staff hour over a standard). Wastage might be measured in terms of room materials consumed over room materials available (with an estimate for theft built in). Quality might be measured by customer complaints or compliments.

Exhibit 1
Basic Operations Measures



1. Entrepreneurs from different types of ventures can be brought in and questioned as to how they build up costs and develop standards.
2. Participants can be asked to brainstorm and/or investigate what might be the sources of problems of deviation from standards of utilisation, efficiency, wastage and quality in different contexts and how these might be measured/controlled by management

3. Relevance to Entrepreneurial Learning

The approach boils costing and standards setting down to its simplest form to allow participants and would-be entrepreneurs to see the 'wood from the trees' of operations management. It focuses upon the core elements of operations management and not sophisticated techniques.

4. Outcomes

Participants will be equipped with the basic capacity to cost and develop and maintain standards in operations.

34. Use of Case Studies

1. What is Use of Case Studies?

The case is a simulation of a 'real world' situation more often than not based on research and usually disguised in name to protect confidentiality. As indicated in Pedagogical Note 14 on Critical Incidents, there are various levels of case intensity from the short 'incident' presented as a basis of class discussion to the long complex problem solving exercise of many pages.

2. How is the exercise constructed?

The case method can be used as a major focus for participative learning often involving pre-class reading and a list of questions to be considered which will be focused upon in class. Case analysis may be used for examination and assignment purposes. Case writing may also be part of a learning programme and can be used, for example, as a final project assignment. The focus of most case studies is upon problem solving but they can be used as demonstrators as to how things can be done, as a basis for discussion as to how things should be done, for the development of frames of reference for analysis and as a basis for demonstrating the value of certain concepts in practice.

A case study for entrepreneurial learning would have the following components:

1. A case – description of a particular real life situation presenting the basis as noted above for class based discussion and potentially role play and other pedagogical methods
2. A series of questions/issues for the class to consider

Some issues may be directly related to the case

e.g. 'Did the managing director ignore key aspects of the environment in making his/her decision?' Others may be of a broader conceptual nature

e.g. 'What are the key components of Strategic Awareness that might be used to explore the managing Directors approach to the problem?'

Others may be of an action nature

e.g. 'What should the Managing Director do now and why?'

Others may explore the students' frame of reference for analysis

e.g. 'What factors would you take into consideration if you were invited in to the company as a consultant to assist?'

3. Handouts and articles – which provide a basis for conceptual thinking and sometimes providing further background information
4. Teacher/facilitator notes – which may or may not be ultimately used as a class handout

The facilitator will need ample whiteboard and flip chart space. He/she will need to be prepared to organise knowledge emanating from the class in a planned way but will need to be flexible as the way in which knowledge will emerge cannot always be predicted. Control of the class is exercised by a mixture of closed and open questions and by use of building and summarising behaviour.

There will be opportunities for use of a number of pedagogical tools including role play, drama, presentation skills development, and debate.

3. Relevance to Entrepreneurial Learning

Case teaching can be the antithesis of entrepreneurial learning unless it is used not as an analytical paper based and essentially reductionist problem solving exercise but as a means for stimulating wider thinking and conceptualisation of issues. Cases are no real substitute for active external engagement with real ambiguous situations.

4. Outcomes

Taught entrepreneurially, cases can provide a strong means for the development of frames of reference and for the practice of certain entrepreneurial skills.

35. Use of Exercises in Finding Ideas for Business

1. What is Use of Exercises in Finding Business Ideas?

The aim is to present participants with exercises focused upon identifying ways into business. They are presented with a select range of opportunities for finding ideas. Some of these were discussed in Pedagogical Note 28 on Opportunity Identification.

2. How is the exercise constructed?

A range of up to 32 'Ways into Business' can be introduced (see Annex below). Each of these can be discussed with participants. They can be asked to add to the list of examples and then to discuss ways of approaching the opportunity based upon the general content outlined in the Annex and their own experience.

Students may then be broken into groups and given a selection of 'ideas', asked to select one or more and then given a project to identify, evaluate and present the findings to the class as below.

- | | |
|---------|---|
| Group 1 | a) import replacement possibilities! |
| | b) substitute materials components in an existing product or service where are problems |
| Group 2 | a) add value to an existing product/service |
| | b) use under-utilised people |
| Group 3 | a) meeting an unmet need |
| | b) meeting a market shortage |

Other groups can be given further assignments from the list in the Annex.

Students report back and present the results of their assignment to the whole class. There may then a vote on the most convincing presentation of an opportunity and how they researched it. There can also be an accompanying discussion of how the particular opportunity was chosen.

3. Relevance to Entrepreneurial Learning

The exercise is essentially one of brainstorming on the basis of existing knowledge, action learning with the use of frameworks and analysis and presentation.

4. Outcomes

That participants know clearly a large numbers of entry points into business and have explored many of these. That they are also motivated to follow up on this.

ANNEX

GATEWAYS INTO BUSINESS

There are 32 'Ways into Business' listed below, each with examples and guides as to what actions may be taken to pursue the opportunity. The way in which these 'Ways' can be used for learning have been set out above.

- 1. MANUFACTURING UNDER LICENSE**
- 2. FRANCHISING YOUR BUSINESS**
- 3. REBUILDING OR REMANUFACTURING PRODUCTS**
- 4. ASSEMBLING A PRODUCT**
- 5. IMPORT REPLACEMENT**
- 6. BECOMING A SUPPLIER TO ANOTHER PRODUCER**
- 7. GAINING A SMALL PERCENTAGE OF A LARGE MARKET**
- 8. CATERING TO LEFT BEHIND MARKETS**
- 9. SUBSTITUTING MATERIALS IN EXISTING PRODUCTS**
- 10. ADDING VALUE TO EXISTING PRODUCTS**
- 11. DRAWING UPON THE RESOURCES OF UNDER-USED PEOPLE**
- 12. COMBINING TWO OR MORE ASSETS INTO A NEW ONE**
- 13. TAKING ADVANTAGE OF A MARKET SWITCH**
- 14. PACKAGING**
- 15. TAKING ADVANTAGE OF A FASHION OPPORTUNITY**
- 16. CAPITALIZING ON A GROWTH TREND**
- 17. SECOND-TRY SITUATIONS**
- 18. IMITATING SUCCESSFUL PRODUCTS OR BUSINESS IDEAS**
- 19. IMPROVING AN EXISTING PRODUCT OR SERVICE**
- 20. IDENTIFYING MARKET GAPS OR SHORTAGES AND FILLING THEM**
- 21. INVENTING A NEW PRODUCT**
- 22. TRANSFERRING CONCEPTS FROM ONE INDUSTRY TO ANOTHER**
- 23. MARKETING SOMEONE ELSE'S PRODUCT**
- 24. LOCATING A PATENT OPPORTUNITY**
- 25. BECOMING A DISTRIBUTOR FOR SOMEONE'S PRODUCT OR SERVICE**
- 26. BECOMING AN AGENT FOR SOMEONE'S PRODUCT OR SERVICE**
- 27. EXPORT DISTRIBUTION**
- 28. BECOMING AN IMPORT DISTRIBUTOR OR AGENT FOR PRODUCTS AND SERVICES MADE OUTSIDE THE UK**
- 29. IDENTIFYING UNIQUE CLIENT GROUPS AND TAILORING PRODUCTS FOR THEM**
- 30. TAKING LOCAL EXISTING PRODUCTS TO NEW MARKETS**
- 31. PLANNING AND PROMOTING EVENTS**
- 32. DISCOUNT SELLING**

1. MANUFACTURING UNDER LICENSE

Defined as?

Purchasing the rights to manufacture and/or sell a product* Alternatively, selling the rights for someone in another area to manufacture a product you own the rights to.

*The license can give you exclusive rights for a geographic area and/or a specific market.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. The 'Workhorse' for woodworkers was invented by a North American and the license to manufacture it was sold to Black & Decker.2. Publishing books is a form of manufacturing under license. Authors create books, sell the rights for their materials to be published, and receive royalties.3. One young European entrepreneur contacted a United States manufacturer of toy soldiers and obtained the rights to manufacture the toys in Europe.	<ol style="list-style-type: none">1. Decide what type of manufacturing you would like to do.2. Locate a product to manufacture by:<ol style="list-style-type: none">(a) Advertising for inventors to submit ideas(b) Reading publications related to new products in your field(c) Looking for products manufactured in other countries(d) Approaching companies which may have rights to products they do not want to manufacture at the present time(e) Attending trade shows(f) Contacting venture capital organisations(g) Contacting a local Innovation Office(h) Reading the business opportunities sections in newspapers and trade magazines.3. If you want to sell manufacturing rights to a product or service, locate a manufacturer by:<ol style="list-style-type: none">(a) Contacting manufacturing associations in the UK and other countries(b) Contacting the local Innovation Office of Business Links(c) Advertising in the business opportunities sections of newspapers(d) Identifying manufacturers of similar products or products which would go well together in a package with your item(e) Contacting manufacturers' agents(f) Displaying your products at trade shows(g) Contacting venture capital organizations

Key Questions for Brainstorming:

For what product or service could we purchase the manufacturing rights?

For what product or service could we sell the manufacturing rights?

2. FRANCHISING YOUR BUSINESS

Defined as?

Selling the rights and support systems for another person to operate a business patterned after your concept or business, in another location. The contract usually provides for ongoing income from royalties and/or sales of suppliers. It might also provide for shared costs for advertising.

What Are Some Examples?	How Would I Do It?
1. Pizzaland	1. Establish a successful business or concept for a business that is easily duplicated.
2. Prontoprint - based originally on the quick print concept in the US but tried and tested in the North East of England before national and international dissemination	2. Buy a book and get professional advice related to selling franchises.
3. Poppies – a successful domestic cleaning service – tested in the North East of England and subsequently expanded	3. Decide where you wish to grant franchises.
	4. Advertise through newspapers, trade associates, magazines, franchise shows, chambers of commerce and other sources.

Key Question for Brainstorming:

How could we develop a business concept that can be franchised?

3. REBUILDING OR REMANUFACTURING PRODUCTS

Defined as?

Taking a product that has come to the end of its useful condition and rebuilding it to a newer condition, or remanufacturing it into another product.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A company takes alternators and starters from wrecked cars, rebuilds them and sells them as reconditioned parts.2. A handyman takes household appliances, reconditions them and resells them.3. A company takes motors out of wrecked cars and remanufactures them into inboard marine motors.	<ol style="list-style-type: none">1. Identify a product which has the following qualities:<ol style="list-style-type: none">(a) It wears out with use over time(b) It can be rebuilt by adding new parts or reconditioning the old parts to original standards(c) The original product is expensive enough to warrant a rebuild.2. Identify a product which has component parts which can be used as the basis for some other product and which has the following qualities:<ol style="list-style-type: none">(a) The product wears out with use over time(b) The original product does not warrant rebuilding to its new condition for reasons such as obsolescence(c) The parts are cheaper to obtain from the used product than they are to obtain as a new item.3. Identify an economical and reliable way to obtain the used parts.4. Identify a procedure to disassemble, rebuild and reassemble the components.5. Identify a market for the reconditioned or newly created products.

Key Question for Brainstorming:

What product could we buy in a used condition and remake into a new condition or use the components to make another product?

4. ASSEMBLING A PRODUCT

Defined as?

Purchasing all parts for a product and assembling them to produce the finished product, or providing an assembly service for parts purchased by others.

What Are Some Examples?

1. A mechanic offers an assembly service for customers who purchase car kits.
2. A company formed by a recreation student brings in playground equipment kits, consisting of pipes in various shapes and assembles large playground structures.

How Would I Do It?

1. Look for products which are made of several parts, where one or more the following conditions apply:
 - (a) The assembly process is expensive for individuals to do and costs can be reduced by using a central assembly service.
 - (b) The product is assembled from parts manufactured in various locations. Your location is conveniently located as a collection point for assembly of these parts.
 - (c) The product needs to be assembled into a single form before being shipped from you area to another.
 - (d) The assembled product is too expensive to ship into your area as a completed unit, but it is less expensive to ship the unassembled parts.
 - (e) The product is sold in parts to consumers, but the average person cannot, or is not willing to assemble it.
 - (f) The product is a bulky item which is awkward to ship, but the separate parts are easier to transport.
2. Analyse various products and assembly operations to find situations where you can save yourself or someone else time, effort or costs by setting up your own assembly unit.

Key Question for Brainstorming:

What products could we assemble which would save someone time, effort or money?

5. IMPORT REPLACEMENT

Defined as?

Identifying a product or service which is imported and then replacing the imported item by producing a similar product locally.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A line of farming irrigation equipment was imported from Europe. A UK company began making similar equipment as an import replacement in the local market.2. Domestic dehumidifier equipment was imported into the UK. A local company in the North East decided to make its own version and built up a substantial business	<ol style="list-style-type: none">1. Identify a product or service which is imported into Canada and which you could produce locally. These can be identified by:<ol style="list-style-type: none">(a) Examining import publications and importers' catalogues.(b) Contacting purchasing agents to identify goods which are purchased by local industries.(c) Examining products which are all around you to determine where they are made.(d) Reading statistical reports of imported goods and scouring buying sources of local large companies.2. Identify an area of your expertise and then analyse imported products related to that area to find those which you could reproduce locally.3. Identify imported products in your markets that are too expensive because of shipping costs or tariffs. Replace them with lower cost goods of similar nature.

Key Question for Brainstorming:

What imported products could we replace by producing locally?

6. BECOMING A SUPPLIER TO ANOTHER PRODUCER

Defined as?

Produce a product or service which is needed by someone else to create a larger product or service. The opportunity might be to supply a specialised part or a large volume of simple parts. In some cases becoming a second supplier of parts is an opportunity, where the larger producer does not want to rely on a single source of supply for critical parts.

What Are Some Examples?

1. A local company supplies brake harnesses to truck manufacturing plants.
2. Second suppliers of specialized integrated circuit chips are needed by computer manufacturers to avoid supply shortages when single suppliers have production problems or labour troubles.
3. A woman provides an editing and proof-reading service which helps consultants in various industries complete their project reports in a professional manner.

How Would I Do It?

1. Ask your current employer for rights to supply a component of the manufacturing process being used.
2. Ask purchasing agents in manufacturing companies for information about their needs for suppliers, trying to identify supplies which are difficult to obtain, too expensive, or at risk from single supply sources.
3. Look for request-for-supply notices in newspapers and trade journals.
4. Read trade journals to identify problems in supply for particular industries.
5. Have your name added to mailing lists of public purchasing agencies which are required to advertise publicly for tenders on supplies.
6. Read publications which explain how to sell products and services to specialised organisations such as the military or governments.

(a) Read government publications which list opportunities for suppliers of goods and services.
7. Identify a product or service you can offer and analyse the range of producing organisations which could use it as part of their process.

Key Question for Brainstorming:

What products or services could we supply for use by other producers?

7. GAINING A SMALL PERCENTAGE OF A LARGE MARKET

Defined as?

Taking a high volume market and attempting to serve a small piece of it. The market should be large enough so that a small portion of it will be profitable.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. The fast food business is a large and growing market. A woman opened a small fish restaurant in a suburban area and succeeded despite major fast-food chains operating in the area.2. A small brewery opened with the intention of serving only a small percentage of the market and was successful and not a major threat to major breweries.3. Several local software companies have recognised the profits available from serving only a small portion of the computer market. They focus on limited segments of the market with specialised products.	<ol style="list-style-type: none">1. Identify the large volume markets in the region and nationally by examining economic reports, trade association figures and marketing studies.2. Select a market to work in and devise a way to compete effectively by seeking advantages such as location, type of facilities, personal reputation, level of service, selection of goods, price, business concept, advertising or similar factors. Note that it is difficult to gain even a small share in some highly competitive markets where larger organisations are battling for each single percentage point.

Key Question for Brainstorming:

What product or service could we offer to gain a small percentage of a large volume market?

8. CATERING TO LEFT-BEHIND MARKETS

Defined as?

Catering to markets which have been left behind by companies for the following reasons:

1. Companies are competing on the leading edge of a technology and have decided not to service markets based on older technologies.
2. Companies have become so large that they cannot or do not wish to handle small-lot orders.
3. Companies are expanding into different markets so quickly that they are unable to service all of them properly.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. Heavy puddings in restaurants were going out of fashion for health and other reasons. A restaurant decided that it would recapture this market by specialising in traditional puddings.2. Large airlines cannot afford to service small communities, leaving a market for small commuter airlines.3. Dairy packages milk in bottles and delivers. Other dairies package milk in cardboard containers, leaving a market of people who prefer milk in bottles and door to door services along with the offer of other goods4. Obtaining parts for antique cars, tractors, boats and other equipment is difficult for hobbyists in those areas, and left-behind markets exist for companies to replace the supply from original manufacturers.	<ol style="list-style-type: none">1. Identify areas of technology which many companies are moving into and analyse the markets left behind as a result of those moves.2. Identify companies who have changed their products or services and find their previous customers who require a continued supply of the former type.3. Identify products which become obsolete quickly but are still useful and have a long-life. Analyse services which are left behind by companies which continuously focus on the newest models as they arrive in the market.4. Look for industries which have taken a new direction to appear up-to-date and analyse the opportunities created by the move away from previous ways of operating.

Key Question for Brainstorming:

Where has the market opportunity been left behind as a result of changes to keep up-to-date in technology, products or approaches to business?

9. SUBSTITUTING MATERIALS IN EXISTING PRODUCTS

Defined as?

Improving an existing product by changing the type of material it is made of. This procedure can often make the product lighter, stronger, more flexible or cheaper to produce.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A company substituted plastic for metal in fishing lures. The lures are now less expensive to produce, lighter in weight and easier to keep shiny.2. A plastics manufacturer makes heavy duty plastic buckets for garden use. They are stronger than those previously and do not split.	<ol style="list-style-type: none">1. Examine a product and identify where it might be improved through the use of alternative materials.2. Identify a material you have in good supply, analyse its characteristics and identify various products in which it might be used to improve their characteristics.3. Find production processes which are hindered by use of current materials and find ways to improve the process by replacing the materials used. These might be examples where current materials are too expensive, too difficult to work with, unsafe, in short supply or are consumed in the process. They might be replaced with other materials which are cheaper, easier to work with, safer, in greater supply or can be reused in the process.

Key Question for Brainstorming:

Are there better materials that could be used to produce a given product?

10. ADDING VALUE TO EXISTING PRODUCTS

Defined as?

Taking an existing product or service and adding materials or services to create a more valuable end product. To add value, you purchase the product or service and use it as a base for additional operations you want to do before reselling it in a changed form.

The value can be added in several ways:

- (a) Putting the product through an additional process
- (b) Combining the product with other products
- (c) Offering the product as part of a larger package of services
- (d) Removing something to change the original use of the product

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A student who was operating a home painting business expanded his operations by buying unfinished furniture, painting and reselling it.2. A local businessman bought irrigation pipes, rolled them into oval shapes, screwed fittings onto them and marketed them as sailboat masts.3. A local company buys wood lattices, puts them through an assembly machine and creates assembled sections of lattice fencing.	<ol style="list-style-type: none">1. Identify an existing product or service which you could use as a base. Then find an additional process or product that can be added to create a new product before reselling it. For example, find a product or service which needs additional elements such as packaging or distribution to be successful in the market.2. Identify a process or service you could provide and then analyse the types of existing products or services which could be used as its base. For example, if you can provide a packaging service, look for products that would become more valuable if you added a packaging process.3. Finding an existing product which can be changed into a different or improved product by adding or subtracting elements. Then locate the additional elements and add them to create a new product, or take some elements of the original product before reselling it.4. Find a client group which is not served by a product or service and make changes in existing goods to meet the needs of the new client group.5. Find a product which does not work very well, or is not well accepted by a client group, but could be improved by adding or altering its elements.6. Read newspaper columns and innovation booklets.

Key Question for Brainstorming:

For every product or service we are aware of, how can we make it more marketable by including an additional process before reselling it?

11. DRAWING UPON THE RESOURCES OF UNDER-USED PEOPLE

Defined as?

Identifying and using the skills, talents and energy of under-used people who can provide useful services and are available for part-time or full-time work.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A local businesswoman started a word processing and computer data entry service, distributing piecework to people who had computers in their homes.2. Three unemployed tradesmen pooled their resources, bought an older rundown home and renovated it for resale.3. An unemployed accountant and teacher designed a computer-based training package to teach accounting to high school students.	<ol style="list-style-type: none">1. Identify people with valuable talents and knowledge who are not working regularly by:<ol style="list-style-type: none">(a) Checking with job placement agencies(b) Asking training agencies for names of graduates who are not employed2. Identify your own employees who have specialised training in a field which is not related to their current job and see how their skills can be used to exploit opportunities.3. Locate employees with specialised training who are on temporary leave from their jobs for reasons such as maternity, academic students or personal renewal. They can be used as short-term, part-time members of special project teams.4. Check lists of association members to find people who are not associated with existing companies.5. Attend meetings of unemployed people with connections to specialised occupations, such as engineers or teachers, to identify valuable skills which can be used to explore business opportunities.6. Analyse the skills of people you know are currently out of work, or handicapped in some way, and think of services which could be offered using their individual or group talents.7. Investigate a project to determine if it could be handled by under-used talent that is available to you.

Key Questions for Brainstorming:

Where could we find under-used people with skills that we can work with to develop a business opportunity? What kinds of business opportunities could we explore with people whose talents are currently not being used?

12. COMBINING TWO OR MORE ASSETS INTO A NEW ONE

Defined as?

Combining two different products or services to create a new offering. Ideally, the interaction of the original items creates something which is unique and more marketable than the separate items. These items can be products, services, people, businesses or assets.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A sun tanning parlour and a beauty salon owned by the same woman were joined together in the same facility to offer an expanded range of services. Business improved for both.2. A launderette and a cocktail lounge were combined so that people could have a drink and talk while waiting for their clothes.3. Sales of cranberry juice were dramatically increased by combining it with other fruit juices to create a new range of drinks.4. A comprehensive home maintenance and repair business was established by combining services of several tradesmen.	<ol style="list-style-type: none">1. Start with a business, idea or product that interests you and ask what could be integrated with it to create something unique, where the whole is greater than the sum of the separate parts.2. Identify needs of various customer groups which could be served by integrating two or more existing products or services.3. Look at various possibilities to see what will fit together. Use lists of business topics (index for the telephone yellow pages) and imagine the effects of different combinations among the topics listed.

Key Question for Brainstorming:

What items or services could be combined to create a new opportunity?

13. TAKING ADVANTAGE OF A MARKET SWITCH

Defined as?

Providing products or services for a group of consumers who have moved from one type of product to another on a long-term basis. Market switches relate to long-term changes in types of products and services used by consumers.

What Are Some Examples?

1. The switch from traditional children's bicycles to mountain bikes provided an opportunity for a bicycle shop to start a local racing club and racing track. This involvement in racing captured a large share of the local market.
2. To take advantage of the market switch from large to smaller cars one company designed and manufactured bicycle and ski racks designed for small cars.
3. Two vocational school joinery graduates noted the market switch from standard home conservatories to bespoke design and set up an advisory and manufacturing company to cater for this equipment.

How Would I Do It?

1. Analyse major changes in consumer buying habits by:
 - (a) Reading marketing research reports.
 - (b) Investigating current fads that could turn into long-term changes.
 - (c) Observing new products which are becoming increasingly popular.
 - (d) Looking for trade association research forecasts.
 - (e) Analysing changes in the types of products you personally buy, especially where items are obsolete and are replaced by items with entirely different characteristics.
2. Find the product which is associated with a market switch by:
 - (a) Analysing the advantages of new products to find those which are greatly superior and will likely replace more traditional items.
 - (b) Looking for new technologies or new products based on concepts which are revolutionary for an industry.
3. If a major product or service has not yet been provided for changing consumer needs, fill the demand.
4. If the major product exists in the switch, decide on a related service or product that can be used in association with the major product.

Key Question for Brainstorming:

Where are there market switches happening in the consumer market and how can we take advantage of them?

14. PACKAGING

Defined as?

Taking an existing product and developing a better way of packaging it for sale. The improved package might be more attractive, more convenient to use, preserve the product better, be reusable, and be degradable or other factors. Opportunities may also exist in taking free materials and packaging them as novelty items. Another aspect is breaking bulk, where supplies are bought in large quantities, sorted into smaller amounts and re-packaged for sale.

What Are Some Examples?	How Would I Do It?
1. Strawberries are bought in bulk, sorted into smaller volumes and packaged in attractive boxes for resale.	1. Identify a product that is poorly packaged and then devise an improved package for it.
2. A company buys steak and lobster tails, packages them together as steak and lobster dinner and sells them as gourmet meals in food stores.	2. Find a product that is normally sold without packaging and devise a package that would increase its sales.
3. A company buys salmon and packages it for passengers on airlines.	3. Find a product that you can buy in bulk quantities and re-package into smaller amounts.
	4. Identify products that consumers normally use at the same time, but buy separately. Devise a package to combine them for sale as a kit.

Key Question for Brainstorming:

How could we package or re-package a product so that it would sell better?

15. TAKING ADVANTAGE OF A FASHION OPPORTUNITY

Defined as?

Providing a product or service that caters to an up-to-date or prevailing style in dress or behaviour. The fashion may be something which already exists, is ready to be recycled from previous times, or does not exist as yet.

A related opportunity concerns fads, which are similar to fashions, but are more intense and of shorter duration. Because of their rapid rise and fall in popularity, fads require much quicker response in providing goods and reducing inventories.

What Are Some Examples?

1. A Doctoral student notes that there is a thriving t-shirt industry which caters to a broad fashion opportunity of t-shirts with a message and at the same time serves faddish interests through the signs and pictures pressed onto the t-shirts. This then enables him to move into bespoke clothing for sports and other local organisations.
2. Young urban professional lifestyles involve working long hours and playing hard, backed up with affluence from two income families. There is a lifestyle fashion market emerging for this group involving high quality rental housing and furniture, high style clothing and quality restaurants.

How Would I Do It?

1. Choose a subject area you wish to use as a focus for your work in fads and fashions. Some examples are toys, clothes, lifestyle, recreation or business.
2. Identify current fashions by analysing magazine advertisements, fashion trade publications and other leading-edge magazines from the industry you have selected.
3. Read popular magazines which cater to fashionable people.
4. Observe fashions and fads in other countries especially the United States.
5. Find contacts in the major fashion centres of the world and develop and maintain an information exchange with them.
6. Attend trade and fashion shows.
7. Think of ways to transfer fashion ideas from other industries to your own areas of interest.
8. Imitate fashions from popular movies, television series and lifestyles of famous people.
9. Develop fads for events such as trade fairs, sports events, annual celebrations, large conferences or other well-known activities.

Key Question for Brainstorming:

What industry or event could we use to capitalise with a fad or fashion venture?

16. CAPITALISING ON A GROWTH TREND

Defined as?

Offering a product or service in an industry or activity in which increasing numbers of people are becoming engaged.

What Are Some Examples?

1. There is a growth trend toward personal fitness and health. Several firms are manufacturing equipment for maintaining physical fitness, while others are offering keep-fit classes to capitalise on the trend. There is a particular market segment for older people. One local company developed and markets digital jogging meters to monitor heart rate while running.
2. A woman who manufactured facial cream expanded her marketing strategy from women to men, taking advantage of men's increasing interest in health and skin care.
3. There is a growth trend towards more and more leisure time and more frequent travel by the public. The move is away from travel agents to the internet yet advice is still needed. One young businesswoman took advantage of this trend by establishing an advisory internet site funded by advertisers.
4. The tremendous growth in people trying to release their own personal potential via education and personal development programmes. This provided a business opportunity for a young psychologist to provide personal development advisory services.

How Would I Do It?

1. Identify the growth trends by:
 - (a) Reading books which describe social and economic trends. Typical examples in the past have included Toffler's 'The Third Wave', Ferguson's 'The Aquarian Conspiracy' and Naisbitt's 'Megatrends'.
 - (b) Reading futurist magazines.
 - (c) Talking to community trend-setters.
 - (d) Asking librarians which books are most popular.
 - (e) Observing growth trends in other areas or countries.
 - (f) Observing the expansion of new retail speciality stores.
 - (g) Attending speeches by innovative leaders in society.
 - (h) Asking people who travel frequently for their impressions of growing trends or factors in other places which may affect directions of local society.
2. Make a list of growth trends and select those which particularly interest you, based on your knowledge, experience and potential abilities.
3. Study specific growth trends in depth to find out the causes, main issues, effects on society and future possibilities.
4. Look for an opportunity within the trend that you can profit from by introducing a product or service.

Key Questions for Brainstorming:

What growth trend could we provide a service or product for?

What product or service could we offer?

17. SECOND-TRY SITUATIONS

Defined as?

Finding a good product that has failed for a variety of reasons in the past and devising a new strategy for making it succeed.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A business focusing upon selling domestic fitness centre concepts failed because of poor marketing. It was taken over and built up steadily.2. A young woman specialising in aromatherapy failed to get her business off the ground after trying for over three years. It was taken up by a former bank employee who 'sold' the service through the bank on the basis that it would relieve stress among employees.3. A restaurant with a good concept failed because of poor management. A second-try with new management was successful.	<ol style="list-style-type: none">1. Ask business consultants and advisors if they know of good products or services which have failed because of poor management, marketing or other factors which you can improve for a second-try.2. Look for business failures and analyse the causes to identify situations where you can organise a second-try by solving the original problems. The failures can be found by watching for bankruptcy notices, talking with bankers, watching auction notices, reading trade newsletters or talking to accountants who specialise in receiverships.3. Look for ideas that were ahead of their time and failed or which were successful and became out of style at some point. Read old magazines and catalogues for ideas whose time has come again.4. Run newspaper advertisements asking for good products which people tried to market and failed.5. Identify your strengths and look for second-try opportunities where your talents would be the strategic factor for success.

Key Question for Brainstorming:

Where is there a service or product, which failed in the past that could be made successful by factors such as a new marketing programme, new management techniques, new finance or new business strategy?

18. IMITATING SUCCESSFUL PRODUCTS OR BUSINESS IDEAS

Defined as?

Finding a successful product or service and imitating it.

What Are Some Examples?	How Would I Do It?
1. A local clothing manufacturer imitates high fashion originals and offers them at a lower cost.	1. Look for what is selling well and assess future market potential.
2. When trivia became popular as a game, several companies began producing imitations of specialised versions.	2. Check for potential conflicts related to patents, copyrights or licences.
3. When Cabbage Patch dolls were popular, local mainland women began producing look-alikes and were collectively marketed.	3. Identify key success factors of the product or service.
4. Prontoprint was originally a copy of a US concept.	4. Find out how to make a similar product in a cost-efficient way.
	5. Produce and market the item.

Key Question for Brainstorming:

Is there an item or service that is selling well, which we could imitate?

19. IMPROVING AN EXISTING PRODUCT OR SERVICE

Defined as?

Improving an existing product or service by making it:

- (a) More valuable through upgrading the quality
- (b) More cost-efficient to produce or purchase
- (c) More convenient
- (d) More comprehensive
- (e) More economical to use
- (f) More powerful or durable

The new item is a 'plus' over the previous ones because it has one or more features which are an improvement. Its value is greater because of the improvements.

The difference between Improving and Adding Value to an Existing Product, is that in improving you do not purchase the product as a base for your additions instead, you use only the idea from the previous products and create a completely separate item or service.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. It happened in the photography processing business where firms were set up to process film within a few hours instead of the normal wait of several days for return of prints.2. One North East woman writes alternative instruction manuals for computer software programs. The manuals are easier to use and understand than those enclosed with the software.	<ol style="list-style-type: none">1. Select an existing product or service you would like to compete with and analyse the strengths and weakness of the competition. Then identify the factors you could improve and think of various ways you could provide improvements.2. Identify faults in existing products or services which you can eliminate in a similar product or service. Then imagine various alternatives which might be tried, and ask 'What if ...?' to think up creative ways of improving existing products and services.

Key Questions for Brainstorming:

How can we provide a product or service that is better than the existing ones?

How can we improve an existing product or service to make it more marketable?

20. IDENTIFYING MARKET GAPS OR SHORTAGES AND FILLING THEM

Defined as?

Identifying situations where customers want a product or service and cannot obtain it in sufficient amounts.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. Each summer the demand for houseboats to rent was greater than the supply of boats available to boat rental companies in an East Anglian area. One company began building houseboats, selling them and renting them for owners when they were not being used.2. A hotel employee noticed that there was no service provided for repairing mattresses. She quickly signed contracts with several hotels and opened a mattress repair business.3. A computer store employee realised that there was no well developed source of second-hand computers for clients who could not afford or did not need a new one. He set up a second-hand computer store.	<ol style="list-style-type: none">1. Look for situations where there are customer waiting lists to obtain a product or service by:<ol style="list-style-type: none">(a) Checking delivery times and availability for orders of popular products and services(b) Asking distributors, agents and retailers to suggest items which are in short supply.(c) Asking companies to list services they cannot obtain.2. Analyse potential shortages in supply caused by companies going out of business, changing their production focus, shutting down for periods of time or similar causes by:<ol style="list-style-type: none">(a) Analysing news stories and reading trade publications(b) Analysing list of companies in receivership and bankruptcy.

Key Question for Brainstorming:

Where is there a market gap which is not being serviced?

21. INVENTING A NEW PRODUCT

Defined as?

Devise an innovative product or service which meets a need in the marketplace.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. One entrepreneur recognised the work hospital personnel went through propping patients up in their beds. He then invented the mechanical hospital bed.2. An unemployed professional woman recognised how often at receptions and cocktail parties it was not possible for participants to eat and drink at the same time while standing. Glasses were therefore put down and often forgotten about. She invented a clip on plastic glass holder that attached to the plate.3. A part time builder in the Lake District recognised that farmers often had trouble in driving in wooden fencing posts. He therefore invented a pencil sharpener for posts4. Finding space for hanging up clothes can be difficult in small locations. A Richmond inventor recognised the problem and invented the Closet Organiser, which is now sold in most building supply stores.	<ol style="list-style-type: none">1. Concentrate on products and processes which are familiar to you.2. Observe products or services that could be made more effective to save time, effort or money; or look for products or services which people are requesting and do not exist.3. Examine present products and services from a variety of perspectives to see if there are elements which could be added, subtracted, changed or combined to produce improvements.4. Read newspaper columns and magazine sections devoted to people's ideas about products and services they would like to see invented.5. Use processes of creative thinking to develop a new product or service.6. If your innovation is sufficiently valuable, seek professional advice from a patents attorney. They are listed in the Yellow Pages under 'Patent Attorneys and Agents Registered'. Each region has a patents receiving office.7. Obtain free booklets on patents, copyrights, industrial designs and trademarks through Business Links.

Key Question for Brainstorming:

What new product or service might we invent?

22. TRANSFERRING CONCEPTS FROM ONE INDUSTRY TO ANOTHER

Defines as?

Taking an idea or method from one industry and transferring its use to another industry.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A company which used a specific process to join electrical cables side by side took the same technique to splice rigging for sailboats.2. A video store noticed that customers did not like to carry video machines home, so a video-to-go service was set up to deliver rental machines to homes. The idea was based on the fast-food delivery concept used by pizza, chicken and Chinese food outlets.3. The idea of keeping animals in cages was transferred to the fish farming industry, which raised fish in large cages located in bodies of coastal water.4. Concepts of computerised inventory control were transferred to feed rationing in the cattle industry, where each cow is fitted with a device which permits computers to automatically record and limit daily food intake by controlling the cow's access to a feeding trough.	<ol style="list-style-type: none">1. Notice a good idea and think of other industries or settings where it could be used.2. Identify a problem which needs to be solved in an industry or sector of the economy and look for potential solutions in other industries which can be transferred.3. Assess the potential effects of using the ideas or procedures from one situation to solve the problems in another.4. Develop a method of applying the ideas from one industry to the problems of another.

Key Questions for Brainstorming:

How can this successful idea or product be transferred to another industry?

What successful idea or product from another industry can help solve a problem, or create an opportunity in industries/services with which we are familiar?

23. MARKETING SOMEONE ELSE'S PRODUCT

Defined as?

Finding a product made by someone else and taking on the full responsibility for all aspects of marketing the product.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A sales agent in the North East found an innovative educational game developed by a local inventor and became the marketing agent for the game. She arranged for packaging, advertising, distribution and general management of the marketing process.2. A marketing consultant markets the services of other consultants. He represents them, promotes their talents, schedules their appearances and negotiates their contracts. For example a consultant representing a group of foreign language interpreters.	<ol style="list-style-type: none">1. Look for a product which has not been marketed at all, or which has been marketed poorly.2. Look for new businesses which have need of marketing services, but have not established a marketing department.3. Ask business consultants and advisors if they know of products which need better marketing.4. Examine newspaper classified columns or mail order advertisements, looking for individuals or small companies which are selling products on a small scale, where potential exists for expansion to larger volumes. Look for good products using inadequate advertising.5. Look for inventors' clubs, read their newsletters and attend meetings.6. Contact marketing companies or advertising agencies, looking for products which they were not able to serve for various reasons.7. Contact trade or industry association managements, asking if they know of good products or services that need marketing.

Key Question for Brainstorming:

Where can we find a product with good potential that needs a marketing service?

24. LOCATING A PATENT OPPORTUNITY

Defined as?

Looking for a patent to a product or service which has commercial value, but which has never been produced or has not been marketed well. This could also include patents which have expired and can be duplicated without a license.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A farmer noticed a need for mechanical rock pickers and wanted to manufacture and market the product. He then had a patents search done and several rock pickers were found. He contacted the patent owners and found one person who had not started to build his rock picker for commercial sale. The farmer bought the patent rights and started manufacturing the equipment.2. An electrical contractor in the Lake District looking to solve the problem of burst pipes finds a patent relating to thermostatically controlled electric current which will pass through copper pipes when the temperature falls towards freezing.3. One young patents searcher makes a practice of searching for old patents which were ahead of their time and could still be marketed today.	<ol style="list-style-type: none">1. Select an area of patents you wish to search. Some terms used to describe the various categories include electrical, mechanical, chemical, seeds and plants and style design.2. Start your search in one or more of the following ways:<ol style="list-style-type: none">(a) Go to the Patents Office in your region. The staff will suggest which category to look under after you have described your purpose.(b) Locate a patents lawyer or agent for professional assistance. They can be found in the Yellow Pages.(c) Locate a company or organisation related to the design or marketing of patents. They can be found in the Yellow Pages. Ask for information about rights to patented products or services they are currently developing for clients.(d) Advertise for inventors to contact you in reference to their patented products and services. Another source might be major companies who own patents to products they currently are not producing.

Key Question for Brainstorming:

What patent might we search for that could be used as the basis for a business opportunity?

25. BECOMING A DISTRIBUTOR FOR SOMEONE'S PRODUCT OR SERVICE

Defined as?

Buying a producer's products or services for resale to retail outlets, manufacturers, other businesses or directly to the public.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A woman who owns a direct mail distribution company buys local handicrafts from producers in the in the Lake District and advertises them for resale.2. A training company conducts a series of management workshops for companies and hires management consultants to act as workshop directors. The training company buys the consultants' services and markets them at a high price.3. A local young farmer buys large quantities of top soil and resells it by the truckload to garden supply shops.4. A large retail carpet store utilises its volume discounts from carpet manufacturers and becomes a distributor to small contractors.	<ol style="list-style-type: none">1. Analyse your current purchasing volumes and discounts to identify situations where you could act as a distributor to take advantage of your buying power.2. Find producers or manufacturers who would give you exclusive rights to distribute their products in return for your advanced financial support for orders.3. Find a producer who only wants to deal with large orders, but whose products need distribution in small-order lots. You can become a distributor and relieve the producer of small-order problems.4. Find a group of clients who have to wait for delivery of products from the manufacturer because of distance or production time. You can become a distributor with stock on hand to provide immediate delivery.5. Look for 'distributors wanted' advertisements in trade magazines and business opportunities sections of newspapers.6. Contact manufacturers, read trade publications and attend trade shows to find items without local distribution networks.

Key Question for Brainstorming:

What product or service could we buy stock and wholesale in our region in a profitable manner?

26. BECOMING AN AGENT FOR SOMEONE'S PRODUCT OR SERVICE

Defined as?

Taking a contract to sell a producer's or distributor's products or services for a fee or commission.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A local business lady becomes the North East sales agent for a large postcard printing company in the South.2. A former Himalayan climber from the Lake District becomes an agent for Italian boot and adventure clothing company.2. A sales agent in the North is contracted with several distribution companies to be their representative for that area by selling novelties, records, magazines, electronic equipment and CDs	<ol style="list-style-type: none">1. Identify a type of product or service you believe you can sell directly to consumers or businesses.2. Find producers or distributors of a product or service who require an agent's services for direct selling.3. Examine business opportunities sections in newspapers and read classified advertisements for sales agents.4. Join sales and marketing groups, attend meetings and read their newsletters.5. Contact manufacturers, read trade publications and attend trade shows to find items not being sold in your area.

Key Question for Brainstorming:

What product or service could we independently contract to sell as a sales agent for a producer or distributor?

27. EXPORT DISTRIBUTION

Defined as?

Promoting and shipping British made products and services to other countries.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A British couple who were engaged in a small landscape business who usually holidayed in Spain went on a special holiday in New Zealand and noticed the growing interest in Latin American style tiled kitchens. Their initial analysis showed a lack of supply. On return to the UK they contacted existing suppliers and became an exporter of tiles to New Zealand.2. A former EU employee noted the considerable users of British consultants in European Union Development Assistance programmes. On retiring, he set up an agency to provide quality lists of consultants in key areas and a service to the consultants themselves on opportunities for tendering.	<ol style="list-style-type: none">1. Contact local producers who may want to sell their items in foreign countries.2. Identify a country you would like to export to, then contact local producers of goods for the rights to distribute into that country. Read federal government publications on export opportunities.3. Examine foreign countries to study their need for types of products made in the UK.4. Contact foreign trade counsels to identify needs which require service in other countries.5. Contact the relevant UK Ministries and the local regional Development Agency6. Join local export clubs, make contacts and look for ideas or companies that need assistance to export7. Read how-to-do books on exporting from libraries or bookstores.

Key Questions for Brainstorming:

Are we aware at all of products and services that might be exported to other countries?

Which countries might seem to present the best opportunities?

28. BECOMING AN IMPORT DISTRIBUTOR OR AGENT FOR PRODUCTS AND SERVICES MADE OUTSIDE THE UK

Defined as?

Bringing services and products into the UK for distribution and sale. A wide variety of products and services are available from around the world. Many producers are looking for distributors or agents in the UK to expand the markets for their items. Distributors would buy their products for resale, while agents would sell products on a commission basis.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. While working in Thailand a UK professor identified a particular type of green tea to which he became quite partial. On returning home he decided to set up a company to import and distribute this tea through the internet.2. A businesswoman had a health problem which forced her to retire early. She could not locate an adequate medical apparatus in the UK for her problem. She searched abroad and found a suitable model in Europe and now is the UK importer for this line of equipment.3. A consultant visiting Eastern Europe recognises how much cheaper it is to get high quality website design done in Croatia. He therefore sets up an agency to outsource web design to that country.	<ol style="list-style-type: none">1. Read overseas trade magazines such as International Trade Winds.2. Identify marketable products made in other countries which have not been previously sold in the UK.3. Contact trade associations in other countries to ask for information.4. Identify a client group with special needs that can be met only with products from another country.5. Look for new and innovative items made in other countries by travelling to those countries or reading advertising materials in their magazines.6. Join import-export associations, read their newsletters and attend meetings.7. Look for successful products in other countries which have not been imported to UK8. Ask friends who travel regularly for suggestions about foreign products which could be successful in the UK market.

Key Question for Brainstorming:

What products or services might we import for sale in the UK?

29. IDENTIFYING UNIQUE CLIENT GROUPS AND TAILORING PRODUCTS FOR THEM

Defined as?

Taking an existing product or service and tailoring or adapting it to meet the unique needs of a particular group of clients. These needs could relate to characteristics of the people (left-handed, over-weight, disabled); life styles (leisure activities, timing of life activities); owned assets (cars, boats, houses); or similar factors.

This may also involve creating new products especially for unique needs of some client groups.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. Taking an existing education, recreation or other community service and offering it in a foreign language for a particular ethnic group.2. A store was set up to supply products for left-handed people.3. A man in Durham established a personalized service where club members could bring glasses, dishes, cutlery and other club objects to have their names laser-engraved on these items.4. There are many vacation products now tailored to select groups , for example singles, retirees, adventurers, academics, lovers of history, religion walking, sailing, climbing and so on. A small firm in the Lake District for example specialises in archaeological digging and site discovery holidays.	<ol style="list-style-type: none">1. Find a unique client group you would like to service. The group could be based on language, age, life style, geographical location, profession or any other important characteristic. To find special groups, try the following suggestions:<ol style="list-style-type: none">(a) Analyse the telephone yellow pages for specific activities and interest groups (truckers, sports groups, doctors, brides, seniors)(b) Analyse newspaper stories to identify special interest groups(c) Observe unique sections of own environment(ethnic areas, etc)(d) Identify groups who live in remote or unique regions(e) Analyze magazines available for special interest groups2. Analyse the special needs of the group by:<ol style="list-style-type: none">(a) Studying unique characteristics of the people(b) Observing their activities3. Identify products and services which are not offered to the group, or are not well tailored to the special characteristics of the group by:<ol style="list-style-type: none">(a) Listing complaints related to commonly used products and services(b) Listing items that people express a need for4. Find products, services, resources or assets which can be adapted to meet the special needs of the group or create new products for the group.

Key Questions for Brainstorming:

Where is there a group of people with unique characteristics which we could serve with specialised products and services?

Where is there a product or service which we could modify to serve the unique needs of a client group we want to serve?

30. TAKING LOCAL EXISTING PRODUCTS TO NEW MARKETS

Defined as?

Taking a product which is made locally and is successful in the local area and expanding the marketing to new geographic areas.

What Are Some Examples?

1. A northern company which supplied equipment for mountain climbers and hikers was so successful it expanded to a second operation in Europe.
2. A Lake District company which specialised in 'survival' equipment expanded its operations across the country and to new army related customers abroad.
3. A company specialising in Future Trends originally services the North East development agency market and then subsequently expands its niche market to other similar agencies across the country.

How Would I Do It?

1. Identify products or services offered by your company or a company known to you within your own region that could be expanded to new markets in other areas.
2. Identify locally made products or services made by someone else which are successful but are not distributed to other areas. Try the following suggestions:
 - (a) Talk to purchasing agents
 - (b) Put classified advertisements in newspapers
 - (c) Contact local chamber of commerce/economic development staff
 - (d) Analyse local advertising
 - (e) Talk to local business people
 - (f) Look for locally made products in stores
 - (g) Look for local stories in business magazines and newspapers
 - (h) Through local tourists and travel industry personnel, find specific products and services which attract visitors and which could be imitated, franchised or marketed in other areas
3. Look for one-of-a-kind successful businesses that are obviously developed by local people. Some ways to identify them include:
 - (a) Analysing yellow pages
 - (b) Identifying local fashions and lifestyle activities
 - (c) Observing retail stores and services in local areas
 - (d) Listening for positive comments from local consumers and business people about local businesses
 - (e) Asking travellers and visitors for names of unique businesses they have noticed in the local area which they would like to have in their own region

Key Question for Brainstorming:

Where can we find a local product or service which can be transferred to a new market in another geographic region?

31. PLANNING AND PROMOTING EVENTS

Defined as?

Planning, organising and advertising special events. The events could include entertainment, education, special meetings, and other types of gatherings where large numbers of people meet together.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A northern woman specialises in bringing top quality speakers and educators to the region for promotion of female enterprise.2. A small company promotes entertainment events such as rock and roll shows, folk festivals and touring theatre groups.3. A group of interpreters decide to set up a company to provide a 'holistic international conference' facility bringing together interpretation with location selection advice, hotel and catering, sightseeing trips, transport, presentation technology etc. This brings together a number of subcontract small service firms into a coherent 'holistic' facility.	<ol style="list-style-type: none">1. Identify a type of event or meeting you believe you could successfully promote in your region.2. Identify specific groups that would let you represent them to organise their appearance in your region.3. Identify trade associations or other groups that meet in your region and who need services of a meeting planner and promoter.4. Identify facilities and locations in your area which would let you act as their agent to organise events to use their space.5. Join associations of professional meeting and event planners, read their literature and attend conferences and meetings to gain new ideas.6. Contact organisers of events in other areas to identify successful events, groups, themes or concepts which could be used for local events.

Key Question for Brainstorming:

What types of events could we best plan and promote in our region?

32. DISCOUNT SELLING

Defined as?

Obtaining goods through various low-cost sources and reselling them at a lower-than-market level.

What Are Some Examples?	How Would I Do It?
<ol style="list-style-type: none">1. A second hand office furniture supply company buys stock from bankruptcy and company closure sales and resells.2. A young graduate buys post-sell by date foodstuff from large supermarkets and sells it, quite safely, to retirement homes and old age pensioners' supply outlets.3. A common practice is to have products manufactured in third-world countries at low labour costs and then imported and sold at discount prices.	<ol style="list-style-type: none">1. Decide what type of goods or services you want to market at a discount.2. Locate sources of supply which will sell to you at an extremely low price, including:<ol style="list-style-type: none">(a) Bankrupt companies(b) Manufacturers with seconds(c) Companies with custom orders not sold(d) Companies with oversupply of goods they cannot sell(e) Companies with out-of-season leftovers(f) Companies in need of immediate cash3. The kinds of people who can assist you in finding these companies are:<ol style="list-style-type: none">(a) Sales agents(b) Discount operators in other non-competitive markets(c) Bankers and receivers(d) Trade association staff members(e) Accountants(f) Distributors(g) Marketing consultants4. Join a buying group that has been organised for discount buying.5. Make arrangements for your supplies and start selling.

Key Question for Brainstorming:

Where can we find a source of supplies which we could buy and sell at a discount?

36. Use of Exploring the Enterprise Culture in a Globalisation Context

1. What is Use of 'Exploring the Enterprise Culture in a Global context'?

The aim in this exercise is to explore the relevance of the entrepreneurial concept to society in general. It has been argued elsewhere¹ that entrepreneurial behaviour/competency is required to cope with, enjoy and indeed create uncertainty and complexity. Such situations occur in widely different contexts – work, leisure, and family and community life. They are not therefore solely related to setting up and growing a new venture. The purpose of the exercise is therefore to focus students upon the nature of uncertainties and complexities that have occurred, are currently occurring or are anticipated to occur in future in the lives of a range of people in the community and linked with this, the kinds of entrepreneurial behaviours they are stimulated to use in response. Background readings on the impact of globalisation can accompany this.² The exercise is most suitable as part of the introduction to any entrepreneurship programme as it is concerned with enabling participants to understand why the entrepreneurial concept is currently highly visible around the world, how it links with globalisation, why it is so prominent in policy debates and why the concept itself is being broadened away from entrepreneurship being focused upon business start up towards the development of the 'Entrepreneurial Mindset' in the population in general.

The exercise also needs to be prefaced by some discussion of Entrepreneurial behaviours, skills and attributes and how they are stimulated or suppressed by different environments

2. How is the exercise constructed?

The exercise is in a number of parts as follows:

An **Introduction** which sets out the aims of the whole exercise; the importance of linking entrepreneurship to the ability to deal with uncertainty and complexity, the fact that such uncertainties and complexities occur in widely different contexts, the interview process and the relevance and purpose of use of drama (Annex 1).

Then:

Part 1 Is a participative lecture and discussion on the links of the entrepreneurship concept to globalisation – see Annex 2 PowerPoint.

Part 2 Is an exploration in class of how this is likely to affect a range of citizens. This can be done via a brainstorming process using the experiences of friends and relations of class members. Participants are also given an example of a teacher. Other examples can be brainstormed, handed out and discussed (Annex 3).

Part 3 The class are briefed to conduct a short 1 – 1.5 hour interview with an individual – not a business entrepreneur although it could be a manager in a company. They are shown a list for examples (Annex 3). They are asked to write up the interview in two/three sides as follows:

- short background note on the interview – personal details and occupation
- identification of uncertainties and complexities in their domestic, community, and work life – past, present and anticipated (as per the examples in Annex 3)
- identification of any associated entrepreneurial behaviours used or attitudes developed

¹ Allan Gibb (2007) Entrepreneurship: Unique Solutions for Unique Environments. Is it Possible to achieve this with the Existing Paradigm? International Journal of Entrepreneurship Education. Vol 5 2007 Senate Hall

² See for example Richard Scase (2007) 'Global Remix. The fight for competitiveness' Kogan Page London

- they are asked to carefully observe the body language and mannerisms of the interviewee to assist in examination of the degree of emotions behind some of the answers

Part 4 The write-ups of the interviews are assessed and when the group meets again they are divided into small groups of up to 5 persons. In turn they are asked to role play their interviewee briefly in response to questions from the others in the group. After this they are invited to agree on a number of key uncertainties and complexities that seem to be either shared or most important. They may have up to 5 items. They then write these on a flip chart. Their briefing note is in Annex 4.

Part 5 They are then introduced to a number of dramatic techniques (Annex 5) and also, if time permits, subjected to some 'warm-up' exercises.

Part 6. They are then asked to construct a drama, using a metaphor if possible to demonstrate the message. They are assisted in this process by a drama facilitator – writing a story board, creating a metaphor, developing script, allocating parts and rehearsing. The drama should last ten minutes. It will have minimum props and costumes but can use imaginatively anything that is available in the room. Music is permitted. The main purpose of the drama is to project the messages on the flip chart. But it must also be entertaining and creative (see Annex 6 – Briefing to Students).

Part 7. They then perform the drama to the rest of the class. After each performance the facilitator asks the class what were the main messages to come across. These are then compared with those written on the flip chart by the performing group. The class are asked then asked to 'score' the drama awarding marks for the degree to which the message was got across, the degree of entertainment, and the degree of creativity (see Annex 7).

Part 8. At the end of the drama session there is a review of what the participants have learned about the various contexts of entrepreneurship in their society and also of what they feel they have gained from the drama exercise (Annex 8).

Part 9. This is their score and written feedback from the drama facilitator (see Annex 9 for example).

3. Relevance to Entrepreneurial Learning

There are two major contributions. The first is to place the entrepreneurial learning process in a wider context and underpin this in student approaches so that they see the wider relevance of entrepreneurship to their own future life-world. The second relates to the use of drama.

The conventional academic approach to the stakeholder interview exercises would be to mark the written report and that would be that. Asking members of the class to pool results write and perform in this way serves a number of purposes:

- It is a reminder that no information received from interviews and research approaches (no matter how good the checklist) is truly objective. The results always reflect the values and beliefs of the person interviewed and often their recent experiences and emotions. For example, a person who has recently been convicted by police of a speeding traffic offence will have a different response to questions about the role and value of the police force in general than someone who has just been saved by the police from an assault. A dramatic presentation of interviews will demand interpretation of the emotions behind the message.
- It demands of the creators of the drama that they must put themselves in the shoes of the provider of information and see the results from their point of view. The conventional academic process of data collection often makes little or no demand upon understanding the data from the providers' point of view.
- Drama demands that individual characters in the drama are understood through the eyes of the other characters. The dramatist makes the character believable by portraying him/her through the eyes of other characters in the drama. It is a key essence of entrepreneurship to see oneself through the eyes of key stakeholders.

- Messages and information delivered in innovative ways will make a bigger impact and can create wider understanding. Entrepreneurs often need to use creative ways of delivering messages. TV advertising is for example drama. A presentation can be dramatic to make an impact.
- Drama provides training in acting skills. Entrepreneurs need to be able to act different roles in different situations. A good entrepreneur is a good actor. In building relationships with different stakeholders the entrepreneur will need to act different roles – with a banker, venture capitalist, government official, employee, regulator, and customer and so on.

4. Outcomes

Participants will have an understanding of the relevance of entrepreneurial mindsets to a globalised society. They will also have their creative and communicative skills developed by the drama exercise. They will also understand the importance of emotional intelligence in examining data.

ANNEX 1

THE CONTRIBUTION OF DRAMA TO ENTREPRENEURSHIP POINTS IN BRIEF INITIAL INTRODUCTION

1. Creating empathy with persons and insight into situations
2. Building communication with an audience
3. Working together as a group – teambuilding
4. Consolidation of ideas.
5. Entertainment creates attention
6. Focus on messages
7. The Entrepreneur as an actor in different contexts and relationships
8. Building creativity and innovation in the presentation of ideas/concepts
9. Understanding the impact of passion, emotion and context on a situation
10. Understanding power and influence in exchange relationships
11. Strategic scenario setting – how will other people see a phenomenon?
12. Importance of personal projection

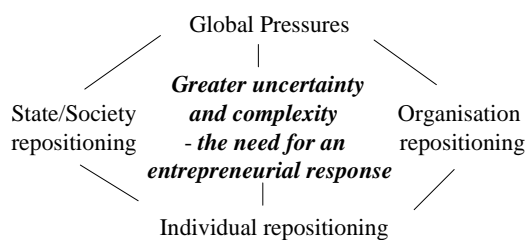
ANNEX 2

POWERPOINT INTRODUCTION – EXPLORING IMPACTS OF GLOBALISATION

Why the Global Interest in Entrepreneurship?

Linking entrepreneurship to globalisation and increasing uncertainty and complexity for all?

The Shared Influences behind the International Entrepreneurial Climate



The Global pressures

- political realignment
- trading barriers removed
- information communication technology
- rapid product/technological obsolescence
- product/service differentiation/standards
- travel/transfer
- language/culture - uniformity/differentiation
- lifestyle choices
- massive international capital flows

The Shifting role of the State and Society?

Public spending pressures	Self help philosophy
Attempted empowerment	Inequality of income/wealth
Privatisation	De-regulation
'Markets' in Public Services	Subcontracting out
Business involvement in wider society contexts	Decentralisation?
Decline of religion	Business methods adopted
Legitimising former deviances	Standards setting/benchmarking
Pressure group society	Womens rights
Environmental concerns	Corporate social responsibility
	Trust in Quangos/NGOs

Government Concerns

Competitiveness - Employment - Benchmarking - Alliances

Organisation re-positioning

(In search of flexibility?)

Downsizing	Decentralisation
Re-engineering /	De-layering
Project management	Flexible teams
International standards	Personal flexibility
Refocusing	Spin outs/buy outs/in
Subcontracting out	Supply chain partnerships
Mergers/alliances	International sourcing
Capital mobility	Global personnel mobility
Networking	Stakeholder management?
NGOs	Public sector business orientation
Intrapreneurship	Public sector entrepreneurship
Software - virtual reality	Intangible assets/knowledge base
Licensing	Franchising

Organisational Change (2)

Growth of SMEs

Service
White collar
Second career type
Clusters
Flexible Specialisation
Network/ virtual reality
Portfolio
Life style
Women

The Individual

(as worker, entrepreneur, consumer, family person)

Work — **Coping with** — **Life**

contract employment	wide material choice
part-time employment	managing credit
geographical mobility	international standards in choice
occupational mobility	greater cultural diversity
continuous learning	ownership of things
job uncertainty	geographical mobility/travel
career uncertainty	convenience
longer hours	the information/learning age
wider responsibility	pensions/security
stress	single parenthood
self employment	multiple relationships
portfolio jobs	holding 'family' together
life style jobs	de-skilled = marginalised

Moving to a Higher Plain of Response

The Concept

- Entrepreneurial behaviour as a contingent interaction with the environment
- Entrepreneurship creating and coping with uncertainty and complexity
- Entrepreneurship v the Enterprising individual and organisation
- Designing organisations and societies to constrain or release enterprise

ANNEX 3

EXPLORING THE IMPACT OF GLOBALISATION UNCERTAINTIES AND COMPLEXITIES IN DIFFERENT CONTEXTS

POWERPOINT EXAMPLES

Example: Designing a Frame of Reference for a research investigation

Examining the impact of
Globalisation on different groups in
the Community. Exploring the need
for Entrepreneurial Behaviour
relating to sources of Risk and
Uncertainty

How does this effect?

- Headteachers of Schools?
- Doctors?
- Young Persons leaving school?
- Purchasing managers in large companies?
- Entrepreneurs?
- Unemployed youth?

EXAMPLE - FRAMES OF REFERENCE

Headteacher

Global issues - school contacts - trips - partnerships - exchanges -impact
- languages
- technology and communication
- curriculum
- impact of international cultures on the children
- IT

State - impact of local management schools philosophy
- business involvement
- curriculum changes imposed - vocationalism

Organisation - competition/marketing
- planning/budgeting
- governors/parents influence on management
- staff attitudes/parents attitudes

Individual - reward systems -change in nature of job - career

EXAMPLE - FRAMES OF REFERENCE

Doctors

- Global - technology - consumerism - standards of the profession - IT -
- global competition in the drugs market
- State - changing Health Service concepts - changes in systems of funding
privatisation - observation of classes and work in society - care in
the community - disability
- Organisation - supplier/buyer systems - fundholder systems - IT -
partnership management - competition - changes in client
groups and their needs - impacts of change on the
profitability /asset value of the practice
- Individual - changes in worklife - nature of the job - job satisfaction - role
of the doctor in society

EXAMPLE - FRAMES OF REFERENCE

Young Person in education

- Global - travel - future view of occupation - IT - pop culture - views of
nationalism
- State - how see state influencing education/ job opportunities - views
of role of the state - welfare - what kind of assistance expected
- evaluation
- Organisation - how see school/college - organisation of education -
motivation/rewards of teachers -atmosphere in schools
- Individual - views of the family - idols - role images - leisure - drugs -
- career - opportunities -travel

EXAMPLE - FRAME OF REFERENCE

Purchasing Manager

- GLOBAL - international sourcing - IT/communication links -
-competition - EU regulations - standards - patterns of
harvesting -international tendering -ICT
- STATE - opportunities to supply - state tendering procedures -
de-regulation effects - competition
- ORGANISATION - supply chain management - strategic alliances
- global sourcing - organisation of purchasing -status of
purchasing function - streamlining supply chains -
ISO 9000 - location buying decision
- INDIVIDUAL - career horizon - job mobility - travel - skills
change - language -

EXAMPLE - FRAMES OF REFERENCE

Entrepreneur

- GLOBAL - travel - business horizon - ICT - competition - standards
EU - language - opportunities
- STATE - deregulation - taxation - income inequalities - fat cats - business
opportunities from sell offs or outsourcing - changing
obligation of business in society - fairness of treatment v.
large companies - communication with government
- ORGANISATION - incentives to growth - IT - flexible labour market
- contract practices - training - youth development - education
links - internationalisation of standards -
- INDIVIDUAL - changing life style of the entrepreneur - rewards to
entrepreneurship - place of entrepreneur in society - tax policy

EXAMPLE - FRAMES OF REFERENCE

unemployed youth

GLOBAL - awareness of the world - EU job opportunities - pop culture - IT skills and awareness - travel

STATE - state help - evaluation - views of welfare (fairness) - views of opportunity - views of equality of opportunity - awareness of incentives - evaluation of incentives - view of government - who helps

ORGANISATION - views of benefit and job support system and training - views of business and attitude to offering employment and training - views of intermediaries - what needs to be done

INDIVIDUAL - future scenario - family position - self help opportunities - friends and patterns - deviances

CHECKLIST FOR BEHAVIOURS, SKILLS, ATTRIBUTES

Entrepreneurial Behaviours

Opportunity seeking
Creative problem solving
Grasping/organising opportunities
Taking initiatives
Managing interdependence
Ambition
Seeing things through from beginning to end
Rapid use of judgement
Taking calculated risks
Social networking

Entrepreneurial Attributes

Self confidence
Achievement orientation
Autonomy
'Natural' leadership
'Fixer'
Determination
Getting things done
Hardworking
Commitment
Action oriented
Perseverance
Strong ego

Entrepreneurial Skills*

Problem solving
Persuading
Negotiating
Strategic thinking
Articulating ideas
Selling
Proposing
Decision making under uncertainty
Holistic task management
Social skills

Example – part summary of English School teacher

Kate is a middle aged married teacher of English in a Secondary school in the UK and is head of department. She has grown up children and a husband who is an academic in the local university.

Global

The key global pressures on her work life are reflected in the following:

- The school now has partnership links now with schools in Japan and Russia and is also engaged in European Community funded programme linking language teachers in several European countries. Kate has had to arrange exchange trips to several countries and had the opportunity and responsibility to travel and set these up and accompany groups. She has had to engage parents, find accommodation and entertain delegations from different countries. She has also had to arrange special English classes for foreign visiting students and organise community links and social visits. None of this she gets paid for and it has eaten considerably into her leisure time.
- The English curriculum has broadened to include a larger number of American authors and translations of other famous authors. As a result she has had to.....

- There is much greater use of IT and most essays now are word processed. There is more evidence of students 'borrowing' texts from the internet and this leads to disputes and complications in marking..... Kate has had to develop her own IT skills in order to keep and she really dislikes this.....
- There are a wider range of ethnic groups entering the school some of whom do not have English as a first language. This has meant the development of remedial classes.....

Organisation

- Greater pressure on the school to meet performance targets often driven by international comparisons. Therefore more testing of students and more paperwork.....
- Schools are on tighter budgets and are expected to behave more like businesses. Kate has to operate a departmental budget and fight for internal resources. She has now to make decisions as whether she can afford a new part time teacher to relieve `pressure or buy more books....
- Schools are becoming more competitive and are competing more also with private sector education. More care has therefore to be given to marketing the department with parents so that the best students are not taken elsewhere..... This involves for Kate....
- Performance measures for individual teachers have been introduced following practice in business. Better teachers, according to these measures, get increased pay. This means more paperwork and more potential areas of dispute with teachers who do not perform. Kate has therefore to spend more time.....
- There is an increasing problem with children and the use of text messaging in the classroom. It is difficult to confiscate mobile phones...Kate is trying to set rules that will be enforceable....
- There are also increasing problems as in most schools with drug taking. This involves more substantial interaction with parents and at times the police but drug dealers have networks of young children selling small quantities and will enforce their system with violence at times..... This involves Kate in.....

Personal

- Kate's children now work abroad and she has to plan to see her son and daughter and grandchildren....
- Her husband also increasingly travels overseas and she has to manage the household more on her own....
- She and her husband do however take more holidays abroad and are seriously thinking of buying property in Cyprus – but there are still uncertainties about the political future of that country
- Several of her former close friends have moved away, some overseas, and she is under pressure to use the internet more to keep in touch – but she hates it!

**What kind of Entrepreneurial behaviours will Kate have to pursue?
Why?**

ANNEX 4

BRIEFING FOR INTERVIEW EXERCISE

Exercise with possible Stakeholder Interviewees

The effect of Globalisation has been to create more uncertainty and complexity for many individuals in many societies. A framework was developed (Annex 1) to demonstrate this, linking global pressures with changes at the State/Society, Organisational and Individual (worker, consumer and family) level). It was shown how changes have affected all kinds of individuals in all kinds of different positions in society (the unemployed, doctors, police, social workers, teachers etc). Many examples were given (Annex 2). Course participants are asked to explore this issue by interviewing a stakeholder from the local community for up to two hours on the way in which they had been affected by the pressures identified in the module. See the list below:

- Teacher
- Doctor
- Hospital manager
- Social worker
- Local government economic development staff/planner
- Unemployed
- Graduate
- Corporate business person
- Entrepreneur
- School leaver
- Parent
- Business centre director
- IT specialist
- Language School director
- Lawyer
- Employment office manager
- Politician
- Artist
- Musician
- Restaurant owner
- Tour operator
- Chamber of commerce director
- Banker

Interviewers must first prepare a relevant framework working with counterparts in the group and use this as the basis for the interview (see examples below for the kind of areas that might be used as a basis for interview of different stakeholders. The interview is to be written up in less than three pages and end with a summary of the key factors creating more uncertainty and complexity in the interviewee's environment and a judgement as to the particular entrepreneurial behaviours that have been stimulated/needed.

ANNEX 5

Some simple Drama Techniques that can be demonstrated, practiced and used:

1. Use of narrator
2. Personal Monologue
3. Use of signs and placards
4. Use of freeze
5. Turn back the clock
6. Songs: jingles
7. Asides to audience
8. Voice montage
9. Dialogue
10. Mime

ANNEX 6

GROUP DRAMA PRODUCTION BRIEFING TO STUDENTS

PLEASE READ CAREFULLY

The Message

The production must aim above all to project a message and a number of related points to the audience.

The message and points can be derived in the following way.

- each individual to take a 'hot seat' in the group to describe briefly the stakeholder they interviewed and to summarise the main uncertainties/complexities now confronting them and any entrepreneurial behaviours exhibited.
- after this the group should agree what are the key common uncertainties and complexities and associated behaviours they want to demonstrate in the drama.
- they should also agree an overall message they want to project and associated points. **These must clearly relate to sources of uncertainty and complexity and entrepreneurial behaviours.**
- the story board and drama should be constructed to deliver this message and points.
- when finally agreed they should be written on a flip chart and kept secret. The drama will be assessed by the audience against these messages/points.
- the storyboard and drama will then be created with the drama facilitator's help

ANNEX 7

DRAMA PERFORMANCE - AUDIENCE BRIEFING AND SCORING SYSTEM

KEY THINGS TO LOOK FOR

1. **Delivering the Message** – did they really deliver it – compare points that came from the class observations and the ‘intended message’ flip chart points
2. **Entertainment** – excitement – ‘made me think’ – emotional underpinning of main points – real empathy/believability with characters –pace – continuity – overall enjoyment?
3. **Creativity** – imagination in projection of message – use of metaphor – how well combined the experiences of different people – imaginative use of drama techniques?

ENTREPRENEURSHIP DRAMA ASSESSMENT SHEET

(used by all audience – completed immediately after production)

GROUP NUMBER

Creativity and imagination (score out of 15).....

Entertainment and interest (score out of 15).....

Success in delivery of intended messages (score out of 30).....

TOTAL SCORE

ANNEX 8

EXAMPLE OF KIND OF POINTS THAT ARISE FROM FINAL REVIEW SESSION

WHAT HAVE WE LEARNED ABOUT ENTREPRENEURSHIP FROM THE DRAMA EXERCISE – BRAINSTORMING REVIEW?

1. Empathy with persons and insight into situations.
2. Communication with an audience
3. Working together as a group – teambuilding
4. Consolidation of ideas
5. Entertainment
6. Focus
7. The Entrepreneur as an actor
8. Creativity
9. Understanding the impact of passion, emotion and context
10. Selling to customers
11. Getting people to believe it
12. Leadership is earned
13. Importance of Motivation
14. Confidence building by doing

37. Use of Programme Evaluation

1. What is Use of Programme Evaluation?

Evaluation has three major conventional aims. Firstly, to feed forward to the future design of programmes. Secondly, to feed back on the outcomes from programmes to deliver, beneficiaries, sponsors and participants. Thirdly, to feed back and forward on the management of programmes. The conventional use of evaluation is therefore as a post-hoc instrument to measure outcomes and process against planned objectives and ways of achieving them. A fourth, and perhaps most important component of an evaluation frame, is as a basic instrument for: establishing programme concept, objectives and planned outcomes; creating a dynamic evolutionary learning framework; managing and monitoring the whole process; and communicating with all key stakeholders. This is demonstrated below:

Evaluation schema are conventionally divided into two distinctive parts, Formative evaluation and Summative evaluation.

Formative (Process) evaluation examines the processes by which the organisation(s) involved in the activity to be evaluated pursue it and manage.

Summative (Outcome) evaluation seeks to measure the various outcomes at different stages and facilitates judgement as to the degree to which they were the result of inputs.

The two are interdependent. The issues explored in Formative evaluation are those that impact directly on the outcomes shown in the Summative exercise. It is the Formative issues that will determine the capacity of the organisation to continue with the activity when the intervention is terminated. They focus equally upon issues of effectiveness as well as efficiency.

Formative evaluations focus upon the following key questions:

1. Is there a clear concept behind the intervention -where is the targeted added value from the intervention and why is it needed? Has it been clearly set out?
2. Has there been a sound process of identification and selection of beneficiaries under the programme?
3. Have the needs of ultimate and immediate customers/clients (organisations and individuals) been analysed and grouped meaningfully?
4. How well have the products/services/programmes been designed to meet needs, covering:
 - the setting of programme objectives
 - the determination of detailed content
 - the design of any materials
 - the recruitment, selection and development of trainers/service providers
 - the proposed style of delivery
5. How sound has been the delivery process it? Covering:
 - the competency of those delivering the programme/service
 - the process of any counselling, consultancy and follow up
 - the choice and use of networks and outside personnel
 - location and timing of programme activity
 - processes of assessment and accreditation

6. Is it clear how the deliverer will reach the market, identified in particular by the process of:
 - price setting
 - marketing mix chosen
 - channels used
 - PR
 - selling of the programme
7. Is there a clear process set out for evaluating success?
8. How well has the project been organised and managed, in particular the strength of:
 - budgeting and financing
 - control systems and measures established
 - leadership and motivation
 - organisation design – is it entrepreneurial?
 - the scope established for innovation and new ideas
 - the experience base behind the programme and its utilisation
 - resource acquisition processes
 - relevant stakeholder engagement
 - strategic orientation
 - planning processes
 - communication to all relevant parties

Summative evaluation measures can be taken at various levels:

1. **Reaction** of immediate customers to the input, be it training, counselling or a more direct service.

This usually covers issues such as:

- whether customers like the service
- whether they think it is relevant to their jobs/institutions
- whether they think they have learned something
- whether they thought materials were sound
- whether they like the tutors/ service providers
- whether they like the location and amenities
- whether there is lot or little they can use
- whether they thought the workload was just right, too heavy or too light
- whether they would like more and what
- the highs and the lows overall

All the above except the last can be measured on a Likert scale 1 to 5 or 7.

2. **Learning Measures.** What has been learned by who from the programme inputs in more detail? This can be measured by asking different groups of participants in a programme, at different levels, what they think they have learned or what they and their organisation feel they are now competent to do. This can be done by interview, tests of learning as in an examination or demonstrated through observation of competency. The key issue here, often neglected, is whether the learning has been transferred into 'how to' in the recipient's own life and work situation as opposed to being regurgitated as per the input.
3. **Behaviour Measures,** measuring how and why people do things differently. This can be assessed by questions as to how individuals go about key parts of their work and what has changed as a result of the input. It can be checked by observation or processes of 360 degree review. In the case of emphasis upon personal behaviours in common situations (for example counselling) this may be tested by observation of events or video.

- 4. Intermediate organisation change measures.** These seek to measure what has been changed in terms of organisation practices. For example in the context of micro finance, have there been new credit rating systems, new forms of marketing, new ways of dealing with customers in arrears etc. In Business Development Service start up training there would be questions as to whether there has been start -up and how far down the track the business had proceeded since the programme.
- 5. Ultimate level change.** This seeks to measure what impact the input activity has had on the ultimate performance of the organisation (in business context in terms of sales, profits, liquidity, employment etc).

It is clear that the further that one moves up the hierarchy of Summative evaluation the more difficult it is to attribute results to any specific programme input, for two major reasons. Firstly, because of the passage of time needed for the results to permeate. Secondly, because of the difficulty of attribution resulting from the influence of numerous other factors. It is, for example, difficult in practice to truly attribute the impact of a start up training course upon the growth and profitability of a business. Even to attribute the subsequent start of a business to a course may be difficult unless a perfect match experimental model is used, a situation which is almost impossible to achieve. Attempts to overcome such problems in order to take cost benefit measures of inputs are usually so contrived or alternatively so simplistic as to be less than useful. They are nevertheless extensively used because of the need to justify the funding of programmes. High 'scores' in terms of start up results can of course be achieved by careful selection.

A major value of summative work therefore lies in using the 'hierarchy' in the process of setting up a programme of activity designed to help an organisation. For example, by enquiring what performance targets need to be achieved, what changes may be needed in the organisation to do this, whose and what behaviours need to change and what therefore needs to be learned, there will be better design of programmes.

2. How is the exercise constructed?

This is best demonstrated via a Summative example, of evaluation of a broad based Entrepreneurship University Development Programme.

Ultimate Level Outcomes

For the University to contribute substantially to the long run competitiveness of the economy and social cohesion in UK society via a process designed to enhance its contribution to the Enterprise Culture.

The measurable outcomes must be based upon the notion that UK competitiveness in the long run will be enhanced by the capacities of the graduate population to contribute more substantially to the development of the independent business sector and to the entrepreneurial design of public and private institutions.

Key measures might include:

1. Graduate business starts in line with average US university experience.
2. Increase in the number of graduate- led independent growth businesses.
3. Increase in number of graduate led science based independent businesses.
4. Increase in number of export oriented graduate led businesses.
5. Higher satisfaction rates of graduate recruiters as to entrepreneurial capacity.
6. The university meets the criteria for entrepreneurial status.
7. There is wider understanding by stakeholders as to their role in fostering the enterprise culture and active engagement in this process.

Intermediate Outcomes

Key measures might include:

1. Numbers of graduates involved in entrepreneurship education (mapping survey).
2. Degree of penetration across departments (mapping survey).
3. Pro-VC responsible for enterprise (mapping)
4. Number of departments with key staff responsibility for enterprise (mapping).
5. Enterprise built into strategic plan (mapping).
6. Number of programmes that meet NCGE Outcomes criteria (sampling plus 'standards' reporting).
7. Number of programmes that meet NCGE quality standards criteria (standards reporting).
8. Numbers of trained enterprise teachers (mapping).
9. Clear IP policy (mapping).
10. Detailed engagement strategy with Science and Technology parks (mapping).
11. Amount of R and D funding attracted as opposed to pure research funding (mapping).
12. Leverage ratio – public to private funding of the university (mapping).
13. The number and level of activity of multi-disciplinary centres (mapping).
14. The number and scale of joint ventures with the private sector (mapping).
15. The number of visiting fellow posts for entrepreneurs and the level of engagement of entrepreneurs with the university (mapping).
16. The number of professors of practice or/relevant entrepreneurial adjunct professor/fellow equivalents (mapping).

Behaviour outcomes

Of Graduates – key measures might include an increase in the number of graduates who:

1. Explore strongly a career option in entrepreneurship (annual sample survey).
2. Seek a freelance, networked and self employed career (survey and career information).
3. Seek to work in the independent (SME) business sector (survey and careers data).
4. Seek out enterprise support facilities in the University and elsewhere (survey data).
5. An increase in the number of graduates that opt for entrepreneurship courses.
6. An increase in the number of students who seek to develop an idea from their research and seek to protect it

Of Staff – measures might include;

1. Number of staff who seek to set up a business.
2. Numbers who register a patent.
3. Numbers who seek external consultancy.
4. Numbers who become partners in business.

Learning outcomes

(see the NCGE learning outcomes)

Measures might include and increase the number of graduates and staff who:

1. Understand the how to's of designing entrepreneurial organisations of all kinds and the importance of this (survey).
2. Thoroughly understand the benefits and dis-benefits of a self employment or 'own business' career (survey).
3. Know where to find ideas.
4. Know how to evaluate an idea.
5. Know how to protect an idea.
6. Know how to determine the appropriate scale for a business.
7. Know how to develop a business plan for different stakeholder purposes.
8. Know how to negotiate (and who with) to get into business.
9. Know how to set up the basic systems and deal with the various regulatory requirements.
10. Understand how to anticipate most of the problems to be experienced in the first years and how to avoid them or deal with them.
11. Know how to network effectively.

Reaction Outcomes (to various programmes)

Measured by conventional Likert Scale indices as below:

(please score by circling number - 1= low and 7=high)

1. The programme was highly relevant	1	2	3	4	5	6	7
2. I learned a great deal	1	2	3	4	5	6	7
3. The materials provided were very good	1	2	3	4	5	6	7
4. The tutors were very good	1	2	3	4	5	6	7
5. I had ample opportunity to practice	1	2	3	4	5	6	7
6. There was lot I could use	1	2	3	4	5	6	7
7. I felt strongly motivated at the end of the programme	1	2	3	4	5	6	7
8. At the end I felt fully equipped for the task	1	2	3	4	5	6	7
9. The programme would be useful to my institution	1	2	3	4	5	6	7

10. All necessary items were covered	1	2	3	4	5	6	7
11. The location was excellent	1	2	3	4	5	6	7
12. The amount of time was just right	1	2	3	4	5	6	7
13. I felt the right people were on the course	1	2	3	4	5	6	7
14. The programme was designed to meet my needs	1	2	3	4	5	6	7
15. Overall I found the programme most useful	1	2	3	4	5	6	7
16. The support after the programme was fine	1	2	3	4	5	6	7

The above exercise provides the basic targets for the programme design as well as a focus for evaluation at various summative levels. A Formative evaluation of the same programme would follow the format as noted earlier.

3. Relevance to Entrepreneurial Learning

Entrepreneurial learning is essentially focused upon 'doing things'. The evaluation framework described above is outcomes focused as well as entrepreneurial process focused. It has been noted above that the main value of the framework is in its use in the initial design of the programme not just a means of post-hoc measurement. By this means, even though it may not be possible to convincingly demonstrate the impact of a programme on outcomes at higher levels of the summative hierarchy, it will be possible to demonstrate that the programme was clearly focused in its design upon these.

4. Outcomes

The main outcome is a tool that can be used to clearly focus a programme right from the beginning and to demonstrate to sponsors what can and what cannot be usefully measured.

38. Use of the Quiz

1. What is Use of the Quiz?

A quiz is usually a set of knowledge questions covering a particular body of knowledge. A quiz may also be used to test attitudes to a number of issues or areas of concern (for example a quiz about beliefs) or about how other people see things: In general the quiz serves a number of useful purposes. It can be used at the beginning of a programme to test the existing knowledge base of the students. It is therefore a vehicle for discussing the proposed learning objectives in a module. It can be used at the end of a module to test learning. It can be used as a vehicle for the facilitator to bring out areas of contested 'fact' – for example what is the meaning of failure and what are the problems in measuring it? It can be an instrument for motivating the students to learn. It constitutes a more interesting means for students to acquire otherwise 'boring' facts. The quiz can also be used as a means of students setting up their own testing of learning or indeed testing the knowledge of the facilitator! It can be used as a means of 'teaching' how to develop appropriate questionnaires and to explore some of the pitfalls in this process.

2. How is the exercise constructed?

The quiz shown in the Annex below was used as part of an introduction to an Entrepreneurship Module on an MBA programme at the China Europe International Business School in Shanghai, China. The aim was not only to test the existing knowledge of the students but also to surprise them about the role that small businesses had played in Chinese economic development in the previous 20 years. The results of the quiz were therefore a starting point for discussion as to why this was so and how it had happened. In the UK context it is relatively easy to develop a similar small business quiz as part of an introduction to a programme.

3. Relevance to Entrepreneurial Learning

The quiz enables the existing knowledge base to be tested. It therefore provides the facilitator with knowledge as to the thresholds of learning of the students. It is obviously a means for engagement of students in the learning process and for sharing with them the learning objectives.

4. Outcomes

That students are given a clear framework for the learning that is to take place and have the opportunity to question it.

Annex

Example of a quiz used in China with MBA Students

Small and Medium sized Enterprise (SME) development - a Quiz

1. What proportion of the Chinese population is classed as 'rural'?
 - 40%
 - 50%
 - 60%
 - 70%
 - 80%
2. There are 624 million in employment?
 - How many are officially classed as unemployed?
 - 2 million
 - 5 million
 - 8 million
 - 10 million
 - 12 million
 - What % of the workforce is employed in:
 - agriculture (farming)
 - state companies
 - collectives
 - foreign owned ventures
 - individual businesses
 - share holding businesses
 - other private
3. Which is the fastest growing sector of the economy?
 - the primary sector
 - the secondary sector
 - the tertiary sector
4. Which is the biggest contributor to industrial output in China?
 - the state sector
 - the collectives
 - individual businesses
 - other businesses

(including foreign companies and joint ventures)
5. The output of State Owned Enterprises has been:
 - declining
 - stagnant
 - growing

in the last 5 years?
6. Individually owned businesses contributed 8% of gross industrial output in 1952
- What % do they contribute now?
 - 50%+
 - 40%
 - 30%
 - 20%
 - 10%
 - less than 10%

7. Assets of State owned enterprises constitute less than one-fifth of total business assets in Guandong. What proportion are they in Shanghai?

8. Township and Village Enterprises (TVEs) are the bulk of small businesses. There are 22 million of them.

What % of Gross Domestic product do they contribute?

- Less than 10%
- 10-19%
- 20-29%
- 30-39%
- 40- 49%
- 50%+

What % of total export value do they produce?

- Less than 10%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50%+

Of the 22 million how many are industrial enterprises?

- less than 5 million
- 5-10 million
- 10 - 15 million
- 15 million+

What proportion of the national **industrial** output is produced by TVEs?

- over 50%
- 40-50%
- 30-40%
- 20-30%
- 10-20%

What % of rural labour do they employ?

- 60%+
- 40-50%
- 30-40%
- 20-30%
- 10-20%

9. TVEs consist of collectives, shareholding companies and private/individual firms

Which are the most numerous?

Which group produces the highest added value?

39. Use of Undertaking an Institutional Audit

1. What is Use of Undertaking an Institutional Audit?

There is wide agreement that the impact of any entrepreneurial education initiative is dependent upon the culture and structure of the organisation within which it is implemented. It is also clear that, in the Further and Higher Education context there are numerous initiatives that are being pursued in the organisation of an entrepreneurial nature upon which educational initiatives can build. Examples include: careers service programmes; knowledge transfer activities; science and technology park developments; business and industry information services; research; students projects; alumni engagement; visiting fellowships; publications; individual consultancies; and secondments. Finding entrepreneurial activities already being undertaken in the organisation and the people pursuing them is a key strategic step for the entrepreneurial educator, providing the opportunity for their engagement in partnerships, adding value to their existing activity. In addition it will be important to explore the formal strategic commitment of the organisation to entrepreneurial activities, for example active contribution to regional development and substantial concern for the use of knowledge generated in the organisation and reward systems designed to underpin this.

The institutional audit is therefore a means for identification of key opportunities for the educator.

2. How is the exercise conducted?

An Audit can be conducted by questionnaire, and/or by personal interview or merely, to be begin with, by casual enquiry and estimation. An example of an Audit Framework is shown below, focused upon the last mentioned approach. It is designed to test the awareness of the educator, of the culture and structure of the institution in supporting entrepreneurial activity and, as such, provides the basis for building a strategy. Reflecting the strategic orientation, the final column provides the analyst with the opportunity to assign priorities for influence in relation to their own capacity and resource.

Assessing the Entrepreneurial Capacity of a University/College

Scorecard for assessing Progress

Your confidential impressionistic views (without investigation)

‘It appears to me that’:

Present position

Low

High

	1	2	3	4	5	My priority to influence (score out of 10)
1. My institution overall has a strong commitment to the use of knowledge in practice						
2. My institution measures it's excellence by its credibility with a wide range of stake holders (as opposed to narrowly through research excellence and teaching/exam results)						
3. My institution is highly focused upon solving the problems of society						
4. My institution is heavily engaged in practice, and committed to, regional development						
5. Entrepreneurship is central to my institution's strategy						
6. My institution's Entrepreneurship Initiative is led by the VC's/CEO's office						
7. There is a high level staff member leading entrepreneurship education in my institution						
8. My institution has a high gearing of private to public funding						
9. My institution has a large number of consultancy/development contracts with industry						
10. My institution is heavily engaged in technology transfer						
11. My institution has a technology park/centre or science park						
12. My institution has a system to reward those staff with high credibility with the stakeholder environment						
13. The staff and students of my institution are heavily engaged with firms on the science/technology park						

14. My institution has a new venture incubator						
15. My institution has a very open IP Policy for staff and students						
16. My institution is unafraid to employ and give status to practitioners						
17. My institution has close links with entrepreneurs						
18. My institution makes considerable use of entrepreneurs						
19. My institution gives status to entrepreneurs						
20. My institution is committed to having entrepreneurship education programmes in most departments						
21. Each department has an entrepreneurial curriculum champion						
22. There are enterprise training opportunities for all staff						
23. My institution has a strong commitment to teaching 'for' as well as 'about'						
24. My institution rewards good teachers						
25. My institution gives strong support to the use of innovative enterprising pedagogies						
26. We have many international partnerships						
27. There is a very strong entrepreneurship student body						
28. There is an opportunity in my institution for any graduate who wishes to start a business to be given support						
29. There is a strong institution commitment to interdisciplinary R & D (perhaps measured by numbers of interdisciplinary centres)						
30. There are numbers of cross disciplinary degrees/diplomas						
31. Rewards systems are in place for those who specialise in development of business and community links						

32. Strong support is given in my institution to experiential (tacit) learning in all degrees						
33. There is a firm policy of support for Life Long Learning						
34. There are special loan arrangements for graduate enterprise						
35. There is a strong focus upon the personal development of students in my institution						
36. There is close alignment of this 'contract' to a futures view of the work, social and community life-world of the graduate						
37. The institution's Careers Advisory Service is highly geared to support entrepreneurship						
38. My institution is designed as an entrepreneurial organisation						
39. Generally attitudes towards enterprise are supportive in my institution						
40. My institution has detailed knowledge of all entrepreneur alumni						

40. Use of Sales Pitch

1. What is Use of Sales Pitch?

The sales pitch is an exercise in selling a proposition to a potential buyer. This might be a customer for a product or service or a stakeholder who may invest in, or support in kind, a venture.

2. How is the exercise constructed?

The aim of the exercise is to underline the importance of, and develop the capacity for, selling a proposition in a short snappy and attractive way. A group can be charged with preparing a sales pitch with one or two of their members to deliver. The customer can be a representative of another group playing a role or an external representing a 'real' client.

In the context of developing entrepreneurship education programmes it is important to recognise that there are a wide range of stakeholders who can support a programme in cash or in kind. These include Regional Development Agencies, Local Government, independent and corporate businesses, bankers, accountants, the legal professions and local Non Government Organisations (NGOs) such as Local Enterprise Agencies. All of these have an interest in developing graduate entrepreneurship. Their needs, and therefore their reasons for offering any support, may vary. Sales pitch needs to consider carefully the differential nature of stakeholder needs. The group working on the sales pitch will be given a short time to brainstorm on the client needs, how the 'offer' should be designed to meet these, and also why the client might not 'buy' The sales pitch has to present a Unique Selling Proposition (USP) offer to the client in an attractive manner.

An equal consideration is to recognise in preparing the pitch that the reaction will not only be to the argument but will also be conditioned by reaction to the person presenting and also will be a function of the clients' views and prejudices as to the capacity of the organisation which the 'pitcher' represents. In the above example there may be a prejudice against educational institutions having enough practical experience to teach entrepreneurship. Such prejudices will have to be anticipated and taken into account in designing the pitch.

The pitch is then appraised by the client group or individual.

The exercise can be used in similar fashion in a wide variety of different contexts, for example selling a business idea.

3. Relevance to Entrepreneurial Learning

The focus is upon empathy with a client's needs. It is also about putting together a persuasive argument in a short time under pressure. It is also developing team-work to reach agreement on an issue very quickly.

4. Outcomes

A key Outcome is recognition of the need to identify different needs of different stakeholders and therefore to package an argument in different ways. The sales pitch is seen as a relationship development instrument and as a means not only of selling something but as a vehicle for building trust.

41. Use of Polls

1. What is 'Use of polls'?

A poll is a means of engaging the audience in an issue which is being discussed/presented. It is particularly useful when there are large numbers of participants. It can be used in a number of ways:

- a. to obtain a view of how much the audience already knows about an issue
- b. to learn what the audience already thinks about an issue
- c. to identify the needs of the audience relating to personal or organisational development

2. How is the exercise constructed?

This is usually by a simple questionnaire which can be quickly and easily answered – usually of a simple scoring nature (agree or disagree or via a Likert scale). It can be delivered in class or circulated beforehand and the results collated to provide a basis for framing discussion. If the technology is available it can be used as an interactive device to get audience/class participation by the pressing of a button.

An example, used on the programme, is to question participants as to how they see progress in entrepreneurship education in key areas in their institutions. The results form a basis for discussion as what needs to be done, which are the major areas for action and what actions can be taken.

A poll can also be used as a means of focusing a particular session on needs as identified by the audience. For example an audience of entrepreneurs can be polled prior to or during a programme about key problems or opportunities facing them. It can also be used as a straw poll feedback evaluation – what do you think?

3. Relevance to Entrepreneurial Learning

The poll provokes engagement of the participants/audience; It is a vehicle for developing creative problem solving based upon what the participants think. It is also a vehicle for stimulating peer learning as it becomes evident to the individual whether or not they are mainstream on an issue and therefore will provoke thinking and interaction. It also gives ownership of the learning agenda to the participants and demonstrates that the session is relevant to the needs/views of the group.

4. Outcomes

There is a stimulus to action resulting from peer pressure. There is also a stimulus to learning from the others in the group who may have a more advanced or different perspective on an issue.

42. Use of Simulating Entrepreneurial 'Ways of'

1. What is Use of Simulating Entrepreneurial 'Ways of'

It can be argued that a key component missing from much entrepreneurship education is the creation of a 'feel' for the way that entrepreneurs do, learn, feel, see, think, organise and communicate things. Drawing from a varied literature it can be argued that, as a result of the close identity of the owner-managed a firm with the business, certain values are built interacting with, and developed from, a range of experience. 'Ways of' can be characterised as³:

Ways of Doing Things

- intuitively
- through 'what if' strategising
- by jumping in
- by making it up
- by problem solving
- through opportunity seeking
- by responding to stakeholder pressure
- through contacts
- by making judgments on basis of limited data

Ways of Communicating Things

- verbally v written word
- based on trust
- by appropriate word count
- acting different parts
- person to person – not to 'organisation'
- with feeling

Ways of Thinking Things

- via heuristic/experiential rules
- based on experiential frames of reference
- within thresholds of potential
- unreasonably
- intuitively
- within thresholds of experience
- pragmatically

³ Gibb, A. A.(2007) 'Entrepreneurship: Unique Solutions for Unique Environments.

Is it possible to achieve this with the existing paradigm?' *International Journal of Entrepreneurship Education*. Vol. 5 Senate Hall Academic Publishing.

Ways of Organising Things

- in entrepreneurial mode by providing organisation members with ownership, control, degrees of freedom, ability to network, responsibility to see things through, rewards linked to effort and success with clients, ability to learn from mistakes and stakeholders
- informally and overlapping
- held together by culture not control
- sharing strategies
- project based organisation

Ways of Seeing Things

- aggressively
- not through checklists and plans
- often defensively to protect 'Way of life'
- through independence culture
- cautiously relating to use of own resource
- resisting unnecessary formalisation
- looking for value in practice
- through the ego
- through ownership values
- often through a family perspective
- through high locus of control
- through emotive judgment of people
- through a values filter (anti bureaucracy, formality, affinity, self made aspiration)
- valuing experience

Ways of Learning Things

- by doing
- copying
- from stakeholders
- under pressure
- by experiment and mistake making
- problem solving creatively
- opportunity grasping
- by repeated practice
- on a need to know basis
- know how focused
- know who linked

2. How is the exercise constructed?

Possible ways of achieving measurable outcomes related to 'Ways of' include:

Ways of doing

- Mini cases/critical incidents calling upon students to take decisions with limited data
- Following the development of frames of reference in class (the start up process – of any kind of organisation being one) judgements made as to possibility of success and reasons given (no business plans!)
- Creating a convincing argument for something with limited information – off the top of the head in a limited time space
- Giving students a particular problem and asking them to identify as many opportunities for solving it as possible – for example drugs in night clubs, nothing for young people to do in the evening in their local community
- Seeing all activities/opportunities as know who – being about identifying relevant stakeholders, empathising with their needs and points of view and developing strategies for carrying the opportunity forward. For example, setting the students the objective of setting up a college disco – identifying who they need to persuade, what the pros and cons seen from each of these individuals point of view might be, deciding who best to use to persuade others etc (possible key stakeholders being teachers, principals, parents, caretakers, canteen staff, local police, local householders, possible stewards, local authorities re noise etc)

Ways of communicating

- asking students to make a persuasive verbal case for something, thinking on their feet, at short notice – as practiced in developing debating capacities
- exercises in telephone selling
- after inputs on emotional intelligence asking students to make assessments, for and against whether a person on a video is trustworthy
- feedback on role play of a person in very different situations (for example re the disco exercise above how should one 'appear' before a head teacher, police inspector, chairman of governors, school caretaker). The enterprising person/entrepreneur is a good actor
- Practice in putting things simply using a word count appropriate to an audience – test in writing a story for a five year old child

Ways of feeling

- simple exercise to test understanding of the life world of a person (what changes in the life of a teacher who decides to become self employed?)
- exercise in understanding how strong ownership of an idea or ideology might influence the way people present and defend their actions. Using, for example, a craftsman whose work is criticised in a newspaper to get the student to understand how it might feel when someone really owns' something yet has it threatened. Use of video or mini incident and check responses
- write a short story around a picture of two people at a table where one is trying to persuade the other to do something that he/she thinks is unethical
- selecting two of your friends/acquaintances (using fictitious names) explain why you might trust one more than the other
- given a list of entrepreneurial values explain why these should be so
- given a particular job description and two candidates, one with a great deal of formal qualification and the other with a great deal of experience, how would you go about assessing the two?

- take a family incident and get the student to explore the impact of different feelings upon the way different members of the family see the incident (I want to set up my own business says the young daughter).
- explain why entrepreneurs do not like bureaucrats

Ways of thinking

- use some of de Bono's lateral thinking exercises
- ask students to construct heuristic frames of reference for making intuitive judgements of different kinds of events – for example how to you assess how to trust someone?)
- ask students to provide examples of different kinds of entrepreneurial experiences they have had selecting from a list and ask them to evaluate results (for example, have they ever tried to sell something, persuade someone to do something against their will, defend something that you really believed was right but others felt was wrong)
- explain what the use of some particular piece of knowledge might be to whom and why?

Ways of organising

- explain how to design an organisation so that people can be very enterprising
- explain how to design an organisation to suppress enterprise
- explain whether you think the university/college is enterprising and why or why not
- make a drawing showing what you believe to be the culture of the university/college and explain it
- plan a project to determine the needs of older people in the community and how they can be met

Ways of seeing

- students assume that they have to have to create their own living and wealth by hard work and independent effort with little support. Asked to indicate how, this might influence attitudes to increased taxation, a tax on inheritance, public expenditure on subsidies to the unemployed.
- students are asked to assume that they are the boss of a small firm employing 14 people, many of whom have been with it for 20 years. A government scheme is introduced to encourage every employer to formally train every member of staff, keep records of all training events and undertake formal training needs analysis. You, as an employer, are asked to contribute a percentage of your labour costs in the form of a payroll tax to pay for this. If you complete all the paper work, keep records and send your workers on formal training courses you will recoup most, if not all, of the tax. Why should you object to this?
- students assume they have many years of experience in doing something and have been reasonably successful. An expert comes along and sets out new ways of doing things based upon objective analysis and theory. What will be your attitude to this and why?

Ways of learning

- student wishes to start a tennis club in your local area. What does he/she need to know in order to progress the idea? How and from whom will they get to know it?
- student is thinking of setting up a local crafts and art gallery. He/she visits several galleries in other areas. What would you be looking for?
- students are lost in the mountains with minimum equipment and are faced with a night of freezing temperatures. Describe what they might do to escape or survive.
- students are asked to list as many needs as possible that a sofa might meet (that might reasonably be in the mind of someone wishing to buy one).
- students are given a two-page summary of an idea for a business which is full of errors and are asked, without adding to the word count, to amend it so that it is more plausible.

3. Relevance to Entrepreneurial Learning

The focus of all of the exercises is that of creating/simulating aspects of the considered ways that entrepreneurs might approach different problems and opportunities. The aim is to create empathy with this world by 'doing'.

4. Outcomes

Programme participants will gain a true 'feel' as to the way that SME owner/managers might see and do things and the rationale for their 'ways of behaving'.

43. Use of Simulating the Entrepreneurial 'Life world'

1. What is Use of Simulating the Entrepreneurial Life World?

Most of the emphasis in New Venture Programmes is upon the business aspects of the start up process. There is, usually, a strong focus upon preparing the business plan. Traditionally, there has been little concern with preparing individuals for their transition into a 'life-world' of becoming an independent entrepreneur. Many aspects of their world will change – a situation for which they are often ill prepared. If, for example, one moves from employment to self-employment then key changes may include:

- Greater freedom/independence to choose ways of doing things
- Greater individual responsibility for shaping one's own world
- Greater personal ownership of events
- Personal financial assets at risk and risk in disbursement
- Other personal assets may be at risk (e.g. house)
- Ego being more at risk as business idea exposed
- Personal responsibility for all outcomes
- Having to cope with more uncertainty on a day to day basis
- Greater personal vulnerability to changes in the environment and how to cope
- Greater pressure to take initiative/make things happen in work and home life
- Need to flexibly undertake a wide range of tasks
- Rewards directly linked to effort
- Need to manage a interdependency with a range of people with 'know who' and trust the key
- A situation where work, social and family life are more integrated
- Changes in friendship patterns
- Greater links between personal effort and social status
- More learning by doing and responsibility for learning
- Need to cope with loneliness
- Need to work flexible and (often) long hours

It is a challenge to the educator to prepare programme participants for this.

2. How is the exercise constructed?

Several methods might be used initially to create awareness as follows:

- i. By asking participants to interview a recent new entrepreneur about 'what has changed' and how they have coped. Then to discuss the different issues that have arisen from the interviews in groups with the focus upon identifying what seem to be the most important aspects of being able to cope and 'how do we get that experience'. This can be followed by asking participants, if they are themselves in the process of moving into a new venture, what they expect will change and how they think they will cope with it – perhaps writing a 'self reflection' note. Alternatively participants can be asked to interview each other in this context.
- ii. By asking new entrepreneurs into the class for 'interview' about their world' changes and how they have coped. This is perhaps best done in small groups to create a more intimate personal atmosphere.
- iii. By use of an initial 'critical incident' approach as below:

The incident is prepared before the session by the facilitator as follows.

Aim: to stimulate group discussion of the life world of the entrepreneur.

Key Question for Focus

What changes in one's 'way of life' when one moves from employment to self employment?

Kate is a young single woman of 25 years of age. She graduated from University two years ago with a 2.1 degree in design – focused upon ceramics. She had always had a considerable talent for art and design demonstrated from an early age. She had worked herself up the educational ladder in creative design by successful progress through further education, to a Polytechnic and then to University.

Upon graduating she took a post at a school teaching ceramics but soon decided that this life was not for her. She wanted more independence. With the help of a small legacy from her grandmother she set up her own studio, complete with kiln and embarked on a career in self employment.

What changed in her life-world as a result of this move?

The facilitator can draw from the group a list of changes which can be used for discussion of the nature of uncertainties and complexities facing the entrepreneur and the skills and attributes that might be needed to deal with them. The group can be asked to speculate to what degree her previous work and life experience might have helped her to cope. For example, if she comes from a background of family business she may well be familiar with many of the aspects of the life world noted above. This can lead on to a discussion of why it is that one is more disposed to set up a business if one comes from an SME family. It might also be useful to explore what aspects of the life world of being a teacher, prepares one for entrepreneurship and which do not.

Example 1. Aim: to stimulate group discussion of the life world of the entrepreneur.

Key Question for Focus

What changes in one's 'way of life' when one moves from employment to self employment?

Kate is a young single woman of 25 years of age. She graduated from University two years ago with a 2.1 degree in design – focused upon ceramics. She had always had a considerable talent for art and design demonstrated from an early age. She had worked herself up the educational ladder in creative design by successful progress through further education, to a Polytechnic and then to University.

Upon graduating she took a post at a school teaching ceramics but soon decided that this life was not for her. She wanted more independence. With the help of a small legacy from her grandmother she set up her own studio, complete with kiln and embarked on a career in self employment.

What changed in her life-world as a result of this move?

The facilitator can draw from the group a list of changes which can be used for discussion of the nature of uncertainties and complexities facing the entrepreneur.

3. Relevance to Entrepreneurial Learning

Understanding of the entrepreneurial life world is a much neglected area of entrepreneurial teaching. It is critical that learners appreciate the context in which entrepreneurial decisions are made.

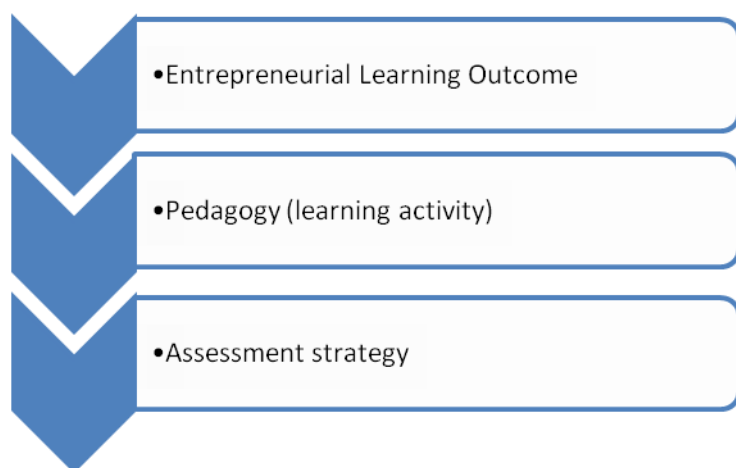
4. Outcomes

Entrepreneurial outcomes are all served by an appreciation of the entrepreneurial 'life world'. The situation in which an entrepreneur operates is a specific one for which there is little preparation which traditional courses, even those focusing upon teaching 'for' entrepreneurship.

8. Next Steps

Determining the pedagogy is a key part of any learning and teaching strategy however this only forms part of the considerations within an effective learning strategy. Whilst this compendium contains 44 pedagogical notes which form the basis for curriculum development, evidence suggests that students need to value their learning and within the educational system, assessment feedback and marks are the 'currency' that will motivate learners. Therefore the experience of NCGE in the UK indicates that entrepreneurial learning needs to be clearly demonstrated as part of the learning experience in the entrepreneurial learning outcomes, and assessed to recognise and reward effort and results.

To build an entrepreneurial mindset, the educational approach of 'constructive alignment' (Biggs 1996; 2003) will support the development of an effective learning strategy. Biggs advocates an alignment which sees the learning outcome, once crafted, aligned the assessment strategy. Strong and demonstrable alignment between intended learning outcomes and assessment processes and criteria will support the development of 'fit-for-purpose' assessment (Race 2007). With the inclusion of appropriate pedagogy, the following linkages are apparent:



(Adapted from Baume, 2009)

To support the development of appropriate assessment, the final guide will be now exploring these issues within entrepreneurial education.

44. Use of Assessment of Entrepreneurial Learning

1. What is Use of Assessment of Learning?

In general, conventional approaches to assessment of learning serve three major purposes:

1. To indicate to the facilitator of learning whether goals have been achieved: if so why so, and if not why not?
2. As a means for students to assess their own progress in learning.
3. As a means for grading of pupils for purposes of accreditation (meeting standards).

Assessments are usually undertaken by the teacher or facilitator. An estimated 80% of assessments in Higher Education are undertaken by examination, essay or report writing methods. They represent a process of benchmarking students against each other with the ultimate goal of facilitating grading of students into degree categories. Research also indicates that very often the students are not absolutely clear on the standards and criteria being used for this benchmarking process.

There is much criticism of these forms of assessment within the education literature particularly in terms of experiential learning (Race 2007). In an entrepreneurship education context it can be argued that the assessment process should be one that helps to develop entrepreneurial capacities and understanding of the life world of the entrepreneur. This involves therefore designing methods of assessment that:

- provide greater ownership and control to the learner
- allow learning from mistakes
- involve opportunity for repeat practice by 'doing'
- involve exposure to a wider range of stakeholder assessors
- build commitment to see things through and improve
- build confidence and motivation
- encourage assessment by problem solving
- set clear targets and opportunity for improvement
- formulate assessments in terms of student knowledge of 'how-to' do things
- encourage students to understand the meaning of what they learn in different contexts and to different people/stakeholders

There is much educational research to support the view that true understanding only comes about through application of knowledge to practice and argument. Knowledge is internalised via a process of the brain constructing 'mind maps' in the long term memory which form the basis for application of knowledge to different contexts

2. How is the exercise constructed?

The major focus will need to be upon enhancing capacity for self assessment and peer assessment. This is not always easy within the academic convention but there are a number of ways of moving closer to this:

- taking time out at the beginning of a programme to allow students to familiarise themselves with 'how to' deconstruct pieces of work undertaken by former students and develop their own frameworks for assessment and setting of standards
- similarly, rehearsing students in critiquing academic articles and setting standards for appraisal and exploring how to best use academic work
- getting students to develop frameworks for assessing the written work of the facilitator and discussing this
- getting students, by use of questionnaires and assessment forms, to critique the work of others. This is best done anonymously, or within clear parameters.
- provide facilities for students to truly expose their work to stakeholders and undertake prior preparation for such exercises by group brainstorming exercises on how and why stakeholders might see the work and assess it
- getting students to rehearse delivery of the results of a project via presentations and role play of different potential user groups
- instead of just marking a project and then moving on, provide feedback and discussion and then get the students to do it again – and again?

- before asking students to write a piece of work or project show them examples of best practice and have discussions of these and practice marking them
- provide a set of agreed criteria in relation to a standard and allow the students to mark their own work against this, indicating what they feel they have yet to learn
- engage stakeholders in a none-threatening manner to take part in open discursive assessments. For this they will need training and guidance to facilitate appropriately.
- set standards relating to the application of knowledge from the beginning of a programme making clear that the end results will be measured in terms of knowledge of 'how –to'.
- set out standards and discuss for different types of work. For example 'what makes a sound consultant report'

3 Relevance to Entrepreneurial Learning

The aim of the above is to provide the means for moving the learning process nearer to an entrepreneurial mode. In particular to seek to simulate more closely the way that entrepreneurs themselves acquire and assess their learning, by doing, benchmarking personally against peers and competitors, by trial and error, by bouncing their ideas and offers off stakeholders in different contexts and by testing their mind maps of ways of seeing and doing things by a process of constant practice and reiteration.

4 Outcomes

Students will be better able to take charge of their own learning and therefore be better equipped for a process of Life-Long Learning. They will also be more strongly motivated to learn not just for the sake of passing exams. Facilitators of learning will also be in a better learning position themselves.

Three approaches which illustrate this approach are contained within the appendix 2.

Summary

This compendium provides an overview of the psychological and educational foundations for teaching to support the development of the entrepreneurial mindset. By first defining enterprise, entrepreneurship and innovation, the concept of entrepreneurial teaching is developed to support the delivery of entrepreneurial learning outcomes. These are designed to develop an entrepreneurial mindset which can be employed within a range of contexts, which include, but are not exclusive to, small business start-up. This seeks to create an ability to apply learning – the enhanced capability to take action and behave – rather than purely upon the conventional delivery, testing and critical assessment of knowledge inputs. This creates entrepreneurial learning that offers an ‘integrated, embedded enterprise experience’ (Price 2005) that builds knowledge, attitude and skills, whilst exposing the student to the entrepreneurial life world (how it ‘feels’ to be an entrepreneur) – an otherwise neglected issue (Gibb, 2002, Cope, 2006, Cope and Pittaway, 2007).

To support the educator with their choice of pedagogies, 3 route maps are provided to help educators reach that ‘near entrepreneurial experience’ (Ohe 1996) within the safe environment of the classroom. These route maps are provided to a high level of accessibility for the educator, which together with their standardised format, allow for changes to be made in the classroom, with learners, immediately.

Although the focus of entrepreneurial teaching is on ‘small group learning’, as the optimum method for supporting the development of higher level skills within learners (Kolb 1984), route map 3 is also designed to provide inspiration to those constrained by working in large lecture theatres, or seeking to create blended learning within their learning strategy. However it is critical that the educator seeks to achieve higher level skill development, within their students, through experiential learning which is recognised to be the most effective when the learner is actively engaged with the learning process. Seeking this level high of engagement should then be the driver to selecting the most appropriate pedagogy for each outcome, and become the foundation of an entrepreneurial learning strategy (assessment; activity; outcome, Baume 2008).

Adaptation and experimentation is then the key, embedding these pedagogies within your teaching and working through the constraints that class sizes and timetabling made provide. However, by using the entrepreneurial learning outcomes and aligning your choice of pedagogy to reach these, you can support the development of a life-long entrepreneurial mindset in your students.

Appendix 1: List of Pedagogical Guides

1. What is small group teaching
2. Entrepreneurial Facilitation
3. Use of Ice Breakers
4. Use of External Speakers/Presenters or Evaluators
5. Use of Drama
6. Use of Debate
7. Use of Drawing
8. Use of Hot Seats
9. Speed-Networking
10. Use of an Elevator Pitch
11. Use of Revolving Tables
12. Use of Brainstorming Using Post-its
13. Use of Panels
14. Use of Critical Incidents
15. Use of Organizations as Networks
16. Use of Empathy in Communication Exercises (with Entrepreneurs)
17. Use of Shadowing
18. Use of Role Play
19. Use of Frames of Reference for Intuitive Decision making
20. Use of Psychometric Tests
21. Use of Locus of Control Tests
22. Use of Relationship Learning
23. Use of Immersion
24. Use of Achievement Motivation
25. Use of Personality Selling Exercises – The Balloon Debate
26. Use of Finding Opportunities (Ideas for Business)
27. Use of Ways into Business
28. Use of Leveraging the Student Interest
29. Use of Startup frames, Stages of Start-up; Tasks and Learning Needs
30. Use of The Business Plan as a Relationship Management Instrument
31. Use of Surviving in the Early Years of the Venture
32. Use of Segmenting the New Venture Programme Market
33. Use of Developing Operations Standards as a basis for Estimating Costs and Controlling Operations
34. Use of Case Studies
35. Use of Exercises in Finding Ideas for Business
36. Use of Exploring the Enterprise Culture in a Globalization Context
37. Use of Programme Evaluation
38. Use of the Quiz
39. Use of Undertaking an Institutional Audit
40. Use of Sales Pitch
41. Use of Polls
42. Use of Simulating Entrepreneurial 'Ways of'
43. Use of Simulating the Entrepreneurial 'Life world'
44. Assessment (Section 8)

Appendix 2: 3 examples of entrepreneurial assessment

Example 1: Entrepreneurial Assessment for Pedagogical Note: 'Exploring the Enterprise Culture in a Globalisation Context': The use of Drama

Stage 1 Aim: to give the students ownership of standards and marking criteria.

Students are asked to read a paper as background to a Masters Module on the Entrepreneurial Society.

Attached is a background paper to the module.

Please read carefully

As Group Work in the next session you will be asked to critique this paper.

The key tasks for the groups will be:

1. To establish a set of criteria for assessing an academic paper such as this.
2. To determine, in the light of these criteria, how you would allocate marks to different components out of a total of 100.
3. To mark the paper accordingly.
4. To present your view of what makes a good academic paper, how you set criteria to establish this, and how you allocated different weights in a marking system and what mark you gave to it and why?

This exercise is ultimately conducted in class and at the end there is a full discussion and attempt to obtain agreement (under tutor guidance) as to what constitutes a sound paper and a good marking schedule. This is then written up by the tutor and handed out.

Stage 2 Aim: to assist students to personally internalise and see the relevance of learning.

Using the paper as a guide students are asked to write a short essay, using the framework in the paper, as to the impact of the issues mentioned in the paper on their own life world to date and their work and social/community futures. The issues raised are then discussed in class.

Stage 3 Aim: to help students explore and understand the wider context of entrepreneurship and use empathy in creating frameworks for interview.

Students are asked to go out and individually interview a random set of persons in society about the impact of globalisation on their work, personal and social lives. They are given examples as standards for discussion in class and then work in small groups to help each other to create frames for interviews of different types of people.

Stage 4 Aim: to help students understand the standard and how they will be assessed and marked.

Students are handed out an example of a very good write up of an interview and asked to discuss why this is deemed good. The tutor then goes through the example with the aim, via discussion, of producing a marking frame and bring to the attention of students why they lose marks. In particular, to underpin the notion that the focus of the interview and write up is not on what the interviewee thinks about the issues of globalisation but what is happening to them as a result.

Stage 5 Aim: to indicate how the knowledge gained in the interview will be used via a drama process and why this is important.

Students are led into a twofold brainstorming discussion. First, on the use of drama and what they see as the use of this in an entrepreneurship context; then second, why a drama exercise is important to academic work. The discussion will focus here upon the emotional and subjective nature of all responses to questionnaires and interviews. Also that academics rarely go back to their interviewee and ask, 'Is that what you really meant?' Therefore they are to be asked to put themselves inside the shoes of the interviewee and also watch for the body language during the interview.

Stage 6 Aim: to get students to take ownership of their learning from the interview, get them to synthesise and discuss with others and create meaning out of it.

Students are asked. in facilitated groups, to role play in a 'hot seat' their interviewee, then determine key common messages for their interviews, develop a message and a metaphor and build and perform a drama.

Stage 7 Aim: to create a framework for a peer assessment process.

Also discussed at this stage is that the drama will be peer assessed. The marking, methods and criteria for assessment are discussed. Students are given examples of previously assessed dramas and these are discussed. This enables the tutor to warn as to problems that might occur (for example, that in the excitement of creativity and entertainment, the message is lost).

Stage 8 Aim: to review relevance of learning and the use of drama.

After performance the class is debriefed on:

- what they feel that they have learned in respect of the relevance of entrepreneurial behaviours and culture to society;
- what they 'feel' about the drama process and their own personal reactions as to what they have got out of it (if anything);
- what they think about the use of drama in the promotion of business and other organisations

Example 2:

Exploring Outcomes for ‘how to ‘standards for participant knowledge base by start –up stage of development

At the end of your programme do the students?

A – FINDING IDEAS AND MOTIVATION

- Know how to find a business idea – knowledge of all the possibilities and know who’s involved in the process?
- Really understand the life world of the entrepreneur – can simply describe all the main components?
- Have clear role image pictures of its relevance to them
- Are motivated to at least to explore the option

B – DEVELOPING FROM A RAW IDEA TO A VALID IDEA

Know what constitutes a valid business idea and how to assess it:

- Have capacity to see all products and services as combinations of needs met
- Can take an idea and explore precisely what it is
- Know where to go to develop a testable product/service
- Know how to identify and approach customers to explore whether they need it, want it, would buy it, under what conditions
- Know how to do rough cost-profit – margin calculations
- Know how to undertake hands-on competitor analysis
- Know what a USP is and describe how to reach it
- Know how to ensure the idea will work in real life operating conditions
- Know how to set a quality standard
- Know how, if necessary, to ensure that it meets legal and regulatory standards
- Know how to protect it if necessary
- Have a reasonably clear idea of how best to get into business and of the barriers that might be found in different situations.

C – FROM VALID IDEA TO SCALE OF BUSINESS AND RESOURCE NEEDS

Know how to set a scale for the business operation and how to identify and put together physical and financial resource needs

- Know all the factors that determine scale
- Can give many examples of how and why scale is determined by different factor combinations including: ambition, impact needed, customer demands, technology, making a living,
- Know how to calculate a ‘can I make a living’ determinant of scale
- Know the resource needed to reach different kinds of market – local, regional, service, manufacturing, national, large company, export and how to reach them
- Know where to go to find different kinds of suppliers of goods and service and how to evaluate them
- Know how to make decisions about subcontracting/outsourcing to reduce initial costs and how they might manage this

- Know how to put together labour, materials, marketing and distribution costs
- Know how to set standards for basis manufacturing and service operations (utilisation, efficiency, wastage and quality)
- Know how to calculate unit costs on this basis including identification and absorption of all overheads
- Know how to set prices/margins based upon market and cost
- Know how, on the basis of the above, to do a rough profit calculation related to scale
- Know roughly how to calculate a break even to test the viability of the scale
- Know how to calculate the financial resources needed, available and the scale of any gap

D – FROM SCALE OF BUSINESS TO PLAN AND NEGOTIATING FOR ENTRY

Know how to put all of the above together as a basis for full appraisal of the proposed business and negotiation for resources (the Business 'Plan')

- Understand in general all the key components of a business plan and how to put them together
- Know what different providers of resource will be looking for and why (bankers, venture capitalists, angels, public providers finance, large companies, family, potential partners)
- Know, in particular, the various formats for business plans used by major stakeholders
- Know how to develop business plans with different emphasis for relationship management and negotiation in respect of the above
- Know how, if necessary, to make supplier and customer contracts and how to tender/estimate
- Know how to present a business plan to different stakeholder groups
- Know how to negotiate with all the stakeholders above including customers
- Know how to find, evaluate and use properly, sources of advice
- Know how to put together cash flow forecasts in a form appropriate to the business
- Know how to make financial projections
- Know how if necessary to put together a balance sheet and read one
- Know enough about the basic management control of a business (relevant to scale and need) to demonstrate competence in an interview with a stakeholder

E – FROM PLAN TO BIRTH

Know how to deal with all those legal and other requirements needed to set up the business

- Know how to choose between different legal forms of business – advantages and disadvantages
- Know the procedures involved in each of these and who to use to help in this
- Know how to deal with all relevant aspects of legal requirements (health and safety, planning, insurance, pensions, taxation, employment rules, VAT)
- Know how to use different professions in these above respects (legal, accounting, advisory etc)
- Know what makes a good banker, accountant, lawyer etc and how to choose and build relations with them

- Know how to set up and run all basic business systems appropriate to scale of business – (management control - cash books, sales and purchase ledgers, job cards, estimates books, budget and costing systems, order books, sales reporting etc)
- Know how to recruit appropriate personnel if necessary
- Know how to launch the business to make maximum impact
- Know how to choose and build appropriate networks

F – FROM BIRTH TO SURVIVAL

Know how to learn quickly from likely experience in the early years

Know how to anticipate and deal with problems that commonly occur in consolidating the business, in particular, how to avoid:

- Choosing the wrong customers (involving knowledge of how to appraise customers, learn from them and build relationships)
- Under-pricing (the temptation to 'buy' customers)
- Confusing cash with profits (understanding the working capital cycle and the way it ties up cash)
- Overtrading (running out of cash as the business expands too rapidly)
- Failing to get money in or manage payments to suppliers (poor debtor and creditor control)
- Failure to communicate with the bank about changing credit needs (asking for too little at the beginning and failing to renegotiate in anticipation of changes in need)
- Taking too much out of the business personally at too early a stage (a new car, 'personal' business trips, 'paying' the spouse, or simply 'hand in the till' confusion of personal and business spending etc)
- Failing to anticipate the Inland Revenue lump sum demands
- Under- capitalisation of the business - too high a gearing of loan to investment capital with subsequent inability to manage funds flow
- Stress, through failure to manage time
- Problems with partners over 'who does what' and 'who is best at doing what' as the business develops
- Family/Business stress
- Problems in contracts with buyers, suppliers
- Sticking too rigidly to initial plan (not flexibly amending it and turning it into an a simple operating budget system)
- Allowing overhead drift
- Know how and when to go out of business
- Know how to monitor the environment with limited resources
- Know how to create a relationship learning environment with stakeholders
- Know how to create a leadership role in the organisation and an image in the environment
- Know how to think and manage strategically (on ones feet)

Example 3: crafting outcomes for entrepreneurial how to's of marketing

This list can form the basis for establishing clear outcomes with students

Do you know how to:

1. Price a product/service
2. Set about identifying customers
3. Approach customers
4. Assess what is a good customer
5. Identify customer needs
6. Segment the market
7. Assess competition
8. Assess market trends
9. Choose a location
10. Brand a product
11. Develop a company image
12. Do a presentation
13. Set up an exhibition
14. Design a product
15. Protect a product
16. Franchise a product or service
17. Develop a telephone sales campaign
18. Establish effective Point of Sale display
19. Advertise successfully
20. Evaluate and advertising agency
21. Operate mail order campaign
22. Design a brochure
23. Write letters to customers
24. Export
25. Find a distributor
26. Use a trading house
27. Select and use an agent
28. Set up a sales force
29. Manage a sales force
30. Set up a sales ledger
31. Track customer payments
32. Set up system for effective customer feedback
33. Do market research
34. Find, appoint and brief a market research firm
35. Educate the customers and market
36. Package a product attractively
37. Effectively display products
38. Appear on TV/radio
39. Operate successful after-sales services
40. Cost a product
41. Set up strategic partnership
42. License a product
43. Take out a patent

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