

# International Entrepreneurship Educator's Programme

## Entrepreneurial Learning - Pedagogical Note Series

### 2. Outcomes from Entrepreneurial Learning

#### 1. What are Outcomes from Entrepreneurial Learning?

Much of the focus of traditional Entrepreneurship Education Programmes 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 much emphasis upon the business plan. 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 NCGE approach which to some substantial degree challenges the conventional business focused concept of the entrepreneur.<sup>1</sup> 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 the NCGE) and set out below.

#### 2. How is the Outcomes framework constructed?

- Following the construct above, eight major areas of outcome are set out as follows.

#### A Benchmarking Template of Potential Key Outcomes

<b>A.</b> Key entrepreneurial behaviours, skills and attitudes have been developed.	<b>B.</b> Students clearly empathise with, understand and 'feel' the life-world of the entrepreneur
<b>C.</b> Key entrepreneurial values have been inculcated.	<b>D.</b> Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits
<b>E.</b> Students understand the process (stages) of setting up an organisation, the associated tasks and learning needs	<b>F.</b> Students have the key generic competencies associated with entrepreneurship
<b>G.</b> Students have a grasp of key business how to's associated with the starting and running an organisation	<b>H.</b> Students understand the nature of the relationships they need to develop with key stakeholders and are familiarised with them

This 'Template' provides the basis for:

- A focused debate upon the concept of entrepreneurship in an educational context
- A dialogue with all key stakeholders, particularly policy makers and funders
- The development of a programme of education and training for policy makers, organisers and deliverers of entrepreneurship education.

The Template is expanded as below

### **.A. Entrepreneurial behaviour, attitude and skill development**

*To what degree does a programme have activities that seek clearly to develop?:*

- 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**

*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**

*To what degree does the programme seek to inculcate and create empathy with 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**

*To what degree does the programme help students':*

- 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**

### ***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

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## **F. Generic Entrepreneurship competencies**

### ***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**

### ***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**

### ***How does the programme help students to:***

- 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.