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# ENTREPRENEURSHIP

## A BEST PRACTICE GUIDE
## IO7

# A BEST PRACTICE GUIDE

## INTRODUCTION

## SUPPORTING ENTERPRISE AND ENTREPRENEURSHIP PROVISION FOR SCHOOLS AND VOCATIONAL EDUCATION AND TRAINING PROVIDERS IN EUROPE

Depending on circumstances, having the confidence to run a business is developed over time. Running a business or being self-employed is not a suitable occupation for everyone and not something that everyone would choose. However, in today's ever changing European labour market, it is important that our students and older people are equipped, knowledgeable enough and confident to seize opportunities as they arise or explore self-employment in the absence of being able to secure a suitable job. As every business differs in shape, size, variety, market etc. the question over how best to train and develop the skills, know-how, and confidence to start one up arises. In Europe, after a deep global financial crisis, and where there is free movement of people, there are high levels of youth unemployment. Entrepreneurship and the development of small and medium sized companies is key to developing the economy and job opportunities; however, developing entrepreneurial skills should not be seen as a cure for unemployment. People interested in entrepreneurship training are likely to be of all sorts of ages and at all sorts of stages in their careers. This guide aims to inform and share best practise across all of the partners who have been involved in the STEPS (Smooth Transition to Employability and Professional Skills) Project. It includes an overview of the approaches to enterprise training and support provided by those partners and some practical tools and methods that have been developed to enable them. In addition, references are made to examples of national schemes that demonstrate good practice.

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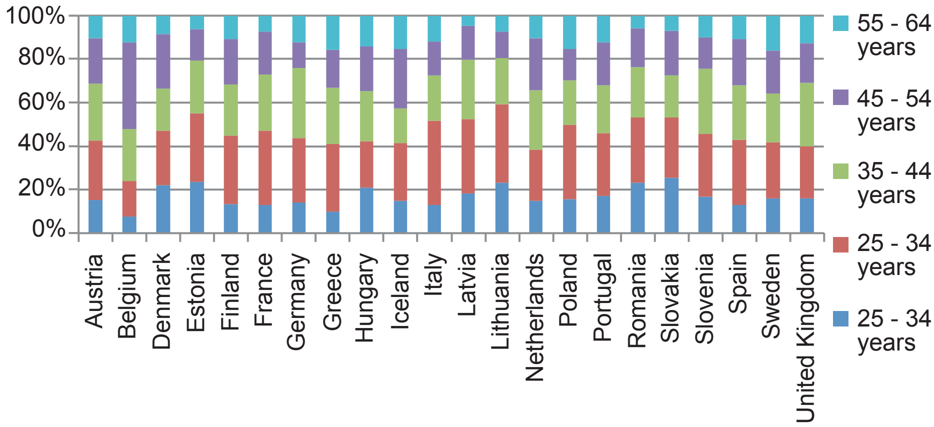
Figure 1 shows that in Europe around half of the people who start businesses are under the age of 45. However, "Only 37% of Europeans would like to be self-employed, compared to 51% of people in the US and China[2]." However, in Figure 2 published by OECD in 2013, suggests that actual levels of self-employment and entrepreneurship are a lot lower on average across the EU than those who aspire to running their own business. Therefore, with unemployment levels so high, it is crucial that there is support for people to become self-employed or to start businesses if they want to, to support the economic development within EU countries and reduce the impact of high levels of unemployment. Through business creation and growth further jobs can be created.

Whilst self-employment is not a 'cure' for unemployment and should not be treated as such as it is not a suitable option for all people, it is nevertheless an excellent option for those who have a viable idea.

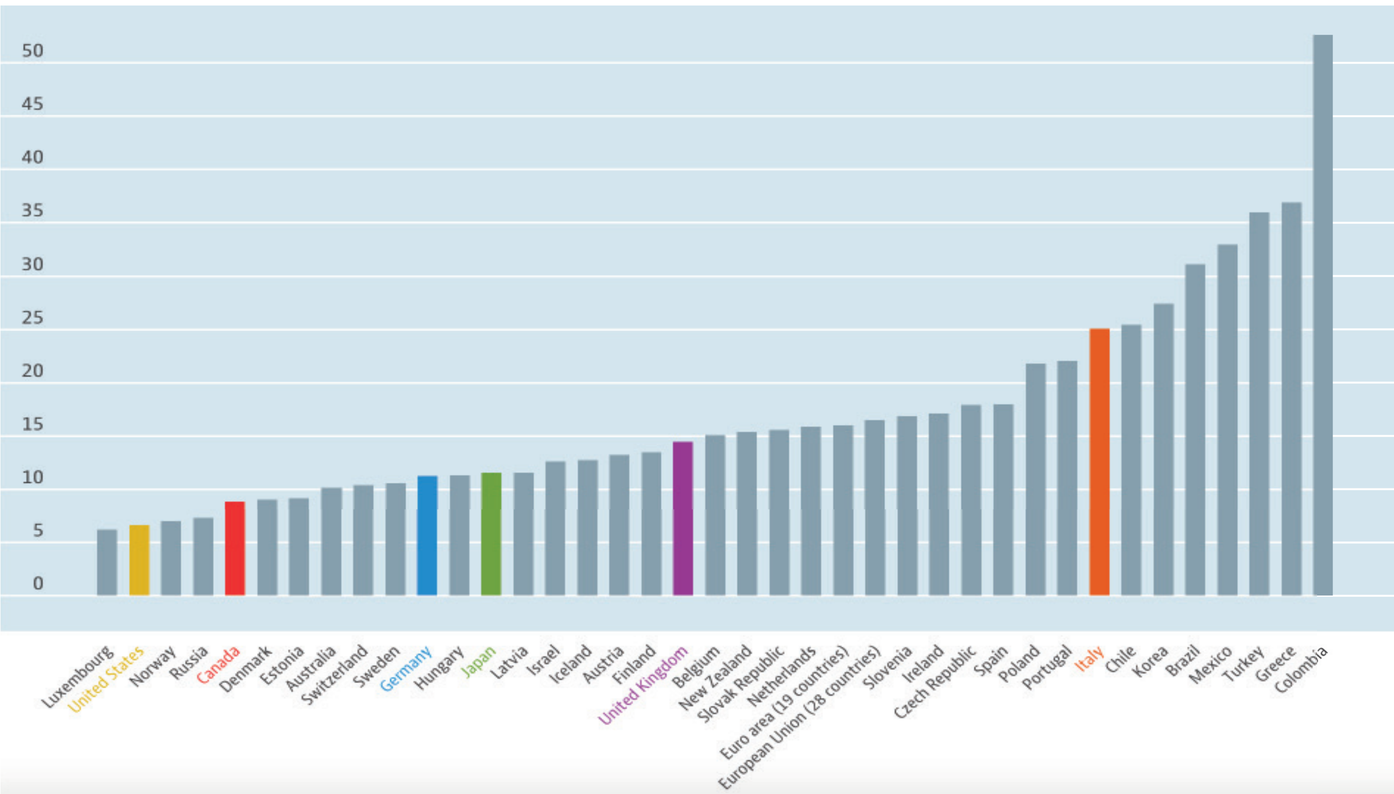
2. European Commission. Available at: https://ec.europa.eu/growth/smes/promoting-entrepreneurship/index_en.htm

**Figure 1: Early-stage entrepreneurial activity by age groups for GEM EU countries, 2012**




Source: GEM Adult population survey, 2012. Available at: http://freepolicybriefs.org/2013/11/04/entrepreneurship-in-latvia-and-other-baltic-states-results-from-the-global-entrepreneurship-monitor/

**Figure 2: OECD graph of Self-Employment rate across the EU, 2013**




Source: OECD, 2013. Available at https://data.oecd.org/emp/self-employment-rate.htm

# WHAT DID WE SET OUT TO DO?

We wanted to produce a robust and effective best practice guide to enterprise and entrepreneurship education for engaged learners across Europe which will support a smooth transition from education to self-employment and provide resources to support teachers, parents, employers and senior managers of educational establishments. We aim to promote a European vision of the enterprise abilities of vocational students to enhance their opportunities within the labour market and to encourage them to act in an entrepreneurial way. Making links between enterprise education and entrepreneurialism enhances a learner's potential to become an effective entrepreneur or employee and in turn supports the wider economy and creates national and European business growth and growth for the individual.

Improving employability skills is a key issue for all education providers supporting learners into the workplace.

# HOW DID WE DO IT?

This guidance has been produced from a combination of desk research and information provided by partners. Other best practice guides, such as the Gatsby Report[1], have been used as a template to ensure this guide is applicable to all main target groups and key stakeholders.

1. Gatsby Report. Available at: http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

# DEFINITIONS: JARGON BUSTER

For the purpose of this guide, the following definitions will apply:

• Enterprise education
The equipping of learners with the capabilities to take action, effect change, create value and lead.

• Entrepreneurialism
Organising, operating and assuming the risk for a business venture and possessing the capacity and willingness to develop that business.

• Intrapreneur
An employee who acts in an entrepreneurial way for the benefit of their employer.

• Learner
A pupil, student, apprentice or young person who is engaged in learning.

• Educational establishment
A school, vocational training centre, college.

• Tutor
An academic teacher, usually instructing an individual learner or group of learners.

# BENCHMARKS FOR A QUALITY ENTERPRISE FRAMEWORK IN EDUCATION

These benchmarks should include:

1. DEVELOPMENT OF ENTREPRENEURIAL BEHAVIOURS, ATTITUDES & CULTURE
2. CURRICULUM: A CROSS-CURRICULAR APPROACH
3. ENTREPRENEURIAL SKILLS
4. ASPIRATION RAISING
5. PARENTAL & ACADEMIC BUY-IN
6. ENTERPRISE CHALLENGES
7. EXTERNAL SUPPORT TO SHAPE THE CURRICULUM
8. PROMOTION OF ENTREPRENEURIAL SKILLS BY ENTREPRENEURS

# 1. DEVELOPMENT OF ENTREPRENEURIAL BEHAVIOURS, ATTITUDES & CULTURE

Many of the factors that make up an excellent employee are also key considerations when discussing entrepreneurial behaviour. The aim should be to equip learners with skills, behaviours, attitudes and cultures that are valued by both entrepreneurs and employers.

## BEHAVIOURS

Any curriculum should encourage, teach and show learners the behaviours to exhibit, and the impact of these behaviours. Suggested behaviours may include:

- Clear goal setting and focus
- Calculated risk management
- Pro-activity
- Teamwork
- Playing to strengths, and understanding weaknesses
- Challenging of status quos
- Opportunity spotting and assessment
- Self-awareness
- Adoption of learning
- Adaptability

For further information, see:
Forbes/Sangeeta Badal Ph.D 2012 – The behavioural traits of a successful entrepreneur http://www.forbes.com/sites/groupthink/2012/06/04/the-behavioral-traits-of-a-successful-entrepreneur/.

## ATTITUDES

Similarly to behaviours, any enterprise education programme should also encourage certain attitudes to develop:

- Can Do
- Will Do
- Positive
- Encouraging
- Motivational
- Healthy self-confidence
- Detail focussed
- Tolerance for ambiguity

For further information, see:
The New Educator, City College New York http://files.eric.ed.gov/fulltext/EJ893561.pdf
Norwegian University of Science and Technology http://www.diva-portal.org/smash/get/diva2:738285/FULLTEXT01.pdf
Professor Irv Grousbeck, Stanford Graduate School of Business: Attitudes of successful entrepreneurs http://stanfordbusiness.tumblr.com/post/52905655004/5-attitudes-of-successful-entrepreneurs-from

## CULTURE

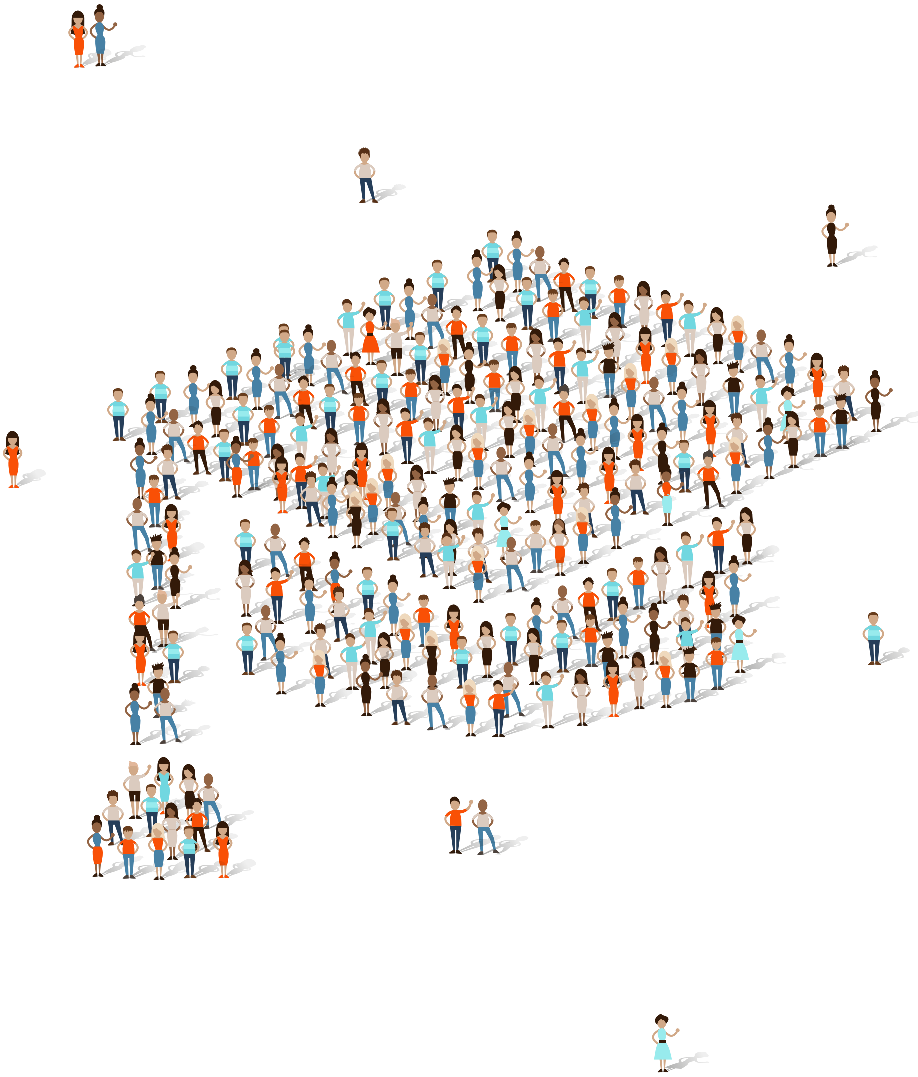
Again, it is vital to encourage both learners and educators to create an environment that embraces entrepreneurial culture:

- Open to learning
- Freedom to fail, and learn from mistakes
- Positively challenging
- Team focussed
- Inclusive

You will note, that these cultural qualities provide an excellent base for learning, as well as being vital for future entrepreneurs.

For further information, see:
Organisation for Economic Co-operation and Development - OECD – Entrepreneurship at a Glance http://www.oecd-ilibrary.org/industry-and-services/entrepreneurship-at-a-glance-2013_entrepreneur_aag-2013-en

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH



For enterprise education to be effective, we need to build behaviours, attitudes, cultures (and skills which are discussed further on in this document) as outlined in Section 1. Whilst skills can be taught separately, the behaviours, attitudes and cultures should be embedded across the entire curriculum, not just in specific entrepreneurial skills sessions. The benefit of this is twofold. Firstly, those who do wish to go on and have an entrepreneurial career are taught to exhibit the successful traits at an early stage. Secondly, those who wish to move forward into an employed status will be learning the behaviours employers favour, enabling them to succeed in the job they choose.

| | Institution | Comments & Resources |
|---|---|---|
|  | Enterprise & Entrepreneurial Guidance Subject (FOL) | FOL is a subject in VET, which is compulsory and regulated by law in Spain. This subject encourages entrepreneurship between VET students in the second level of their formation.<br>Link to the Royal Decree 2011, establishment of general organisation of the vocational education system at:<br>http://www.boe.es/boe/dias/2011/07/30/pdfs/BOE-A-2011-13118.pdf |
|  | Cornwall College | The Making Learning Work Framework incorporates development of Universal, Specialist and Personal Skills (USP). This includes a framework of 21 competencies which learners work towards being able to demonstrate during their time in college. Some learners undertake specific enterprise and employability programmes which link to development of the competencies. Others undertake work experience to develop relevant and expected industry related skills and qualities. This area of work is the responsibility of a team led by an Enterprise & Employability Manager, who:<br>• provides regular updates to managers and governors through a variety of management meetings.<br>• presents to, meets and discusses with and trains teaching staff across the College. Learners are provided with information and guidance regarding the competency framework and the benefits to them in order to prepare for life and employment. |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| | Institution | Comments & Resources |
|---|---|---|
|  | Cornwall College (continued) | Literature is provided to parents explaining the framework and updated information is provided through progress reports.<br>Discussions and decisions around the competencies are made through advisory boards, meetings, presentations etc.<br>Handouts, competency handbooks, employability portfolio and Information booklet, presentations, bespoke workshops, industry events, in-house interactive 'Moodle' provides variety of resources and interactive elements to support learning and development<br>Employability Competencies Framework: http://www.mysteps.eu/docs/21_Competencies_for_Making_Learning_Work.pptx<br>Stage 1 competency assessment: http://www.mysteps.eu/docs/b/Employability_competencies_Stage1_Assessment.docx |
|  | Germany (Generic) | A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course. In the Duales Ausbildungssystem young German people can learn one of 356 (2005) apprenticeship occupations (Ausbildungsberufe). People work normally 3 days a week and go to school 2 days a week<br>Campaign Duales Studium Hessen: 'Duales Studium Hessen' is a campaign initiated by the Hessian Ministry of Economics, Energy, Transport & Regional Development and the Hessian Ministry of Higher Education, Research & the Arts in the year 2008. In the scope of the campaign an umbrella brand has been developed for the 100 dual study programmes offered in the Federal state of Hessen. There are 20 training providers which have established criteria for dual study programmes. The campaign emphasizes building collaboration between companies and training providers. The provided services are for example: guidance, marketing, advertising and advising on public relations.<br>The following resourses are available:<br>http://www.dualesstudium-hessen.de/hintergrundinfos/<br>http://www.dualesstudium-hessen.de/uploads/tx_sbdownloader/Duales_Studium_Allgemein_Fliegen_16x16_screen_02.pdf<br>The German Ministry of Education and Research:<br>https://www.bmbf.de/en/the-german-vocational-training-system-2129.html<br>https://www.bmbf.de/pub/BBB_2015_eng.pdf<br>https://www.bmbf.de/pub/The_2005_Vocational_Training_Act.pdf |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| | Institution | Comments & Resources |
|---|---|---|
|  | Unternehmergeist macht Schule (Entrepreneurial Spirit in Schools) | The internet portal "Entrepreneurial Spirit in Schools" (Unternehmergeist macht Schule) provides teaching and learning materials on economic education for teachers and pupils. The portal was initiated by the Federal Ministry of Economy and Energy in Germany. It is a German-wide initiative to foster entrepreneurship education in schools. For teachers, in particular it offers an eTraining course (eTraining Unternehmergeist) that aims to enhance entrepreneurial knowledge and spirit. A separate area dedicated to students provides materials, links to online games and business competitions. It is not compulsory and the teaching and learning materials are usually used in electives or as extra-curricular activities. The following resource is available: http://www.unternehmergeist-macht-schule.de/DE/Startseite/home_node.html |
| | Schule im Aufbruch (School on the Move) http://www.schule-im-aufbruch.at | 'School on the Move' is an initiative aimed at creating a learning culture within schools that enables children to develop their own potential. The participating schools in Germany promote self- directed learning, relying on the motivation of the students. It is a bottom up process, which connects the school with other schools and the community in order to transform the way they teach and learn. The overall network of "School on the Move" provides information materials, support and consultancy services in starting the process of transforming the school. The initiative is present all over Germany with 30-40 schools as full members and an additional 250-300 schools using the services. |
| | Federal Ministry for Economics and Energy | Gründungswerkstatt - Entrepreneurship Workshop is an online learning course regarding the starting a business. It is available at: http://www.existenzgruender.de/DE/Gruendungswerkstatt/inhalt.html;jsessionid=F62EDD34900EA3F92B0D46654DDB1261 |
|  | Verona Innovazione http://www.veronainnovazione.it/formazione-e-corsi | Young Start-up: A free training course on self-employment and business start-up for young graduates, financed by a regional programme for the youth. It helps students discover the opportunity to become self-employed and provides instruments to develop entrepreneurial ideas. It is targeted at young people aged between 19-29 years who are neither working nor studying. Email Verona Innovazione - Settore Formazione via formazione@vr.camcom.it<br>Information about drafting a business plan and financial management: http://www.veronainnovazione.it/servizi/servizio-nuova-impresa/documents<br>Application form:http://www.veronainnovazione.it/uploads/lesson/program/1868/Prototipo_scheda_corsoGGDiplomati_ed_3_verona.pdf |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| Institution | Comments & Resources |
| --- | --- |
| Verona Innovazione http://www.veronainnovazione.it/formazione-e-corsi (continued) | Entrepreneurial Storytelling is a free training course financed by the FSE Work Life Balance Network project. The course offers participants the know-how to understand the value of entrepreneurial storytelling. It is targeted at the employees of private companies and women.<br>Course information: http://www.veronainnovazione.it/servizi/formazione-e-corsi/courses/1672<br>Printable course information:<br>http://www.veronainnovazione.it/uploads/lesson/program/1849/Storytelling_int4_ed4.pdf |
| Chamber Venice (Venezia) http://www.ve.camcom.gov.it/<br><br>Chamber Padua http://www.pd.camcom.it/<br><br>Chamber Vicenza http://www.vi.camcom.it/<br><br>Chamber Treviso http://www.tv.camcom.gov.it/<br><br>Chamber Verona http://www.vr.camcom.it/<br><br>Chamber Belluno http://www.bl.camcom.it/ | Sportelli Camerali per Imprenditoria Femminile e Giovanile<br>The objective of the Women Entrepreneurship Committee is to make suggestion for the programming of the Chambers of Commerce. They are concerned with the development and the qualification of the presence of women in enterprise. They promote surveys in order to determine problems hindering the women's access to the world of work and entrepreneurship in particular; promote training initiatives for female business owners or aspiring female entrepreneurs; facilitate access to credit; enable women's inclusion in the various economic sectors of business and promote women's entrepreneurial qualifications<br><br>Recipients of the services provided by Chamber's Branches for Women and Youth Entrepreneurship Committee are primarily women and those under the age of 35.<br><br>Venice resources: http://imprenditoriafemminilegiovanile.regione.veneto.it/modules/dms/file_retrieve.php?function=view&obj_id=314<br><br>Padua resources: http://imprenditoriafemminilegiovanile.regione.veneto.it/modules/dms/file_retrieve.php?function=view&obj_id=313<br><br>Vicenza resources: http://imprenditoriafemminilegiovanile.regione.veneto.it/modules/dms/file_retrieve.php?function=view&obj_id=310<br><br>Treviso resources: http://imprenditoriafemminilegiovanile.regione.veneto.it/modules/dms/file_retrieve.php?function=view&obj_id=303<br><br>Belluno resources: http://www.vr.camcom.it/page.jsp?id_menu=2967&show=view&tipo_content=GENERICO&label_ |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| Institution | Comments & Resources |
|---|---|
| Verona Innovazione<br>+<br>Italy Chambers: Chamber Venice (Venezia) http://www.ve.camcom.gov.it/<br><br>Chamber Padua http://www.pd.camcom.it/<br><br>Chamber Vicenza http://www.vi.camcom.it/<br><br>Chamber Treviso http://www.tv.camcom.gov.it/<br><br>Chamber Verona http://www.vr.camcom.it/<br><br>Chamber Belluno http://www.bl.camcom.it/ | Servizio Nuova Impresa aims to offer a free service support to all aspiring entrepreneurs in order to guide and assist them during the start-up phase of a new business. In the current economic context Servizio Nuova Impresa wants to become a point of reference for those who intend to become entrepreneurs, raising their awareness and ensuring they are well informed. The objective is to disseminate the entrepreneurship culture and to favour the creation and the development of business activities through fully-integrated tools such as information, guidance and training.<br>Recipients of Servizio Nuova Impresa are first and foremost aspiring new entrepreneurs, young people, unemployed, or anyone needing information regarding self-employment.<br>Belluno resources:<br>http://www.bl.camcom.it/servizio-promozionale/servizio-nuova-impresa/servizio-nuova-impresa<br>Padua resources:<br>http://www.ve.camcom.gov.it/creare-e-gestire-l-impresa/avvio-d-impresa/sportello-nuova-impresa/link<br>http://www.pd.camcom.it/uffici/nuova-impresa/sni.html<br>Venice resources:<br>http://www.ve.camcom.gov.it/default.aspx?Cod_Oggetto=10050023&KeyPub=PAG_SITE\|10050022<br>Treviso resources:<br>http://www.tv.camcom.gov.it/docs/creo/Guida-Mettersi-in-Proprio.htm_cvt.htm<br>http://www.tv.camcom.gov.it/docs/Uffici/Nuova_Imprenditoria.html_cvt.html<br>Verona resources:<br>http://www.veronainnovazione.it/servizi/servizio-nuova-impresa/documents<br>Vicenza resources:<br>https://www.cpv.org/percorso-per-la-nuova-impresa<br>https://www.cpv.org/assistenza-creazione-avvio-nuove-aziende-o-start-up |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| Institution | Comments & Resources |
|---|---|
| Coaches for Entrepreneurial Opportunities [http://www.cfeo.eu/](http://www.cfeo.eu/) | Coaches for Entrepreneurial Opportunities (C-EO) aims to prepare and train people who are involved in identifying, promoting, counselling and guiding unemployed people, senior workers and youngsters who are interested in becoming an entrepreneur. Training is delivered to enable them to be 'Entrepreneurial Coaches' who can then go on to train Entrepreneurs in order that they can gain an 'Entrepreneurial passport'.<br>C-EO pursues the following objectives:<br>• Deliver training to "Entrepreneurial Teachers" and create a training programme for "Entrepreneurial Coaches" based on the European Qualification Framework (EQF) structure;<br>• Deliver a training module - the 'Certificate of Entrepreneurship';<br>• Design a training program for entrepreneurial coaches;<br>• Pilot training of 'Entrepreneurial Coaches' and create a professional network of Entrepreneurial coaches in each partner country;<br>• Gain insight into the national training opportunities and facilities for people starting businesses;<br>• Develop an "Entrepreneurial passport" for starting entrepreneurs.<br>The main beneficiaries and benefits are:<br>• Existing entrepreneurs (small businesses in particular) – can gain easier access to funding for development, consolidation and growth of their business<br>• Future entrepreneurs (including young people) – assistance in setting up their own business, national, regional and local authorities – tools for effectively reforming policy: reliable, EU wide data and statistics, best practice and financial support to test and scale up sustainable solutions for improving global competitiveness.<br>Fondazione Centro Produttività Veneto - Email: *info@cpv.org*<br>C-EO Comparative Report: [http://www.cfeo.eu/wp-content/uploads/2014/02/SC_C-EO_WP2-_Comparative-report_Final.pdf](http://www.cfeo.eu/wp-content/uploads/2014/02/SC_C-EO_WP2-_Comparative-report_Final.pdf)<br>C-EO Flyer: [http://www.cfeo.eu/wp-content/uploads/2014/11/5.2R17_C-EO-Flyer_ENG-.pdf](http://www.cfeo.eu/wp-content/uploads/2014/11/5.2R17_C-EO-Flyer_ENG-.pdf) |

# 2. CURRICULUM: A CROSS-CURRICULAR APPROACH (continued)

| Institution | Comments & Resources |
| --- | --- |
| ERASMUS European Commission | ERASMUS per Giovani Imprenditori<br>Erasmus for Young Entrepreneurs is a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other EU countries. The program is reserved for those people who are new entrepreneurs: people are firmly planning to start a business, based on a sustainable business plan and people have started their own business over the past three years<br>Eurosportello Veneto - Email: *europa@eurosportelloveneto.it*<br>Introductory leaflet available at: http://www.erasmus-entrepreneurs.eu/members/upload/NB0114375ENC_53764a917c50f.pdf<br>Erasmus Entrepreneurs Website: http://www.erasmus-entrepreneurs.eu/index.php?lan=en\ |
| Invitalia | Smart & Start<br>This offer is reserved for innovative start-ups. The business idea must have technological and innovative features, or develop products, services and solutions for the digital world economy, or economically exploit the results of research and development.<br>This service is targeted at innovative start-up businesses which are small in size and which are registered in specific sections of the Business Registry. To be considered 'innovative' companies must meet specific legal requirements including:<br>- Capital companies which have not been running for longer than 48 months;<br>-The company provides innovative products or services with high technological value;<br>-The production value must be a maximum of €5 million<br>Email: *info@invitalia.it*<br>Resources: http://www.smartstart.invitalia.it/site/smart/home/eng.html |
| CPV: Youth Guarantee | Opportunity both for the youth who will benefit from an orientation service on numerous training opportunities and work placements, and for companies investing in young people.<br>Information Leaflet: http://www.mysteps.eu/docs/Personal_Guidance_Youth_Guarantee_Programme_Structure_allegato_UCV.doc |

# 3.ENTREPRENEURIAL SKILLS: ENTERPRISE & BUSINESS FOCUSSED LEARNING

Specific enterprise and business focussed learning is required to ensure the development of specific entrepreneurial Skills We also need to teach specific entrepreneurial skills required to run a successful business. Through activities which aim to expose learners to the reality of running a business, they will become aware of their strengths and weaknesses and areas of work that they enjoy. Activities undertaken can include, for example, understanding finance, target markets, research, selling, negotiating etc.

It is vital that the skills are delivered at an appropriate level. For instance, working on a complicated financial cash-flow forecast could disengage and potentially discourage a large number of learners off from feeling capable of running a business. So instead, to start with, it can be teach the principles of cash movement around a business.

It is also worthwhile using these sessions to explain the actual role of the entrepreneur in a business. Many think it is to do everything themselves, when actually, to use an analogy, the entrepreneur's role is not to play in the band, but be the conductor. Some of the most successful entrepreneurs play to their strengths, and rarely do things they aren't good at. Ernesto Sirolli[3], from the Sirolli Institute is an advocate of this strategy; focussing the entrepreneur on their area of strength, be that selling and marketing, finance, or undertaking operational activity, is proven to generate more profits for the company.

For maximum impact, it is important to encourage the use of guest lecturers for business specific learning. Planned and implemented effectively, the sessions can be skills based, but will also include some inspirational and aspirational through hearing directly from people who have experience of running their own business. This also encourages entrepreneurs and learners to engage, discuss and explore questions, worries, experience and advice together.

Specific skills areas to consider include:

The Market
- Identifying target customers
- Market research
- People research
- Market validation
- Opportunity gap
- Value proposition

Negotiating

Simple Finance
- Cash movement around a business
- Break-even
- Pricing
- Costs

Simple Legal
- Intellectual Property
- Contracts
- Registering a business

Company Structures

Sales

Marketing basics

3. http://www.sirolliinstitute.com/Evidence/Videos/VideoCategory/VideoPlayer/TabId/61/VideoId/81/Dr-Ernesto-Sirolli-Trinity-Of-Management-Keynote-Address.aspx

| | Institution | Comments & Resources |
|---|---|---|
|  | SJB | FCT - All VET students have a subject called FCT (Training in workplace) for three months which takes place in a business related to the type of studies which are being undertaken. Each student receives an assessment of pass or fail with regards to their success in performing their training in the workplace. For more information see: http://www.educantabria.es/formacion-en-centros-de-trabajo/que-es-la-fct.html |
|  | Cornwall College | The College provides a range of Real Working Environments that provide meaningful & purposeful engagement with the business as a whole. All learners are given internal work experience which enables the students to practise working in and running a real-life business. All learners set targets for their own self-improvement regarding the 21 competencies so that these can be met before going out into the work place.<br>Koko, the College's hair and beauty salon: https://www.cornwall.ac.uk/koko<br>Nathan Outlaw Academy: http://www.academynathanoutlaw.com/<br>Restaurants at Cornwall College link: http://www.academynathanoutlaw.com/trevenson-restaurant/ |

# 3.ENTREPRENEURIAL SKILLS: ENTERPRISE & BUSINESS FOCUSSED LEARNING (continued)

| Institution | Comments & Resources |
| --- | --- |
| Young Entrepreneurs | Unternehmen im Klassenzimmer - Enteprises in the Classroom: For this project young businessmen visit regular schools and colleges as well as vocational schools to talk to students about labour market issues; how to find a job, how to apply, how to start a business and alike. https://www.junge-unternehmer.eu/aktionen/unternehmer-im-klassenzimmer.html |
| Federal Ministry for Economics and Energy | Deutscher Gründerpreis für Schüler (DGPS) - German Price for Student Entrepreneurs: This internet-based nationwide competition is designed for students over 16 in regular and vocational schools, in order to develop innovative business ideas including business planning and marketing strategy. https://www.dgp-schueler.de/top/ |
| Boston Consulting Group: Business@ School | Business@school is an initiative that brings an entrepreneurial experience to secondary schools and engages students in learning about business. Developed by the Boston Consulting Group (BCG) the initiative is currently being implemented in over 90 schools in Germany, Austria, Italy, Switzerland and the U.S.. Every year, the programme gives over 2,000 students the opportunity to work together and learn about different businesses and gain experience through business plan development. The Business@school programme runs throughout a school year and consists of three phases focusing on the analysis of a large company, analysis of a medium- sized or small company and development of a business concept and business plan. After completing each phase, student teams present their learning. At the end of the programme they have the opportunity to present their final business ideas and compete at local, regional and national levels. The best concepts are selected by a committee of judges and experts, and the best overall projects are awarded prizes. https://www.business-at-school.net |
| Association of German Banks: School/Banker | The School/Banker initiative aims to provide real experiences for young people on how a bank is managed and led. This bank management game is supported by the Association of German Banks. Potential student teams sign up online and get full support from teachers and mentors. The programme helps in developing strategic thinking, leadership, decision-making, team management and understanding the value of money and markets. From the start of the programme, the School/Banker management game has benefited some 70,000 young people, from more than 6,000 schools. This initiative also involves around 6,500 teachers as support to young learners. |

# 3.ENTREPRENEURIAL SKILLS: ENTERPRISE & BUSINESS FOCUSSED LEARNING (continued)

| Institution | Comments & Resources |
|---|---|
| Jugend Gründet | Jugend Gründet is a nationwide online competition for upper secondary school students, aged 16-21 years. The initiative is led by the Federal Ministry of Education and Research and it specifically focuses on the development of managerial skills and the creation of business plans. Individuals as well as teams can participate in the competition. Through the process of developing their ideas of a stand alone innovative product, students learn about being a part of a team, the roles of team members as well as the power of collaboration. Students have access to support materials through access to a virtual learning environment. This virtual classroom provides them with learning materials, modules, different resources and simulations. Teachers and mentors also provide support to the learning experience. The programme runs from January to June each year. It is composed of eight stages and ends in the selection of the best business plans in national finals. |
| Play the Market | Play the Market is a business management competition that provides the opportunity to pupils in the 10th grade (secondary education) to experience the challenges of selling their ideas in a competitive market environment. The pupils learn to maximize their own profits, analyse strategies and their competition, but also care for the environmental and social aspects of enterprising through a number of educational methods. The programme includes workshops, expert lectures, team exercises and participation on the online simulation platform which is a cornerstone of the initiative. The final step is a large business management competition which offers attractive prizes including a week-long language trip to New York. Play the Market has a special section for teachers and their training. This part of the programme is focused on introducing teachers to the components of the game, preparing them for the challenges of mentoring the pupils, and offers a final evaluation with feedback for the teachers to enable them to improve their skills. In 2014/2015, Play the Market had its 23rd implementation round with rising numbers of participants. [www.schooleducationgateway.eu](www.schooleducationgateway.eu) |
| Bundesagentur für Arbeit | Planet – Beruf is an online platform where students can find information related to their career choice. The main target for the portal is of course students, but it is also addressed to teachers and parents in order to provide them useful information about how to support young people in their chosen career. The platform is very interactive: it includes self-checks and tests, tips, vouchers, videos and podcasts for applications and interviews. Furthermore, with the app "Application: Fit for job interview" young people can prepare for their sprecific job interviews. For teachers and parents there are separate portals. See: [http://www.planet-beruf.de/lehrerinnen/service/](http://www.planet-beruf.de/lehrerinnen/service/) |

# 3.ENTREPRENEURIAL SKILLS: ENTERPRISE & BUSINESS FOCUSSED LEARNING (continued)

| Institution | Comments & Resources |
|---|---|
| National Union Of the Chambers of Commerce of Italy | Guidebook to the Start-up process<br>Guidance leaflet in order to give useful advice to those that are going to start a new business or those that have an idea of new business.<br>Resources: http://www.filo.unioncamere.it/uploaded/Guida_Web_Creazione_Impresa.pdf |
| Chamber of Venice | Business Plan Guidebook for Beginners<br>A Special Guidebook provided by the Chamber of Commerce of Venice, written in a very basic, step by step maanner, for people who are looking to start a business for the first time.<br>servizionuovaimpresa@cameraservizi.it<br>Resources: http://www.ve.camcom.gov.it/Sportello-Nuova-Impresa$kPAG_SITE@10050022.aspx<br>Financing Guide for Women and Youth<br>Guidebook including very useful information about regional financing opportunities for entrepreneurial women and for young entrepreneurs<br>servizionuovaimpresa@cameraservizi.it<br>Resources: http://www.ve.camcom.gov.it/default.aspx?Cod_Oggetto=10198005&KeyPub=10111290\|10111291<br>Calls for proposals and initiatives in favour of Start Up planned for 2016<br>A list of calls for proposals and initiatives planned for 2016 in order to make innovative Start Ups aware about the various possible options that are there to support them. Email: servizionuovaimpresa@cameraservizi.it |
| Veneto Sviluppo and Invitalia<br>http://www.venetosviluppo.it/ | Facilitated Financing Opportunities for Women and young entrepreneurs provided by Veneto Sviluppo and Invitalia for women and youths under the age of 35. Email: agevolazioni@venetosviluppo.it<br>General information: http://www.invitalia.it/site/new/home/cosa-facciamo/creiamo-nuove-aziende/nuove-imprese-a-tasso-zero.html<br>Information for Young People: https://www.venetosviluppo.it/portal/portal/vs/Attivita/Agevolata/ProdottiWindow?action=2&categoria=Finanziamenti&prodotto=%2FFinanziamenti%2FLR_1999_57<br>Information for women: https://www.venetosviluppo.it/portal/portal/vs/Attivita/Agevolata/ProdottiWindow?action=2&categoria=Finanziamenti&prodotto=%2FFinanziamenti%2FLR_2000_01 |
| Business Balls<br>http://www.businessballs.com/ | Free career help, business training, organisational development - inspirational, innovative ideas, materials, exercises, tools, templates - free and fun. |

# 4. ASPIRATION RAISING

An important issue to consider is that of raising the aspiration of our learners, inspiring them to consider running a business in the future and helping them to consider themselves capable of doing it if they choose to.

We have already identified in section 1, the entrepreneurial attitudes, behaviours and culture required to encourage learners to identify with entrepreneurship as a career option and to enable them to feel confident and able to run a business. It should also sit broadly across all areas of the curriculum and training to encourage the development of confidence, motivation, enthusiasm and self-belief required to tackle life, employability and developing the potential to run a business.

As such, raising aspiration is really about helping individuals, who otherwise would not have considered running a business, to be inspired to develop the knowhow and self-belief required to go and start a business. It is vital that entrepreneurship is seen as a valid career choice and a dynamic way of encouraging economic growth. However, from a governmental perspective, it is also vital that entrepreneurship is not seen as a cure for unemployment as it is not a path best suited to everyone.

So aspiration raising, specifically around entrepreneurship is hard to pinpoint as part of a wider curriculum of activity, but is an integral part of developing an entrepreneurial culture. In this document, this is covered in other sections; so rather than repeating content, outlined below are the sections where aspiration-raising activities can be identified.

Raising aspirations can be achieved through academic and parental buy-in (see section 5 below), and through learners having multiple inspirational opportunities to hear entrepreneurs promote self-employment and business as exciting career choices (see section 8 below), exposure to online resources such as Ted Talks, Do Lectures, books etc. Aspiration is also raised through targeted, specific training opportunities which tackle the skills development, knowledge and abilities required to engender confidence (see section 1).

# 5. PARENTAL & ACADEMIC BUY-IN

Where young people are being trained and educated, it is vital for any enterprise education to have the buy in of both parents and academic staff. Ultimately, parents will support and encourage their children. However, from time to time, this is not the case. Therefore, it is also important for them and for older students to have access to academic trainers and support staff who can offer support, advice, encouragement and guidance and their wider network of contacts. It is important to identify, nurture, build and capitalise on entrepreneurial talent, not lose it.

In addition to work based activities, programmes like Junior Achievement (JA) in Europe and Young Enterprise in the UK are also fantastic hands-on learning experiences where parents may financially support their offspring through buying shares, for example in order to raise start-up capital.

To promote entrepreneurship, especially among young people, enhanced support is needed for entrepreneurial networks and the venture capital market, by integrating experience-based methods into enterprise education and developing top-tier business schools. Promoting entrepreneurship among young people would also help lift the relatively low youth self-employment rate.

**Institution** | **Comments & Resources**

**Spain**

Schools can organise visits to companies with employers but it is not compulsory.

**CCIN Cantabria**

LaborESO's project allows students of Compulsory Secondary Education (E.S.O) to have an approach to the world of work. Coordinated by CCIN Cantabria and schools with the support of High Council of Education, Culture and Sports of Government of Cantabria. Students perform two-weeks stays in a company. The stay allows them to improve their understanding of themselves, their skills, abilities and interests. Besides, the students gain a better understanding of the reality of world of work.

The experience facilitates the decision-making process that students must perform at the end of E.S.O. in relation to their academic and professional future.It contributes to the promotion of entrepreneurship through knowledge of the business world.

Main educational goals of LaborESO project:

- Personal and professional development.
- Develop students skills in a working environment.
- Promote students' knowledge of their nearest business environment.
- Acquiring first-hand knowledge about a company's organizational culture.
- The experience facilitates the decision-making process in relation to their academic and professional future.

More information here:
http://www.laboresocantabria.es/labor-eso/que-es-labor-eso
https://www.educantabria.es/orientacion-en-educacion-secundaria/labor-eso.html

**U.K. (Generic)**

'Take your child to work day': To further engage parents, 'Take your child to work days' can be implemented. This opportunity gives learners exposure to a commercial environment. Further information can be found here:
*http://daughtersandsonstowork.org;*
*http://www.employeesmatter.co.uk/bring-your-child-to-work-day/*

# 5. PARENTAL & ACADEMIC BUY-IN (continued)

| Institution | Comments & Resources |
|---|---|
| Cornwall College | Some learners undertake specific employability programmes (Deloitte Employability Initiative) in which they develop self-awareness, teamwork, work ethic, understanding of employment legislation, etc. These programmes include an experiential approach, which supports learners to gain more in depth understanding. These programmes equip them both for employment as well as developing their skills towards their competencies which are equally applicable to running a business.<br><br>Parents are engaged through literature and progress reports.<br>Programme Resources provided by the Deloitte Employability Initiative:<br>http://www.deloitte.co.uk/impact/2012/case-studies/deloitte-employability-initiative/<br>Example Resources:<br>'My Company or Not my Company' template:<br>http://www.mysteps.eu/docs/b/MY_COMPANY_OR_NOT_TEMPLATE.doc<br>Presenting an initial business idea workbook: http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_PRESENTING_AN_INITIAL_BUSINESS_IDEA.docx<br>Starting a business workbook: http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_STARTING_A_BUSINESS.docx<br>Employment rights and responsibilities workbook: http://www.mysteps.eu/docs/b/EMPLOYMENT_RIGHTS&RESPONSIBILITIES.doc |
|  Frankfurt University of Applied Sciences | The Corporate Learning Camp (CLC) is held at Frankfurt University of Applied Sciences. They are open, participatory workshop-events, the content of which is provided by participants. Although the format is loosely structured, there are several rules the participants have to follow. The attendees are encouraged to present or facilitate a session or otherwise contribute to the event. This encouragement to share is a deliberate change from the "off-the-record by default" and "no recordings" rules at many invite-only participant driven conferences. A number of 159 participants held 58 sessions during the CLC2014. These conferences are a great way to create a network between students and companies.<br>http://colearn.de/ |
| Berlink | Professional visits and seminars are provided by Berlink. Berlink organises visits to companies/organisations and specialised seminars during which beneficiaries get a deeper knowledge of a certain sector. These types of programmes are usually promoted under the Leonardo da Vinci -VETPRO action. These programmes are also known as Study Visits.<br>http://www.etnmanagement.eu/berlink/?page_id=86 |
|  Italy | Opportunities are available for students to observe roles, activities and processes and understand more about industry sectors during careers days. Each company has a desk where they can interact with students and graduates and collect CVs. There are opportunities for students to attend workshops and a final conference about recruitment issues.' |

# 6. ENTERPRISE CHALLENGES

Students should have the opportunity to engage in enterprise challenges which are set form them by business or external organisations.

Once we have a curriculum as described above, we can begin to look at ways in which learners can display their new skills and characteristics. Enterprise challenges can be an effective way of achieving this. Their aim is to build on these skills and characteristics in a business specific scenario.

### Concepts

Any enterprise challenge should introduce specific concepts to the learner.
These may include areas such as:

- Understanding target customers
- Profitability/budgeting
- Marketing
- Distribution
- Team roles
- Project management

The aim of any challenge is for learners to display the characteristics discussed above, in a close to real life scenario.

### Scenarios

Enterprise challenges are most effective when they are based in real life. To this end, any challenge should be as realistic as possible. Rather than use made up examples for any challenge, we should encourage learners to use their own business ideas, or relate to a business they know. The closer to real life application we get, the more likely the learners are to remember the challenge, and what they discovered.

### External Support

So, if we are to situate enterprise challenges in real life scenarios, it also makes sense to encourage local businesses and entrepreneurs to take part. This may take the form of setting the challenge, judging results, offering guest expertise, mentoring, assisting with planning etc.

Through this we not only expose the learners to the local business community, we also expose the business community to our learners. This enables business leaders to influence the curriculum, whilst also acting as inspiration for learners.

| | Institution | Comments & Resources |
|---|---|---|
|  | SJB | Students have the opportunity to engage in enterprise challenges that are set for them by businesses or external organisations<br>• Entrepreneurship training placements<br>• Business Simulation<br>• Entrepreneurs Day's<br>• Entrepreneurship, Innovation and Professional Training<br>• Contest in Initial Vocational Training<br>• Creative workshops promoting entrepreneurship<br>• Spain skills Championship<br>• Speeches from regional chambers of commerce |
|  | Cornwall College | Some learners undertake a Young Enterprise programme in which they develop entrepreneurial mind-sets and gain understanding of setting up a business.<br>Learners pitch their business ideas to curriculum management. Teaching staff & business mentors support and facilitate the programme.<br><br>Learners who participate within these projects make the necessary links to the competency framework to show how this benefits them in order to prepare for life, employment or running a business.<br>Further information about the Accredited Module supporting The Company Programme is available at: https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/company-programme/<br>Further information on Young Enterprise is available at: http://www.young-enterprise.org.uk/ |

# 6. ENTERPRISE CHALLENGES (continued)

| Institution | Comments & Resources |
|---|---|
| Cornwall College (continued) | A variety of learners engage in a range of live projects led by employers, during which they liaise directly with external agencies in order to produce products/services. Learners also engage in a variety of industry specific challenges and competitions, providing them with an opportunity to showcase their talents and develop entrepreneurial skills.<br>The SPARK programme aims to enable degree level students to take a business idea and develop it into a working model which can be tested in the market. Through a series of workshops and with the support of mentors, students develop their product or service. They then do a presentation to 'pitch' for a small amount of money to support the start of their enterprise. Successful students are offered £500, and can also be supported with office space in a local innovation centre. The hope is, that the student will be able to launch a fully-fledged, tested business at the end of the programme. The programme is carefully planned to coincide with term-time commitments.<br>Spark programme overview: http://www.mysteps.eu/docs/Spark_booklet_Cornwall_College_2015.pdf |
| BizWorld | A full entrepreneurship programme for 10 to 13 year olds<br>http://bizworlduk.org/ |
| Scotland's Enterprising Schools | The Vision of Scotland's Enterprising Schools is to empower young people through an educational system that has a CAN DO spirit with entrepreneurship and innovation at its core, allowing them to fulfil their potential, make the most of opportunities and be motivated to be the best they can be.<br>The Mission of Scotland's Enterprising Schools is to contribute to this change by supporting education practitioners to align with the CAN DO spirit to make their learning more enterprising and entrepreneurial through Professional Learning and exposing young people to new ideas and experiential learning that builds confidence, improves self-esteem and helps them develop skills for learning, life and work.<br>GlowScotland: https://blogs.glowscotland.org.uk/glowblogs/enterprisingschools/<br>School resources and lesson plans: https://blogs.glowscotland.org.uk/glowblogs/enterprisingschools/resources/ |
| Mosaic Network (various communities in England and Scotland) | Founded by HRH The Prince of Wales, Mosaic inspires young people from deprived communities in England and Scotland, to realise their talents and potential (http://www.mosaicnetwork.co.uk/our-impact/mosaic-stories/). Mosaic's mentoring programmes (http://www.mosaicnetwork.co.uk/mentor/)in schools and prisons are delivered by volunteers (http://www.mosaicnetwork.co.uk/about/impact/mosaic-heroes/) and lift the aspirations of young people and close the gap between those aspirations and their attainment. Mosaic's mentoring programmes are available at: http://www.mosaicnetwork.co.uk/mentor/ |

# 6. ENTERPRISE CHALLENGES (continued)

| | Institution | Comments & Resources |
|---|---|---|
|  | Young Enterprise [http://www.young-enterprise.org.uk/](http://www.young-enterprise.org.uk/) *(Part of Junior Achievement)* | The Fiver Challenge provides a highly interactive, fun way of introducing financial literacy, resilience and teamwork in learning for primary school pupils. Pupils have 1 month to set up a mini business and create a product or service they can then sell or deliver at a profit and engage with their local community.<br>[http://www.fiverchallenge.org.uk/index.php/about-fiver](http://www.fiverchallenge.org.uk/index.php/about-fiver)<br>The Tenner Challenge is a competition for young people aged 11-19 who want to get a taste of what it's like to be an entrepreneur. It gives them an opportunity to think of a new business idea and make it happen, using real money to take calculated risks in the business field, make a profit – and make a difference. Just £10 starts the process.<br>[http://www.tenner.org.uk/#/](http://www.tenner.org.uk/#/) |
|  | Erasmus Online Academy | Uni-Key – Unleash your business potential: Xchallenge 2013<br>The Xchallenge game was open not only to participants of the Uni-key online-course "Discover your Business potential" but also to anybody else who wanted to take part. The game required entrepreneurial spirit and extra energy to complete challenging tasks. The game was offered two times in parallel to the two online-courses. The Uni-Key Xchallenge included 5 different tasks and the winner won a trip to Brussels to participate in the award event that took place in Brussels, from September until October 2013. The results of the Uni-Key project are implemented in the Erasmus Online Academy. The academy offers on-line courses, which accompany a practical training period abroad and train intercultural and entrepreneurial key competences.<br>[http://www.uni-key.de/index.php/results/mobility-coordinators/xchallenge](http://www.uni-key.de/index.php/results/mobility-coordinators/xchallenge) |
| | Bundesministerium für Bildung und Forschung | The German IVET system is based on two pillars:<br>• In-company training working on the basis of federal law: 3 – 4 days per week<br>• VET education within vocational schools, ruled by laws of the Länder: 1 – 2 days per week.<br>Trainers are practitioners working within firms and as a rule are not only employed in order to train apprentices, but also contribute directly to production and/or service (mostly as heads of departments, masters [Meister]). They carry out in-company training on the job, supplemented by in-house workshops or laboratories to practice or learn particular skills.<br>Chambers of commerce and industry, craft, agriculture give advice to enterprises and monitor training. They carry out examinations, leading to certificates that are publicly recognized. This strong position is based on the role defined by the Vocational Act where chambers are appointed to do this on behalf of the state. In this context, it should not be forgotten that enterprises in Germany are obliged by law to be members of chambers. |

# 6. ENTERPRISE CHALLENGES (continued)

| Institution | Comments & Resources |
|---|---|
| Bundesministerium für Bildung und Forschung (continued) | Regional institutions and Länder ministries control vocational schools. Training is financed partially by enterprises, partially by the Länder (by the funding of vocational schools as a part of compulsory education)<br>Entrepreneurship portal of the Fed. Ministry of Economics and Energy: all relevant information reg. checklists, business plan, legal form of a company, supportive funds, next steps etc. including an online learning workshop on entrepreneurship.<br>Special information is hold available for migrants wanting to start a business in Germany. The website is available in 6 different languages: DE, EN, FR, IT, RUS and TR<br>The most relevant topics regarding entrepreneurship as comprehensive information: business plan, loans and funds, help and advice etc.<br>https://www.bmbf.de/en/index.html |
| Federal Ministry of Economics and Energy | Entrepreneurship portal of the Federal Ministry of Economics and Energy: all relevant information reg. checklists, business plan, legal form of a company, supportive funds, next steps etc. including an online learning workshop on entrepreneurship.<br>Special information is hold available for migrants wanting to start a business in Germany. The website is available in 6 different languages: DE, EN, FR, IT, RUS and TR<br>http://www.existenzgruender.de/DE/Home |
| Young Businessmen and Entrepreneurs | The most relevant topics regarding entrepreneurship as comprehensive information: business plan, loans and funds, help and advice etc.<br>http://www.existenzgruender-jungunternehmer.de/ |
| Verona Innovazione | ENTRIBU PRIZE - Designed to support the initiation and development of the company. It is open to all aspiring entrepreneurs and young entrepreneurs of Veneto.<br>Prize in money by Verona Innovazione http://www.veronainnovazione.it/servizi/servizio-nuova-impresa/premio-entribu |
| School Enterprise Challenge http://www.schoolenterprisechallenge.org/ | The School Enterprise Challenge Guide is delivered through a series of weekly resources, designed to inspire and support schools participating in the competition. It has been created for students of all ages and can be used flexibly to fit a variety of school timetables and calendars around the world. The weekly resources provide helpful templates, lesson plans and top tips to help students compete in every stage of the challenge; from coming up with an initial business idea, to writing a business plan, all the way though to successfully running their own school based enterprise. The guide also contains case studies of previous School Enterprise Challenge participants with examples of winning business plans and expert advice. School Enterprise Challenge http://www.schoolenterprisechallenge.org/resources/resources-overview/ |

# 7. EXTERNAL SUPPORT TO SHAPE THE CURRICULUM

Each VET provider should have external support from entrepreneurs and the business community to shape the relevance of the curriculum towards their needs. In order to develop an effective curriculum, it can be beneficial to include external business professionals. Simply, they have the experience of running businesses day to day, as well as seeing areas of development for potential employees/entrepreneurs. It is important to choose the right entrepreneurs to fulfil this task. Ideally, they should be successful, someone the learners can relate to, who has taken an achievable path, and the educators should be proactive in recruiting them. There are various ways of engaging entrepreneurs with a curriculum:

- Enterprise Challenges

Local entrepreneurs can be hugely supportive of Enterprise Challenges. Whether they are involved with setting up/designing the challenge, mentoring, judging etc. it is an effective way of exposing learners to both the realities of running a business, and the entrepreneurs' experience. Learners can also benefit from extensive feedback and learning from their comments.

- Guest Lecturing/Teaching

Another way of engaging learners with entrepreneurs is through guest lectures/classes. For example, when teaching marketing, it is beneficial to invite a local marketing freelancer/business owner to deliver some of the content. At the same time they can tell their story of how they came to run a business, what they enjoy, benefits and challenges etc. Again, this can be a great source of inspiration and aspiration.

- Focus Groups

Running focus groups asking local businesses to get involved in the curriculum is another positive way to engage. Canvassing their opinions as to current shortfalls and required skills is an invaluable source of information. By acting on this information, not only do we engage with the business community, we encourage our learners develop the skills business leaders say they need.

- Experience Placements

A further way of engaging entrepreneurs with the curriculum is to encourage learners to seek business placements. Similar to a work placement, this would focus more on the behaviours, attitudes and cultures mentioned earlier in this report. An opportunity for learners to see how business works from the inside. It also allows them to gain work experience.

As already mentioned, the German system has this type of link between the VET system and business community. One of the examples is in the retail sector where education has therefore a special significance for the educational efforts of the retail sector.The three areas of the JA Education Pathway – financial literacy, work readiness and entrepreneurship – are being promoted successfully by the German retail sector through a wide range of activities.

For instance, as part of the third year of vocational training to become a management assistant for retail services "Kaufmann", trainees can choose a three-month elective qualification "Basics of entre- preneurial self-employment". This covers, amongst other things, the assessment of opportunities and risks, drafting a business plan, evaluating individual aptitude, analysing site suitability, legal framework conditions, financing, insurances and taxation as well as using business performance indicators for managing the company. Approximately 5% of the 26,000 trainees elect this module annually. Edeka and Rewe in particular use this qualification option to prepare future store managers and independent retailers during their vocational training for the challenging tasks they face.

Many retail companies in Germany (amongst others; Metro, Galeria Kaufhof, Edeka, Rewe, Kaufland, Real, MediaSaturn, Globus, DM, Rossmann, KaisersTengelmann, Tegut, Peek&Cloppenburg, Otto and many more) are also committed – in part through organised school partnership programmes – to informing pupils and teachers at general-education schools on the requirements of retailers, their fields of activity, the significance of sustainability in and for the retail sector, on economic factors and the promising work environment of retail. Internships for pupils and teachers contribute to this process significantly. In this way, retail companies reach thousands of young people and numerous teachers every year.

# 7. EXTERNAL SUPPORT TO SHAPE THE CURRICULUM (continued)

What is currently available? Engaging with employers and business owners:

| Institution | Comments & Resources |
|---|---|
| Cornwall College | Learners are provided with various opportunities to engage with local business people and organisations in order to better understand the world of work. Some learners have mentors who support and guide them through their college programmes and other relevant activity. All learners are encouraged to attend all career fairs and industry specific events run by local and national businesses to have a positive insight into their chosen career pathways and various opportunities etc. Teaching staff fully support and facilitate this. Learners fully participate within these projects and make the necessary links to the competency framework and how this benefits them in order to prepare for life and employment.<br>Employability Competencies Framework: http://www.mysteps.eu/docs/21_Competencies_for_Making_Learning_Work.pptx<br>Stage 1 competency assessment: http://www.mysteps.eu/docs/b/Employability_competencies_Stage1_Assessment.docx |
| German Centre for Innovation & Research | German Houses Of Research & Innovation provides a platform for the German science, research and innovation landscape at selected locations and a platform for showcasing the accomplishments of German science, research and research-based companies at selected locations and promoting collaboration with Germany and innovative German organizations.<br>In particular, in the platform you can find a special section related to career events and job postings and another important section linked to funding resources dedicated to entrepreneurship. The following resources are available:<br>http://www.germaninnovation.org/resources/entrepreneurship-funding/federal-resources<br>http://www.germaninnovation.org/careers/career-events<br>http://www.germaninnovation.org/resources |
| Praxis http://www.praxisnetwork.eu/ | Praxis is a consortium of higher education institutions, companies, associations, research labs and chambers of commerce, all committed to enhance your Project/Internship experience and to promote innovation in the field. |
| Almalaurea http://www.almalaurea.it/en | Interuniversity Consortium facilitates and monitors the integration of bachelors and masters level graduates into the working world. It contains a database of the curriculum and provides specific advice and mentoring for students. |

# 8. PROMOTION OF ENTREPRENEURIAL SKILLS BY ENTREPRENEURS

Every learner should have multiple opportunities to hear entrepreneurs promote self-employment and business as exciting career choices

Firstly, it is vital that any enterprise education makes self-employment and running a business seem like a genuine, sustainable, viable career choice, and not a solution to unemployment. It is also vital that would be entrepreneurs are inspired at a young age to develop this mind-set. One of the biggest challenges seen in encouraging people to start-up a businesses, particularly in economically challenged areas, is a lack of aspiration. Existing, successful entrepreneurs telling the story of their success can help inspire and raise these aspirations.

- Curriculum Wide

Again, the opportunity to access entrepreneurs should not be limited to just the "business" courses. Opportunities can be made across the curriculum to invite entrepreneurs to take part in contextualising learning within a commercial context. The opportunity will not only inspire those who wish to start a business, but also acts as a practical insight into the challenges of running a business for those who wish to become employed.

- Variety of Entrepreneurs

It is useful to collate a bank of potential entrepreneurs who can support curriculum in this way; ideally, from a variety of backgrounds, and sectors, relevant to the local geographic area and economy. There should also be entrepreneurs who represent a mix of products and services. A key factor in selecting entrepreneurs to speak should be how easily learners are able to relate to them. Whilst it may be tempting to bring in the CEO of a large organisation, the gap between learners' current position and the position of the CEO would almost certainly be too large to seem bridgeable and therefore, the opportunity to start a business, will seem more unattainable. Therefore, engagement with the local SME market is essential for this aspect of enterprise education.

Similarly, entrepreneurs should be selected for their interesting, engaging style if possible. The aim of these sessions is not to teach business skills, but to inspire and raise aspirations. Therefore, the more engaging and interesting the story, the better the students will relate.

It is also important to demonstrate that the motivations for running a business are not necessarily all about making money or being productive; often the most successful entrepreneurs are those who have followed their passion. Therefore, engagement with individuals who are following their passion is also hugely important and again, this can be carefully tailored towards the similar interests and needs of those students in the classroom.

- Technology

With advances in technology, there is currently no real restriction on where the entrepreneurs should be from. Whilst there are obvious benefits to working closely with the local business community, it may also be beneficial to seek out inspiration virtually. For instance, there are several sources of inspirational stories: http://startups.co.uk/business-inspiration/

- Networking

Not only is it important for learners and educators to experience enterprise within a business premises, but also a networking environment. Learners should be exposed to business networking events (best in small groups), with particularly interesting topics or speakers. This again is a good way of influencing the behaviours, attitudes and culture explored earlier in addition to making the environments inhabited by entrepreneurs more accessible, familiar and less of an enigma.

Furthermore, if appropriate, tasks can be set at the networking event, potentially to link in with a current enterprise challenge. For instance, "collect x business cards", or "connect with someone who can help you market your product".

# 8. PROMOTION OF ENTREPRENEURIAL SKILLS BY ENTREPRENEURS (continued)

## What is currently available? Engaging with entrepreneurs

| | Institution | Comments & Resources |
|---|---|---|
|  | | Some interesting iniciatives are:<br>• Startinnova project for entrepreneurship: http://eldiariomontanes.startinnova.com/<br>• VET Spainskills Olympic Games: http://spainskills.com/<br>• CISE e2 http://www.cise.es/programas-cise/programa-e2/ |
|  | Cornwall College | Throughout the year a range of activities and opportunities are provided for learners to engage with, e.g. industry weeks, career fairs, guest speakers, industry visits, etc. This can include local and national entrepreneurs. An example of this can be seen with hospitality Rick Stein and Nathan Outlaw etc.The College operates collaboratively alongside Nathan Outlaw and Rick Stein who are celebrity chefs, who provide bespoke demonstrations; offer students work experience; apprenticeships and employment.<br>Nathan Outlaw Academy: http://www.academynathanoutlaw.com/<br>Restaurants at Cornwall College link: http://www.academynathanoutlaw.com/trevenson-restaurant/ |
|  | Chamber of Venice | Business Plan Guidebook for Beginners<br>A Special Guidebook provided by the Chamber of Commerce of Venice, written in a very basic, step by step manner, for people who are looking to start a business for the first time.<br>Email: *servizionuovaimpresa@cameraservizi.it*<br>Business Model Canvas guide:<br>http://mysteps.eu/wp-content/uploads/2016/03/Il-Business-Model-spiegato-a-mia-nonna.pdf |
| | Università di Padova | Università aperta - Career Day - offers companies the opportunity to present their own organisations to professional young people at the University. Each company has a desk where they can interact with students and graduates and collect CVs. Later in the day are company workshops and a final conference on the issues of recruiting.<br>University of Padua event link: http://www.universitaperta.com/<br>Univeristy of Bologna event: https://eventi.unibo.it/careerday |
| | National Union Of the Chambers of Commerce of Italy | Guidebook to the Start - Up process<br>Guidance leaflet in order to give useful advice to those that are going to start a new business or those that have an idea of new business.<br>Detailed guide to starting a business: http://www.filo.unioncamere.it/uploaded/Guida_Web_Creazione_Impresa.pdf |

## DISCLAIMER

All the information and links are accurate at the time of publication. This document represents the opinions and views of the partners involved in the delivery of these project outputs; they are not necessarily representative of wider agendas or policies.



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# ENTREPRENEURSHIP

## A BEST PRACTICE GUIDE
## IO7

## ANNEXE

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# ENTREPRENEURSHIP

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## A BEST PRACTICE GUIDE
## IO7

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## ANNEXE

## ENTREPRENEURIALISM & SELF-EMPLOYMENT IN EUROPE

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- https://ec.europa.eu/growth/smes/promoting-entrepreneurship/index_en.htm

## Promoting entrepreneurship

Europe's economic growth and jobs depend on its ability to support the growth of enterprises. Entrepreneurship creates new companies, opens up new markets, and nurtures new skills. The most important sources of employment in the EU are Small and Medium-sized Enterprises (SMEs). The Commission's objective is to encourage people to become entrepreneurs and also make it easier for them to set up and grow their businesses.

### What is entrepreneurship?

Entrepreneurship is an individual's ability to turn ideas into action. It includes creativity, innovation, risk taking, ability to plan and manage projects in order to achieve objectives.

### Challenges faced by entrepreneurs in Europe

Only 37% of Europeans would like to be self-employed, compared to 51% of people in the US and China.  Some of the challenges to be tackled include:

- education should offer the right foundation for an entrepreneurial career;
- difficult access to finance and markets;
- difficulty in transferring businesses;
- the fear of 'punitive' sanctions in case of failure;
- burdensome administrative procedures.

### European Commission's actions:

The European Commission's initiatives promoting entrepreneurship are summarised in an Entrepreneurship Action Plan adopted in January 2013. They aim to reignite Europe's entrepreneurial spirit by:

- educating young people about entrepreneurship;
- highlighting opportunities for women and other groups;
- easing administrative requirements;
- making it easier to attract investors.

### Who we work for

The Commission aims to encourage more people to set up their own business. Certain groups, such as female entrepreneurs, family businesses, liberal professions, migrants, seniors or social economy enterprises are particularly targeted.

### Support we provide

To encourage more people to become entrepreneurs and provide support to existing ones, the Commission supports entrepreneurship education, co-funds the exchange programme Erasmus for young entrepreneurs and manages support networks. More on support we provide.

### Advice and opportunities

Entrepreneurs and SMEs can find information on start-up procedures, transfer of business and bankruptcy and second chance in the advice and opportunities section.

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# ENTREPRENEURSHIP

## A BEST PRACTICE GUIDE
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## ANNEXE

## HOW DID WE DO IT?

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- http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

# GOOD CAREER GUIDANCE

GATSBY

# CONTENTS



Appendices and the cost report commissioned from PricewaterhouseCoopers are available to view at www.gatsby.org.uk/GoodCareerGuidance

**Appendix 1**: Reports from the overseas visits; **Appendix 2:** Reports from the independent school visits; **Appendix 3:** Key literature resources; **Appendix 4:** Contributors and consultees; **Appendix 5:** The school survey

# FOREWORD
# BY LORD SAINSBURY OF TURVILLE

Settlor of the Gatsby Charitable Foundation

Very few people would disagree that good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. Yet equally few people would say that all is well with the current system of career guidance in this country. It is especially regrettable therefore that the current situation, in which so many young people are kept in the dark about the full range of options open to them, has been allowed to persist for so many years.

THE NEED TO TAKE SUSTAINED ACTION TO IMPROVE CAREER GUIDANCE IS MORE PRESSING THAN EVER

In my 2007 review of science and innovation policies for the previous government, I identified actions required on a number of fronts which I considered essential if the UK was to remain economically competitive in the coming decades. In the review's final report, 'The Race to the Top', I noted the widespread consensus – across both the public and private sectors – that the career guidance on offer in this country was severely lacking. It was considered insufficient, of dubious quality, and often provided too late to meet the needs of the majority of young people.

Numerous other reports, issued before and since mine, have been heavily critical of career guidance provision in this country. Yet the situation has certainly not improved and, with employers reporting difficulties in filling skilled job vacancies at a time when high levels of youth unemployment persist, the need to take sustained action to improve career guidance is more pressing than ever. But blame for the undoubted shortcomings in career guidance cannot be laid at the feet of the current government alone. Over the last 30 years governments of every hue, while reorganising and renaming the system, have spectacularly failed to take the actions necessary to improve the quality and consistency of career guidance provision for all young people. It is an appalling history which reflects well on no-one.

It was against this background that, last year, my charitable foundation, Gatsby, commissioned Sir John Holman to examine what pragmatic actions could be taken to improve career guidance in England's secondary schools. From our first meeting to discuss the project, John and I were in agreement that, rather than add to the pile of reports criticising the current system, what was needed was work which would identify good practice in career guidance – both here and abroad – and then point the way to embedding such practice in all of our schools. John set about this challenge with typical tenacity. His reflective insight and thoughtfulness have resulted in a report which offers practical steps that schools, employers and government working collaboratively can take to improve career guidance.

That John found no 'magic bullet' or panacea will come as no surprise to anyone who has examined this area. But his call for all schools to be supported in embedding clear, stable, long-term programmes of activities which are understood by teachers, pupils, parents and employers alike, is compelling.

I am tremendously grateful to John and all those who have supported him in producing this excellent report. I commend it to everyone committed to ensuring that all young people in this country are supported in making informed choices about their future. If the principles of this report are followed, I am convinced that collaborative action by key players can, for the first time in a generation, address current deficiencies and deliver a world-class career guidance system in our schools that is both effective and efficient.

David Sainsbury
Settlor

# INTRODUCTION FROM SIR JOHN HOLMAN

This report is about career guidance in English secondary schools, and how it could be made better. Career guidance has been much criticised, but what would it look like were it good? To find out, we visited six countries where we knew from earlier studies that both career guidance and educational results are good, and we talked to teachers, pupils and ministry officials. We also visited five independent schools in England because we had heard good reports anecdotally, but could find little literature. In addition, we studied the available literature on career guidance in state schools. From all this input we made a judgement on what 'good' looks like. These judgements are in the form of eight benchmarks, identifying different dimensions of good career guidance.

> AS WE DISCOVERED, GOOD CAREER GUIDANCE MEANS LINKING DIFFERENT ACTIVITIES TOGETHER TO FORM A COHERENT WHOLE

We surveyed English secondary schools to see how they measure up against the benchmarks, and we asked PricewaterhouseCoopers to do an independent exercise to identify the costs of implementing the benchmarks across the system. Drawing on all this work, we have made a set of recommendations about how the English system could improve.

The Gatsby Charitable Foundation's particular interest is in ensuring that pupils are aware of the opportunities that careers in science, technology, engineering and mathematics (STEM) open up. However, we have not overtly sought to separate out STEM from career guidance in general, which is what most of our benchmarks are about. The report is almost entirely about career guidance in secondary schools, which is where many of the make-or-break decisions are made, but most of the principles set out in the benchmarks apply to further education colleges too. Likewise, although the report focuses on the English system, the benchmarks would be equally applicable to the other nations of the UK.

We have interpreted 'career guidance' very broadly to include all those activities intended to assist young people in making decisions about future education, training and jobs. As we discovered, good career guidance means linking different activities together to form a coherent whole.

Many people have contributed to this report. However, I am especially grateful to Professor Tony Watts, Jo Hutchinson and Dr Tristram Hooley of the International Centre for Guidance Studies at the University of Derby for contributing their expert knowledge of career guidance in this country and overseas, and additionally to Jo Hutchinson for her efficient project management. Finally I am most grateful to Nigel Thomas of Gatsby for his support and wise advice throughout this project.

John Holman

John Holman
University of York
April 2014

# EXECUTIVE SUMMARY

References to relevant sections of the main report are in brackets.

## GOOD CAREER GUIDANCE IS IMPORTANT FOR SOCIAL MOBILITY BECAUSE IT HELPS OPEN PUPILS' EYES TO CAREERS THEY MAY NOT HAVE CONSIDERED

### WHY WE ARE INTERESTED IN CAREER GUIDANCE

01. Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils' eyes to careers they may not have considered (Section 1).

02. But career guidance in English schools is often criticised as being inadequate and patchy, most recently by Ofsted in their September 2013 report. Our study set out to find out what career guidance in England would be like were it good.

### OUR METHOD

03. We visited six countries (the Netherlands, Germany, Hong Kong, Finland, Canada and Ireland) where both career guidance and educational results are considered to be good. We visited schools and we talked to teachers, pupils and ministry officials (Section 2.3).

04. We visited five independent schools in England and spoke to school leaders, careers specialists and pupils (Section 2.4).

05. We studied the available literature on career guidance in English state schools (Appendix 3 and throughout the report).

06. From all this input we made a judgement on what 'good' looks like. These judgements are in the form of eight benchmarks, identifying different dimensions of good career guidance (Section 3). The benchmarks are summarised in Table 1.

07. We surveyed a 10% sample of English schools, to see how they measured up against the benchmarks (Section 4).

08. We asked PricewaterhouseCoopers (PwC) to assess the cost of the benchmarks (Section 5.1). This meant we could identify the costs of implementing the benchmarks in each school and across England. PwC also assessed the economic benefits of better career guidance (Section 5.2).

09. We used these results to make ten recommendations about how the English career guidance system could improve (Section 6).

## THE BENCHMARKS
SECTION 3

10. Our work suggests that there is no single 'magic bullet' for good career guidance: it is about doing a number of things, identified in our benchmarks, consistently and well.

11. One can think about career guidance in terms of 'push' and 'pull' factors. 'Push' factors are school-based; 'pull' factors come from employers. Push and pull complement each other, and our conclusion from this study is that employer-pull is as important as school-push.

12. The eight benchmarks are listed in the right hand table. The full benchmarks in Section 3 are each accompanied by one or more indicators which make it possible to measure a school's performance against the benchmark.

Table 1: Eight benchmarks for providing good career guidance

| | | |
|---|---|---|
| 1 | A STABLE CAREERS PROGRAMME | Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. |
| 2 | LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |
| 3 | ADDRESSING THE NEEDS OF EACH PUPIL | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. |
| 4 | LINKING CURRICULUM LEARNING TO CAREERS | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |
| 5 | ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |
| 6 | EXPERIENCES OF WORKPLACES | Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |
| 7 | ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |
| 8 | PERSONAL GUIDANCE | Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. |

# <1%

The percentage of a school's budget required to implement all the benchmarks in a medium-sized school outside London.

## THE SCHOOL SURVEY
SECTION 4

13. The questions in the school survey were derived from the benchmarks. The results of the survey show how a representative sample of English schools measures up against each of the benchmarks.

14. The results show that schools are presently a long way from fulfilling all the benchmarks: no school fulfils more than five of the eight. But in many cases, schools partially fulfil them and by doing a little more they could get there.

## COSTS AND BENEFITS
SECTION 5

15. We commissioned an assessment of costs and benefits from PwC. They used the Standard Cost Model to estimate the cost of implementing each benchmark in a range of schools of different sizes and locations in England (Section 5.1). This work involved breaking down each benchmark into a set of tasks and estimating how long each task would take, and who would carry it out. From this, they estimated the cost of implementing all the benchmarks in an 'average' school. Aggregating the school costs across England gave an estimate of the cost of implementing them across the whole system.

16. The cost of implementing all the benchmarks in a medium-sized school outside London is estimated at £53,637 in the first year and £44,676 per year thereafter. This is equivalent to £54 per pupil from the second year onwards. This is less than 1% of schools' budgets.

17. These estimates work on the assumption that schools would be starting from scratch with career guidance. In reality, all schools are already doing some careers work so the actual costs are likely to be lower.

18. The estimated cost of implementing all the benchmarks across England is £207 million in the first year and £173 million per year thereafter.

19. PwC assessed the benefits of improved career guidance in terms of higher skills and qualifications, leading to higher earnings, and reduced likelihood of being not in employment, education or training (NEET), leading to lower costs to the Exchequer (Section 5.2).

20. Comparing the costs with the benefits, PwC estimate that, for example, if one more pupil is prevented from becoming NEET, the avoided cost to the Exchequer would be enough to provide career guidance to the benchmark level for 280 pupils (Section 5.3).

21. In addition to the longer term economic benefits, shorter term benefits accrue during pupils' school careers, including better motivation and higher attainment (Section 5.4). Schools should consider these when deciding the priority they give to career guidance in the school budget.

RECOMMENDATIONS
SECTION 6

22. Our ten recommendations are presented in detail in Section 6, and summarised on page 10. In drawing them up, we followed these principles:

01. Minimise statutory requirements to allow schools the autonomy to produce the career guidance programme that works best for their pupils;

02. Optimise incentives to encourage schools to prioritise career guidance among the many other demands on them;

03. Provide support through the National Careers Service, which currently has a very limited remit with schools;

04. Improve access to employers so all schools can provide multiple encounters for their pupils with the workplace.

“IN ADDITION TO THE LONGER TERM ECONOMIC BENEFITS, SHORTER TERM BENEFITS ACCRUE DURING PUPILS' SCHOOL CAREERS, INCLUDING BETTER MOTIVATION AND HIGHER ATTAINMENT”

# SUMMARY OF RECOMMENDATIONS

THE FOLLOWING TEN RECOMMENDATIONS ARE DESIGNED TO HELP ALL SCHOOLS REACH THE BENCHMARKS

Table 2: Recommendations

| | | |
|---|---|---|
| 1 EIGHT BENCHMARKS | To schools, government, Ofsted and employers | We recommend Benchmarks 1 to 8 as defining the elements of good practice in career guidance. Schools should be guided by them when setting their own careers programmes, and Ofsted should be aware of them when making judgements about the quality of career guidance in a school. |
| 2 THE SCHOOL CAREERS PLAN | To government and schools | Every secondary school should be required to have a Careers Plan, published on the school's website. |
| 3 DESTINATIONS DATA | To schools and government | Every secondary school should be responsible for publishing the destinations of all pupils for three years after their leaving date. The published destination data should be at an aggregated level, showing the main categories of employment, apprenticeship and further and higher education. The responsibility should be placed on schools, but they should have the support of HESA, NCCIS and other agencies that are currently involved in collecting destination data for the government. |
| 4 THE NATIONAL CAREERS SERVICE | To government | The remit of the National Careers Service (NCS) should be extended to give it unequivocal responsibilities towards schools. It should:<br>– Significantly expand its work with schools, young people and parents;<br>– Develop and extend its online services targeted at schools, young people and their parents, and support training in their use;<br>– Provide a channel for live labour market information from the 'LMI for All' data source;<br>– Disseminate good practice in career guidance to schools;<br>– Collaborate with employers' organisations to broker employer encounters with schools;<br>– Support schools in creating their Careers Plan.<br>To make it more responsive to employers, the NCS should be reconstituted as an independent agency with its own board on which employers are strongly represented, alongside schools and colleges. |
| 5 CAREER AND LABOUR MARKET INFORMATION | To government | Alongside career information, live labour market information should be available to all schools through the 'LMI for All' service. This should be accessible through the NCS website as well as other outlets. Those involved in career guidance should be trained in its use. |
| 6 CURRICULUM LEARNING AND CAREERS | To the National Centres and their funders | The National STEM Centre, National Science Learning Centre, and National Centre for Excellence in Teaching Mathematics should lead exemplary work to show how curriculum resources for science, technology, engineering and mathematics teachers can more effectively showcase career learning opportunities. |
| 7 A REVIEW OF ENCOUNTERS WITH EMPLOYERS AND THE WORKPLACE | To employers and business-link organisations | Employers, their representative organisations and organisations promoting business links should cooperate in a comprehensive review of what they offer. The review should focus on what could be done to make sure every school has enough employer links to meet the benchmarks in this report. |
| 8 EMPLOYER GOVERNORS | To employers and schools | Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance. |
| 9 ENCOUNTERS WITH YOUNG AMBASSADORS | To the National Apprenticeship Service, further and higher education and employers | Employers and further and higher education institutes should investigate the potential for greatly expanding existing programmes for sending young ambassadors into schools from apprenticeships, colleges and universities. |
| 10 CAREER ADVISERS | To government and schools | The government's guidance for schools should be amended to make it clear that personal guidance can be provided by both internal and external advisers. Advisers can be a member of school staff, provided they are trained to an appropriate level to give advice that is in the best interests of the pupil. |

1

# WHY IS CAREER GUIDANCE SO CRITICAL?

## IF YOUNG PEOPLE KNOW MORE ABOUT THE RANGE OF CAREERS OPEN TO PEOPLE WITH THE RIGHT QUALIFICATIONS, THEY WILL HAVE A CLEARER IDEA OF THE ROUTES TO BETTER JOBS

Good career guidance has never been more important. Changes in technology and in the labour market mean that increasing numbers of jobs require specific education and training. This has produced new vocational options which, at present, are not well understood by many young people or their teachers. Furthermore, the decision to go to university now means a major financial commitment, rather than being a safe default choice.

Career choices are closely tied in with educational choices: once a pupil has some idea of their future career, they can make informed choices about which subjects to study. These choices can make a big difference to future earnings.[1] For example, people with A level mathematics on average earn 10% more in their lifetimes than those without.[2] These are benefits to individuals; in Section 5 we describe some of the economic benefits to the country as a whole.

Career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. This knowledge may already be available to pupils from families of graduates and professionals, but if most of your family are unemployed or in low-skilled jobs, how would you know?

Many young people have internalised ideas about what 'people like them' might do and where they might fit into the education system and the labour market. For some this is about class, for others ethnicity or gender.[3]

Career guidance actively tackles these assumptions about what are appropriate jobs for girls and boys, black or white, rich or poor. Such assumptions are often mixed up with a weak understanding of what particular jobs involve. Once you find out what a 'scientist' actually does, or discover all of the different ways in which you can be a scientist, you may find it easier to imagine yourself into that role.

So every pupil – whatever their home background – needs to:

– Understand enough about career options to enable them to make informed decisions, whenever choices are open to them;

– Understand that choosing STEM subjects opens doors to careers that would otherwise be closed;

– Understand enough about the world of work to know what skills they need to succeed in it.

> ONCE YOU FIND OUT WHAT A 'SCIENTIST' ACTUALLY DOES, OR DISCOVER ALL OF THE DIFFERENT WAYS IN WHICH YOU CAN BE A SCIENTIST, YOU MAY FIND IT EASIER TO IMAGINE YOURSELF INTO THAT ROLE

### SCIENCE CAREERS AND SCIENCE CAPITAL

The ASPIRES project has used longitudinal studies to look at young people's interest in science and in becoming scientists. It found that families are the major influence on pupils' career and study aspirations, because family interactions generate 'science capital'. ASPIRES defines this as the "science-related qualifications, understanding, knowledge, interest and social contacts" that the family has. Where science capital in their family is high, young people are much more likely to opt for science qualifications because they understand that science and mathematics can lead to a wide diversity of post-16 routes. The converse is also true, which makes career guidance especially valuable for pupils from homes with low science capital. ASPIRES advocates embedding STEM careers awareness into science lessons, linking curriculum learning to careers and applications.[4]

2

# THE SEARCH FOR 'GOOD'

THERE IS NO SINGLE 'MAGIC BULLET' IN CAREER GUIDANCE. IT IS ABOUT DOING A NUMBER OF THINGS – IDENTIFIED IN OUR BENCHMARKS – CONSISTENTLY AND WELL

Career guidance in English schools has been much criticised over the years. Most recently, Ofsted (September 2013)[5] and the House of Commons Education Committee (January 2013)[6] produced important but critical reports. They pointed in particular to:

- The patchy provision in schools since the 2012 policy to delegate all responsibility for career guidance to schools;
- The uneven availability of personal career guidance;
- The shortcomings of the National Careers Service in its provision for schools;
- The lack of clarity on schools' responsibilities relating to career guidance.

## 2.1 THE CURRENT SITUATION IN ENGLAND

In April 2012, the government launched the all-age National Careers Service (NCS). At the same time, the former network of 'Connexions' offices and advisers, which had been criticised as being excessively focused on young people who are not in education, employment or training (NEET), was wound up. Since 2012, the NCS has been offering career advice and guidance via online and telephone services for all ages (13 or over), but face-to-face services only for adults.

Alongside these new arrangements, schools have had, since September 2012, a duty to "secure that all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education".[7] The definition of 'relevant phase' was extended in December 2012 to include Years 8 to 13.[8]

The Statutory Guidance that supports the above legislation, issued in April 2014, defines 'independent' guidance as "external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access".[9] This definition points to the importance of encounters with employers (and recent government announcements have also indicated a change to the remit of the NCS to give it a role in brokering employer engagement).[10] Our study strongly supports increasing employer engagement, but also shows there is more than this to an effective careers programme.

Under the legislation, responsibility rests entirely with schools. Given that there is no longer a national network giving face-to-face advice, schools have responded to this duty in a variety of ways: sometimes using local authority services where these are available, sometimes using private specialists and sometimes, as the Ofsted review suggests, doing very little.

## 2.2 OUR METHOD

Defining what constitutes good practice in career guidance is challenging. There is a considerable amount of research in the area.[11] However, much of this evidence depends on studies from the USA and on work from the 20th century. The published evidence base provides some useful pointers; in this project we have supplemented this with an in-depth look at places of repute where there is evidence that good practice exists and is respected and valued by pupils, parents, employers and teachers.

From these studies, we have made professional judgements about the elements of career guidance that make up good practice. Thus, the methodology of our report is more like that of the inspectorate Ofsted, with professional judgements based on fieldwork, rather than a set of quantitative measures of impact. We believe that this holistic approach is appropriate because one of our key findings is that there is no single 'magic bullet' in career guidance. It is about doing a number of things – identified in our benchmarks – consistently and well.

The timetable for our study is in Figure 1.


Figure 1: Timetable for our study

## 2.3 THE OVERSEAS VISITS

In the last decade, global comparisons have become common in education policy-making. This is partly due to the greater availability of comparative data (notably from the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) studies) and partly because education is now seen as a fundamental necessity for global economic competitiveness. Prominently, studies of successful overseas education systems informed the revision of the National Curriculum for England.[12]

International comparisons need to be handled with care if they are not to end up as cherry-picking exercises in which the international evidence is used to justify prior beliefs. Our approach has been to use international case studies to reflect on practice in English schools, and to provide calibration.

In selecting which countries to visit, we were able to draw on a series of international comparative studies carried out by bodies such as the Organisation for Economic Co-operation and Development; United Nations Educational, Scientific and Cultural Organisation; the European Union; and the International Labour Organisation, which have so far covered the career guidance systems in 55 countries.[13] We decided to look at countries which had successful education systems, successful economies and had (in most cases) been shown to have effective career guidance systems in the international studies.

Details of these visits and their findings are in Appendix 1 of the full report.[14] The countries chosen were:

- The Netherlands, chosen for its successful education and its cultural similarity to the UK. We visited general and vocational schools in the Breda area and met policy-makers and academics in Utrecht;
- Germany, chosen for its successful general education and outstanding technical and apprenticeship routes. We visited general and vocational schools in Osnabrück, Lower Saxony, and met officials, employers and academics in Osnabrück and Bielefeld;
- Hong Kong, chosen for its successful education and its historic links with the UK education system. We visited a general secondary and a vocational school, and met officials, academics, employers and career guidance specialists;
- Ontario, Canada, chosen for its successful education and the broad similarity of its school system to England's. We visited three schools in Toronto with varying degrees of vocational and academic specialism, and met officials from the Toronto School Board and the Ontario Ministry of Education as well as career guidance specialists;
- Finland, chosen for its highly successful education and celebrated career guidance system. We visited comprehensive schools and an upper secondary school in Jyväskylä and Helsinki, and met academics and officials from the Finnish National Board of Education in Helsinki;
- Ireland, chosen for its successful and rapidly improving education system and its cultural similarity to the UK. We visited a school in Dublin and met officials at the National Centre for Guidance in Education.

### GERMANY: LOW YOUTH UNEMPLOYMENT

A remarkable fact about Germany is that the youth unemployment rate is lower than the general rate. In 2010, unemployment for 15-24-year-olds was 6.8%, compared with the general rate of 7.7%. Compare this with 18.2% and 7.2% for the UK in September 2013 (Office for National Statistics).

Low youth unemployment is linked to Germany's highly structured training and qualification system. There are almost no jobs for people without qualifications, so remaining in education or training is the norm until people are qualified to go into a job. This makes good career guidance in schools all the more important.

> WE DECIDED TO LOOK AT COUNTRIES WHICH HAD SUCCESSFUL EDUCATION SYSTEMS, SUCCESSFUL ECONOMIES AND HAD BEEN SHOWN TO HAVE EFFECTIVE CAREER GUIDANCE SYSTEMS IN INTERNATIONAL STUDIES

## 2.4 THE VISITS TO INDEPENDENT SCHOOLS IN ENGLAND

Whilst an extensive literature can be found on career guidance in English state schools, with few exceptions[15] little has been written about practice in independent schools, though we had heard anecdotally that good practice could be found there.

We made five half-day visits to independent schools. We asked professional associations (Headmasters' and Headmistresses' Conference; Girls' Schools Association; the Brightside Trust; and the Good Schools Guide) and academic contacts to nominate schools where good practice could be found, and we selected:

– Berkhamsted School, a co-educational school in Hertfordshire, mainly a day school with some boarders;

– Downe House, a girls' boarding school near Newbury;

– Dulwich College, a boys' school in South London, mainly a day school with some boarders;

– King Edward VI High School, a girls' day school in Birmingham;

– Magdalen College School, a boys' day school in Oxford.

In each half-day visit we met senior school leaders, career guidance staff, teachers and pupils. Details of these visits and their findings are in Appendix 2.

## 2.5 INTERPRETING WITH CAUTION

A problem with any international study is that a range of cultural, political and economic factors are likely to drive educational success. Much of the context that is observed in international studies is impossible to replicate from one country to another. In Hong Kong, the driver of educational achievement is the relentless ambition of parents – not just the better-off – to get their children into the best schools and the best universities. In Finland, education is fundamental to national identity, being closely identified with the development of the national language. Such cultural factors cannot be reproduced, so when we saw something that worked in another country we had to think carefully about whether its success was tied to culture and context, or could possibly be transferred. Similar caution was needed in interpreting what we saw in independent schools.

## 2.6 FROM FIELDWORK TO BENCHMARKS

Having completed the fieldwork, we studied the literature on practice in English state schools: a summary of key resources is in Appendix 3. From all this evidence, both first- and second-hand, we produced the first draft of our benchmarks. The goal was to identify the key aspects of career guidance and, as far as possible, to specify what good practice would look like. Specification was important, because we wanted enough detail to be able to measure schools against the benchmarks. The process and discussions leading to each of the benchmarks are summarised in Section 3. At this point we tested the first draft benchmarks in a consultation workshop of employers, school leaders and career guidance specialists. The benchmarks were subsequently revised.

We then used the eight revised benchmarks to survey a 10% sample of English state schools, to see how the schools measured up against each (Section 4). This gave us an idea of where schools are already doing well, and where the priorities for action lie. This gave us some rich data to use in three consultation workshops: one with headteachers and their unions; one with employers; and one with academics and career guidance specialists. A list of those who attended the consultation workshops is in Appendix 4. We also used these workshops to try out some preliminary policy recommendations.

## 2.7 COSTS AND RECOMMENDATIONS

The consultation workshops enabled us to revise the benchmarks before getting them costed. For this work, we engaged independent consultants from PwC to use standard methodology to cost each benchmark. This meant we could balance costs and benefits to give a clearer sense of priority and sharpen the recommendations.

3

# THE BENCHMARKS

## EMPLOYERS CAN GIVE AN AUTHENTIC PICTURE OF WORK THAT SCHOOLS ALONE CAN NEVER CONVEY, BUT THEY NEED TO WORK IN CLOSE COLLABORATION WITH SCHOOLS

In this section we present our eight benchmarks and show how we arrived at them. Each benchmark relates to an area of school activity, with indicators for measuring schools against the benchmark. All the benchmarks are described from the point of view of schools: this is important because decisions about career guidance are made by school leaders and governors. In our recommendations (Section 6) we make some proposals for how government and other stakeholders might support and incentivise schools, but in the end it will be schools themselves who decide and take the actions.

The clear message from all our studies is that **there is no magic bullet**. There is no single action that schools could use to transform the quality of career guidance. In all the places where we saw good career guidance, it was a matter of having a clear, stable programme that is known and understood by teachers, pupils, parents and employers. When the school has a programme that includes a clear set of activities and actions, and when the school carries out all or most of these well, career guidance is good.

## 3.1 THE OVERALL PICTURE

You can think about career guidance in terms of 'push' and 'pull' factors.[16]

'Push' factors are school-based: good information and careers education, personal guidance tailored to individual needs, and, above all, inspiring teaching that gives pupils the right qualifications. 'Pull' factors come from employers who show pupils what the workplace is like and inspire them with the opportunities of work, through measures including direct experience of the workplace and meeting employers and employees in person. Push and pull complement each other, and our conclusion from this study is that employer-pull is every bit as important as school-push. Employers can give an authentic picture of work that schools alone can never convey. However, employers need to work in close collaboration with schools, as we saw brilliantly exemplified in Germany (Appendix 1). Between them, schools and employers need to provide what further education expert Frank McLoughlin calls a "clear line of sight to work".[17]

Above all, there needs to be a plan, owned by the school and known to teachers, students, parents and employers, showing how the push and pull factors work together.

The eight benchmarks are shown in Figure 2.

1. A STABLE CAREERS PROGRAMME
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION
3. ADDRESSING THE NEEDS OF EACH PUPIL
4. LINKING CURRICULUM LEARNING TO CAREERS
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES
6. EXPERIENCES OF WORKPLACES
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION
8. PERSONAL GUIDANCE

Figure 2: The eight benchmarks for careers guidance

BENCHMARK 1:
A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.

The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

THE NETHERLANDS:
*THE SCHOOLDEKAAN*

Dutch career guidance programmes are usually planned by the *schooldekaan* (careers coordinator). The traditional function of this person was to provide information and one-to-one advice and it was often a late-career promotion. But the role in some schools is changing, particularly among younger schooldekanen, towards that of coordinator of career guidance activities across the school. Activities include:

– Providing information (increasingly through websites);

– Providing one-to-one career counselling;

– Coordinating careers activities by the team of tutors, including some active contributions to tutorial sessions;

– Facilitating school-industry links.

## 3.2 BENCHMARK 1: A STABLE CAREERS PROGRAMME

This benchmark subsumes the other seven benchmarks, which define the components of the careers programme. Some of the places that we visited (such as Finland and Ontario) had developed curriculum guidelines for their careers programmes. We do not advocate this for deregulated English schools, but we do believe that schools should not only have their own programme but should make it known to pupils, parents, teachers and employers through their website and general literature.

Stability is important. In countries like Germany and Finland, the career guidance arrangements are known and understood by all concerned: parents and pupils know where to go and what happens next; employers know when and how to work with schools. Career guidance policy in England has been almost continuously changing since the Second World War.[18] We are not saying it should stop evolving, but we do believe that some cross-party agreement on external stability would be helpful, so that – once the right support and incentives are in place – schools can get on with developing and implementing their programmes.

The careers programme needs backing at senior level. Without exception, wherever we saw good career guidance, it had the explicit and active backing of the school principal, and was embedded in the school structures. In Finland, Ontario and Ireland, where the guidance counsellor tradition is strong, school leaders themselves have sometimes been guidance counsellors earlier in their career. In these systems, the senior guidance counsellors are often a key part of the school's decision-making structure and commonly have offices near to the principal's. In England, the roles are defined somewhat differently, but career guidance must have strong backing from the headteacher and senior leaders and be embedded into the structures of the school.

The careers programme needs to be coordinated and led by an appropriately trained person, who might be called the Careers Coordinator. Almost every English secondary school already has such a person (though sometimes with different titles), but they need to have the confidence of the headteacher and to be appropriately trained and supported. They will work with whatever other staff the school has decided should deliver the programme.

STABILITY IS IMPORTANT. IN COUNTRIES LIKE GERMANY AND FINLAND, THE CAREER GUIDANCE ARRANGEMENTS ARE KNOWN AND UNDERSTOOD BY ALL CONCERNED; PARENTS AND PUPILS KNOW WHERE TO GO AND WHAT HAPPENS NEXT; EMPLOYERS KNOW WHEN AND HOW TO WORK WITH SCHOOLS

BENCHMARK 2:
LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

## 3.3 BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

This benchmark is about the availability of good quality information about jobs and career paths. The labour market is ever-changing, and it is impossible for even the best-informed careers specialist – let alone the regular classroom teacher – to have all the facts at their fingertips. In the past, schools have tried to meet this need by a combination of a well-stocked careers library and encounters with employers, but the internet presents new challenges and great opportunities.

Access to up-to-date career and labour market information (LMI)[19] is important for social mobility. If pupils and their parents know what pay you get for different jobs and where and how numerous the vacancies are, they are in a better position to make informed choices about future study and training. They are more likely to make choices that will lift them socially and challenge their stereotypical assumptions about the right job for 'people like me'. LMI serves other purposes: for example, helping to strengthen the signals about what the labour market needs and what skills and qualifications are needed to succeed in it. At present it is clear that young people's understanding of what the labour market wants is often weak.[20] Furthermore, although aspirations are often high, knowledge about how to realise them can be far weaker.[21]

Young people form their aspirations about careers, and whether STEM subjects are likely to be useful to these careers, early on.[22] So familiarity with LMI needs to start young if pupils are to build up a full and realistic picture of the job market, and parents need to be involved as well.

Germany has some superb examples of career and labour market information, organised at a federal level. The Federal Employment Agency (FEA) office that we visited in Osnabück had an exemplary collection of paper and digital resources on jobs, LMI and career routes. LMI is available at the local (sub-regional) level, supplied directly by the FEA network headquarters in Nuremburg.

Recommendation 5 has proposals for how this benchmark could be supported.

BENCHMARK 3:
ADDRESSING THE NEEDS
OF EACH STUDENT

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.

All pupils should have access to these records to support their career development.

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.

## 3.4 BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

No-one could disagree that "a school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations", as Benchmark 3 suggests. However, it is hard to put into practice. Unrealistic aspirations can act in both directions: in Hong Kong and in some of the independent schools we visited, the challenge was often to lower expectations to make them more realistic. One independent school had to work hard to get pupils to think of careers in STEM other than medicine.

Other benchmarks are important in achieving this goal: encounters with employers (Benchmark 5) and further and higher education (Benchmark 7) are critical.

The indicators for this benchmark are mainly in terms of record-keeping. We saw some excellent examples of digital record-keeping in Finland and Ontario, and at Dulwich College. Well-kept electronic records are a way to maintain consistent advice even if the adviser changes, and they help pupils, parents and advisers to keep on top of agreed actions and next steps. In Finland, the 'Wilma' pupil management information system is well established in the schools we visited and enables parents, pupils and teachers to keep in touch about all school matters including career guidance. Ontario is introducing Individual Pathway Plans which has interesting possibilities for England.

This benchmark includes an indicator on collecting data on pupils' education, training or employment destinations. We believe this is important, not only for purposes of record-keeping for the individual pupils, but also because good records can be valuable when it comes to getting alumni back to act as ambassadors (Benchmark 5). Destination data could also be an important way of incentivising schools to deliver good career guidance – (see Recommendation 3).

### ONTARIO: INDIVIDUAL PATHWAY PLANS

The Individual Pathway Plan (IPP) is a web-based tool which provides a structure for pupils' career development activities and an online space where resources and reflections relating to career development can be saved.

Typically, an IPP tool provides access to a bank of career profiles and an interest-matching facility, as well as a host of optional modules including, in some cases, opportunities to interact online with employers. The Plan is owned by the individual but follows a structure that can be determined at province, school board and school level. The Ontario Education Department sees the IPP as the tool with which their career guidance policy, 'Creating Pathways to Success', will be implemented.

The IPP is currently delivered through two commercially available software packages (*My Blueprint* and *Career Cruising*). These were in use in the schools we visited, but the IPP idea is new and has yet to be fully realised. Educators at all levels were optimistic about the likelihood of the IPP being successfully implemented and embedded in practice, and it seems to offer a simple way to structure and drive pupils' individual career planning. It is designed to be easily completed, using occasional (10–20 minute) sessions. There will be a requirement that every pupil discusses their Plan with a member of staff at least twice a year, and shares it with their parents.

The implementation of IPPs has been carefully mapped by the Ontario Ministry of Education: the first stage is to provide funding and discuss with stakeholders before formally mandating its use.

BENCHMARK 4:
LINKING CURRICULUM
LEARNING TO CAREERS

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

THE NETHERLANDS:
TECHNASIUM

*Technasium* is a bottom-up nationwide movement to get open-ended, real-life projects embedded within schools. We saw an example at Newman College, Breda. There are 14 *Technasium* networks in the country, comprising about 75 schools in all. Pupils who opt for *Technasium* spend nearly 20% of their curriculum time working on 'real-life' problems posed by companies or institutes: this includes a day in the company and a visit to the school from company representatives. The culmination is a presentation of findings to the company that posed the problem; universities are usually also involved.

The programme has strong potential for developing problem-solving and enterprise skills as well as linking STEM to the world of work.

## 3.5 BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

We were told several times (for example, in Finland and Ontario) of the opportunities that classroom teachers have to relate careers to their teaching. Teachers of science and mathematics can increase the relevance of their teaching and foster career learning by linking their curriculum to examples from the world of work: for example, radiography technician (physics), food analyst (chemistry), conservationist (biology) and actuary (mathematics) – the examples are numerous.

In Finland and Ontario we were told that teachers are expected to know about the career opportunities arising from their subject and to make sure that pupils are taught accordingly. But it seems that the extent to which teachers were doing this in practice was patchy, and heavily dependent on the teacher's own personal experience. Putting this alongside what we know about practice in England, it seems that this is an area where aspirations run ahead of reality: nowhere have we seen it being done consistently well.

Yet the opportunities are clearly there: subject teachers see far more of their pupils than guidance specialists do, and often have a close relationship with them. Subject teachers can be powerful role models to attract pupils towards their subject and the careers that flow from it. There is evidence from the USA that this approach actually works: CareerStart is a programme in which mathematics, science and other subjects are "taught using illustrations from real jobs, enabling pupils to understand how course content is applied outside the classroom". A longitudinal study of over 7,800 pupils in schools in North Carolina indicates that:

"Schools implementing CareerStart, compared to control schools, had higher career-relevant instruction, show higher pupil engagement in school, and had improved test scores in math and reading. High-school data indicate CareerStart pupils score higher on end-of-course tests and have more credits toward graduation."[23]

Giving teachers experience of working in industry, as recommended in the Perkins Review of Engineering Skills[24], is an excellent way to equip teachers to inspire and inform their pupils about careers in industry.

Even so, this benchmark remains aspirational, and needs support (see Recommendation 6).

HONG KONG:
WORKING TOGETHER TO GET PUPILS INTO EMPLOYMENT

In Hong Kong, about 20% of pupils go from secondary school to one of the vocational institutions such as the Institute of Vocational Education that we visited in Chai Wan. Pupils in these institutions are seen as having so far failed in secondary education.

There is a striking commitment across the entire staff to getting pupils into employment. Everything is focused on careers: when pupils enter the college, the course they join is promoted as a career rather than a qualification. Teachers, most of whom have experience of industry, work with counsellors and school management to see that no pupil slips through the net and it is teachers' responsibility to follow up with their pupils once they have graduated, to check on and report their progress. The target is for 90% of pupils to be employed three months after leaving, and this is usually met.

BENCHMARK 5:
ENCOUNTERS WITH
EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

* A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

## 3.6 BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Careers are about employment, and employers are an important part of the career guidance mix. They provide the 'pull' to complement the 'push' from schools. In every country we visited there was strong emphasis on giving all pupils encounters with employers and people in work.[25] Benchmark 5 is about giving pupils multiple opportunities to learn from employers about the world of work. It is related to, but distinct from, Benchmark 6, which is about first-hand experiences of the workplace, including work experience. We believe a combination of multiple encounters with employers together with first-hand experience of workplaces is the best way to build a rich picture of the world of work. Where possible, this should include encounters with self-employed people, given that this is such an important part of the economy.

In addition to our international evidence, the research evidence is strong about the impact of employer engagement on pupils' future prospects.[26] Anthony Mann of the Education and Employers Taskforce points out:

"The 7% of young adults surveyed who recalled four or more activities while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no such activities. The findings are not linked to highest level of qualification."[27]

The current government also believes strongly in the power of employer engagement to drive career guidance. Launching the government's 'Inspiration Vision' in September 2013, Skills Minister Matthew Hancock said:

"We need to provide more inspiration for young people, more real-life contact with the world of work so that when they come to make big decisions, they understand where different choices could take them in the future. The best motivation and advice tend to come from people in jobs themselves. I am calling on employers to offer more to schools and colleges, so that we are building the workforce they need for the future."[28]

> IN EVERY COUNTRY WE VISITED, THERE WAS STRONG EMPHASIS ON GIVING ALL PUPILS ENCOUNTERS WITH EMPLOYERS AND PEOPLE IN WORK

In the independent schools we visited, it was remarkable how many opportunities pupils were given to meet employers and employees (often alumni) and find out about work. It is as if pupils are being regularly 'bathed' in the world of work through multiple encounters, so they are getting a broad perspective of employment opportunities. There are many ways that pupils can be given such encounters while in school, including:

- Visiting speakers – in assembly, in lunchtime talks, in special one-off events, etc;
- Careers fairs;
- Enterprise events (e.g. mini-enterprises);
- Other work simulations;
- Mentoring by employers;
- Mock interviews and CV writing;
- 'Speed dating' events.[29]

Speakers visiting the school can be quite junior employees or apprentices, with whom pupils can more readily identify. Alumni are particularly valuable.

This approach to multiple encounters with employers was conspicuous in Germany and the Netherlands, particularly in the vocational schools where there are many opportunities to encounter work, thanks to close relations between education and employers. The vocational schools, being by their nature focused on employment, are especially good at this (the *Gymnasia*, where most pupils are preparing for university entry, did much less of this kind of thing). We were particularly impressed in Germany with the way that apprentices and trainees are encouraged to communicate directly with pupils when employers visit schools (or when schools visit workplaces). A number of UK employers, including Rolls Royce, are beginning to do this too, and we think more should do so (Recommendation 9).

The approach of the German and Dutch vocational schools to providing employer encounters is harder to replicate in the English comprehensive school, though the small but growing number of University Technology Colleges now operating in England offer interesting possibilities.

### INDEPENDENT SCHOOLS AND ALUMNI

All the independent schools we visited had strong alumni programmes. The main driver is fundraising: alumni can be loyal and generous donors, and for this reason independent schools have excellent alumni databases, often run by the school in collaboration with the alumni association. But alumni are also a valuable asset to careers programmes, and many of the schools draw on their alumni databases when setting up talks, and arranging visits and work experience.

BENCHMARK 6:
EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

* As far as is possible, schools and employers should ensure these are positive experiences.

## 3.7 BENCHMARK 6: EXPERIENCES OF WORKPLACES

This benchmark is about first-hand experience of the workplace, in contrast to Benchmark 5 which is about school-based encounters with employers.

In all the countries we visited, work experience was strongly in evidence. There is good evidence of the impact of work experience in giving pupils a more realistic idea of the workplace.[30] Work experience opens pupils' eyes to the realities of the workplace: the need to dress and behave in the expected way, to arrive punctually and follow instructions accurately. These needs are true at school as well as work, but in the workplace both the expectations and the sanctions are often stronger. Work experience is especially valuable to pupils from deprived backgrounds where experience of work in the family or in the local community may be limited to low-skill occupations.

Until August 2012 schools in England had a statutory duty to provide work-related learning.[31] This duty was often interpreted by schools as a work experience placement during the summer term of Year 10. The simultaneous arrival of hundreds of thousands of 15-year-olds looking for placements meant that quality was often variable.

Our school survey suggests that under 50% of schools now provide traditional work experience for under-16s. However, as part of the raising of the education participation age to 17 in England, work experience now forms a required part of 16-19 study programmes, in which schools and colleges are expected to offer their post-16 pupils 'high quality and meaningful' work experience.

The changes to work-experience requirements have alerted schools to the possibility of a more flexible approach to giving pupils first-hand experience of the workplace. Experiencing the workplace does not have to involve the traditional one or two-week placement. From our visits, and from elsewhere, we have heard of effective experience programmes involving:

– Work shadowing, in which a pupil accompanies an employee through their working day;

– 'Take your son or daughter to work' days in which pupils accompany a parent to work;

– Extended school visits to workplaces;

– Episodic work experience over a longer time period, interspersed with periods in school.

There is no doubt that extended work experience can have a greater impact than short encounters. In Ontario and Ireland we saw what might be the gold standards in work experience: the Co-operative Learning and Transition Year approaches.

Extended programmes like these are hard to accommodate within the English system, so in Benchmark 6 the indicators are for at least one 'experience of the workplace' before and after the age of 16. 'Experience of the workplace' can be interpreted flexibly, and could include lighter-touch approaches such as work shadowing as well as traditional week-long work experience.

GERMANY:
GIRLS' DAY

Germany has similar problems to the UK in low participation by girls in engineering and the physical sciences. Solving this problem is of direct interest to employers looking for ways to tackle the serious shortages of STEM skills in Germany's surging economy.

We heard of many initiatives to tackle the problem, many of them involving employers. One is 'Girls' Day', whereby businesses, research centres and other institutions put on simultaneous open day events for girls, mainly aged 14-15. In 2013 this was held in April and involved 108,000 girls and 9,200 events across Germany. More than 1 million girls have been involved since the initiative started 10 years ago. A wide range of partners are involved in organising these events, including employers, trade unions and trade associations as well as schools.

These events, and other initiatives, seem to be having a positive effect: between 2010 and 2011, the proportion of females entering engineering courses increased by 19.7% and the proportion entering maths and science by 14%.

## ONTARIO: CO-OPERATIVE LEARNING

Work experience in Ontario schools could be described as 'all or nothing'. As part of its educational reforms Ontario has begun to grow a strong, formal work experience programme known as Co-operative Learning (CL). Pupils can opt to take very substantial blocks of CL as part of their high schooling (from one to eight credits, where one credit is equivalent to 110 hours). CL opportunities are credit-bearing and can be taken in any area in which pupils can find a willing employer. The schools we visited had dedicated CL teachers to lead the employer liaison and to support pupils to prepare for and reflect on their placements.

CL is a universal entitlement, but is still a minority activity in Ontario and tends to be used more heavily with vocational pupils than with those bound for university. We were told that Toronto is at the forefront of CL, so it is likely that the schools we saw were atypical of Ontario – or Canada – as a whole. CL learning is seen as the jewel in the crown of Ontario's Pupil Success Programme, and represents a gold standard for work experience – but few university-bound pupils take it because they prefer to concentrate their efforts on academic courses that carry the credits they need for university.

Our school survey (Section 4) indicates that participation in work experience is patchy across English schools, and it seems that only a minority of pupils are now getting the traditional experience. Part of the problem is the availability of placements: at present only 27% of employers offer placements.[32] The Perkins Review of Engineering Skills calls for the engineering community to work with employers to encourage and support provision of work experience for post-16 students.[33]

The employers we have spoken to (including representatives of the Confederation for British Industry, the Federation of Small Businesses, and the manufacturers' organisation EEF) tell us that the supply will come if the demand is there, and this is supported by UKCES.[34] In Recommendations 7, 8 and 9 we have more to say about how the supply and demand for employer encounters and placements could be stimulated.

## IRELAND: THE TRANSITION YEAR

An unusual and imaginative feature of Irish secondary schools is the optional Transition Year (TY) between the Junior and Senior cycles at age 16/17, taken by about two-thirds of pupils in the school we visited (St Mary's Secondary School in Dublin). During TY, the regular curriculum is replaced by a year of preparation for life beyond school, involving work experience, personal skills development, visits to universities and businesses, enterprise education, overseas visits and other experiences arranged by the school. Much of an Irish pupil's career preparation will depend on whether they have taken the TY. In St Mary's School, there was a selection process before pupils were admitted to TY to test their commitment to stick with the less structured format of the year.

The only flaw in the otherwise excellent TY concept is that it is optional.

## FINLAND: WORK EXPERIENCE (TET)

Finland has the most systematic and structured approach to work experience (which they call TET) that we have seen. Employers are supportive of the work experience that all pupils in Grades 7, 8 and 9 (ages 13-16) undertake and are positive about hosting pupils as well as accommodating young people as part of the vocational education placement system.

The arrangements at Vaajakoski Comprehensive School, Jyväskylä, are typical.

- Grade 7: Three days of 'working life experiences', often in a parent's workplace, or in a business selected from a local database. Additionally, one day on 'school as a working place', where pupils meet the people who work in the school.
- Grade 8: Five days of work experience. Pupils arrange this themselves and are given lessons on how to go about securing a work placement. Pupils who don't have family networks can ask their school for support.
- Grade 9: Nine days of work experience at age 15/16.

The national curriculum regulations require that schools must have a plan for contact with employers. Most schools organise employer contacts for themselves, but there is also a national website which provides a directory of local employer opportunities.

BENCHMARK 7:
ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

* A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.

## 3.8 BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

For many pupils the immediate concern about their future will not be with work, but with their next stage of study. For them, guidance is more immediately concerned with choosing the right course at university or college than with choosing the right job. This is particularly true in schools where most pupils go on to university, such as the *Gymnasia* (grammar schools) in Germany and the Netherlands, and in all the English independent schools we visited. It is also true in English selective schools and in some highly academic comprehensive schools.

In England, the landscape of educational choices is changing. The increase in university tuition fees to £9,000 a year has been accompanied by the growth of an increasingly attractive range of alternatives, including apprenticeships. It is important that pupils do not simply go to university as a default option, instead having the opportunity to consider the alternatives even if they are unlikely to take them. This benchmark is about making sure pupils see, at first-hand, what it is like to continue their study or training in further education, on an apprenticeship or at university. Since choices about the first two of these are often made before the age of 16, these encounters need to begin before that age.

Encounters with universities and colleges can include:

– Formal talks by staff and pupils;

– Visits to universities and colleges;

– Informal social events with opportunities to meet staff, pupils and apprentices.

The most effective encounters are often those where school pupils meet older students from universities, colleges or apprenticeships. These encounters can be very powerful and persuasive, especially if the older pupils are alumni of the school or are from the same ethnic or socioeconomic community as the school pupil: 'I did it, and you could too.'

All the overseas schools we visited had well-structured programmes for introducing pupils to their options for further study at the appropriate age. In Germany and the Netherlands, where pupils are channelled at age 11 into general academic or technical schools, this is simpler to organise than in comprehensive schools where all the further study options are relevant.

A consistent message from further education colleges in England is that schools (especially 11-18 schools which are keen to retain their pupils after the age of 16) do not give colleges enough access to pupils to showcase their programmes.[35] It should be a universally respected tenet of career guidance that it is impartial in advising pupils on the best choices for them: there is more about this in Benchmark 8.

BENCHMARK 8:
PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## 3.9 BENCHMARK 8: PERSONAL GUIDANCE

Every school we visited, including the English independent schools, offered personal career guidance, usually in the form of a one-to-one interview with a careers adviser (who may or may not be a member of school staff). In the best cases, this guidance is closely integrated with the pastoral system, so that although the personal careers interviews may be infrequent, they can be followed up by form tutors or their equivalent. The best examples also made a connection between the personal guidance and the wider careers programme.

The school leaders to whom we spoke thought personal guidance important because it:

– Tailors advice to individual needs;

– Can direct pupils towards the information sources of most use to them, and the actions most relevant to them;

– Can (and always should) give impartial advice that has only the pupils' interests at heart.

Alongside our evidence from international practice, there is research evidence that personal guidance has an observable impact on young people's careers and progression.[36]

### Models for personal guidance

We have seen several well-established models:

– Guidance counsellors. Many countries use the guidance counsellor model for personal advice, and we saw effective examples in Finland, Ontario and Ireland. Guidance counsellor – usually qualified teachers with substantial additional training – are embedded in the structures and routines of the school and are frequently centre stage in a way that careers teachers in England may not be. They are closely involved in the school's pastoral organisation, and often play a central role in deciding the school timetable. Guidance counsellors have a broad remit, covering personal and social counselling, as well as career guidance, and the extent to which they have expertise in careers and time to focus on it varies across systems and schools.

– External advisers. In Germany, the well-established Federal Employment Agency offers pupils career guidance interviews as well as information. The advantage of this approach is that external advisers are totally impartial and are specialists with a range of labour market and study information at their fingertips.

– Teacher-advisers. A common model (which may be combined with the above two) is to use members of the school teaching staff who have been appropriately trained to give personal guidance. We saw elements of this approach in Hong Kong, the Netherlands and Ontario.

– Senior leaders. In one English independent school we visited, every pupil in Year 11 had a personal interview with the school principal. This approach is not uncommon in independent schools, though it may involve house tutors rather than the principal. It has the advantage that it is likely to be taken seriously by the pupils, and enables the principal to keep in touch with individuals, though it is expensive in terms of senior staff time and raises issues about impartiality.

> PERSONAL GUIDANCE HAS AN OBSERVABLE IMPACT ON YOUNG PEOPLE'S CAREERS AND PROGRESSION

In the deregulated English state system, it is neither possible nor necessary to impose a single system. In the days of the national Connexions Service, there was a network of external career advisers who would visit schools. As a legacy, England currently has a cadre of external career advisers, some employed by the local authority, some self-employed, who are available for schools to use if they wish. Interestingly, in the Netherlands, the notion that schools would buy specialist guidance services from the former regional guidance offices (equivalent to the former Connexions Service in England) has now largely been abandoned, and most of the regional guidance offices have disappeared. On the other hand, it is notable that many independent schools in England buy in external services, from organisations like Inspiring Futures and Cambridge Occupational Analysts.

Rather than specifying a particular model, the indicator for our benchmark is that the interview should be with an adviser who is appropriately trained to have the necessary guidance skills, the knowledge of information sources and the essential impartiality to do the job. This person might be an external adviser (the professional association for career guidance practitioners, the Career Development Institute, maintains a register of qualified practitioners), or might be one or more trained members of the existing school staff, whose careers role could be part-time or full-time. Note that the person who leads and coordinates the careers programme (Benchmark 1) does not necessarily have to be the same person primarily involved in giving personal guidance.

Personal guidance should raise aspirations and open doors, and should be tailored to individual abilities and needs (Benchmark 3). Pro-forma interviews conducted against a standard reporting template are of little use unless they respond to the individual.

### Compulsory or optional?

Some of the places we visited (notably Finland, Germany, Ireland and Ontario) expect every pupil to have at least one careers interview, and usually more, while they are in school. In other countries it was optional. Given the impact that high-quality guidance can have at a critical stage of a pupil's career, we think at least one interview should be the expectation for all pupils, though we stop short of saying it should be compulsory.

Timing is important. Personal guidance should be available whenever significant study or career choices are being made, though it should also be available on an occasional basis, given that pupils' conceptions about themselves and their careers are developing all the time, and do not always coincide neatly with the timing of curriculum choices.

## 3.10 PRIORITISING THE BENCHMARKS

In the light of the school survey and the costing exercise, we have something to say about priorities for implementing the benchmarks – see section 6.4.

4

# THE SCHOOL SURVEY

## HOW DO ENGLISH STATE SCHOOLS CURRENTLY MEASURE UP AGAINST THESE BENCHMARKS?

We wanted to get an idea of how schools measure up against the benchmarks to understand how close to these standards English schools currently are. This was important for drafting our recommendations.

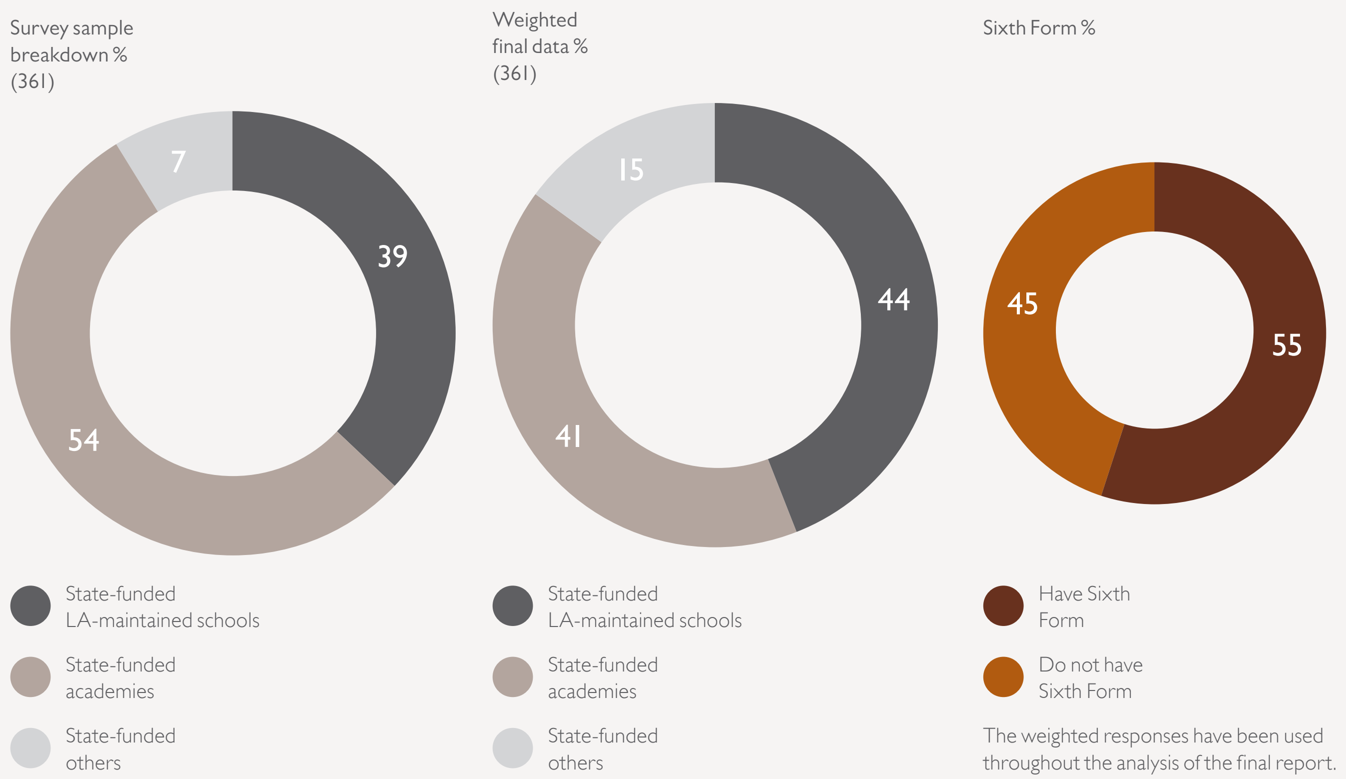
### 4.1 THE SURVEY

Details of the school survey are in Appendix 5. Our target was to get a response from 10% of mainstream English state secondary schools: with 361 responses we came close to that.

All respondents completing the survey held senior positions within their school and were either members of their School Leadership Team or involved in the provision of career guidance.

A broadly representative sample of secondary schools throughout England was achieved by setting quotas on the overall survey. Schools taking part were spread across all regions of the country and included a range of types. In the final data, the sample structure was weighted to be in line with the total state secondary school population in England. The breakdown by type of school is in Figure 3.

Figure 3: Breakdown of schools surveyed




The weighted responses have been used throughout the analysis of the final report.

## 4.2 A SNAPSHOT OF CAREER GUIDANCE WITHIN THE RESPONDING SCHOOLS

Before making the comparisons with benchmarks, we asked some general questions to see how career guidance was regarded in the school.[37]

### The statutory duty

Survey respondents were asked if they were aware of their statutory duty to secure access to independent and impartial career guidance:

| | |
|---|---|
| 85% | were aware |
| 84% | said they did secure such access |

### Importance of careers work to the school culture

School leaders were asked to judge the importance of their careers programme to their school culture and ethos:

| | |
|---|---|
| 89% | of them found their careers programme to be to be either very or quite important |
| 88% | did not want to lose any of their current provision, but rather wanted to increase and extend it |

### Importance of career activities

When asked which of the activities offered were most important, the most frequent responses related to provision of:

| | |
|---|---|
| 43% | one-to-one career guidance interviews |
| 30% | work experiences |
| 27% | careers fairs |
| 22% | careers education within PSHE |

From the survey evidence, schools see the importance of providing career guidance for their pupils and recognise the value of providing a range of different experiences. But what do they currently offer their pupils?

## 4.3 COMPARISON WITH THE BENCHMARKS

The results in Table 3 outline how many schools fulfilled all of the conditions within each benchmark. The benchmarks include several components. For example, the first one states that every school should have a structured careers programme that has the explicit backing of the senior management team, and an identified and appropriately-trained person of authority responsible for it. There are therefore three conditions that a school has to meet before it can be said to achieve the benchmark; the survey asked questions about each of these conditions. The full results from each of the questions can be found in Appendix 5.

The percentages in Table 3 measure affirmative responses (where the benchmarks state 'all pupils', we have assumed a more pragmatic measure of between 91% and 100% of pupils). However, a significant minority of respondents stated that they did not know the answer to some questions. For example, 22% did not know whether every year, from the age of 11, pupils had participated in at least one meaningful encounter with an employer, and 42% could not say whether pupils had opportunities to learn about STEM careers. This is not surprising and reflects the findings of previous research.[38] It suggests that some senior school leaders do not know the detail of their career guidance provision.

## 4.4 WHAT PROPORTION OF SCHOOLS ACHIEVE SOME OR ALL OF THE BENCHMARKS?

Fulfilling all the components of all the benchmarks is very demanding. Figure 4 shows that 69% of schools achieved at least one benchmark and 39% achieved at least two. But only 2% of schools achieved five of the eight benchmarks, and no schools achieved six or more benchmarks.

The benchmarks represent a high standard, but is the standard so high that it was unrealistic for schools to achieve them? Or, would schools have to simply adapt and extend their current practice to achieve more, or even all of the benchmarks? To test this we analysed the data to see whether schools achieved a set of 'relaxed benchmarks'. These lowered the threshold for benchmark achievement so that for instance, where the benchmark says 'all pupils' this is relaxed to 51% or more pupils. The criteria for the relaxed benchmarks are set out in Table 12 in Appendix 5.

When the thresholds were relaxed, we found that many more schools achieved them. 88% achieved at least one of the 'relaxed' benchmarks, 50% achieved three, 13% achieved five and 1% of schools achieved all eight. This is not to argue for relaxing the benchmarks, but rather to demonstrate that many schools already deliver a lot of good career guidance activity and that, with some adaptation and extension, reaching all eight benchmarks is realistic.

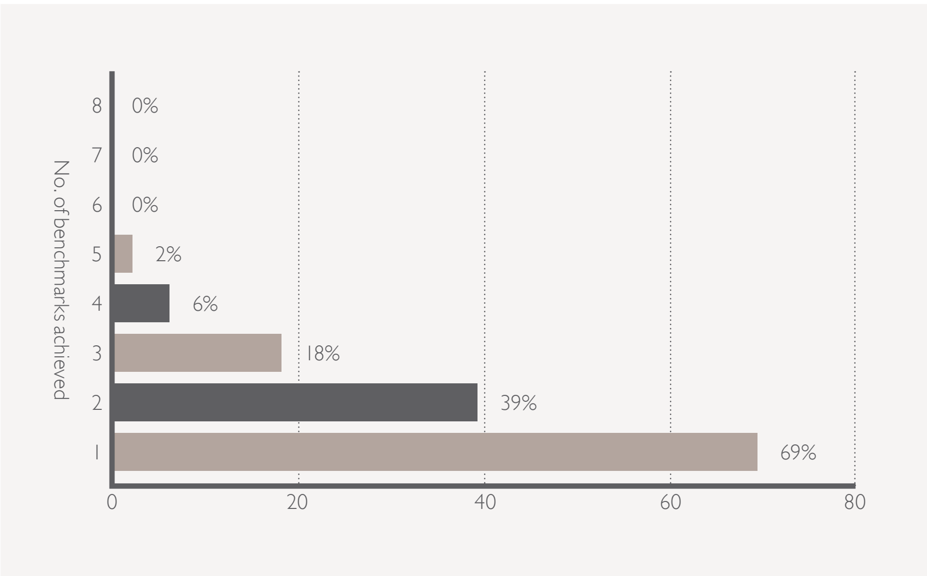



Figure 4: Proportion of schools achieving some or all benchmarks

NOTES ON TABLE 3
Some of the indicator statements in Table 3 are worded differently from those in the benchmarks in Section 3 of this report. This is because the school survey used an earlier version of the benchmarks.

- A 88% of schools allocate an individual with responsibility for careers; 44% of these individuals are members of the Senior Leadership Team.
- B 6% of schools regularly evaluate their provision. This includes feedback from pupils (73% of these schools), teachers (54%), parents (39%) and employers (39%); 21% of these schools seek feedback from all four groups.
- C Where schools indicated that between 91% and 100% of pupils participated in an event, this is viewed as indicating that 'all' pupils participate. 32% of respondents said they did not know the proportion.
- D Pupils have access in 72% of the 202 schools that keep records.
- E Destination data is collected for Year 13 leavers by 84% of all schools with Sixth Forms.
- F 30% of schools with Sixth Forms (n=184) provided a positive response to this question.
- G 53% of schools provide encounters with Sixth Forms; 45% of schools have an encounter with colleges; while 21% of schools have an encounter with apprenticeship providers. 23% of schools said their pupils had encounters with all three.
- H 21% of schools with Sixth Forms (n=184) provided a positive response to this question.

Table 3: Comparisons with benchmarks

| Benchmark | | Element | % of schools that meet each element within the benchmark |
|---|---|---|---|
| 1 A STABLE CAREERS PROGRAMME | 1.1 | Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.[A] | 71% |
| | 1.2 | The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area. | 19% |
| | 1.3 | The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.[B] | 66% |
| 2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | 2.1 | By the age of 14, all pupils[C] should have accessed and used information about career paths and the labour market to inform their own decisions on study options. | 20% |
| | 2.2 | Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children. | 72% |
| 3 ADDRESSING THE NEEDS OF EACH PUPIL | 3.1 | A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. | 73% (stereotypes)<br>88% (aspirations) |
| | 3.2 | Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. | 56% |
| | 3.3 | All pupils should have access to these records to support their career development. | 42%[D] |
| | 3.4 | Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.[E] | 79% |
| 4 LINKING CURRICULUM LEARNING TO CAREERS | 4.1 | By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. | 20% |
| 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | 5.1 | Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. | 39% |
| 6 EXPERIENCES OF WORKPLACES | 6.1 | By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. | 46% |
| | 6.2 | By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. | 30%[F] |
| 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | 7.1 | By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers.[G] This should include the opportunity to meet both staff and pupils. | 23% |
| | 7.2 | By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. | 21%[H] |
| 8 PERSONAL GUIDANCE | 8.1 | Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. | 44% (age 16)<br>22% (age 18) |

## 4.5 SIGNIFICANT DIFFERENCES BETWEEN SCHOOLS

The results of the survey were tested for significance within each component to see whether particular types of schools were associated with particular elements of the benchmarks.

The most frequently observed statistically significant relationships[39] were found to be associated with schools with an 'Outstanding' grading by Ofsted and schools with a careers quality mark.[40] Note that these are associations, but they are not necessarily causal relationships. It is also worth noting that 38% of schools with a quality mark are also graded as 'Outstanding', so there is a significant overlap between these two characteristics.

Schools graded by Ofsted as 'Outstanding' are significantly more likely than those graded as either 'Good' or 'Requiring improvement' to:

– Have a structured careers programme that is written down (*Indicator 1.1*);

– Evaluate the effectiveness of their careers plan every three years (*1.3*);

– Secure systematic feedback from pupils, parents and employers every three years (*1.3*);

– Have a particular individual with responsibility for careers work and advice (*1.1*);

– Keep systematic records of individual advice (*3.2*);

– Say that all pupils have had at least one direct experience of a workplace (*6.1*);

– Rate the careers programme as being 'very important' for pupils (*1*).

Schools with a quality mark for career guidance are significantly more likely than those without to:

– Have a structured careers programme that is written down (*1.1*);

– Publish their careers plan on their school website (*1.2*);

– Evaluate the effectiveness of their careers plan every three years (*1.3*);

– Secure systematic feedback from pupils, parents, employers and teachers every three years (*1.3*);

– Have an individual responsible for careers who is also part of the school senior leadership team (*1.1*);

– Encourage parents to access and use information about labour market and future study (*2.2*);

– Rate the importance of the careers programme as being 'very important' for pupils (*1*).

## 4.6 COMMENTARY ON THE SURVEY

This analysis shows how far English schools have to go before they would achieve all of the benchmarks. But to be fair, none of the overseas schools that we visited, even the most exemplary, would have achieved them all. Most of the benchmarks have several components, and achieving all of them would be a challenge for even the best schools. This suggests the need for some kind of prioritisation of the benchmarks. The cost of implementing each benchmark is also a significant factor, and in Section 5 we describe the costing exercise.

In the tables opposite we have categorised the benchmark indicators according to how readily, in our judgement, they could be achieved by schools that are not already achieving them.

NOTES ON TABLES 4, 5 AND 6

A The critical word here is 'actively'. It would be interesting to discover how actively the schools interpret the benchmark in practice.

B In the revised version of this benchmark, we are proposing that records of destinations should be kept for three years, which is much more challenging.

C We were surprised to see the low proportion of schools that achieve this indicator. It may be that pupils are visiting universities under their own or their family's initiative, and the school is not recording this.

D This is a challenging indicator for two reasons: we are expecting pupils to start doing this when young (age 14); and it is difficult to get accurate labour market information and make it accessible to this age group. See Recommendation 5.

E Although obviously attractive, this turned out to be a challenging indicator to achieve in all the countries we visited.

F It is likely that the schools in our survey interpreted this as traditional work experience (e.g. a week-long placement) rather than the lighter-touch options that we are proposing in Benchmark 6.

G The original benchmark used for the survey was in terms of 'a professional career adviser'. The revised benchmark clarifies that this does not mean they necessarily have to be external to the school.

Table 4: Indicators already being achieved by most schools, and could readily be achieved by all, given the right incentives

| | | | % of respondents in survey |
|---|---|---|---|
| 1 A STABLE CAREERS PROGRAMME | 1.1 | Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it. | 71% |
| | 1.3 | The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. | 66% |
| 2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | 2.2 | Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children. | 72% |
| 3 ADDRESSING THE NEEDS OF EACH PUPIL | 3.1 | A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.[A] | 73% (stereotypes) 88% (aspirations) |
| | 3.2 | Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. | 56% |
| | 3.3 | All pupils should have access to these records to support their career development. | 72% |
| | 3.4 | Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.[B] | 79% |

Table 5: Indicators only being achieved by a minority of schools, but could be relatively easily achieved by all, given the right incentives

| | | | |
|---|---|---|---|
| 1 A STABLE CAREERS PROGRAMME | 1.2 | The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area. | 19% |
| 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | 7.1 | By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. | 23% |
| | 7.2 | By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.[C] | 21% |

Table 6: Indicators only being achieved by a minority of schools, harder to achieve by all because of the time and cost involved, but could be done, given the right incentives

| | | | |
|---|---|---|---|
| 2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | 2.1 | By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.[D] | 20% |
| 4 LINKING CURRICULUM LEARNING TO CAREERS | 4.1 | By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.[E] | 20% |
| 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | 5.1 | Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. | 39% |
| 6 EXPERIENCES OF WORKPLACES | 6.1 | By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.[F] | 46% |
| | 6.2 | By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.[F] | 30% |
| 8 PERSONAL GUIDANCE | 8.1 | Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.[G] | 44% (age 16) 22% (age 18) |

5

# COSTS AND BENEFITS

ADOPTING OUR PROPOSED BENCHMARKS WOULD OBVIOUSLY HAVE A COST, BUT AGAINST THIS ARE THE ECONOMIC BENEFITS OF BETTER CAREER GUIDANCE

We commissioned PwC to estimate the costs of implementing each benchmark, and we also asked them to estimate their economic benefits. Sections 5.1, 5.2 and 5.3 below are based on PwC's full report, which is online at www.gatsby.org.uk/GoodCareerGuidance.

## 5.1 COSTS OF APPLYING THE BENCHMARKS

We anticipate that schools will work towards all eight benchmarks simultaneously, but PwC estimated the cost of activities required to achieve each benchmark separately. They also assumed that all schools start from a position where none of the benchmark activity is currently taking place. This will tend to underestimate the current state of career guidance in English schools and overestimate the additional cost of introducing the benchmarks.

PWC ESTIMATE THAT THE TOTAL COST OF ACHIEVING ALL THE BENCHMARKS IN A TYPICAL SCHOOL WILL BE EQUIVALENT TO £54 PER PUPIL FROM YEAR 2 ONWARDS

PwC assumed that schools will continue to provide careers education as part of Personal, Social, Health and Economic (PSHE) education and will work with other parties to provide individual plans for young people with special educational needs. They also assumed that local authorities will retain a statutory duty to secure sufficient suitable education and training for all resident young people aged 16-19 and that they will continue to work with schools to identify those in danger of becoming NEET. PwC have, therefore, attributed no additional cost to this activity.

### Approach

PwC used the Standard Cost Model to estimate the economic costs of the benchmarks. This involved using activity-based costing to break down each benchmark into its component activities and then gathering cost information relating to a small cross-section of 'typical' schools which were then extrapolated across all state-maintained schools in England.

PwC's analysis considers the costs of establishing and operating the benchmarks, focusing on the costs incurred by schools only. They do not consider any additional costs for the National Careers Service or others involved in the career guidance system. PwC do not attach a cost to any time spent by pupils nor do they include any costs incurred by parents and employers on the basis that any additional costs incurred by each of these stakeholders are at least offset by benefits to them.

PwC's assessment of the potential costs of each benchmark has involved the following five steps:

– Identifying who needs to do what for each benchmark;

– Determining the size of the affected population (i.e. the number of schools by type); and the frequency with which each task needs to be completed;

– Estimating the unit costs (i.e. cash and time) associated with each set of activities;

– Identifying the effect of school characteristics (i.e. size, type and location) on delivery costs; and

– Determining the overall costs of undertaking the activities (as the product of the unit cost and the quantity).

PwC's approach to assessing the costs of the benchmarks has been largely desk-based, drawing on the knowledge of the International Centre for Guidance Studies at the University of Derby (iCeGS). PwC used data from the Office for National Statistics (ONS) and the Department for Education (DfE) as well as various other official publications and published reports. Details of all the sources are in PwC's full report.

### The school delivery model

In consultation with iCeGS, PwC developed a school delivery model for the English context which forms the basis of their cost analysis. This model comprises a core team that is responsible for delivering career guidance with the assistance of a support team.

The core team is led by a member of the Senior Leadership Team (SLT), who is accountable to the school's Headteacher, Board of Governors and other senior stakeholders for the delivery of career guidance in the school. The Careers Coordinator reports directly to the SLT member on matters related to career guidance and is responsible for the design, development and implementation of career guidance. The Administrator (or Administrators, depending on resourcing requirements) provides administrative assistance for career guidance activities.

The careers support team is comprised of career adviser(s), class-based teachers and IT support, all of whom aid the delivery of career guidance in the school.

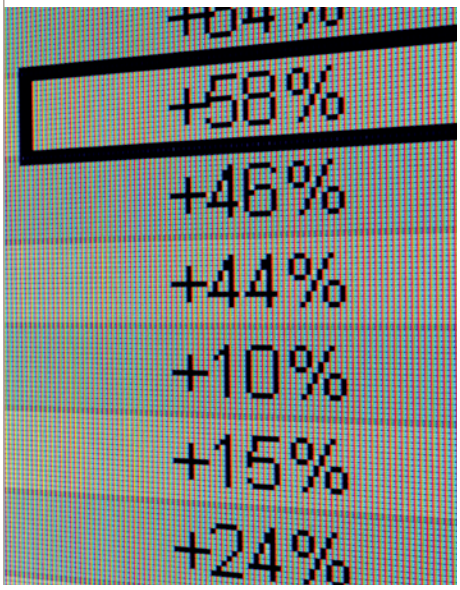


Table 7: Annual cost of achieving the benchmarks in a typical school

| Benchmark activity | | Employment costs | Expenses | Total |
|---|---|---|---|---|
| 1 A STABLE CAREERS PROGRAMME | The core team responsible for career guidance in each school will develop and manage the implementation of a stable, structured career guidance programme with subject matter input from class-based teachers, the career adviser(s) and IT support. | £18,525 in Year 1<br>£9,564 thereafter | – | £18,525 in Year 1<br>£9,564 thereafter |
| 2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | The core team will design and implement a strategy for collating/purchasing and distributing career path and labour market information, which will be delivered in class by the career adviser(s). | £1,864 | £1,000 | £2,864 |
| 3 ADDRESSING THE NEEDS OF EACH PUPIL | The core team will oversee data input into career guidance records for each pupil. Records will be maintained by the career adviser(s) with some input from IT support.<br>The school will purchase an alumni tracking system and the careers administrator(s) will be responsible for using it to track pupil destinations for at least three years. | £2,852 | £800 | £3,652 |
| 4 LINKING CURRICULUM LEARNING TO CAREERS | Science, technology, engineering and mathematics (STEM) teachers will maintain their knowledge about the link between careers and curriculum learning. This will be achieved through Continuing Professional Development (CPD) and supported by the development of external networks by the core team, career adviser(s) and class-based teachers.<br>The school will incur additional expenses relating to professional membership fees and teaching cover (to facilitate attendance at CPD). | £14,635 | £800 | £15,435 |
| 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | The core team will be responsible for providing pupils with at least one meaningful encounter with an employer per year. | £1,363 | – | £1,363 |
| 6 EXPERIENCES OF WORKPLACES | The core team will be responsible for the design and management of the process for providing workplace experiences, which will be implemented by the career adviser(s). | £8,074 | – | £8,074 |
| 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | The core team will be responsible for encouraging encounters with further and higher education, including covering transport costs for those pupils who would otherwise be unable to afford it. | £1,363 | £270 | £1,633 |
| 8 PERSONAL GUIDANCE | The core team will be responsible for managing and arranging structured interviews with pupils, which will be conducted by the career adviser(s). | £2,091 | – | £2,091 |
| Total cost of achieving benchmarks in first year | | £50,767 | £2,870 | £53,637 |
| Total cost of achieving benchmarks from second year onwards | | £41,806 | £2,870 | £44,676 |

IF ONE MORE PUPIL IS DETERRED OR PREVENTED FROM BECOMING NEET, THE AVOIDED COST TO THE EXCHEQUER WOULD BE ENOUGH TO PROVIDE THE BENCHMARKS TO 280 PUPILS

### Estimated costs

There are two main types of costs associated with the delivery of the benchmarks:

– The employment costs related to achieving the benchmarks;

– Any additional expenses incurred (e.g. subscription fees, teaching cover, etc.).

PwC considered these costs separately. Table 7 shows the costs associated with delivery of the benchmarks in a typical school (i.e. a medium-sized school outside London and the Fringe Area).

PwC assumed that all schools start from a position where none of the benchmark activity is currently taking place. They allowed additional time in the first year of implementation for the initial design of the career guidance programme. PwC believe this will require a broader consultation and research exercise than the subsequent annual reviews and updates. Based on the information in Table 7, PwC estimate that the total cost of achieving all the benchmarks in a typical school will be £53,637 in the first year and **£44,676 per annum thereafter.** This is equivalent to **0.9% of total revenue expenditure**[41] **in 2012/13** or **£54 per pupil** from the second year onwards.

The cost of the benchmarks is sensitive to school characteristics such as size (i.e. the number of pupils and teachers), type (i.e. whether or not it has a sixth form) and location (i.e. pay-scale area). Table 8 summarises the cost of achieving the benchmarks by school type and location from the second year onwards.

PwC estimate that the total cost of delivery will range from £45,209 to £92,466 in the first year and £38,472 to £77,445 from the second year onwards in small schools in the rest of England and large, Inner London schools respectively.

PwC then used DfE data on school size and location and the total number of pupils to estimate the overall school delivery costs across England as a whole. They estimate the total cost of achieving all the benchmarks across England will be **£172 million per year** from the second year onwards. This is equivalent to approximately **1.8% of gross expenditure**[42] and **£54 per pupil per year.** Considering these costs over the course of a pupil's journey from Year 7 to Year 13, PwC estimate the total cost per pupil in a school with a Sixth Form outside of the Fringe Area will be £196.

Using the DfE's projections of expected pupil numbers, PwC estimate that in 2021/22 the total cost of implementation will be **£181 million per year** or **£52 per pupil** (i.e. the cost per pupil is actually expected to decrease because the 5% increase in total cost is offset by a projected increase of almost 11% in pupil numbers during this time).

These cost estimates relate to school-level provision only. PwC have not included the costs of providing career guidance to those pupils who leave school at the end of Year 11 and attend a further education college because they have assumed that those costs are borne by the colleges themselves.

Table 8: Sensitivity analysis: Total cost of achieving the benchmarks by school type and location from the second year onwards

| | Inner London | Outer London | The Fringe Area | Rest of England |
|---|---|---|---|---|
| Small | £48,264 | £46,942 | £40,608 | £38,472 |
| Medium | £56,874 | £55,380 | £47,053 | £44,676 |
| Large | £77,445 | £75,649 | £62,184 | £59,161 |
| Sixth Form | £76,744 | £74,978 | £61,784 | £58,708 |

## 5.2 THE BENEFITS OF USING THE BENCHMARKS

More effective career guidance can potentially lead to economic and social benefits for the individual pupil, for employers, for the government and for the country as a whole, which offset the costs to schools of implementing these benchmarks.

PwC developed an impact pathway which describes, in a simplified way, how the career guidance embodied in the benchmarks (as a package of measures) can be expected to drive positive economic and social outcomes. This is based on a review of previous analyses of the economic and social contribution of schools career guidance.[43] Our review suggests that economic and social outcomes are likely to arise from a sequence of links (see Figure 5):

– Pupils get a better understanding of potential work and progression routes;

– Pupils are, therefore, better motivated to commit to education and acquire the skills and qualifications they require for a successful working life and, as a result, are likely to achieve more;

– Pupils with higher skills and qualifications are likely to achieve better outcomes in the labour market (e.g. higher earnings, better likelihood of employment and greater satisfaction in their working life);

– Pupils are less likely to spend protracted or frequent periods not in education, employment or training (NEET) which means that their wellbeing will be greater and they will impose relatively fewer costs on the public finances and on society.

> SCHOOLS NEED TO ASSESS THE BENEFITS TO THEIR PUPILS OF BETTER CAREER GUIDANCE, AND IN MANY CASES THESE BENEFITS ARE NOT TO BE SEEN UNTIL SEVERAL YEARS AFTER THEY HAVE LEFT SCHOOL

PwC reviewed the existing literature to identify evidence which can be used to inform an understanding of the potential benefit of the benchmarks. In practice, in the time available, this analysis is necessarily illustrative rather than exhaustive.

PwC note that there is limited empirical evidence on the relationship between all elements of the career guidance benchmarks, pupil motivation and attainment. They therefore focused on the potential implications of two related outcomes:

– An increase in the earnings of young people who either acquire more skills and qualifications and so increase their lifetime earnings and/or increase their probability of finding employment, which will be reflected in higher incomes for them as individuals and also higher receipts for the Exchequer (as they pay more tax on their earnings);

– A potential reduction in the number of young people who are NEET.

Research for the Department for Business, Innovation & Skills (BIS) has estimated the returns to intermediate and low-level vocational qualifications[44] and higher education[45], both in terms of an increase in the lifetime earnings of the learners and benefits to the Exchequer. There are also a number of studies which estimate the economic and social costs associated with growing numbers of young people being NEET. Some of these costs are borne by the young people themselves (e.g. wage scarring, reduced employability, fewer or lower qualifications, reduced self-confidence), while others are borne by the Exchequer and society as a whole (e.g. additional benefit payments, higher cost of crime, higher healthcare costs, lost tax revenues, etc.).

Figure 5: Overview of impact pathway

## 5.3 INTERPRETATION OF THE COSTS AND BENEFITS

PwC gleaned some sense of the scale of the potential economic and social benefits of the career guidance benchmarks relative to their costs of delivery by comparing the lifetime cost of providing one pupil with career guidance throughout their school career with the estimated total return (i.e. increased lifetime earnings for the individual, enhanced income tax and National Insurance receipts to the Exchequer and potential cost savings for public finances in areas such as benefits, crime, healthcare etc.).

On the basis that the expected lifetime cost is approximately £200, then if:

- One more pupil is encouraged to attain an undergraduate degree (when otherwise they would only have acquired A levels), this would be enough to offset the costs of providing the benchmarks to **985 pupils**;
- One more female pupil is encouraged to attain a foundation degree (when otherwise they would only have acquired A levels), this would be enough to offset the costs of providing the benchmarks to **535 pupils**;
- One more pupil is encouraged to attain a Level 2 apprenticeship (when otherwise they would only have acquired a Level 1 qualification), this would be enough to offset the costs of providing the benchmarks to **between 395 and 610 pupils**;
- One more pupil is encouraged to attain a Level 3 apprenticeship (when otherwise they would only have acquired a Level 2 qualification), this would be enough to offset the costs of providing the benchmarks to **between 665 and 990 pupils**;
- One more pupil is deterred or prevented from becoming NEET, the avoided cost to the Exchequer would be enough to provide the benchmarks to **280 pupils**.

## 5.4 BENEFITS TO SCHOOLS

THIS SECTION IS NOT PART OF THE PWC REPORT

PwC's work includes an estimate of the overall cost of implementing the benchmarks in all schools in England. However, it is not practical to suggest that these costs should be met by the government passing additional earmarked funding directly to schools. The well-established principle of school autonomy means that it is not possible to ring-fence any additional funds exclusively for use to improve career guidance.

So, to implement the benchmarks, schools will have to find the necessary funds from within their own budget. For most schools, this means they will need to increase the priority of career guidance within their budget. Although the amounts involved are small relative to the overall budget (less than 1% of total revenue expenditure), we appreciate that schools have many other competing calls on their budgets, and this is at a time when school funding is at best at a standstill.

Schools need to assess the benefits to their pupils of better career guidance, and in many cases these benefits are not to be seen until several years after they have left school. That is why we believe that publishing destination measures is an important part of incentivising schools.

But there is evidence that good career guidance also brings benefits in the shorter term, while pupils are still at school.[46] These benefits include better motivation of pupils once they have clear goals for future study and careers, leading to:

- Higher self-esteem;
- Higher attainment;
- Reduced drop-out rates.

Taken together with the long-term benefits to pupils' future lives, these benefits stand up strongly against competing priorities.

Finally, there is the pupil premium.[47] Given the special benefit of career guidance for pupils from disadvantaged homes (Section 1), there is a strong case for directing pupil premium funds towards making improvements to career guidance.

6

# RECOMMENDATIONS

## THE FOLLOWING RECOMMENDATIONS ARE ABOUT HOW SCHOOLS COULD MAKE CAREER GUIDANCE A HIGHER PRIORITY

### 6.1 HOW OUR RECOMMENDATIONS LINK TO THE BENCHMARKS

Our recommendations are detailed in section 6.4 below. The first recommendation, not surprisingly, is that these benchmarks should be used by schools, Ofsted and the National Careers Service in deciding what quality career guidance looks like. In Recommendation 1, however, we also have something to say about priorities among the benchmarks.

Our other recommendations are about how schools, and the systems that support them, could make career guidance a higher priority so they do better against these benchmarks.

The government has given schools the responsibility for determining their career guidance and we do not recommend reversing this policy. Schools are well placed to decide their own needs. But we believe schools need:

– The right incentives to prioritise career guidance;

– The right central and local support;

– Better access to employers where they do not have this already.

> EMPLOYERS IN ENGLAND TOLD US OF UNANSWERED OFFERS OF HELP OR UNFILLED VACANCIES IN WORK-EXPERIENCE PLACEMENTS. THE MESSAGE WAS: 'IF THE DEMAND IS THERE, THE SUPPLY WILL COME.'

## 6.2 THE PULL AND THE PUSH

The April 2014 Statutory Guidance from DfE gives guidance on schools' statutory duty to "secure independent and impartial careers guidance for young people in schools". It describes how "employers, schools and others will work together to inspire young people about the world of work, opening their eyes to the range of learning and career opportunities that are open to them", but it is for schools to determine the details of what they should do. Our study tells us that a combination of employer 'pull' and school 'push' is needed for good career guidance, and our recommendations are designed to create the conditions needed to bring about this balance.

## 6.3 PRINCIPLES BEHIND THE RECOMMENDATIONS

### Principle 1
### Minimise statutory requirements

Our starting point is that new statutory requirements on schools should be kept to a minimum, in the spirit of school autonomy. We would want to add as few additional requirements as possible, but we do recommend that there should be new requirements to publish a careers plan on the school website (Recommendation 2) and for schools to produce and publish their own destination statistics (Recommendation 3).

### Principle 2
### Optimise incentives

Where possible, we believe that change should be brought about by providing the right incentives for schools. Our survey suggests that most school leaders already recognise the importance of career guidance, but are not always giving it the priority it needs, because of all the other demands on them. Ofsted inspections and performance tables shape the behaviour of most schools, and this can marginalise activities that are not central to improving the indicators that preoccupy schools: results in external examinations.

So we need to think about how schools can be incentivised to do better with career guidance. Ofsted is a powerful influence on schools, and the inspectorate has said that career guidance will be explicitly checked in future inspections.[48] This will be a critical incentive, but it is important that the right things are checked. We commend these benchmarks to Ofsted as a basis for reporting.

Given the importance of employer 'pull', it is critical that Ofsted comes to a view on employer engagement as well as on the 'push' coming from schools. Ofsted's 2014 School Inspection Handbook talks in general terms about "independent information, advice and guidance to assist pupils on their next steps in training, education or employment", but goes into no detail about what this looks like when it is good.[49]

Much more could be made of destination measures as incentives. In the university sector, comparative data on employment destinations is of great interest to prospective pupils, and the same could be true for school pupils and their parents. Our school survey shows that the majority of schools are already collecting some destination data for their leavers; our proposal is that this should become a *requirement* for all pupils for three years after their leaving date. If robust destination data are centre stage in school performance tables, this will be a powerful incentive for heads to make sure their pupils are fully informed about the range of options that could be right for them. There are other benefits from collecting destination measures, and these are described in Recommendation 3.

A further incentive for schools, which already exists, is the option to seek the award of a career quality mark.[50]

### UNIVERSITY TECHNICAL COLLEGES

University Technical Colleges (UTCs) in England were developed in response to repeated demands from industry for an increased number of well-educated, high-status technicians and engineers. UTCs are:

- New schools for 14-18-year-olds with around 600 pupils, and a longer school day;
- Sub-regional, implying travelling distances of up to one hour;
- Backed by a university and local employers, and sometimes further education colleges;
- Offering a curriculum focused on technical education. For 14-16-year-olds this is 60% general and 40% technical; for 16-18-year-olds it is 40% general and 60% technical.

The JCB Academy in Staffordshire was the first UTC, opened in September 2010 in a converted industrial mill. Its curriculum specialises in engineering and it has strong links to engineering companies including JCB and Rolls Royce.

UTCs have the potential to provide the kind of high quality technical education found in Germany and the Netherlands, but so far only 17 are open, with a further 33 in development. Their strong links to employers mean that they are in good position to give pupils multiple encounters with employers and the workplace, and to integrate career guidance strongly with the curriculum.

### STEM AMBASSADORS AND STEMNET

STEMNET (the Science, Technology, Engineering and Mathematics Network) is a charity established in 1996 and funded partly by BIS and DfE. It works with thousands of schools, colleges and STEM employers to enable young people to meet inspiring role models and experience hands-on STEM activities that bring learning and career opportunities to life.

STEMNET's main programme is STEM Ambassadors, a network of over 27,000 volunteers from a very wide range of STEM occupations across engineering, digital and life sciences who promote STEM subjects to young learners in a range of practical and engaging ways. 40% of STEM Ambassadors are women and 13% are from minority ethnic backgrounds, with nearly 60% aged under 35.

### Principle 3
### Provide support through the National Careers Service

Under current arrangements (Section 2.1), schools make their own decisions on how they provide career guidance. This autonomy has advantages, but we think that many schools would benefit from greater central support. In its September 2013 review, Ofsted said that the NCS "made little contribution to careers guidance in the schools we visited". We recommend that the NCS should be given a more explicit remit for career guidance in schools. More details are in Recommendation 4.

### Principle 4
### Improve access to employers, further and higher education

Employer-pull is probably the most important way that career guidance can be improved, yet in its September 2013 review, Ofsted reported that "links with employers were perhaps the weakest aspect of career guidance in the 60 schools visited". Some schools do well in this area (for example, the University Technical Colleges), but most schools have a long way to go before they have anything like the rich variety of employer relationships that we have seen in our visits to Germany, Finland and the Netherlands. DfE's April 2014 Statutory Guidance gives schools a steer in this direction, which we welcome.

There is no shortage of schemes in England to link employers with schools and colleges. These include:

– STEM Ambassadors and STEMNET;

– 'Inspiring the Future' from the Education and Employers Taskforce;

– 'Business Class' from Business in the Community;[51]

– Career Academies UK;[52]

– Initiatives run by local Chambers of Commerce or Local Enterprise Partnerships.

Potentially, all these programmes are capable of expansion. But when we consulted employers in England, we got the firm impression that the problem is at least as much one of demand as of supply. Employers in England told us of unanswered offers of help or unfilled vacancies in work-experience placements. The message was: 'If the demand is there, the supply will come.' The measures we are proposing to incentivise schools to address the 'pull' and 'push' of career guidance should increase schools' demand for encounters with employers. However, we need to know more about coverage: how many schools are involved in engagement, what are the patterns and where are the gaps (Recommendation 7)?

School governors with knowledge of the local business community are often well placed to make introductions to employers, and we support the Confederation of British Industry's proposal that there should be a member of every governing body with a remit to improve employer engagement (Recommendation 8).[53]

### INSPIRING THE FUTURE

'Inspiring the Future' is a free, online brokering service provided by the Education and Employers Taskforce, a charity. It puts volunteers into state schools and colleges to talk about their jobs and their employment sectors. Volunteers, who range from apprentices and graduates to senior leaders, offer to visit a local state school or college for 'one hour, once a year' to provide first-hand career insights. Teachers select volunteers in their area from a menu of job profiles and then contact them directly.

Inspiring the Future is easy to use and has had rapid growth since it started in July 2012. By March 2014 it had nearly 13,000 volunteers from 3,500 organisations, and 75% of state schools and colleges had registered, sending over 20,000 messages to volunteers.

## 6.4 OUR TEN RECOMMENDATIONS

Below we set out our ten recommendations. Each is followed by further explanation.

### RECOMMENDATION 1: THE BENCHMARKS

To schools, government, Ofsted and employers

We recommend Benchmarks 1 to 8 as defining the elements of good practice in career guidance. Schools should be guided by them when setting their own careers programmes, and Ofsted should be aware of them when making judgements about the quality of career guidance in a school.

**Prioritising implementation of the benchmarks**

Our school survey shows that schools will not find it easy to implement all the benchmarks at once, and the costing exercise confirms that some will need more resource than others. This implies that schools will need to phase in some aspects of their careers plan, according to the resources available and where they already stand in relation to each benchmark.

The first priority is to have a well-organised and well-understood careers programme (Benchmark 1), because this subsumes all the other benchmarks. Closely tied to this is Benchmark 3 (*Addressing each pupil's needs*), although the measurement of pupil destinations, which is part of this benchmark, may take longer to put in place. Given what Ofsted has said about the weakness of employer links, many schools may need to address Benchmarks 5 and 6 (*Encounters with employers* and *Experiences of workplaces*) as a matter of high priority. Many schools will have elements of Benchmark 7 (*Encounters with further and higher education*) in place, but our school survey suggests they will need to do more to introduce pupils to the full range of learning opportunities, including both academic and vocational routes, if they are to meet the benchmark.

Most schools will already have something in place to give personal guidance to pupils (Benchmark 8), but our school survey suggests that most are well short of the benchmark. Similarly, many schools will have systems in place to provide career and labour market information (Benchmark 2), but most will need to extend its use to younger pupils, and to make more use of the growing availability of digital sources.

It is in Benchmark 4 (*Linking curriculum learning to careers*) that most schools have furthest to travel (and not only in England). Our costing exercise suggests that this is also the most costly to do well, because of the extensive training needed. This benchmark is one that most schools are likely to implement over several years.

### RECOMMENDATION 2: THE SCHOOL CAREERS PLAN

To government and schools

Every secondary school should be required to have a Careers Plan, published on the school's website.

*This recommendation relates to Benchmark 1.*

**Further detail on this recommendation**

Publishing the Careers Plan is important to enable pupils, parents and employers to know what will be available to them, and as a basis for obtaining feedback from them.

## RECOMMENDATION 3: DESTINATIONS DATA

### To schools and government

Every secondary school should be responsible for publishing the destinations of all pupils for three years after their leaving date. The published destination data should be at an aggregated level, showing the main categories of employment, apprenticeship and further and higher education. The responsibility should be placed on schools, but they should have the support of HESA, NCCIS and other agencies that are currently involved in collecting destination data for the government.

*This recommendation relates to a number of benchmarks, because it is about incentivising schools to raise the priority of career guidance – and it has additional benefits too.*

### Further detail on this recommendation

Publishing reliable destination data will help incentivise schools to prioritise career guidance. But there are other advantages in schools collecting and analysing their own destination data. as DfE's April 2014 Statutory Guidance acknowledges. It is an important part of self-evaluation: by looking at trends and patterns, schools can check how well they are succeeding in raising aspirations and challenging stereotypes (Benchmark 3). Collecting this data helps the school to maintain a comprehensive database of alumni to whom they may be able to turn when the school is running events such as those linked to Benchmark 5 (*Encounters with employers and employees*) and Benchmark 7 (*Encounters with further and higher education*).

At present, DfE compiles destination data (aggregated at the school level) for all state-maintained secondary schools. However, only data on 'education' destinations (universities and colleges) are currently published in the official school performance tables. Although data for employment and NEET destinations are compiled, they are currently published only as an 'experimental statistical release', buried in the DfE website. This is because DfE does not yet have confidence that the employment data – which is collated from a variety of sources (the School Census, Individual Learner Record, Higher Education Statistical Agency and National Client Caseload Information System) – is robust enough for full publication.

We recommend that schools should be required to collect and publish their own destination data, for three years from the date of each pupil's leaving. Schools would collect the data at the individual pupil level, but publish it in aggregated form. They would be assisted in doing this by DfE supplying to them directly the data that are currently collected as above. DfE would send schools the data, and schools would then check it and add additional detail beyond the broad categories used by DfE. This arrangement would shift the responsibility to schools, which would often be in a position to provide more nuanced and accurate data than the automated processes used by DfE.

The obvious objection to this switch of responsibility from DfE to schools is that it could be open to abuse. Institutions could be tempted to 'massage' the data to make themselves look better. But the data provided by DfE would make this much harder to do, because the official data would calibrate that of the school.

We appreciate that this is an additional burden for schools, not only because they have the onus for collecting and collating the data, but also because we are proposing that it should be done for three years after leaving. The rationale for three years is that it is difficult to tell from a one-year follow-up how the pupil's future career has settled. Pupils' lives are in flux after leaving school, and gap years, indecision and wrong turns add to the instability. But after three years, most pupils will have completed their education or apprenticeship and you can get a more realistic picture of where they have settled.[54]

One concern about using destination data for accountability purposes is that it is heavily dependent on contextual factors: schools in deprived socioeconomic areas will find it much harder to look 'good' than those in well-off areas. But this is true of most school performance measures. If parents and inspectors can take account of contextual factors when judging exam results and absence rates, they can do so with destination measures too.

Finally, the process of collecting pupils' destinations is increasingly helped by social media. Setting leavers up as a LinkedIn group, for example, gives a ready-made medium for schools to keep up with pupils after they have left. 'Future First' has also developed a database management system that allows schools to manage their alumni networks nationally.

> IT NEEDS TO BE EASY FOR SCHOOLS TO FIND EMPLOYERS WHO ARE WILLING TO ENGAGE AND WHO MEET THEIR NEEDS

## RECOMMENDATION 4: THE NATIONAL CAREERS SERVICE

To schools, government, Ofsted and employers

The remit of the National Careers Service (NCS) should be extended to give it unequivocal responsibilities towards schools. It should:

– Significantly expand its work with schools, young people and parents;

– Develop and extend its online services targeted at schools, young people and their parents, and support training in their use;

– Provide a channel for live labour market information from the 'LMI for All' data source;

– Disseminate good practice in career guidance to schools;

– Collaborate with employers organisations to broker employer encounters with schools;

– Support schools in creating their Careers Plan.

To make it more responsive to employers, the NCS should be reconstituted as an independent agency with its own board on which employers are strongly represented, alongside schools and colleges.

*This recommendation relates to a number of the benchmarks.*

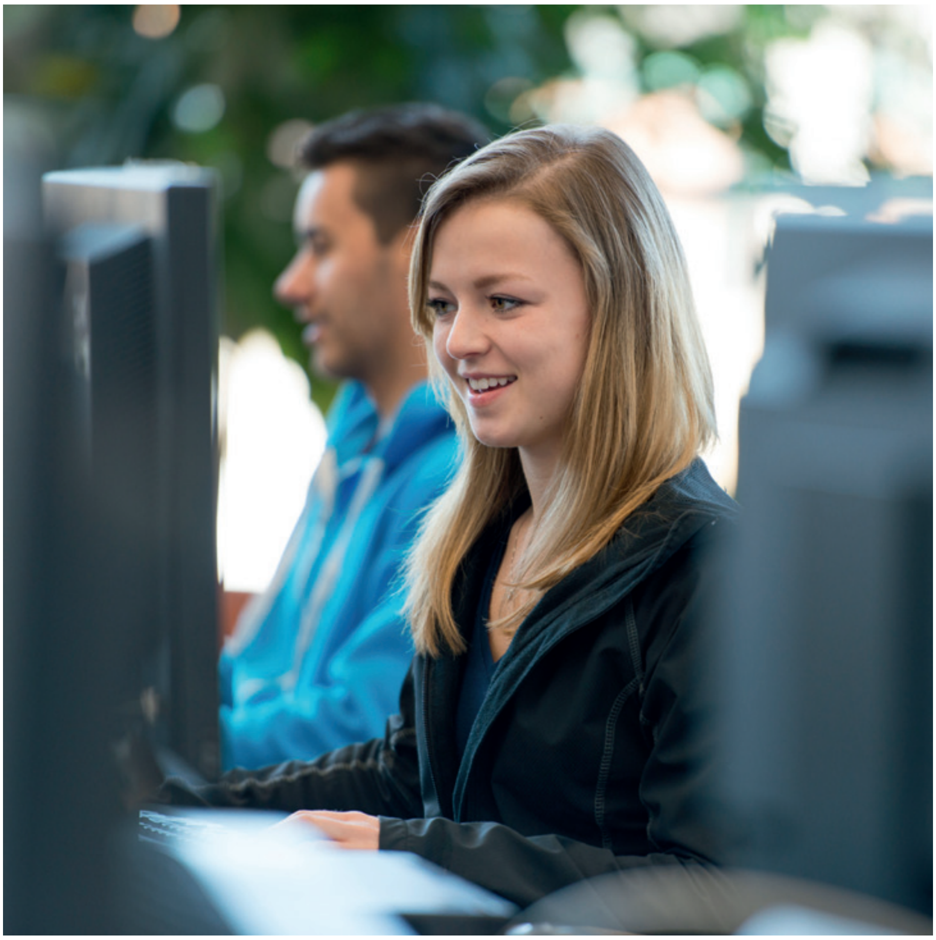
### Further detail on this recommendation

In its report 'An Aspiration Nation', the National Careers Council made a number of recommendations relating to the NCS.[55] We have drawn on these in making our own Recommendation 4.

We believe there is a compelling case for making the NCS more independent as a separate body with its own board and with strong employer, school and college representation. At present, the NCS is not a 'service' in any independent sense. As a part of the Skills Funding Agency (SFA), it has no independent board and its main role is to commission contracts for 'area-based contractors' who deliver sub-regional services for personal advice to adults. As part of the SFA (which is itself a part of BIS), the NCS has a low national profile and, crucially, there is no direct way for employers or other stakeholders to influence its policies and activities. A possible model for its future status would be the Education and Training Foundation (ETF), the government-funded organisation responsible for supporting the professional development of teachers in further education. Although it receives government funds, ETF is an independent charity with its own board.

Both Ofsted and the Education Select Committee have pointed out how little direct support the NCS provides for schools, despite being an all-age careers service. This is not the fault of the NCS, but of its remit and funding, which is mainly directed towards guidance for people who are beyond school age. We believe that this needs to change, so that the NCS provides leadership and support for career guidance in schools as well as for adults.

With its extended remit for schools, the NCS would be able to support schools in reaching other benchmarks, relating to programme planning, labour market information (LMI), record keeping and employer encounters.



## RECOMMENDATION 5: CAREER AND LABOUR MARKET INFORMATION

To schools, government, Ofsted and employers

Alongside career information, live labour market information should be available to all schools through the 'LMI for All' service. This should be accessible through the NCS website as well as other outlets. Those involved in career guidance should be trained in its use.

*This recommendation relates to Benchmark 2.*

### Further detail on this recommendation

Career and labour market information takes many forms and includes information about what current and future jobs exist, what they are like and the skills and values that people need to succeed in them, as well as other factual information about entry qualifications, wages, promotion and location. LMI is found in many places but it is difficult to keep up-to-date and accessible.

The government, through the UK Commission on Employment and Skills, has made excellent progress in developing the 'LMI for All' service.[56] This draws on existing surveys such as the Labour Force Survey and the Annual Survey of Hours and Earnings, to provide live data on such LMI as pay, vacancy rates and qualifications for entry. These data are available for anyone to access, but need to be made available to schools and their communities in a form that is attractive and intelligible to young people.

Career advisers need to have detailed knowledge of the available sources of LMI, especially the channels for 'LMI for All' and they need to be trained in their use.

## RECOMMENDATION 6: CURRICULUM LEARNING AND CAREERS

To the National Centres and their funders

The National STEM Centre, National Science Learning Centre and National Centre for Excellence in Teaching Mathematics should lead exemplary work to show how curriculum resources for science, technology, engineering and mathematics teachers can more effectively showcase career learning opportunities.

*This recommendation relates to Benchmark 4*

### Further detail on this recommendation

Our international visits showed that, attractive though the idea may be, it is difficult in practice to consistently embed career awareness in the regular curriculum. The National STEM Centre, National Science Learning Centre (NSLC) and National Centre for Excellence in Teaching Mathematics (NCETM) are in a good position to take a lead in developing exemplary resources to show how this could be done. The NSLC, for example, already includes STEM careers awareness in its programmes. NSLC could go further and systematically include careers awareness into its training modules to show teachers how such resources can be embedded in their teaching. This opportunity should be explored on a broad front, to include assessment materials as well as resources for teachers to use in the classroom.

Unlike most of our recommendations, this one is directed specifically towards teachers of STEM subjects rather than more generally across all school subjects. This reflects the Gatsby Charitable Foundation's specific interest in STEM as a driver for economic growth, but the principle of relating the curriculum to careers extends across other subjects too. Note that engineering teachers are included here, although in reality engineering is very much a minority subject at school level.

## RECOMMENDATION 7: A REVIEW OF ENCOUNTERS WITH EMPLOYERS AND THE WORKPLACE

### To employers and business link organisations

Employers, their representative organisations and organisations promoting business links should cooperate in a comprehensive review of what they offer. The review should focus on what could be done to make sure every school has enough employer links to meet the benchmarks in this report.

*This recommendation relates to Benchmarks 5 and 6.*

### Further detail on this recommendation

Both our school survey and Ofsted's September 2013 review suggest that employer engagement is the area where schools have the longest distance to travel, yet employer 'pull' has as much potential to transform career guidance as school 'push'. The NCS has begun work to see what additional support it can provide for school-employer engagement, but in the end this will work best if it is led by employers.

It needs to be easy for schools to find employers who are willing to engage and who meet their needs. 'Inspiring the Future', with its 'dating agency' approach, has the potential for high capacity. But with a bewildering array of national schemes to choose from, there could be a more coordinated approach to organisation and communication with schools: for example, the 'single point of entry' called for by the Education and Employers Taskforce.[57] But before committing to any such actions, we need more quantitative data about coverage: how many schools are involved in engagement, what are the patterns and where are the gaps?

There is an extensive literature on what makes for effective encounters between employers and schools: for example, publications by the Education and Employers Taskforce.[58] But we have not seen any work that describes quantitatively the degree of employer engagement with different schools, which would make it possible to assess geographical patterns, gaps in coverage and types of engagement. Before going further, such information is needed. Once the quantitative data is available, it should be easier to see what needs to be done to radically improve the quantity and quality of employer engagement in English schools.

Employers and employer organisations should take the lead – perhaps in partnership with third-sector funders – in a wide-ranging review of education-employer engagement, to answer the questions:

– Who are the main agents on the employer side? Individual employers? Business link organisations? Local Enterprise Partnerships?

– What is the involvement of large, medium and small employers?

– What motivates employer and employee involvement with schools, and what networks do they utilise to facilitate that involvement?

– What is the frequency of employer encounters as defined in Benchmark 5? What are the variations between types of school and between regions?

– What types of encounters have the greatest impact on pupils?

– Where are the major gaps (by geography and by school type) in coverage?

– What could be done to give more consistent coverage?

– What would need to be done to (say) double the proportion of schools reaching Benchmark 5 (*Encounters with employers*) from 39% to 80%?

This would need to be a major study, providing robust data from a representative cross-section of English schools.

> GOVERNORS ARE WELL PLACED TO ACT AS BROKERS BETWEEN SCHOOLS AND EMPLOYERS

## RECOMMENDATION 8: EMPLOYER GOVERNORS

### To employers and schools

Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance.

*This recommendation relates to Benchmarks 5 and 6.*

### Further detail on this recommendation

Governors are well placed to act as brokers between schools and employers. Many schools already have one or more governors who take an interest in employer engagement: we recommend that this should be the case for every secondary school. We would stop short of saying it should be made a statutory requirement, but recommend that it should be something that Ofsted would look for when they inspect a school.

## RECOMMENDATION 9: ENCOUNTERS WITH YOUNG AMBASSADORS

To the National Apprenticeship Service, further and higher education and employers

Employers and further and higher education institutes should investigate the potential for greatly expanding existing programmes for sending young ambassadors into schools from apprenticeships, colleges and universities.

*This recommendation relates to Benchmark 7.*

### Further detail on this recommendation

We have seen the evidence, from our overseas and school visits, of the power of young people to inspire their peers towards particular careers or courses of study. When a young person meets another who has come from the same background and has gone on to success, that can motivate them in a way that encounters with older people cannot. There are good examples of this kind of 'ambassador' approach in the outreach work that many universities are already doing with schools.

The best way for schools to find young ambassadors is from their own alumni, but we also see value in a 'Young Apprentice Ambassador' programme that would give schools access to young role models who can visit schools and explain from their own experience what being an apprentice involves. This might be of interest to the National Apprenticeship Service (NAS), though it is a very different concept from the existing NAS 'Apprenticeship Ambassadors' programme, whose members are senior business leaders who promote apprenticeships to other businesses.

Similarly, there is potential for a 'Student Ambassador' programme to bring students on vocational and undergraduate courses into schools. Again, this is best done through alumni or through partnerships with local colleges and universities, but there is a case for considering some kind of national network, perhaps through an extension of the remit of STEMNET or based on the 'Undergraduate Ambassador' programme.[59]

Universities are required to engage in school outreach through their access agreements with the Office for Fair Access (OFFA). Schools should make the most of this both to provide opportunities for curriculum enhancement and to give their pupils opportunities to meet student ambassadors.

## RECOMMENDATION 10: CAREER ADVISERS

To government and schools

The government's guidance for schools should be amended to make it clear that personal guidance can be provided by both internal and external advisers. Advisers can be a member of school staff, provided they are trained to an appropriate level to give advice that is in the best interests of the pupil.

*This recommendation relates to Benchmark 8.*

### Further detail on this recommendation

From September 2012, schools have had a duty to "secure independent and impartial careers guidance for young people in schools" (Section 2.1). The emphasis on independent and impartial career guidance is important. Career guidance needs to be given in the interest of the young person only – while this may seem obvious, it is possible for advice to be biased in favour of a particular institution. For example, in 11-18 schools there is an incentive to keep pupils (especially high-achieving ones) in the school, even if it might be in their best interest to go to a college or an apprenticeship. Hence the emphasis on impartial advice that is in the interest of the young person alone.

But in interpreting 'independent and impartial', there has been a tendency to assume that advisers have to be external to the school. Indeed, this is reinforced by the April 2014 Statutory Guidance which defines 'independent' as "external to the school" (though the associated non-statutory advice states that "schools can retain in-house careers advisers").[60] While it may be appropriate for some schools or for some pupils, we do not think that external advice is necessary in every case. In all the countries we visited, it was normal practice for guidance to be provided by a trained member of school staff (though sometimes, as in Germany, augmented by external advisors). We see no reason why that should not apply in England, provided the member of staff has appropriate training (as assured by membership of the Career Development Institute register, for example) to ensure that their advice is impartial, well-informed and in the interests of the pupil alone, and that the principle of impartiality is affirmed by the school.

7

# CONCLUSION

Many of the people who read this report will not have had to rely solely on career guidance from their school, because it will have come from their family. This will also be true for many pupils at school today, but for many others their best hope lies with their school for guidance to set them on the road to a fulfilling job and life. Our study has shown us that good career guidance is not complicated: it is a matter of schools doing a number of things consistently and doing them well. Our benchmarks show what these things are, and our recommendations show how conditions can be improved to make it easier for schools to do them.

In the end it is for headteachers and governors to take the lead in prioritising career guidance more highly. By reaching these benchmarks they will put in place a career guidance system that measures up to the best we have seen, and they will help set up their pupils not only for the rest of their education but for the rest of their lives.

## ENDNOTES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# APPENDICES

APPENDIX 1
REPORTS FROM THE OVERSEAS VISITS

APPENDIX 2
REPORTS FROM THE INDEPENDENT SCHOOL VISITS

APPENDIX 3
KEY LITERATURE RESOURCES

APPENDIX 4
CONTRIBUTORS AND CONSULTEES

APPENDIX 5
THE SCHOOL SURVEY

Appendices and the cost report commissioned from PricewaterhouseCoopers are available to view at www.gatsby.org.uk/GoodCareerGuidance

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# ENTREPRENEURSHIP

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# ANNEXE

## 1. DEVELOPMENT OF ENTREPRENEURIAL BEHAVIOURS, ATTITUDES & CULTURE

**Page 4**


- Forbes/Sangeeta Badal Ph.D 2012 – The behavioural traits of a successful entrepreneur: http://www.forbes.com/sites/groupthink/2012/06/04/the-behavioral-traits-of-a-successful-entrepreneur/
- The New Educator, City College New York: http://www.forbes.com/sites/groupthink/2012/06/04/the-behavioral-traits-of-a-successful-entrepreneur/
- Norwegian University of Science and Technology: http://files.eric.ed.gov/fulltext/EJ893561.pdf
- Stanford Graduate School of Business: Attitudes of successful entrepreneurs: http://stanfordbusiness.tumblr.com/post/52905655004/5-attitudes-of-successful-entrepreneurs-from

Forbes http://onforb.es/KaMj6b


**My Say** Contributor

*Advice and insight from the frontlines of entrepreneurship.*

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ENTREPRENEURS 6/04/2012 @ 1:44PM | 30,963 views

# The Behavioral Traits Of A Successful Entrepreneur

*This guest post was written by Sangeeta Badal, Ph.D., lead researcher for Gallup's Entrepreneurship and Job Creation initiative, and Joseph H. Streur, Ph.D., a principal with Gallup, specializing in employee selection consulting and research.*


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The process of identifying specific traits of an entrepreneur starts with an understanding of what successful entrepreneurs do – activities they engage in to drive new venture creation or business growth. Focusing on the 'task' or the 'process of entrepreneurship' helps in identification of innate talents that are most relevant to the task.

**The Process of Entrepreneurship**

Existing models of entrepreneurial process propose a standard sequence of events, starting with opportunity recognition, resource acquisition, venture creation, and finally firm expansion and growth. Gallup has identified two developmental phases in the life-cycle of adventure (Figure 1): early/new business stage (entrepreneurial start-up, firm age <3 years) and formalized/structured stage (entrepreneurial stability, firm age beyond 3 years) based on focus groups with highly successful entrepreneurs, and stakeholder interviews with business mentors, economic development agency staff, and government officials involved in supporting and facilitating entrepreneurship. The focus groups and stakeholder interviews yielded a wealth of information about- a) the ‘tasks’ or the ‘demands’ of the role in each phase, b) the attitudes and behavioral responses of highly successful entrepreneurs to these demands, and c) the underlying traits that enable these behaviors.

The phases are delineated on the basis of specific tasks that the entrepreneur needs to perform to be successful in that phase. For instance, in the early phase of firm formation, the entrepreneur needs to have the competence to perform multiple roles, have the ability to live with ambiguity, be able to develop an overall strategy for the firm. In the more established phase there is a shift in focus from high creativity, ideation, and basic planning to management of a more mature company with a larger workforce. This phase requires the entrepreneur to delegate power and take a team-based approach to running the company. Though there are distinct demands of each phase of the entrepreneurial process, many of the activities performed in the early stage continue to be important for the subsequent phases. For instance, cultivating relationships is critical to access resources to start a venture, but successful entrepreneurs need to continuously build relationships in the later phase to further their business goals. The relative significance of each demand may vary from one phase to the other, but many times there is a carry-over effect from one phase to the other.

| Entrepreneurial Start-up (< 3 years) | Activities in Start-up Phase |
|---|---|
| Structure<br>• Owner-Manager<br>• Waged employees <30 | • Developing Strategy<br>• Product/Service development<br>• Marketing plans<br>• Ability to live with ambiguity<br>• Performing multiple roles<br>• Leveraging relationships<br>• Assembling resources- financial, human, and informational. |
| Characteristics<br>• Early Innovation and creativity<br>• Niche Formation<br>• High mission<br>• Short-term orientation | |
| Style<br>• Minimal hierarchy<br>• Autocratic management style | |
| | |
| **Entrepreneurial Stability (3+ years)** | **Activities in Established Phase** |
| Structure<br>• Professionally managed<br>• Waged employees 50+ | • Product/service improvement<br>• Team approach<br>• Delegation<br>• Recruit, motivate, and retain employees<br>• Social competence<br>• Conflict handling<br>• Negotiating<br>• Leadership |
| Characteristics<br>• Innovation slows down<br>• Adaptation<br>• Emphasis on stability and service | |
| Style<br>• Decentralization in decision-making<br>• Formal rules/institutionalized Procedures<br>• Functional specialization<br>• Team approach | |

Based on the “job analysis” of the entrepreneur described above, the list of activities that successful entrepreneurs perform in both phases was distilled into 10 job functional demands. These demands produced high relationship with both business creation and business success and encapsulate the ‘task’ of entrepreneurship. They also measure an individual’s ability to perform in the role of an entrepreneur.

### The 10 Functional Demands

The 10 functional demands of entrepreneurship (FDE) describe the specific requirements of entrepreneurism made upon the entrepreneur. In other words, they describe what an individual needs to do, to be a successful entrepreneur. An individual’s inherent talent and acquired ability (skills, knowledge, and experience) will influence how successfully and by what means one responds to the demands of the role.

Figure 2 lists the demands of the role which logically require a behavioral response from the entrepreneur. Appropriate behavioral response is enabled by the individual dispositions/traits. Usually, more prevalent the trait, higher the likelihood that the demand will be met, resulting in better performance in the role.

| Demands of the role | Individual Disposition/trait | Behaviors | Business Outcomes |
|---|---|---|---|
| Know your personal brand | Self-awareness | Know themselves well and so have the ability to perceive others accurately | Encourage confidence and support from others because of their authenticity, able to align employee activities to their strengths |
| Take on Challenges | Risk-orientation | Optimistic, comfortable with ambiguity, resist constraints, pull the business forward through their decisions | The business stands to benefit from the opportunities grasped |
| Think through possibilities and practicalities | Creative thinking | Mind firing with ideas that expand beyond the present state | Able to imagine what could be and so create a space that can be filled with a commercialized idea |
| Promote the business | advocacy | Spokesperson for the company, persuasive, clear communicator | Able to persuade others to their point of view and gain commitments that enable business |
| Focus on business outcomes | Profit-orientation | Oriented toward quantifiable goals, measure their progress and performance toward them | An efficient and profitable business |
| Be a perpetual learner of your business | Learner | Constantly seek knowledge relevant to the business | Business growth through smart improvements |
| Be self-reliant | Self-efficacy | Resilient,willing to fill multiple roles to meet needs | Start-up survival |
| Be a self-starter | Activator | Workaholic, push to make things happen | Opportunity recognition and Start-up creation |
| Multiply yourself through delegation | Delegator | Easily delegates authority, team manager | Business growth through expansion of work force |
| Build relationships | Relationship | Ability to form and maintain deep social ties and networks | Easily gain access to capital and other resources for the business |

**Figure 2:** Individual dispositions/traits may affect the behavior and actions of entrepreneurs that, in turn, affect business outcomes

The demands can be used to create a roadmap of activities or tasks that the entrepreneur has to perform to develop and grow his/her venture. Different entrepreneurs bring different strengths to the table—some may be highly creative and competent, but low on focus and relationship building. Others may be astute business thinkers but have issues with delegation. Many times the gaps in ability to meet a certain demand can be filled by acquiring skills or knowledge or establishing complimentary partnerships with others who bring another set of talents to the table, thus meeting the demand of the role.

### Linkage to Performance

Entrepreneurial activities in response to the demands discussed above will lead to varying degrees of entrepreneurial success. Entrepreneurs with the inherent ability to meet the demands of the role will be able to create a sustainable and successful venture than those with less ability to meet these demands. Gallup research indicates that the personality of the entrepreneur has a direct relationship with business success in companies that have less than 30 employees. In micro and small environments the entrepreneur directly manages almost all aspects of the business singlehandedly. His/her decisions and actions have a direct impact on the future of the venture (Rauch and Frese 2007). As the size of the company increases to more than 50 employees, this relationship becomes weaker and may need additional moderators to explain the relationship between entrepreneurial personality and business success.

Gallup research found that the personality of the entrepreneur affects his/her ability to develop strategies and manifest behaviors that lead to business growth. This is specifically true for micro and small businesses, where the individual business owner has a direct and tangible influence on the environment of the firm. For instance, an entrepreneur with high levels of self-awareness and self-reliance (defined by a high score on *Know your personal brand* and *Be self-reliant* respectively) is able to articulate the competitive advantage of his/her firm in the marketplace and align employee activities with their individual strengths, thus, leading to business growth. Similarly, entrepreneurs with an innate ability to tolerate risk and take on challenges (high score on *Take on Challenges*) are able to create an environment of customer orientation in their firms. They easily establish emotional connection with the customers, are more likely to understand what the customers need, share new ideas with the customers, and more likely to exceed customer expectations, compared to entrepreneurs with low risk-tolerance. Entrepreneurs who are natural advocates for their business (high score on *Promote the Business*) are able to communicate a clear and consistent vision of the company to the employees and clients, as well as have a clear growth strategy which, in turn, affects business growth. Profit-oriented entrepreneurs (high score on *Focus on business outcomes*) are able to leverage employee engagement to drive business results. They invest a lot of time planning growth strategies and have an innate ability to align employee responsibilities with company goals, thus accelerating the growth of the firm. Entrepreneurs who are natural at building relationships (high score on *Build Relationships*) use their talents to access resources, internally and externally, to grow their business. They know how to align the strengths of their employees to their role thus building employee engagement and understand the needs of their customers thus building customer engagement.

As described above, each demand meets a different need of the entrepreneurial process. Gallup research indicates that entrepreneurs who meet six or more demands at a high level are more likely to exhibit behaviors that impact the environment in their firms that, in turn, leads to business success. These entrepreneurs have a clear vision of where they want to be, are goal oriented, measure all aspects of their business performance, are more likely to align employee activities to employee strengths, create emotional engagement with customers and employees, and are more growth oriented than entrepreneurs who meet only one or two demands of the role at a high level.

**'Gazelles'**

Gallup research indicates that a small group of individuals have the innate ability that can lead to extraordinary success in the role – high business growth and ultimately job creation. These entrepreneurs are able to meet at least 9 out of the 10 demands of the role, are more likely to meet their profit and sales goals year over year, create high growth enterprises, and in the process, are likely to create disproportionately more jobs than many with moderate or low talent for meeting the demands of entrepreneurship. According to Gallup research, only 5% of all entrepreneurs can be identified as elite performers. It is important to identify this small cohort of top talent and then allocate appropriate financial and non-financial resources to increase the probability of extraordinary performance (O'Boyle Jr. and Aguinis, 2012). This does not mean that those with moderate to low talent levels should not be supported. Supporting the moderately or less talented will also yield positive results, but as decades of Gallup research has proven that trying to succeed in an area in which one has less talent will take much more work and might still result in only average performance (Clifton & Nelson, 1992). Thus, practitioners and policy-makers should identify the vital few that have the potential for extraordinary performance and provide the right environment to support and foster their growth.

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# Entrepreneurial Attitudes and Behaviors That Can Help Prepare Successful Change-Agents in Education

RAFFAELLA BORASI and KARA FINNIGAN
*University of Rochester, New York, USA*

*This article explores how the preparation of educators committed to improving education can capitalize on entrepreneurship when broadly defined as "transforming ideas into enterprises that generate economic, intellectual and/or social value." The article reports on the case-studies of six educators who have been successful change-agents in a variety of fields and positions using entrepreneurial concepts as a lens. A cross-case analysis of these individual case-studies enabled us to identify specific attitudes and behaviors considered typical of entrepreneurs that contributed to these educators' success. The article reports on key findings from the cross-case analysis as well as some implications for the preparation of educators, suggesting the value of exposing new educators, as well as educators already in the field, to the entrepreneurial practices thus identified in order to prepare them to become more effective agents of change.*

## INTRODUCTION

With public education facing increasing problems, it is clear that educators committed to excellence and equity in education cannot be content with simply performing their assigned jobs competently. Rather, today's educators are increasingly called to become "agents of change" in order to better meet the needs

Address correspondence to Raffaella Borasi, Warner School of Education, University of Rochester, Dewey Hall, Rochester, NY 14627, USA. E-mail: rborasi@warner.rochester.edu

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of the students, families, and communities they serve and, thus, fulfill society's growing expectations about educators' civic responsibility.

Recognizing that radical changes are needed in order to improve education is an important first step, but it is not enough. We also need educators who are willing and capable to lead such changes. Yet educators—whether they are teachers, counselors, administrators, university professors, independent consultants, or professionals working in a variety of informal education settings—usually receive little formal preparation to help them to effectively initiate change. This article draws from the field of entrepreneurship to suggest new ideas and approaches to address this need.

Connections between entrepreneurship and education are just beginning to be recognized in the literature, as documented in a recent literature review on entrepreneurship in education (Rios-Aguilar et al., 2006). Some of the studies identified in this literature review have begun to make connections between entrepreneurship and education at the conceptual level (Brown & Cornwall, 2000; Hentschke & Caldwell, 2005; Hess, 2006). Others have provided images of what it means to be entrepreneurial in the field of education, and the benefits that can be derived by doing so, by reporting the story of individuals who have been entrepreneurial in the field of education (Fisher & Koch, 2004; Leisey & Lavaroni, 2000). However, only a few of these contributions so far have involved empirical research studies. Among the exceptions we would like to mention a study by Eyal and Inbar (2003), where they developed a multi-dimensional model for school entrepreneurship and a method for measuring the extent of such entrepreneurship; a study by Eyal and Kark (2004), examining the relationships between transformational leadership and entrepreneurship in Israel's K-12 schools; and Rankin's (2002) study focusing on the entrepreneurial role played by the community college president.

The study reported in this article fills a gap in the current literature by beginning to explore how educators could use entrepreneurial attitudes and behaviors to be more effective change-agents and, as a result, add more value to their organizations and the clients they serve. More specifically, we will draw from the in-depth case-studies of six educators widely recognized in our community for the successful and worthwhile innovations they initiated. Based on the results of a systematic cross-case analysis, we will report on a few "entrepreneurial" attitudes and behaviors exhibited by most of these educators that contributed to their success as change-agents, and then briefly discuss the implications of these findings for the preparation of educators. Indeed, our findings reveal some striking parallels between the practices of the "entrepreneurial educators" we studied and business entrepreneurs, as well as some interesting differences. Thus, while recognizing the significant differences between educational and business contexts, this study establishes on an empirical basis the relevance of entrepreneurship for education and the preparation of new educators. More specifically, it suggests the potential of specific entrepreneurial attitudes and behaviors to improve the effectiveness of change-

1. Transforming ideas into enterprises that generate economic, intellectual, and social value *(Green, 2005)*
2. Pursuing and carrying out innovations *(Shumpeter)*
3. Perceiving an opportunity and creating an organization to pursue it *(Bygrave, 2004)*
4. Pursuing an opportunity without regard to resources currently controlled *(Stevenson & Jarillo, 1990)*
5. Specializing in taking judgmental decisions about the coordination of scarce resources *(Casson, 1982)*
6. Being able to evaluate and minimize risk within an organization *(Palmer, 1971)*

**Figure 1:** Alternative definitions of entrepreneurship.

agents in education and, thus, the value of exposing new educators in particular to relevant concepts and findings from the field of entrepreneurship.

## BUILDING ON THE LITERATURE ON ENTREPRENEURSHIP

Recognizing the potential of entrepreneurship to help educators become more effective agents of change requires first of all an appreciation that entrepreneurship encompasses much more than just "starting new businesses." A number of alternative definitions of entrepreneurship can be found in the literature—as illustrated by the selection reported in Figure 1.

Special kinds of entrepreneurs have also been more recently identified in the entrepreneurship literature. Of particular interest for education is the concept of *social entrepreneur*—that is, an entrepreneur devoted to creating organizations to solve social problems, rather than to generate economic value (e.g., Bornstein, 2004; Leadbeater, 1997; Theobold, 1987), who makes "innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs" (Mair & Marti, 2006, p. 36). This begins to challenge the common perception that entrepreneurship is all about making profits (although this may indeed be the main driving force for most business entrepreneurs) and thus irrelevant to education (where the goal is instead to serve/help and support human development). The concept of *intrapreneur* (Pinchot, 1986)—that is, an individual who is employed by an organization and yet is responsible for starting new ventures within that organization— is also of great appeal and relevance to education, given that most educators are employees within educational institutions. In what follows, we will use the term "entrepreneur" comprehensively to include these special types as well.

This multiplicity of definitions of entrepreneurship may at first be puzzling—and some authors, like Bygrave and Hoffer (1991), have identified the lack of an agreed-upon definition of entrepreneurship as a serious shortcoming for the development of entrepreneurship as a field. In contrast, we have found it useful. First of all, regardless of their differences, all these definitions suggest that entrepreneurship should not be limited to the starting of new businesses, but rather it is a concept that can be applied more broadly. Furthermore, each definition highlights important and complementary elements of entrepreneurship that are worth considering as we explore the relevance of this concept for educators.

Building on these definitions as well as the findings of an extensive literature review (as summarized in Rios-Aguilar, Khan, and Borasi, 2006), we would like to highlight the following concepts and findings that we found especially useful and used to inform our study:

a) *Vision.* Having a clear vision and being able to effectively share it with others has been identified in the literature as one of the key characteristics of entrepreneurs in general, and social entrepreneurs in particular. For example, Bygrave (2004) includes *Dream*—a term he chose to capture the idea of having a clear vision and being able to implement it—as the first of ten elements he identifies as most characteristic of entrepreneurs. Bornstein (2004) describes social entrepreneurs as "people with new ideas to address major problems who are relentless in the pursuit of their visions" (p. 1), individuals who are "possessed, *really* possessed by an idea" (p. 117) and are driven by a strong "ethical impetus" (p. 238).

b) *Engaging in innovations.* Shumpeter's seminal definition (see definition No. 2 in Figure 1) places engagement in innovation at the very core of what entrepreneurs do. Furthermore, this definition suggests that, in addition to developing a major enterprise (e.g., a new business, organization, or program), entrepreneurs may engage in "smaller" innovations—i.e., specific initiatives that add value—as an integral part of their everyday activity. Innovativeness was also identified as a characteristic of entrepreneurs by early empirical research on entrepreneurs' traits (e.g., Hornaday, 1982).

c) *Dealing with opportunities.* Perceiving and pursuing opportunities is explicitly mentioned in two of the definitions of entrepreneurship reported in Figure 1 (Bygrave's—No. 3—and Stevenson & Jarillo's—No. 4). Indeed, the literature on entrepreneurship suggests that one of the things that most characterizes entrepreneurs is their unique approach to opportunities, which involves both proactively seeking and being ready to seize opportunities. Indeed, a number of behaviors that are considered characteristics of entrepreneurs—such as quick decision-making and greater willingness to take risks (as discussed later)—are associated with what it takes to be opportunity-driven.

d) *Dealing with risk.* The centrality of risk-taking in the work of entrepreneurs is suggested by Palmer's definition (No. 6 in Figure 1), which focuses on this specific aspect. Research studies have been conducted on entrepreneurs' risk-taking propensity (e.g., Brockhaus, 1982; Busenick, 1999; Palich & Bagby, 1995). Interestingly, while other people see entrepreneurs as great risk-takers, some of this research has shown (Busenick, 1999) that most entrepreneurs would not characterize themselves as such; rather, they evaluate risk differently because of a combination of their knowledge, experience and high self-efficacy. Entrepreneurs also seem to give greater weight to the risk of "missing the boat" (i.e., missing an opportunity and the potential benefits it could produce) than the risk of "sinking the boat" (i.e., failing and its consequences)—as suggested by Brown & Cornwall (2000), who also point out that this behavior is counter to the incentives currently in place in most educational institutions.

e) *Dealing with resources.* Financial considerations are at the core of what business entrepreneurs do, as not only do they need to secure the necessary funding for any initiative they want to launch, but also new start-up businesses usually have to operate with very little funding (as captured by Casson's definition—No. 5 in Figure 1—which focuses on the management of scarce resources). Furthermore, Stevenson and Jarillo's definition (No. 4 in Figure 1) points to entrepreneurs' unusual way of dealing with resources—i.e., "pursuing opportunities without regard to the resources they currently control". This does not mean that entrepreneurs are reckless when it comes to funding, but rather that they are confident that they will find a way to secure the necessary resources—by taking on new debt, bringing in new partners, etc.—if an initiative is worth pursuing,

f) *Decision-making and problem-solving.* Engaging in innovation involves a lot of decision-making and problem-solving. Entrepreneurs are characterized in the literature as having a unique style of decision-making and problem-solving (e.g., Hornaday, 1982). First of all, as they are aware of the importance of not missing a window of opportunity, entrepreneurs tend to make decisions and solve problems <u>quickly</u>; furthermore, they are willing to do so with somewhat incomplete information if needed. Even more importantly, once they reach a decision or solution they implement it without delay. These characteristics are captured as *decisiveness* in Bygrave's (2004) list of ten key characteristics of entrepreneurs. Entrepreneurs are also likely to persist despite the many obstacles they may encounter (identified in Bygrave's list as *determination*) and to consider "out-of-the-box" solutions for problems.

g) *Dealing with growth.* Expansion is a key drive for entrepreneurs, whether it means continuing to grow a business or organization to achieve greater revenues and success (e.g., Kelley & Marram, 2004) or expanding one's sphere of influence to maximize the impact of their ideas/solutions as in the case of social entrepreneurs (Bornstein, 2004). The literature on entrepreneurship also points out how the size of an organization affects leadership structure and roles. As entrepreneurs grow their businesses, they also need to change their role and responsibilities. At key transition points, the leader of the organization will need to trade off some of his/her direct contact with—and, thus, ability to influence—the operations to take on higher level managerial and decision-making roles (Kelley & Marram, 2004). It is worth noting that not all entrepreneurs are able to make this shift successfully, and it is not uncommon for a successful entrepreneur to instead choose to pass on the leadership to someone else at a certain point and start all over again with a new start-up company.

It is also worth noting that the work on leadership and organizational development has relevance to these ideas of change and innovation in education. Indeed, the seminal work in organization development conducted by Senge and others in the 1990s offers some interesting parallels and contributions. Senge (1990) argues that to bring about change in a 'learning organization,' leaders must have a clear personal vision and must build a shared vision or common purpose in the organization; must develop shared discussion to generate collective learning; and must encourage organizational members to understand the underlying structures and relationships. Furthermore, he argues that rather than continuing to do the same thing organizational members often need a profound change in their thinking. Similarly, Argyris and Schon (1996) contend that organizations must undergo a process of "double loop learning" in which members of the organization set new priorities and develop strategies to reach new levels of learning. Finally, Schein (1996) argues that leaders must shape the culture of the organization and successfully deal with the environment to achieve organizational goals and improve organizational effectiveness.

Some researchers (Vecchio, 2003) have argued that entrepreneurial skills or traits are not distinct from those exhibited by leaders, but rather entrepreneurship is a type of leadership that occurs in specific settings. Others assert that leadership and entrepreneurship overlap but are distinguishable (Eyal & Kark, 2004; Czariawska-Joerges & Wolff, 1991). Perhaps the clearest distinction is made by Czariawska-Joerges and Wolff (1991) who argue that "entrepreneurship mainly fits contexts which are new and cannot be dealt with by means of experience or routine. Entrepreneurship is leadership in exceptional situations" (p. 533). Regardless of how this controversy is eventually resolved, we believe that educational leaders can benefit from entrepreneurial concepts and ideas as those summarized thus far—as demonstrated by the stories of the educators in leadership positions among our six case-studies.

## METHODOLOGY

This study is based on a multiple case-study design. According to Yin (2003), the case-study approach is a valuable tool when context is important, multiple data sources are used, and theory guides data collection and analysis. In this study, we employed case studies for exploratory purposes to address gaps in the literature about how entrepreneurship may relate to the field of education and the preparation of educators. More specifically, we used our case studies to address the following research questions:

1. What forms can entrepreneurship take on in education, across different fields and position, and what value can it add?
2. What "entrepreneurial" attitudes and behaviors do successful change-agents in education employ, and how?

*Data Sources and Data Collection*. The study involves case studies of six "entrepreneurial educators." Building on Green's (2005) definition of entrepreneurship (No. 1 in Figure 1), and a broad conception of education as promoting learning and development across the life span and in a variety of contexts (not just in K-12 schools), we have defined *entrepreneurial educators* as "educators who consistently transform ideas into initiatives that generate value for their organization and the clients they serve." Within the constraints of this definition, the identification of our case-study subjects was driven by two further considerations:

- We sought subjects who had engaged in numerous and transformative innovations.
- We sought diversity across subjects, especially with respect to their fields of specializations within education, the context within which they worked, and their role/position in the organization.

After identifying a list of local educators with a reputation for being successful innovators and agents of change, we conducted an initial interview with them to evaluate whether their "story" seemed rich enough to warrant in-depth study. Our final sample of case-study subjects included a former principal of an urban public elementary school (*Urban principal* hereafter); the assistant superintendent of a suburban school district, who had previously been a principal in the same school district (*Suburban school leader*); a teacher in an urban public elementary school (*Teacher*); the dean of a professional school within a private university (*Dean*); the executive director of a nonprofit organization providing learning and employment opportunities to individuals with disabilities *(Nonprofit CEO);* and the former owner of a for-profit company providing specialized educational services to corporations and professional organizations (*Traditional entrepreneur*).

Each subject was assigned to a team of two to three researchers for data collection and analysis. One member in each team had opportunities to observe and interact professionally with the subject in the past, and thus could contribute additional insights and information from that perspective.

A rich set of qualitative data was collected for each case study, including relevant artifacts (such as brochures or reports about specific initiatives, relevant news media, business plans/ grant proposal, the organization's website, just to mention a few) as well as verbatim transcripts from the following sequence of interviews:

1) A preliminary interview with the subject, to gather background information and to identify particular innovations s/he initiated.

2) A second interview with the subject, focusing on reconstructing the process followed in the case of a few specific innovations (as identified in the previous interview).
3) A third interview with the subject, focusing on gathering information about the attitudes, behaviors and skills s/he perceived as most important to accomplish her/his mission, as well as characteristics of the environment that most affected her/his performance.
4) Interviews with at least one of the subject's close collaborators, to gather their impressions about the attitudes, behaviors, and skills demonstrated by the subject as well as to triangulate information provided by the subject on specific initiatives.
5) *(when needed)* A fourth interview with the subject, to follow up on specific issues raised by previous interviews and their preliminary analysis.

Each of these interviews was guided by a detailed protocol to ensure consistency across case studies and lasted about 1.5 hours.

*Data Analysis*. All these data were coded through an iterative process using conceptual categories derived from the literature on entrepreneurship, yet also allowing for new codes to emerge as a result of the analysis (see Appendix for a list of the codes used). Given the large size of the research team, our training process involved training team members on the coding process, including a step in which we all coded the same document and then met to discuss any differences in interpretation of the codes. We used Nvivo7 to record our coding of the data and generate reports for each code. A "case-study database" (Yin, 2003) was then prepared for each subject by synthesizing the key information collected with respect to specific categories related to our coding. For the cross-case analysis, we used the case-study databases and the Nvivo7 data to identify cross-cutting themes across our six subjects.

### Trustworthiness

Several strategies were built into the study design to meet standards for validity and reliability, as discussed by Yin (2003). First, the team used multiple sources of evidence for triangulation purposes, including interviews with various individuals, artifacts, and in some cases reports of direct observations. Second, the analysis process included a subject check. The research team also tried to minimize errors and biases and, as a result, meet standards for reliability through the use of case-study protocols. In addition, having at least two people involved in the data collection and analysis of each case-study helped to minimize the risk of individual interpretations and biases.

## KEY FINDINGS

To address the first research question—i.e., "*What forms can entrepreneurship take on in education, across different fields and position, and what value can it add?*"—

we provide brief profiles of the six entrepreneurial educators we studied. Each profile is intended to give a sense of the context in which the educator operated, the kinds of innovations s/he engaged in, the value these innovations contributed to the institution and its clients, and how each subject went about the process of initiating one specific innovation. These profiles will also provide a context for the findings related to our second research question, reported in the next section.

## Entrepreneurship in Action: Profiles of Six Entrepreneurial Educators

### Urban Principal

This subject's decision to become a school administrator after 15 years as a successful classroom teacher was motivated by the desire to impact more children (what he referred to as "multiplying the effect"). He certainly achieved this goal, as according to some close collaborators in his 12-year tenure as principal he was able to "turn around" his elementary school, one of the poorest and most dysfunctional within an urban school district, into a place where both students and teachers wanted to be, and that offered some nontraditional yet very valuable support services to the students and their families.

This transformation was the result of a number of innovative and often unconventional initiatives, including changes in personnel and expectations, the introduction of a new preschool program for his students (which required him to build a new facility), the creation of a health clinic within his school, a partnership with a local university to better prepare teachers for urban schools (which allowed him to hire graduates from this program), and starting a local movement to control lead poisoning once he discovered how this affected many of his students.

The following example, which happened early on in his principalship, well illustrates how this Urban principal went about some of his unusual innovations. Soon after he started his job as principal, he immediately recognized the need to enhance the early childhood education of his students, as a critical way to "level the playing field" for them. However, his initial request to add a preschool program to his school was denied on the grounds that he did not have enough room for it. To solve this problem, he set out to build a preschool building on his campus! Making this dream a reality took incredible vision, perseverance, risk-taking, and collaboration. He looked for and secured funding from a major corporation in the city. He then partnered with a nearby technical school in the district to have their high school students build the frame structures for the new preschool and move it to his campus when it was ready. Once the building was delivered, based on extensive analysis he chose a Montessori preschool program, and his newly founded Montessori school was the first preschool in the state to receive national accreditation. Securing support from the district office for this initiative was not easy, but he was not afraid to even put his principalship on the line to secure approval, as he felt that without the support offered by a high-quality preschool program his students had little chance to succeed.

### Suburban School Leader

This subject is another remarkable example of a transformational school leader, as demonstrated by the changes she was able to institute in her school system, first at the school level as the principal of one of the elementary schools for nine years (where in the early 1980s she developed one of the first school-wide reading curriculum and established a new way to evaluate tenured teachers through a teacher-led portfolio review rather than observations), and then at the district level as assistant superintendent for instruction for another nine years (where she led the creation of district-wide curricula in all key subject areas, as well as mathematics reform at the K-12 level by participating in a major grant funded by the National Science Foundation). Many of her innovations had a lasting impact on the district, especially when she was able to "institutionalize" them by making them part of the everyday operations (as it was the case for example with the portfolio evaluation of teachers and the process of district-wide curriculum writing).

These changes, as well as her entire practice, have been guided by her vision that education should foster and enhance students' ability to think and problem solve and do so in a way that honors individuality—educating them for participation in a democracy. The strength of this school leader was not only her drive and ability to initiate worthwhile innovations, but even more importantly her capacity to bring them to fruition, by obtaining the buy-in of different constituencies, putting the right people in charge, finding and/or leveraging the necessary resources, and setting up systems to sustain those innovations overtime.

Rather than reconstruct how she developed a specific innovation, in this case we would like to report on this school leader's insightful analysis of the differences between initiating and carrying out innovations as a principal versus an assistant superintendent. As a principal, she was more able to be the person in charge, who could directly initiate and oversee the new initiatives she thought were needed. She also felt that her teachers and staff looked at her as *the* leader, and thus she could model for them the attitudes and practices she was hoping to institute. Her decision to take on the assistant superintendent position was motivated by the desire to impact more students and teachers, and make more lasting changes in the district. While she was able to achieve these goals, she also realized that in her new position she was a lot more "distant from the action," and needed to depend more on other people to lead specific initiatives. Because the personnel in the district looked at the superintendent as *the* leader, she also felt that she could not affect the culture of the organization as she had been able to do in her school in her role as principal.

### Teacher

The entrepreneurial teacher we chose to study is a veteran elementary school teacher who has shown resourcefulness and determination in providing her urban students with the learning experiences they needed to "level the playing field" and be successful in both school and life. Her success is documented not only by her students' ability to regularly score much better on state tests than their school average, but also by receiving prestigious awards such as New York Teacher of the Year and Disney Teacher.

Her innovations—which are too numerous for us to provide a comprehensive list—included the ongoing development of innovative instructional units and extra curricular activities for her students (including a multiday field trip at the end of each year, to enable many of her 2nd to 4th graders to go outside their city for the first time), the early adoption of technologies such as Internet and video-conferencing (often despite her school's inability to provide access to the necessary equipment), and the continuous reflection on and improvement of her pedagogical practices. She also felt compelled to extend her impact beyond her classroom through mentoring student teachers, presenting at conferences on her successful experiences, and even publishing elementary science instructional materials based on her classroom experiences.

The following initiative provides a good illustration of the vision, creativity, and overall persistency that this Teacher needs to constantly employ in order to successfully pursue her many and diverse innovations. Early in her career, she applied for and secured a $1,000 grant to produce with her 4-5th grade students large "New York State-shaped" cookie cutters to shape cookies that elementary students could decorate like a map and use to learn about geographical features of their state. The idea for this project first came to her as she read an article suggesting this activity and, since she could not find a cookie cutter big enough to carry out the suggested activities, she decided she would make one and sell it to other teachers. She had also initially intended to sell the cookie cutters thus produced as a way to support other classroom activities (such as their end-of-year field trip), only to discover—after the grant had been awarded—that the regulations would not permit her to sell this kind of product. However, she came up with the idea of producing a teacher's guide to explain how to use the cookie cutters for a geography lesson, and she got the granting agency's permission to sell these guides (along with a "free" cookie cutter!). Once this initial obstacle was overcome, she successfully engaged her students not only in the production of the cookie cutters and the writing of the accompanying teacher's guide, but also took her class through some of the key steps required to create a company that could produce and sell these materials—thus transforming this activity into an integrated unit addressing literacy, mathematics, geography, and business. This project required her to forge a new partnership with a local high school technology teacher and his students; as she was looking for how to produce the cookie cutters, she identified which high schools in her district had the needed equipment and did not hesitate calling the technology teacher in one of these schools and suggesting that they collaborate in this project.

### The Dean of a Professional School Within a Private Research University

When this subject was asked to take on the leadership of her School of Nursing, the school was experiencing some very difficult times. They were running a serious budget deficit, a number of programs were operating in deficit, there was not much innovation going on, and faculty productivity and morale was quite low. Indeed, the situation was so serious that the school was risking closure. Her nine-year tenure as dean resulted in a complete "turn around" of the school, as documented by tangible results such as resolving the original budget deficit and almost doubling the school's annual budget; moving the school from #28 to #13 in ranking with respect to NIH funding; increasing faculty by about 40% and students by over 30%; and receiving the Empire State Gold Certification, an award that recognizes educational institutions showing outstanding leadership and highly effective programs and practices.

This transformation was the result of a number of radical innovations this dean initiated, which included the closure of some programs (such as the traditional nursing undergraduate program) and the creation of new innovative ones (such as an "accelerated" one-year program designed to prepare students with a bachelor's degree in other fields and a Master in Nursing Leadership); starting a few successful for-profit enterprises—such as a travel health clinic and a Center for Life-long Learning offering continuing education courses to nurses; establishing the first Center for Nursing Entrepreneurship in the country; and the building of a new instructional wing.

The development of the new program in Nursing Leadership allows us to provide a glimpse into the process this Dean followed in pursuing these many significant innovations. The idea for this new master-level program came from identifying a potential new need for nurses to take on leadership roles in areas such as health promotion and disaster management, based on the innovative practice taking place in the nursing school's newly developed for-profit enterprises. The Dean identified this as one of her riskiest initiatives because the new program would "prepare graduates for jobs that were not yet there." Yet she trusted her instincts and, after having analyzed projected costs and revenues, decided to move forward with the new program. To minimize start-up costs for the new program (and, thus, financial risks), courses were initially taught as "extra load" by current faculty (including the Dean herself) and by a few adjunct instructors hired on short-term contracts. A first challenge in launching and implementing this new program came from having embarked in this initiative without the right "champion" to lead it; while a faculty member with relevant expertise was able to successfully write the initial proposal to the State, she was too busy with other projects to give her full attention to this program once launched. So, a new person had to be hired to take on the leadership, and this slowed down progress considerably. An additional challenge and decision point came as in the first two years the number of students enrolled in this new program were lower than expected; however, the Dean decided to give it a try for a couple more years, realizing that it would take a while before such a novel program could take hold—as indeed proved to be the case. This program is now very successful, and has provided the basis to develop one of the first Doctor of Nursing Practice programs in the nation.

### Nonprofit CEO

Over her 20-year tenure at the helm of an organization dedicated to serve blind and visually impaired individuals, this Nonprofit CEO has transformed her organization and multiplied its impact. This was the result of a number of bold moves, starting with the creation of new for-profit ventures that provided both meaningful employment to visually impaired people and new resources to enhance the specialized training and other services offered by her organization, and leading to a reconceived mission for the organization (from just assisting people who are blind and visually impaired to become self-sufficient, to also empowering them to contribute to their families and communities). Now her organization employs more than one hundred blind or visually impaired individuals each year in its various "business lines," and offers a wide array of training programs and support services for visually impaired individuals and their families (which are almost entirely supported by the revenues generated by the business lines and thus less dependent on the unavoidable uncertainty of grants and gifts).

To illustrate how this Nonprofit CEO approaches the development of specific innovations, we chose to briefly tell the story of how she established a new partnership with Goodwill. The idea for this initiative came about as she was visiting—in one of her many trips to discover new opportunities to serve her clientele—a Goodwill Store in another town where she saw people with severe disabilities sorting clothes and doing other tasks. She immediately realized that visually impaired people could do the same, and some initial inquiries also revealed that there were no Goodwill Stores in her town (or, in fact, in any but two other cities in her state). As she proposed to the Board her idea to establish a partnership with Goodwill, the first reaction was negative, as they were concerned about the potential implications of this association—especially as it would involve an affiliation with Goodwill that would require changing the very name of their organization. As an alternative, they suggested that they start their own thrift shop; however, the Nonprofit CEO convinced them that, in order to succeed in this venture, they really needed the expertise and recognition provided by Goodwill, and in the end they agreed to take that risk. The two stores they decided to open had a difficult beginning, as over the first seven years they lost a total of $700,000, although they also were able to further their mission by employing a number of blind and visually impaired individuals in the store; after a change in management, though, they were able to turn it around and now they have not only recovered all their initial losses, but make a profit of about $500,000 a year. Looking back, the CEO identified the main problem in this case as having initially put the wrong person in charge of this initiative.

### Traditional Entrepreneur

A former history teacher, our Traditional entrepreneur decided after several years of teaching to join a small firm providing specialized professional development services for companies; soon after, as the company was on the verge of bankruptcy, she and a colleague decided to buy the company and try to turn it around—and they did! Twenty years later, the company has grown considerably and is still very successful, having reached 35 employees and met their financial growth goals each year. As taking on a failing business, turning it around, and growing it, is one of the classic examples of developing an enterprise, how she and her partner did this provides us with insights on the entrepreneurial process as traditionally defined—and an interesting point of comparison with the innovations described in the previous case studies.

As the case-study subject and her partner realized that the company they were working for was in financial trouble and likely to close, they had only about a week to decide whether there was something they could do about it. The company had over half a million dollar of debt, but they thought they could turn it around by changing its focus and organizational structure. They believed there could be a great demand for organizing productive conferences/ meetings for professional organizations and corporations, as most of the meetings they attended were poorly run and thus rarely resulted in any learning for the participants. Despite the risk involved in taking on a company with such a large debt, the subject and her partner realized that if they did not do anything they would be out of a job anyway, and furthermore, based on their personal experience and knowledge of the market, both had a lot of confidence in their vision for the company, their ability to carry it out and the market opportunities for well-organized meetings.

As they refocused the company to organizing certain types of meetings, they hand-picked among the existing staff those whose skills fit the new focus and whose attitudes could help them turn the business around. To ensure that the staff would be fully committed to the success of the company and develop fiscally responsible behaviors, the two new owners also devised a compensation system including some profit sharing (based on a *Wall Street Journal* article she had read). Immediate and drastic reduction of expenses was also called for in order to reduce the huge debt they had assumed, which included a temporary cut in all staff's salaries (starting with the new owners). It took the company about a year before it repaid the debt and started to earn a profit.

Once established, however, the company did not stop their engagement with innovation, as they needed to continue to stay at the cutting edge in order to be competitive and successful. In addition to proactively seeking contracts that challenged them to innovate and grow, a few years later the company undertook a major reorganization as they decided to add a whole division (and a third partner) to be able to capitalize on recent technology developments that could revolutionize the way conferences were held.

## Entrepreneurial Attitudes and Behaviors Employed

When looking systematically across the six case studies, using as a lens the categories identified in the literature review section and our coding scheme (see Appendix), we identified some themes that will allow to address our second research question: *What "entrepreneurial" attitudes and behaviors do successful change-agents in education employ, and how?*

### Driven by a Vision

Perhaps the most clear-cutting theme across our six educational entrepreneurs is that all of them were driven by a particular vision or philosophy that was not only critical to their entrepreneurial initiatives but really shaped everything that they did and their "way of being." For example, the Nonprofit CEO consistently discussed her efforts "to prepare and empower people who are blind or visually impaired for self-sufficiency and effective contributions to their families and communities." Similarly, the Urban principal was described as someone who had a "much larger purpose in life," as he tried to holistically meet the needs of underserved students in order to enable them to learn and succeed in life. Like social entrepreneurs, these educators were motivated by some greater purpose, whether trying to change the way nurses were trained, providing opportunities to underserved students, educating students for democracy, or empowering individuals with severe disabilities. Even the Traditional entrepreneur, who as a business entrepreneur was also motivated by profit-making and expanding the company, clearly stated that achieving her vision for the company mattered to her more than simply making money.

In addition, most of these educators truly felt a sense of urgency linked to this vision. As such, their passion and persistence around their work was integrally linked to their underlying goals and philosophy. For example, her colleagues described the Nonprofit CEO as someone who did not do something halfway and always used the central goal of elevating individuals who were blind and visually impaired to guide her work; one collaborator also mentioned that her tenacity was what made her successful, because she would not give up on an initiative until she had successfully implemented it. According to one of the Urban principal's collaborators, "once he focuses on something that needs to be done, [he] almost attacks it with such a vengeance and such an aggressiveness that if you're not on board with him you really need to let him know." He viewed every project or initiative as one that would further his goal and remarked that it took a lot of courage and perseverance to be successful.

These entrepreneurial educators were also very good at persuasively communicating the importance of their initiatives in the context of their vision. Perhaps this ability, combined with their passion and persistency, is what enabled them to gain buy-in from others. Several collaborators mentioned that these educators could convince people of just about anything. In discussing the Teacher, one collaborator noted, "She is very determined and people who see her passion are willing to buy into her vision." Similarly, the Urban principal was described as one of the most engaging people this person had ever met, stating that "he could relate to any culture, any level." The educators themselves also believed that their honesty and passion benefited them in these circumstances.

### Relentlessly Engaging in Innovations

Our case-studies confirmed that effectively initiating and carrying out value-adding innovations was at the very core of all the six subjects' activity and a main contributor to their success. Despite their brevity, the vignettes provided earlier document the number of different initiatives that each of these change-agents initiated. Furthermore, those stories point out that these innovations did not always involve major and transformational changes, but rather were often "smaller" initiatives to address specific shortcomings or take advantage of opportunities to improve the overall quality of the services provided to their clients.

Our subjects differed somewhat, however, in terms of the role they played in coming up with the idea for these innovations. Two of the educators—the Urban principal and the Teacher—considered themselves and were considered by others to be "inventors," always coming up with new ideas that they would initiate to further their mission. In contrast, the Dean and the Suburban school leader reported that they mostly recognized and promoted good ideas brought to them by other individuals within their organization. The Nonprofit CEO had a more combined approach, as she identified herself as the one who initiated most of the ideas—because she always had her "radar" on, scanning her environment—but she also pointed out that she was always listening to the ideas of her employees and determining ways that she could build on or adapt these. The insights shared by the Suburban school leader, as she reflected about the fundamental differences in her roles as principal and assistant superintendent in the same district, suggest that these differences may be a function of one's position in the organization rather than personal inclination:

> [as a principal] at XX elementary school I was a lightening rod, I was a proposer. [As assistant superintendent,] I'm much more of a permission granter, resource provider, recognizer of good ideas brought in from other people. … I cannot affect change as directly at this role as I could with the principalship. Here, I'm completely dependent on others. As a principal, you're dependent on your teachers always, but I had daily contact with them, I could nudge that culture, I could move their thinking, I could help them get to the place where I thought we should all be. But here, I can't do that, I'm isolated. So I need other people to do that. (Suburban school leader)

### Being Alert to and Ready to Seize Opportunities

All the six entrepreneurial educators we studied were exceptional at recognizing and seizing opportunities—an element at the core of the entrepreneurial process, as identified earlier in our literature review section. They were all very aware of their environment and the field, and continually scanned it to identify unmet needs of their clients as well as new ideas for addressing those needs. For example, the Dean, Suburban school leader and Teacher all pointed out the importance for them to go to conferences and read a lot, to stay abreast with the new developments in their and other fields. The Nonprofit CEO was constantly visiting programs and agencies throughout the United States to gather new ideas, and described those experiences as follows:

> You have your antenna up and you are out there scanning the environment for what's going on and always being alert to opportunities and then taking advantage of those opportunities … you have to cast a big net to catch a few fish. (Nonprofit CEO).

While being alert to and able to recognize opportunities was critical to their activity, even more important was the way they reacted once they identified an opportunity that they thought could help them pursue their vision. They were all willing to make quick decisions so as not to miss the "window of opportunity," to commit to pursuing the opportunity even if they did not currently have all the resources needed to do so, and to take what other people might consider as significant risks in order to do so—all elements that we will address in more detail in the following subsections.

All six subjects also agreed that they usually recognized more opportunities than they would have the time, resources and capacity to follow. Therefore, they all recognized that evaluating whether an opportunity was worth or not worth pursuing was a very important part of their practice. Interestingly, only two of the subjects—the Dean and the Traditional entrepreneur—had established some systematic way to go about this evaluation. Ultimately, though, all subjects seemed to rely heavily on two things to make the final decision: (a) the extent to which the opportunity would enable them to pursue their vision, and (b) their "gut instincts." For example, the Teacher reported asking herself the following questions: "Can I get a lot of mileage out of academics, and can I get mileage in terms of kids being successful and having opportunities beyond what they would normally do?" Similarly, the Nonprofit CEO considered whether it was important to the mission and important to the margin before moving forward with a specific initiative. The reference to relying on one's "gut instincts" may be a little deceiving, as in all cases such instincts had been honed by extensive experience and knowledge of one's institution and field, and perhaps the expression was used to describe the result of a holistic evaluation of the situation that the subject was not able to fully articulate or explain.

### Not Constrained by Resources

An interesting commonality between the entrepreneurial educators we studied and more traditional entrepreneurs in the business world is that none of them let their available resources determine their decision of whether to move forward with a specific innovation—consistent with Stevenson's definition of entrepreneurship as "a process by which individuals pursue opportunities without regard to the resources they currently control" (No. 4 in Figure 1). Perhaps linked to their high levels of self-efficacy and past successes, our six subjects all seemed to believe that they would not have difficulty acquiring the needed resources once they had determined that a certain innovation was worth undertaking, as illustrated by the following representative quotes:

> I'm the type of person that says yes first, and then figures out how to do it later. (Nonprofit CEO)

> Don't worry about the money. [If] you have a good idea, people will support you. (Urban Principal)

> Whether you have the resources, whether you have the faculty … you can deal with those issues, those are easy. (Dean)

This uncommon attitude towards resources did not stem from an unconditional optimism, but rather can be linked to the confidence—based on past experiences as well as the belief in their vision—that they knew what they needed to do and whom they needed to work with for assistance. In the case of the Suburban school leader, she knew how she could reallocate resources or "free up funds" to implement an initiative by manipulating the district budget, which she thoroughly understood and had some discretion to adjust. In contrast, the Teacher had no control nor access to her school's budget, so she rather relied on securing "free" access to the needed equipment, facilities, expertise or other resources through networking, volunteers, fund-raising events, and when needed she also did not hesitate to contribute her own money. The Nonprofit CEO and the Urban principal looked for grants and gifts—funding sources that were not so easily available to the Suburban school leader and the Teacher, and not available at all to the Traditional entrepreneur. These observations suggest that the strategies our entrepreneurial educators used to secure the resources they needed was very dependent on their specific context and connections.

### Masters at Networking

In building support for their initiatives, most of these entrepreneurial educators relied heavily on their networks or connections to move their initiatives forward—as for example the Teacher was able to produce the Cookie Cutters thanks to the help of another high school teacher, the Urban principal relied heavily on partnerships and gifts in order to complete some of his major projects, and the Dean's success at fund-raising (a critical condition for building the new wing for her school) was due to her strong relationships with influential alumni. It is important to note that most of these entrepreneurial educators were not only good at "tapping" into their connections and networks, but more importantly they were excellent at developing those relationships in the first place, and devoted considerable time and energy to doing so.

### Making Quick and Timely Decisions

Perhaps linked to the urgency they felt and the windows of opportunity they had to work with, most of the educators considered themselves quick decision makers. As the Dean pointed out, "I don't stew over it or look for a lot of input." Similarly, the Traditional entrepreneur remarked that in times of crisis you must make a quick decision or potentially lose an opportunity.

Although quick decisions can sometimes have drawbacks, one collaborator noted that it was better for our subject to make decisions quickly even though she was only right 90 percent of the time. We also observed that most of our subjects put systems in place—whether formally or informally—to monitor whether the decision they made was working the way they wanted, or whether modifications were warranted. For example, the Dean set up some metrics for each of her major initiatives and monitored at regular interval if some key benchmarks were met in order to decide whether or not to continue a specific initiative.

### Creative Problem-Solving

Aligned with this quick decision-making, the entrepreneurial educators we studied were also highly skilled at problem-solving, finding ways to work around problems and identifying alternative strategies or approaches. No barrier was considered insurmountable. A few quotes may help illuminate these entrepreneurial educators' approach to problems:

> If you can't come by the front door, try the back door. If you can't get in the back door, try the side door. (Urban Principal)

> To be successful you have to learn how to get around something, under it or over it. There's always a way to get around the rules. (Teacher)

In addition, many of our subjects seemed able to approach problems as "opportunities" for innovations that could benefit the organization and/or its clients. For example, the financial crisis in the company where she worked became the opportunity to buy and reconceive of the company itself for the Traditional entrepreneur. Not finding a cookie cutter big enough to implement the geography activity she had read about became the stimulus for developing a very creative unit for the Teacher. And, discovering his students' pervasive problem with lead poisoning gave the Urban principal the impetus for starting a movement to contain and prevent lead poisoning.

### Confident Risk-Taking

When looking at some of the decisions our subjects made in the stories reported in the first section of the Findings, one may wonder at the risks they were willing to take on—as for example the Urban principal was willing to give up his position if he did not get permission from the central administration to move forward with the pre-school, the Traditional entrepreneur was willing to take on a significant debt along with the business, and the Nonprofit CEO took some big financial risks in some of her ventures. However, none of the subjects perceived and evaluated those risks in the same way as other people might have done in similar circumstances. As one of their collaborators pointed out in each case, both the Urban teacher and the Traditional entrepreneur would never embark on an initiative that they did not think they could successfully implement. Again, such an attitude may be due to the high levels of self-efficacy shared by all our subjects (and typical of most successful entrepreneurs more generally), as they described themselves as "highly competent," "having self-confidence," never thinking they would fail, and having a "gut sense" they would succeed. Another important factor, however, was also that they always considered the risk of "missing the boat" along with "sinking the boat"—for example, when asked about her feelings when she took on the leadership of a school with a significant deficit, the Dean said that she was not too concerned, as taking any risk in the circumstances was better than continuing to do what they were doing.

The case-study subjects rarely conducted a formal risk assessment. Perhaps this can be explained in part by the fact that many of the initiatives they chose to undertake did not involve large amounts of money—although there were always considerable personal and/or political costs at stake. However, especially in instances when the risk was high, these educators seemed to find ways to contain or alleviate the potential risks. For example, when the Nonprofit CEO wanted to open a retail store of second-hand goods, she brought in another agency as a partner to help them in this endeavor. The Traditional entrepreneur found a way to minimize risk by ensuring that their clients were half corporate, half association—as association clients had less resources but would not be affected by economic downturns. The Dean found ways to minimize the financial risk involved in embarking in new programs or for-profit enterprises by limiting new hires and using instead short-term employment contracts or current personnel.

### Importance of Being or Finding a Champion for Each Innovation

As revealed in the stories of the Dean's program in Nursing Leadership and the Nonprofit CEO's partnership with Goodwill, having the right person in charge is critical to the success of any innovation. Most often, the entrepreneurial educator him/herself will not be able to oversee all the details of implementing an innovation they want to undertake—in fact, of the six subjects we studied, only the Teacher, and the Traditional entrepreneur at the very beginning of her career, were able to take on the responsibility of implementing most of the initiatives they launched. In all the other cases, one of the most important responsibilities of the entrepreneurial educator was instead to identify and secure the services of the right person to lead the initiative—what some of them referred to as the "champion" or "shepherd." Indeed, when that did not happen, the initiative initially failed or ended up being considerably delayed until the right person was found and put in charge.

### Capitalizing on Crisis and Dysfunction

Several of the entrepreneurial educators we studied took advantage of crisis or disorganization in their institution as a way of moving their own vision and entrepreneurial initiatives forward. Two of them (the Dean and the Traditional entrepreneur) educators started at a point of crisis and stabilized the organization, while two others (the Teacher and Urban principal) operated in organizations that were constantly in a state of crisis and where, therefore, people were not as likely to be concerned about their initiatives or efforts.

We can see a connection between these findings and economists' claim that contexts characterized by uncertainty and disequilibria can encourage certain individuals to be "alert" and to seize opportunities (Kirzner, 1979) and, thus, times of crisis are often an opportune time for entrepreneurs to take advantage of society's (or the organization's) willingness to accept reforms (Duhl, 1990).

## Implications for the Preparation of Educators

The main impetus for our study of entrepreneurial educators came from the desire to empower educators to become more effective agents of change by capitalizing on entrepreneurship. Having learned more from our case studies about what it means and what it takes to be a successful entrepreneurial educator—as summarized in the previous sections—we can now move to address the question of what educators should learn about entrepreneurship, and how these learning goals could be best achieved. In this discussion, we will draw from both the literature on learning complex skills and dealing with student beliefs and one of the author's personal experience designing and teaching a semester-long graduate course entitled "Entrepreneurial Skills for Educators."

Looking back at what and how we learned about entrepreneurship, and how it affected our thinking and practice, we can identify two main and complementary components. First of all, we had to *come to appreciate that entrepreneurship has a lot to offer to educators*—until we did that (which meant overcoming our initial skepticism to this regard) we were not in a position to learn anything specific about and from entrepreneurship. Once this was achieved, we became quite interested and willing to *learn about specific entrepreneurial concepts and practices* that would help us become more effective at pursuing our mission.

We suggest that efforts at teaching entrepreneurship in the context of education should address both of these components, with the following implications in terms of what we may want to include in specific courses or professional development events:

1. *Coming to appreciate that entrepreneurship has a lot to offer educators.* To achieve this goal, it seems important to begin by introducing the broader conceptualizations of *entrepreneurship* proposed in the literature, to enable educators to realize that the application of entrepreneurship to education can be a lot more than starting new education-related businesses. Making explicit the parallels between agents of change and entrepreneurs is also important to enable educators to begin to consider the potential value of learning entrepreneurial concepts and skills as tools that could make them more effective at improving education. The value of entrepreneurship for education and, thus, of learning about it, can be best appreciated when seeing concretely how the use of entrepreneurial attitudes, skills, and behaviors has made some educators more successful and contributed to the overall goal of improving education.

2. *Learning about specific entrepreneurial concepts and practices*. We suggest that educators could most benefit from becoming aware of and learning to use the various practices and mindsets identified in the previous section, paying explicit attention to each of the areas of practice our analysis focused on (i.e., visioning, decision-making, problem-solving, dealing with resources, risk-taking, networking, dealing with growth) as well as the process of initiating a specific innovation. Although less critical, we also think it could be valuable for educators to become aware that factors within their environment—both at the macro-level of society, and at the micro-level of their own organization—may affect their entrepreneurial activity, and to identify what some of those factors might be. Similarly, one should expect that educators will be curious about what could be considered characteristic elements/traits of entrepreneurial educators; while this knowledge may be less useful in terms of affecting their practice, examining the characteristics of entrepreneurs identified in the business and social entrepreneurship literature may be a necessary step before moving to a more sophisticated analysis of what entrepreneurs do.

The learning goals articulated so far present some interesting pedagogical challenges, as they involve challenging (at least to some extent) existing beliefs about entrepreneurship and education, on the one hand, and learning new complex skills, on the other. Therefore, while lectures and readings about entrepreneurship and entrepreneurial educators may certainly assist in achieving these learning goals, they are not likely to be very effective by themselves.

First of all, the literature on beliefs and their implications for instruction warns us that students' beliefs are often quite powerful and resistant to change, especially when they are held unconsciously (e.g., Thompson, 1992; Borasi, 1990). Thus, it is important to provide opportunities for students to articulate their existing beliefs explicitly before presenting them with information that may challenge those beliefs, as well as to create vehicles to systematically compare their prior beliefs with the new knowledge presented to them so as to come to appreciate the possible need for modifying such beliefs. In the case of entrepreneurship, this means that we should not expect that simply presenting alternative definitions of entrepreneurship and entrepreneurial educators will be sufficient, but rather we should carefully design activities that would help students grapple with the implications of these alternative conceptualizations vis-à-vis the ones they have been holding.

A related additional challenge is presented when students do not yet have *images* for the new conceptualization presented to them, as these images may be necessary for them to truly understand the differences between *their* conception/beliefs and what they are asked to consider, as well as to help them anchor and interpret the more abstract concepts that we would like them to examine. This could well be the case when we ask educators to think of *entrepreneurial educators* as successful agents of change rather than the founders of education-related businesses. In-depth portraits and stories have been suggested as an effective vehicle to develop such images *before* students are asked to engage in more abstract and analytic analyses.

The learning and teaching of complex skills has been the focus of much research that can help us address more effectively how to empower educators to use the entrepreneurial practices identified by our study. For example, Collins, Brown, and Newman (1989) suggest that the learning of complex skills and practices is most effective when individuals first observe an expert *model* the targeted practice/skill (possibly with the opportunity to ask questions about what is taking place and why), then try out the practice/skill themselves in a scaffolded situation with the on-going support and supervision of an expert, and finally perform the practice/skill independently, although still with the opportunity to ask for feedback. Similarly, Lave and Wenger's (1990) concept of "legitimate peripheral participation" suggest that the learning of a complex practice often develops gradually overtime, as the student *works with* an expert at performing authentic tasks requiring the use of that practice, taking on progressively greater involvement and responsibility.

While the scope and duration of the entrepreneurial practices we are interested in teaching present some additional challenges (as, for example, it would unrealistic to expect an expert to "model" in front of a class most of the practices identified in the previous section, or for students to be able to engage in the process of initiating an innovation from beginning to end within the constraints of a semester-long course), these studies suggest the value of the following learning experiences:

- Inviting entrepreneurial educators as guest speakers, and/or having students interview entrepreneurial educators of their choice, with the goal of reconstructing in detail how they carried out a specific innovation (as a substitute for traditional "modeling").
- Engaging students as a class, under the direction of the instructor, in carrying out at the least the first stages of a new initiative that everyone in the class has some familiarity and investment in.
- Engaging students (individually or in small groups) in carrying out independently the first stages of a new initiative of their choice (for example, culminating with the decision of whether or not to pursue a specific opportunity, or with a business plan/grant proposal to fund the initiative).
- Using case discussions to involve the class in "quasi-genuine" decision-making and/or problem-solving, and then reflect on the strategies used and their entrepreneurial nature (or not).

An element that cuts across both of the dimensions discussed so far is the key role played by reflection. Indeed, we can expect that students will need to be offered multiple opportunities to make sense of what they are hearing, reading and experiencing in the learning experiences suggested so far, making connections with their past experiences and beliefs, and even more importantly drawing implications for their future practice. These opportunities for reflection can take many forms, including reflective assignment, shared journals or blogs, chat rooms, etc. One assignment we have found especially effective is a final written reflection where each educator in the course is asked to identify a few concrete ways in which what they learned about entrepreneurship in the course is going to affect their practice.

Finally, when considering options to include relevant entrepreneurial concepts and skills in the preparation of teachers, administrators, counselors, and other education professionals, it is important to take into consideration the logistical constraints of most programs preparing for a specific profession within education. Because of the many demands imposed by state or by accrediting agencies, many of these programs have little or no room for elective courses (such as the course on "Entrepreneurial Skills for Educators" we developed). In many cases, it may be more realistic to think of developing an "entrepreneurship module" introducing the basic ideas involved in the successful initiation of innovations, to be included in one of the required courses, to develop an initial "awareness;" ideally, the concepts and practices introduced in this module could then be revisited in other courses, for example, the preservice teachers engage in experiences such as developing plans for innovative lessons or units.

## CONCLUSION

With public schools and many other areas of education currently in a crisis, we need more educators—across all specializations and leadership levels—that are willing and able to lead innovations that will result in better services for their students and communities. While funding to education has always been inadequate to address all its complex problems, as we experience difficult economic times we can expect that such funding will be even more limited, thus increasing the need for entrepreneurial behavior and creative approaches to securing the needed resources.

The six educators we studied, as documented by the brief stories reported in this article, are certainly good examples of change-agents whose persistent focus on improving the lives of others was noteworthy and that we would want other educators to emulate. As a concrete step in that direction, we believe that programs preparing professionals in all areas of education could be strengthened by including the explicit consideration of the entrepreneurial attitudes and behaviors employed by these educators, as identified in this article.

Our study allowed us to identify a number of entrepreneurial attitudes and behaviors that at least some of our subjects used effectively to transform their institution and better serve their clients. While some of these practices are consistent with what educational leaders (although not necessarily other education professionals) may already be exposed to, others are rarely considered in educational contexts, yet could be of great value for educators who want to promote innovations in their institution. Among the latter group we would like to highlight the following: being attentive to one's clients as well as the field so as to be able to identify critical needs and innovative ways to address them—looking not only at the present situation but more importantly to where the field is going; being alert to and able to seize opportunities for improvement when they present themselves (which in turn may require quick decision-making and action, and the ability to secure resources outside of one's budget); engaging in the ongoing evaluation of the opportunities one has identified to decide if they are worth pursuing, based on one's vision and "gut instincts" honed by experience; when making decisions about whether to undertake a specific innovation, taking into consideration both "missing the boat" and "sinking the boat" types of risk, as well as strategies that could be used to minimize the risks one has identified.

We believe that employing these "entrepreneurial" attitudes and behaviors could indeed empower educators in various positions and diverse contexts to more effectively pursue change and, ultimately, fulfill their mission and vision. Developing an awareness of these practices, and their potential value, is a first and perhaps most important step—and we hope that the findings reported in this article will have contributed to achieving this awareness. At the same time, it will also be important to continue to figure out effective ways to enable both prospective and current educators to learn how to best use these complex skills, adding to the principles and considerations articulated in this article.

Perhaps most importantly, our in-depth study of six successful change agents in education has allowed us to establish, on an empirical basis, the relevance of entrepreneurial concepts and practices for education in general, and for the preparation of new educators in particular. Unfortunately, education has yet to capitalize on contributions from the field of entrepreneurship, because of the combination of a misunderstanding of entrepreneurship's scope of application, lack of awareness of what those contributions might be, and the distrust many educators have for any business application. We hope that the stories of the entrepreneurial educators featured in this article will inspire other educators, as it has inspired us, to overcome this reluctance and look at the field of entrepreneurship more broadly for valuable concepts and tools that can contribute to prepare educators to become more successful agents of change.

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## APPENDIX: CODING SCHEME

*(Items in boldface where added to or deleted from the original coding scheme in the process of analysis)*

1. Primary Subject Life & Professional History
2. Description of Initiative 1
   1. How Developed/Context
   2. Value Added
   3. **Emergent Initiatives (that developed out of this) (DROPPED)**
   4. Success of the Initiative/Outcomes
   5. Sustainability
3. Description of Initiative 2 *(same subcategories as above)*
4. Description of Initiative 3 *(same subcategories as above)*
5. Description of Initiative 4 *(same subcategories as above)*
6. Primary Subject's Entrepreneurial Process
   6.1. Recognizing/Evaluating Opportunity
   6.2. Motivation/Personal Benefit **(DROPPED)**
   6.3. Securing Resources
   6.4. Planning
   6.5. Implementation
   6.6. Challenges (at any point in the process) **(DROPPED)**
   6.7. **Securing sustainability (ADDED)**
7. Primary Subject's Characteristics and Practices
   7.1. Vision/Philosophy
   7.2. Marketing
   7.3. Finances
   7.4. Personnel/Team Building
   7.5. Risk Assessment
   7.6. Planning for/Dealing with Growth
   7.7. Decision-making
   7.8. Problem-Solving
   7.9. Developing an Entrepreneurial Culture
   7.10. Building on Networks/Connections (General Networking)
   7.11. Communication **(DROPPED)**
   7.12. Passion
   7.23. Persistency
8. Collaborators
9. Organizational Characteristics (of Primary Subject's Organizations)
   9.1. Facilitators
   9.2. Obstacles/hindrances
10. Other

NTNU – Trondheim
Norwegian University of
Science and Technology

# Characteristics and attitudes of successful entrepreneurs

A comparable study of Norwegian
entrepreneurs in Norway and in the US

Anita Kaur Mongia

NTNU School of Entrepreneurship
Submission date: August 2013
Supervisor: Lars Øystein Widding, IØT

Norwegian University of Science and Technology
Department of Industrial Economics and Technology Management

I have not failed.
I’ve just found 10,000 ways that won’t work.

*Thomas A. Edison*

NTNU
Det skapende universitet

# MASTERKONTRAKT
## - uttak av masteroppgave

### 1. Studentens personalia

| | |
|---|---|
| Etternavn, fornavn<br>**Mongia, Anita Kaur** | Fødselsdato<br>**24. aug 1985** |
| E-post<br>**mongia@stud.ntnu.no** | Telefon<br>**92861206** |

### 2. Studieopplysninger

| |
|---|
| Fakultet<br>**Fakultet for Samfunnsvitenskap og teknologiledelse** |
| Institutt<br>**Institutt for industriell økonomi og teknologiledelse** |
| Studieprogram<br>**NTNUs Entreprenørskole** |

### 3. Masteroppgave

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| Oppstartsdato<br>**08. feb 2013** | Innleveringsfrist<br>**16. aug 2013** |
| Oppgavens (foreløpige) tittel<br>**Attitudes and aspirations of Norwegian and US entrepreneurs**<br>**What are the differential effects of attitudes on Norwegian and US startups?** | |
| Oppgavetekst/Problembeskrivelse<br>What are the differential effects of attitudes and policies in Norwegian and US startups? What entrepreneurial attitudes decide if a startup is successful or if it discontinues? And what policies can motivate additional success rate? | |
| Hovedveileder ved institutt<br>**Førsteamanuensis Lars Øystein Widding** | Medveileder(e) ved institutt |
| Merknader<br>**6 uker ekstra p.g.a utenlandsopphold. + 1 uke ekstra p.g.a påske.** | |

## 4. Underskrift

**Student:** Jeg erklærer herved at jeg har satt meg inn i gjeldende bestemmelser for mastergradsstudiet og at jeg oppfyller kravene for adgang til å påbegynne oppgaven, herunder eventuelle praksiskrav.

Partene er gjort kjent med avtalens vilkår, samt kapitlene i studiehåndboken om generelle regler og aktuell studieplan for masterstudiet.

Boston 18 Februar 2013
**Sted og dato**

**Student** **Hovedveileder**

Originalen lagres i NTNUs elektroniske arkiv. Kopi av avtalen sendes til instituttet og studenten.

# Preface

This thesis is completed by Anita Kaur Mongia and constitutes the results of the 10th and final semester of the Master of Science program at the Norwegian University of Science and Technology (NTNU). This thesis is the final report in the course TIØ4945 – Innovation and Entrepreneurship, Master thesis. The research was completed during an exchange semester in Boston, USA, lasting from February to June 2013.

The interest in this research is based on questions raised from the author's personal experience from both the Norwegian and US entrepreneurial environment. Additional questions surfaced after completing a literature study during fall 2012. The empirical data for this paper was collected from 12 interviews of various entrepreneurs conducted during the exchange semester in Boston. The results gathered from the qualitative research was then put in a theoretical context and linked to findings from the Global Entrepreneurship Monitor (GEM).

The author would like to express gratitude towards her academic supervisor, Associate Professor Dr. Oecon. Lars Øystein Widding, at the NTNU Entrepreneurship Center for invaluable support and feedback. Special thanks are offered to Dr. Candida Brush for excellent feedback and knowledge of the subject, and for always being at disposal for advice and guidance. Her insightful observations and passion for the subject inspired and encouraged the author throughout the course of the research. She also offered great assistance when developing the research design, and when analyzing the gathered information.

The author would also like to thank the many entrepreneurs who offered their experience, knowledge and time when deciding to take part in the research. Their insights into, and experience within, the field of entrepreneurship in Norway and the US has offered great value to this research. Due to disclosure of sensitive information the individual entrepreneurs have decided to keep their identity and their company's, confidential, and their transcripts are therefore not included in this paper. Final thanks are offered to Helen Gjester at Innovation Norway for assistance with identifying possible entrepreneurs to interview.

The thesis still contains defects, mainly due to the limitation of the author. The results of this thesis require additional research and verification, but the author hopes that her and the entrepreneurs perspectives can add value to the subject of Norwegian entrepreneurs, their attitudes and their strive for success and serve as inspiration for further research.

Boston, August 16, 2013.

Anita Mongia

Anita Kaur Mongia

# Abstract

As entrepreneurial activity and economical growth are closely connected to each other, it should be desirable for any country to have a high entrepreneurial activity. It becomes important to evaluate the current status of the entrepreneurial situation in order to find areas that require improvement. Norway experienced an all time low measurement of entrepreneurial activity in 2012. The same year, the US experienced the complete opposite, an all time high in measured entrepreneurial activity since 2004. As it seems, Norway and the US have opposite results when it comes to entrepreneurial activity and the development. Due to the lack of research completed on the field of entrepreneurial activity in Norway it becomes a challenge to acquire the required knowledge that would allow the country to actually improve within the field of entrepreneurship. After having gained insight into the current entrepreneurial situation in Norway though the research findings of the Global Entrepreneurship Monitor (GEM) and an initial literature review, it became clear that certain attitudes and characteristics were associated with wanting to become an entrepreneur and that specific attitudes lead to successful startups. As both of these themes can be positively associated with the total entrepreneurial activity in a country, it became desirable to gain insight into potential differences or similarities between Norwegian entrepreneurs in Norway and Norwegian entrepreneurs in the US, in addition to looking at the potential difference between what is defined as successful or discontinued ventures. In this way the research compares the two different entrepreneurial contexts, as well as their impact on a successful outcome. Several hypotheses are composed and tested in order to gain insight into the entrepreneurial attitudes in Norway and their relation to success. The specific hypotheses tested are; H1: An entrepreneurial venture is more likely to not discontinue, in this case referred to as being a success, if the venture has obtained initial sales, received funding and is working with the startup fulltime, H2; Norwegian entrepreneurs display less motivation than entrepreneurs in the US and therefore are less persistent and less successful and H3; Norwegian entrepreneurs in Norway are less successful compared to entrepreneurs in the US due to low risk tolerance. Support was found for hypothesis H1, although no support was found for hypotheses H2 and H3. Although previous entrepreneurial research suggests the entrepreneurial activity being affected by the environment, this research does not confirm that. The variables researched seem to have an impact on success and discontinuance of a startup, but not on the specific country and environment of where it was established. This information is not able to explain why there is a higher level of entrepreneurial activity in the US compared to Norway other than that there is a more supporting culture for entrepreneurs, making it more desirable to become one. The findings suggest that Norwegian entrepreneurs in Norway have the same abilities to succeed as the entrepreneurs in the US. Additional research within the field of entrepreneurial motivation and aspirations in Norway might uncover additional reasons for not wanting to pursue entrepreneurial opportunities and rather be a fulltime employer. By gaining insight into the decision making process and reason comparing non-entrepreneurs to current entrepreneurs in Norway, this might lead to valuable information for potential policy improvement.

# Sammendrag

Siden entreprenøriell aktivitet og økonomisk vekst er linket tett opp mot hverandre, er det ønskelig for et land å oppnå høy entreprenøriell aktivitet. Det er derfor viktig å kunne evaluere den nåværende entreprenørielle statusen for å kunne finne områder som kan og gjerne må  forbedres. I 2012 oppnådde Norge den laveste målingen av entreprenøriell aktivitet siden 2004. Samme året, opplevde USA det komplett motsatte, nemlig den høyeste målingen av entreprenøriell aktivitet siden 2004. Det ser ut som om Norge og USA opplever gjennomgående motsatte målinger og resultat når det gjelder entreprenøriell aktivitet og utvikling. På grunn av mangelfull forskning innen entreprenøriell aktivitet i Norge, er det en utfordring å finne relevant kunnskap og informasjon som kan hjelpe Norge til å forbedre seg innen entreprenørskap og innovasjon. Mer innsikt i den entreprenørielle situasjonen i Norge ble oppnådd ved å gjennomgå informasjon gjort tilgjengelig av undersøkelser utført av Global Entrepreneurship Monitor (GEM), i tillegg til å ha gjennomgått en litteratur undersøkelse. Det ble da klart hvilke holdninger og kjennetegn som er relatert til ønsket om å bli entreprenør, samt hvilke holdninger som fører til suksessfulle oppstarter. Siden begge disse områdene kan positivt kobles to den totale entreprenørielle aktiviteten i et land, var det av interesse å få innsikt i potensielle ulikheter eller likheter blant norske entreprenører i Norge og norske entreprenører i USA. I tillegg utforskes de ulike definisjoner av suksess og nedleggelse av oppstarter. På denne måten sammenligner denne forskningsoppgaven to ulike entreprenørielle kontekster, i tillegg til hvilken grad de påvirker et suksessfullt resultat. Flere hypoteser har blitt satt sammen og testet for å kunne få innsikt i entreprenørielle holdninger i Norge og hvordan de relateres til suksess. De spesifikke hypotesene som er testet er; H1: An oppstart har større sannsynlighet for å ikke legge ned, i dette tilfelle også referert til som en suksess, hvis oppstarten har oppnådd første salg, mottatt finansiell støtte og har jobbet med oppstarten fulltid; H2: norske gründere er mindre motiverte enn norske entreprenører i USA, er mindre utholdende og derfor mindre suksessfulle; og H3: norske entreprenører i Norge er mindre suksessfulle sammenlignet med norske entreprenører i USA på bakgrunn av lav risiko toleranse. Hypotese H1 ble det funnet medhold i, men ingen støtte gis til hypotesene H2 og H3. Selv om tidligere forskning fremlegger at entreprenøriell aktivitet er påvirket av omgivelsene, finner ikke denne forskningen støtte for dette. Variablene som er undersøkt ser ut til å ha en innvirkning på suksess og nedleggelse av en oppstart, men ikke på det spesifikke landet og miljøet hvor oppstarten ble etablert. Den fremlagte informasjonen er ikke i stand til å forklare hvorfor det er det er mer entreprenøriell aktivitet i USA sammenlignet med Norge, bortsett fra at det er mer tilrettelagt og ønskelig å bli entreprenør. Resultatene foreslår at norske entreprenører i Norge har de samme evner til å kunne lykkes som entreprenør i USA. Ytterligere forskning innen entreprenøriell motivasjon og ambisjoner i Norge kan avdekke potensielle grunner til at så få ønsker å bli entreprenører i Norge og heller søker tradisjonelle jobb alternativer. Ved å oppnå ytterligere innsikt i beslutningsprosessen og begrunnelse bak valgene til entreprenører sammenlignet med ikke-entreprenører i Norge, kan man kanskje komme frem til verdifull informasjon når det gjelder mulige politiske forbedringer innen entreprenørskap.

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# 1 Introduction

Success is not final,
failure is not fatal;
it is the courage to continue that counts.

*Winston Churchill*

## 1.1 Research objective

Entrepreneurship, as a research field, has increased in interest and research publications the last 30 years and has a growing scientific community contributing to the field though conferences and publications (Bull, 1993). There is a lack of research developed to understand certain phenomena, especially on entrepreneurial performance (Shane & Venkataraman, 2000). Even though the overall research field regarding entrepreneurship is being increasingly recognized, there is a lack of both entrepreneurial activity and scientific publication contributed from Norway (Damvad, 2010). Most of the current research carried out within this field, especially in Norway, is based surveys and statistical analysis rather than empirical case studies (Damvad, 2010). According to the Global Entrepreneurship Monitor (GEM, henceforward) research, Norway reported in 2012 the lowest measure of total entrepreneurial activity since 2004 (Åmo, 2012). As entrepreneurial activity and economical growth are closely connected to each other, it should be desirable for Norway to increase their overall entrepreneurial activity. Due to the lack of research completed on the field of entrepreneurial activity in Norway it becomes a challenge to acquire the required knowledge that would allow the country to actually improve within the field of entrepreneurship. It becomes important to evaluate the current status of the entrepreneurial situation in order to find areas that require improvement.

Often, the best way to find ways to improve on something is to study an example of success. As mentioned, Norway experienced an all time low measurement of entrepreneurial activity in 2012. The same year, the US experienced the complete opposite, an all time high in measured entrepreneurial activity since 2004. As it seems, Norway and the US have opposite results when it comes to entrepreneurial activity and the development. The US was therefore selected as a country of reference when deciding to look into the entrepreneurial situation in Norway for this research. There are many possible themes and fields of interest that can be researched when trying to gain insight into the mindset of Norwegian entrepreneurs and the potentially information on where to make improvements in order to increase the overall entrepreneurial activity in the country. Initially, the purpose of this research was to get insight into the different effects that various attitudes and policies could have on entrepreneurial activity in Norway and in the US. It was also the intention to look into what attitudes that had an impact on whether or not the startup came to be successful or not. With focus on obtaining insights into the low Norwegian entrepreneurial activity, the aim was to be able to suggest policy improvements that could have a positive effect on success rate, and thereby the total entrepreneurial activity in the country. After having gained insight into the current entrepreneurial situation in Norway though the research findings of the GEM and an initial literature review, it became clear that certain attitudes and characteristics were associated with wanting to become an entrepreneur and that specific attitudes lead to successful startups. As both of these themes can be positively associated with the total entrepreneurial activity in a country, it became desirable to gain insight into potential differences or similarities between Norwegian entrepreneurs in Norway and Norwegian entrepreneurs in the US, in addition to looking at the potential difference between what is defined as successful or discontinued ventures. This way it would be possible to compare the two different entrepreneurial contexts, as well as their impact on a successful outcome. To sum up, the overall research objective of this paper is to add insight into the potential reasons for currently experiencing an all time low entrepreneurial activity in Norway. This is accomplished by selecting specific properties and characteristics related to successful startups, such as intentionality, resources, boundaries and exchange (Manolova, 2012). After having identified these characteristics, additional insight is offered by comparing Norwegian entrepreneurs in Norway to the ones in the growing entrepreneurial environment in the US.

As Åmo (2012) suggests, additional attention needs to be directed towards developing the entrepreneurial attitude in Norway in order to stimulate innovation and growth.

The main objective of this study is to test several hypotheses in a deductive explanatory manner. Added inductive and exploratory research from case studies aims to add empirical value to the research. These two types of data are combined with theoretical research using added value and the three data types are then triangulated for the purpose of final analysis and discussion.

To the author's knowledge, this research paper is the first of its kind to use empirical data based on this specific context, triangulated with GEM findings and existing research. Based on information obtained from the GEM research and from an initial literature review, several hypotheses are composed and tested in order to gain insight into the entrepreneurial attitudes in Norway and their relation to success. The specific hypotheses tested are; H1: An entrepreneurial venture is more likely to not discontinue, in this case referred to as being a success, if the venture has obtained initial sales, received funding and is working with the startup fulltime, H2; Norwegian entrepreneurs display less motivation than entrepreneurs in the US and therefore are less persistent and less successful and H3; Norwegian entrepreneurs in Norway are less successful compared to entrepreneurs in the US due to low risk tolerance.

The main purpose of this research paper is to meet the stated objectives in addition to verifying the correctness of the listed hypotheses. In addition to this, it is also in the interest of the author to increase knowledge within and offer an overall insight into the current entrepreneurial environment in Norway and thereby add understanding of the Norwegian entrepreneurs by academics, practitioners and policy makers, and hopefully offer potential improvements that can help increase the country's future total entrepreneurial activity.

## 1.2 Scope and limitations of thesis

In order to be able to gain insight into the mindset of Norwegian entrepreneurs and the information on where to make improvements in order to increase the overall entrepreneurial activity in the country, there are many different themes and subjects that needs to be researched. In order to maintain focus and add value within one specific field rather than trying to soccer too much as once and risk the possible information overload as a consequence, there are some limitations to this research. First of all, the research will have a main focus on Norwegian entrepreneur, both in Norway and in the US. The research done about the US entrepreneurship environment is only meant to be supportive in ways to find possible ways to ultimately increase the overall entrepreneurial activity in Norway. In order to get a better understanding of how to possibly increase entrepreneurial activity in Norway, this research focuses on the human capital that could have an impact on increasing the success rate of entrepreneurs. The two groupings of status for an entrepreneur are therefore divided into successful and discontinued. The research will also be limited by focusing on entrepreneurs within 3 main industries in order to increase the validity of the results and comparisons. More about definitions and additional research limitations is presented throughout the research paper.

## 1.3 Structure of thesis

This thesis is overall structured as a typical research paper, where the introductory section is followed by an insight into the theoretical context of the research, in this case an overview of the entrepreneurial environment and entrepreneurial characteristics in Norway compared to that of the US. This section will also include definition of entrepreneurial success and present and how to best achieve it. By using the theoretical background, hypotheses are formed in order to meet the overall research objectives. This section also presents limitations related to the research and the applied methods. The following section presents the research design and methods applied throughout the study in order to increase trustworthiness, validity and reliability of the research design and results.

Following the section on methodology is the section presenting a short version of the results obtained from the empirical research. Thereby the hypotheses are addressed and so is their validity by triangulating them with the theoretical implications with the empirical findings. The hypotheses analyzed and discussed in their relevant context and future implications are addressed alongside a final concluding statement. In closing the paper offers suggestions to further research that could add value to this research in addition to increase understanding, knowledge and potentially activity of entrepreneurship in Norway.

# 2 Theoretical background and hypotheses

“In order to succeed,
your desire for success should be greater
than your fear of failure.”

*Bill Cosby*

The land of opportunities. The American Dream. If you make if there, you can make it anywhere. This is a common perception of the entrepreneurial mindset and environment that is present in the U.S. Most people, who came to the U.S, were forced to be entrepreneurs, in order to make a living. And history gives us several proofs that the entrepreneurial and innovative mindset was and still is present and allows for economical growth and development; the Wright brothers, Graham Bell, Benjamin Franklin, Rockefeller, Walt Disney, Bill Gates, Steve Jobs, Ralph Lauren, Martha Stewart and Mark Zuckerberg. Most people have heard of these entrepreneurs, inventors and icons.

Norway on the other hand, is less known for its innovators and entrepreneurs. As the world 5th largest exporter of oil and the worlds largest producer of Atlantic salmon, Norway is less dependent on small businesses to drive the economy. Most companies in Norway do not grow large and international (Hipp, 2011). Norwegian companies tend to rather grow large domestically, export in the EU, get acquired or stay small internationally. For over a century, companies have ventured internationally only after having established themselves in their home market (Isenberg, 2008). This trend is slowly changing, as there are more global entrepreneurs starting international companies in order to serve a larger market and to gain competitive advantage. Since the Norwegian market is so limited, globalization of companies would seem as the natural growth option.

Entrepreneurs are often said to have a certain quality to them as opposed to those to decide to be gainfully employed and not pursue opportunities. This certain quality is often related to the characteristics of the entrepreneur, with focus on their aspirations and attitudes towards entrepreneurship and opportunities. When discovering that the U.S. had a higher level of entrepreneurship activity than Norway, the questions of whether or not Norwegians had this certain required quality arose. When looking at definitions of an entrepreneur and research characteristics of Norwegian entrepreneurs and the U.S. entrepreneurial environment, the main definitions of entrepreneurship and entrepreneurs seemed to coincide with the definitions of entrepreneurs in the U.S. It seemed as though Norwegians are less entrepreneurial when compared to the U.S. and have a less supporting culture for becoming entrepreneurs.

## 2.1 Definition of entrepreneur and entrepreneurship

In order to gain insight into the various characteristics and properties of entrepreneurship, it is important to have an understanding of what an entrepreneur is and does. Throughout time, there have been various definitions as to what an entrepreneur is and what it entails to be an entrepreneur. Entrepreneurship, according to Harvard Professor Howard Stevenson

(Eisenmann, 2013), is the pursuit of opportunity beyond ones controlled resources. Entrepreneurs are the ones realizing these new opportunities by using the, often limited, resources available. This often implies that there is certain amount of risk is involved, as the resources are beyond the entrepreneur's control. Some say that entrepreneurship and the mindset is something you are born with, there amongst Alan Jacobowitz (Cohen, 1980), while others believe these attributes and skills are somehow teachable (Kao, 1989). Jacobowitz (Cohen, 1980) believes that entrepreneurs share certain personal characteristics, while Kao on the other hand holds that "entrepreneurship is environmentally determined" and therefore possible to learn. If the entrepreneur and the entrepreneurial activity, as Kao suggests, is environmentally determined, then this activity surely must vary between various environments, for example different markets and countries. He also claims that capital availability, mechanisms for realizing value, and availability of other resources namely human resources, information resources such as libraries and data banks, and infrastructure resources such as inexpensive space and other factors play an important role as the whether or not the entrepreneurial activity occurs or not (Kao, 1989). By combining Jacobwitz's view that entrepreneurs indeed do share certain personal characteristics with Kao's view that entrepreneurship is teachable and environmentally determined, this initial comparable study of the characteristics Norwegian and U.S. entrepreneurship sets out to find the main entrepreneurial differences by taking a closer look at entrepreneurial attitudes and properties. In order to do so, a clear definition of entrepreneurial attitudes and aspirations (characteristics) and opportunities is required.

There is a clear connection between the entrepreneurial attitude and the entrepreneurial activity in a country (Åmo et al., 2010). There are several different views on how entrepreneurial activity is carried out, where especially Schumpeter and Kirzner are central views. Schumpeter believed that entrepreneurship was a consequence of changes in the economical system, the creation of preconditions for commercialization of innovations and the task of the entrepreneur was to create profits by producing and distributing good and services (Kirzner, 1999). He meant that there was an unbalance in the economical system, and that the entrepreneur created balance by being disruptive. Kirzner on the other hand, meant that the entrepreneur do not create unbalance, but rather is alert and sees possibilities (Kirzner, 1999). In other words, Kirzner believes that the entrepreneur is one that sees possibilities, but does not necessarily act on them. This research combines these views and when referring to entrepreneurial characteristics, the reference includes the functional attributes and aspirations of people who have already decided to pursue an opportunity, in addition to people with future aspiration to pursuing perceived entrepreneurial opportunities. David Burnett (Burnett, 2000) claims that entrepreneurs, by definition, need an opportunity and the willingness to become an entrepreneur in order to become entrepreneurs. In addition, Ireland (2003) adds that the identification of opportunities is key for creating value, which is most often the desired outcome for an entrepreneur.

Schumpeter (Landström, 2000) summed up the characteristics of an entrepreneur to being a person with a desire and intention of building a personal kingdom through the joy of creating. He also characterized the entrepreneur as having a drifting nature and being aggressive. Kirzner added that the entrepreneur needs to be active, alert and creative. The entrepreneur is identified as being more individually oriented than people who are not entrepreneurs (Beugelsdijk et al., 2005), and more open to risk and uncertainty. The entrepreneur has the ability to focus and to take advantages of such uncertainties (McGrath and MacMillan, 2000).

An entrepreneur is said to have or need to acquire specific capital (Burt, 2000) in order to pursue the perceived market opportunities. This includes financial capital (monetary), social capital (relationships) and human capital (natural abilities). This paper will make use of human capital when referring to entrepreneurial characteristics. The human capital includes the attitudes and aspiration that drives a person to pursue entrepreneurial opportunities. When looking at entrepreneurs, the human capital factors in this study refer to the persons perception of opportunities, the ability and intention to pursue opportunities, the capabilities needed to do so, the fear of failure related to the opportunity and international orientation. These individual characteristics are often influenced by the social, cultural and economic environment that surrounds the entrepreneur, which is why entrepreneurs from the same country often share the same characteristics. Berglann (2011) adds that factors like occupational qualifications, family resources, gender, and work environments have an effect in whether or not people decide to become entrepreneurs or not.

There are some main entrepreneurial characteristics that differentiate Norwegian entrepreneurs from the U.S. ones and therefore are believed to have an impact on the increasing difference in entrepreneurial activity in the two countries. The Global Entrepreneurship Monitor (GEM) has collected information regarding various nations entrepreneurial aspirations and attitudes, which will be applied here in order to identify potential differences that Norwegian entrepreneurs might have or lack compared to U.S. entrepreneurs. Comparing these results to the empirical findings on Norwegian entrepreneurs in Norway and the US aim to offer more insight into the impact of the entrepreneurial context and its relation to success. In order to uncover potential differences between the Norwegian entrepreneurs in Norway and the ones in the US, an insight into characteristics of internationalization is also explored.

By looking at four dimensions of human capital; international business skills, international orientation, perceptions of the environment, and demographic characteristics, studies show that only environmental perception and self-assessed capabilities in international business skills determine the decision to internationalize (Manolova et al., 2002). These human capital factors are unique to the entrepreneur and inimitable, and can therefore impact the possible international orientation of a startup.

Research on internationalization (Manolova et al., 2002) suggests that there is no link between the decision to internationalize and the entrepreneur's age, education, tenure or gender. On the other hand, there is a strong connection between personal factors, such as business skills and environmental orientation, and the international scope of the business. For an entrepreneur having international experience and skills in addition to positive environmental perceptions, the act of internationalization propose less amount of uncertainty than to those entrepreneurs who do not have these skills. Environmental perceptions mainly refer to the assessment of the entry market and surroundings that affect entrepreneurship along with legislations, technology etc.

But what differentiates an entrepreneur from different parts of the world, and are the types of entrepreneurs and entrepreneurship somewhat similar and transferable to other markets, countries and entrepreneurial opportunities? And more importantly what defines a Norwegian entrepreneur? And if entrepreneurship and entrepreneurs are in fact environmentally determined, can the attributes and skills that Kao speaks of be transferred from one environment to another in order to pursue entrepreneurial opportunities? This research uses the entrepreneurial definition presented by Kao and in order to find out more about internationally oriented Norwegian entrepreneurs in the U.S., additional information about U.S. and Norwegian entrepreneurship is required. In order to gain more insight into the entrepreneurial situation of the two nations and possible prerequisite to success, comparable results from the GEM research is presented.

## 2.2 Global Entrepreneurship Monitor

The Global Entrepreneurship Monitor (GEM) is a research program aiming to harmonize the cross-national data sets on entrepreneurship. The project is an annually assessment of the entrepreneurial activities in wide range of countries, that includes the aspirations and attitudes of individuals in these various countries. The program was initiated by Babson College and London Business School in 1999, and has gone from covering 10 countries to nearly including over 100 nations around the world.

The GEM program differs in the way it studies the behavior of the individual entrepreneur, related to starting and managing a business (Global Entrepreneurship Monitor, 2013). This approach gives a more detailed view of entrepreneurship, and allows for comparing specific nations to each other. The GEM program is the largest research conducted on entrepreneurial dynamics in the world.

Understanding national growth is closely related to entrepreneurship, which is one of the main forces shaping the changes in the economic environment (Brush et al., 2009). The GEM reports focuses mainly on three objectives:

- to measure difference in the level of entrepreneurial activity between nations
- to uncover factors determining national levels of entrepreneurial activity
- to identify policies that may enhance national levels of entrepreneurial activity

GEM uses a model in order to explore the link between entrepreneurship and economic development. This model is made up of various key elements that are researched, compared and analyzed. The model uses a distinction between phases of economic development, which also can be related to Porters "factor-driven economies", "efficiency-driven economies" and "innovation-driven economies" (Global Entrepreneurship Monitor, 2012), and describes under which conditions entrepreneurship and innovation can succeed.

Looking at the GEM model (Figure 1), there are certain areas that are more interesting when looking at differences in entrepreneurial characteristics between two nations. When using the GEM model and the comparing the results from Norway and the U.S from various years, the main focus will be on attitudes, the social and cultural context, in addition to the cultural and social norms. By looking at the GEM model, this includes the GEM national expert surveys (NES), and the GEM adult populations Surveys (APS). The NES monitors and measures the entrepreneurial framework conditions (EFC), and are completed by more than 36 experts within each GEM country. There are nine EFC's, and include the measurement of a country's:

- Finance
- Government policies
- Government programs
- Entrepreneurial education and training
- R&D transfer
- Commercial and professional infrastructure
- Internal market openness
- Physical infrastructure and services
- Cultural and social norms

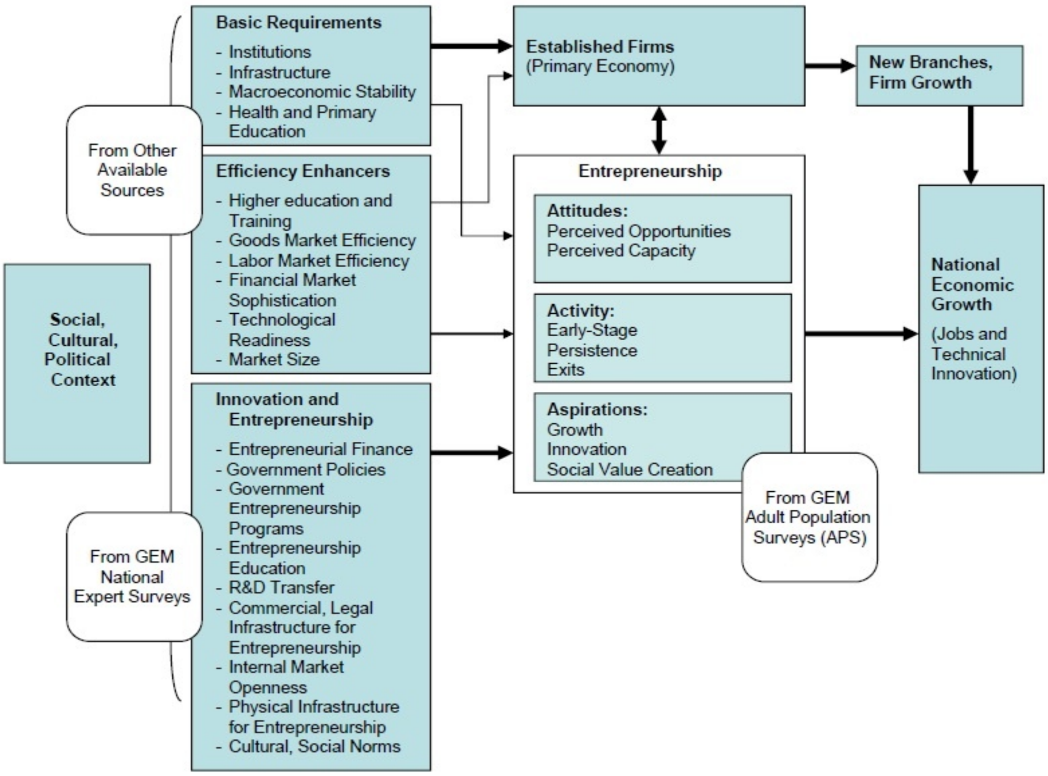


**Figure 1 - GEM model (Global Entrepreneurship Monitor, 2013)**

Although there are several aspects of entrepreneurship that can be compared, the main focus for this research are the characteristics of the entrepreneur themselves and the potential differences identified in the two countries of interest, the U.S. and Norway. The information gathered from the GEM and the main part of the entrepreneurial comparison, is mainly obtained from the APSs. The APS is a broad questionnaire completed by over 2000 adults in the individual countries, with a purpose of collecting information of the entrepreneurial activity, attitude and aspirations (Global Entrepreneurship Monitor, 2013). The main purpose of the GEM reports is to give an overview and measure the individual involvement of entrepreneurs in the creation of new ventures. This is the clear advantage of using the GEM reports. This enables research to be done on various characteristics that differentiates entrepreneurs in specific countries from each other.

The GEM reports were favored over the Kauffman Index of Entrepreneurial Activity (KIEA), the National Establishment Time-Series (NETS) Database, the World Bank Group Entrepreneurship Survey, the Bureau of Labor Statistics data and the OECD Eurostat Entrepreneurship Indicator Programme based on current and available comparable measurements of entrepreneurial motives and activity in the two selected countries. The GEM focuses on the characteristics of the nascent entrepreneur, and allows for a comparable study. The main focus will be on compare the entrepreneurs':

- Aspirations:
  - growth expectations
  - international orientation and
- Attitudes and perceptions:
  - perceived capabilities and opportunities
  - fear of failure rate
  - entrepreneurship as a desirable career choice
  - entrepreneurial intentions

In order connect the attitude and aspirations of the entrepreneur to the cross-national entrepreneurial activity, the total entrepreneurship rate (TEA) and the nascent entrepreneurship rate are compared. The total entrepreneurship rate will reveal information about the entrepreneurial activity level and the background for nascent entrepreneurs to pursue entrepreneurship as a career path.

There are several aspects of the entrepreneurial environment, such as political, market and financial, that has not been the main focus throughout this comparison. These aspects do of course have an impact on the entrepreneur, and it is assumed that they have been accounted for in the results of the GEM reports. As mentioned, the GEM is unique in the way it focuses on the individual, taking the surrounding aspects into account, but still focusing on the attitude and aspirations of the entrepreneur, in addition to the social and cultural context. That way, the GEM reports give a good overview of the attitude of the entrepreneur, without having to explore the surrounding market as well as the political and financial restrictions. It is assumed that these aspects already have been accounted for, as the reports are completed for and by each individual country. Using the GEM reports, therefore, gives a good overview of the individual entrepreneur in the respective countries.

The comparison carried out will try to represent the differences in these entrepreneurial attitudes and aspirations. The results will then be further discussed and related to relevant theory in order to increase understanding of comparison and differences. In order to get an overview of the main differences between entrepreneurial activity in Norway and in the U.S., the GEM reports and results from 2012 from both nations have been studied and compared. The Global and national GEM reports from 2009 to 2011 have also been considered when assessing the entrepreneurial characteristics of these two countries, especially when using statistical information. The selection of reports is based on the latest reports available and also the advantage of getting access to research done in the aftermath of the financial crises of 2008.

Numbers and statistics from the online GEM database have been applied throughout the research in order to get an overview of the entrepreneurial trends (over time) and comparable characteristics (between Norway and the U.S.). These numbers are available in all GEM reports and also through the online GEM data visualization and dataset download.

### 2.3 Entrepreneurial context and characteristics compared

There are several similarities and differences that immediately come to mind when comparing two countries such as Norway and the U.S. The most obvious differences are the size of the countries themselves, its population, language, economic inequality, (Noyes et al., 2010), measurement system and governments. The U.S. is a market-oriented economy, while Norway features a combination of free market activity and governmental regulations. Some of the similarities are that both of the countries are developed, western, innovation-driven countries. Another less known similarity between these two countries is their level of entrepreneurship activity has taken a very different direction for these two nations.

When comparing entrepreneurial activity in various countries, the focus most often is on the infrastructure and the economy of the country. When comparing aspirations and attitude the focus is on the entrepreneur and its intentions and background. Besides the entrepreneurs themselves, entrepreneurial activity is dependent on several external factors such as regulations, culture and economic situation. In this case the focus is on the entrepreneur in specific, and the reason for why some entrepreneurs are internationally oriented when some are not. The background for such intentions can be compared to the entrepreneurial intentions certain people have to become entrepreneurs in the first place. These intentions will be further analyzed in order to identify the major differences between Norwegian entrepreneurs and the ones in the U.S. in order to shed more light on the results from the GEM comparison of the two nations.

Norway, compared to other similar high-income level nations, has a high level of entrepreneurial activity. When comparing a country's GDP and TEA, it is important to keep in mind that due to Norway's dependency of the prices of raw material, especially fish and oil, the basis of the comparing might differ from the country it is being compared to. Major changes have resulted in an increase in the entrepreneurial activity in the U.S., while Norway have been affected by an all time low score since 2004 (Åmo, 2012).

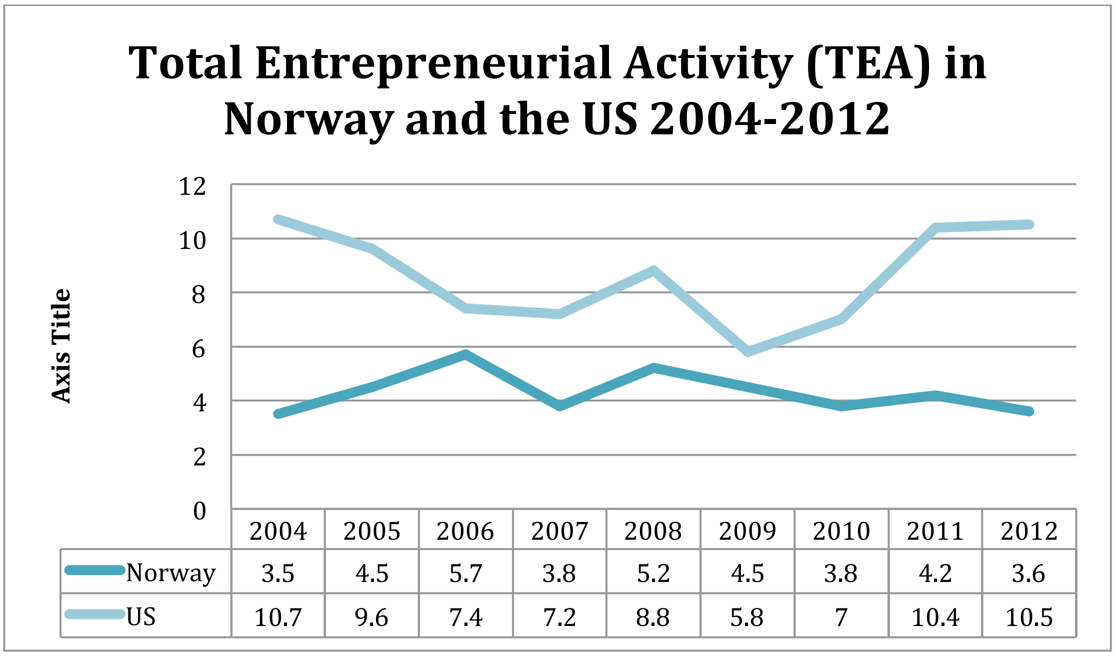


**Figure 2 - Total Entrepreneurial Activity in Norway and the US 2004-2012**

These results are not only due to entrepreneurial activity, but are also affected by international conjunctions and technology development in various parts of the world. Norwegians are less content with political prioritizing when it comes to entrepreneurship than entrepreneurs in the US. In Norway there are less market hindering than perceived in the US. Norwegian entrepreneurs also believe they have easier access to capital than U.S. entrepreneurs, which should give them an advantage when deciding to pursue entrepreneurial opportunities (Noyes et al., 2010). Even though it does not seem as though there is a strong difference between the entrepreneurial activity in the two countries, the reality is that the U.S. has almost twice as much entrepreneurial activity as Norway the last years. Even though entrepreneurial activity varies with economic development (Lange et al., 2010), there may be several additional explanations as to why there is such a major difference. The Global Entrepreneurship and Development Index (GEDI) looks at the entrepreneurial activity of countries in light of its economic and social conditions. This captures the changes in entrepreneurial activity, with respect to the not only the entrepreneurs themselves, but also their surroundings. In 2011, the U.S. was ranked third of the 10 most entrepreneurial countries, while rising to be the most entrepreneurial nation in 2013. (Ács et al., 2013). For comparison, Norway is currently the 10th most entrepreneurial country, decreasing from 9$^{th}$ place in 2012.

When looking at the entrepreneurial intentions of entrepreneurs from Norway and the U.S., a similar jump in 2011 can be found here as in the TEA. From 2008 to 2010, both countries had comparable level of intentions when it came to wanting to start a business (excluding the ones who are already involved in entrepreneurial activity) in the next 3 years (Global Entrepreneurship Monitor, 2012). In 2011, the intentions of future entrepreneurs in the U.S. increase, similar to the total entrepreneurial activity. This indicates that the total entrepreneurial activity will continue to increase in the U.S., assuming the intentions of the future entrepreneurs in the U.S. follow through. So, there is a higher level of entrepreneurial activity, and more people have intentions of starting a business in the U.S. When it comes to attitudes and perceptions, there are more factors differentiating the two nations. There is a clear positive connection between a country's entrepreneurial attitude and its entrepreneurial activity level (Åmo et al., 2011).

Entrepreneurship is considered to be a desirable career choice, both in Norway and in the U.S. In Norway this number is continuously decreasing, indicating that less people consider it a legitimate career. When looking at the fear of failure, Norway and the U.S. display different results. Having had a similar fear of failure rate the last couple of years, Norway is currently displaying a higher fear of failure than in the U.S. (39% versus 32%). This may be closely linked to the Norwegian entrepreneurs not believing that they have the required capabilities needed to pursue the available entrepreneurial opportunities. Norwegian entrepreneurs have for a long time displayed a lack of perception when it comes to having the right skills and knowledge to start up a business. Only 34% believe they are able to start a business in Norway, compared to 56% in the U.S. This lack of belief may be linked to the low level of motivation that is displayed by Norwegian entrepreneurs. Comparing the motivational level of the two countries, the U.S. has the highest score (4.0), while Norway comes out with the lowest score (3.0). Summing of these results, it is evident that the entrepreneurial motivation and intentions in Norway are lower than in the U.S. Combined with a higher fear of failure rate, these factors may be the reason behind the difference in TEA in the two countries. These major changes have occurred the last years, and may have been affected by the aftermath of the financial crisis. It seems at though the Norwegians are not looking to take chances at the moment due to their current stable economic situation.

One of the major differences and changes that are evident when it comes to entrepreneurs from Norway and the U.S. is their perception of opportunities. The two nations shared perceptions of available opportunities in their market in 2008, but ever since the economic instability that the following years, there have been significant, maybe somewhat unexpected, changes related to the number of opportunities people believe are available in the market. In Norway this number has increased significantly, whereas it in the U.S. decreased slightly in 2009 as a results of the financial turmoil and slowly increasing the following years.

Norwegians believe there are an increasing number of opportunities available in their market, whereas the beliefs in their capabilities to pursue these opportunities have decreased at the same pace. With believing they lack the capabilities, only 1 out of 5 Norwegians pursue their ambitions and opportunities. In the U.S. it is the other way around. They believe they have the required capabilities, but that there is a lack of opportunities to pursue.

As the U.S. is more economic flexible than other nations, entrepreneurs often face higher entry barriers to foreign markets compared to foreign companies entering the U.S. (Noyes et al., 2010). This should be used as an advantage for Norwegian entrepreneurs, when making market entry decisions. In such a small market as Norway, it would be interesting to know whether or not the many perceived opportunities are suited for the international market. Entrepreneurs with high aspirations fare better in countries with a stable economic and political climate and well-developed institutions. In fact they may migrate to other countries to pursue their ideas (Lange et al., 2010).

By using the results from the GEM reports and what is already known about entrepreneurs and international entrepreneurs, additional light will be shed on factors behind Norway's absence as global entrepreneurs in the U.S. People in the U.S. display a higher willingness to become entrepreneurs than other comparable nations (Poole et al., 2004) and are driven by a certain entrepreneurial spirit. Even though there are economic and institutional factors that are comparable and different in the Norwegian entrepreneur scene and the U.S., the major difference between the entrepreneurs are intangible social factors, earlier referred to as human capital. This entrepreneurial spirit is one of these social factors (Poole et al., 2004). The U.S. is placed highest in an international ranking of entrepreneurial spirit (79.9%), while Norway is ranked lowest (26.9%)(Blanchflower et al. 2001). In addition to this entrepreneurial spirit, the nations entrepreneurs differ when it comes to aspirations and attitudes toward entrepreneurship and opportunities. The Scandinavians stand out when it comes to aspirations related to being an entrepreneur. Only 30%, as opposed to more than 70% in the U.S., of Scandinavians say they would prefer to be an entrepreneur, rather than an employee (Poole et al., 2004). Despite having among the worlds best institutional arrangements that should allow for entrepreneurship to thrive, it seems as through the security of a stable employment situation is more attractive than being self-employed. Relating this to the many opportunities that the Norwegians see in their market, their fear of failure and shortage of capabilities suggest that Norwegians lack self-efficacy. Whether or not this related to a lack of entrepreneurial culture and acceptance of the Norwegian society remains unknown.

Entrepreneurial attitudes are important because they express the general feelings of the population toward entrepreneurs and entrepreneurship. Norwegians see opportunities, but more than often decide not to follow through with an actual entrepreneurial venture due to lack of competence and also the possibility of not having the desire to become an entrepreneur. Due to the small market possibilities that are available within Norway, Norwegian entrepreneurs need to increase their international orientation in order to sustain competitive advantage and increase market share. As the size of the home market has an impact on the influence of internationalizing activities, this should have indicated a higher international orientation amongst Norwegian entrepreneurs. Previous research results indicate that performance can be explained better by the national environment than by the strategy of the venture (Shane and Kolvereid, 1991). This suggests that the entrepreneurial environment in Norway does not encourage global entrepreneurs. The individual perceptions of self-efficacy and instrumental readiness are the variables that affect entrepreneurial intention most significantly. The lower level of entrepreneurial intention among Norwegians can therefore be explained by the lack of Norwegian culture regarding social status and economic reward of entrepreneurs compared to regular employees in the Norway (Kristiansen et al., 2004). If the Norwegian culture lack in supporting entrepreneurial behavior, it surely does not encourage internationalization of entrepreneurial activities.

About 200 companies in the U.S. are directly or indirectly owned by Norwegian companies and in 2011 the U.S. was Norway's second largest export market, following the European Union (Norway.com, 2012). These companies are mainly established international ventures with focus on oil, fishing, energy, military and shipping industry, and does not offer any information on the number of global Norwegian entrepreneurs in the U.S.

People from the U.S. are known for being more tolerant towards risk and uncertainty associated with entrepreneurship (Kristiansen et al., 2004). Although the fear of failure amongst Norwegian and U.S. entrepreneurs have been similar after the financial turmoil, a drastic change has "scared" the Norwegians and resulted in decreased entrepreneurial activity and international orientation.

The situational impact of culture on the individual entrepreneur has an impact on the international entrepreneurial activity (Stewart et al., 2003). As Kolvereid (1992) suggests, aspirations are a large part of the culture affect that has an impact on entrepreneurship. The lower level of entrepreneurial intention among Norwegians can therefore be explained by the lack of Norwegian culture regarding social status and economic reward of entrepreneurs compared to regular employees in the Norway. If the Norwegian culture lack in supporting entrepreneurial behavior, it surely does not encourage internationalization of entrepreneurial activities.

Summed up, the characteristics of Norwegian entrepreneurs, compared to the U.S. are that they:

- Are more risk averse
- Have less entrepreneurial motivation and intentions
- Have a high level perceptions of self-efficacy
- Lack entrepreneurial culture and infrastructure in their home country
- Perceive a large number of opportunities in the market
- Have a higher level of fear than the average entrepreneur
- See entrepreneurship as a less favorable career path than ordinary employment

As mentioned, Kolvereid (1992) implies that culture is a large part of entrepreneurial activity. In order to find out if the Norwegian culture is less supportive than US, the specific characteristics of Norwegian entrepreneurs will be evaluated in two very different cultural contexts, namely Norwegian and the US. To evaluate if any of these characteristics differentiate Norwegian entrepreneurs from the Norwegian entrepreneurs who have decided to start a venture in the US, additional information on the definition of entrepreneurial success is required. By introducing the variable of success or discontinuation, the entrepreneurial context and environment is further investigated with aims to obtain valuable information that separates Norwegian entrepreneurs in Norway to those in the US.

## 2.4 Definition of success and development of hypotheses

There are several different definitions of entrepreneurial success and how to achieve it. Why some entrepreneurs and their ventures achieve success while others fail to do so, is a central field of research in the study of entrepreneurship (Cooper and Gascon, 1992). Increasing understanding of prerequisites to success can help future entrepreneurs and potentially increase entrepreneurial activity. This is also a reason for why understanding the field of entrepreneurial success is challenging for the research community (Fayolle, 2005). Since the entrepreneurial venture and its entrepreneurs are so interconnected, the success of the organization is implied to apply to the entrepreneur as well (Fayolle, 2005). There is no consensus to specific characteristics or attitudes that affect the performance of a startup, as this can be explained by different theoretical imperatives and differ from each entrepreneurial context. Different entrepreneurs do different activities at different times, and its influence on success is therefore difficult to measure. Prior research argues that the potential success and also disbandment of a business depends on the human capital of the founders (Delmar and Shane, 2004). What is also important to keep in mind is that success is often evaluated individually and subjectively. This makes it even harder when trying to find common grounds to evaluate success when dealing with entrepreneurs and entrepreneurial activity. Delmar and Shane (2004) list three different elements that through previous research have been argued to have an affect on venture survival; obtaining reliability and legitimizing appearance of the venture, establishing relationships with external stakeholders, and better obtaining control over resources than established ventures. They also present various subprocesses that are related to the founding process in entrepreneurship. These include initiation, resource mobilization, legal establishment, social organization and operational startup (Hannan and Freeman, 1989). In order to refrain from data overflow and ensuring common ground between the interview objects, this paper has chosen to use the actual legal establishment of the venture as a point of reference when referring to a startup.

There are many definitions of a startup and what characterizes a startup compared to an established business. In order to evaluate the potential prerequisites for success, a common definition of an entrepreneurial venture is required. As this research is largely rooted in the GEM research, it was natural to use the definition of an established organization presented here. Therefore, throughout this paper the entrepreneurial venture refers to a business that has been in operation 3.5 years (42 months) up till 5 years. By this time the alternatives are either discontinuation or a successful established organization that is no longer considered a startup.

As prior research findings argue, there is a 42% less chance of the venture discontinuing if a legal entity is established (Delmar and Shane, 2004). In addition to this, the venture has a higher chance of surviving its initial phase if the entrepreneurs undertake legitimizing efforts such as creating ties with external stakeholders, establishing external legitimacy and creating routines to transform resources. Aspelund (2005) also present the importance of initial resources and its positive affect on venture survival. In addition to this, Brush et al. (2012) also present the importance of properties such as intention, resources, boundaries and exchange to ensure initial firm survival. Cooper (1994) also adds that initial financial capital contributes to survival and growth.

This paper will combine and refer to these legitimizing effort and properties as initial sales, fulltime commitment and receiving funding. Based on this information the following hypothesis is presented:

**H1: An entrepreneurial venture is more likely to not discontinue, in this case referred to as being a success, if the venture has obtained initial sales, received funding and is working with the startup fulltime.**

I addition to financial capital, there are several additional other types of capital needed in order to pursue opportunities and potentially obtain success. These specific types of capital include financial capital (monetary), social capital (relationships) and human capital (natural abilities) (Burt, 2000). Important human capital of successful entrepreneurs is persistence, intentions and motivation.

When investigating successful entrepreneurship the question of persistence is highly relevant. The perception of persistence performance is often related to success (Gompers et al., 2010), and that success breeds success. Even though persistence if often subjectively defined, Holland and Shepherd (2013) persistence occurs when an entrepreneur decided to continue defines it as something that occurs when entrepreneurs choose to continue their entrepreneurial efforts despite counterinfluences or attractive alternatives. They also add that the decision to persist is influenced by personal characteristics and the entrepreneurial environment. DeTienne et al. (2008) defines persistency to be a complex decision process that is a function of both characteristics and en environment. Therefore, the situational context of the startup and the individual human capital characteristics of the founding entrepreneur would have an impact on persistence and therefore entrepreneurial success. Previous research regarding entrepreneurial persistence found that being persistent increases the overall motivation and therefore venture growth (Holland and Shepherd, 2013). Reid (2000) also suggests that entrepreneurs being motivated by pecuniary goals have an increased success rate. In addition, motivation influences the decision to persist and have an impact on the entrepreneurial success. Entrepreneurs with high levels of extrinsic motivation are proven to perform better (DeTienne et al., 2008). Erikson (2002), also present the importance of commitment and motivation for increased venture performance. As already presented, the entrepreneurial environment in the US is more encouraging with regards to entrepreneurial activity. It was also evident that Norwegians had less entrepreneurial motivation and intentions compared to countries with higher entrepreneurial activity, such as the US. This gives reason to present the following hypothesis:

**H2: Norwegian entrepreneurs display less motivation than entrepreneurs in the US and therefore are less persistent and less successful.**

AS presented in the previous section, Norwegian entrepreneurs are considered to be more risk averse and have a higher fear of failure compared to entrepreneurs in the US. Risk as a phenomenon is often confused and mixed with the perception of uncertainty. Risk, compared to uncertainty, is a situation where all the outcomes are known and the entrepreneur is able to make a decision based on knowing the probability for each outcome (Runde, 1998). When referring to uncertainty, the outcomes are also known, but the probability for each possible outcomes in not. People that live in societies where there is a strong focus on stability and security, such as Norway, tend to be avoiding uncertainty to a greater extent than people who live in low uncertainty avoidance cultures (Hofstede, 1993). The U.S. is considered to have a greater culture for uncertainty and risk-taking propensity (Stewart et al., 2003), and throughout this comparison the results indicate that it is also considered to have a greater risk-taking propensity than that of Norway

As previously mentioned, it is evident that the entrepreneurial motivation and intentions in Norway are lower than in the U.S. Combined with a higher fear of failure rate, these factors may be the reason behind the difference in TEA in the two countries. Entrepreneurs, by definition, are people with a high propensity to take risk (Murmann, 2012) and are often perceived as having persisted though resistance from the environment. Previous research argue that what differentiates successful entrepreneurs from the ones who are not, are their decision-making styles. (Murmann, 2012). Their decision-making skills are able to reduce risk and thereby achieve success. Based on the available information about risk and fear of failure amongst Norwegian entrepreneurs, the third hypothesis addresses following:

**H3: Norwegian entrepreneurs in Norway are less successful compared to entrepreneurs in the US due to low risk tolerance.**

These three hypotheses all include aspects of Norwegian entrepreneurship related to activity and characteristics combined with the desirable outcome of success. By building the context of Norwegian entrepreneurship on findings made by the GEM research and comparing them to a successful entrepreneurial context, in this case the US, it is possible to identify findings that can potentially increase future success rate of Norwegian entrepreneurship and thereby have an impact on the overall entrepreneurial activity and culture.

# 3 Methodology and data

The difference between a successful person
and others is not a lack of strength,
not a lack of knowledge,
but rather a lack of will.

*Vince Lombardi*

Research on Norwegian entrepreneurial activity is a fairly new field and therefore limited in publications. According to a research completed by Damvad (2010), Norway, compared to Denmark, Sweden, Finland, England and the Netherlands, ranks lowest when it comes to number of publications overall (total of 73), and display smallest growth over time when it comes to scientific publications within the field of entrepreneurship. As a result of this, there is limited information available on Norwegian entrepreneurship, the characteristics of the Norwegians entrepreneurs and insight into the entrepreneurial accomplishments achieved by Norwegian entrepreneurs in Norway and elsewhere. Most of previous research on Norwegian entrepreneurial activity has used analytical deductive methods when trying to assess Norwegian entrepreneurial characteristics. These studies are most often based on statistics gained from a large quantitative research including additional nations (Kolvereid, 1992; Manolova, 2012). Although previous research have included to comparison of entrepreneurship in Norway to the US, no previous published research have used qualitative data to explore the effects of different entrepreneurial contextual factors present in Norway compared to the US and their effect on entrepreneurial persistence and success.

This paper aims to add value to the knowledge base of Norwegian entrepreneurs and gain insight into their entrepreneurial situation in order to propose areas for potential improvement. The objective of this study is to test a variety of hypotheses by using a qualitative, exploratory research design (Wacker, 1998). Initial literature review and information obtained from the Global Entrepreneurship Monitor (GEM) research offer insight into the relationship between the two entrepreneurial contexts being studies as well as their entrepreneurs. This type of research design opens up for cross-sectional exploratory research based on information gained from interviewing Norwegian entrepreneurs in both Norway and the US and aims to explain certain phenomenon identified through triangulating the various data collected with relevant literature. Analytical implications are deducted from the GEM research and previous theoretical findings. This allows for hypotheses creation and theory building. The information obtained from the case studies is then inductively applied to the findings made from the initial deductive research and the hypotheses are wither verified or falsified. Induction and deduction work together throughout the analysis of a case study research as it is necessary to be familiar with the theoretical subject in questions (Widding, 2005).

In order to complete a comparative study of Norwegian entrepreneurs in Norway to Norwegian entrepreneurs in the US, data gathered from case study interviews in addition to findings made by the GEM study were used to obtain information on these two specific groups of entrepreneurs. In addition to looking at these two groups of entrepreneurs, their boundaries were further limited to either success or discontinuance of established venture.

## 3.1 Literature review

As mentioned, the literature on Norwegian entrepreneurship is fairly limited, and additional information is required in order to get an overview of potential indicators for building up a comparison Norwegian entrepreneurs in Norway to Norwegian entrepreneurs in Norway. Although the available research on Norwegian entrepreneurship is limited, the available published literature has high standards (Damvad, 2010). The purpose of the literature review is to define entrepreneurial characteristics and attitudes amongst Norwegian entrepreneurs and gain insight into the Norwegian entrepreneurial environment. It is also the intention to review available literature in order to identify previous research result that can add value to findings made throughout this research and vice versa.

The initial round of literature review aimed to identify central themes within the domain of interest. This is a crucial step towards hypotheses building as good theory is advances knowledge within a scientific discipline, guides research towards crucial questions, and enlightens the profession of management (Van de Ven, 1989). Reviewing the 73 published articles with relations to Norwegian entrepreneurship, 2 of the categories were of interest when linking literature using the added value phenomenon. These two categories were on entrepreneurial intentions, decisions and ambitions, and new venture formation and performance. In total this added up to 23 articles, from which 5 came to be useful in relation to the GEM research and forming hypotheses. These 5 articles were identified by reading the abstract of the 23 articles and selecting those articles with relation to venture performance, persistence, success and human capital.

By using snowball sampling (Goodman, 1961), additional theoretical subjects was identified and applied throughout the study. This implied using the references of the articles found to be most relevant for the purpose of identifying and defining entrepreneurial characteristics within two different countries, which is this case came from the previous step in the literature review. This soon showed to lead to similar subject and theory, often written by the authors from the same university or in related to one another in some other ways.

In addition to using references of relevant articles, a general search was carried out using bibliographic databases. Most of these articles were accessed through Google Scholar. Although GS have been criticized for not exposing the databases included in the search and the frequency of updates made (Jacsó 2008), the search tool offers easy access and an overall overview of literature available. In order to supplement the search, additional databases were used. These included JSTOR, Science Direct and the Wiley Online Library.  Search words included "international entrepreneur", "global Norwegian entrepreneur", "Norwegian entrepreneurs in the U.S.", "entrepreneur characteristics", and "entrepreneurial aspirations and attitudes", "entrepreneurial success". Throughout the initial search for literature, the articles were ranked of relevance in three ways; by the degree of relevance based on the title of the article and its abstract; the names of the authors recognized or that was recommended by supervisors were prioritized over the ones that were unheard of; and by the amount of citations that the article or book had. Articles with more than 30 citations were favored over ones who only had a couple. It was soon evident that many of the authors of relevant articles were somehow connected to NTNU, Babson or GEM.

The majority of the literature findings were within entrepreneurial research and included information on entrepreneurial characteristics, attitudes and success. Some of the articles offered elements of behavioral research, as this is an important factor when trying to understand individual and environmental contexts.

Articles that offered comparison of one of the countries to a completely random one were also considered relevant. Information about Norway was most often found in articles comparing European or Scandinavian countries, while the U.S. was compared to other countries like Russia and Brazil.

After the initial screening was completed, the information identified was coupled with the findings from the GEM research in order to build a theory basis and develop hypotheses for empirical testing.

## 3.2 Research design

As previously mentioned, the objectives of this research are to obtain a better understanding of and how to increase level of entrepreneurship and success rate and add value to research field. As a result of an initial literature study the author composed a broad research question to be further investigated by using a qualitative research design. In parallel with searching and identifying relevant literature for the research, findings from the GEM research were applied in order to analyze the current and trending entrepreneurial development within Norway and the US. This data was analyzed interchangeably with the literature in order to obtain an overview of the overall trending themes relating to entrepreneurial success.  The initial objectives have been transformed into hypotheses related to the relevant theory within the field and the area of research in question.

A relationship between success and entrepreneurial characteristics was established in order to evaluate possible variation between Norwegian entrepreneurs in two different entrepreneurial environments, Norway and the US.

A qualitative research approach offers the author the ability to describe and explain correlations between two groups or outcomes, which is exactly what this research aims to do. As suggested by Eisenhardt (1989), a research strategy that concentrates on perceiving dynamics present in a specific setting is best carried out using a case study research design.

A case study investigates a contemporary phenomenon within it real-life context. This type of research design is an advantage when the boundaries between the phenomenon and the context are not clearly defined, as in this case. The use of such empirical research design is purposeful when building theory where the case study offer valuable information by looking into a small sample to test and develop complex relationship with the proposed variables (Wacker, 1998).
Case study research is most often applied to research design of inductive, exploratory fashion and is good for answering questions such as how and why (Yin, 2009). In this case, these questions refer to how success is achieved and why there might be a difference between Norwegian entrepreneurs within the two selected contexts. As research within the field of entrepreneurial persistence and success related to Norwegian entrepreneurs is fairly unchartered, it was logical to choose an exploratory research approach. Based on Yin's (2009) approach to research design, the choice of method is to be determined by the purpose of the research as well the type of research.

This type of theory building research does not offer framework for findings, but presents theory that either conflicts or agrees with it (Yin, 2009). This is desirable when aiming to answer proposed hypotheses developed on the basis of the initial literature review and secondary data obtained from the GEM research.
A case study provides in depth observation of the phenomenon in question and this research relies on multiple sources of evidence, where the data from obtained the initial literature review and the secondary data converges in a triangulating manner (Yin, 2009). Using existing theory to connect emergent theory is able to strengthen the validity of the empirical findings (Eisenhardt, 1989). Having identified certain variables and themes related to entrepreneurial success and Norwegian entrepreneurs, the hypotheses were formed and an interview guide was developed in order to increase quality empirical data (Appendix 1)(Widding, 2006). A 2x2 holistic case study matrix was designed in order to gain insight into both successful and discontinued Norwegian entrepreneurial activity carried out by Norwegian entrepreneurs in Norway and in the US. A single interview guide was developed for all 4 categories of interview

object, resulting in variation in answers relating to current status of the business. Three entrepreneurs were interview within each category in order to obtain a desirable amount of information. Each entrepreneur within its category represented one out of 3 possible industry groupings; Internet and Computers, Communications and Electronics and Consumer. This selection was based on a categorization made by Gompers et al. (2009) and the industries with most traction.

Primary data was collected based on the initial problem definition and hypotheses. The total of 12 interviews were conducted via telephone and were all conducted in Norwegian. The audio of all the interviews was recorded and the information given was transcribed in order to ensure quality and validity. The total of 75 pages of transcribed data was then systematically analyzed in order to bring scientific significance to the results (Widding, 2006). Al the data from the transcribed interviews were translated into English and tabulated in order to lay foundation for a systematic processing of the data. The two first parts of the interview answers questions offered descriptive statistics related to either the individual or the business. The last part of the interview was designed to be more open-ended and offered more variation to the individual answers given. The answers were listed side by side according to the categorization of success, discontinuance and whether the entrepreneur was established in Norway or in the US. This resulted in 4 possible combinations; Successful in Norway (SNO), successful in the US (SUS), discontinuance in Norway (DNO) and discontinuance in the US (DUS). Information obtained from each question was compared with relation to current status of the venture and country of venture creation. Similarities and dissimilarities across the matrix were identifies and categorized within any of the 4 combinations listed.

In order to increase level of abstraction, the findings from each category were summarized to either have importance related to the outcome of the venture or the country where it was established. Following the analytical process of data material suggested by Widding (2006), the open decoding of the information was then followed by a framework search and finally a search for similarities and dissimilarities. The findings are summarized according to its relevance for this research and listed in Appendix 2. This process was fairly easy for the descriptive statistical questions, but rather intrinsic for the open-ended questions. The data was analyzed and iterated several times in order to identify relevant contributions to presented theory. This part of the analysis was divided into 3 sections related to the 3 initially stated hypotheses. The first hypothesis is also related to the answers found in the descriptive statistics sections. These analytical steps follow the basic principles of scientific research, which is to ensure objectivity, inter-subjectivity and verification of statements. Creating a chain of evidence as such, insures reliability and validity of information and results.

When analyzing the data from the case studies, there was a focus on logical sequence, linking empirical data to initial research question. The data from the empirical research was then combined with information obtained from secondary sources such through the initial literature review and the comparative analysis of the GEM research. The hypotheses were then revisited and verified or falsified by using information obtained from both primary and secondary sources.

## 3.3 Samples

Two sets of data were used throughout this research, one primary and one secondary. The primary data were retrieved from empirical case studies including a sample of 12 Norwegian entrepreneurs. The process of gathering the sample of entrepreneurs to interview proved to be rather time consumer due to the process of identifying and locating discontinued businesses and their entrepreneurs. The author used personal network and the extension of it in order to identify and contact potential candidates to take part in the case study. Initial classification of success and discontinuation were identified and the criteria of being Norwegian and having started a legal entity in either Norway or the US were presented. AS mentioned earlier, the definition of a successful startup used throughout this research is a business that has been in operation between 3.5 to 5 years. The time of initiation is referred to when the actual business entity was legally established. The definition of discontinued ventures went under the same requirements, although it was an additional requirement that the business was not still in operation and that the business had been disengaged. Starting out with these control variables, over 70 emails were sent out in order to identify potential interview objects using initial screening questions such as “Have you started a business in either Norway or the US?”, “If you started a venture, when did you legally establish the entity?”, “Is your venture still in operation, and if not, when was it discontinued?”. These questions were able to identify the eligibility of the entrepreneur in relation to this specific case study. The contact information for these entrepreneurs came from, as mentioned, the author’s personal network, in addition to the extension of it. Helen Gjester from Innovation Norway was helpful by suggesting potential candidates. LinkedIn was used to search by using the search words “Norwegian” and “entrepreneur”. Most of the selected entrepreneurs originated from the author’s vast network.  The entrepreneurs were forwarded an introduction to the case study in addition to the list of questions about personal classification and business demographics. The interview lasted from 38 minutes to 114 minutes.

In addition to obtaining primary data resources being case study interviews completed by 12 entrepreneurs, it was of interest to gain insight into the research field by exploring secondary data sources. These included data retrieved from the GEM research, which added information on the entrepreneurial situation in Norway compared to the one in the US, in addition to adding information on Norwegian entrepreneurial characteristics and attitudes. Although there are several global and annual reports available on entrepreneurship and the entrepreneur, the Global Entrepreneurship Monitor was selected on the basis is its global and nations reach, as well as including research on the entrepreneur as an individual more than an entity. By focusing on relating the characteristics of Norwegian entrepreneurs to attribution theory, it is possible to offer a scientific account of the way these entrepreneurs behave by explaining the reason behind their actions. When assessing and benchmarking a countries' entrepreneurial culture it is a difficult reliant on surveys, such as the GEM reports, are by definition more subjective. More international comparability may be lacking due to this.

### 3.4 Variables and measures

Several variables were defined, based on current available literature and GEM research, in order to assure validity and reliability of the information obtained though using qualitative research design. The dependent variables were in this study defined as either relating to a successful or discontinued venture and if the country of establishment were Norway or the US. The independent variables were identified and selected on the basis of their relation to persistence and thereby increased potential success of the entrepreneurial ventures. These variables where then grouped into 3 groups representing; financial and government support; motivations, intentions and persistence; and entrepreneurial risk. These variables were selected based on an initial comparable review made of the entrepreneurial environment in Norway and the US, combined with relevant literature to support certain findings that clearly separated Norwegian entrepreneurs from those in the US. It was the belief that these variables could have an impact on the overall persistence of entrepreneurs and the identification of them could therefore potentially increase success rate and the overall entrepreneurial activity in Norway. It was also believed that if the entrepreneurs displayed a non-existence of these variables and characteristics, specific suggestions for improvement could have a positive affect on the future entrepreneurial activity in Norway. Consistent with previous studies in entrepreneurial persistence (Holland, 2013) data is gathered on control variables related to the business and the individual characteristics of the entrepreneur. These questions (Appendix 1) were answered in writing and returned my email prior to the actual telephone interview.

# 1 Results and analysis

Action is the foundational key to all success.

*Pablo Picasso*

## 1.1 Empirical findings

**Descriptive statistics**

The main themes that seem to stand out related to the business demographic questions are the fact that so many of the successful companies were established in 2009, the year when the financial crisis was most evident in Norway and the rest of the world. It is also interesting to see that the majority of the successful companies had sales within their first year of operation. This may be connected to attributes and attitudes found with the entrepreneur and also in their startup.

Even though the entrepreneurial situation, policies, environment and activity differentiates the two countries, there seem to be little to no difference between the Norwegian entrepreneurs who decide to establish their startup in the US compared to in Norway, when evaluating the data from the business demographics section. The majority from both categories has family members who are entrepreneurs. There is no information from this section that suggests that there are any specific differences separating the two groups of entrepreneurs.

The main themes identified from the information retrieved from the individual classification questions are mainly that abroad experience might have an influence on the entrepreneurial intentions and motivation of potential Norwegian entrepreneurs. Deciding to start up abroad might also be related to previous entrepreneurial experience, as the majority of the Norwegian entrepreneurs who decided to start a venture in the US have previous startup experience. It is interesting to notice that even though all the Norwegian entrepreneurs who started in the US have previous startup experience; the majority of these entrepreneurs do not have business class experience. And none of the discontinued startups were worked on fulltime, which suggests that entrepreneurship is considered to be more of a hobby than a conscious career choice. All the Norwegian entrepreneurs have an average of more than 5 years of education, the ones in the US had up to 7 years, and all the entrepreneurs used their educational and/or professional background as basis for starting their business.

**Financial and governmental support**

According to the entrepreneurs in Norway, there are several bridge organizations, most often funded by the government, who are in a position to financially support entrepreneurs and their ideas in Norway. Innovation Norway and Leiv Eriksson Nyskaping were two of the bridge organizations most often mentioned when talking about financial support. There is a lot of paper work and administrative cost that goes into applying for such grants in Norway, and they often take away critical time of the initial stage of a startup. The majority of the entrepreneurs mention Innovation Norway and Leiv Eriksson Nyskaping when asked about initial investor approach and success. Since most of the entrepreneurs and their startups financial support from such governmental institutions, writing applications becomes a vital part of the Norwegian startup activities, when in the US the entrepreneurs are left to prove themselves until they can attract potential investors. In addition to the bridge organizations, all the entrepreneurs, both in Norway and the US, invested their own money in their startups.

**Intentions, motivations and persistence**

A majority of the entrepreneurs who were interviewed comment on how there is a lack of an entrepreneurial environment and ecosystem in Norway. The Norwegians lack the entrepreneurial mindset that is more predominant on the US. Instead of educating additional employees, which there are plenty of in Norway, there is a demand for educating future entrepreneurs. People are not aware that entrepreneurship is a potential career opportunity, as it is not a common choice amongst the newly educated people in Norway. When the alternatives in Norway are fulltime jobs, the alternative to starting a business in the US is to start a different one. In order for Norwegians to choose to become entrepreneur compared to other alternatives, additional supporting regulations, encouragement and facilitation by the government is required. Both the Norwegian entrepreneurs in Norway and the ones in the US have a different meaning of what success entitles. Most of the entrepreneurs behind the discontinued ventures claim that their businesses are not successful. This is mostly due to them currently not being in operation. Some of them then mention that their technology on the other hand, was successful. Some also mentioned that they considered the business and its progress to be part of a personal success. One entrepreneur from a discontinued startup said that they considered the business to be successful since they had saved lives with their product.

*"I consider the business to be successful in many ways. I have gained a large amount of experience and knowledge within the industry, which have lead to the product being available in stores. I would not say that the business is successful when it comes to profits just yet".*

The entrepreneurs behind the successful startup have all very different opinions of what a successful business entails. One entrepreneur relates success to sales and profit. Another adds, in addition to profit being a part of the success criteria, that having gained new knowledge is success it itself. Two of the entrepreneurs claim that their business is successful since the technology they developed is working. Another two of the entrepreneurs bluntly claim that their businesses are successful. The remaining two entrepreneurs have a very different perspective of how and when success is achieved. One of them says that they do not consider something that is half done to be successful. And since the business had not reached its final goal, success if not yet reached. If success is reached they would not still be working with the startup.

*"It would be wrong to say it hasn't gone well up until now. It had probably gone as well as it could have. I wouldn't say it is a success, as I relate success to having reached all the company milestones and experiences some type of closure".*

Half of all the entrepreneurs who started the discontinued ventures say that they were approached by a person who was interested in their idea or concept. It seems as if these people did not start out with entrepreneurial intentions and motivation, but were rather drawn in to the startup environment with mostly financial objectives. They did not have the business development skills required to succeed and failed to do so. Another main reasons for these entrepreneurs to engage in entrepreneurial activity was either due to lack of other employment options. Their field of study was either liked to a business affected by the financial turmoil, or a field of study so special that the jobs requiring their skillset were limited.

*"One of the reasons I started writing a business plan was because I was experiencing a though time finding a job. I was typically second in line to get hired, but it never worked out. So instead of doing nothing and going on welfare, I decided to use the knowledge I had learned at the university and create a job for myself. At the time I was not completely sure what the idea was, but I was sure I was going to work with my passion".*

Half of the successful entrepreneurs had alternative options to starting their business. These options were either alternative opportunities or regular employment options. Most of the entrepreneurs who started business that were discontinued did not have alternate options in mind. In addition to stumbling into entrepreneurship and being forced into it by lack of other options, a couple of entrepreneurs also wanted to become entrepreneurs in order to make use of their knowledge, skills and experience

Closely related to success is the ability and skill to persist. All, except one of the entrepreneurs, both from the successful and discontinued ventures insisted that they were persistent. It is perceived that cognitive persistence is the most important skill as an entrepreneur. The reason behind their statements were that they never gives up, that they tried their best and that they are able to meet resistance. The fact that the entrepreneurs behind the discontinued companies based their persistency on not giving up and being able to meet resistance might appear to be contradictive statements. One entrepreneur has value to add to that perception:

*"If you are not persistent, you will not survive as an entrepreneur. If you are not persistent you will try to start a business once, fail and not try it ever again. Then you are not meant to be an entrepreneur. Sometimes it doesn't work out and you have to know when to make changes to your plan and direction and try again elsewhere. You do not need to be successful to be persistent".*

**Entrepreneurial risk**

Many of the entrepreneurs mention that there is a completely different acceptance to failure in entrepreneurship when comparing Norway to the US. As an entrepreneur in Norway you are expected to make it, and the only option to success is failing. And as mentioned, most entrepreneurs in Norway that fail will not try to start another business again. Entrepreneur, in Norway, is a status with certain prerequisites. It is a common understanding that being an entrepreneur in Norway requires you to have reached certain goals and milestones. Entrepreneurship is not introduced as a possible career choice early enough for people to aspire to become entrepreneurs. It is the impression that many Norwegian entrepreneurs fall into the situation of being an entrepreneur by coincidence. This statement can be verified by the large number of entrepreneurs who said that they started a business due to encouragement from an external person, rather than having initial desires to become entrepreneurs. A comment was made about Norwegians having to accept failure as a possibility, but not the only alternative to success.

A majority of all the entrepreneurs were very clear on having a high tolerance for risk. When asked about their worries related to the business, there were not many. Most of them said that the worried, if any, were related to challenges experienced with the financials of the company and also with the personal economy. A majority expressed that most of the worries related to the startup became apparent when the business was already started. These worries were also related to financials, such as developing a revenue model, short-term cash flow and insecurities. These worries also included customer traction and potential failure. A few mentioned that it became a worry to figure out how to remain in the US due to VISA restrictions, and some had worries related to the technology development. These worries were most often mentioned by the successful entrepreneurs. Even though most entrepreneurs mentioned having worries, they all mentioned that they actually weren't very worried. This can relate to the grand safety net that can be found within the Norwegian welfare and economic system.

*"None of us were really worried when we started the companies. We all had jobs we could return to. I think what separated the ones who worry from the ones who don't, are having option available if success if not achieved".*

When talking about risk, all the entrepreneurs were very insistent that there were little to no risk involved with starting a business in a country such as Norway. One even went as far as to say that if you believed that starting a business in Norway involved high level of risk, then you should not become an entrepreneur in the first place. It was as though many of the entrepreneurs believe that having some perception of risk was not acceptable as an entrepreneur in Norway due to the incredible safety net and financial support options. On the other hand, after having claimed that there was very little risk involved with starting a business in Norway, they went on to say that they were very risk willing and had a high-risk profile. They then went on to say that they all took on financial risk.  Going back to the safety net and welfare situation of the Norwegian economy, most of the Norwegian entrepreneurs do not recognize the financial risk as a dominant or relevant risk, although they all mention that if any, this was the highest risk they took when starting the business. They recognize that the money in itself is a risk, where the risk is loosing that money. The risk is then diminished due to the options available when that investment turns into an actual risk.

*"Moving to the US was not related to risk in my situation. This was something we wanted to so. But what I did considered to be a risk, was the money I had to put into the company up front. Money I in reality didn't have".*

A majority of the entrepreneurs, both in the US and Norway, claimed that they were persons with high-risk tolerance, and used this as an advantage when deciding to start a business. They say they are risk willing, but also that there are no real risks to take in Norway. And then again they say they handle risk well since they choose entrepreneurship over a regular job. It seems as though Norwegians have a mixed understanding of the concept of risk and how this is overcome.

*"Starting a business in Norway is a lot of work, but I would not consider it to be risky. You are not held personally accountable of the business fails, and the government helps you out. People who say it is risky to start up a business in Norway don't know what they are talking about."*

## 1.2 Results from hypothesis testing

By using the data extracted from the qualitative case studies and combining it with theoretical implications from previous research on the subject, the hypotheses are tested and their validation either supported or discarded. As previously presented, the hypotheses are as follows: **H1**: An entrepreneurial venture is more likely to not discontinue, in this case referred to as being successful if the venture has obtained initial sales, received funding and is working with the startup fulltime, **H2**; Norwegian entrepreneurs display less motivation than Norwegian entrepreneurs in the US and therefore are less persistent and less successful and **H3**; Norwegian entrepreneurs in Norway are less successful compared to entrepreneurs in the US due to low risk tolerance.

When combining the findings from the descriptive statistics offered by the case study, information regarding initial funding and sales are obtained. The entrepreneurs also answered questions regarding fulltime engagement with the venture. All of the entrepreneurs interviewed who were classified as successful, had experienced product launch and initial sales. This result is common for both the startups in Norway and the ones in the US. When asked about financing and investors, a majority of all the entrepreneurs had received some sort of governmental grant or investment. It also becomes clear that none of the entrepreneurs who worked with the discontinued ventures did so fulltime. All of these findings give support for hypothesis H1.

As success is often evaluated individually, its definition may vary from entrepreneurs to entrepreneur. As previously stated, persistency is a human capital that is important to have when approaching entrepreneurial opportunities. The perception of persistence is often related to entrepreneurial success and can increase the overall entrepreneurial activity in a country. When asked if persistent, all the entrepreneurs accept one, claimed that they are persistent, regardless of the current status of their startup were successful or discontinued. In addition to persistence, motivation and intentions play an important role when deciding to start a venture and is also closely related to the decision to persist. When asked about their entrepreneurial motivation and intentions, half of the entrepreneurs in Norway said they had alternative options to the chosen entrepreneurial activity and approached opportunity. Since this is only half of the entrepreneurs, this does not imply that Norwegian entrepreneurs in Norway are more motivated than the ones in the US. In addition, there was no real consensus on what success entailed, and therefore the answers varied even though they were initially defined as a successful startup. All this information concludes that Norwegian entrepreneurs in Norway are not any less motivated than the ones in the US, they are not less persistent and therefore not less successful. Hypothesis H2 is therefore not supported.

When asked about their risk tolerance, both the entrepreneurs in Norway and the ones in the US insisted that they are able to tolerate high levels of risk. They claim that there are few worries when starting a business in Norway due to the well-designed welfare system and the structure of non-liable business entities. If anything, successful entrepreneurs identified more risks to starting a business compared to those entrepreneurs who started a business that was discontinued. It seems at though there is no connection between the country of establishment and risk tolerance, as all the entrepreneurs, both successful and not, display a high level of risk tolerance. This concluded that hypothesis H3 is not supported by empirical data obtained throughout this research.

The final results of the hypotheses testing will be further discussed in the following section, where possible implications of the results are also offered.

# 2 Discussion and limitations

If you have no critics,
you'll likely have no success.

*Malcolm X*

## 2.1 Discussion

Although previous entrepreneurial research suggests the entrepreneurial activity being affected by the environment, this research does not confirm that. The variables researched seem to have an impact on success and discontinuance of a startup, but not on the specific country of where it was established. This information is not able to explain why there is a higher level of entrepreneurial activity in the US compared to Norway other than that there is a more supporting culture for entrepreneurs, making it more desirable to become one. As previously stated, the situational impact of culture on the individual entrepreneur has an impact on the international entrepreneurial activity (Stewart et al., 2003). As Kolvereid (1992) suggests, aspirations are a large part of the culture affect that has an impact on entrepreneurship. It seems as though the individual who actually decide to become entrepreneurs in Norway are quite comparable to those who decide to become entrepreneur in the US. This may be rooted is the fact that Norwegian entrepreneurs do not really exemplify what is considered as typical Norwegian and therefore they are just as capable to achieve success as entrepreneurs in a country with high entrepreneurial activity, such as the US.

As noted in the previous section, only one of the hypotheses was given support in its statement. Since the data selection that this information was based on is fairly limited, additional research should be initiated in order to scientifically verify this statement. There were no specific results that can offer a specific distinction between characteristics of Norwegian entrepreneurs in Norway compared to the ones in the US that could be enhanced in order to increase entrepreneurial success in Norway and potentially entrepreneurial activity. It seems as though the entrepreneurial activity and outcome is less determined by the environment, and more by the entrepreneurial characteristics of the entrepreneurs themselves.

The fact that there was little distinction between the Norwegian entrepreneurs in Norway and the ones in the US, might indicate that the few Norwegian entrepreneurs who decide to pursue opportunities, are doing it right. There seems to be a larger distinction between the successful and discontinued startups, not directly related to the environment of which they were established. This again just validates what the entrepreneurs expressed about the Norwegian entrepreneurial community and governmental support. In order to be able to increase the total entrepreneurship activity, there is not need to change any of the current attributes and characteristics found in existing entrepreneur, although there is a need for more entrepreneurs in general. This can be achieved by focusing on improving the entrepreneurial environment in Norway and encouraging potential entrepreneurs to pursue opportunities.

## 2.2 Limitations

As with all research this study also has its limitations. Specific to this research are limitations related to scope, method and analysis. These limitations were attempted reduced by constructing a reliable research design and by gathering sufficient and relevant data. In order to increase understanding and reliability of this research, some limitations that were not tended to need to be addressed.

In order to reduce the possibility of data overflow, only data related to the specific research questions and hypotheses were addressed. This means that there is a whole lot of additional data available from the case study that has not been addressed. Additional research within this field and the characteristics of Norwegian entrepreneurs is therefore desirable. Another limitation to the research and its findings are the limited data available on the subject of entrepreneurial persistency and performance in this particular context. Additional limitations can also be identified by the selection of, and available, literature. The literature search was done using NTNU licenses, sometimes offering limited access to material. Additional verification is therefore desirable and encouraged.

Although the selection of research design was in line with the research objectives, there are some limitations to performing and analyzing case study interviews. The result can potentially be biased to weak questions and the response given by the entrepreneurs might also be bias, especially when they have some type of relations to the interviewer. In addition to this, the data incorporates the author's own perspective and the author might be analytically biased and could therefore reduce the reliability and validity of the research results. Individual perspective, subjective

There are several additional aspects of the characteristics of an entrepreneur that could have been addressed, but for the purpose of this research, some limitations had to constrain the theoretical investigation of the subject. The variables used throughout the research are limited due to scope and time frame of the research and intended to reduce respondent fatigue and information overload. It is also important to bear in mind that the sample of entrepreneurs was limited to the network of the author which could have had an impact on the results. The external validity is limited to this context that is presented here.

# 3 Conclusions

It is hard to fail,
but it is worse never to have tried to succeed.

*Theodore Roosevelt*

## 3.1 Conclusion

This study looks at persistence and other variables and their relations to success in a context of Norwegian entrepreneurs in Norway compared to the ones in the US. The objective of this paper was to empirically test certain selected hypothesis about entrepreneurial success and Norwegian entrepreneurship. Using data from the GEM model and data received through a case study, the triangulated information tested the hypotheses based on initial stated variables. In doing so the study offers insight into the Norwegian entrepreneurship mindset and characteristics. The findings suggest that Norwegian entrepreneurs in Norway have the same abilities to succeed as the entrepreneurs in the US. In order to be able to increase the total entrepreneurship activity, there is not need to change any of the current attributes and characteristics found in existing entrepreneur, although there is a need for more entrepreneurs in general. This can be achieved by focusing on improving the entrepreneurial environment in Norway and encouraging potential entrepreneurs to pursue opportunities. This is valuable information for policy makers in Norway and their approach to increasing entrepreneurial activity to ensure future economic growth. In the words of a Norwegian entrepreneur:

*"In order for the economy in Norway to grow and survive we need to change our perceptions and attitudes towards entrepreneurship. We need to educate young potential entrepreneurs and give them the option to become entrepreneurs alongside doctors, lawyers and teachers".*

## 1.1 Further research

Additional research within this area might add value and inform policy makers in Norway of areas of improvement in order to increase the total entrepreneurial activity and encourage entrepreneurial activity. The Norwegian government needs to develop an entrepreneurial environment and ecosystem to support entrepreneurial growth and activity in order to obtain economical growth. Additional research within the field of entrepreneurial motivation and aspirations in Norway might uncover additional reasons for not wanting to pursue entrepreneurial opportunities and rather be a fulltime employer. By gaining insight into the decision making process and reason comparing non-entrepreneurs to current entrepreneurs in Norway, this might lead to valuable information for potential policy improvement.

These results create significant opportunities for future cognitive research exploring the Norwegian entrepreneur in order to learn where to improve in order to increase activity in Norwegian entrepreneurial environment. Additional research could increase the external validity by targeting samples of entrepreneurs in other industries, of other networks and locations.

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Only those who dare to fail greatly,
can ever achieve greatly.

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# 3 Appendices

Develop success from failures.
Discouragement and failure
are two of the surest stepping stones to success.

*Dale Carnegie*

## Appendix 1 – Interview guide

**Information about interview regarding entrepreneurial persistency and success amongst Norwegian entrepreneurs in Norway and the US**

**Introduction**
My name is Anita Mongia and I am a student at the Norwegian University of Science and Technology. I am doing research for my master thesis on persistence and success among Norwegian entrepreneurs. The research will compare Norwegian entrepreneurs residing in the US to those residing in Norway. The results of the research will offer valuable information to the entrepreneurial environment in Norway. The results will be beneficial to the entrepreneurs by offering a better understanding of a contextual environment.

As a part of the research, I will carry out telephone interviews of Norwegian entrepreneurs who volunteered to participate in the research. No single person will be identified and all information obtained from the interviews will remain confidential, as it will only be used in this master thesis.

- The interview will last about an hour
- The interview will be conducted over phone or Skype and recorded for quality assurance
- The interview will be conducted in Norwegian, while the results will be presented in English only
- The questions on business demographics and individual classifications were answered in writing
- By participating in this interview, you agree for the information obtained during the interview to be used in the abovementioned master thesis
- A summary of the results from the research will be offered to each participant upon request
- The conversation will cover 3 areas:
    - General business demographics
    - Some individual classifications
    - Questions on persistence and success

**Please answer these following questions regarding business demographics:**
Date founded (ended):
What industry is the business in?
Number of current employees (if not still in business, largest number of employees):
Does anyone on your family own a business?
Do you have a patent(s)?
What were your sales and profit during the initial year?
When did you hire your first employee?
Are you targeting an international market?

**Please answer these following questions regarding individual classification:**
Age:
Gender:
Number of years of education:
Major in school:
Do you have business class experience?
Number of years lived abroad:
Number of years studying in the US:
Number of startups previously engaged in:
Are you working with the startup fulltime (did you work with it fulltime when in business?

**Questions about entrepreneurial characteristics and attitudes related to persistency:**
What were you doing before you started this business?
Why did you start the business?
At the time, did you consider any other options?

What was your primary personal goal when starting the business? Why?
For how long did you think about, plan or research the opportunity?

What worried you the most about starting the business?
Why?
Is this still a concern?
What was the biggest risk you took when starting the business?

What key skills and competences did you have that were/are an asset in your business?
Why did you this these were appropriate for the opportunity?

Do you consider yourself to be persistent in your entrepreneurial efforts?

Why or why not?

Did you receive external personal or business advice or guidance?
If so, from whom?

Did you receive social support?

Did you personally invest money in the business?
Yes?
No? Where and how did you receive funding?

Have you sought outside funding?
Yes? No?
Was it successful? Why?

Do you consider the business to be successful?
Why? Why not?

How big do you want your business to be in 5 years in terms of sales and employees?

Do you think you will still be an entrepreneur in 5 years?

If you both started a company in Norway and the US, what would you say are the biggest differences when it comes to doing business and entrepreneurship?

## Appendix 2 – Results from analyzing qualitative comparative case study interviews by using open decoding and search for frameworks, similarities and differences.

Based on the purpose of the case study, the main prerequisites of the interviewees and their startups were that their nationality were to be Norwegian, a startup had to be registered in Norway or in the US, the startup had to have been in operation in 3.5 (42 months) to 5 years, and currently in operation or discontinued. In order to separate and compare the findings from the case studies, the results are differentiated by country of operations (Norway or the US) and weather or not the company is still in existence. The variables are therefore:

- Operating in Norway
- Operating in the US
- Successful startup
- Discontinued startup

The analysis will be divided into these four categories, which makes up a 2x2 matrix with 4 different possible compositions. There were 12 entrepreneurs interviewed in total, 3 from each of the categories. The four compositions of variables are Successful startup in Norway (SNO), Successful startup in the US (SUS), Discontinued startup in Norway (DNO) and Discontinued startup in the US (DUS). The definition of establishment is related to the legal registration of the entity either in Norway or in the US. The two first parts of the interview gains insight into the descriptive statistics regarding the startups in their respective context. The last part of the interview aims to offer empirical support to existing theory within the entrepreneurial field of success and persistence.

## Business demographics

The business demographics section of the questions represents the initial and current position of the startups. As these questions were answered in writing, there is little to no variation between the amount of information offered by each question. As stated in the initial requirements, all of the startups have been in operation from 3.5 years up to 5 years. Another commonality for all the categories was the selection of industry for which the startup was operating in. Each category had 3 companies with either a focus on Internet and Computers, Communications and Electronics and Consumer. The information about the companies will offer insight into possible themes connected to the actual startup activity of the Norwegian entrepreneur, both in Norway and in the US. This can be useful for when analyzing possible policy improvement in either or both the environments. When dividing into the four variables, the composition of replies offered following information:

| SNO | SUS |
|---|---|
| - All of these companies were established in the year 2009, just when the financial turmoil was at its peak in Norway.<br>- These companies have 2-4 employees, and one company also have 4 part time employees.<br>- 2 of 3 have entrepreneurs in their family.<br>- Only the startup dealing with a consumer product had a patent.<br>- Two of these companies had sales their first year, but no profit.<br>- Their first employee was hired from 1-3 years after it was established.<br>- One of the companies focus internationally, one in the Nordic region and the last company is only targeting Norwegian customers. | - Two of the 3 companies were started in 2009, while the last one was started in 2011.<br>- All of these companies currently have a total of 5 employees.<br>- All of the entrepreneurs have family members who also are entrepreneurs.<br>- Only the startup dealing with a consumer product had a patent.<br>- Two of these companies had sales their first year, but no profit.<br>- Their first employee was hired from 0-1 year after it was established.<br>- Two of the companies say they target an international market, while one of them only focus on the US market. |
| **DNO** | **DUS** |
| - These companies were established and discontinued between 2000 and 2012. Two of these companies were established in 2000.<br>- These companies had at some point a total of 3-4 employees.<br>- 2 of 3 have entrepreneurs in their family.<br>- Only the startup dealing with a consumer product had a patent.<br>- One of the companies had experienced sales within their first year of operation, but none had profit.<br>- Their first employee was hired from 0-2 years after it was established.<br>- All of the companies targeted an international market, with focus on the US. | - Two of the companies were established in 2007, but all companies had different year for discontinuation.<br>- Same as the Norwegian companies, the majority of these companies had 3-4 employees, with the exception of one company that had a total of 7 employees at one point.<br>- All of the entrepreneurs have family members who also are entrepreneurs.<br>- Only the startup dealing with a consumer product had a patent.<br>- None of the companies had sales or profit the first year of operation.<br>- Their first employee was hired from 0-2 years after it was established.<br>- All of the companies targeted an international market, with focus on the US. |

There are several themes, similarities and differences that can be identified between the entrepreneurial economic and institutional context of Norway and the US related to the business demographics of the companies started by the entrepreneurs in question. Additional insight is brought to the difference between what is defined as successful companies and the ones that have been discontinued. The main themes are pointed out in the table below:

| Startup in Norway versus in the US | Success versus discontinued |
|---|---|
| - All of the Norwegian entrepreneurs based in the US have entrepreneurs within their families. 4/6 of the ones who established business in Norway have entrepreneurs in their family. This result in the majority of both Norwegian entrepreneurs in Norway and in the US, have family members who are entrepreneurs. | - The majority, 5/6 to be exact, of the successful companies was established in 2009, the year most affected by the financial crisis. There seems to be no correlation between the discontinued companies and their year of establishment or discontinuance.<br>- It is also evident that 4/6 successful companies experienced sales within their first year of establishment.<br>- All of the failed companied were targeting an international market. Since most the successful companies were also targeting an international market, there seems to be no correlation. |

The main themes that seem to stand out the most are the fact that so many of the successful companies were established in 2009, the year when the financial crisis was most evident in Norway and the rest of the world. It is also interesting to see that the majority of the successful companies had sales within their first year of operation. This may be connected to attributes and attitudes found with the entrepreneur and also in their startup.

Even though the entrepreneurial situation, policies, environment and activity differentiates the two countries, there seem to be little to no difference between the Norwegian entrepreneurs who decide to establish their startup in the US compared to in Norway, when evaluating the data from the business demographics section. The majority from both categories has family members who are entrepreneurs. There is no information from this section that suggests that there are any specific differences separating the two groups of entrepreneurs.

## Individual classification

The individual classification section of the questions was also answered in writing, and similar to the business demographics questions, offer little to no variation between the amount of information offered by each question. These questions served a purpose to possibly separate the entrepreneurs from each other on the basis of their age, gender, experience, motivation and intentions. The same division between the categories is used in this section and the main outcome from the answers are listed in the table below:

| SNO | SUS |
|---|---|
| - The age of the entrepreneur when establishing their startup was 25 years<br>- 2/3 of the interviewed entrepreneurs are male<br>- The average number of years of higher education is 4<br>- All the businesses were based on experience and knowledge from the entrepreneurs higher education<br>- All the entrepreneurs have business class experience<br>- These entrepreneurs have lived abroad for an average of 1 year<br>- These entrepreneurs have all lived in the US for an average of 7 months<br>- None of these entrepreneurs have previous entrepreneurial experience<br>- All of these entrepreneurs worked fulltime with their startup | - The age of the entrepreneur when establishing their startup was 43 years<br>- 2/3 of the interviewed entrepreneurs are male<br>- The average number of years of higher education is 6<br>- All the businesses were based on experience and knowledge from the entrepreneurs higher education<br>- All the entrepreneurs have business class experience<br>- These entrepreneurs have lived abroad for an average of 15 years<br>- These entrepreneurs have lived in the US for an average of 6 months<br>- All of these entrepreneurs have previous entrepreneurial experience<br>- All of these entrepreneurs worked fulltime with their startup |

| DNO | DUS |
|---|---|
| - The age of the entrepreneur when establishing their startup was 36.5 years<br>- All of the interviewed entrepreneurs are male<br>- The average number of years of higher education is 7<br>- All the businesses were based on experience and knowledge from the entrepreneurs higher education<br>- None of the entrepreneurs have business class experience<br>- 2/3 have lived abroad for about a year<br>- These entrepreneurs have lived in the US for an average of 6 months. One of them had not lived in the US<br>- Two out of 3 entrepreneurs have no previous entrepreneurial experience<br>- None of these entrepreneurs worked fulltime with their startup | - The age of the entrepreneur when establishing their startup was 33 years<br>- 2/3 of the interviewed entrepreneurs are female<br>- The average number of years of higher education is 8<br>- All the businesses were based on experience and knowledge from the entrepreneurs higher education<br>- Only one entrepreneur out of 3 have business class experience<br>- These entrepreneurs have lived abroad for an average of 4 years and in the US for an average of 3 years<br>- Two out of 3 entrepreneurs have previous entrepreneurial experience from 2-3 different startups<br>- None of these entrepreneurs worked fulltime with their startup |

There are several themes, similarities and differences that can be identified between the entrepreneurial economic and institutional context of Norway and the US related to the individual classifications of the entrepreneur. Additional insight is brought to the difference between what is defined as successful companies and the ones that have been discontinued. The main themes are pointed out in the table on the following page:

| Startup in Norway versus in the US | Success versus discontinued |
|---|---|
| - All entrepreneurs except one, both in Norway and in the US, have spent some time abroad and in the US. The successful Norwegian entrepreneurs in the US have lived substantial amount of time in the US. Also the entrepreneurs behind the discontinued startups in the US have lived longer in the US compared to the Norwegian entrepreneurs in Norway.<br>- The majority of the Norwegian entrepreneurs starting in the US (5/6) have pervious startup experience<br>- There seems to be no correlation between age of entrepreneur and country of startup<br>- The majority of the discontinued startups in the US were started by women. All the other categories have a 2 to 3 ratio of male to female entrepreneurs and there seems to be no correlations | - The majority of the companies that were discontinued were started by entrepreneurs without business class experience<br>- None of the entrepreneurs who worked with the discontinued startups were working with it fulltime<br>- There is no correlation between previous startup experience and a successful venture<br>- The age for entrepreneurs starting successful businesses in the US is slightly higher than when starting in Norway, although there seem to be no correlation between this and the successful or discontinued business in Norway<br>- All the entrepreneurs had an average of 5 year of higher education, although the entrepreneurs from the discontinued startups have an average of 2 more years of higher education |

The main themes identified from the information retrieved from the individual classification questions are mainly that abroad experience might have an influence on the entrepreneurial intentions and motivation of potential Norwegian entrepreneurs. Deciding to start up abroad might also be related to previous entrepreneurial experience, as the majority of the Norwegian entrepreneurs who decided to start a venture in the US have previous startup experience. It is interesting to notice that even though all the Norwegian entrepreneurs who started in the US have previous startup experience; the majority of these entrepreneurs do not have business class experience. And none of the discontinued startups were worked on fulltime, which suggests that entrepreneurship is considered to be more of a hobby than a conscious career choice. All the Norwegian entrepreneurs have an average of more than 5 years of education, the ones in the US had up to 7 years, and all the entrepreneurs used their educational and/or professional background as basis for starting their business.

## Entrepreneurial characteristics and attitudes related to persistency and success

The information gained from this more open ended part of the interview was dense. Main themes were identified and are presented here.

**Financial and governmental support**

According to the entrepreneurs in Norway, there are several bridge organizations, most often funded by the government, who are in a position to financially support entrepreneurs and their ideas in Norway. Innovation Norway and Leiv Eriksson Nyskaping were two of the bridge organizations most often mentioned when talking about financial support. Although the entrepreneurs were grateful of the support they received from the bridge organizations, this support was often expected and almost mandatory. There is a lot of paper work and administrative cost that goes into applying for such grants in Norway, and they often take away critical time of the initial stage of a startup. Also, even if they received financial support, the majority of these entrepreneurs felt they were not offered the business advises and knowledge required to succeed.

*"Innovation Norway has too much control over the entrepreneurial industry in Norway. Their subjective definition of a potential successful business opportunity is keeping certain business ideas out in the cold. The also claim to be willing to help, when in most cases this is not the truth, especially abroad".*

The majority of the entrepreneurs mention Innovation Norway and Leiv Eriksson Nyskaping when asked about initial investor approach and success. Since most of the entrepreneurs and their startups financial support from such governmental institutions, writing applications becomes a vital part of the Norwegian startup activities, when in the US the entrepreneurs are left to prove themselves until they can attract potential investors. In addition to the bridge organizations, all the entrepreneurs, both in Norway and the US, invested their own money in their startups. This was most often to cover the expenses related to the actual registration of the legal entity. The successful entrepreneurs also made it clear that they invested money in order to survive the initial year of operation. All of the interviewed entrepreneurs also made it very clear that they invested a lot of time into their startup.

*"Writing applications doesn't make you an entrepreneur. It makes you lazy".*

A majority of the entrepreneurs who were interviewed comment on how there is a lack of an entrepreneurial environment and ecosystem in Norway. The Norwegians lack the entrepreneurial mindset that is more predominant on the US. Instead of educating additional employees, which there are plenty of in Norway, there is a demand for educating future entrepreneurs. People are not aware that entrepreneurship is a potential career opportunity, as it is not a common choice amongst the newly educated people in Norway. Being headhunted a year before graduating makes it even more attractive to be a regular employee rather than living like a student after graduating. When the alternatives in Norway are fulltime jobs, the alternative to starting a business in the US is to start a different one. In order for Norwegians to choose to become entrepreneur compared to other alternatives, additional supporting regulations, encouragement and facilitation by the government is required.

The entrepreneurs also mention that Norway is a great market to start out and test your business idea in. But they also point out that the market, network and therefore opportunities are limited and that an international perspective is required in order to succeed. This is all relative to industry, business idea and growth intention. AS the US is already consider an international market and offer diverse market segments, Norwegian entrepreneurs in Norway often experience trade barriers when trying to expand through Europe due to Norway not being a part of the European Union.

*"The Norwegian market is limited. When accounting for the potential number of customers, potential sales and expenses – you do the math - you won't be able to survive without growing and expanding".*

By looking at the previous experience that these entrepreneurs have, it is evident that international experience has encouraged them and their entrepreneurial motivation and aspirations. They claim that there is a different drive and enthusiasm about entrepreneurship in the US that is hard to find in Norway. The startup culture is not present and many of them feel as though the Norwegian culture and tradition expects them to get gainfully employed after completing school. They believe that the attitude towards entrepreneurship needs to change in order to facilitate growth and a sustainable economy that is not dependent on the oil or aquatic industry.

*"In order for the economy in Norway to grow and survive we need to change our perceptions and attitudes towards entrepreneurship. We need to educate young potential entrepreneurs and give them the option to become entrepreneurs alongside doctors, lawyers and teachers".*

**Intentions, motivations and persistence**

Half of all the entrepreneurs who started the discontinued ventures say that they were approached by a person who was interested in their idea or concept. They were then introduced to investors and were backed financially. It was not their initial intention to start a company, but figured they should take advantage of the opportunity that was presented to them. It seems as if these people did not start out with entrepreneurial intentions and motivation, but were rather drawn in to the startup environment with mostly financial objectives. They did not have the business development skills required to succeed and failed to do so. Another main reasons for these entrepreneurs to engage in entrepreneurial activity was either due to lack of other employment options. Their field of study was either liked to a business affected by the financial turmoil, or a field of study so special that the jobs requiring their skillset were limited.

*"One of the reasons I started writing a business plan was because I was experiencing a though time finding a job. I was typically second in line to get hired, but it never worked out. So instead of doing nothing and going on welfare, I decided to use the knowledge I had learned at the university and create a job for myself. At the time I was not completely sure what the idea was, but I was sure I was going to work with my passion".*

Half of the successful entrepreneurs had alternative options to starting their business. These options were either alternative opportunities or regular employment options. Most of the entrepreneurs who started business that were discontinued did not have alternate options in mind. In addition to stumbling into entrepreneurship and being forced into it by lack of other options, a couple of entrepreneurs also wanted to become entrepreneurs in order to make use of their knowledge, skills and experience. This information is supported by the fact that all of the entrepreneurs used their educational and professional experience and knowledge as basis for their startup. Several of the entrepreneurs mentioned several of the above mentioned reasons for becoming entrepreneurs, and some even mentioned that they wanted to make a difference in the world and add value to potential customers and the economy. They also mentioned that they wanted to work with their passion and that they wanted to be passionate about their work. Very few of the entrepreneurs said they wanted to start a venture purely for the financial benefits. They mostly claimed that this would just be a consequence of the main motivations for starting the business.

As presented in the previous section, a majority of all the entrepreneurs have family members who are entrepreneurs. This seems to have an effect on the decision to become an entrepreneur.

*"The advantage of coming from a home with entrepreneurial parents is that I am continuously encouraged to take risks and to try new things. My dad even told me that if I didn't take the opportunity, he would take it for me. And I couldn't let that happen."*

All the entrepreneurs in both Norway and the US expressed a desire to continue as entrepreneur well into the future. This tells us that most of the entrepreneurs that were interviewed are entrepreneurial by nature and used to living life outside the box. When asked about their growth intentions, most entrepreneurs expected to have up to a total of 20 employees or less. This shows that most Norwegian entrepreneurs, both in Norway and the US, do not have high growth intentions for their companies. This goes for both the entrepreneurs who started a successful venture and the ones who were discontinued.

*"Entrepreneur is something I am. So I will definitely continue to be one. Whether or not I am working on this very startup is uncertain".*

Both the Norwegian entrepreneurs in Norway and the ones in the US have a different meaning of what success entitles. Most of the entrepreneurs behind the discontinued ventures claim that their businesses are not successful. This is mostly due to them currently not being in operation. Some of them then mention that their technology on the other hand, was successful. Some also mentioned that they considered the business and its progress to be part of a personal success. One entrepreneur from a discontinued startup said that they considered the business to be successful since they had saved lives with their product.

*"I consider the business to be successful in many ways. I have gained a large amount of experience and knowledge within the industry, which have lead to the product being available in stores. I would not say that the business is successful when it comes to profits just yet".*

The entrepreneurs behind the successful startup have all very different opinions of what a successful business entails. One entrepreneur relates success to sales and profit. Another adds, in addition to profit being a part of the success criteria, that having gained new knowledge is success it itself. Two of the entrepreneurs claim that their business is successful since the technology they developed is working. Another two of the entrepreneurs bluntly claim that their businesses are successful. The remaining two entrepreneurs have a very different perspective of how and when success is achieved.  One of them says that they do not consider something that is half done to be successful. And since the business had not reached its final goal, success if not yet reached. If success is reached they would not still be working with the startup.

*"It would be wrong to say it hasn't gone well up until now. It had probably gone as well as it could have. I wouldn't say it is a success, as I relate success to having reached all the company milestones and experiences some type of closure".*

The last entrepreneur claims that the business has yet to experience success, and probably never will. This is due to their impression that success in related to loosing passion and motivation for the business. On the other hand, this entrepreneur believes that the milestones and success criteria are constantly moving forward with the business. What would be considered a success 6 months ago is not a success when accomplished as the success criteria is constantly moving forward as the business is.

Closely related to success is the ability and skill to persist. All, except one of the entrepreneurs, both from the successful and discontinued ventures insisted that they were persistent. It is perceived that cognitive persistence is the most important skill as an entrepreneur. The reason behind their statements were that they never gives up, that they tried their best and that they are able to meet resistance. The fact that the entrepreneurs behind the discontinued companies based their persistency on not giving up and being able to meet resistance might appear to be contradictive statements. One entrepreneur has value to add to that perception:

*"If you are not persistent, you will not survive as an entrepreneur. If you are not persistent you will try to start a business once, fail and not try it ever again. Then you are not meant to be an entrepreneur. Sometimes it doesn't work out and you have to know when to make changes to your plan and direction and try again elsewhere. You do not need to be successful to be persistent".*

Many of the entrepreneurs mention that there is a completely different acceptance to failure in entrepreneurship when comparing Norway to the US. As an entrepreneur in Norway you are expected to make it, and the only option to success is failing. And as mentioned, most entrepreneurs in Norway that fail will not try to start another business again. Entrepreneur, in Norway, is a status with certain prerequisites. It is a common understanding that being an entrepreneur in Norway requires you to have reached certain goals and milestones. Entrepreneurship is not introduced as a possible career choice early enough for people to aspire to become entrepreneurs. It is the impression that many Norwegian entrepreneurs fall into the situation of being an entrepreneur by coincidence. This statement can be verified by the large number of entrepreneurs who said that they started a business due to encouragement from an external person, rather than having initial desires to become entrepreneurs. A comment was made about Norwegians having to accept failure as a possibility, but not the only alternative to success.

**Entrepreneurial risk**

A majority of all the entrepreneurs were very clear on having a high tolerance for risk. When asked about their worries related to the business, there were not many. Most of them said that the worried, if any, were related to challenges experienced with the financials of the company and also with the personal economy. A majority expressed that most of the worries related to the startup became apparent when the business was already started. These worries were also related to financials, such as developing a revenue model, short-term cash flow and insecurities.  These worries also included customer traction and potential failure. A few mentioned that it became a worry to figure out how to remain in the US due to VISA restrictions, and some had worries related to the technology development. These worries were most often mentioned by the successful entrepreneurs. Even though most entrepreneurs mentioned having worries, they all mentioned that they actually weren't very worried. This can relate to the grand safety net that can be found within the Norwegian welfare and economic system.

*"None of us were really worried when we started the companies. We all had jobs we could return to. I think what separated the ones who worry from the ones who don't, are having option available if success if not achieved".*

When talking about risk, all the entrepreneurs were very insistent that there were little to no risk involved with starting a business in a country such as Norway. One even went as far as to say that if you believed that starting a business in Norway involved high level of risk, then you should not become an entrepreneur in the first place. It was as though many of the entrepreneurs believe that having some perception of risk was not acceptable as an entrepreneur in Norway due to the incredible safety net and financial support options. On the other hand, after having claimed that there was very little risk involved with starting a business in Norway, they went on to say that they were very risk willing and had a high-risk profile. They then went on to say that they all took on financial risk.  Going back to the safety net and welfare situation of the Norwegian economy, most of the Norwegian entrepreneurs do not recognize the financial risk as a dominant or relevant risk. They recognize that the money in itself is a risk, where the risk is loosing that money. The risk is then diminished due to the options available when that investment turns into an actual risk.

*"Starting a business in Norway is a lot of work, but I would not consider it to be risky. You are not held personally accountable of the business fails, and the government helps you out. People who say it is risky to start up a business in Norway don't know what they are talking about."*

Naturally, the entrepreneurs who are no longer working with the startup in question do not recognize any current worries or risk related to the business due to its discontinuance. The entrepreneurs who started their business in the US offered slightly different responses regarding risk, as the financial situation and alternatives are quite different from the one offered in Norway. As the other entrepreneurs, they stated that the financial risk was definitely the biggest risk of them all. This was due to the implications it could have on the continuance of the business itself and the impact it could have on their personal lives. No income while running a business in the US could result in loss of VISA status and health care plan. These implications display a higher risk, than the ones mentioned by the Norwegian entrepreneurs in Norway.

*"Moving to the US was not related to risk in my situation. This was something we wanted to so. But what I did considered to be a risk, was the money I had to put into the company up front. Money I in reality didn't have".*

A majority of the entrepreneurs, both in the US and Norway, claimed that they were persons with high-risk tolerance, and used this as an advantage when deciding to start a business. They say they are risk willing, but also that there are no real risks to take in Norway. And then again they say they handle risk well since they choose entrepreneurship over a regular job. It seems as though Norwegians have a mixed understanding of the concept of risk and how this is overcome. Additional comments were made about Norwegians resisting to take on risk to achieve their entrepreneurial goals. The alternatives are too attractive and the entrepreneurial attitude is lacking. These entrepreneurs also believe that the Norwegians choosing to start a venture in the US have a different risk profile.

http://stanfordbusiness.tumblr.com/post/52905655004/5-attitudes-of-successful-entrepreneurs-from

Stanford Graduate School of Business: Attitudes of successful entrepreneurs

“Entrepreneurs don’t need to be impulsive, head-strong, bombastic, or have operating experience,” shared Professor Irv Grousbeck in his “Last Lecture” talk with the Stanford GSB Class of 2013. Below are 5 attitudes Grousbeck believes successful entrepreneurs possess:

1. An unending dissatisfaction with the status quo  Entrepreneurs are not happy with what’s at hand and they believe they can do something better.
2. A healthy self-confidence  Entrepreneurs must have a willingness to be lonely, to make public mistakes, and to have the buck stop with them.
3. Responsible confidence  Entrepreneurs feel good about what they are doing, but always know that they could do more. They are always willing to stretch themselves.
4. Concern with detail  Very few successful people are broad-brush in all aspects of their lives.
5. A tolerance for ambiguity  Not to be confused with a love of risks, this willingness to accept an uncertain future is at the core of being an entrepreneur. Entrepreneurs won’t know if they’ll have an income tomorrow, and they’re willing to give up a corporate work environment and comfortable routines.

# ENTREPRENEURSHIP

# A BEST PRACTICE GUIDE
# IO7

# ANNEXE

## 2. CURRICULUM:
## A CROSS-CURRICULAR APPROACH

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- http://www.mysteps.eu/docs/21_Competencies_for_Making_Learning_Work.pptx
- http://www.mysteps.eu/docs/b/Employability_competencies_Stage1_Assessment.docx

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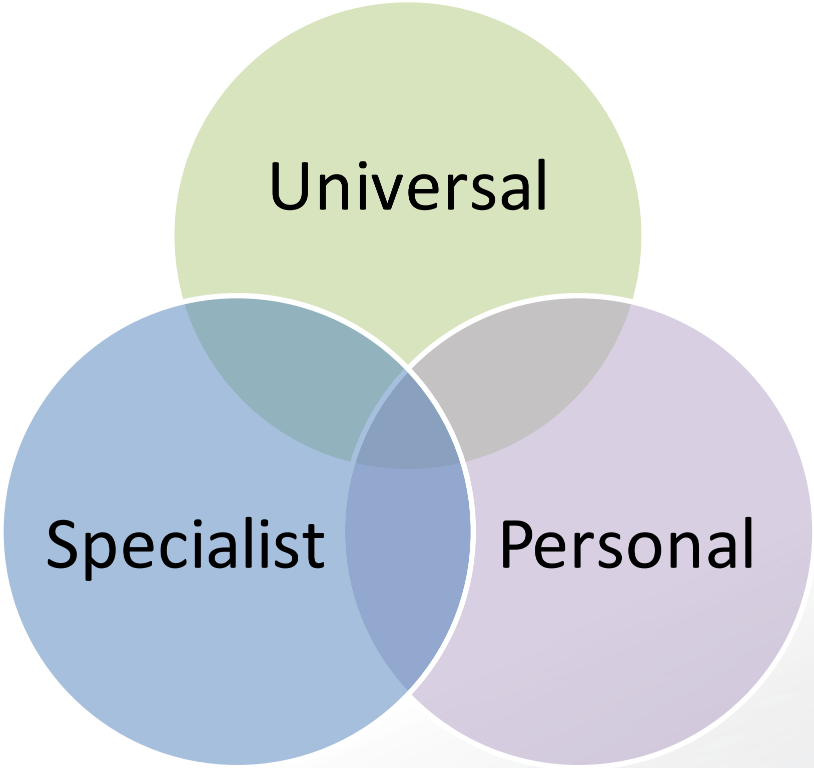
- http://www.mysteps.eu/docs/Personal_Guidance_Youth_Guarantee_Programme_Structure_allegato_UCV.doc

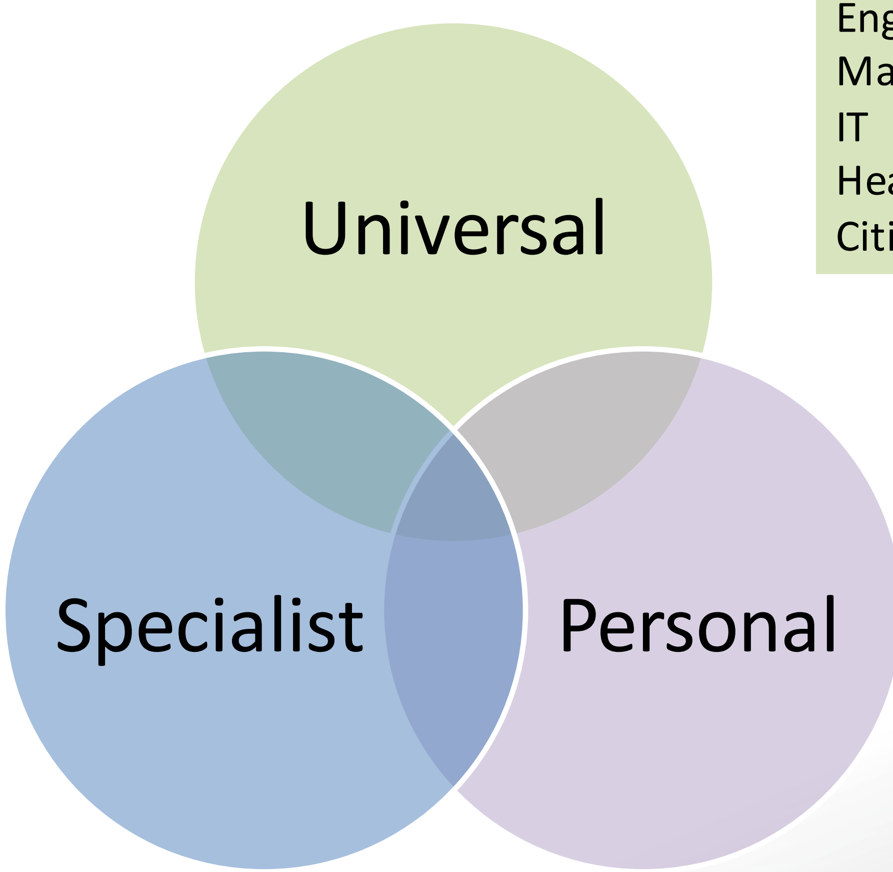
# Making Learning Work

A structured and supportive framework for personal and professional development. Creating a culture of independence and work effectiveness.



# Overall Framework

English
Maths
IT
Health & well-being
Citizenship




Competencies according to stage of development

(1) Work Ready
(2) Operational & Supervisory
(3) Managerial & Strategic

Careers and employability profile

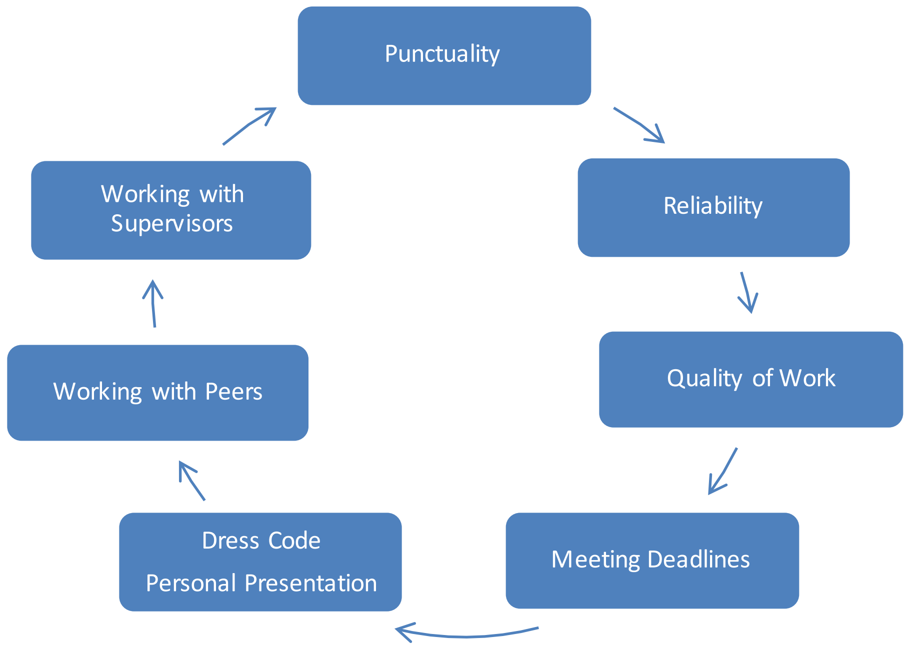
Academic/Vocational qualification

Occupational & Vendor qualification

(licence to practice)
e.g. CSCS / Microsoft

# Stage 1
# Work Ready

Negotiated




Self Assessment

# Punctuality

*(Consistent)*

Being punctual is important to me and I make a point of always arriving on time and I often plan my time so I arrive early

Evidence discussed

I recognise punctuality as an area for improvement although I usually arrive on time or when I am late I have a valid reason

Evidence discussed

I find it difficult to always be on time. I am sometimes late, often with no reason

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Reliability

*(Consistent, Can do)*

Negotiated

I can always be relied upon to follow instructions and complete tasks and if I am unsure I will always ask for help

Evidence discussed

I can usually be relied upon to follow instructions and complete tasks if I am given some help and support

Evidence discussed

I know that I need someone to keep me on task and to help me follow instructions

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Quality of Work

*(Consistent, Can do, Courageous, Creative)*

Negotiated

My work is always to the standard expected and is often better than expected

Evidence discussed

My work is usually up to the standard expected and I know when and how to ask for help if needed

Evidence discussed

My work is often not up to the standards expected and I know that I need more time and support to develop my skills

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Meeting Deadlines

*(Can do, Consistent, Creative)*

Negotiated

I am able to plan my time so that I always complete tasks within the deadlines agreed

Evidence discussed

I usually complete tasks within the deadlines set, but when deadlines are challenging my work is not always as good as it could be

Evidence discussed

I find deadlines difficult and I am often unable to complete tasks within the deadlines set

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Dress Code & Personal Presentation

*(Caring, consistent)*

Negotiated

I understand the importance of dress code, and always dress appropriately for specific occasions. I have high standards of personal presentation

Evidence discussed

I understand there are expectations of dress code at work and, when asked to dress appropriately for a specific reason, my personal presentation sometimes meets requirements

Evidence discussed

I know there are expectations of dress code at work but, when asked to dress appropriately for a specific reason, my personal presentation does not always meet the standards required

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Working with peers

*(Connected, Caring)*

Negotiated

I always make and keep good working relationships with the people I work with. I am good at dealing with and sorting out problems appropriately

Evidence discussed

I am able to work well in a team, however sometimes things happen and I don't react well and this stops me getting on well with others.

Evidence discussed

I have some difficulty in making and keeping good working relationships with some of the people I work with. I am not always confident when working with others

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Working with supervisors

## *(Connected, Caring)*

Negotiated

I always have good working relationships with supervisors. I am happy to follow instructions and I will ask for help if I need it.

Evidence discussed

I mostly work well with supervisors, however there are times when I find it difficult to do so

Evidence discussed

I find it difficult to make and keep working relationships with supervisors

Evidence discussed

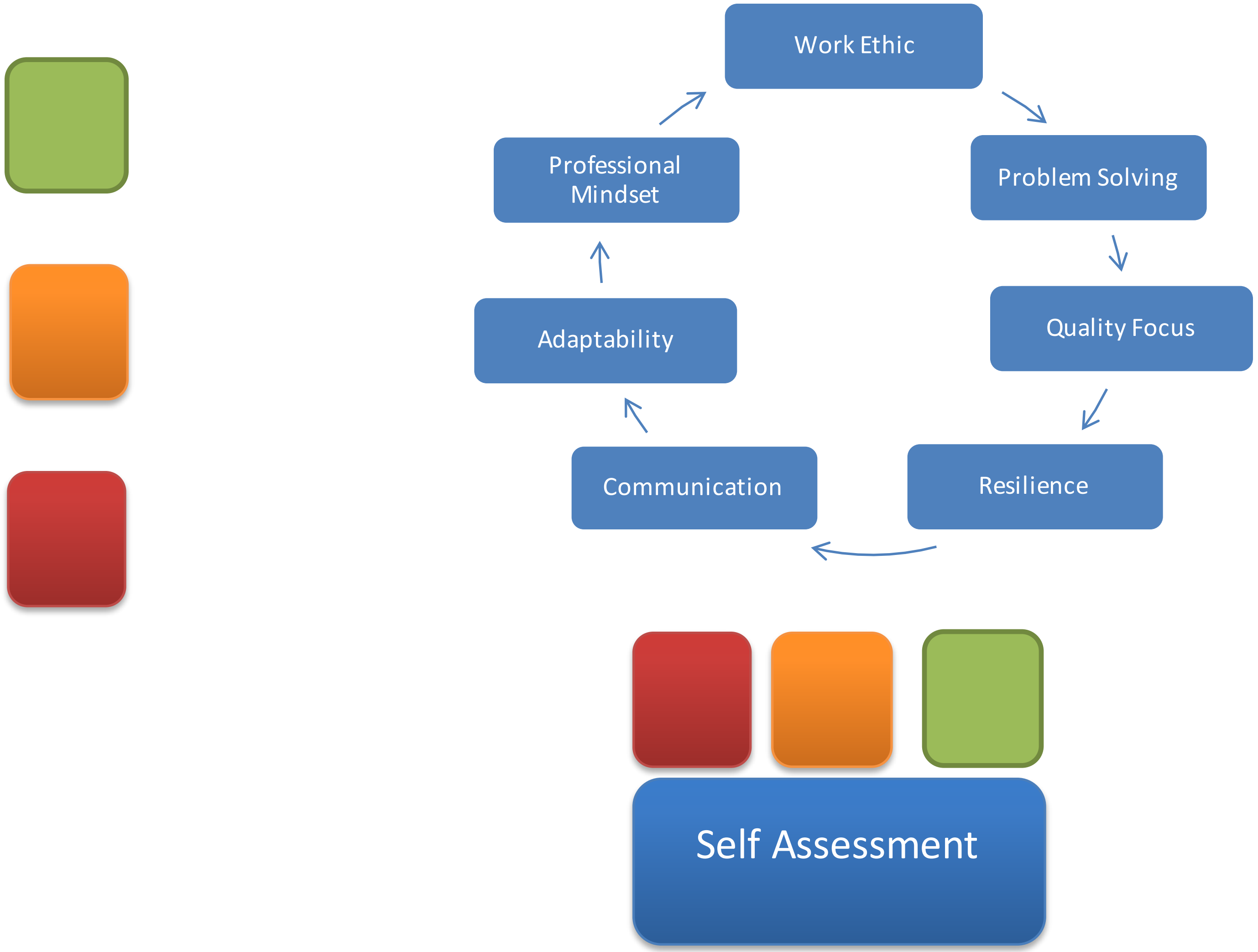
Action Plan

Self Assessment

(What evidence do you have to support this?)

# Stage 2
# Operational & Supervisory

Negotiated



# Work ethic

## *(Can-do, Caring)*

Negotiated

I am always extremely positive and hard working and I am a role model for others. I can be relied upon to motivate and support others

Evidence discussed

I always try to be positive at work and I can usually show I want to do a good job to my employers, the people I work with and customers

Evidence discussed

I am sometimes negative about my work , especially when tasks are mundane/boring and do not challenge or interest me

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Problem solving

## *(Can do, Creative)*

Negotiated

I am good at dealing with problems and look for solutions. I am confident in supporting others to solve problems

Evidence discussed

When there is a problem I try to sort it out myself. If I cannot I will ask for help

Evidence discussed

I sometimes find it hard to be positive when faced with problems, although with support I am usually able to carry on and resolve problems

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Quality Focus
## *(Consistent, Caring)*

Negotiated

I am focused on quality in all aspects of my work. I always show a high level of personal commitment to quality and am able to support others to improve quality

Evidence discussed

I know the importance of quality in all aspects of my work and I normally deliver a quality in my own work that meets or exceeds expectations

Evidence discussed

Whilst I am aware of quality issues, I occasionally do not achieving what is required. However, I am aware of this and will ask for help

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Resilience

## *(Consistent, Can do, Courageous)*

Negotiated

I pride myself on my high levels of resilience and will make sure I complete a task. Additionally I have the skills and confidence to provide support to others in completing tasks

Evidence discussed

I am able to show consistent levels of resilience and I am normally able to complete tasks even when challenges / difficulties arise

Evidence discussed

I usually respond well to setbacks and am able to carry on with normal routine, however I do occasionally need and welcome additional support from colleagues and supervisors.

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Communication

## *(Consistent, Connected, Caring)*

Negotiated

I have high levels of communication skills and am able to communicate complex ideas and thoughts in a variety of ways and to diverse groups (colleagues, supervisors, customers, other stakeholders)

Evidence discussed

My communication skills are mostly good and I am able to use different ways to communicate with people I know and / or in a subject in which I am knowledgeable

Evidence discussed

I occasionally lack confidence when communicating, especially when I am in a new situation or if I am presenting information or in a way I am unfamiliar with (i.e.: written, spoken, diagrammatic, electronic, numeric)

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Adaptability

## *(Can do, Creative, )*

Negotiated

I am confident, capable and can adapt to meet new situations and expectations, I am able to support to others to be more adaptable

Evidence discussed

I am usually able to adapt my working practices to meet new situations and expectations

Evidence discussed

I am mostly confident undertaking work in which I have experience, but need support to try something new

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Professional mind-set

## *(Consistent, Can do)*

Negotiated

I take pride in my approach to work and my professional mind-set. This provides a role model for others to follow and means I perform well and can influence others.

Evidence discussed

I strive to demonstrate a professional mind-set in all aspects of my work. I regularly review my work and work out how I can improve

Evidence discussed

I understand the need for a professional mind-set, however I do not always achieve this and I need support to keep positive and focused

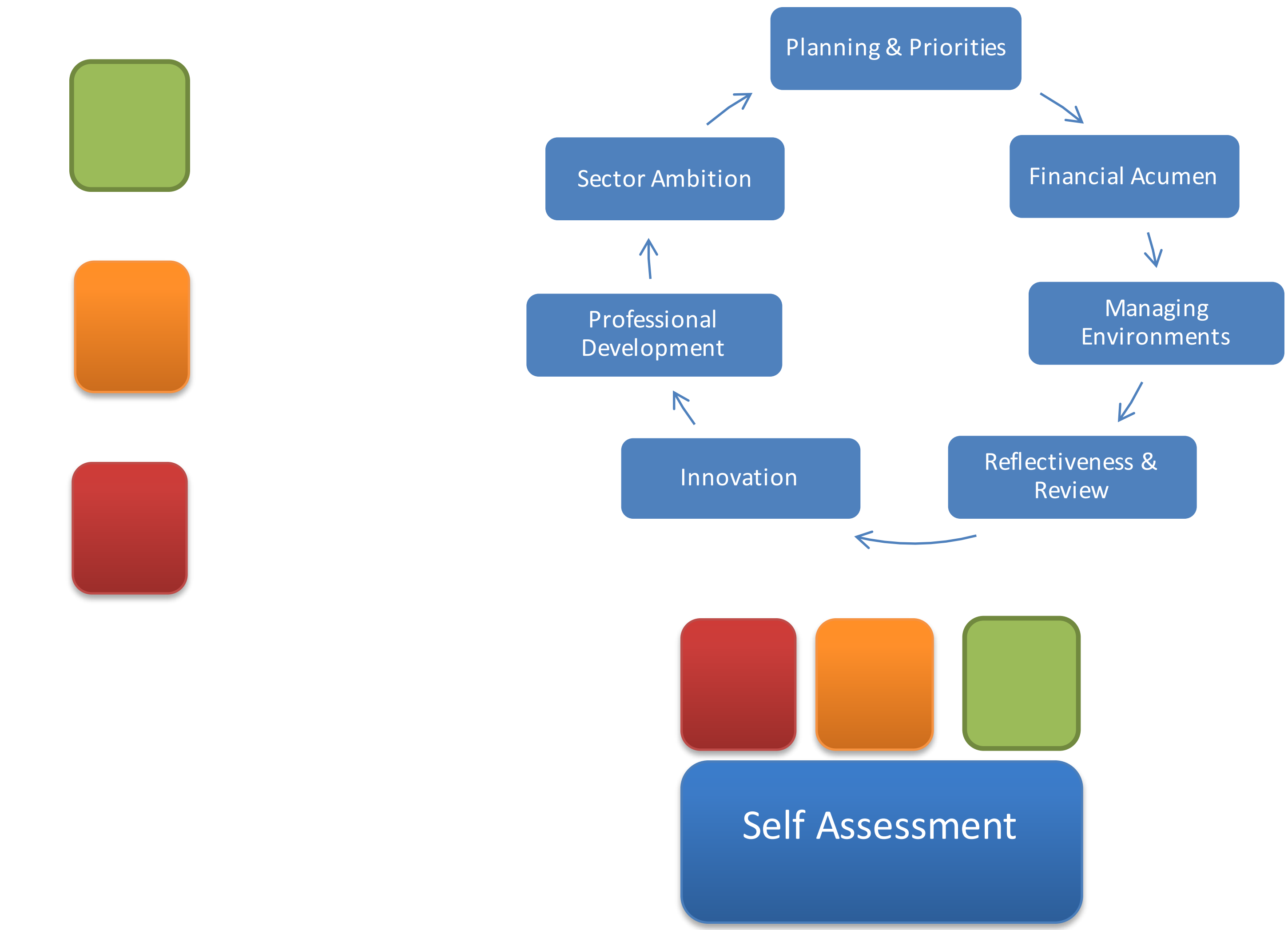
Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Stage 3
# Managerial & Strategic

Negotiated



# Planning and Priorities

## *(Consistent, Creative)*

Negotiated

I am able to prepare and communicate planning documents and ensure work for individuals and teams is planned, prioritised and delivered

Evidence discussed

I am able to effectively plan and prioritise my own work and the work of others using various information sources related to the activity

Evidence discussed

With little or no support I am able to effectively plan and prioritise my own work using various information sources related to the activity

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Financial Acumen

## *(Can do, Consistent, Connected)*

Negotiated

I am adept in establishing and maintaining financial budgets for individual and team activities and projects that result in quality, timely and cost-effective output/s

Evidence discussed

I am capable of maintaining control and working within pre-determined budgets that cover staffing and resources for my own work and that of immediate colleagues

Evidence discussed

When related to my previous experiences and following a given plan, I am able to consider and adapt my own working practices to minimise financial inefficiencies

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Managing Environments

***(CCCCCCC)***

Negotiated

| |
|---|
| I am able to carry out risk assessments for complex activities, develop appropriate strategies for mitigating risk and effectively manage Health and Safety in diverse environments and for a diverse range of people |
| I am able to carry our risk assessments for individuals and teams engaged in routine activities, and monitor ongoing activities to ensure full compliance |
| I am able to prepare and plan my working environment and resources to ensure personal compliance with pre-determined risk assessments and relevant health and safety legislation |

Evidence discussed

Evidence discussed

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Reflectiveness and Review
## *(CCCCC)*

Negotiated

I am able to effectively establish the conditions and culture for highly effective personal and team reviews, which shape and improve future working practices / processess

Evidence discussed

I am confident in leading team reviews of performance and in collating and disseminating appropriate actions for improvement

Evidence discussed

I regularly carry out reflective reviews of my own performance which routinely seek the views of others and I amend my contribution as a result

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Innovation
## *(CCCCC)*

Negotiated

Using a diverse range of indicators and information sources, I proactively seek to innovate and improve working practices / procedures and encourage others to do the same.

Evidence discussed

From our combined experiences, I am effective in working collaboratively with others to seek new and improved ways of working

Evidence discussed

Based upon my own experience I am able to make recommendations for changes to current practice / procedure that will improve working practice

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Professional Development

***(CCCCC)***

Negotiated

I am able to develop a culture and ethos where a commitment to continuing professional development suited to the diverse needs of the team, is the norm

Evidence discussed

I am able to,consider, source and promote the benefits of a diverse range of continuing professional development for myself and colleagues

Evidence discussed

I have a commitment to my own continuing professional development and have an initial plan that will enhance my career ambitions

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Sector Ambition and Opportunities
## *(CCCCC)*

Negotiated

I am a knowledgeable advocate of my sector. I am able to effectively communicate with diverse stakeholders (new entrants, colleagues, managers, customers) the opportunities inherent within my sector and relate ambitions to these. I am able to demonstrate interconnections with other sectors

Evidence discussed

I am confident in my ability to source relevant and credible information about the future direction and ambition of my sector and others which are relevant

Evidence discussed

I am aware of the current scope and context of the sector in which I work, and I can speak confidently about my current role and future aspirations

Evidence discussed

Action Plan

Self Assessment

(What evidence do you have to support this?)

# Your Steps to Success – Stage 1: Work Ready

**Working with supervisors**

I always work well with supervisors. I am happy following instructions and will ask for help if I need to.

**My next step:**

**By When:**

**My evidence:**

**Punctuality**

I make a point of always being on time. Being punctual is important to me.

**My next step:**

**By When:**

**My evidence:**


**Working with peers**

I always make and keep good working relationships. I am good at tackling and fixing problems with peers.

**My next step:**

**By When:**

**My evidence:**

**Reliability**

I can always be relied upon to follow instructions and complete tasks. If I am unsure I always ask for help.

**My next step:**

**By When:**

**My evidence:**

**Name:**

**Specialist subject:**

**PLA/EA:**

**Date of this review:**

**Date for next review:**

**Personal presentation**

I always dress for the occasion. I know dress codes are important and have high personal standards. .

**My next step:**

**By When:**

**My evidence:**

**Meeting deadlines**

I plan my time so that I always complete tasks properly within agreed deadlines.

**My next step:**

**By When:**

**My evidence:**

**Quality of work**

My work is always to the standard expected.

**My next step:**

**By When:**

**My evidence:**


## *Personal Career Guidance within the Youth Guarantee Programme in the Italian context*

At the preliminary stage, Italian learners will be fully informed by the Information Desk, indicated to them by their Region, the contents and services provided by the Programme within the regional scope.

The operator will clearly introduce them all the information they need, in order to guide them through the different services available.

With the help of the Italian operator they can:

- If they haven't done it yet, register to the Programme by inserting their personal data on the online application form
- Get to know the objectives of the European Programme and the stakeholders involved in the national implementation of the Programme, the services network and the qualified regional operators engaged.
- Discover the opportunities, the measures available and their functioning. For example, they will know how to activate a traineeship, what apprenticeship consists in, what are the training paths available, how to start their own enterprise.

### *Personal Guidance*

After a preliminary informative phase, the Italian personal guidance stage starts.
At the competent service provider your Region assigned to learners, they will attend an **individual interview** with an operator, who will understand their individual needs. At the end of the interview, the operator will identify a personalized path towards employability that will be coherent with their personal, training and professional characteristics (*profiling)*. The most suitable path will be suggested to youth and it will either entail the continuation of studies, a traineeship, a professional experience or the start of a business.
The personal guidance phase provides for a first orientation level and, if the operator considers it as necessary, a second orientation level:

- Fist Guidance level
- Second Guidance level

### *Firts Guidance Level*

In the I Guidance Level, young Italian people will carry out the following activities with the help of the operator:

- Compilation, update and release of the Personal and Professional Record (PPR), which is the document that contains their personal data, academic and professional experiences.
- Information regarding the local labour market, the geographical area of interest, the most leading sectors, jobs and the most requested educational qualifications.

- Analysis of the profile and of the kind of needs (*profiling*) on the basis of gender, age, citizenship, the educational qualification owned, the professional experience of the previous year, the kind of family environment, the Region and the Province of residency etc.
- Identification of the most suitable path with relation to the social and economic characteristics that emerged and the opportunities offered by the Youth Guarantee.

Drafting of the "Service Pact" with the Italian Employment Service and registration of the measures and services analyzed and selected during the interview

Possible transfer to other Italian offices for specific measures and services of technical and operative assistance in order to help them to develop useful competencies for an active job search (for example public speaking, sending of the curriculum vitae and being interviewed individually for a job etc.)

### *Second Guidance Level*

The operator can perform a second interview in order to analyze more in depth learners attitudes, personal motivations and build together a "professional project". It would constitute a further chance to retrace their training and professional career, reflect on the experience they hold and project possible interventions and changes. The aim is to help them gain awareness of their competencies and potential, to improve their autonomy and an active job search.
During the interview their personal assets will be valued (characteristics, competencies, interests, values etc) and the context in which they are integrated will be taken into consideration (domestic and environmental), with respect to the role that it could play, so to help they to start an educational and professional path.

At the end of the interview, the operator will hold sufficient means to better advice candidates to either study or work. In this process, the following tools can be used:

- Individual interviews
- Group workshops
- Structured grids and forms
- Questionnaires, psycho-aptitude tests and other analysis tools

### *Training*

Training is a fundamental means for acquiring knowledge and competencies needed in the labour market. In order to compete in a rapidly and continuously changing environment, it is fundamental to gain a cultural and personal background that could help them to access the labour market in a qualified way.
Thanks to the Youth Guarantee Program, learners have the possibility to undertake a training path devoted to their reintegration in the training system (if they are younger than 19) or to their integration in the labour market.
Below you can find the elements that differentiate the two paths that aim at reducing the difference between education and working, and at creating a bridge between theoretical training and practical experience:

- Integration in the labour market
- Reintegration in the training system (if the candidate is younger than 19 years old)

### *Training focused on integration in the Italian labour market*

It provides the knowledge and the competencies that are necessary to facilitate the professional integration in the Italian labour market, on the basis of the analysis of the objectives of professional growth and of the potential gained, which have been estimated within the orientation interventions regarding businesses.
Such training allows to combine the rising of occupation levels with the professional needs experienced by the businesses through the so-called "training on the job", which means the acquisition of professional skills on the field.
It allows candidates to gain a specialized competency that is valuable in the labour market.
The qualified regional operators engaged will supply individual and collective courses aimed at their professional integration. Such courses will last from 50 to 200 hours.

### *Reintegration in the schooling and training system for young people between 15 and 18 years old*

Young people aged between 15 and 18 years old who don't possess neither a qualification nor a diploma can benefit from educational and vocational training paths, with the intent to consolidate their base knowledge and facilitate their access to the labour market. As a matter of fact, the transition of young people to occupation is based on the schooling and training system.
It allows Italian students to upgrade their curriculum vitae, improve the quality of their competencies and facilitate their entrance to the labour market.
The qualified regional operators engaged will supply training and its duration will vary depending on the kind of path activated.

### *Italian Job Coaching*

The job coaching service is provided by qualified operators of authorized labour services bodies which work within the regional context.
This is one of those measures that can be activated within the personalized path identified during the guidance phase and it deals with the planning and activation of professional integration means.

### *What are the objectives of the service?*

- Support the realization of a professional experience or an apprenticeship contract
- Guarantee a support in the search for a job and in the definition of a professional project
- Offer a concrete support while the candidate accesses the labour market
- Build a network on the territory with private and public stakeholders to promote the different job opportunities

### *How are the objectives met?*

After having established the typology of the intervention, the operator:

- Identifies the most suitable job opportunities for the candidate (*scouting)*
- Matches supply with demand of labour (*matching)* and selects the business
- Assists the candidate in the pre-selection phase (phone interview, direct interview etc.), in the first phase of integration within the business, participates in the definition of a possible

training project and identification of an appropriate contract (open-ended, fixed term, apprenticeship etc)

### *Apprenticeship*

Apprenticeship is an employment contract that can be assimilated to an open-ended contract, oriented at the provision of a first professional experience combined with training: the business is obliged to transfer professional and technical competencies through training activities that add up to the skills gained at school/University.
This measure is directed to young people from 15 to 29 years of age.
There are three kinds of apprenticeship:

- Apprenticeship for qualification and professional diploma
- Professional apprenticeship or vocational contract
- Apprenticeship for higher training and research

The minimum duration of the training period within apprenticeship is 6 months. The contractual level in which you will be positioned will not be 2-level lower than the one possessed by the worker that performs your same activities.
At the end of the period of apprenticeship, the business will decide whether to carry on the professional collaboration with the candidate or whether to end it, giving advanced notice as established by the collective labour agreement.
Click on the item that interests you the most to have further information!

### *Apprenticeship for qualification and professional diploma*

It allows students to obtain a triennial professional qualification - effective also for the fulfilment of compulsory education – or a professional diploma.
In order to follow this path they must be between 15 and 25 years old. The duration of the contract depends on the qualification or diploma to be obtained, anyhow it cannot exceed 3 years (4 years in case of 4-year regional diploma).

### *Professional apprenticeship or vocational contract*

If students are between 18 and 29 years old this typology of apprenticeship allows you to learn a profession by training on the job. At the same time, it allows them to obtain a professional qualification. If they already hold one, the contract can be stipulated even if they are 17 years old.
The duration of the contract cannot exceed 3 years (5 years for artisans). Also in this case the business can benefit from a subsidy. Differently, they get a salary (which is not corresponded to them through the Youth Guarantee).

### *Apprenticeship for higher training and research*

This typology of apprenticeship is characterized by a collaboration between businesses, schools and Universities therefore, if they are between 18 (17 if they hold a professional diploma) and 29 years of age, they can work and meanwhile:

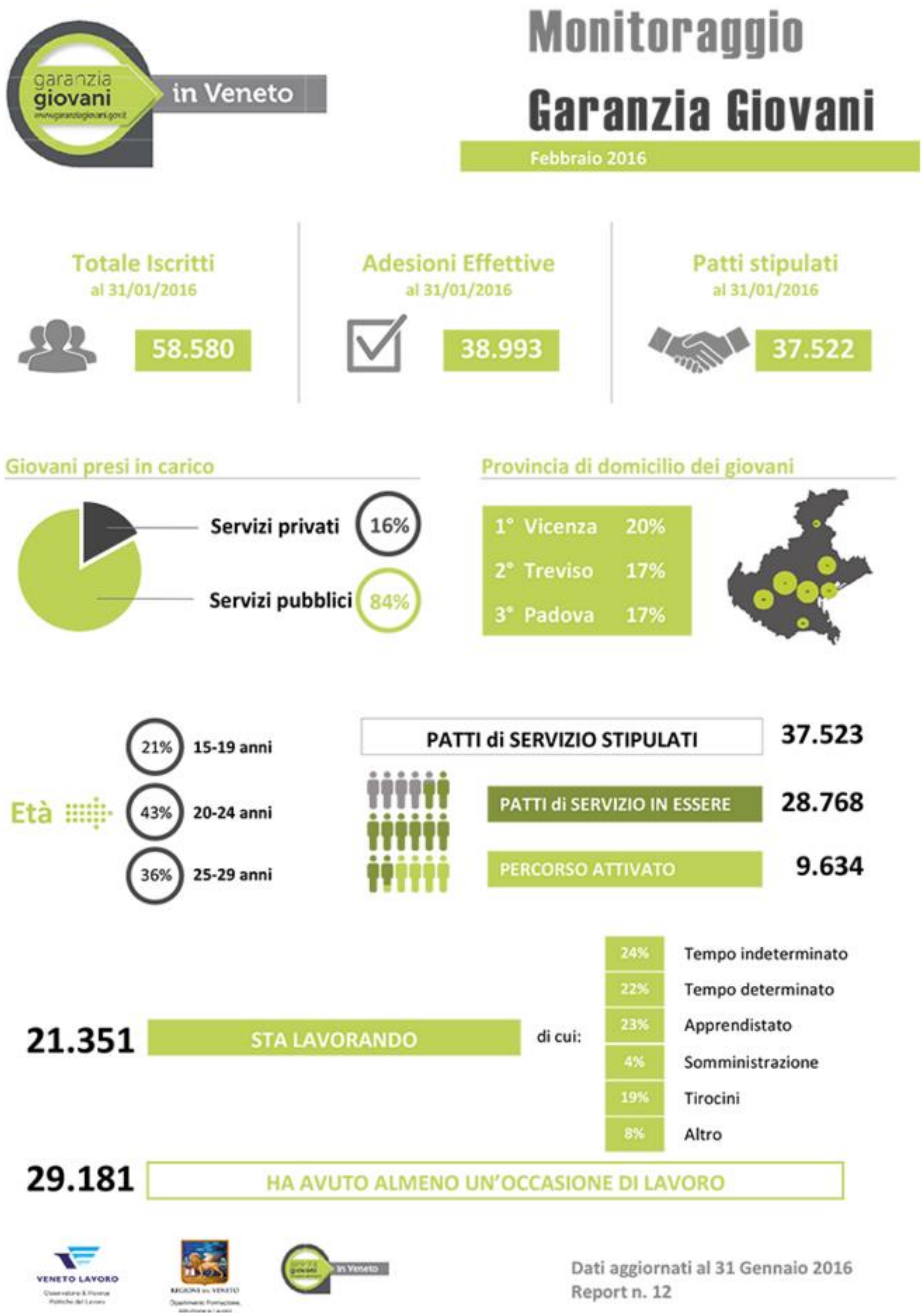
a. Obtain a higher secondary education diploma, a degree, a master 's degree or a PhD

b. Conduct research activities and perform the practice devoted to the access to professional orders

c. Obtain the Superior Technical Specialization Certificate

The duration of the contract varies on the basis of the educational qualification to be obtained.
Subsidies for businesses and contributions for training are envisaged. It is also possible to activate a Research Apprenticeship contract which is not directed to the achievement of an educational qualification.

*Last Updated Report on Youth involvement in the Youth Guarantee programme in Veneto Region*



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# ENTREPRENEURSHIP

## A BEST PRACTICE GUIDE
## IO7

## ANNEXE

## 3. ENTREPRENEURIAL SKILLS: ENTERPRISE & BUSINESS FOCUSSED LEARNING

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- Real Working Environments
  KOKO Salon Hair & Beauty Salon https://www.cornwall.ac.uk/koko
  Nathan Outlaw Academy: http://www.academynathanoutlaw.com/
  Cornwall College Restaurants: http://www.academynathanoutlaw.com/trevenson-restaurant/

**Real Working Environments**

https://www.cornwall.ac.uk/koko

Koko hair and beauty salons are located at three Cornwall College campuses – Saltash, St Austell and Camborne.
A wide range of services and treatments are available, including hair cutting and colouring, massage, facials, body toning wraps, waxing, electrolysis, tanning, manicures and pedicures.
As training salons, all services at koko are offered at greatly discounted prices compared to high street salons. The stylists and therapists are students being assessed towards their qualifications under close supervision of fully-qualified and highly-experienced tutors.
We only use high-quality professional products, from brands like Dermalogica, St Tropez, Goldwell, Moroccan Oil and CND. Retail sizes are available to purchase from all koko salons.
New for 2015: we are delighted to offer skin rejuvenation and hair removal with the Lynton Luminette Advance intense pulsed light system (IPL) – contact your nearest koko salon to check availability and discuss your treatment requirements.

http://www.academynathanoutlaw.com/

Cornwall College and renowned Michelin star chef Nathan Outlaw, have joined forces to create the Academy Nathan Outlaw. Now in its 5th successful year, this ever popular course will help develop budding young chefs, restaurateurs and hospitality students study professional catering qualifications and receive first-class training and tuition from Nathan himself, as well as other industry leading experts. This initiative together with the excellent training and state-of-the-art facilities has helped Cornwall College become recognised as the best Catering & Hospitality College in the South West. If you have a passion for cooking and a drive to present first-class front of house service, have a chat with us about your future career in the catering industry and join an academy which delivers results.

http://www.academynathanoutlaw.com/trevenson-restaurant/

Trevenson Restaurant, located at Cornwall College's Camborne campus, is one of two fine dining commercial restaurants within the Cornwall College Group, where students host and serve as well as create some mouth-watering menus every day for the general public.
Offering excellent food at greatly reduced rates, with some experimental menus from our degree students as well as the traditional classics you would expect from a five star restaurant, Trevenson Restaurant uses fine locally sourced produce and has been awarded the Gold Cornwall Healthier Eating and Food Safety (CHEFS) Award two years running, making it only one of five fine dining establishments in the county to receive the accolade.
In addition to regular fine dining lunchtime sessions during term time, Trevenson Restaurant also offers a series of a la carte and mystery-themed evenings, devised, prepared and hosted by the students themselves throughout the year. The restaurant is also fully licensed and offers a comprehensive selection of wines chosen to accompany each dish on the menu.

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# ENTREPRENEURSHIP

# A BEST PRACTICE GUIDE
# IO7

# ANNEXE

## 5. PARENTAL & ACADEMIC BUY-IN

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- http://www.employeesmatter.co.uk/bring-your-child-to-work-day/

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- http://www.deloitte.co.uk/impact/2012/case-studies/deloitte-employability-initiative/
- http://www.mysteps.eu/docs/b/MY_COMPANY_OR_NOT_TEMPLATE.doc
- http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_PRESENTING_AN_INITIAL_BUSINESS_IDEA.docx
- http://www.mysteps.eu/docs/EMPLOYABILITY_WORK_BOOK_STARTING_A_BUSINESS.docx
- http://www.mysteps.eu/docs/b/EMPLOYMENT_RIGHTS&RESPONSIBILITIES.doc

http://www.employeesmatter.co.uk/bring-your-child-to-work-day/

**Bring your child to work day**

This new initiative is being introduced in many workplaces. Originally from the USA this exciting day allows your staff to bring in their younger relatives aged between 8 and 16 who will take part in a range of fun, workplace-inspired activities which will develop their understanding of work. Whilst your staff go about their everyday business our highly trained leaders will run a fun filled day for the children. Feedback is consistently positive both from children themselves and the staff.

In a time when the school curriculum is packed, there is not time to spend educating the next generation on what work really means and what the workplace looks like. We think it is time!!

http://www.deloitte.co.uk/impact/2012/case-studies/deloitte-employability-initiative/

**Promoting job readiness: Deloitte Employability Initiative**

The job readiness of young people leaving education has long been a concern for UK employers. The Deloitte Employability Skills Initiative teaches students across the country vital employability skills, helping them learn and demonstrate the capabilities and attitudes that will help them succeed in the job market and make an immediate contribution to their employers. The programme has developed significantly in 2012 thanks to a new partnership with Pearson Group Plc – the world's leading education company and one of our clients.

In a recent survey conducted by the CBI and sponsored by Education Development International (EDI), many employers find that school and college leavers lack important skills. Nearly 70 per cent of companies say students have inadequate business and customer awareness, and over half perceive weaknesses in school leavers' personal-management skills.

Deloitte Employability Skills impact in numbers:

- 1,800 students enrolled on the Deloitte Employability Skills course this year, taking the total number of participants to 20,500.
- Over 120 new trainers have attended the CPD programme for college trainers and 97 per cent of trainers who have previously taken the course feel that it has enhanced their teaching skills.
- 250 Deloitte volunteers took part on the programme, delivering workshops in colleges to supplement core modules.
- 92 per cent of trainers on the course feel that students are more secure about gaining employment after starting the course.

We have also seen increasing demand for volunteering places and have started to review diversification of volunteering opportunities. With Pearson taking over the operational side of delivering the BTEC Level 2 Deloitte Certificate in Further Education Colleges, we have reviewed how we can increase impact and take-up of this programme, both to students and for our people.

This includes looking at where the Employability Skills Initiative will support our social mobility agenda and fair access strategy. We are working towards improving how we evaluate and demonstrate the impact of the programme. We hope to start to develop Social

Return on Investment (SROI) frameworks for demonstrating the value of the programme in the longer term.

“We live in a knowledge economy where having the right skills and understanding is vital if you want to be successful in your chosen career. Our partnership with Deloitte will mean that even more people will now have the opportunity to learn the vital workplace skills that businesses tell us that they want their employees to have. We are really excited to be working with Deloitte to provide a recognised BTEC qualification that will help people make progress in their lives.”

# My Company or Not

## My Company or Not Briefing

### Purpose of Activity

The purpose of this activity is to help you experience working with others to complete a task and meet specific criteria within a time limit and to make the most of everyone's skills and expertise.

http://www.uiowa.edu

Your team task is to prepare a presentation entitled **My Company or Not**.

Your team is to make a presentation to a group of American businessmen who are trying to decide whether they should award a major new contract to your company.

You have been allocated a company that operates in your vocational sector and you must research that company in order to be able to make this presentation. You must imagine that you work for this company and explain which roles you each have within it.
Your presentation must be no longer than 10 minutes including questions and answers. All presentations must include the following:

- Introduction of the group members and roles within the company
- The name of the company and how it reflects the organisation (this may be just a brief history)
- Information about what specific areas the company focuses on
- How the company is structured
- The advantages of working with the company– what are the company's unique selling points (USPs)? Concentrate on a maximum of 3 key USPs which help to define the company's approach
- Details of how your company would manage the contract and why the chosen methods would be used
- Any current trends in the sector which may be of importance and how your company would tackle these issues
- Where possible the presentations should be delivered using PowerPoint

**Good luck and have fun!**

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# My Company or Not

## Team Presentation Checklist

**Content:**

| | |
|---|---|
| Are background issues eg industry trends sufficiently explained? | Y/N |
| Are proposals discussed adequately? | Y/N |
| Are equal opportunities taken into consideration? | Y/N |
| Are the proposals related to the original topic? | Y/N |

**Outline:**

| | |
|---|---|
| Is the subject immediately clear? | Y/N |
| Is there an introduction that gives a logical order of the information? | Y/N |
| Is the material easy to follow? | Y/N |
| Is all the information contained in its appropriate section? | Y/N |
| Is all the material necessary? | Y/N |
| Could some information be better presented in another form eg handout? | Y/N |
| Can the presentation be understood by all? | Y/N |
| Is the presentation free from technical jargon? | Y/N |
| Is the vocabulary appropriate? | Y/N |
| Do the visual aids help understanding? | Y/N |
| Are the conclusions clear? | Y/N |
| Can the presentation be completed within the time? | Y/N |

**Delivery:**

| | |
|---|---|
| Does everyone have a part to play? | Y/N |
| Are handovers well organised so that the flow of the presentation is not interrupted? | N/A |
| Has delivery been rehearsed so that presenters work well together using eye contact with each other as well as the audience? | Y/N |

**Reminder:**

When another member of your team is presenting, be sure to look involved and interested in what they are saying – a team member who looks bored or distracted detracts from the content of the presentation, creates a poor impression on a client, lets the team down and can make the difference between gaining and losing a contract!

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# My Company or Not

## Trainer Observation of Team Work

Team Members: Date: ……………………..….

1. ……………………………………………
2. ……………………………………………
3. …………………………,..…………..
4. ……………………………………………..
5. ……………………………………………..

| Criteria | | Delete N/A | Example or comment |
|---|---|---|---|
| 4.1 | Were roles/ responsibilities agreed? | | |
| 4.2 | Did all roles contribute to the team's task? | | |
| 5.1 | Were relevant ideas and suggestions that would help the team complete the task recognised? | | |
| 5.2 | Did the team plan how they would complete the task? | | |
| 5.3 | Were individual skills and knowledge volunteered and shared? | | |
| 5.4 | Was help, support or advice given to other team members? | | |
| 5.5 | Were positive responses given to advice or constructive criticism? | | |
| 5.6 | Were tasks completed as planned, on time and of an appropriate standard? | | |

**Trainer Name:** ………………………………………………………………………

**Signature:** ………………………………………………………………………

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# My Company or Not

## Trainer Observation of Presentations

Team Members: Date: ……………..……

1. ……………………………………………
2. ……………………………..……………..
3. ………………………………….………
4. ……………………………………………
5. ……………………………………………

| Criteria | | Example or comment |
|---|---|---|
| 6.1 | How did individual performance contribute to overall performance of the team? *(Please comment on each member of the team)* | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |
| 6.2 | In which ways did the team as a whole perform effectively? | |
| 6.3 | How could the team improve its team work skills? | |

**Trainer Name:** ……………………………………..……………..……………………

**Signature:** ……………………………………………………………………………

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# My Company or Not

## Peer Group Feedback

Complete one feedback form for each member of your team. You should consider their contribution to the task from the initial planning and research stage to the end of the presentation.

**Name of team member: …………………………………………………………………..**

| Criteria<br>Comment | | | |
|---|---|---|---|
| 3.2 | What skills & qualities did they bring to the team? | | |
| 6.1 | How did their performance contribute to the overall performance of the team? | | |
| 5.1 | Did they accept others' ideas and suggestions where these were relevant to completion of the task? | *(Delete as applicable)*<br><br>Yes/No | *(Please give examples where possible)* |
| 5.2 | Did they put forward ideas & suggestions when planning carrying out the task? | Yes/No | |
| 5.3 | Did they volunteer their own skills and knowledge relevant to the task? | Yes/No | |
| 5.4 | Did they offer help, support or advice to other team members? | Yes/No | |
| 5.5 | Did they respond in a positive way to advice or constructive criticism from other team members? | Yes/No | |
| 5.6 | Did they complete their allocated tasks as planned, on time and of an appropriate standard? | | |

**Name ……………………………………………………… Date …………………………..**

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## My Company or Not

### Team Evaluation Form (Page 1 of 4)

**Name ………………………………………………………. Date …………………………..**

### About individual and team strengths & skills ………….............

| Criteria | | Comment/Example |
|---|---|---|
| 3.1 | Explain one of your strengths, skills or experiences that you brought to some aspects of the team task. | |
| 3.2 | For each of your team members identify two strengths, skills or experiences that they brought to the team. | Team member name:………………………………………<br>1.<br>2. |
| | | Team member name:………………………………………<br>1.<br>2. |
| | | Team member name:………………………………………<br>1.<br>2. |
| | | Team member name:………………………………………<br>1.<br>2. |

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## My Company or Not

## Team Evaluation Form (Page 2 of 4)

### About team roles & responsibilities ………..

| Criteria | | Comment/Example |
| --- | --- | --- |
| 4.1 | How were roles and responsibilities allocated in your team and how did you contribute to the agreement? | |
| 4.2 | Explain how each team member's role contributed to the objectives and completion of the task? | Team member role:……………………………………… |
| | | Team member role:……………………………………… |
| | | Team member role:……………………………………… |
| | | Team member role:……………………………………… |

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## My Company or Not

## Team Evaluation Form (Page 3 of 4)

### About you as a team member ………..

| Criteria | | Comment/Example |
|---|---|---|
| 5.1 | Did you accept others' ideas and suggestions where relevant? | |
| 5.2 | What ideas and suggestions did you give that helped with planning the task? | |
| 5.3 | Did you volunteer your own skills and knowledge that would help complete the task? | |
| 5.4 | Did you offer help, support or advice to others in the team? | |
| 5.5 | Did you respond in a positive way to advice or constructive criticism? | |
| 5.6 | Did you complete the tasks allocated to you during initial planning in a timely way and to an appropriate standard? | |

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## My Company or Not

## Team Evaluation Form (Page 4 of 4)

### Your reflections on the team's performance …………..

*(Refer to trainer observations, peer group feedback and the recording of the team presentation to help you to with your review of the team's performance))*

| | | |
|---|---|---|
| 6.1 | How did your individual performances contribute to the overall team performance? | |
| 6.2 | How did the team as a whole perform effectively? | |
| 6.3 | How could the team improve its team work skills? | |

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**Presenting an initial a business idea**

**Activity:**

In small groups, think of your local community (including your local high street) and the shops and/or businesses that are located there, then discuss the following questions and note down your findings on flip chart paper.

1. How many shops or businesses are parts of a chain?
2. How many shops or businesses are individually owned?
3. Do these independent shops sell products and/or services that you cannot find anywhere else? What makes them different?
4. What ideas do you have for a business opportunity not currently found in your high street?

**New Business**

Did you know ¾ of new businesses are started from scratch? Setting up a new business using an original idea can be one of the most difficult strategies as well as one of the most satisfying. A venture is considered a new business if it is based on a unique idea that succeeds from the planning stage through to it generating **revenue**. There are many advantages to starting a new business including:

- Less restrictive than purchasing an existing or franchise business as there is no predetermined rules and contracts.
- Control of all aspects of the business, including what products and/or services are being offered, marketing, location and staffing.
- Higher financial rewards than if employed by someone else.
- Creativity and personal satisfaction.

However, there are a number of potential disadvantages to consider when deciding whether to start a small business. These include:

- Financial resources needed to start and grow a business can be extensive and, if unsuccessful, there may be substantial financial losses.
- No guarantee of income.
- Stress caused by problems, responsibilities and decisions.
- Time commitment will be more than when working for someone else.
- Independence and working long hours might not be what were anticipated when started.

To stand the greatest chance of survival it is essential to research the market and this research must be made on an ongoing basis to stay ahead of the competition. Businesses must also start small; many business start-ups suffer from delusions of grandeur and spend money on totally unnecessary items. Finally, the new owner should have some knowledge or expertise in the chosen area of business. Without thorough market research, expertise and appropriate knowledge, the owner of any new business will start their venture at an extreme disadvantage.

**NB: Revenue** – total amount of money received by the company for goods or services provided during a certain time period.

**Activity:**

1. Think about what people need and want in their everyday lives. Try to find something many people need done but where the people doing it right now aren’t doing it satisfactorily – and do it better! Make a list of your ideas.
2. Take your list and circle the ones that you have a particular interest or expertise in. Then circle the ones that you would like to acquire an interest or expertise in.
3. Consider whether any of the circled ideas would make a good business venture. You should think about who your potential customers might be and who your competitors would be. Eliminate any business ideas that have become unviable due to lack of customers or too many competitors in the market. You should consider the following issues: How difficult would it be to start your proposed business? What are the advantages and disadvantages of your business idea?
4. Discuss your favourite idea choice with the rest of the group. Has anyone got suggestions which could help you look at your proposed business from a completely different angle?

**Aims**

A business may have several **aims**, or goals it wants to achieve. In the private sector, one aim is to make a profit. Other aims may include surviving, expanding, maximising sales, being more competitive and being environmentally friendly.

***‘Aldi’s aim is for example to provide goods/services that are cheap and affordable to consumers or the public’.***

It is essential that any business owner determines the aim of the business to help **stakeholders** understand the direction of the company. When setting up a business, objectives should also be set that relate to how the business will achieve its aims. Objectives should be **SMART**:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime related.

For an example of an objective it could be to ‘gain 10% of the market for computer sales by January 2016’.

**Activity:**

Kieron and James have decided to go into a partnership together and set up their own kitchen-fitting business. Neither of them has any prior business work experience, but James has done a business degree and is good at dealing with the financial aspect and Kieron has studied art & design and has worked in a kitchen showroom.

In small groups, discuss what you think James’s and Kieron’s aims and objectives should be and give your responses during the discussions.

**NB: Aim** – broad statement of intent providing a direction for a business, from which more specific objectives could be set. **Stakeholder** – a person, group or organisation that affects or can be affected by an organisation’s actions.

**Business Planning**

Successful businesses invest time to create and manage budgets, prepare and review business plans and regularly monitor finance and performance. Structured planning can make all the difference to the growth of a new business. It enables the owner to concentrate resources on improving profits, reducing costs and increasing returns on investment.

Many businesses carry out the majority of the activities associated with business planning, such as thinking about growth areas, competitors, cash flow and profit. Converting this into a cohesive process to manage a business development is not difficult or time-consuming. The key benefit of business planning is that it creates a focus for the direction of a business and provides targets that will help the business grow. It also provides an opportunity to review a business's performance and the factors affecting it. Business planning can give:

- Greater ability to make continual improvements and anticipate problems.
- Sound financial information on which to base decisions.
- Improved clarity and focus.
- Greater confidence in decision making.

**Attractiveness of idea**

An attractive business idea could be an invention, a new product or service, or an original idea or solution to an everyday problem. It might also be:

- A gap in the market that can be filled.
- A business related to work already being done.
- An interest or hobby that can be turned into a business.

**Unique Selling Point (USP)**

A unique selling point (USP) is a feature that makes a product or service distinctive. A particular business, product or service may use unique branding, packaging, advertising campaigns, added quality or even simply a low price feature to make it stand it out. Creating your USP is one of the most important things that you need to do for your business. For your idea or product to be really successful the USP needs to be obvious and appealing to your client.

The prices you charge or quote are also important within your USP but at the same time it is also hard sometimes to sustain this. This is why so many people now a days do their weekly shopping in numerous places or they will change their supermarkets every couple of weeks if they can get their groceries for a lower price. In order to overcome this supermarkets have brought in new USP’s for instance loyalty cards i.e. Tesco Club Card, Sainsbury’s’ Nectar Card, Morrison’s Price Match etc., which will then offer their customers extra benefits on top of that again to those who remain loyal, they have also included online shopping incorporating home delivery services.

**Activity:**

In small groups, discuss the following questions:

1. What are the unique selling points of your favourite games console?
2. What attracts you to one particular games console instead of similar ones on the market?
3. Do you purchase games for the console from one particular shop or do you try different shops on the high street or online? If you purchase from the same shop, explain why. Discuss the USP’s that attract you to this shop.

## Question Sheet on Fraser Doherty’s Business



### Frasers Answer Sheet

| Business Steps | Frasers Action Points |
|---|---|
| How did Fraser begin his adventure? | |
| What problem did Fraser have to overcome? | |
| What was the breakthrough Fraser had for his Business? | |
| Identify what gap in the market Fraser saw and embarked on. | |
| Identify what changes Fraser needed to make in production to go ahead with this new gap in the market. | |
| Identify SuperJam’s Unique Selling Point (USP). | |
| Why was it necessary to create a brand for his Business? | |
| What steps did Fraser take to get his product marketed? | |

| | |
|---|---|
| What made Fraser's Business a success? | |
| How old was Fraser when he started out? | |

## Frasers Answer Sheet

| Business Steps | Frasers Action Points |
|---|---|
| How did Fraser begin his adventure? | • Fraser started out by experimenting with his Gran’s recipes for jam as a hobby in the kitchen.<br>• He soon started selling his jams to neighbours at local farmers markets, church fairs and small shops. |
| What problem did Fraser have to overcome? | • Fraser could not keep up with the demand for his jam from his kitchen. He could only make 1,000 jars a week, but the shops needed more. |
| What was the breakthrough Fraser had for his Business? | • Waitrose were opening two branches in Scotland and were looking for local products to sell. They contacted Fraser as they had heard about his product. |
| Identify what gap in the market Fraser saw and embarked on. | • Fraser felt he had to invent a completely new brand of items to appeal to Waitrose.<br>• By undertaking research on different brands of Jam he discovered that there had been a fall in sells over a 10 year period due to health drives.<br>• This is where Fraser saw the gap to make and produce healthy jam. |
| Identify what changes Fraser needed to make in production to go ahead with this new gap in the market. | • Fraser had to look at the bigger picture and decided to take the production out of the family kitchen and source a factory so he was able to produce mass quantities of jam. |
| Identify SuperJam’s Unique Selling Point (USP). | • As jam has been around for a number of years, this was not a new product so Fraser had to become innovative. Fraser chose to design recipes and make sugar free jam (therefore 100% fruit). This made the jam healthy! |
| Why was it necessary to create a brand for his Business? | • Fraser knew that he had to secure buyers and retailers in order to make his business successful. Fraser had to get the branding of his product right so it would catch everyone’s attention. |
| What steps did Fraser take to get his product marketed? | • Fraser decided to go into stores and hand out free samples and tell people his story which grabbed everyone’s attention and got them excited about his product. |

| | |
|---|---|
| What made Fraser’s Business a success? | • There was a huge launch within Waitrose for SuperJam and exposure within the media. Fraser got interviewed for TV broadcasts, written about within newspapers and magazines.<br>• By having this coverage his jam sales rocketed, suddenly other stores wanted to sell his product too. The concept of a 17 year old making jam at home has become a winner for Fraser. |
| How old was Fraser when he started out? | • 14 |

# Employee Rights and Responsibilities

## Employment Rights Quiz

Consider the following situations and decide whether each dismissal was either fair or unfair

1. A canteen worker refuses to wear a hat because she says she looks silly, even though her uniform is fully described in her contract of employment.

2. A part-time female worker complains that she should have been included on a training course which was run for the administration department and is sacked for being argumentative.

3. Tom is sacked for having time off due to headaches which he blames on the time pressure of working in the accounts team.

4. A male brick layer is sacked for shouting abuse at the site foreman

5. A retail assistant is sacked for not having the NVQ qualification she claimed to have at her interview. Despite extra training she still cannot cope with the work.

6. A member of staff is sacked for stealing food supplies from the stock cupboard

7. A cashier in a supermarket is sacked for refusing to work on a Sunday

8. A female HR Assistant is sacked when her boss finds out that she is pregnant. He says the firm is too small to cope with people being away on maternity leave.

9. A female Asian employee complains that a more senior member of staff has been harassing her and making racist comments which upset her. She is sacked for causing trouble.

# Employee Rights and Responsibilities

## Employment Rights Quiz Answers

1. A canteen worker refuses to wear a hat because she says she looks silly, even though her uniform is fully described in her contract of employment.

   **Fair**

2. A part-time female worker complains that she should have been included on a training course run for the administration department and is sacked for being argumentative.

   **Unfair**

3. Tom is sacked for having time off due to headaches which he blames on the time pressure of working in accounts team.

   **Unfair**

4. A male brick layer Assistant is sacked for shouting abuse at the site foreman

   **Fair**

5. A retail assistant is sacked for not having the NVQ qualification she claimed to have at her interview.  Despite extra training she still cannot cope with the work.

   **Fair**

6. A member of staff is sacked for stealing food supplies from the stock cupboard

   **Fair**

7. A cashier in a supermarket is sacked for refusing to work on a Sunday

   **Unfair**

8. A female HR Assistant is sacked when her boss finds out that she is pregnant. He says the firm is too small to cope with people being away on maternity leave.

   **Unfair**

9. A female Asian employee complains that a more senior member of staff has been harassing her and making racist comments which upset her. She is sacked for causing trouble.

   **Unfair**

# Employment Rights and Responsibilities

## The importance of rights and responsibilities at work

Your Group Contract is a good example of how rights and responsibilities are established and how they are enforced. As the course has progressed you will have learned the importance of the Group Contract to the way in which you work together (employees) and with your trainers (employers). This experience may be helpful to you in completing this activity.

**PART 1**

Based on your group work and flipchart sheets and using your own notes complete the following. Make sure you consider the implications of each to employee, employer and visitors/customers/clients.

1. Explain one reason why **rights** are important in the workplace.

2. Give one reason why **responsibilities** are important in the workplace.

**PART 2**

3. Select two different **rights** and explain how they are enforced in the workplace

| Right | How is this enforced in the workplace? | What legislation is associated with this right? |
| --- | --- | --- |
| *e.g. Employer's right to insist hairnets are worn in a food preparation kitchen* | *The employee's Contract of Employment which they will have agreed to and signed when accepting the job, will include description of appropriate clothing for specific jobs. Not to wear a hairnet in this case would put the employee in breach of contract and therefore subject to disciplinary action. In this case the employee would also be at risk of compromising hygiene standards.* | *Contract of Employment*<br>*Health & Safety at Work Act* |
| **1.** | | |
| **2.** | | |

# Employee Rights and Responsibilities

## Employment Rights and Responsibilities: a web guide

*Use the websites listed below to help answer the employment rights quiz*

http://www.spired.com/guide/employ/main.htm

Connexions online guide to employment and related rights and responsibilities

http://www.direct.gov.uk/en/Employment/Employees/index.htm

Government interactive and accessible guide

www.adviceguide.org.uk/index/life/employment/young_people_and_employment.htm

CAB Online advice about employment rights of young workers (ie 14-18) in England

www.adviceguide.org.uk/index/life/employment/basic_rights_at_work.htm

CAB online advice about rights at work in England, Wales, Scotland and Northern Ireland

www.dfes.gov.uk/tfst/

Department for children, schools, and families site focusing on young employees rights to time off for study or training

http://www.worksmart.org.uk/rights/

TUC online guide to rights at work

www.connexions-somerset.org.uk/jobs/Wages_and_employment_rights.html

Connexions Somerset accessible pages on employment law with useful features such as a wages calculator

www.lantra.co.uk/products/documents/Floristry.pdf

Workbooks to help apprentices in the land-based sector know and understand their statutory rights and responsibilities. It is also relevant to other young employees.

# Employee Rights and Responsibilities

## Employer responsibilities and your rights (Page 1 of 2)

Based on previous activities and using the web guide, research several different sites to help you complete the following:

- Select **four** areas listed below, describe the employer responsibilities associated with them and explain your rights in these areas. (You must give full answers/examples to explain your understanding of the implications of rights and responsibilities e.g. an employee's right to one month's notice means an employer cannot dismiss them earlier simply because they are no longer needed.)
- Select **two** areas listed below and describe your responsibilities as an employee in relation to them

| Area | Employer responsibility | Your rights | Your responsibilities |
|---|---|---|---|
| Pay and Benefits | | | |
| Recruitment & advertising | | | |
| Terms & conditions at work | | | |
| Contract of employment | | | |
| Appraisal | | | |
| Promotion and training | | | |
| Dismissal | | | |
| Redundancy & retirement | | | |

# Employee Rights and Responsibilities

## Employer responsibilities and your rights (Page 2 of 2)

Describe general data protection and confidentiality procedures or you may relate these to a specific job/industry.

Please indicate whether responsibilities and rights listed are general or specific:

General No

Specific Yes If yes state job role & industry: ……………………………..……..

| Area | Employer responsibility | Your rights |
| --- | --- | --- |
| Privacy of personal information | | . |

# ENTREPRENEURSHIP

# A BEST PRACTICE GUIDE
# IO7

# ANNEXE

## 6. ENTERPRISE CHALLENGES

Page 19
- https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/company-programme/

Page 20
- http://www.mysteps.eu/docs/Spark_booklet_Cornwall_College_2015.pdf
- http://bizworlduk.org/
- http://www.mosaicnetwork.co.uk/mentor

Page 22
- http://www.schoolenterprisechallenge.org/resources/resources-overview/

https://www.young-enterprise.org.uk/what-we-do/secondary-programmes/company-programme/

## Young Enterprise

**Target age group: 15-19**
**Key stage: 4 and 5**
**Group size: Flexible; up to 25 students per company, multiple companies can run from the same school / college**
**Length: Up to one academic year**

1 million young people have run a real business for a year with Young Enterprise.

Running throughout one academic year, students find out what it's really like to set up and run a business. Students make all the decisions about their company, from deciding on the company name and product to creating a business plan, managing the company finances, selling to the public at trade fairs to ultimately winding up the company and paying their taxes. All this takes place with the support of a volunteer Business Adviser who brings a wealth of business knowledge and expertise.

Young Enterprise helps teachers embed practical business skills and the government's statutory guidance on careers advice in the curriculum. A number of exam boards map Company against a range of their qualifications.

The Company Programme culminates in the UK Final which this year featured 14 teams battling it out to be crowned UK Company of the Year and to go on to the JA-YE European Final.

# Spark

bring **your idea** to life

The five stage programme for students aged 19+
with a business idea

## Stage 1

### Target Market

FE/HE students aged 19 years or over

Must have a business idea

### Application

Deadline: 30 January

Describe your idea

Submit an application form to be considered for the programme

### Selection Interview

3 - 5 February

Attend an interview

If you are not selected, you will be given advice and guidance on where to go next

## Stage 2

### Two day Programme

17 & 18 February

Day 1

Business speakers

Business Skills Sessions

Day 2

Practical workshops

Peer reviews

1:1 support

Spark
bring **your idea** to life

Truro & Penwith College direct activity

Activity combined with partners

TRURO COLLEGE

PENWITH COLLEGE

IN PARTNERSHIP WITH PLYMOUTH UNIVERSITY

convergence for economic transformation

## Stage 3

### Business Proposal
Hand in: 14 March

Complete your business proposal using the skills from stage 2

### Interviews
1 - 4 April

Assessment of proposals and selection interviews

## Stage 4

### Personalised Training
May - June

Tailor-made training to suit your immerging business needs

1:1 mentoring

## Stage 5

### 8 week Test Trading
July - August

You will be provided with office space, on-hand advice and business coaching plus £500 to launch your businesss

### FC Fund Manager Application

Apply for seed capital worth up to £50,000!

European Union
European Social Fund
Investing in jobs and skills

CORNWALL COLLEGE

HEALTH & WELLBEING INNOVATION CENTRE

Part Funded by the
European Regional Development Fund
Convergence Programme

## What is Spark?

Spark is a five stage programme for students aged 19 and over with a business idea. Spark will:

- provide free training in business relevant subjects
- offer you support in setting up your business
- provide mentoring from a business expert

For those who reach stage 5 of the programme, Spark will:

- let you trial your idea in a supported environment over an 8 week period
- give you £500 towards the cost of starting up your business
- provide an opportunity to apply seed capital worth up to £50,000

## How does Spark work?

**Step 1 - Application:** Fill out a short application form describing your business idea in no more than 500 words.

**Step 2 - Two day skills programme:** Hear from successful business owners and expand your idea through tailored skills sessions, e.g. know your market, cash flow and pricing your product. You will also create a business roadmap and have the opportunity to receive guidance from a business advisor.

**Step 3 - Business proposal:** Scope out your business proposal ready for evaluation. If successful, you will be invited to present to a panel.

**Step 4 - Personalised training / mentoring:** Receive a training package shaped to your specific business needs. You will also be assigned a business mentor.

**Step 5 - Eight week test period:** Start your eight week test trading period where you will be offered office space in one of the three Innovation Centres. You will also receive £500 and personalised guidance to get your business off the ground.

## What next?

At the end of the eight weeks, you will be given the chance to apply for seed capital worth up to £50,000 to carry on with your business idea through the FC Fund Managers scheme. Alternatively, you may be offered a space at one of Cornwall's Innovation Centres to carry on with your business.

For those who decide to explore a different path or require further support, advice and guidance will be given on other opportunities available across the county.

http://bizworlduk.org/

Inspiring Children Through Business

At **BizWorld UK**, we believe in inspiring children to do extraordinary things. We know that tomorrow's jobs and economy are going to be created by leaders and entrepreneurs we foster today. Not every child will be an entrepreneur when he or she grows up, but we can inspire every child to have an entrepreneurial spirit: to lead confidently, think critically and creatively, be financially responsible, and understand the value of teamwork.

The **BizWorld** foundation was originally set up in 1997 by venture capitalist Tim Draper who saw a need for inspiring entrepreneurship in children.

**BizWorld UK** provides fun, project-based programmes that promote financial responsibility, leadership and teamwork skills for 10-13 year old students. By teaching them these skills, children become 21st Century thinkers. We give children the opportunity to create businesses in a real-world environment while giving them a safe-space to develop their talents and gifts, learn by trying out their innovative ideas, and make the critical connections to their futures.

http://www.mosaicnetwork.co.uk/mentor/

Mentor

By giving just a few hours of your time a month, you can make a real difference. Mosaic's mentors are volunteers that want to make a difference to society and help to make our work possible.

Mentoring can be very rewarding and helps to develop personal and professional skills. In the independent report published by Demos 98% of Mosaic's mentors said they would recommend that other people become mentors, and 96% said they would consider mentoring with Mosaic again.

http://www.schoolenterprisechallenge.org/resources/resources-overview/

School Enterprise Challenge Resources

One of the many benefits of joining the School Enterprise Challenge is access to our **range of free resources**, designed to support teachers around the world in delivering enterprise education in an innovative way.

We have THREE new Educational Resources on offer for participants of this year's School Enterprise Challenge!

## School Enterprise Challenge Guide

The School Enterprise Challenge Guide is delivered through a series of weekly resources, designed to inspire and support schools participating in the competition. It has been created for students of all ages and can be used flexibly to fit a variety of school timetables and calendars around the world.

The weekly resources provide **helpful templates**, **lesson plans** and **top tips** to help students compete in every stage of the challenge; from coming up with an initial business idea, to writing a business plan, all the way though to successfully running their own school based enterprise. The guide also contains **case studies** of previous School Enterprise Challenge participants with examples of winning business plans and expert advice!

*Click New Business Guide 1 to see an example!*

*Register NOW for this year's competition and gain access to many more of these great resources! Register here!*

## Our Primary and Secondary Enterprise Curricula

This year, we are proud to introduce our NEW Primary and Secondary Enterprise Curricula, designed to teach business and entrepreneurship in an interactive classroom setting. They can be used to run alongside the School Enterprise Challenge and are **recommended for schools who wish to combine practical entrepreneurship with a theoretical curriculum.** Each curriculum includes:

- A comprehensive set of lesson plans, outlining the structure and learning objectives of the lesson.
- Detailed teacher notes, that provide instructions and extra notes for each activity.
- Accompanying resources, including PowerPoint presentations and graphics, that are clearly labelled and easy to use.

## Primary Enterprise Curriculum

The Primary Enterprise Curriculum has been designed to teach primary children the foundational concepts of setting up and running a business. It has been written with children 8-10 years old in mind, but could be easily adapted for an upper primary or early secondary context.

Throughout the curriculum six skills are also highlighted: Communication, Teamwork, Problem Solving, Listening, Creativity, Decision Making. An award called the 'Business person of the day' is used to celebrate specific skills you want the students to demonstrate in each lesson.

**Secondary Enterprise Curriculum**

The Secondary Enterprise Curriculum has been designed specifically to run alongside the School Enterprise Challenge or a school business that is already up and running. It incorporates key skills that are necessary to ensure the running of a successful business such as budgeting, marketing and record keeping.

The curriculum also focuses on the development of **soft skills, with a particular focus on leadership and teamwork**. Using a unique and innovative 'Skills Passport,' students will be able set targets and track their improvement throughout the course.

mysteps

my job, my future

Co-funded by the Erasmus+ Programme of the European Union

# ENTREPRENEURSHIP

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# ANNEXE

## 7. EXTERNAL SUPPORT TO SHAPE THE CURRICULUM

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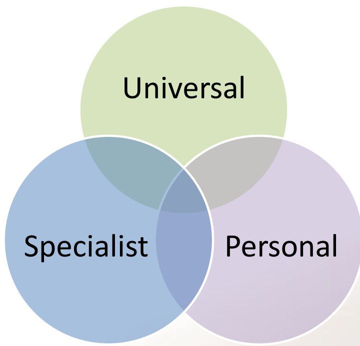
- http://www.mysteps.eu/docs/21_Competencies_for_Making_Learning_Work.pptx
- http://www.mysteps.eu/docs/b/Employability_competencies_Stage1_Assessment.docx

## Making Learning Work

A structured and supportive framework for personal and professional development. Creating a culture of independence and work effectiveness.




CORNWALL COLLEGE

FALMOUTH MARINE SCHOOL

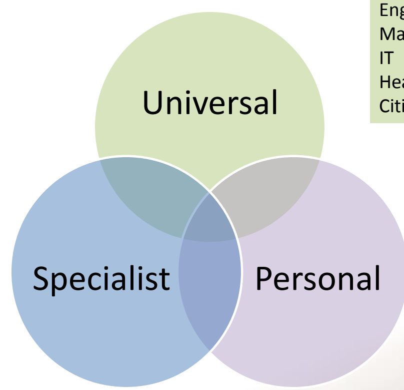
Duchy College

MAKING LEARNING WORK

THE CORNWALL COLLEGE GROUP

# Overall Framework

English
Maths
IT
Health & well-being
Citizenship




Academic/Vocational qualification

Occupational & Vendor qualification

(licence to practice) e.g. CSCS / Microsoft

Competencies according to stage of development

(1) Work Ready
(2) Operational & Supervisory
(3) Managerial & Strategic

Careers and employability profile

MAKING LEARNING WORK

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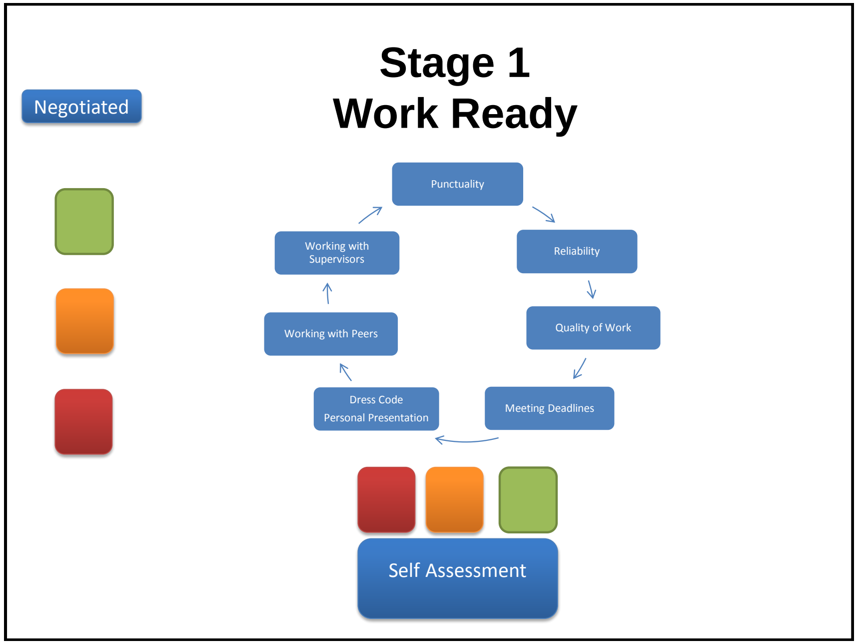
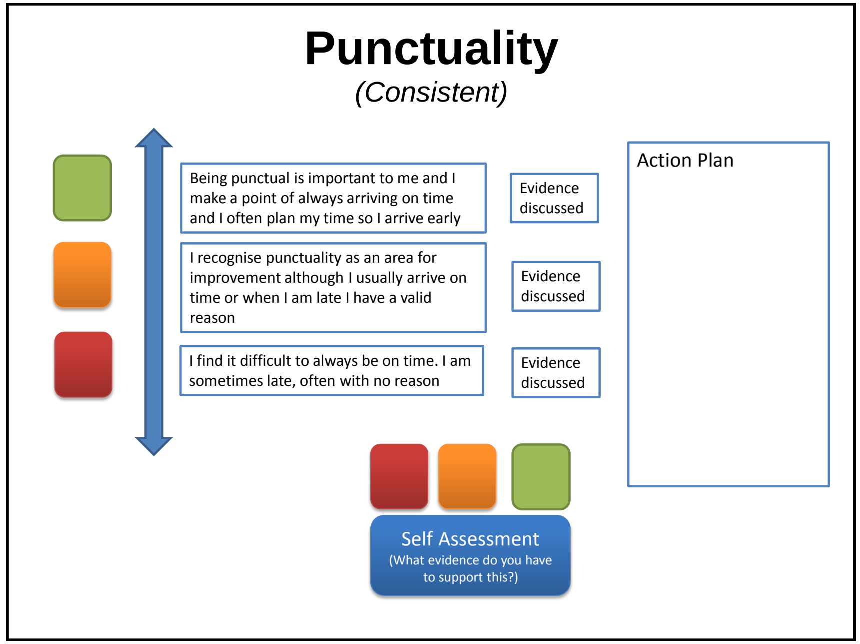

Stage 1
Work Ready
Negotiated
Punctuality
Reliability
Quality of Work
Meeting Deadlines
Dress Code
Personal Presentation
Working with Peers
Working with Supervisors
Self Assessment


Punctuality
(Consistent)
Being punctual is important to me and I make a point of always arriving on time and I often plan my time so I arrive early
Evidence discussed
I recognise punctuality as an area for improvement although I usually arrive on time or when I am late I have a valid reason
Evidence discussed
I find it difficult to always be on time. I am sometimes late, often with no reason
Evidence discussed
Action Plan
Self Assessment
(What evidence do you have to support this?)

# Reliability

*(Consistent, Can do)*

Negotiated

I can always be relied upon to follow instructions and complete tasks and if I am unsure I will always ask for help

Evidence discussed

I can usually be relied upon to follow instructions and complete tasks if I am given some help and support

Evidence discussed

I know that I need someone to keep me on task and to help me follow instructions

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Quality of Work

*(Consistent, Can do, Courageous, Creative)*

Negotiated

My work is always to the standard expected and is often better than expected

Evidence discussed

My work is usually up to the standard expected and I know when and how to ask for help if needed

Evidence discussed

My work is often not up to the standards expected and I know that I need more time and support to develop my skills

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

## Meeting Deadlines

*(Can do, Consistent, Creative)*

Negotiated

| | |
|---|---|
| I am able to plan my time so that I always complete tasks within the deadlines agreed | Evidence discussed |
| I usually complete tasks within the deadlines set, but when deadlines are challenging my work is not always as good as it could be | Evidence discussed |
| I find deadlines difficult and I am often unable to complete tasks within the deadlines set | Evidence discussed |

Action Plan

Self Assessment
(What evidence do you have to support this?)

## Dress Code & Personal Presentation

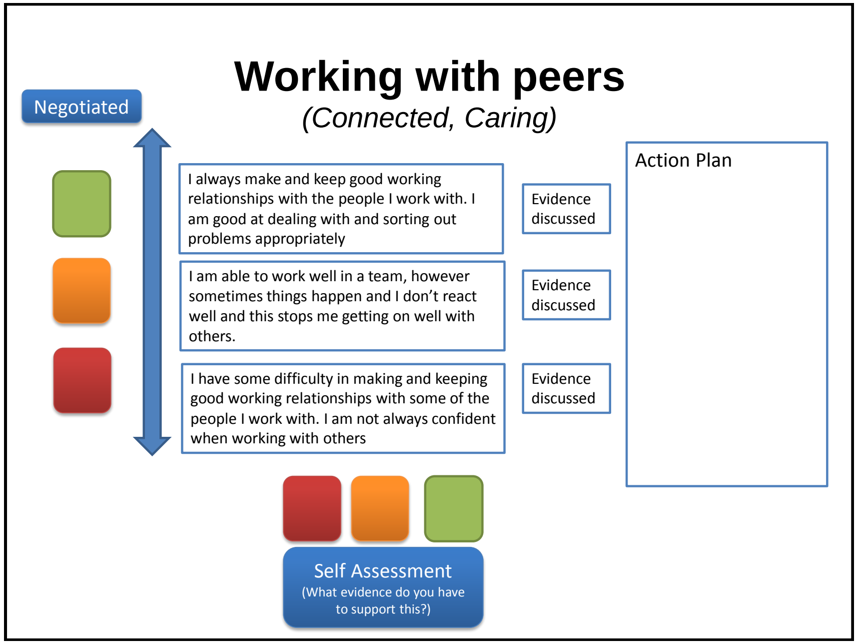
*(Caring, consistent)*

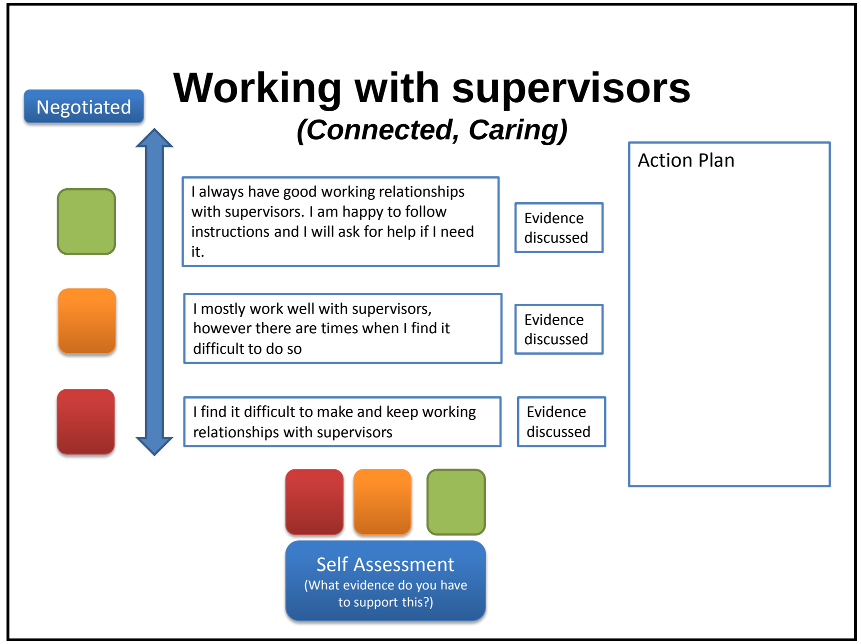
Negotiated

| | |
|---|---|
| I understand the importance of dress code, and always dress appropriately for specific occasions. I have high standards of personal presentation | Evidence discussed |
| I understand there are expectations of dress code at work and, when asked to dress appropriately for a specific reason, my personal presentation sometimes meets requirements | Evidence discussed |
| I know there are expectations of dress code at work but, when asked to dress appropriately for a specific reason, my personal presentation does not always meet the standards required | Evidence discussed |

Action Plan

Self Assessment
(What evidence do you have to support this?)


Working with peers
(Connected, Caring)
Negotiated
I always make and keep good working relationships with the people I work with. I am good at dealing with and sorting out problems appropriately
Evidence discussed
I am able to work well in a team, however sometimes things happen and I don't react well and this stops me getting on well with others.
Evidence discussed
I have some difficulty in making and keeping good working relationships with some of the people I work with. I am not always confident when working with others
Evidence discussed
Action Plan
Self Assessment
(What evidence do you have to support this?)


Working with supervisors
(Connected, Caring)
Negotiated
I always have good working relationships with supervisors. I am happy to follow instructions and I will ask for help if I need it.
Evidence discussed
I mostly work well with supervisors, however there are times when I find it difficult to do so
Evidence discussed
I find it difficult to make and keep working relationships with supervisors
Evidence discussed
Action Plan
Self Assessment
(What evidence do you have to support this?)

# Stage 2
# Operational & Supervisory

Negotiated


Self Assessment

# Work ethic
***(Can-do, Caring)***

Negotiated

| | |
|---|---|
| I am always extremely positive and hard working and I am a role model for others. I can be relied upon to motivate and support others | Evidence discussed |
| I always try to be positive at work and I can usually show I want to do a good job to my employers, the people I work with and customers | Evidence discussed |
| I am sometimes negative about my work , especially when tasks are mundane/boring and do not challenge or interest me | Evidence discussed |

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Problem solving

***(Can do, Creative)***

Negotiated

I am good at dealing with problems and look for solutions. I am confident in supporting others to solve problems

Evidence discussed

When there is a problem I try to sort it out myself. If I cannot I will ask for help

Evidence discussed

I sometimes find it hard to be positive when faced with problems, although with support I am usually able to carry on and resolve problems

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Quality Focus

***(Consistent, Caring)***

Negotiated

I am focused on quality in all aspects of my work. I always show a high level of personal commitment to quality and am able to support others to improve quality

Evidence discussed

I know the importance of quality in all aspects of my work and I normally deliver a quality in my own work that meets or exceeds expectations

Evidence discussed

Whilst I am aware of quality issues, I occasionally do not achieving what is required. However, I am aware of this and will ask for help

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Resilience

## *(Consistent, Can do, Courageous)*

Negotiated

I pride myself on my high levels of resilience and will make sure I complete a task. Additionally I have the skills and confidence to provide support to others in completing tasks

Evidence discussed

I am able to show consistent levels of resilience and I am normally able to complete tasks even when challenges / difficulties arise

Evidence discussed

I usually respond well to setbacks and am able to carry on with normal routine, however I do occasionally need and welcome additional support from colleagues and supervisors.

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Communication

## *(Consistent, Connected, Caring)*

Negotiated

I have high levels of communication skills and am able to communicate complex ideas and thoughts in a variety of ways to diverse groups (colleagues, supervisors, customers, other stakeholders)

Evidence discussed

My communication skills are mostly good and I am able to use different ways to communicate with people I know and / or in a subject in which I am knowledgeable

Evidence discussed

I occasionally lack confidence when communicating, especially when I am in a new situation or if I am presenting information or in a way I am unfamiliar with (i.e.: written, spoken, diagrammatic, electronic, numeric)

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Adaptability

*(Can do, Creative, )*

Negotiated

I am confident, capable and can adapt to meet new situations and expectations, I am able to support to others to be more adaptable

Evidence discussed

I am usually able to adapt my working practices to meet new situations and expectations

Evidence discussed

I am mostly confident undertaking work in which I have experience, but need support to try something new

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Professional mind-set

*(Consistent, Can do)*

Negotiated

I take pride in my approach to work and my professional mind-set. This provides a role model for others to follow and means I perform well and can influence others.

Evidence discussed

I strive to demonstrate a professional mind-set in all aspects of my work. I regularly review my work and work out how I can improve

Evidence discussed

I understand the need for a professional mind-set, however I do not always achieve this and I need support to keep positive and focused

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Stage 3
# Managerial & Strategic

Negotiated


Self Assessment

# Planning and Priorities

***(Consistent, Creative)***

Negotiated

| | |
|---|---|
| I am able to prepare and communicate planning documents and ensure work for individuals and teams is planned, prioritised and delivered | Evidence discussed |
| I am able to effectively plan and prioritise my own work and the work of others using various information sources related to the activity | Evidence discussed |
| With little or no support I am able to effectively plan and prioritise my own work using various information sources related to the activity | Evidence discussed |

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Financial Acumen

***(Can do, Consistent, Connected)***

Negotiated

I am adept in establishing and maintaining financial budgets for individual and team activities and projects that result in quality, timely and cost-effective output/s

Evidence discussed

I am capable of maintaining control and working within pre-determined budgets that cover staffing and resources for my own work and that of immediate colleagues

Evidence discussed

When related to my previous experiences and following a given plan, I am able to consider and adapt my own working practices to minimise financial inefficiencies

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

# Managing Environments

***(CCCCCCC)***

Negotiated

I am able to carry out risk assessments for complex activities, develop appropriate strategies for mitigating risk and effectively manage Health and Safety in diverse environments and for a diverse range of people

Evidence discussed

I am able to carry our risk assessments for individuals and teams engaged in routine activities, and monitor ongoing activities to ensure full compliance

Evidence discussed

I am able to prepare and plan my working environment and resources to ensure personal compliance with pre-determined risk assessments and relevant health and safety legislation

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

## Reflectiveness and Review

*(CCCCC)*

Negotiated

I am able to effectively establish the conditions and culture for highly effective personal and team reviews, which shape and improve future working practices / processess

Evidence discussed

I am confident in leading team reviews of performance and in collating and disseminating appropriate actions for improvement

Evidence discussed

I regularly carry out reflective reviews of my own performance which routinely seek the views of others and I amend my contribution as a result

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)

## Innovation

*(CCCCC)*

Negotiated

Using a diverse range of indicators and information sources, I proactively seek to innovate and improve working practices / procedures and encourage others to do the same.

Evidence discussed

From our combined experiences, I am effective in working collaboratively with others to seek new and improved ways of working

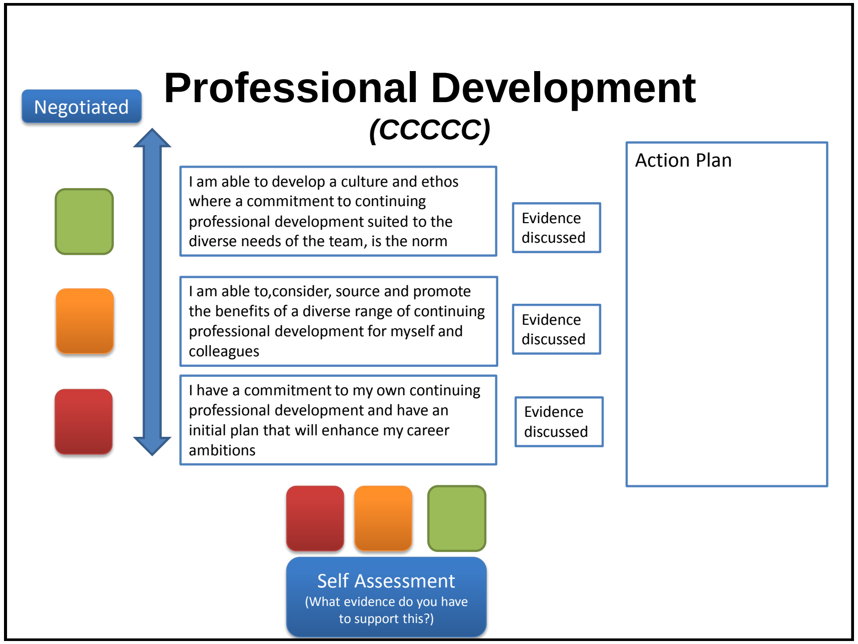
Evidence discussed

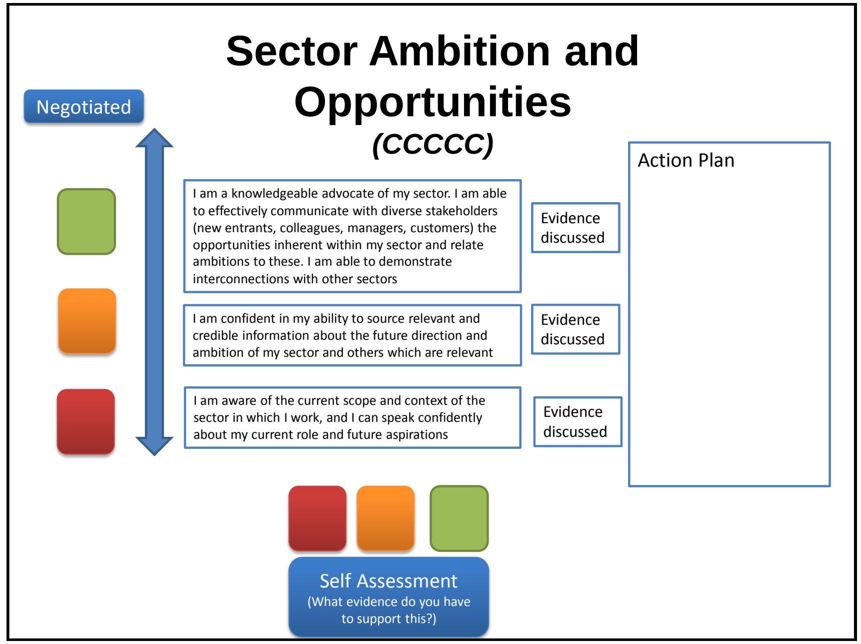
Based upon my own experience I am able to make recommendations for changes to current practice / procedure that will improve working practice

Evidence discussed

Action Plan

Self Assessment
(What evidence do you have to support this?)


Negotiated
Professional Development
(CCCCC)
I am able to develop a culture and ethos where a commitment to continuing professional development suited to the diverse needs of the team, is the norm
Evidence discussed
I am able to,consider, source and promote the benefits of a diverse range of continuing professional development for myself and colleagues
Evidence discussed
I have a commitment to my own continuing professional development and have an initial plan that will enhance my career ambitions
Evidence discussed
Action Plan
Self Assessment
(What evidence do you have to support this?)


Negotiated
Sector Ambition and Opportunities
(CCCCC)
I am a knowledgeable advocate of my sector. I am able to effectively communicate with diverse stakeholders (new entrants, colleagues, managers, customers) the opportunities inherent within my sector and relate ambitions to these. I am able to demonstrate interconnections with other sectors
Evidence discussed
I am confident in my ability to source relevant and credible information about the future direction and ambition of my sector and others which are relevant
Evidence discussed
I am aware of the current scope and context of the sector in which I work, and I can speak confidently about my current role and future aspirations
Evidence discussed
Action Plan
Self Assessment
(What evidence do you have to support this?)

# Your Steps to Success – Stage 1: Work Ready

**Working with supervisors**

I always work well with supervisors. I am happy following instructions and will ask for help if I need to.

**My next step:**

**By When:**

**My evidence:**

**Working with peers**

I always make and keep good working relationships. I am good at tackling and fixing problems with peers.

**My next step:**

**By When:**

**My evidence:**


**Punctuality**

I make a point of always being on time. Being punctual is important to me.

**My next step:**

**By When:**

**My evidence:**

**Reliability**

I can always be relied upon to follow instructions and complete tasks. If I am unsure I always ask for help.

**My next step:**

**By When:**

**My evidence:**

**Name:**

**Specialist subject:**

**PLA/EA:**

**Date of this review:**

**Date for next review:**

**Personal presentation**

I always dress for the occasion. I know dress codes are important and have high personal standards. .

**My next step:**

**By When:**

**My evidence:**

**Meeting deadlines**

I plan my time so that I always complete tasks properly within agreed deadlines.

**My next step:**

**By When:**

**My evidence:**

**Quality of work**

My work is always to the standard expected.

**My next step:**

**By When:**

**My evidence:**

# DISCLAIMER

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mysteps
my job, my future

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