

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning –  Personal Learning Strand – Dimension: Manage personal learning  Strand Interpersonal Development - Dimension: Building Social Relationships	9, 10	Phase 2 (C) Career Building  7.2 Develop qualities to seek out and obtain/create work	MIPs Aim: Develop Skills to manage their pathways throughout their working lives  MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment  Best Practice Framework 3: Pathways and Planning Process

## ENTREPRENEURIAL SKILLS

### Teachers' notes

#### Outcome

Identify changes in the world of work, including entrepreneurial skills.

#### Rationale

With many major businesses and large government departments downsizing, there is a trend towards people working from home and setting up their own businesses.

To cope with this changing nature of work, students must be enterprising and flexible, and may need to become entrepreneurial.

#### Task description

1. The teacher facilitates a whole-class discussion about how the current trends of downsizing, reductions in the labour force and redundancies are making people think there are no 'safe' jobs any more.
2. During this discussion, the teacher should highlight the fact that in some parts of Australia, unemployment is on the rise, especially for the groups traditionally discriminated against: older workers; women; minorities; and teenagers. Discuss why this might be.
3. In small groups, students discuss the comment, 'While there are fewer "jobs" out there, there is still plenty of "work" to be done'. Small-group findings should be shared with the whole class through a brief, teacher-facilitated discussion.
4. In small groups, students discuss the term 'entrepreneur' and a group representative writes the group definition on the board. A group representative then briefly outlines each group's definition to the whole class.
5. In small groups, students write a definition of an entrepreneur on butchers' paper, discussing and listing the qualities of an entrepreneur under the definition.
6. It is easy for students to choose a well-known entrepreneur to identify some of the skills, e.g. possesses inner control, is innovative, a decision maker, has good interpersonal skills, plans and sets goals, sees things realistically, is a risk taker, uses feedback and acts when necessary.
7. Ask students to identify which qualities are evident through the case studies; and/or read the attached case studies and identify which of these qualities are evident; and/or invite a self-employed person to assist them to identify these qualities, putting them into context of their work/projects.
8. In small groups or pairs, students identify someone in their class or school who has entrepreneurial qualities.
9. Students compare results from two interviews with work patterns highlighted in the scenarios.
10. The teacher facilitates whole-class brainstorming of advantages of being an entrepreneur and records students' ideas on the board.
11. Once the brainstorm is complete, the teacher facilitates a discussion about the agreed characteristics of a successful entrepreneur and the possible associated problems that an entrepreneur might have to deal with.

### Extension activities and Local Standards

- Invite someone who started their own business to speak to the class.
- Investigate the Young Achievers Australia project for students to start manage and close their own business.

### Suggested resources

- Copies of 'What is an entrepreneur?'
- Blackboard/whiteboard
- Butchers' paper and felt-tipped pens
- Copies of scenarios, attached
- *Job Guide* – in print (Section 2) or online at <http://jobguide.dest.gov.au/>

### Career competencies

This activity links to the Exploring step in <http://myfuture.edu.au>.



# Entrepreneurial skills Scenarios of People Involved in Self-Managed Employment and Enterprise

Adapted from Goddard, D & Ferguson, K 1998. *Fundamentals and Feasibility Study into Self-managed Employment and Enterprise Initiative*. Conducted for the North Metropolitan Perth Area Consultative Committee, November. Reproduced with permission from Enterprise Research.

## Scenario 1

Jan is 18 years old. She graduated from secondary school with good results. Rather than go to university, however, she decided to participate in the 'real world' for a year. She continued to work as a check-out operator in a local supermarket as she had done during her final year of school. Being of a pleasant and communicative nature, she struck up conversations with a number of people, one of whom ran a business from home.

This person, searching for someone to assist in his business, asked Jan if she was interested in part-time secretarial work. She said she was, although she stressed her limitations as far as typing, book-keeping and computer skills were concerned. The business person, however, was far more interested in her engaging nature and communication skills, and said he would provide training as required. She continues work at the supermarket and is now learning a range of skills in the secretarial, book-keeping and computer areas. She is paid for both roles, as well as for a home-cleaning job she undertakes for another business person. She has to manage her time and finances but is her own boss.

## Scenario 2

Alan has just turned 16 and is in Year 11 at school. On Monday nights, he has a paper round, delivering local papers.

In addition, he has been trained to enter statistical data, which he does when the need arises, and he regularly backs up computer disks as a small business on the side. For all three of these jobs, he is paid and has to manage his time and finances. In addition, he has his own music web page, turning out specific 'tabs' for interested parties. He is a member of five different bands, three at school and two outside school. The latter two bands also have the capacity to earn money and involve him in sound studio recording and the business of marketing the bands.

## Scenario 3

Doug is 23 years old and is studying part-time at university, completing a commerce degree. During his time at university, he has taken part-time employment to gain skills in the area of business as well as to earn a salary.

His father, a business person and former accountant, has encouraged Doug and assisted him where he can.

Through his father's contacts, he has been contracted to manage the office of one company, is involved in aspects of company law for that same company, acts as the board executive officer for another, and is now training a younger person to look after the books for a third company. He undertakes all this work on a contract basis, and has to organise his own taxation. At the same time that he is completing his university degree and doing part-time work, he is maintaining a strong involvement in sport.

## Scenario 4

Kim is a single mother in her early forties with two children in her care. She expressed a view to a business owner one day that she was both frustrated and bored. The frustration was because she depended financially on her ex-husband, and her boredom resulted from the fact that she felt trapped in her house and needed to get out. The business person asked if she wanted to do some book-keeping. Kim, who had run a small business prior to her marriage, was keen and so became a part-time book-keeper for a small company. She works two days a week at that job, with the knowledge she can be at home and work if she needs to.

The rest of her time is spent in voluntary work with her children's school, as a hard-working volunteer in a sporting club, and in her role as a carer for her children at home.

# Entrepreneurial Skills Worksheet: What Is An Entrepreneur?

1. Write down the definition of entrepreneur.

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2. List the qualities of an entrepreneur.

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3. Complete the following table.

Characteristics of a successful entrepreneur	Advantages of being a successful entrepreneur	Disadvantages/problems of being a successful entrepreneur

