

# International Entrepreneurship Educator's Programme

## Entrepreneurial Learning - Pedagogical Note Series

### 3– Teaching Enterprisingly

#### 1. What is 'Teaching Enterprisingly'?

This is teaching in a manner designed to maximise the potential for stimulating entrepreneurial attributes and insight and equipping participants for action. In particular it will be 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 (NCGE Outcome 1) and enhancing that capacity. But some will overall be naturally more enterprising than others and every person will demonstrate a different range and mix of potential. Some will be more creative, some will be more capable of taking initiatives independently, others will be better at networking and so on.

#### 2. How is Enterprise Teaching Constructed?

There will need to be a strong emphasis upon teaching 'for' and 'through' as opposed to 'about'. Teaching 'for' means constant targeting the practice of learning upon the 'know how', the 'know who' and the 'need to know', related to achieving a personal and/or organisational objective. 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 the 'process' of learning and the process of teaching.. Exploring the issue through these framework throws up challenges for organiser's and teachers as shown below

#### The Focus of Learning

<b>From</b>	<b>To</b>
The past	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

## **The Process of Learning**

<b>From</b>	<b>To</b>
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

The above frameworks demand of the teacher an approach as below:

### **Enterprising modes of Learning**

- Experiential/action oriented
- Self determined
- Tutor as facilitator
- Tutor in joint learning situation
- Learning linked to need for action
- Student generation of knowledge
- Learning objectives negotiated/discussed
- Sessions flexible
- Personal development focus
- Problem solving
- Problem into concept focus
- Competence development orientated
- Repeated practice
- Mistakes as a basis for practice

### **3. Relevance to entrepreneurial Learning?**

The above teaching approach is arguably the core and forms the basis for assessment of the value of the numerous pedagogical methods noted in the Introduction (see Annex for examples)

### **4. Outcomes**

The above approach primarily can be assessed in terms of the degree to which it enables participants to do things that they could not do before. It also is designed to change attitudes towards entrepreneurial ways of doing, thinking, organising, communicating and learning things.

## ANNEX

### *Entrepreneurial Learning*

#### **Some examples of Materials and Practice**

##### **Summary - How to use them in Enterprise Teaching**

- 1. Long cases** – *used to practice– personal decision making, innovative problem solving, understanding ways of doing things, company decision making, practice in analysis, and use of frames of reference and concepts.* Also exemplars of theory in practice. Can be used alone, or alongside/after discussions with, real time managers. Usually accompanied by: key questions for students; case notes, teaching notes, and readings.
- 2. Short cases** (2-3 pages) – for pre-preparation or for group work in class - *used to underpin key points made in a lecturette, practice frames of reference, as a basis for use of judgment in decision making with limited knowledge and underpin internalisation of knowledge* and to bring out lecture points. Usually accompanied by key questions, teacher guidance, and sometimes handouts or technical notes, readings.
- 3. Critical incidents** – (1 page or OHP) – *used to stimulate free thinking and brainstorming picks up an incident in an organisation for discussion. Also to underpin a point made in class and to demonstrate use of knowledge in practice.* Can be accompanied by notes indicating to teacher how might be used .
- 4. Class questioning** – *used to explore the existing ways of seeing things and testing experiential knowledge simple overhead with either a question (eg. ‘How would you determine whether an organisation thinks strategically?’) or a statement (e.g. ‘Entrepreneurs are born not made? Do you agree with that?’).* To stimulate active learning by drawing out class views and placing them in a framework for analysis. Usually followed by handout to expand on class discussion or ‘write up’ of class debate. The overhead might also include some background material (e.g. ‘You are going to begin a consulting assignment with a small engineering firm and you will begin with an interview with the owner-manager’)
- 5. Anecdotes** – *used to link theory with practice - the art of good enterprise teaching. Students challenged to develop own anecdotes from experience.* Just means telling a story or giving an example (being amusing helps). Must be to the point (back up a point) and short. Can be supported by overhead but not really necessary.
- 6. Lecture notes** – *used to support the main points in the lecture – not very enterprising.* Can be given out as powerpoint with key notes beforehand or after. Danger is that students don’t come to the lecture. May include readings and backup technical notes.
- 7. Games** – *used to build team work, experience pressure for decision making with limited time/knowledge, introduce elements of competition, practice what has been learned, develop entrepreneurial competences.* May be short classroom exercises (eg. As in warm up (ice breaking) sessions or ‘ball in the bucket risk taking assessment exercises) or longer exercises taking up to two days – often computerised (for example simulations of setting and running a small company, competing for a new market, managing cash flow). Longer exercise usually require a team. Often accompanied by: background notes, game rules, materials in use (e.g. spread sheets) and task sheets.
- 8. Drama** – *used to create empathy, build creativity, support personal confidence and presentation skills, draw out the role of managers/ entrepreneurs as actors, encourage team building.* Supported by material on the actors role and its relevance to management, guides on writing a story board and different acting techniques that

might be used. Video clips are also useful. Usually undertaken via small group work. Materials for assessment by other groups need to be prepared.

**9. Drawings** – *used to stimulate creative expression of a phenomenon, build confidence in projecting how person sees things, brings in feelings and emotions* (e.g. groups of two make a drawing of how they see the Enterprise Culture in their country). The rest of the class is then asked to indicate how they interpret it and the group responds. Prizes can be given. The ‘show, can be followed by discussion of the meanings. Material needed are flip chart paper and Pens – variety of colours, plus means of sticking the drawings on the wall!

**10. Brainstorming** – *used to bring out ideas, stimulate creativity, demonstrate the value of ‘off the wall’ thinking and create excitement.* No real materials usually required other than white boards and flip charts. But examples of the value in use of brainstorming can be provided as technical notes.

**11. Quiz’s** – *used to test the existing knowledge base of participants and provide a basis for discussion* (e.g. a quiz on the importance of small business in economies). *Elements of competition.* For classroom use – to fit in with session learning goals.

**12. Personality and other tests** – *used to stimulate personal interest in enterprise concepts by allowing participants to profile themselves perhaps against client groups* (e.g. Myers Briggs can be used to demonstrate to bankers how they differ from entrepreneurs and therefore the culture challenge). A wide range of tests are available (McLellands, Thematic Aperception Test, DUBS General Enterprising Test.) In some cases training and permission is needed for use.

**13. Consulting** – *used to practice knowledge frames of reference, support internalisation of learning, build interpersonal analytical and presentational and communication skills and create empathy with ‘real’ client groups.* Useful materials include: video examples of good and bad interviewing practice, good and bad consulting reports, guide to good report writing, examples for rehearsal of rapid data analysis and problem solving in complex situations.

**14. Projects** – *use similar to consulting but often with the purpose of academic assessment. Used to develop planning, analytical, relationship, and skills and initiative and explore the value of concepts in practice.* Materials needed include: guides to layout/length etc, criteria for assessment, examples letters of introduction, guides to feedback to companies.

**15. Debates** – *used to build interpersonal skills, build public speaking confidence, demonstrate the value of humour and anecdote in making a point, create fun in the classroom and group harmony and develop ability to ‘think on your feet’.* Also to create understanding of other’s point of view even if one does not agree with it. An audience can be invited and of course will join in (e.g. ‘This House believes that Entrepreneurship is the domain of the small firm and not the large’). Materials will include guidance on the format and the role of the primary, secondary speakers and ‘summer-up’ as well as the chairperson. Teams can work on the brief and select their speakers.

**16. Newspaper clippings** – *used to show relevance of teaching to current issues and/or to create a ‘critical incident’ for discussion. Also to test the application of knowledge* (e.g. extracts from the Treasury minister’s recent speech). May be accompanied by some notes on the main issues – so effectively the clipping is being used as case.

**17. Presentations/Teaching** – *used to develop understanding in use of knowledge, to develop personal skills, confidence, imagination, use of metaphor and the use of technologies in presentation. Also in a teaching situation to practice handling groups.*

Materials be delivered on presentation and teaching skills. Other action support materials are required although video recording and subsequent analysis is also most useful.

**18. Simulations and Role Play** – *used to create empathy support internalisation of knowledge, acquisition of relationship knowledge, develop acting ability in different situations.* May be used as part of drama. Materials required include briefings and backgrounds on the situations confronted. In more complex situations considerable pre-reading may be needed. Also guidance as to the conduct of the simulation and the role of observers (fish bowl exercise)