PAUL KEARNEY’S
HAND OUTS

CROSS-SECTORAL WORKSHOP
FOR
QUEENSLAND SCHOOLS
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DEFINITION ENTERPRISE

Enterprise is about having ideas and doing something about them, taking advantage of what might be, rather than accepting what will be – to make something of value.

It is using initiative, resourcefulness and determination to make things happen, even when things are difficult and uncertain. In a business setting it is called entrepreneurialism, but you also need enterprise to run a club, a household or a good classroom and to help yourself and others.

Paul Kearney 2000

Enterprising Capabilities

- Generating, identifying and assessing opportunities
- Identifying, assessing and managing risks
- Collecting, organising and analysing information
- Generating and using creative ideas and processes
- Solving problems and avoiding problems
- Recruiting and managing resources
- Matching personal goals and capabilities to an undertaking
- Working with others and in teams
- Being flexible and dealing with change
- Negotiating and Influencing
- Using initiative and drive
- Monitoring and evaluating
- Communicating ideas and information
- Planning and organising
- Being determined and resilient
- Being fair and responsible

An enterprising individual has a positive, flexible and adaptable disposition toward change, seeing it as normal and as an opportunity rather than a problem. To see change in this way, an enterprising individual has a security borne of self-confidence, and is at ease when dealing with insecurity, risks and the unknown.

An enterprising individual has the capacity to initiate creative ideas ... and develop them through into action in a determined manner. An enterprising individual is able, even anxious to take responsibility and is an effective communicator, negotiator, influencer, planner and organizer. An enterprising individual is active, purposeful, not passive, uncertain and dependent.

Towards An ‘Enterprising’ Culture (Colin Ball, 1989)

Less tangible ‘I’s

- intuition
- insight
- inspiration
- ingenuity
- innovation
- influence
- industry
- itch

Also words like

Facts and Fatigue

Circa 1998-2000

1. Every 27 minutes a business goes bankrupt or officially ceases to trade.

2. Representing over 90% of all enterprises, small business employs over half the Australian workforce. Of these 45.5% don’t employ any staff.

3. The average workplace (number of employees) in Australia is 3.4.

4. In 1997, 65% of all small business operators were men, but women are starting up businesses at a faster rate than men and suffering proportionally less bankruptcies and closures – though men's businesses tend to grow at a faster rate.

5. A quarter of all businesses start up with less than $1000.

6. 29% of all small businesses are operated on a part-time basis.

7. 1 in 10 people now are officially self-employed.

8. 12% of Australian households contain a business – the number increases by 3% a year.

Circa 1990-1998


10. From 1970-90, 71% of all new jobs created have been in the bottom 20 percentile of weekly income earning.

11. Six of every 7 jobs created since 1990 have been part-time.

12. Nearly a quarter of people in employment are employed on a casual basis.

13. Throughout the second half of 1998, a 100 new full time and part-time jobs reduced the official number of unemployed by 9.


15. 5.1 per cent drop in employment in public sector from 1984 to 1995.

16. The average job tenure is 6.8 years and declining. The median is 3.5-year tenure.

17. Self-employment is growing at a faster rate than employment.

18. 60% of young people attending secondary schools in the UK say they are bored most of the time.

19. 9,000 students moved from public to private education in 1996 in Queensland. (A class a day!!.)
Generating Ideas

a) Don’t be afraid of spending a lot of time on this important area; it will pay off.

b) The ideas must be the students’!

c) Evaluating is not a part of ideas generation.

d) Employ ideas generation techniques.

e) Constantly highlight the principles of ideas generation.

Strategies for students to actively investigate ideas

1. Examine the technical aspects of the course at hand as a good starting point. For instance, technology and design courses clearly lend themselves to products and prototypes. Computer courses may involve programming and low-level software design. Social and community courses lend themselves to services, reports and information products.

2. Many courses already involve a degree of production. For example, in a metal trades course a product could involve designing, producing and marketing pot plant holders or barbecue utensils.

3. Consider the personal and social competencies involved in a course. In a hospitality course, for example, students will need to practise communication skills. The project may be based on these skills rather than technical aspects.


5. Consider the management aspects of course competencies. For instance, Quality Assurance could be the focus in a range of vocational courses.

6. Explore magazines for simple ideas, particularly craft items.

7. Consider the needs and opportunities created by the school itself (eg. secretarial services, sports rosters, coffee shop, gardening, etc.).

8. Consider local conditions and needs, such as dominant industries (eg. eco-tourism, agricultural, retail, etc.).

9. Assess the suitability of the ideas behind established businesses for projects.

10. Check out local shops for ideas, especially ones which may be related to the course in some way. Similarly, ideas may be found in workshops and other workplace settings.

11. Focusing on equipment and facilities used in the workplace can be a source of ideas.

12. Students can look around their homes for products and ideas.
13. Develop the ideas behind the examples used throughout this publication.

14. Take advantage of special events (eg. Easter, St Valentine’s Day, Regatta Day, Spring Festival, etc.).

15. Assembling products is always a good activity. See sample briefs Greeting Cards and Kennel Kits in Book 3.

16. Apply the value-added concept to all ideas.

17. Brainstorm themes like community service, the environment and the future of work and society.

18. Consider producing learning resources for the course. See Handling Complaints and Interview Cassette briefs in Book 3.

19. Explore opportunities that don’t involve costs, like recycling and free natural and off-cut materials.

20. Lend an idea to someone else to look after, and see what they can do with it.
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<th>Making things</th>
<th>Providing a Service</th>
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<td>Craft wood</td>
<td>Native seed packs</td>
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<td>Maintenance of school’s outdoor furniture</td>
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Advice on appraising possibilities

- **Determine that ideas are workable.**
  Which ideas are the students capable of making happen in terms of available resources, skills and time?

- **Determine the ideas others will value.**
  Which ideas will people want?  
  Will people pay for them?  
  What will people gain from ‘free’ products or services?  
  Which ideas will people most benefit from?

- **Determine the curriculum value of ideas.**
  Which ideas will lead to the most learning outcomes?  
  Which ideas’ learning outcomes most relate to relevant curriculum?
**Student Handout**

### KEY SUCCESS FACTORS CHART

#### Demand
(The demand will be good because…)
<table>
<thead>
<tr>
<th>Idea</th>
<th>Idea A</th>
<th>Idea B</th>
<th>Idea C</th>
</tr>
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<tbody>
<tr>
<td>a) People will want or need it a lot</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b) People will pay a lot for it</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c) People will buy it more than once</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Not available elsewhere, no competition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Better quality than competitors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Better price than competitors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) It will help people or the environment</td>
<td></td>
<td></td>
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</table>

#### The idea
(The idea will work because…)
<table>
<thead>
<tr>
<th>Idea</th>
<th>Idea A</th>
<th>Idea B</th>
<th>Idea C</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) We have the time to do it</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b) We can get the resources and equipment needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Finance is not a problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) The steps are really clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Technically it is easy to produce or organise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) It is easy to promote and distribute</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>g) We can meet the legal requirements</td>
<td></td>
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#### Motivation
(We want to do it because…)
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<tr>
<th>Idea</th>
<th>Idea A</th>
<th>Idea B</th>
<th>Idea C</th>
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</thead>
<tbody>
<tr>
<td>a) We’d really enjoy doing it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) It is so helpful to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) We will learn so much</td>
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<td></td>
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<tr>
<td>d) The challenge is the best thing</td>
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<tr>
<td>e) We will make a lot money</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f) People will be proud of us</td>
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#### Our Capability
(We can do it because…)
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<th>Idea A</th>
<th>Idea B</th>
<th>Idea C</th>
</tr>
</thead>
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<tr>
<td>a) We have the skill</td>
<td></td>
<td></td>
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<tr>
<td>b) We have the experience</td>
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<td></td>
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<td>c) We know where we can get the help</td>
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<td>d) We are willing to learn how to do it</td>
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<tr>
<td>e) We don’t give up</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f) We are really good at working together</td>
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PROMPTS FOR REVIEW AND REFLECTION

Sample List A - focus on content/topics (eg. Internet use)

- Why do young people spend so much time online?
- Why do men use the Internet more than women?
- Should the Internet be regulated?
- Why do people create viruses?
- What smart search tips would you give to your grandparents?
- How can we get more teachers to use the Net?
- Why is e-tailing growing slower than expected?
- What advantages do your parents see in organising a holiday online?
- How do you select a good Internet Service Provider?

Sample List A - focus on process

- Who did most of the work online? Why?
- Why did some people contribute more than others?
- How did you organise your online time?
- What affect did money have on your creativity?
- What affect did the Net have on your creativity?
- Did members learn about Net-etiquette from one another? Was this by chance or did certain members deliberately teach others?
- What would you do differently next time?
- How could you have made better use of local business?
- Were some of the team more confident making purchases online than others? Why?
- How did you overcome concerns of voting online?
- What ‘signals’ did you have to give when emailing foreign schools?
- Did you have to change your action plans? Why?
- Did you plan things or deal with them as they came up, and how effective was this? Is the ‘contingency’ approach easier online?
- What annoyed you about how some people in the team operated?
- Leaving out technical matter, who was the most effective member of the team? Why?
- How were decisions made, and was it effective?

Sample List B

- Were your ideas too ambitious?
- Who did most of the work?
- How well did people work together, and why?
- How did you allocate roles?
- Were people too conscious of gender issues in the group?
- What annoyed you about working with the others?
- Was everyone comfortable with the way decisions were made?
- How well did you plan the enterprise? Did you plan things or deal with them as they came up, and how effective was this?
- What would you do differently next time?
• What have you learned about planning and organising that will help you in the future?
• What did you do best? Why?
• What skills do you need to work on?

Sample List C

• Why did some people contribute more than others?
• How well did people work together, and why?
• What annoyed you about how the team worked together?
• What were your team members’ main strengths and weaknesses?
• How were decisions made, and was it effective?
• Did you plan things or deal with them as they came up, and how effective was this?
• What would you do differently next time?
• What have you learned about planning and organising that will help you in the future?
• What skills do you need to work on?
• Did members learn about Net-etiquette from one another? Was this by chance or did certain members deliberately teach others?
• How well did you deal with the people in authority?
• What other worthwhile projects could relate to helping people online?

Daily Prompts for R&R (Review & Reflection)

This week’s report

Something interesting I learned was.....  We should have spent more time on.....
I was surprised by.......  We needed to find out more about.....
It wasn’t a good idea to...  We should have got help with.....
I enjoyed.....  It worries me that we.....
I am getting better at.....  The best thing was...
I had difficulty with........ .  The teacher could have helped by......
I could have done better if......  Next time we should......
ENTERPRISING ACTIVITIES

✓ Based on reality but not in reality
✓ Games, simulations, exercises
✓ Range brief simple activities to complex extensive activities
✓ Develop skills and knowledge for actual undertakings
✓ Eg. ideas generation, negotiating

✓ Critical to success
  • Clear instruction
  • Establishing purpose
  • Generating sense of fun
  • Significant review and reflection

Easy to manage
ENTERPRISING BRIEFS

✓ Real-life undertakings

✓ Pre-designed by teacher

✓ Secure outcomes in formal curriculum

✓ Can be some negotiated changes

✓ Once accepted students have total responsibility for carrying out undertaking

✓ Teacher facilitates through enterprise activities, enforcing specified processes, assessment and supervision

✓ Critical to success
  
  • Adequate Introduction, encouraging student buy-in
  
  • Using Enterprising Activities for skill development

☑ Relatively easy to manage
ENTERPRISING COMMISSIONS

✓ Real-life undertaking – pre-designed by school

✓ Benefit school community

✓ Similar to Enterprising Briefs

✓ Indirect curriculum outcomes – no formal assessment, …

✓ Insteps students
  • investigate
  • produce report
  • propose plan for action
  • negotiate support
  • undertake implementation
  • all depending on needs of school and capacity demonstrated by students

✓ Eg. commissions could relate to
  ✓ School PR
  ✓ School retention
  ✓ Equity issues
  ✓ Student satisfaction
  ✓ Student behaviour
  ✓ Civic campaigns
  ✓ Environment issues
  ✓ Safety

✓ Critical to success
  • Written structure like briefs
  • Undertaking important + contribution highly valued
  • Knowing at which step to stop

• Fairly easy to manage
ENTERPRISING CYBER TENDERS

✓ School commissions students to produce Cyber services and products

✓ Enterprising disposition towards World Wide Web & Networked Society

✓ International perspective required

✓ Real-life undertakings – pre-designed by teacher

✓ Accepted students have total responsibility

✓ Tenders describe deliverables resources, conditions and assessment requirements

✓ Relative to achievement are Real Rewards, ie. Free Days study, sport, excursions, work experience or special projects
ENTERPRISING PROJECTS

- Real-life undertaking
- Based on students' ideas
- Approval support gained dependent on Proposal
- Learning Contract and Proposal used to focus on curriculum outcomes
- Teacher may require changes to proposal

- Critical to success
  - idea must be genuinely students' (no 'planting')
  - all students committed to idea
  - time and support with ideas generation and appraisal
  - achievable undertaking
  - proposal and Learning Contract tied closely to curriculum

- More difficult to manage
Enterprise Passports

✓ Enterprising account of students’ enterprise

✓ Marketing tool + helping students to talk-the-walk

✓ Not a portfolio, ie. collection of documents

✓ Not formal reporting or assessment

✓ Student is the author – employer/others are audience

✓ The tone is persuasive, personal, and yet professional

✓ Content idiosyncratic, colourful, yet factual, informative

✓ The passport is evidence based and is itself evidence

✓ Photos, samples, documents, peer comments, …

✓ Critical to success
  • adequate time to develop
  • maintaining student autonomy and responsibility
  • sticking closely to enterprising attributes
  • keeping it short, colourful and snappy
  • realising it’s a marketing tool; not a portfolio
  • having opportunities to collect evidence

🟢 Fairly easy to manage
SAMPLE ACTIVITIES

1. In-tray Out-tray

2. Sticks
IN-TRAY OUT-TRAY

Focus

This activity can be used to:
- examine decision-making
- highlight work and organisational pressures
- practice prioritising and managing contingencies
- demonstrate the importance of decision-making and organisational skills to a modern workplace

If you want a strong focus on modern workplace dynamics, have students use the Example Messages for the first round; and they can write their own for a second round.

Not recommended for junior students.

Can easily be done on computer, including Email.

Essentially, students manage standard in-tray and out-tray arrangements by prioritising incoming messages and items.

Preparation

Each group of five or six students will need a desk, pens and paper, as well as one in-tray and one out-tray, which can be made from cardboard boxes and labelled.

If you and the students are not used to this activity, it is advisable to run through it with only one group actively involved in the first instance.

Make copies of Example Messages and the Scenario.

Instructions

1. Explain the purpose of the exercise to groups.

2. Invite one of the groups to play the role of the Office Manager and set up the desk with the trays on it. The three or four remaining students in the group will become the message-writing-group.

3. Allow the students, including the Office Manager to read the scenario and discuss the situation of the company and the task of writing out messages for the In-tray. The Office Manager is to sort through these messages and place them in the Out-tray in the order that he/she will pass them on or deal with them by him/herself, ie. the most important ones go on top. Also the Office Manager must indicate on the back of each message to whom of the key staff members they will be directed.
4. Set up the message-writing-group and use some of the Example Messages to prompt ideas. Students can have copies of all or some of these messages.

5. The message-writing-group places its first five messages in the In-tray.

6. When the Office Manager has almost finished rearranging the first round of messages in the Out-tray, instruct the message-writing-group to drop one or two more messages in the In-tray.

7. On two or three further occasions add one or two messages when the Office Manager is almost finished.

8. Conduct the debrief, which can:
   - start with the Office Manager explaining why she/he made certain decisions
   - involve the message-writing students challenging certain decisions made by the Office Manager
   - focus on analysing some of the competing interests and pressures that modern workplaces face
   - identify some of the criteria for the Office Manager to follow in future.

**Variations and Extensions**

a) Use **Email Format**.

b) For the first round require students to select and rewrite messages from the Example Messages, rather than writing their own.

c) Have all the students in the class writing messages that you then farm out to the individual Office Managers.

d) Have two Office Managers receiving and prioritising the same messages for their separate In-trays, so ready comparisons can be made.

e) Appoint a Managing Director to each team who observes and questions the Office Managers about their decisions at the end.

f) Use modified scenarios with special conditions, such as, “The morning papers suggested that the company was growing too fast and was in danger of collapsing.”

g) Use a different scenario: for example, the main player is the Human Resources Manager in a large company, where there is a threatened strike over the lack of adequate training.

h) Involve a real Office Manager as an observer for the activity and as a co-facilitator for debriefing.
**Scenario**

You are the Office Manager in a small company called Netware, which transports and installs computers to major distributors. Netware is capturing a large market in the local city. The company has doubled the number of trucks and installers in the last eighteen months. Besides managing the administrative functions of the office you are responsible for receiving all incoming messages and referring them onto appropriate staff. You are expected to use a high level of initiative and discrimination. The increasing pressure, resulting from the company’s rapid expansion, means the company must really concentrate on priority issues like filling orders. The other managers expect you to protect them from unnecessary claims on their time.

Besides your Office Assistant, the key people in the company to whom you channel messages include:
- Managing Director
- Distribution Manager
- Accounts Manager
- Marketing Manager

**Example Messages**

a) The Managing Director wants you to call her when you get a chance.

b) Could you please call your wife/husband back as soon as possible.

c) The local TV station wants to do a story on the company’s recent successes.

d) The local high school principal enquired about some new project they are running.

e) One of the drivers rang in, claiming he was ill, and wants to know if it is alright for him to go home.

f) One of the store supervisors is pretty upset about a personal problem. He says he needs to talk to someone in management straight away.

g) One of the drivers rings in saying that Kingston Bridge is closed, which means big delays to the entering the eastern CBD.

h) A trade union official wants to know if the company is going to meet tomorrow’s deadline on reinstating a sacked trainee.

i) The Accounts Manager from one of your two major clients wants to know if you will play squash with him tomorrow lunchtime.

j) Another complaint from the local residents about our drivers speeding near the school again. Threatening to ring police. Wants to talk to the ‘Boss’ now.
Teacher Notes

Sticks

Focus

This activity exercise can be used to:

- help sort out whether students accept or the teacher accepts responsibility for particular tasks
- assists students to determine not only what they can do but also what they want to do

‘Sticks’ is also a good planning device for students. It can be used with all ages, either in a planned way or in an interventionist manner; for instance where students are already debating whether they can take responsibility for a particular task.

The task of organising students’ work placements is used is used as an example to illustrate the Sticks strategy.

Instructions

Step One

In two groups (no more ten students per group) students break the task down into sub-tasks. For students playing a more active role in organising their own class’s work placements these sub tasks may be:

- gain permission from the school Principal
- develop a system to determine the students’ preferences for placements
- develop a system to target suitable local employers
- work out procedures for students to contact local employers
- organise the necessary paperwork
- prepare students to make contact with employers
- set up a system to monitor placements
- develop some investigation activities for students on placement
- organise and conduct post placement debriefing

Turn the two groups’ lists into one list of sub-tasks and write each task out on a separate piece of card paper. Make a set of these sub-task cards for each group.

Step Two

Each group, chairs in a semi circle, faces a wall. On the wall, fairly high up and with a two-metre space between them, are two signs titled: The Teacher and The Student.

Hand the sub-task cards to the groups and ask them to place the sub-tasks on the wall under the headings, according to whom they think should do the task. In other words they are to allocate the responsibility for each sub-task to either themselves or to you.

Give them only ten minutes to do this. The limited time will encourage them to react instinctively, and it will also encourage individuals and alliances to dominate the process. Don’t be concerned because they will repeat the exercise more thoroughly in Step Four, and besides you need to gauge what ‘natural influences’ are at play in the groups, if you are to encourage them to take more ownership of their learning.
For instance, if they put all the tasks under the teacher-heading, they are telling you something about their state of readiness in accepting more responsibility for their own learning. Similarly, if they put them all under the student-heading, they may have an unrealistic appreciation of their own capabilities.

**Step Three**

Invite the groups to have a look at how the other group has allocated the tasks. Each group may leave behind a ‘Defender’ to justify the group’s decisions.

It is most unlikely that the groups will have the same allocations. You can use this to challenge their decisions. Also question how decisions were made, in particular, and who made these decisions.

**Step Four**

Once back in the base groups ask the students to reconsider their allocation of sub-tasks and make adjustments, if they wish. Allow them 20-30 minutes.

While these reallocations are going on, you will note that some sub-tasks will be moved back and forth between the two roles, literally illustrating the changing deliberations of not only what the students want to do, but also what they think they are capable of doing.

**Step Five**

Review the allocation. Groups may question one another’s decisions to encourage review. You should raise a few questions about whether some tasks may be better done by both the students and yourself. Ask one of the groups if a particular task they have already allocated would be better done with your direct involvement.

During these discussions encourage the students to think about ‘who will learn from doing the particular task and what will be learnt?’.

Between two headings add a third titled *Both*. Invite the students to spend ten minutes considering whether to relocate some of the tasks to this heading. Remind them to only place tasks under this heading if the task really requires both parties to be involved or if they believe they stand to learn a lot from sharing one of your tasks.

*Avoid the variation of including the heading Both at the beginning of the exercise. Including it too early reduces the sharpness of the students’ choices by providing an easy and unconsidered option.*

**Step Six**

Review the outcomes and procedure. If this is the first time the students have used a ‘Sticks’, it may be important to have a lengthy reflection about ‘student ownership’ and ‘learner responsibility’.

**Variations and Extensions**

a) Make the groups larger and split each into two teams. One team has five minutes allocating the ‘sticks’ and then the other has a chance to rearrange them, and so on till they finally become one group in an attempt to reach a consensus.
b) Have some students acting as observers, who review the groups’ decisions on a regular basis.
SAMPLE BRIEFS

1. THE ‘FIRST VEGIE GARDEN’ KIT
2. CARE CAMPAIGN
3. BABYSITTING GUIDE
4. PLUGGING LOCAL LEAKS

QUALITY TOOLS
THE ‘FIRST VEGIE GARDEN’ KIT

Your Brief
Your group has six one-hour sessions and four two-hour sessions and your free time
ever the next four weeks, plus the resources listed below, to complete the enterprise.
You must make all the decisions and negotiate to get help if necessary. If you feel you
need to change any part of this brief, discuss it with your teacher.

Your Enterprise
In partnership with a local business you are to design, assemble and market a trial
batch of Your First Vegie Garden Kits.

- Your business partner may be a local nursery, florist or hardware store. While your
  partner may provide you with additional resources, advice and market outlets, you
  are the senior active partners, with responsibility for initiating the venture, doing the
  work and completing the task.

- The Kit could comprise:
  - a small range of vegetable seeds in individual packs
  - information on each pack about growing the vegetables
  - a simple account of what makes things grow
  - simple instructions on getting started, eg. how to measure out a two-metre garden,
    planting, watering, weeding
  - accompanying graphic illustrations
  - sample organic fertiliser

- Make a ‘prototype kit’ first and find out as much as you can about what others think
  of your prototype before going into production. Talk to your partner, other outlets,
  customers, potential customers and friends.

- You are required to launch your kit at a special function at your partner’s premises.

- Money – you are required to:
  - work out a budget and keep to it
  - keep accurate financial records, receipts, invoices
  - produce a set of accounts
  - return any unspent money
  - pay back the cash grant
  - negotiate what happens to the profit or loss with your partner and teacher

Your Resources
To achieve your brief you have the following resources:
- Partner’s resources and facilities by negotiation
- $30 ($……) cash grant for seeds, plastic bags, labels, cardboard
- Other resources and facilities by negotiation
**Your Launch**

The launch should at least include:
- exhibits of your kit
- an account of what you achieved making and testing the prototype
- an outline of your marketing strategy
- a presentation from your partner on what they think you are learning
- an official speech launching the product by a local VIP

Invite parents, local business and community people. Provide light refreshments. You need to devise a Press Release and circulate it to the local media. It should describe the project and product, and invite the media to the launch.

Try to make your launch interesting and entertaining. For example you could start with a mock TV commercial, promoting your kit.

**Your Assessment**

Your individual assessment will be based on the following:

a) The accuracy and tidiness of your financial records, as judged by a commerce teacher (20%)

b) The quality of the launch, as judged by your teacher (15%)

c) The quality of the launch, as judged by your partner (10%)

d) An assessment of the ‘degree of professionalism’ with which you approached the relationship with your partner, and how effectively you used their resources and expertise – as judged by your partner (20%).

e) The quality of your final kit, as judged by your teacher in consultation with parents (15%)

f) A report (written or audio-recorded) on the value of making prototypes (20%)
CARE CAMPAIGN

Your Brief

Your group has six one-hour lessons and six two-hour lessons and your free time over the next four weeks, plus the resources listed below, to complete the enterprise. You must make all the decisions and negotiate to get help if necessary. If you feel you need to change any part of this Enterprise Brief, discuss it with your teacher.

Your Enterprise

You have two main tasks:

a) Educate the rest of the school/college in the problems faced by elderly housebound people – relating to safety and security.

b) Produce a cassette, a pamphlet or set of cards for elderly housebound people detailing helpful hints on managing alone.

- You will need to seek the advice of professional and voluntary carers and interview a number of elderly housebound people to find out what are the problems and how they cope at the moment. Advice from neighbours and relatives might help.

You may wish to provide the elderly citizens with morning tea when interviewing them.

Seek financial sponsorship for this from one of the other classes in the school.

Many elderly housebound people have devised their own techniques for dealing with the problems and you should attempt to include these in your list of ten helpful tips.

- Having produced your ten helpful tips cassette, pamphlet or whatever, provide the resource direct to local elderly citizens and others through such means as Meals on Wheels, local newspapers and other media.

- Once you have identified and described the ten most common problems faced by the elderly, devise a strategy to educate your classmates. You have two one-hour sessions with the class. Try to make the sessions as active and imaginative as possible.
BABYSITTING GUIDE

Your Brief

Your group has eight one-hour sessions and eight two-hour sessions and your free time over the next five weeks, plus the resources listed below, to complete the enterprise. You must make all the decisions and negotiate to get help if necessary. If you feel you need to change any part of this Enterprise Brief, discuss it with your teacher.

Your Enterprise

Your main task is to research, produce and market a simple guide to babysitting. The guide should contain advice and hints for both babysitters and parents.

- For parents, the guide might provide advice and information on areas such as:
  - selecting babysitters
  - paying babysitters
  - catering requirements
  - checklist of information for babysitters, eg. toys, refreshments, toileting children
  - emergency contacts including relations, medical, police

- For babysitters, the guide might provide advice and information on areas such as:
  - obtaining jobs
  - negotiating payment
  - dos and don’ts in other people’s houses
  - looking after children – especially if they are stressed, need toileting or can’t sleep
  - procedures for coping with an emergency
  - handling behaviour difficulties

- You will need to interview parents and babysitters in order to get information and advice. You will also need to take into account differing information and advice for the differing age groups.

- Once you have decided what information to use, produce a good draft copy of the guide, including any graphics you wish to include. Think about how you will separate the information for parents and babysitters.
PLUGGING LOCAL LEAKS

Your Brief

Your team has ten one-hour sessions, eight two-hour sessions and your free time over the next ten weeks, plus the resources below, to complete this Enterprise Brief. You must make all your own decisions and do the work yourselves. You may make changes to this Enterprise Brief, but discuss this with your teacher first.

Your Enterprise

Your main task is to survey and then produce a report on the products that local students are buying from outlets and distributors outside the town. Your main objective is to encourage local retailers to stock these items for their own benefit and that of students. Your work could create more local sales, which could lead to improved employment prospects for locals.

- Interview a range of different aged students in your school to get an idea of what they are buying from outside the town. Consider the full range of possible products including clothing, software, CDs, sports equipment, magazines and toys.

- From this, design a survey form and survey at least 100 students from your school and others in the area.

- When you have collected and organised your data, check that the most common items are not stocked by local shops.

- Use graphs and tables to present your findings in the final report, then produce 40 copies. Ensure that the report describes the purpose of your project and how you went about collecting data. The report should also contain suggestions about other areas where similar surveys should be conducted: areas like households.

Your Resources

You have the following resources:
- 4 hours on-line. Two hours coaching on web-searching
- $20 for luncheon expenses
- $15 worth of access to the school/college telephone, fax, photocopier, postage and other equipment by negotiation. Your teacher will give you a list of unit costs for these areas. You must record all uses and the associated costs.
- Access to other school/college resources and facilities by negotiation.

Launching Your Report

You are required to organise an official launch for your report. Invite local retailers, representatives from the chamber of commerce, representatives from any local economic development agencies, local politicians and the media.
The launch should include:

- providing visitors with a copy of the report
- an outline of the project: its purpose and the methods you used
- an account of your findings and the benefits of ‘plugging the leaks’
- recommendations for other ‘plugging the leaks’ surveys
- an account of what you learned about economics
- an opportunity for local retailers and others to respond to your report
- an official launch of the report by a local dignitary like the mayor
- a light luncheon for guests
- a feedback form so that participants can comment on what they thought about your report and your enterprise.

Make sure that your presentation is not boring: try to use examples, tables and graphs wherever possible.
Increasing Four Properties of an Enterprising Approach to Teaching and Learning

**RESPONSIBILITY** – encouraging students to take more responsibility for the learning (ownership)

*Constantly ask* - Will students learn more by taking more responsibility?

**Encourage or require students:**
- to make choices
- to make decisions
- to manage processes
- to negotiate control and accompanying conditions
- to take on undertakings which are challenging but achievable
- to appraise outcomes and their own performances.

Avoid **Shock of Freedom**, they are schooled in dependency and passive learning. Students can’t learn decision-making without making real decisions – or risk-taking without taking risks, etc.

**FIRST-HAND** – facilitating opportunities for learning from real undertakings. In the first instance, allowing students to learn directly from their own experience, rather than that of others (ie. experiential theory)

*Constantly ask:*
- What real-life experiences are available to achieve these learning outcomes?
- Can simulation activities be used where real-life experience is not appropriate?
- How can existing learning strategies be given a useful real-life purpose?
- Besides the teacher, who could be used as an audience for the learning?
- Who, from outside the school, can help design and facilitate first-hand learning experiences?
- How can learning be made turned into applied activities, ie. ‘hands-on’
- How can the learning be made more contextualised, so that it reflects real-life conditions?
  - Avoid an over-reliance on discovery learning
  - Avoid locking students into repetitious activities
  - Keep undertakings simple and brief
  - Ensure that undertakings match the students capabilities
  - Ensure activity is not spread across too many students: learning becomes fragmented & disjointed

**COOPERATIVE** – more planned approach to learning with & from others

Consider the following:
- Encourage or require students to use and study standard cooperative learning techniques like ‘snowballs’, ‘jigsaws’, ‘three-step-interviews’, and so on.
- Encourage or require project teams to have an organisational structure with explicit roles and procedures for decision-making.
- Use students as mentors or coaches of other students, both formally & informally.
- Use senior students as evaluators or reporters for junior students’ undertakings.
- Use senior students as assessors for junior students.
- Arrange for peers to be co-assessors, both formally and informally.
- Make some assessments interdependent, so that students are mutually dependent.
- Use Adults Other than Teachers (AOTs) as advisors, mentors, assessors or partners for students.

**REFLECTIVE PRACTICE** – turning experience into meaning: learning to theorise

- Separate review (‘What happened?’) from reflection (‘What does it mean?’).
- Focus on both the process and the content of undertakings.
- Establish clear milestones for R&R events in the life of the undertaking.
- Identify some specific prompts for regular debriefing.
- Determine roles and structure for R&R processes and events.
- Encourage or require students to use diaries, journals or logs.
- Encourage students to ‘label’ and record findings of R&R in highly specific language.
- Use AOTs and other ‘outsiders’ in R&R processes.
- Avoid a ‘classroom discussion’ format.
- Link R&R to assessment, either through assessing students’ contribution to R&R, or by reviewing assessment in R&R.
- Encourage or require students to undertake a Critical Incident Analysis or to use standard cooperative learning techniques during debriefing sessions.

**TREAT COLLABORATIVE ASSESSMENT AS YOUR LEARNING TOOL, BEFORE, DURING AND AFTER THE LEARNING.**
50 tips for Enterprising Projects

1. There is no better tip than to understand that:
   ✓ Students are the Managing Director of the project
   ✓ Teachers are the MD of learning.

2. Enlist a patron to add influence, eg. executives, personalities. Keep updated.

3. Widen appeal by using terms such as taskforce, cooperative, not-for-profit enterprise, investigation team and civic campaign …

4. Tax enterprises to generate revenue for other activities. Perhaps Student Council could act as taxing agent.

5. Establish a loan system.

6. Establish a student bank / credit union that pays interest on deposits and charges for loans. Let students manage operation.

7. Explore (ie. students) $ for $ arrangements for funding, eg. for school $ local council matches with $.

8. Provide students with credit vouchers to access
   ✓ Admin, services and facilities, eg telephone, photocopier
   ✓ Staff support, eg. incl. non-teaching

9. Undertake regular and full financial audits of accounts. Use others to do this, eg. school finance officer.

10. Require / encourage students to computerise accounts.

11. Students should investigate all legal, tax and industry requirements, eg. food preparation, GST…

12. Encourage the students to develop a social life, eg. working lunch with take-a-ways…

13. Offer real rewards when students produce products for the school community, eg. ‘free days’ where team members are exempt from normal classes – eg. members may play sport, study, go on excursions, undertake work experience, provide community service or negotiate other activities.

14. Undertake an official launch.

15. Involve principal directly, eg.
    ✓ endorsing student plans, loans
    ✓ coaching in making ‘outside’ contact
    ✓ counter signing memorandums

16. Involve non-teaching members of staff, ie. they can be keen and helpful. Don’t forget the School Finance Officer!
    ✓ Look beyond business plans, eg.:
    ✓ feasibility study
    ✓ implementation plan
    ✓ action plans
    ✓ recommendations report

These can complement business plans or be enterprises in themselves.
17. Avoid **business plans** and other plans that are too demanding. Besides ending up being too unachievable, they can stall students’ eagerness to get in the action, i.e. they **dampen** motivation.

18. Use **simple** planning structure – what, how, by whom, with what, and when. And why at every stage.

19. The more **complex** the undertaking, the less the students will be able to manage enterprise, e.g. less time for skills audits, proper meetings, planning launches, working with partners preparing, colourful presentations...

20. Avoid enterprises that involve students across **number of classes**. Mostly the timetable kills them and rarely does one student experience the entire process.

21. Require students to identify ‘failure criteria’. They take more notice than success criteria and the criteria is far more specific.

22. OR require students to identify ‘**Red Alerts**’, i.e. criteria to indicate that the undertaking will fail, unless immediate action is taken.

23. Require **specific** numbers, e.g. 10 criteria, 6 reasons and 4 weaknesses. It encourages ‘focus’.

24. A **place** of their own encourages a sense of identity. As does business cards, logos and letterheads.

25. Spend plenty of time on **ideas generation**. It is a **critical** investment in outcomes. Encourage a rich range of techniques, e.g.
   - bringing something from home
   - examining magazines
   - visiting shops
   - considering special days, Easter Aids
   - undertaking recycling, reducing
   - using industry off-cuts / equipment
   - starting with no capital and making no money
   - based on team members skills and interests
   - helping the less privileged
   - producing learning resources
   - value adding, e.g. export tomato relish to city
   - local environment, e.g. beach and mountains
   - highlighting or tackling environment or social issues
   - reversing ideas, e.g. importing rather than exporting
   - putting ideas together, e.g. producing learning
   - looking to the past e.g. old fashion Xmas decoration.

26. Record all ideas but do **not evaluate** till all ideas are out, and not before. Have definite criteria for judging, e.g. based round aspects like demand, worthiness, enjoyment and learning. OR do we have the skills, time resources and customers? Perhaps have a scoring system.

27. Use the school **website**, e.g. can be used to advertise and take orders. It is easy. Only takes an enterprising school.

28. **CDs**, floppy disks and **email attachments** provide excellent formats for marketing and distributing products, e.g. directory of funding ideas for school, guide for ‘protecting your child on the net’, etc.

29. Use the **email-a-contact** strategy for marketing. Enterprises market, take orders and issue invoices online. It’s ‘dead’ simple. Taking and making payment online definitely out.

30. Require / encourage enterprises to use the Net, e.g. encouraging other schools to adopt a similar enterprise, **offering online support**.
31. Employ senior students with a detailed brief to evaluate junior enterprises.

32. Require / encourage enterprises to undertake a skills audit of all members, eg. in pairs students interview one another and promote others' skills...

33. Require enterprises to have clearly defined roles (position descriptions) and a clear decision making process.

34. Require / encourage regular fixed meetings with agendas and minutes. Set a regular item for yourself with a fixed time limit and stick to it.

35. Press releases are sexy and effective. Work with local journalist.

36. Avoid overly hierarchical structures, eg. corporate model. Lower echelons don’t like being pushed around, or being left out of making decisions, upper echelons become anxious that things are not being done. And both don’t fully experience the enterprise process.

37. Require / encourage enterprises to devise an equity policy ensuring fair and open participation.

38. Require / encourage enterprise to maintain a time-log, plotting use of time.

39. Use a range of ‘adults other than teachers’ (AOTS), eg. mentors, retired lawyer, junior bank staff, local council finance officer, priest. Out of square. Consider suitability of local small business, ie. every 27 minutes one goes bankrupt or formally ceases trading in OZ and 90+% don't have business plans.

40. Involve others besides mentors. Invite from assistance / involvement of primary school students, universities, people seeking employment people with disabilities...

41. Local banks, companies, council and others may be willing to appoint junior staff members to assist the enterprise, a part of their professional development.

42. Allow students to directly contact ‘outsiders’; they tend to win a more positive response than teachers. Adults are impressed by their enterprise. Always help students to ‘rehearse’ how to make contact.

43. Distinguish between ways other adults can help
   ✓ Regular support, ie. set times
   ✓ On-demand, ie. when requested
   ✓ Telephone advice
   ✓ Email advice
   ✓ Technical support, eg. equipment
   ✓ Network resource, ie. introductions to others
   ✓ Negotiator, ie. resolving problems
   ✓ Broker, facilitates way to resources

44. Don’t over resource; lack of resources will generate more enterprise.

45. Require / encourage outsourcing, but must be endorsed. Request in writing, detailing who, what and why.

46. Examining their individual contacts and circumstances, students can create a powerful network. Formalising these into a directory will ensure more efficient use.

47. Encourage an international perspective, eg. the enterprise will encourage two schools New Zealand or one in Ireland to adopt the a similar undertaking, offering online support.
48. Negotiate a profit policy, what happens to it, students decide within parameters, eg third to school, third to community & third to student undertaking.

49. Treat use of proceeds as an educational exercise. Encourage an imaginative approach, eg. require teachers to fill out application forms, attend interviews…

50. Ensure students play an active role in marketing, including making contacts, negotiation and distribution. Too often the teacher undertakes these tasks.