

# International Entrepreneurship Educator's Programme

## Entrepreneurial Learning - Pedagogical Note Series

### 37. Exploring the Enterprise Culture in a Globalisation Context

#### 1. What is '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 elsewhere<sup>1</sup> 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, 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<sup>2</sup> 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 effect 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.
- 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 to subjected to some 'warm-up' exercises. .

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<sup>1</sup> 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

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

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 over. These are then compared with those written on the flip chart by the performing group. The class are 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, customer and so on.

### **3. 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

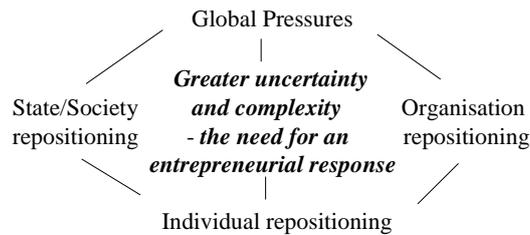
## ANNEX 2

### 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

<b>Entrepreneurial Behaviours</b>	<b>Entrepreneurial Attributes</b>	<b>Entrepreneurial Skills*</b>
Opportunity seeking	Self confidence	Problem solving
Creative problem solving	Achievement orientation	Persuading
Grasping/organising opportunities	Autonomy	Negotiating
Taking initiatives	'Natural' leadership	Strategic thinking
Managing interdependence	'Fixer'	Articulating ideas
Ambition	Determination	Selling
Seeing things through from beginning to end	Getting things done	Proposing
Rapid use of judgement	Hardworking	Decision making under uncertainty
Taking calculated risks	Commitment	Holistic task management
Social networking	Action oriented	Social skills
	Perseverance	
	Strong ego	

### 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 and find accommodation and entertain delegations from different countries. She has also had to arrange special English classes for foreign visiting students and organise community linkages 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 has also to take more responsibility for paying the bills and managing the household accounts
- 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!
- Her husband has however just opened her first internet account with a bank which he says gives her a higher interest rate but she hates to use it.....
- Kate now has her own credit cards and finds it amazing how much debt she incurs without thinking in some months. This leads to some disputes with her husband and she feels that she ought to budget her personal spending better

**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 their stakeholder 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 story board 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

## ANNEX 9

### DRAMA FACILITATOR WRITTEN FEEDBACK EXAMPLE

#### Masters in Entrepreneurship Drama presentation April 30 2006

#### Messages Planned and Received by Audience Plus Joan (the facilitator's) Comments

##### Group1

##### Drama

*'Suicide averted. Turn the clock back and conscience'*

##### Message planned

Overall message– together we are stronger

- teamwork
- risk taking
- interdependence
- focus organised

##### Message received

- always hope
- be at right place right time
- blackmail your employers
- what a wonderful world
- any problem can be solved
- empathy
- be human
- teamwork

**Mark** out of 30 = 24

##### Joan's Comments

Good use of narrator

Effective use of 'turn the clock back'

Good mime

Effective use of song but too long for dramatic effect

Emotive conclusion

Grips audience but slow pace

##### Marks

Creativity = 11

Entertainment = 12

##### Group 2

##### Drama

*'Court scene – teacher accused of pupil/lover murder – exonerated on forensic evidence'*

##### Message planned

Overall – life is an illusion

- risk taking
- working overtime
- making decisions in uncertain situations
- combining personal and business life

##### Messages received by audience

- family-business conflict
- womens rights
- time management
- better time organisation
- taking risks
- love conquers all
- things are not what

- they seem to be

**Mark** out of 30 = 28

**Joan's comments**

Too static at times  
Good use of narrator  
Dialogue good between teacher/husband  
Effective voice montage  
Court scene lacked movement  
Some lack of pace  
Effective twist at end of story

**Mark**

Creativity = 10  
Entertainment = 9

**Group 3**

**Drama**

*'Bank robbery – award for bravery'*

**Message planned**

Overall – an award

- teamwork
- language barriers
- take risks
- stress

**Messages received**

- teamwork
- money- greed
- Stressful situations
- Risks
- Initiative
- Decisions under stress
- Organise
- Communication problems

**Mark** out of 30 = 30

**Joans comments**

Good lively opening  
Effective use of song – 'Show your ID'  
Good voice montage  
Good sense of drama – action  
Well constructed plot  
Maintained interest throughout

**Marks**

Creativity = 12  
Entertainment=13

**Group 4**

**Drama**

*'Personal problems lead to psychotic behaviour – set in doctor' office'*

**Messages` planned**

Overall- be optimistic- all problems can be solved

- Stress
- Need for further education
- Financial uncertainty

### **Message received**

- violence is not an answer
- hard work
- not organised
- every problem has a solution
- tomorrow is another day
- competitive environment
- stress
- time pressure
- financial problems
- taking risks
- need for professional development

**Mark** out of 30 = 28

### **Joan's comments**

Lost some of the dramatic focus because of lack of structure and movement

Some good characters

Good dialogue between mother and daughter

Some nice sense of humour

Plot a little confused and rather short

### **Joans Marks**

Creativity = 8

Entertainment = 8

### **Group 5**

#### **Drama**

*'Traffic queue – family scene'*

#### **Messages`planned**

Overall – what are we doing with our lives? Always look on the bright side of life

- time pressure
- professional competition
- fear for the future
- family situation

#### **Message received**

- be positive
- empathy
- stress – family
- organisation – time pressure

**Mark** out of 30 = 24

### **Joan's comments**

Effective opening

Good monologue

Somewhat confused dialogue at times and as result lost some dramatic focus

Switch of scenes from traffic to family could have been smoother

Really good use of song – and flowers

Maintained interest well - but short

### **Marks**

Creativity = 9

Entertainment = 10

## **Group 6**

### **Drama**

*'Family scene breakfast – father domination'*

#### **Messages planned**

Overall – life long learning process is a must

- English knowledge
- Usage of it
- Competition
- Time management

#### **Messages received**

- empathy
- need for education
- time management
- managing change
- IT revolution
- Competition
- Life long learning
- Stress
- Generation clash
- Language

**Mark** out of 30 =28

### **Joan's Comments**

Good mother daughter dialogue

Some really good ideas lost in the fragmented family conversation – lacked smoothness

Potential for wider range of dramatic tools eg freeze

Potential for more dramatic highlights

Nevertheless maintained interest and attention

### **Marks**

Creativity = 8

Entertainment = 9

## **Group 7**

### **Drama**

*'The magician and the turn-round recipes'*

#### **Messages planned**

Overall – mix of various skills = successful entrepreneur

#### **Messages received**

- risk taking
- stress
- business problems
- competition
- pressure
- self confidence
- knowledge
- mix of behaviour
- finding solutions
- life gives you a second chance

Mark out of 30 = 27

### **Joan's comments**

Excellent metaphor

Good audience involvement

Very well constructed

Good monologue  
Good use of voice montage  
Interest maintained throughout  
Key dramatic points under-stressed (what went into the magic box)

**Marks**

Creativity = 12

Entertainment = 12

**Joan's Overall Comments**

1. Great pleasure to work with you because of strong sense of commitment and motivation. Also sense of fun!
2. Great team work – everyone pulled their weight.
3. Would have liked to have spent longer with you as lot of the ideas were very good and could have been the basis for even stronger drama.
4. Obviously helped groups to ‘think’ English as well as ‘talk’ English.

Demonstrated to me how creative the group is!”!!