

Aim: To understand the programme framework and the real value of developing personal and group work skills.

Session Introduction:

This first Session focuses on identifying skills and qualities of both the individual and peer group and targets the development of entrepreneurial skills and attributes.

It is important that those undertaking this programme recognise the value of developing entrepreneurial and intrapreneurial skills, should they wish to start their own business or perform creatively and productively within an established business environment. Regardless of employment route, this programme will develop their employability skills.

It is also essential that the trainer establishes themselves as an enabler and supporter of this process, new topics will require some instruction but this is an experiential package, the value is in the 'journey'.

GLH: Minimum 6.5 hours

Learning Outcomes, Activities, Method, Evidence and NCFE Learning Outcomes:

Learning Outcomes:	Activity:	Method:	NCFE Learning Outcomes:
Develop an understanding of their peers	Hot Air (1.1) 'Find someone who..' (1.2) Find your missing half (1.3) Mazes Birthday lines	Group work Discussion	

Evidence:

Having taken part in the icebreakers they should individually identify someone in the group who: makes them smile, someone who is chatty, someone they could trust, someone they could work with etc.

Undertake a skills audit	Skills Checklist (1.4) 'How much of an Entrepreneur are you?' (1.5)	Audit Written	3.1
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Evidence:

Complete as much of the audit as possible and provide definitions from at least five terms found with this Session's 'Glossary'.

Complete the survey, identify present level and list steps that could be taken to improve that level

Create a time line – it's good to set targets but for them to be valuable they must be realistic and driven!

Learning Outcomes:	Activity:	Method:	NCFL Learning Outcomes:
Understand the concept of risk and potential risk and means of addressing it	Managing Risk (see Session Overview) 'Pollution' (1.6) I am who I am! (1.7) 'Qualities profile' (1.8)	Written Presentation Written Questionnaire	2.4
<p>Evidence:</p> <p>Define 'Risk'.</p> <p>List a range of 'risk factors' for individuals, careers and businesses.</p> <p>List useful strategies when negotiating</p> <p>Record additions to the previous 'risk list'</p> <p>Discuss any discrepancies in the paired assessments and reach agreement ensuring the following concepts are observed:</p>			

Accreditation – opportunity to work towards the following qualifications:

NCFE Level 2 Certificate in Developing Enterprise Skills

Other relevant qualifications:

Edexcel BTEC Level 2 Certificate in Understanding Enterprise and Entrepreneurship

NOCN (National Open College Network) 'Self Employment and Enterprise

Topic: suggested activities	Essential Resources:	GLH
Warm-up – Hot Air	Hot Air (1.1)	0.5
Find someone who..	Find someone who.. (1.2)	0.25
Find your missing half	Find your missing half (1.3)	0.25
Maze	Internet	0.85
Birthday line up	Space	0.15
Skills Checklist	Skills Checklist (1.4)	0.5
Enterprise scale	Enterprise scale (1.5)	0.5
Managing risk	Newspaper articles	0.5
Pollution	Pollution (1.6)	1
I am who I am!	I am who I am! (1.7)	1
Qualities profile	Qualities profile (1.8)	0.5
Summary and Preview	Summary and Preview	0.5
Total Guided Learning Hours		6.5

Recommended employer engagement:

- None required

Activity overview:

Session 1: Skills and Attributes – Activity overview

<p>Warm-up</p> <p>(1.1)</p> <p>(1.2)</p> <p>(1.3)</p>	<p>It is essential that everyone gains some knowledge and understanding of each other without this foundation, individuals may opt out of the programme for the sake of self preservation or vulnerability.</p> <p>1. 'Hot Air' Number of coloured balloons (deflated). Each group has to negotiate and swap balloons until they have a set. Set constitutes whatever you want e.g. all same colour; this will definitely highlight level of persuasive skills!</p> <p>2. 'Find someone who...' each person has a survey sheet and aims to complete each box in a set time, start them straight away working to time constraints. Alternatively, encourage the group to generate their own questions.</p> <p>3. 'Find your missing half', everyone is given a slip with a term on, purpose of this exercise is to identify who, in the group, has the corresponding term.</p> <p>4. Maze (found on www.puzzlemaker.com or alternatively, encourage the group to create their own mazes).</p> <p>5. Everyone stands up and finds the person who has a birthday closest to their own and then organise themselves in a line that follows the natural order of the calendar year.</p>
<p>Overview of programme & initial skills checklist (1.4) 30 mins.</p>	<p>Explanation of programme. Targets: to fully understand term 'Enterprise', skills needed to be and entrepreneur, and start to build this knowledge into their target-setting. Refer to the Prompt Notes (towards the end of this document) for further discussion points around skills/characteristics that make and entrepreneur. Discuss terms identified in the Glossary to further extend language base.</p> <p>The Baseline Collection in the form of a Skills Checklist, which they will keep referring to throughout the programme, as they update the Skills Checklist. Note: language and possible 'boredom factor' may require the group to process this in very small 'bite-size' pieces! There is a high level of value to this undertaking. Ensure everyone records the date of each entry as this will provide a timeline of personal development. For instance, they may not be able to explain the term 'enterprise' in the first session but by the third they may fully comprehend the concept.</p>
<p>Your Enterprise Scale (1.5) 30 mins.</p>	<p>Quick assessment that can be carried out by each individual. Optional: Each assessment could be validated by someone else in the group; this option requires clearly defined parameters i.e. constructive feedback/positive framing! Should this option be used then two questionnaires should be photocopied for each member to avoid any contamination between the initial response and follow-up response. Discuss the list of 'qualities' identified in the list, can they think of any others?</p>

Session 1: Skills and Attributes – Activity overview

<p>Managing Risk 30 mins.</p>	<p>Define 'Risk'. Managing risk is about assessing the level of risk, as the cohort progresses through this activity continue to draw their attention to 'calculated risk-taking' a much-needed skill required by any entrepreneur!</p> <p>Provide pictures from recent newspaper articles as prompts. What other types of 'Risk' can they think of? Are they comfortable with taking risks? Can they think of life examples of taking risks either personal or observations of others e.g. celebrities? Identify value of taking risks. Do they think Entrepreneurs take risks? What is the difference between 'risk' and 'calculated risk'?</p>
<p>Pollution (1.6) 60 mins.</p>	<p>Initially generate ideas of skills required by anyone in business; when discussing '<u>Negotiation</u>' move into this activity.</p>
<p>I am who I am! (1.7) 60 mins.</p>	<p>Each group selects a business scenario card and presents their findings.</p>
<p>Qualities profile (1.8) 30 mins.</p>	<p>Complete on an individual basis with feedback provided by trainer. Allow time for feedback/clarification. Finally, in a circle, use word association to draw out any frustrations or celebrations triggered by this activity. To further develop the value of this activity, ask individuals to provide examples against each of the statements; this could be within a discussion initially with simple notes taken afterwards.</p>
<p>Summary (Prompt Sheet) 30 mins.</p>	<p>Revisit terms recorded on A1 sheet, this is a strategy that should be applied when summarising each Session. Individuals will start to record their personal achievements in their own Enterprise Diary, Log or Portfolio. This is a recording mechanism that will be applied throughout the programme. Gradually the group will build quite a useful resource. Individuals should start a 'Definitions Sheet' Refer to the 'Prompt Sheet' to draw session together.</p> <p>Preview next Session.</p>

Prompt Notes:

- Definition: An entrepreneur is a person who has created – out of nothing – an ongoing enterprise. They own their own business, responsible for the success or failure of the business and they succeed by satisfying consumer needs.
- Benefits: Independence, satisfaction, financial rewards Drawbacks: Business failure, facing obstacles, financial risk and long hours
- An employee does not own their own business, they work for someone else, they have specific responsibilities within the company and they keep their job by satisfying their contract with the company.
- Characteristics of a successful entrepreneur: Adaptability, competitive, confidence, drive, honesty, ethical, organised, persuasive, disciplined, perseverance, calculated risk-taker, target-driven and has vision.
- Entrepreneurs are optimists; they see opportunity where others see problems, they are 'Can-Do' people.
- Entrepreneurs take responsibility for themselves, if something goes wrong they do not look to blame others but look at how they can learn from the experience and move forward.

Glossary

Assets	Any item of value owned by a business
Business	The buying and selling of goods/services for profit
Capital	Money or property owned/used in a business
Competition	Rivalry in business for customers/market
Consumer	A person/business who buys goods/services for its' own needs
Contract	A formal written agreement binding each party/ies to fulfil his/her/their obligations
Corporation	A legal 'entity', composed of stockholders granted the right to buy/sell possessions and is legally liable for 'its' actions
Creativity	Ability to invent something using your own imagination or perceive an existing thing in a different light
Credit	Recording of income
Debit	Recording of an expense
Debt	An obligation to pay back a loan
Demand	Desire for product/service & the means to pay for it
Dividend	A stockholder's portion of the profit per share paid out
Economy	The financial structure of a country which determines how resources/wealth are distributed
Employee	A person hired by a business to work for wages
Entrepreneur	A person who organises/manages a business and assumes the risk for any potential profit
Ethics	A system of morals/standards of conduct/judgement
Fraud	Intentional failure by a business owner to misinform the customer of potential risk
Inflation	A continuous increase in the price of products/services usually resulting from an increase in the amount of money in circulation in the economy

Glossary continued....

Insurance	A system of protection provided by insurance companies
Interest	Payment for using someone else's money
Investment	Committing money/time/energy for profit gain
Invoice	Itemised list of goods/services rendered with amount due
Liable	Responsibility for law suits that arise from accidents/unpaid bills/faulty merchandise etc
Manufacture	To make/produce a tangible product
Market	A group of people potentially interested in buying a product/service
Marketing	Development and use of strategies for getting a product/service to the consumer
Mission Statement	A short written statement outlining to consumers/employees the company goal/s and strategies identified to meet the targets
Negotiation	Discussion/bargaining to reach agreement between parties of differing goals
Networking	Act of exchanging valuable information/contacts with other business people
Overhead	The costs a business has to pay to be able to operate/trade
Patent	An exclusive right, granted by the government to produce/use/sell an invention/service
Product	Something that exists or is made usually to be sold
Profit	The sum of money remaining after all costs are deducted from the income of the business
Projection	A forecast of financial outcome
Promotion	Using advertising to promote popularity of a product
Publicity	Free promotion as opposed to advertising (purchased)
Quality	The degree of excellence in the product/service
Recession	An economic downturn
Risk	A chance of loss
Service	Intangible work providing time/skills in exchange for £
Share	Single Session of stock in a company/corporation
Strategy	A plan for how a business will outperform competition
Tax	A percentage of a business's gross profit taken by the Government to support public services
Trademark	A word/name/symbol used by a manufacturer to distinguish their product

1.1 Hot Air	Group size: 3 to 4 per group
Duration: 30 minutes minimum	Aim: To improve negotiation skills.
NCFE Learning Outcomes:	Materials: Party balloons – mixed colours – 6 of each colour

Method:

- Aim, for each group/team to secure 6 blown up balloons constituting a set
- The groups can achieve this by determining roles. Some members of the group should be responsible for blowing up the balloons. Others should decide on the colour balloons to be collected and start the negotiation and exchanging of balloons with other groups
- The trainer may wish to impose a different time limit for each part of this activity
- Following the activity the trainer will debrief the group exploring what happened; who were the successful negotiators; what decisions were made when the balloons burst etc?

Extension activities:

Each member of the group could be allocated specific roles as buyers or sellers. Groups to be allocated a sum of money to purchase the balloons. The aim of the activity would be to purchase all six balloons at the lowest cost. Groups could be identified as 'buyers', 'sellers' or 'manufacturers'.

Statement:	Person:
Likes to lie in bed	
Feels they could live abroad	
Likes to taking part in sport	
Has to look after family members	
Has met someone famous	
Has had a job of some sort	
Who is a good timekeeper	
Is good at a particular activity (identify)	
Has tried to give up a bad habit	
Knows what job they want	
Is good at maths	
Likes to wear fashionable clothes	
Sticks by their promises	
Likes getting up early in the morning	
(Blank for alternate statement)	

Aim of the activity, to find the person who has the other half of your card as quickly as possible.
Note: You should only say what is on your card once to someone. (Photocopy this chart and cut all the cards up and randomly distribute)

The river that runs through London is..	.. the Thames
Christmas is on the..	.. 25 th December
Valentines Day is on the..	.. 14 th February
To sail to America from England you have to cross which ocean..	.. the Atlantic Ocean
The longest river in the world is..	.. the Mississippi
The Sun..	.. rises in the East and sets in the West
The Prime Minister lives at..	..10 Downing Street
Buckingham Palace is the home of..	.. the Queen
The largest desert in the world is..	.. the Sahara
Using your manners requires you to say..	.. Please and Thank You
The Decathlon involves how many sports?	.. 10
How many weeks in a year?	.. 52
The Popular newspaper with the largest circulation is..	.. The Sun



ENTERPRISE SKILLS CHECKLIST NCFE Learning Outcomes: 3.1 Recognition must go to the National Foundation for Teaching Entrepreneurship as the enclosed checklist is based on their original concept

BASELINE COLLECTION

Name:

Entrepreneurial Skills	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Evidence
1. Basic Understanding							
Define 'Entrepreneur'							
Define 'Enterprise'							
Explain value of business/enterprise in society							
Identify different types of businesses							
2. Qualities/Attributes							
Recognise other peoples' skills							
Work as part of a team							
Describe positive entrepreneurial traits							
Identify personal entrepreneurial traits							
Provide examples of the following:							
Positive attitude							
Creative thinking							
Working to a time limit							



Entrepreneurial Skills	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Evidence
3. Key Skills							
Number Skills							
Creative Thinking							
Working on your own							
4. Inter/Intra-personal Skills							
Interpersonal Skills							
Intra-personal Skills							
5. Starting up a Business							
Main considerations							
Practical skills							
Financial skills							
Management skills							
Human Resources							
Marketing							
Operations							
Strategic planning							
Risk management							



Quality	Example	Range
Drive	Highly motivated	1 2 3 4 5 6
Perseverance	Remaining on task	1 2 3 4 5 6
Risk-taking	Willing to take calculated chances	1 2 3 4 5 6
Organisation	Work and social life each have their place	1 2 3 4 5 6
Confidence	Sure of yourself	1 2 3 4 5 6
Persuasiveness	Always providing a convincing argument	1 2 3 4 5 6
Honesty	Open, truthful	1 2 3 4 5 6
Competitiveness	Winning is important to me	1 2 3 4 5 6
Adaptability	Coping with new situations	1 2 3 4 5 6
Understanding	Caring about the feelings of other people	1 2 3 4 5 6
Discipline	Self-control	1 2 3 4 5 6
Vision	Always keep targets in sight	1 2 3 4 5 6
		(low - high)
Date:		
Total Score:		
Group to discuss and identify the benchmark		

* Adapted from the National Federation of Independent Businesses, Entrepreneur Series

1.6 Pollution	Group size: 4 to 5 per group
Duration: 60 minutes	Aim: To increase understanding of negotiation skills
NCFE Learning Outcomes:	Materials: Role-play cards

Method:

- Each group takes on the role of an 'interested' party following a serious incident, an oil spillage from a Tanker into the sea near the Cornish coast (possibly refer to oil spill in the Mexican Gulf).
- Each 'interest group' will receive a 'briefing card' with information about the incident and the 'stand' they must take during the discussion/negotiation. The groups are:
 - Local Environmentalists
 - Local fishermen
 - Crew of the Tanker
 - British Government
- Each group has 20 minutes to read through the briefing card and prepare their argument/defense.
- The trainer acts as an independent facilitator.
- The length of the debate/discussion to be determined by the trainer. The trainer is to establish clear parameters for the debate/discussion, e.g. only one person to speak at a time, each group to have equal time to put forward their case, etc.

At the end of the debate/discussion, the trainer should provide debrief. Some suggestions: What should happen now? Did any group actually win? Which group, if any, put forward the best case? How did each group feel they performed? How did individuals feel, what emotions did they experience?

Extension Activity:

Adapt the exercise to be a 'Court Room' scenario.

Pollution: Incident

On the 6th of August 2010 an oil tanker owned by 'Fuels 4 You' went aground off the coast of Cornwall. Oil immediately began to spill into the sea. The current washed the oil slick onto the coastal rocks and beaches covering over 10 miles of the coast.

The oil slick devastated the wildlife some of Britain's most picturesque coastline.

<p>ENVIRONMENTALISTS</p> <p>Local environmentalists are 'up in arms' over the incident. They blame the Tanker Captain for sailing too close to the coastline. They also blame the local council and government for reacting too slowly and not allocating sufficient manpower and resource to the clean-up operation.</p> <p>They claim that the oil slick will have a lasting impact on the wildlife in the area.</p>	<p>FISHERMEN</p> <p>The local fishermen are upset that the fish stocks in the area have been affected. They are also upset that the restrictions placed on them during the clean-up operation were unreasonable as they were unable to fish as and when they wanted. They blame the government officials for this. They also claim that the Tanker must have been sailing too close to the coastline.</p>
<p>GOVERNMENT OFFICIALS</p> <p>Government officials sent to the site arrived to take charge as quickly as they could. They organised the Navy to disperse the slick at sea. They also set up an investigation into the cause of the incident as soon as they arrived.</p> <p>They believe that enough funding and resource was made available to deal with the clean-up operation.</p>	<p>TANKER CREW</p> <p>The tanker Captain and crew were sailing, as they believed, in a designated shipping channel. They claim that they ran aground on rocks that were not charted and therefore must have been recently moved due to storms or an undersea disruption.</p> <p>They are sympathetic, but they do not believe it was their fault.</p>

1.6 I am who I am!	Group size: 4 to 5 per group
Duration: 60 minutes	Aim: To raise awareness of the skills and attributes required to be a successful entrepreneur.
NCFE Learning Outcomes:	Materials: Business scenarios (follow-on sheets) Possible access to ICT.

Method:

- Each group is presented with different business scenarios. These include: a sole trading wine merchant, a home tuition music teacher, an 'on-line' sports ware business and a herbal medicine business.
- For each scenario the group is to identify what type of skills, attributes and qualities these 'entrepreneurs' would require. What training would they or may they require? The groups could also be asked to identify any potential risks these businesses face.
- Groups to identify any similarities between the entrepreneurs.
- Each group reports back to the whole group; this could be through a presentation or verbal feedback.
- Each young person will re-visit their skills, qualities and attributes.

The trainer needs to be aware of entrepreneurial skills, knowledge, etc:

According to the USA National Entrepreneurship Education Standards, individuals should be able to:

- Explain the need for entrepreneurial discovery
- Discuss entrepreneurial discovery processes
- Determine opportunities for venture creation
- Assess opportunities for venture creation
- Describe idea-generation methods
- Generate venture ideas
- Assess risks associated with venture
- Describe external resources useful to entrepreneurs during concept development

Evaluate risk-taking opportunities

Extension activities:

Groups to look at more case studies.

Groups to talk to an entrepreneur about their skills, qualities and attributes.

Entrepreneur number 1: SYLVIA SIMMS

Sylvia has just started her own business as a Wine Merchant. She has suppliers in Italy, France and Australia.

Sylvia decided to enter this competitive market by dealing just with expensive and fine wines. During her planning Sylvia considered trading in all wines, mass-produced as well as fine wines, but she decided that competing with the supermarket chains was unrealistic.

Sylvia has researched well, both the wine trade and how to run a business. Sylvia's vision is to one day expand her business to supply fine wines from all around the world to the top restaurants in London.

Whilst starting up the business Sylvia has had to learn bookkeeping processes, find a storage facility for the wine and develop contacts abroad. She is now working on building up her customer-base in this country.

Identify what types of skills, qualities or attributes you think Sylvia possesses.

What further training or development do you think Sylvia requires?

What risks is Sylvia facing with her business?

Entrepreneur number 2: MICHAEL MILES

Michael is a trained music teacher. He teaches people how to play the piano, violin and guitar in their own homes.

Michael decided to go independent some years ago. Michael's wife helps him keep his financial records. Due to the nature of his business Michael advertises in local newspapers, shop windows and he is trying to develop a website. Most of his business is generated through 'word of mouth' and referrals from satisfied customers.

The majority of Michael's work is at weekends or in the evenings.

Michael is determined to grow and develop his business further, but he is unsure as to how to go about this.

Michael is currently working on strategies to help children learn musical notation through an easy to use/learn method. He is willing to take risks where necessary. Michael considers himself to be hard working, honest and willing to learn.

Identify what types of skills, qualities or attributes you think Michael possesses.

What further training or development do you think Michael requires?

What risks is Michael facing with her business?

Entrepreneur number 3: RICHARD ROWE

Richard worked in a sports shop for a number of years before deciding to start-up his own sportswear company. Rather than have the expense of running a shop with staff, Richard has decided on an Internet business. He stores all of the stock in a rented warehouse.

Richard is keen to expand the business and realises that he needs to take on more staff to package and distribute the orders.

Richard works long hours trying to do all the jobs by himself. He is finding it very expensive to send out the packages through the normal post.

Richard is finding the book keeping processes difficult, as he has not had to do this before.

Identify what types of skills, qualities or attributes you think Richard possesses.

What further training or development do you think Richard requires?

What risks is Richard facing with her business?

Entrepreneur number 4: MARGARET RICHARDSON

Margaret has just opened a 'herbal remedies' shop. She has been interested in herbal and alternative medicines for some time. Her aim is to have a variety of medicines on sale from around the world. There are a number of other shops in the area also specialising in alternative medicines.

Margaret's vision is to open a number of shops in the Midlands. She would like her shops to be at the 'cutting edge' of alternative and herbal medicine.

Margaret comes from a sales and marketing background.

Identify what types of skills, qualities or attributes you think Margaret possesses.

What further training or development do you think Margaret requires?

What risks is Margaret facing with her business?



Underline the number that describes you best. When you have finished your trainer will underline the number that they think describes you most accurately. Make time to compare observations and ask for clarification if this will help you to understand how others perceive you.

Scoring System: 0 Don't know 1 Poor 2 Fair 3 Good 4 Very good 5 Excellent

	How you rate yourself	How your trainer rates you
Co-operating with others?	0 1 2 3 4 5	0 1 2 3 4 5
Listening to the views of others?	0 1 2 3 4 5	0 1 2 3 4 5
Ability to follow instructions?	0 1 2 3 4 5	0 1 2 3 4 5
How quickly do I learn things?	0 1 2 3 4 5	0 1 2 3 4 5
How much do I contribute to decision-making?	0 1 2 3 4 5	0 1 2 3 4 5
How independent am I?	0 1 2 3 4 5	0 1 2 3 4 5
How good am I at accepting others' decisions?	0 1 2 3 4 5	0 1 2 3 4 5
How hard working am I?	0 1 2 3 4 5	0 1 2 3 4 5
How motivated am I?	0 1 2 3 4 5	0 1 2 3 4 5
How good am I at working without supervision?	0 1 2 3 4 5	0 1 2 3 4 5
How good am I at assessing my own performance?	0 1 2 3 4 5	0 1 2 3 4 5
How good am I at negotiating with others?	0 1 2 3 4 5	0 1 2 3 4 5
How good am I at accepting responsibility?	0 1 2 3 4 5	0 1 2 3 4 5

Comments: