

Enterprise

Activity 6: Skills, knowledge and attitudes required in successful entrepreneurs

Introduction

Successful enterprise can be achieved by individuals in many contexts including commercial enterprise, enterprise within an organisation, social enterprise and personal enterprise.

While entrepreneurs do not need to have all the skills and knowledge required to complete their challenge, successful entrepreneurs demonstrate some personal attributes that define them as entrepreneurs.

This activity will help learners understand the difference between skills, knowledge and attitudes and provides the opportunity to explore these in relation to entrepreneurs. The concept, however, can be adapted to any situation where learning is taking place in the affective domain (refer to Part 3 of the **Cross-curricular themes: continuing professional development guide** for more detailed information on this).

This activity includes a card-sort technique to highlight the attributes deemed important in enterprise. As part of the task, you will ask learners to consider a range of attributes and to identify firstly which are important to enterprise and secondly whether each attribute is a skill, knowledge or attitude.

This activity promotes high-level thinking skills and assessment for learning as learners discuss and share their understanding of the topic. The inclusion of specific discussion and checking tasks presents peer explanation opportunities, which provide an effective way for learners to develop their understanding of the skills, knowledge and attitudes required. Most importantly, this allows learners to check progress at each stage and this informs subsequent learning.

Learning objectives/outcomes

Learners should be able to:

- identify the essential, helpful and unhelpful attributes associated with enterprise
- identify the skills, knowledge and attitudes of successful entrepreneurs.

Resources required

- A copy of the **Enterprise: the learning points** document (included in the Enterprise theme section of these resources).
- Sets of **Sheet 6.1: Enterprise attributes cards**. These can be cut up into individual cards.
- Four or five copies of **Sheet 6.2: Enterprise board – template 1**.
- Four or five copies of **Sheet 6.3: Enterprise board – template 2**.
- Copies of **Sheet 6.4: Enterprise attributes checklist**.
- Copies of **Sheet 6.5: Enterprise skills, knowledge and attitudes checklist**.

Starting points

Learners do not require any detailed prior learning about enterprise in order to undertake this activity. However, learners would benefit from having completed a previous Enterprise activity to give them a broad understanding of the term enterprise and the definition of an entrepreneur.

Planning learning in multiple environments

Learners could prepare for this activity by investigating enterprise in their subject or vocational area. They could do this by seeking information from their employer, for example they could ask their employer about the origins of how their business started and what enterprise skills they needed to get started.

Learners may find it more useful to discuss enterprise in their day-to-day lives. Learners could describe to friends which entrepreneurs they admire and what they admire about them.

Suggested approach

These two card activities require learners to think through issues, relate them to their experiences and to share ideas and knowledge in order to decide how to group the factors. Learners enjoy activities like this as they are great fun and encourage real attention to the task. They also allow for misunderstandings to be checked and corrected, and provide the teacher with feedback on levels of understanding.

These are simple but high-order tasks that promote deep learning at all levels and challenge learners to check and extend their understanding. Tasks that require analysis, synthesis and evaluation are not necessarily difficult but they require different mental processes than lower-order tasks such as knowledge, comprehension and application that require only recall and minimal understanding. High order tasks, such as grouping and classification require learners to make judgements and decisions based on real understanding.

Stage 1

Introduce the session by outlining the learning objectives and, if appropriate, refer to previous enterprise sessions. Alternatively, you can use the **Enterprise: the learning points** document to help you generate an introductory discussion.

Engage learners in a discussion about what attributes are important to be an entrepreneur. At this stage you are looking for broad rather than specific responses. Write the responses on a flip chart and put this to one side for comparison at the end of the session.

Stage 2

Ask learners to organise themselves into groups of four or five. Explain that they will be using a card-sorting activity to promote group discussion, which will help them learn about the skills, knowledge and attitudes required to be an entrepreneur.

Increase the relevance of this activity by providing learners with a subject or vocational context, which is applicable to them rather than a general concept. The card-sort task requires learners to prioritise and make judgements and by grounding the task in a clear subject or vocational context, you can assist them to make decisions against a familiar backdrop.

Give each group a set of cards prepared from **Sheet 6.1: Enterprise attributes cards** and a copy of the **Sheet 6.2: Enterprise board – template 1**. Ask learners to lay the cards face down on the table or, alternatively, one member of the group can deal the cards out to all members.

Explain that the cards contain a description of an attribute relating to enterprise that may be essential, helpful or unhelpful.

Ask learners to take turns reading out the attribute on the card and discuss what they understand by it. As a group they will then need to decide whether it is essential, helpful or unhelpful to have this attribute to be an entrepreneur, and why. When the group has agreed where the attribute belongs, they place the card on the relevant section on the board to form piles.

There are also 10 blank cards on which the group can write other attributes. Alternatively you may wish to include some attributes that are not easy to place for example, 'being careful', 'single-minded', 'thick-skinned'.

Stage 3

Allow the groups to work independently and provide support where necessary to:

- move discussion forward
- explain any new terms
- monitor individual contributions and encourage participation by all group members.

Stage 4

Once the groups have completed this stage of the activity, ask them to put the helpful or unhelpful cards to one side for now and concentrate on the ones they have defined as 'essential'.

Engage the whole group in a discussion by inviting each group to contribute five attributes that they think are essential. Check for agreement from the other groups and discuss those on which groups disagree. Encourage learners to ask questions of each other in order to come to a whole group response.

Groups can add or remove attributes from the other categories if they can justify their decisions. You should aim to have 23 attributes on which everyone agrees. You will also need to consider any blank cards that have been completed by the learners. You can compare the results with those suggested on **Sheet 6.4: Enterprise attributes checklist**.

The checklist provides some suggestions but is designed to be used flexibly as some groups may offer different but valid responses, dependent on the subject or vocational area. You can use the checklist to aid the discussion process and draw out learners' opinions.

The process of discussion and checking provides a powerful way to embed assessment for learning in the session through peer review. It helps learners check progress at this stage of the activity, which informs learning in the next stage.

Stage 5

Next ask learners to refine their understanding by exploring whether the 'essential' attributes represent skills, knowledge or attitudes. Learners may find it difficult to understand the difference between these concepts. Ask them to brainstorm some examples of each from their own experiences and record them on a flip chart under the three headings. Use discussion to tease out the differences. You should try to come to agreement on definitions such as these:

- **Skill:** the ability to do something.
- **Knowledge:** information and skill acquired.
- **Attitude:** a way of thinking or feeling.

Distribute copies of **Sheet 6.3: Enterprise board – template 2** and ask learners to work again in their small groups to classify the ‘essential’ attributes further. This time they will need to separate the cards into skills, knowledge and attitudes.

It is important for learners to be able to distinguish between skills, knowledge and attitudes and understand the difference between the three. This is useful in terms of planning future learning and, if the extension activity below is used, helps learners to self-assess and set personal targets for further development.

As in the previous stage, emphasise that the processes of discussion is important in order to provide an answer on which they all agree. As agreement is reached, learners place the card on the relevant section of the board to form piles.

Stage 6

In order to check that the attributes have been accurately identified as skills, knowledge or attitude, invite groups to share their answers. This time ask one group to contribute ‘skills’, another group to contribute ‘knowledge’ and a third ‘attitudes’. If you have more than three groups, make sure that each has the opportunity to contribute. As with Stage 2, check for agreement from the other groups and discuss those on which groups disagree.

Compare the results with the suggested profile of essential attributes **Sheet 6.5: Enterprise skills, knowledge and attitudes checklist**. This checklist is designed to be used flexibly as some groups may offer different but valid responses, dependent on the subject or vocational area.

Repeat the steps in Stage 5 and Stage 6 with the cards in the ‘helpful’ pile. Alternatively, if time is short, you could miss out Stage 6 for this category and issue learners with a copy of **Sheet 6.5**.

Stage 7

To complete the review of attributes, ask learners to revisit the cards in the ‘unhelpful’ pile and to identify why they consider these attributes to be unhelpful to entrepreneurs.

Stage 8: Consolidation, checking and reflecting on learning

Ask learners to write up their agreed collective response on a flip chart. They could create three flip charts showing the essential skills, knowledge and attitudes required to be an entrepreneur.

Ask learners to compare their new lists with the flip chart of general attributes from the start of the session. These sheets could be kept and used as a reference for future enterprise sessions.

To close the session, ask learners to reflect and comment on:

- what they have learned about skills, knowledge and attitudes in relation to enterprise
- what they know now, that they did not know at the beginning of the session
- how their learning has developed during the course of the session
- what has helped them to learn
- what personal, learning and thinking skills they have used
- which language and literacy skills have been used in this session.

Ask learners where they will use this knowledge again and to consider how they could apply it to their workplace. Suggestions might include:

- identifying where they already use the skills in their workplace
- listing the knowledge they have about the products and/or services supplied by their employers
- looking out for examples of an enterprising attitudes, either in their workplace or in everyday situations
- identifying which skills, knowledge and attitudes they already possess and which they would benefit from developing. (See the Challenges – what learners might do next section below, and set personal targets).

Alternative approaches

This activity can be carried out with individual learners and if using the extension described below, as part of the process of developing individual learning plans.

Differentiation to meet individual needs

Some of the terminology on the cards may be unfamiliar to some learners, so you may need to alter the wording. Alternatively, pair up more confident and less confident learners in groups.

Some learners may find the volume of cards overwhelming so you may need to reduce the number of cards by carefully selecting a mix of cards. Alternatively, use only one set of cards, split between several groups and facilitate the activity as a whole group task.

Challenges – what learners might do next

This activity can be extended for individual learners by asking them to assess which of the essential or desirable skills they possess – with evidence to support this. Using only the essential skills cards, create header cards stating 'I have this skill', 'I need to develop this skill' and 'Not sure'. Learners then sort the cards under each of the headings. This helps them to self-assess against the skills that are deemed as essential in entrepreneurs. They can then set personal targets for further development.

This extension activity could be used for learners to also self-assess against the knowledge or attitudes deemed as essential in enterprise and to set targets against all

three attributes. Alternatively you may wish to focus on an area applicable to the individual learner and their specific job role.

Embedding literacy, language and numeracy (LLN)

There are opportunities to develop LLN skills in most learning activities. You can embed LLN in your teaching by using naturally-occurring opportunities where learners can immediately appreciate the relevance and importance of the skills they are learning to use.

Your LLN specialist may be able to help you to identify specific levels and curriculum references relevant to this activity and to create engaging learning activities to develop the skills. You will be able to identify the general type of LLN skills required as you probably use the skills yourself everyday.

The activity can be used to help learners develop the speaking and listening skills below.

At Level 1, respect the turn-taking rights of others during discussions.

- Understand that an effective discussion involves everyone having a fair chance to make their contributions.
- Know and use some strategies to signal to others that they can speak (facial expression, gesture, phrases).
(Adult literacy core curriculum reference SLd/L1.2)

At Level 2, support opinions and arguments with evidence.

- Understand that productive discussion involves making valid and convincing points, not browbeating people to accept own view.
- Know how to research information for a discussion.
- Use factual information and knowledge to support views and arguments.
(Adult literacy core curriculum reference SLd/L2.4)

Useful activities might include:

- Share with learners some 'turn-taking' tips for use in their own discussions. Examples could include:
 - sitting in a circle
 - encouraging less confident speakers
 - keeping tabs on your own contributions – don't opt out but don't dominate
 - use your contribution to draw in someone else.
- Ask learners to identify the difference between convincing people and wearing them down. Ask them for examples of where they have been worn down in a discussion and what the implications were – were they truly convinced? Relate this to the learning situation.

Sheet 6.1: Enterprise attribute cards

Honest and trustworthy

1

Works well in a team

2

Lazy

3

Knows where to go to get help

4

Knows names of local contacts like newspaper reporters, advertisers

5

Prepared to work hard

6

Lazy Good at solving problems

7

Able to silence people who disagree with their point of view

8

Knows own strengths and weaknesses

9

Impatient to see results and get things done

10

Reads the financial newspapers

11

Good listener

12

Prepared to accept risk

13

Competitive

14

Persuasive

17

Knows about selling and marketing

18

Dishonest

15

Understands what customers want

16

Inventive

19

Uses own initiative

20

Reckless

21

Good knowledge of products or services being sold

22

Critical of others' ideas and suggestions

23

Able to recognise others' strengths and weaknesses

24

Flexible

25

Knows the value of product or service being sold

26

Prefers to talk more than listen

27

Patient with other people

28

Creative

29

Able to prioritise

30

Ambitious

31

Knows how to manage finances

32

Able to balance risks and benefits

33

Respectful of customers and colleagues

34

Can use computers

35

Has Internet expertise

36

Communicates well with others

37

Enthusiastic

38

Likes working with people

39

Good at working with numbers

40

Highly motivated

41

Prepared to listen to others

42

Good sense of humour

43

Loses temper easily

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Assertive

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Sheet 6.2: Enterprise board – template 1

Essential

Helpful

Unhelpful

Sheet 6.3: Enterprise board – template 2

Skills

Knowledge

Attitudes

Sheet 6.4: Enterprise attributes checklist

The following table provides a suggested categorisation of essential, helpful and unhelpful attributes in enterprise. Different categorisation may also be valid depending on the subject or vocational area.

Card number	Attributes	Essential	Helpful	Unhelpful
1	Honest and trustworthy	Y		
2	Works well in a team		Y	
3	Lazy			Y
4	Knows where to go to get help	Y		
5	Knows names of local contacts like newspaper reporters, advertisers		Y	
6	Prepared to work hard	Y		
7	Good at solving problems	Y		
8	Able to silence people who disagree with their point of view			Y
9	Knows own strengths and weaknesses	Y		
10	Impatient to see results and get things done		Y	
11	Reads the financial newspapers			Y
12	Good listener	Y		
13	Prepared to accept risk	Y		
14	Competitive		Y	
15	Dishonest			Y
16	Understands what customers want	Y		
17	Persuasive	Y		
18	Knows about selling and marketing		Y	
19	Inventive		Y	
20	Uses own initiative	Y		
21	Reckless			Y
22	Good knowledge of products or services being sold	Y		
23	Critical of others' ideas and suggestions			Y
24	Able to recognise others' strengths and weaknesses	Y		
25	Flexible	Y		
26	Knows the value of product or service being sold	Y		
27	Prefers to talk more than listen			Y
28	Patient with other people		Y	
29	Creative		Y	

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30	Able to prioritise	Y	
31	Ambitious	Y	
32	Knows how to manage finances		Y
33	Able to balance risks and benefits	Y	
34	Respectful of customers and colleagues	Y	
35	Can use computers		Y
36	Has Internet expertise		Y
37	Communicates well with others	Y	
38	Enthusiastic	Y	
39	Likes working with people		Y
40	Good at working with numbers		Y
41	Highly motivated	Y	
42	Prepared to listen to others	Y	
43	Good sense of humour		Y
44	Loses temper easily		Y
45	Assertive	Y	

Sheet 6.5: Enterprise skills, knowledge and attitudes checklist

	Knowledge	Skills	Attitudes
Essential	16 Understands what customers want	12 Good listener	1 Honest and trustworthy
	22 Good knowledge of products or services being sold	37 Communicates well with others	38 Enthusiastic
		30 Able to prioritise	20 Uses own initiative
	4 Knows where to go to get help	7 Good at solving problems	41 Highly motivated
		33 Able to balance risks and benefits	31 Ambitious
	26 Knows the value of product or service being sold	33 Able to recognise others' strengths and weaknesses	13 Prepared to accept risk
		24 Knows own strengths and weaknesses	Persuasive
	9		Assertive
		17	34 Flexible
	45	25 Prepared to work hard	
		6	

	Knowledge		Skills		Attitudes	
Helpful	32	Knows how to manage finances	2	Works well in a team	28	Patient with other people
	18	Knows about selling and marketing	40	Good at working with numbers	10	Impatient to see results and get things done
			29	Creative	39	Likes working with people
	36	Has Internet expertise	35	Can use computers		Competitive
	5	Knows names of local contacts like newspaper reporters, advertisers	19	Inventive	14	Good sense of humour
Unhelpful	11	Reads the financial newspapers	8	Able to silence people who disagree with their point of view	15	Dishonest
			23	Critical of others' ideas and suggestions	3	Lazy
			21	Reckless	27	Prefers to talk more than listen
						Loses temper easily
					44	

Session plan

Aim: To help learners recognise the difference between skills, knowledge and attitudes in relation to entrepreneurs.

Learning objectives/outcomes

Learners should be able to:

- identify the essential, helpful and unhelpful attributes associated with enterprise
- highlight the skills and attributes of successful entrepreneurs.

Time	Teacher plan	Learner activity	Resources
0-5 min	Stage 1 Set the scene and test learners' understanding of enterprise and entrepreneur.	Group discussion. Personal contribution.	Flip chart. Enterprise: the learning points document.
5-10 min	Stages 2 Introduce exercise and form small groups. Brief groups.	Form into small groups. Understand briefing.	Set of cards (produced from Sheet 6.1). Sheet 6.2.
10-25 min	Stage 3 Support groups as they complete card-sort task.	Contribute to group discussion.	
25-40 min	Stage 4 Groups share their answers and gain feedback from other groups.	Share outcomes from small group discussion.	Sheet 6.4.
40-55 min	Stage 5 Support groups as they complete next stage of the task.	Contribute to discussion.	Sheet 6.3.
55-75 min	Stage 6 Groups share their answers and gain feedback from other groups. Repeat Stage 5 and Stage 6 for helpful category.	Share outcomes from small group discussion.	Sheet 6.5.

75-85 min	Stage 7 Facilitate whole group feedback and summarise possible actions.	Group discussions.	
85-95 min	Stage 8 Consolidating, checking and reflecting.	Group discussion (and/or create a flip chart or poster to explain understanding.)	Flip charts and pens.

Assessment of learning objectives/outcomes

- Feedback from each group using flip chart or poster.

Differentiation to meet individual needs

- Ensure terminology on cards is familiar to learner. If not, provide explanations or alternative words.
- Check volume of cards is suitable for the group. If not, either reduce the number of cards by carefully selecting a mix of cards, or use only one set of cards, split between several groups and facilitate the activity as a whole group task.

Teacher evaluation Consider which parts of the session were effective and why.	Learner feedback Consider whether the activities were suitable for all learners and whether the session helped to develop the expert learners.
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Personal, learning and thinking skills developed

- Team workers:
 - Reach agreements, managing discussion to achieve results.
- Creative thinkers:
 - Ask questions to extend their thinking.
 - Question their own and others' assumptions.

Literacy, language and numeracy skills developed

Language

At Level 1, respect the turn-taking rights of others during discussions.
At Level 2, support opinions and arguments with evidence.