



# Victorian Essential Learning Standards

## Sample Unit

### An Enterprising Idea

Level 6 - Interpersonal Development, The Humanities – Economics, Information And Communications Technology

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## Introduction

In *An enterprising idea* students develop a brochure or website which provides potential entrepreneurs with advice about starting a small business. Through this project, students develop an understanding of enterprise attributes and employability skills required to run a small business.

As part of a team, students research, collect, organise and analyse information related to the establishment of a small-scale business project. They plan activities, manage resources (time, people and finances) and use information and communications technology to record and monitor team progress and to prepare a brochure or website.

Students also reflect on how they worked as part of a team and how they contributed to the successful management of their project.

Suggested duration: 12 hours.

For further information see the [Teaching, learning and assessment activities](#) section.

## Assessment

This unit provides opportunities for students to demonstrate achievement of elements of Level 6 standards in Interpersonal Development, The Humanities – Economics, and Information and Communications Technology.

It will also help teachers identify ways in which the Level 6 standards support students to develop facets of employability skills.

For further information see the [VELS and Employability Skills](#) section.

Students are assessed on their ability to:

- explore the requirements for establishing a small business
- identify skills needed to establish and operate a small business
- develop an information product that will inform and educate about establishing a small business
- design and follow a project plan to produce a brochure or webpage
- articulate those factors which contributed to the effectiveness of their team.

For further information see the [Assessment](#) section.

## Acknowledgements

The VCAA acknowledges teachers from Bayside Secondary College, Macleod College P-12 and Rowville Secondary College who contributed ideas or materials that helped shape this unit.

## Victorian Essential Learning Standards

*An enterprising idea* provides opportunities to assess students against elements of Level 6 standards and facets of employability skills as detailed below:

For further information see the [Employability Skills](#) section.

Strand	Domain	Dimension	Element of standard	Related employability skill
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	... record their reflections on the effectiveness of learning in a team.	Teamwork <i>... adapts to and contributes to group processes.</i>
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding	... how markets work. ...discuss what it means to be an ethical consumer and producer...	
		Economic reasoning and interpretation	... use relevant economic concepts and relationships to evaluate economic propositions, proposals ...	
Interdisciplinary Learning	Information and Communications Technology	ICT for creating	... use ICT to devise detailed plans that sequence tasks to be done, resources needed and timelines for completion.  ... as team members students apply a range of techniques, equipment and procedures to minimise the ... time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. Their products demonstrate a clear sense of purpose and respect for the audience.	Technology <i>... has a range of IT skills.</i>

For further information see the [Assessment](#) section.

# Teaching, Learning and Assessment Activities

In *An enterprising idea* students develop a brochure or website which provides potential entrepreneurs with advice about starting a small business. Through this project, students develop an understanding of how enterprise attributes and skills help individuals successfully operate a small business, how the market economy operates and the process of economic decision - making by consumers and producers.

As part of a team, students research, collect, organise and analyse information related to the establishment of a small business project. They plan activities, manage resources (time, people and finances) and use information and communications technology to record and monitor team progress and to prepare a brochure or website.

- The activities include:
- Activity 1: Getting started
- Activity 2: Developing a project plan
- Activity 3: Developing the brochure/webpage on small business
- Activity 4: Reflection on team work

## Activity 1: Getting started

Activities	Supporting the activities	Assessment
<p>Why go into business? Introduce the unit by providing an overview including assessment tasks and performance expectations.</p> <p>Ask students as a class to brainstorm the following questions and list responses on the board:</p> <ul style="list-style-type: none"> <li>• Why do people go into business?</li> <li>• What characteristics and skills do you think are necessary for the successful operation of a small business?</li> </ul>	<p>Emphasise that students will be assessed on their economic reasoning and interpretation skills, their ability to work effectively in a team, and in their use of ICT to organise their planning and decision-making when preparing to undertake a small business activity.</p> <p>Explain that students will work in teams to develop their project plan and be responsible for managing each phase of the project. Their team will investigate the skills required and factors to consider for a small business to operate successfully. Throughout this process, students will develop an understanding of economic concepts.</p> <p>A reference to <u>Enterprise Skills</u> can be made to explain the importance of teamwork, planning and organisation. See <u>Resources</u> for information about brainstorming and working in teams.</p>	

<p>Show the video <i>Qualities that count with employers</i> and ask students to complete the worksheet.</p>	<p>See <a href="#">Resources</a> for a list of other suitable videos. Provide each student with a copy of the <a href="#">Qualities that count</a> (See <i>Unit Resources</i> page 25) student worksheet for completion after watching the video.</p>	
<p>Organise students into teams of three or four.</p> <p>Hand out the <i>Teamwork log</i>.</p> <p>Explain that they will be assessed as individuals on their abilities to work as part of a team and on their input into the brochure or website their team produces.</p> <p>Give each team a copy of the <i>Enterprise skills worksheet</i>. Instruct students to:</p> <ul style="list-style-type: none"> <li>• identify the six skills they believe are essential for individuals to have when they are operating a small business</li> <li>• give reasons why these skills are essential.</li> </ul>	<p>Provide a copy of the <a href="#">Teamwork log</a> (See <i>Unit Resources</i> page 23) to each team and give instructions on its use. The <i>Teamwork log</i> will need to be filled in as a team at the end of each session. Each session, a different student should record the teams' observations. Students should note how:</p> <ul style="list-style-type: none"> <li>• they delegated tasks</li> <li>• managed their time</li> <li>• reflected on how well each member contributed to the team.</li> </ul> <p>Provide each team with the worksheet <a href="#">Enterprise skills</a> (See <i>Unit Resources</i> page 19).</p>	<p>Collect students' Enterprise skills worksheets for assessment as learning in The Humanities - Economics - <i>Economic reasoning and interpretation</i>. See <a href="#">Assessment rubric</a> (See Assessment page 10).</p>
<p>Ask teams to fill in the <i>Teamwork log</i>.</p>		<p>Collect the <i>Teamwork logs</i> to assess Interpersonal Development - <i>Working in teams</i>. See <a href="#">Assessment rubric</a> (See Assessment page 10).</p>

## Activity 2: Developing a business idea and project planning

Activities	Supporting the activities	Assessment
<p>Ask each team to brainstorm suggestions for their enterprising idea and develop a list of at least four possibilities to consider.</p>	<p>Suggestions for activities could include:</p> <ul style="list-style-type: none"> <li>• selling food or craft items at a local market or school</li> <li>• washing cars or other service deliver</li> <li>• providing school lunchtime entertainment.</li> </ul>	

<p>Discuss as a class the way in which the market economy operates and the ways in which it may affect the operation of their enterprising idea.</p>	<p>For information on the operation of a market economy refer to teacher resource.</p> <p>A discussion on the market economy could also include:</p> <ul style="list-style-type: none"> <li>• the way the consumers' decisions impact on producers</li> <li>• the issues that need to be considered if students are to be ethical producers and consumers</li> </ul>	
<p>Ask each team to undertake a SWOT analysis for each possibility they have listed. They need to determine the best enterprising idea and prepare a brief report containing their recommendation and reasons for their choice.</p>	<p>Provide each team a SWOT analysis <a href="#">Teaching and Learning Resource</a></p>	
<p>Ask each team to complete the <i>Developing an enterprising idea</i> worksheet with the relevant details of their business activity. Provide prompts to teams to ensure that they have considered all aspects of setting up their chosen business.</p>	<p>Provide each team with the worksheet <a href="#">Developing an enterprising idea</a> (See <i>Unit Resources</i> page 26).</p>	<p>Collect <i>Developing an enterprising idea</i> worksheets to assess The Humanities - Economics - <i>Economic reasoning and interpretation</i>. See <a href="#">Assessment rubric</a> (See <i>Assessment</i> page 10).</p>
<p>Introduce students to the importance of a project plan. Discuss as a class its important features including:</p> <ul style="list-style-type: none"> <li>• identifying the project outcomes, products or goals</li> <li>• identifying what individual tasks are required to ensure the project is successfully completed</li> <li>• organising individual tasks in a logical and sequential order</li> <li>• estimating time required to complete each individual task</li> <li>• allocating individual tasks taking into account level of skills and/or knowledge required and available</li> </ul>	<p>A Project Plan is an essential planning process in a business enterprise. It also ensures everyone in the team</p> <ul style="list-style-type: none"> <li>• understands their role,</li> <li>• divides the work equally</li> <li>• completes the tasks on time</li> </ul> <p>For information on planning effectively including a work breakdown structure chart and a gantt chart, refer to the teacher resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Project planning information</a> (See <i>Unit Resources</i> page 16)</li> <li>• <a href="#">Allocating tasks information</a> (See <i>Unit Resources</i> page 14)</li> </ul> <p>To assist students with their planning the following student</p>	

<p>time</p> <ul style="list-style-type: none"> <li>• monitoring of the project timelines as the project progresses and modifying timelines as required to ensure project is completed on time.</li> </ul> <p>Ask each team to develop a timeline for their project that takes into account:</p> <ul style="list-style-type: none"> <li>• the end product of a brochure or webpage explaining how to set up their chosen business</li> <li>• research, organisation, drafting and editing of required information</li> <li>• available timelines and resources</li> <li>• skills and knowledge of team members.</li> </ul>	<p>worksheets can be used:</p> <ul style="list-style-type: none"> <li>• <u>Allocating tasks</u> (See <i>Unit Resources</i> page 17)</li> <li>• <u>Project planning evaluating</u> (See <i>Unit Resources</i> page 21)</li> </ul>	
<p>Explain how gantt charts can be used as a planning tool to:</p> <ul style="list-style-type: none"> <li>• graphically display timelines</li> <li>• see important dates such as start dates and deadlines for each individual task in the context of the whole project</li> <li>• identify tasks which require the completion of other tasks before work can commence</li> <li>• incorporate colour to distinguish who will complete which tasks and when</li> <li>• modify timelines as part of project monitoring and evaluation.</li> </ul> <p>Ask each team to develop a gantt chart for their project. Each team should ensure that it includes:</p> <ul style="list-style-type: none"> <li>• all steps required to complete the project</li> <li>• estimates of the time taken to complete each task</li> <li>• allocation of tasks that considers each</li> </ul>	<p>The <u>Teaching and Learning Resource</u> has information on gantt charts.</p>	

<p>members skills and knowledge and available timelines</p> <ul style="list-style-type: none"> <li>time to monitor the progress of their project and to re-evaluate timelines.</li> </ul>		
Remind teams to complete their <i>Teamwork log</i> at the end of each session.	<u>Teamwork log</u> (See <i>Unit Resources</i> page 23).	Collect the <i>Teamwork log</i> to assess Interpersonal Development - <i>Working in teams</i> . See <u>Assessment rubric</u> (See Assessment page 10).

### Activity 3: Developing the brochure/website on small business

Activities	Supporting the activities	Assessment
<p><b>At the start of each session:</b> Ask each team to meet and review their project plan and to confirm the tasks that each member will work on for that session. This should include expectations on the quantity and quality of work produced. Students should work on their tasks as determined by their groups.</p>	<p>Remind the class that they will be assessed on their:</p> <ul style="list-style-type: none"> <li>use of accurate terminology</li> <li>effective use of ICT in both the presentation of their work and as a visual planning tool</li> <li>the ability to work effectively as part of a team.</li> </ul> <p>Meet with each student on an individual basis to discuss:</p> <ul style="list-style-type: none"> <li>their personal progress and ability to meet the team's agreed timelines</li> <li>the knowledge and understanding they have learnt about their topic</li> <li>their understanding of the role of planning and reviewing projects.</li> </ul>	<p><b>Assessment for learning:</b> Use the discussions with students to identify areas for future teaching and learning to meet student needs and to ensure students have the required support to complete their project successfully.</p>
<p>At the end of each session: Ask each team to:</p> <ul style="list-style-type: none"> <li>review work accomplished during the session</li> <li>assess timelines and if modifications are required to meet the project deadlines</li> <li>fill in the <i>Teamwork log</i>.</li> </ul>	<u>Teamwork log</u> (See <i>Unit Resources</i> page 23).	Collect the <i>Teamwork logs</i> to assess Interpersonal Development - <i>Working in teams</i> . See <u>Assessment rubric</u> (See Assessment page 10).
<p><b>At project completion:</b> Ask each student to individually complete the <i>Project plan evaluation</i> worksheet.</p>	Provide students with the student worksheet <u>Project planning evaluating</u> (See <i>Unit Resources</i> page 21).	Collect completed brochures and web pages to assess The Humanities - Economics - <i>Economic reasoning and interpretation</i> .

		<p>Collect gantt charts, team task table and <i>Project plan evaluations</i> to assess Information and Communications Technology - <i>Visualising thinking</i>.</p> <p>See <u>Assessment rubric</u> (See Assessment page 10).</p>
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#### Activity 4: Reflection on teamwork

Activities	Supporting the activities	Assessment
<p>Ask each student to complete the <i>Reflection on teamwork</i> worksheet. They can refer to their <i>Teamwork logs</i> to assist them with their reflections.</p>	<p>Provide each student with the student worksheet <u>Reflection on teamwork</u> (See Unit Resources page 24).</p>	<p>Collect the <i>Reflection on teamwork</i> worksheets to assess Interpersonal Development – <i>Working in teams</i>. See <u>Assessment rubric</u> (See Assessment page 10).</p>

## Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (formative).

The assessment tasks in this unit focus on collection of evidence of student learning for summative purposes. Some components could also be used to support assessment for learning and assessment as learning.

### Assessment guide

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activity. The table below shows the assessment criteria related to the assessment task/s and relevant standards and the expected evidence to be used as the basis for assessment.

The table can also be used to assist teachers to make judgments about whether students are working *at* the standard (achieved the standard), progressing *towards* the standard (have not met expectations of the standard) or progressing *beyond* the standard (have exceeded expectations of the standard) for specific assessment criteria. It is provided as a guide only and may be adapted or modified to suit particular classrooms and/or student reporting.

See the Assessment Resource for advice on developing [rubrics](#).

### Assessment task: An enterprising idea

Evidence	Element of standard	Assessment criteria	Progressing towards the standard	At the standard	Progressing beyond the standard
<b>The Humanities – Economics – Economic reasoning and interpretation</b>					
<i>Developing an enterprising idea</i> worksheet. (Activity 2) Brochure or webpage. (Activity 3)	... use relevant economic concepts and relationships to evaluate economic propositions and proposals.	Ability to understand the factors that should be considered when establishing a small business.	Limited understanding of the factors that should be considered when establishing a small business.	Sound understanding of the factors that should be considered when establishing a small business.	Extensive understanding of the factors that should be considered when establishing a small business.
		Ability to use appropriate terminology.	Limited use of economic terms and concepts.	Use of economic terms and concepts consistent with purpose.	Use of economic terms and concepts is integral to development of ideas and purpose.

<b>Interpersonal Development – Working in teams</b>					
<i>Reflection on teamwork</i> worksheet. (Activity 4)	... record their reflections on the effectiveness of learning in a team.	Ability to reflect upon the strengths and weaknesses of working in a team	Describes individual and team contributions with limited reflection and specific examples.	Critically reflects on individual and team contributions.	Demonstrates insight into successful teamwork characteristics.
<b>Information and Communications Technology – ICT for creating</b>					
Gantt chart & task table. (Activity 2)  <i>Project plan evaluation</i> worksheet. (Activity 3)	... use ICT to devise detailed plans that sequence tasks to be done, resources needed and timelines for completion.	Ability to produce a project plan that sequences and lists tasks, timelines and resources.	With assistance, produces a project plan with some of the required elements included.	In consultation with the team, independently produces a project plan which includes all required elements.	Demonstrates and explains to others how the project plan was developed using ICT skills and procedures.
Brochure or webpage. (Activity 3)	... as team members students apply a range of techniques, equipment and procedures to minimise the ... time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. Their products demonstrate a clear sense of purpose and respect for the audience.	Ability to use either desktop publishing software or webpage authoring software to appropriately and consistently, ensuring the brochure or webpage is accurate, complete and demonstrates a sense of purpose.	With assistance, produces either a brochure or webpage with some inconsistency and inaccuracies.	In consultation with the team, produces a brochure or webpage which is consistent in layout, complete, accurate and demonstrates a sense of purpose.	Demonstrates and explains to others how a range of techniques and procedures were used to produce a brochure or webpage which is consistent in layout, complete, accurate and demonstrates a sense of purpose.

## Unit Resources

### Print publications

Curriculum Corporation (1998), *Secondary Ed-Ventures – Making It Happen in Secondary Schools*, Curriculum Corporation, Victoria.

Dunn, C (1998), *Being Enterprising*, Macmillan, Australia.

Kearney, P (1999), *Enterprising Ways to Teach and Learn: Book 1 Enterprise Principles*, Enterprise Design Associates, North Hobart, Australia.

Kearney, P (1999), *Enterprising Ways to Teach and Learn: Book 2 Enterprise Activity*, Enterprise Design Associates, North Hobart, Australia.

Kearney, P (1999), *Enterprising Ways to Teach and Learn: Book 3 Enterprise Briefs*, Enterprise Design Associates, North Hobart, Australia.

Kearney, P (1999), *Enterprising Ways to Teach and Learn: Book 4 Enterprise Projects*, Enterprise Design Associates, North Hobart, Australia.

Patterson, G, St Leger, P and Ward, K (1997), *Enterprising Students: Enterprising Communities – A study of enterprise learning initiatives in four Victorian regions*, Department of Vocational Education and Training, The University of Melbourne.

Mayer, E (Chair) (1992), *Key Competencies: Report of the Committee to Advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on Employment-related Key Competencies for Post-compulsory Education and Training*, Australian Education Council and Ministers of Vocational Education, Employment and Training, Melbourne. Teacher resources

### Videos

*Qualities that count with employers*, Education Australasia

*Ready for Work*, Education Australasia

*Rip Curl – Business Surfing Style*, Education Australasia

*Road to Work*, Education Australasia

*Starting Your Own Business*, Education Australasia

### Websites

For information on the [Department of Education and Early Childhood Development](http://www.education.vic.gov.au/studentlearning/assessment/default.htm) ([www.education.vic.gov.au/studentlearning/assessment/default.htm](http://www.education.vic.gov.au/studentlearning/assessment/default.htm))

For information on the [Department of Education and Early Childhood Development Principles of Learning and Teaching \(PoLT\)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) ([www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm))

#### For information on Teamwork

[The Griffith Graduate site – teamwork toolkit](http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/teamwork/teach.htm)

([www.griffith.edu.au/centre/gihe/griffith\\_graduate/toolkit/teamwork/teach.htm](http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/teamwork/teach.htm))

#### What is team work?

([www.unisanet.unisa.edu.au/Resources/workshop-teams/Working%20in%20teams/What%20is%20team%20work.htm](http://www.unisanet.unisa.edu.au/Resources/workshop-teams/Working%20in%20teams/What%20is%20team%20work.htm))

#### Working in a team

#### Selecting teams



Teacher Resource

### **For information on Brainstorming**

Teaching and Learning Resource

The Step by Step guide to Brainstorming

([www.ipb.com/creative/brainstorming.php](http://www.ipb.com/creative/brainstorming.php))

### **For information on Enterprise skills**

DEEWR – Enterprise Education

([www.dest.gov.au/sectors/career\\_development/programmes\\_funding/programme\\_categories/key\\_career\\_priorities/Enterprise\\_education/](http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/Enterprise_education/))

### **Teacher resources**

Allocating tasks information (See page 14)

Project planning information (See page 16)

Design Awareness in Schools

### **Student resources**

Allocating tasks (See page 17)

Enterprise skills (See page 19)

Project planning evaluating (See page 21)

Project planning sheet (See page 22)

Teamwork log (See page 23)

Reflection on teamwork (See page 24)

Video questions (See page 25)

Developing an enterprising idea (See page 26)

SWOT analysis



## Allocating tasks

### Background information

Who is going to be responsible for completing specific tasks? This is an important question when working in a group. It is possible that some tasks can be shared between group members, while other tasks can be handled by one person. Usually tasks are allocated to people with the best skills. Some tasks might relate to:

- creating a product or delivery a service
- managing the finances
- leading the team
- keeping track of time taken to complete tasks
- using the computer to calculate budgets and produce a report.

There are quite a few factors that a group needs to think about when working out who should do what tasks, including:

- fairness of workload. It is important for the harmony of a group that the workload is fairly distributed.
- bias with roles. Some roles are perceived to be more important than others, for example, being a group leader is sometimes considered more prestigious than being the collector of data and information. All roles are important.
- expertise. Matching people with tasks is an important exercise. Usually, if people feel that they are making a useful contribution to a team, then their performance is higher.

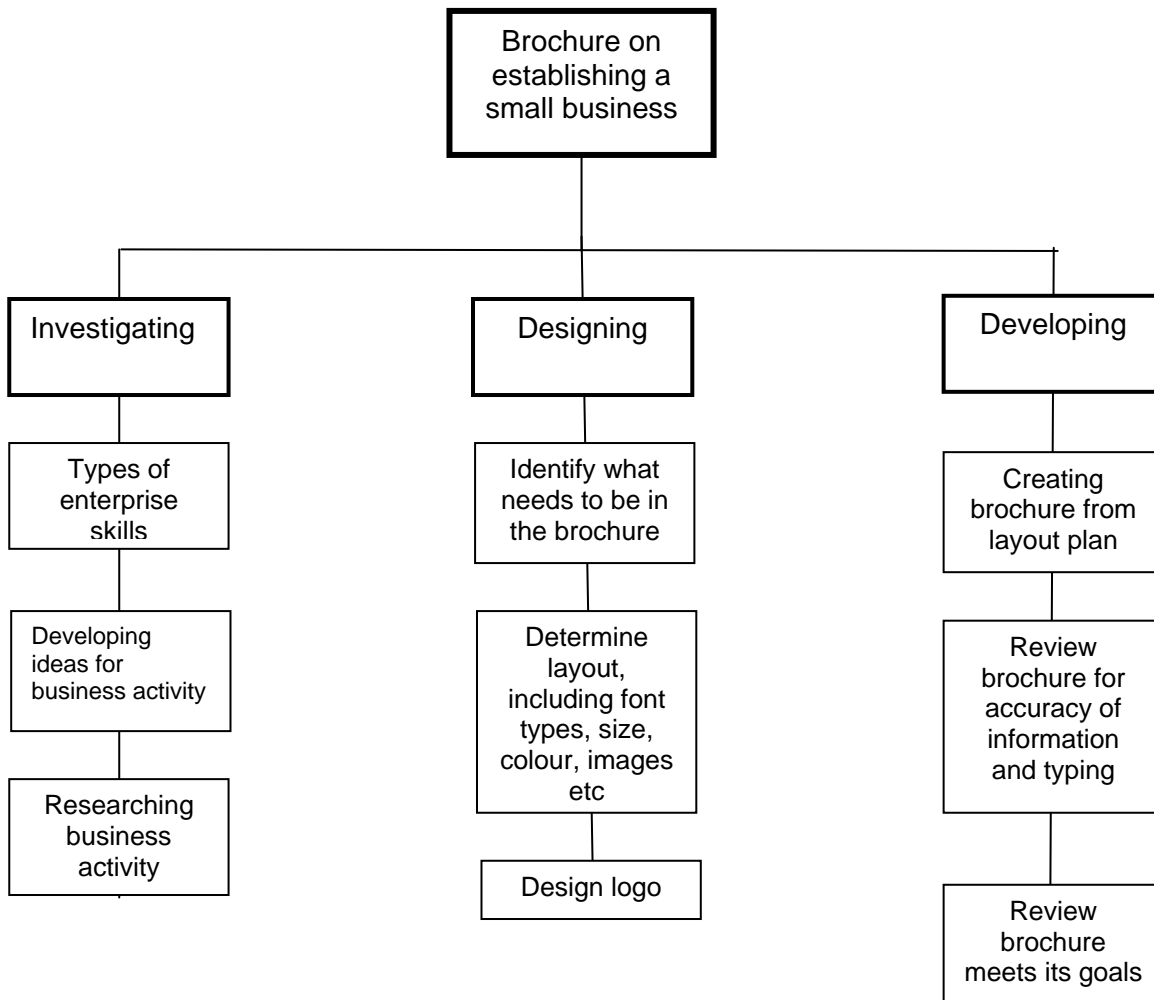
### Tasks:

- identify what tasks need to be done in order for the brochure or webpage to be completed
- identify the positions that need to be filled to complete the brochure or webpage and allocating those best suited to these positions



When proposing a business you need to know what tasks must be carried out. One way of doing this is to prepare a work breakdown structure chart, like the incomplete example below. This could be created using a computer, writing on adhesive notepads such as post-its and setting them out in the chart format, or handwriting it. Create your work breakdown structure chart to identify the main tasks that need to be completed

Sample work breakdown structure chart





# Project Planning

A project plan is essential to dividing the work up, to ensure the work is completed and to ensure that everyone in the group understands their role.

## Define the Project

Determine:

Project goal

Eg: to produce a brochure/website which informs potential entrepreneurs with advise about starting a small business

Final deadline

Eg: 3 Nov 2008

Available resources

Eg: Video, WWW, library, computers and desktop publishing software

## Task Listing

List all tasks required to complete the project

Rank tasks in sequential order

Allocate time allowance for each task

Determine dependencies – a task which cannot begin until another task is completed

Allocate team member to each task.

List required resources

Students should use a table as shown below.

Task No	Task	Time Allocation	Dependencies	Student Allocation	Required Resources

## Documenting the Plan

A Gantt chart is a graphical representation of the start and finish times for each task and its relationship with other tasks.

Spreadsheet software can be used for this. An example is below

Documented Plan for developing a brochure on small business skills												
Tasks	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Research and collect Enterprise skills	█	█	█	█								
Research and collect Employability skills	█	█	█	█								
Gathering information about small business	█	█	█	█								
Designing the brochure/webpage	█	█	█	█								
Developing the brochure/webpage					█	█	█	█	█			
Evaluating the brochure/webpage - does it meet its goal										█	█	
Print/upload completed brochure/webpage												█
Proposed time per task	█											
Actual time per task	█											

# Allocating Tasks



1. Individually read the following statements and indicate with a ✓ if you think a statement describes how you work or think. Remember there is no right or wrong answer.

Statement	Is this you? If yes ✓
Can work independently	
Likes to share ideas and knowledge with other people	
Has computing skills that are useful to the project	
Can meet deadlines	
Prefers to negotiate rather than dominate	
Prefers to collaborate rather than compete	
Prefers to follow instructions	
Prefers to give instructions	
Willing to give praise, where due	
Works well under pressure when a deadline is close	
Can think of creative solutions to problems	
Thinks of the team before yourself	
Prefers to make collaborative decisions rather than independent ones	

2. In your group identify the positions that need to be filled to develop your brochure/website such researching and collecting information, brochure/website designer, the project planner, the finance officer (budgets), the team leader (coordinator), the project management officer (time and resource management). Against each position, identify with a ✓ the attributes that are needed for that position. You can add some additional attributes that are relevant to your proposed business.

Statement	Position 1 (            )	Position 2 (            )	Position 3 (            )
Can work independently			
Likes to share ideas and knowledge with other people			
Has computing skills that are useful to the project			
Has mathematical skills that are useful to the project			
Can meet deadlines			
Prefers to negotiate rather than dominate			
Prefers to collaborate rather than compete			
Prefers to follow instructions			
Prefers to give instructions			
Willing to give praise, where due			
Works well under pressure when a deadline is close			

# Allocating Tasks



Student Materials

Can think of creative solutions to problems			
Thinks of the team before yourself			
Prefers to make collaborative decisions rather than independent ones			

3. In your group, compare your individual table with the group table and see if you can match group members to positions.

# Enterprise skills



Student Materials

Select (and indicate with a ✓) six of the following enterprise skills that are essential for running a small business.	Explanation why each skill is essential for running a small business.	Team member's skills			
		Name	Name	Name	Name
Accepting responsibility					
Being flexible					
Communicating					
Evaluating own and others' performance					
Initiating ideas					
Making decisions					
Negotiating for successful outcomes					
Organising and managing resources					
Planning activities					

# Enterprise skills



Student Materials

Solving problems					
Taking and managing risks					
Thinking creatively					

Complete the following as a team.

- 1 Was the project completed on time?
- 2 How accurate was the timeline?
- 3 How well was progress with the project monitored?
- 4 Who monitored the project?
- 5 What changes were made to the project plan and why were they made?
- 6 What problems were experienced in getting resources?
- 7 What unexpected events and/or difficulties occurred?
- 8 How did these events/difficulties affect the project?
- 9 How were the difficulties resolved?

What would you do differently on your next project?

# Project Planning Sheet



Student Materials

A project plan is essential to dividing the work up, to ensure the work is completed and to ensure that everyone in the group understands their role.

## Define the Project

Determine:

Project goal

Eg: to produce a brochure/website which informs potential entrepreneurs with advise about starting a small business

Final deadline

Eg: 3 Nov 2008

Available resources

Eg: Video, WWW, library, computers and desktop publishing software

## Task Listing

List all tasks required to complete the project

Rank tasks in sequential order

Allocate time allowance for each task

Determine dependencies – a task which cannot begin until another task is completed

Allocate team member to each task.

List required resources

Use table as shown below.

Task No	Task	Time Allocation	Dependencies	Student Allocation	Required Resources

## Documenting the Plan

A Gantt chart is a graphical representation of the start and finish times for each task and its relationship with other tasks.

Spreadsheet software can be used for this. An example is below

Documented Plan for developing a brochure on small business skills												
Tasks	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Research and collect Enterprise skills	█	█	█	█								
Research and collect Employability skills	█	█	█									
Gathering information about small business	█	█	█	█								
Designing the brochure/webpage	█	█	█	█								
Developing the brochure/webpage					█	█	█	█	█			
Evaluating the brochure/webpage - does it meet its goal										█	█	
Print/upload completed brochure/webpage												█
Proposed time per task	█											
Actual time per task	█											



**(To be completed by each student.)**

1. List two strengths of the team.

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2. How did your team ensure that all members contributed equally?

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3. What did you achieve by working in a team that would have been difficult to achieve as an individual?

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4. Suggest two areas for improvement if you had to work with this team again.

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## Qualities that count with employees

Use this worksheet to record your understandings of the video *Qualities that count with employers*.

List <b>two</b> reasons for why the business was a success	
How was the business able to handle uncertainty?	
How did the business respond to change?	
What strategies did they use to solve problems?	
Other comments of interest	

# Developing an enterprising idea



Student Materials

This worksheet is to be used as the basis for your team's brochure/website to inform potential entrepreneurs with advice about starting this small business.

Business name	
Brief description of your business idea	
Business logo	
Target market	
Marketing strategies	
Brief outline of each team member's area of research and responsibility	Name:
	Name:
	Name:
	Name:
Finance requirements	
Issues for ethical consumers	
Key Performance Indicators	
Other considerations	