Unit Five Who Wants to be an Entrepreneur?
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Aim
In this unit, pupils explore self-employment and entrepreneurship. They also consider what careers are open to young people in Northern Ireland.
Unit Overview

Mapped to the Statutory Statements
Pupils should be enabled to:
- explore self-employment and entrepreneurship; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions
Pupils learn that:
- entrepreneurial activity is increasing;
- entrepreneurial activity is influenced by several factors; and
- self-employment is a career option.

Success Criteria
At the end of this unit, pupils will:
- be able to describe the small business sector in Northern Ireland;
- understand what it means to have entrepreneurial qualities;
- be able to describe in what ways they are entrepreneurial, and
- be able to discuss the benefits and challenges of starting a business.

Key Questions
Throughout this unit, encourage pupils to consider the following questions:
- Why do some people choose to become entrepreneurs?
- What are the skills and qualities of an entrepreneurial person?
- Do entrepreneurial people always set up their own business venture?
- Does entrepreneurship have a role in my future career options? If so, how?

Employability Skills Focus
This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus of this unit is outlined in the table below:

Communication
- Making oral and written summaries and taking part in discussions
- Interpreting, analysing and presenting information in oral formats
Learning and Teaching Activities within this Unit

**Theme 1**
**Motivation to Start a Business**
Pupils explore why people start a business.

**Theme 2**
**Northern Ireland’s Entrepreneurial Profile**
Pupils explore entrepreneurship and small businesses in Northern Ireland.

**Theme 3**
**It’s a Man Thing**
Pupils consider why men are more likely to become entrepreneurs.

**Theme 4**
**Entrepreneurs – Anyone Can Do It**
Pupils discuss whether there is an entrepreneur in all of us.

**Theme 5**
**Entrepreneurial Characteristics**
Pupils find out about entrepreneurial characteristics and examine their own entrepreneurial qualities.

**Theme 6**
**How Can I be More Entrepreneurial?**
Pupils begin to think about how they can develop their entrepreneurial qualities.
Theme 1
Motivation to Start a Business

Pupils explore why people start a business.

Activity 1
Remind pupils of what they learned about the recruitment and selection process in Unit 4: Employ Me. Explain to pupils that not everyone is an employee. An increasing number of people in Northern Ireland are choosing to start their own business. These people are known as entrepreneurs.

Divide the class into four or five groups. Distribute a flip chart sheet of paper and a marker to each group. Ask groups to allocate roles for example, facilitator, recorder, reporter and timekeeper. Ask the recorder to write the following question in the middle of the sheet of paper, ‘Why do people start their own business?’ Ask groups to generate as many reasons as possible for starting a business and to record them on the top half of the paper.

Once this is completed, ask each group to agree on the top three reasons for starting a business and to write these on the bottom half of the paper. Invite the reporter to present their group’s findings to the rest of the class.

Activity 2 – Extension opportunity
Ask groups of pupils to identify a local entrepreneur and research their motivation for starting a business. Provide time for pupils to feedback their findings to the rest of the class. Finally, ask pupils to consider the following questions:

• Why do some people choose to become entrepreneurs?
• Do entrepreneurs have similar motivating factors?
• How important is wealth creation as a motivating factor?
Pupils explore entrepreneurship and small businesses in Northern Ireland.

Support Materials for Activities
- Entrepreneur and Small Business Cards (Resource 1)
- Paper
- Pens

Activity 1
Divide the class into four groups, A, B, C and D. Give each group member a number, 1, 2, 3, 4 and so on. Distribute one of the Entrepreneur and Small Business Cards to each group. Give groups time to read and discuss their card. Ensure that each group member understands the information included on the card. Ask each group to record, in their own words, what they think are the three most important messages on the card.

When groups have finished, rearrange the class so that all the number 1 pupils form a new group, all the number 2 pupils form another group and so on.

Each new group should have a representative from groups A, B, C and D. Ask individuals in the newly formed groups to report what they learned from the Entrepreneur and Small Business Cards.

Activity 2 – Extension opportunity
Discuss pupils’ reactions to what they have learned about entrepreneurship.

Encourage pupils to answer the following questions:
- What information surprised you and why?
- What information interested you most and why?
- Do you have any questions about what you learned?
Theme 3
It’s a Man Thing

Pupils consider why men are more likely to become entrepreneurs.

Support Materials for Activities
- Spectrum Debate Statement Cards (Resource 2)
- Zone of Relevance Template (Resource 3)
- Flip chart
- Paper
- Pens

Activity 1
Explain to the pupils that statistics show men are more likely to start their own business. Ask the class to consider the following question: ‘Why are men more likely to start their own business?’

Activity 2
Draw an imaginary spectrum line in the classroom. Explain that each end represents opposing points of view; strongly agree and strongly disagree. Read out the Spectrum Debate Cards statements and invite pupils to consider their opinion before positioning themselves along the spectrum line. Invite individual pupils to justify their decisions. If pupils change their mind, ask them to explain why.

Activity 3
Ask pupils to work in groups of four or five individuals. Distribute a large sheet of paper and a set of the Spectrum Debate Cards to each group. Display the Zone of Relevance Template on a flip chart at the front of the class. Invite groups to copy this onto their sheet of paper.

Ask groups to use the Spectrum Debate Cards and decide if each statement is relevant or irrelevant. When groups reach a decision about each card, they must place it onto the Zone of Relevance Template. When group members agree that a statement is relevant they must consider the degree of relevance.

Afterwards, invite each group to report back to the rest of the class. Ask them to justify any controversial decisions.
Theme 4
Entrepreneurs – Anyone Can Do It

Pupils discuss whether there is an entrepreneur in all of us.

Activity 1
Initiate a revolving circle activity. Divide pupils into two groups. One group forms the inner circle and the other forms the outer circle. The inner circle faces outwards and the outer circle faces inwards so that pupils stand face-to-face with an individual from the other circle. Ask pupils to form a pair with the pupil standing opposite them and to discuss the following statement: ‘Anyone can be an entrepreneur’. Give pairs one minute to discuss the statement. The inner circle then rotates clockwise and the outer circle rotates anti-clockwise. The rotation continues until the pupils have had an opportunity to discuss the statement with a range of partners.

Activity 2 - Extension opportunity
Ask pupils to write down answers to the following questions:
- What was your opinion about the statement at the beginning of the activity?
- How did your opinion change as a result of discussion and why?
Pupils find out about entrepreneurial characteristics and examine their own entrepreneurial qualities.

**Support Materials for Activity**
- Entrepreneurial Characteristics Test (Resource 4)
- A short extract from a television interview
- Job advertisements from local newspapers

**Activity 1**
Show the class a short extract from a television interview. Organise the class into groups. Ask groups to write down all the interview questions they remember from the television programme. Encourage groups to discuss the different types of questions that were asked and what kind of response the interviewer was aiming for. Ask groups to identify what aspects of the interview were helpful in getting as much information from the interviewee as possible. Give pupils the following hints:
- open ended questions that allow for more than ‘one word’ answers;
- interviewer lets the interviewee respond in their own way;
- interviewer has a clear purpose and requires the interviewee to think, reflect, justify, express their feelings; and/or
- interviewer allows the viewer to make a judgement about the interviewee.

Carry out a thought shower exercise to list what the class knows about some local entrepreneurs. Invite a well-known local entrepreneur into school to talk about their career. As a class, prepare interview questions for the entrepreneur. Encourage pupils to consider the quality of questions being asked. Typical interview questions should include some of the following:
- What motivated you to start a business?
- What has made you successful?
- How did you start your business?
- What is your background?
- What problems have you encountered and overcome. How did you overcome problems?
- What have you learned from your experience?

Forward the questions to the entrepreneur before the school visit to allow them to prepare answers.

**Activity 2**
Invite pupils to use the Internet to research and develop case studies on young entrepreneurs in Northern Ireland. Ask individual pupils to adopt the role of one of the young entrepreneurs researched. Use the ‘hot seating’ technique. Encourage class peers to think of challenging questions for the person(s) in the hot seat.

**Activity 3**
Ask pupils to carry out the Entrepreneurial Characteristics Test to evaluate their entrepreneurial characteristics. Ask individual pupils to choose three entrepreneurial qualities and illustrate how they have demonstrated these in the recent past. Next, ask pupils to identify three opportunities that would allow them to develop their entrepreneurial characteristics.

**Activity 4 – Extension opportunity**
Divide the class into groups. Distribute copies of job advertisements from local newspapers. Ask groups to identify how many jobs ask for entrepreneurial skills and qualities.

**Activity 5 – Extension opportunity**
Adopt the role of devil's advocate and initiate a class debate. Ask pupils to respond to the following statements:
- entrepreneurial attributes are not important in most careers; and
- there are many careers that do not require entrepreneurial attributes.
Theme 6
How Can I be More Entrepreneurial?

Pupils begin to think about how they can develop their entrepreneurial qualities.

Activity 1
Remind the class that entrepreneurial activity is increasing in Northern Ireland. Ask pupils to think about how this could impact their future career, for example more opportunities for self-employment. Remind pupils that employees need to be entrepreneurial too. Explain to the pupils that to improve their career opportunities they need to be able to demonstrate how they are entrepreneurial.

Invite individual pupils to think about how a young person might be able to develop their entrepreneurial qualities. Ask them to write down their ideas. Next, ask pupils to get into pairs and to share their ideas. Ask pairs to record agreed or compromised ideas.

Ask pairs of pupils to join with another pair to form a group of four. Ask them to share their ideas and record agreed and compromised ideas. Repeat this activity with groups of eight pupils. As the groups get bigger, ask pupils to elect group roles, such as, scribe, reporter, facilitator and/or timekeeper. Finally, ask the group reporter to provide feedback to the whole class.

This activity can be based on a project/venture undertaken as a class or a group. Draw up an action plan to implement the idea(s) selected. At key points during the project/venture encourage pupils to reflect on the entrepreneurial attributes they are displaying and developing. Discuss how this experience will be important in personal statements, job applications and/or interview situations.

Activity 2
Distribute a copy of the Pupil Reflection Record to each pupil. Ask pupils to think about their learning to date and to complete the Pupil Reflection Record.

 Invite pupils to take part in a group discussion to share their learning with each other. It might be useful to record feedback from individual pupils in their Progress File.

Support Materials for Activity
- Action Plan Template (Resource 5)
- Pupil Reflection Record (Resource 6)
Entrepreneur and Small Business Cards

**Group A**
- SME is an acronym for small and medium sized enterprises.
- Small enterprises have less than 50 employees, while medium sized enterprises have less than 250 employees.
- There are approximately 4.3 million SMEs in the UK.

**Group B**
- The level of entrepreneurial activity in Northern Ireland has increased since 2002.
- There are less young people (18-24 yrs) starting a business in Northern Ireland, than in the UK as a whole.
- More men than women have started a business in Northern Ireland.
- A similar proportion of male and female entrepreneurs are graduates.

**Group C**
- Social enterprises are defined as, ‘Enterprises that trade in goods or services in order to fulfil a social mission’.
- Many social enterprises are set up to help the environment and to provide services that otherwise might not exist.

**Group D**
- Entrepreneur – someone who starts a business venture and takes risks for it.
- Intrapreneur – someone who displays entrepreneurial attributes within their workplace.
- Social entrepreneur – social entrepreneurs set up businesses to address social problems and to meet local community needs rather than for pure profit.
## Spectrum Debate Statement Cards

<table>
<thead>
<tr>
<th>Women believe they have fewer opportunities to become entrepreneurs.</th>
<th>Men plan to start their own business because they want to become wealthy. Women are more concerned with personal life priorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male and female entrepreneurs are equally motivated by a passion and love of what they do.</td>
<td>Women are more afraid of taking risks than men.</td>
</tr>
<tr>
<td>Career choices for men and women are different.</td>
<td>The challenges facing male entrepreneurs are the same as those facing female entrepreneurs.</td>
</tr>
<tr>
<td>Female entrepreneurs have more challenges to face when starting a business venture than their male counterparts.</td>
<td>Both men and women choose to become entrepreneurs because they see an opportunity to improve their working life.</td>
</tr>
</tbody>
</table>
### Spectrum Debate Statement Cards (continued)

<table>
<thead>
<tr>
<th>Left</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men are more likely to want to expand their business ventures than women.</td>
<td>Business ventures started by male entrepreneurs have a higher survival rate than those started by women.</td>
</tr>
<tr>
<td>Men are more competitive than women.</td>
<td>There are stereotypical assumptions about female entrepreneurs that prevent women from choosing this as a career option.</td>
</tr>
<tr>
<td>Women are not interested in making money.</td>
<td>Women only choose entrepreneurial activity if they have had some kind of personal crisis.</td>
</tr>
<tr>
<td>Male and female entrepreneurs are all equally innovative, independent, motivated and risk-takers.</td>
<td>Men are better at seeing innovative entrepreneurial opportunities.</td>
</tr>
</tbody>
</table>
Women do not want to be their own boss.

It is harder for women because traditionally entrepreneurial activity is male dominated.

Women need support to become more aware of their unique advantages in entrepreneurial activity.

Women have to stay at home and look after the children.

Banks will lend money to business ventures that show growth. Men are more likely to want to grow their business.

Most female entrepreneurs start their business as a hobby rather than a career choice.

Middle-aged women are more likely to become entrepreneurs because their children have grown up and they can afford to take a risk.

Gender bias does exist.
Zone of Relevance Template

Irrelevant Points

Relevant Points

Most relevant points

Why are men more likely to start their own business?
Entrepreneurial Characteristics Test

Research shows that entrepreneurs share certain characteristics or personality traits. Some of these characteristics are listed in the test below.
(Please note that the list is not exhaustive and not all the characteristics are evident in all entrepreneurs).

What entrepreneurial characteristics do you have?

Use the test below to assess your entrepreneurial characteristics. As you work through the test, try to think of times when you displayed these personality traits.

When you have finished the test evaluate your scoring. Next, ask a partner to complete a questionnaire but this time they must answer questions about your personality. Compare the results.

Don’t worry if you don’t display all the characteristics. Remember that you will develop some of these characteristics later in life.

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Hard working</td>
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<td>Self-belief</td>
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<td>Able to deal with set backs</td>
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<tr>
<td>Reliable</td>
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<td>Problem solver</td>
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<tr>
<td>Innovative</td>
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<td>Need to achieve</td>
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<td>Motivated</td>
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<td>Realistic</td>
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<td>Disciplined</td>
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<td>Have a can do attitude</td>
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<tr>
<td>Focused</td>
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<td>Sociable</td>
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<td>Good listener</td>
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<td>Can take calculated risks</td>
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<td>Results orientated</td>
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<tr>
<td>Can use own initiative</td>
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<tr>
<td>Positive outlook</td>
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</tbody>
</table>

Which three of the above characteristics do you believe to be most important for someone who wants to start their own business?
## Action Plan Template

<table>
<thead>
<tr>
<th>Action</th>
<th>Resources</th>
<th>Person(s) Responsible</th>
<th>Timescale</th>
</tr>
</thead>
</table>

Resource 5: The WOW Factor - Unit 5: Who Wants to be an Entrepreneur?
Pupil Reflection Record

In what ways are you entrepreneurial?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does the entrepreneurial profile of Northern Ireland impact on your future?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe the career planning development you have undertaken throughout this unit. *(Examples might include reading, watching videos, carrying out research, giving presentations and/or attending workshops to hear from others).*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Are there any areas of entrepreneurship you want to learn more about? Are there any skills you would like to further develop which would benefit your career planning? *(Please agree at least one or two areas and comment on how this could be accomplished)*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed:  

Teacher:  

Parent:  

*Education for Employability - Year 11 Resource*

*The WOW Factor - Unit 5: Who Wants to be an Entrepreneur?*
Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to www.ccea.org.uk/employability