

1st Int. Entrepreneurs' Skills Conference

Friday 10 June 2011, Vienna
WKO, Rudolf Sallinger Saal

Workshop 2

9:30-10:30

11:00-12:00

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An approach to the challenge

Workshop 2: “How can entrepreneurial spirit and business knowledge be introduced into school?”

Topics in this introduction:

- Entrepreneurial skills (3)
- Organising the school (2)
- Organising workplace learning (3)
- Bottle necks (3)

Entrepreneurs' Skills (1)

A glance at entrepreneurship from an educational angle:

- not competence as a trait – the hrm approach,
- but competence as acquired judgement.

A glance at the entrepreneurial attitude:

- not the operation of the enterprise,
- not the management of the enterprise,
- not the skills of policymaking,
- but the competence to defend the major decisions.

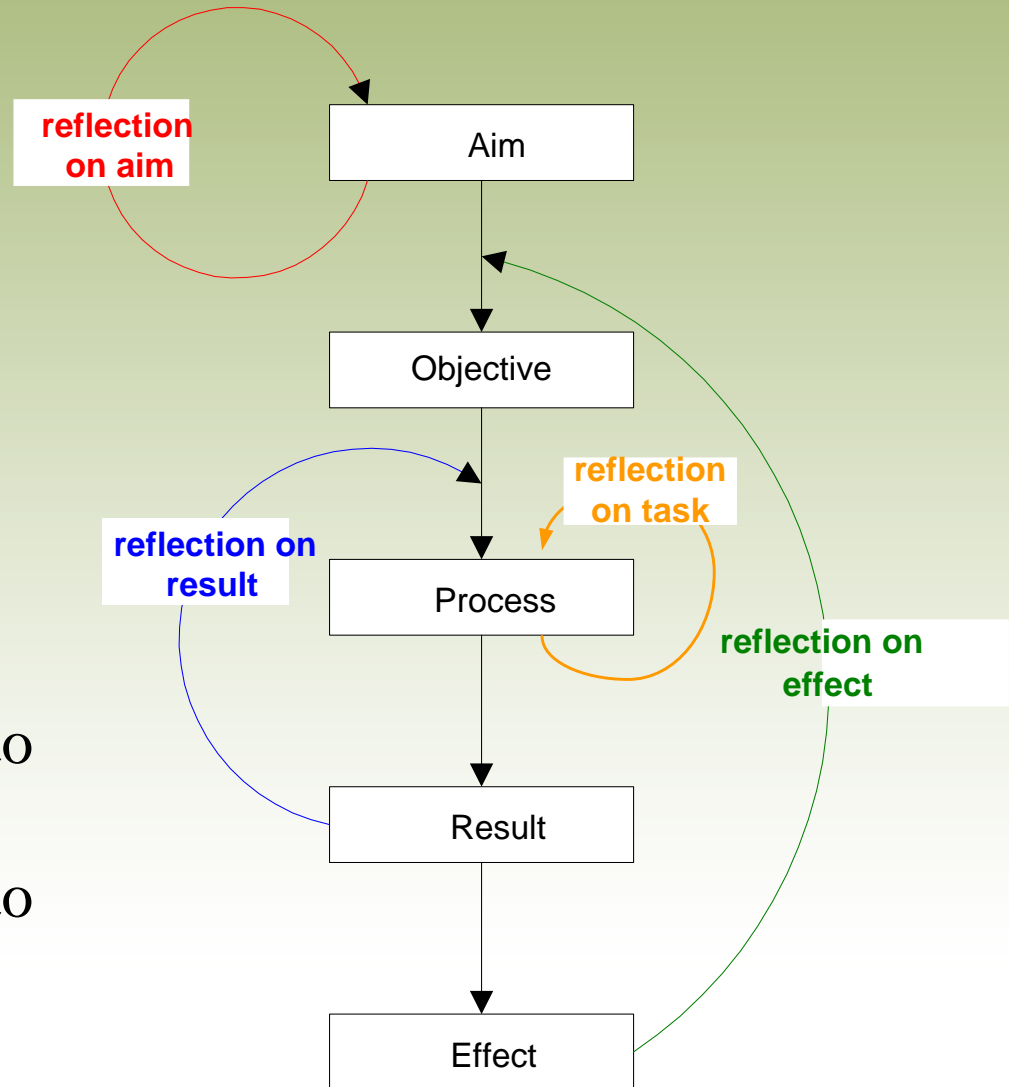
Major decisions

- not of a public activity for communal interest,
- but of a private activity for commercial interest.

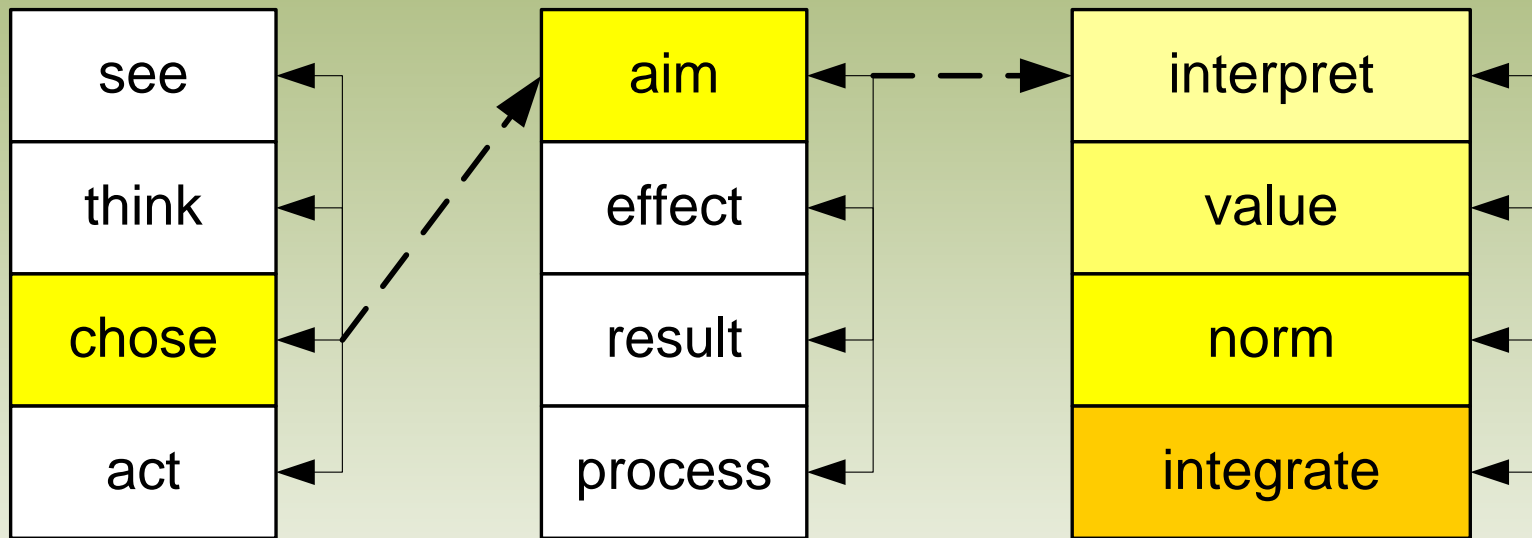
Entrepreneurs' Skills (2)

Entrepreneurial acting requires reflection on aims, This is meta cognitive acting.

This competence involves **judgement**:
at EQF level 4 with reference to the business;
at EQF level 6 with reference to the market and technology;
at EQF level 7 with reference to critical thinking.



Entrepreneurs' Skills (3)



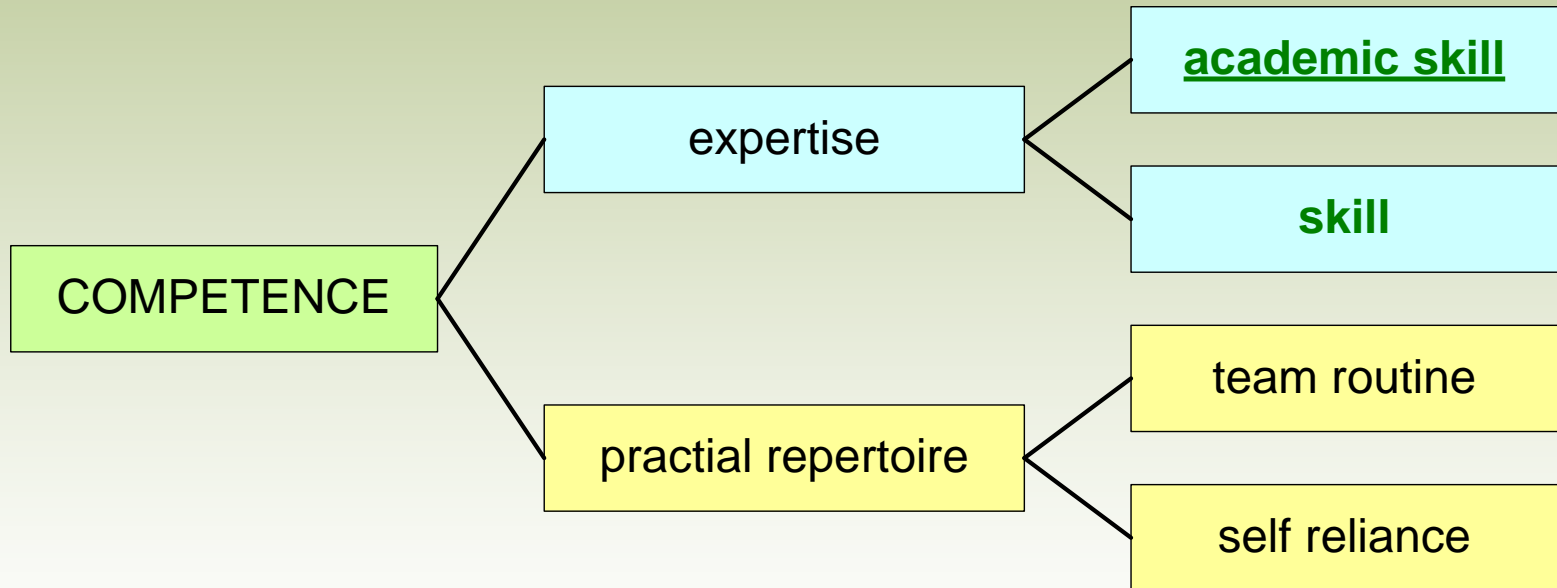
The competence to defend the major decisions of a private activity for commercial interest

- is about choosing
- the right aim (and right means)
- with a more or less detailed structure of acting

Organising the school (1)

How to organise the acquisition of entrepreneurial competence?

Make an operational definition of the acquisition of competence:

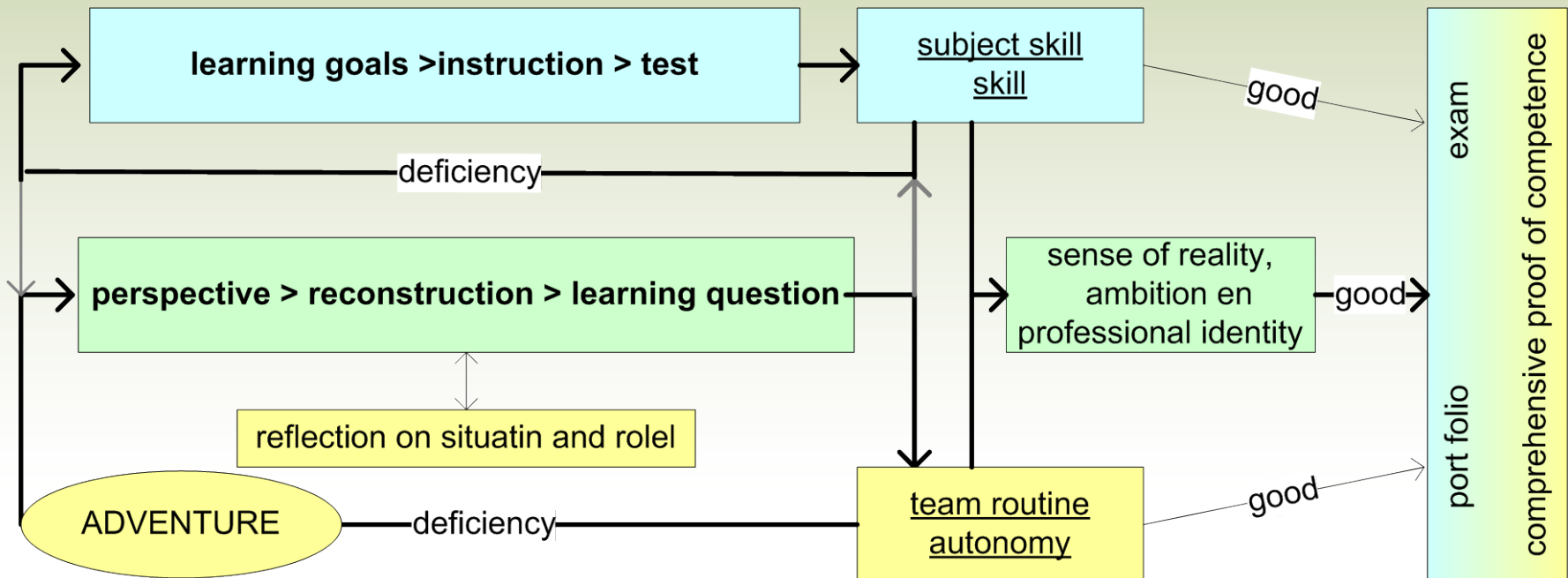


Competence as far transfer of expertise and practical repertoire.

Organising the school (2)

How to acquire expertise and practical repertoire?

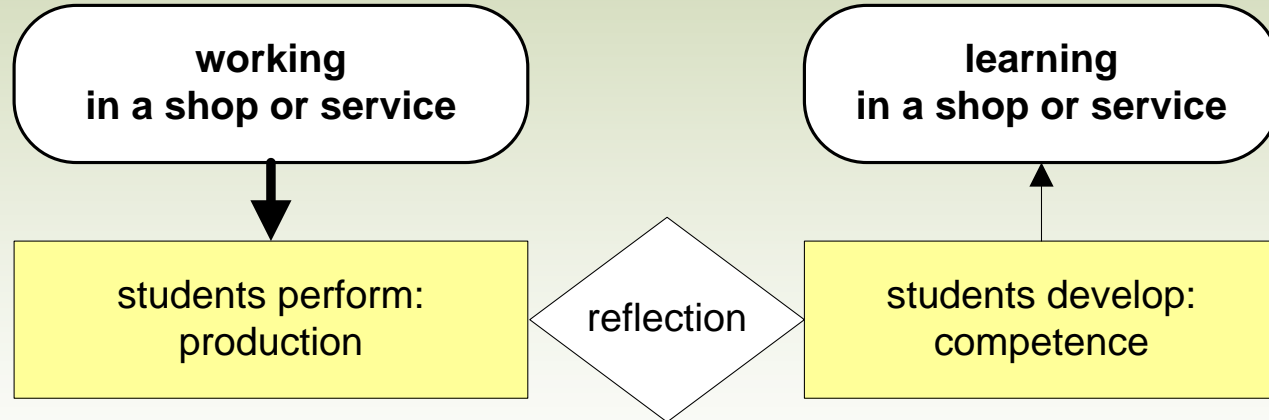
Acquisition may be realised by means of two learning processes,
that are connected with learning questions:



Organising workplace learning (1)

How to organise the acquisition of practical repertoire?

A practical situation has a **working process** and a **learning process**:



The working process cannot be organised or simulated in the school.
In the workplace learning processes are not finished to required standards.

Organising workplace learning (2)

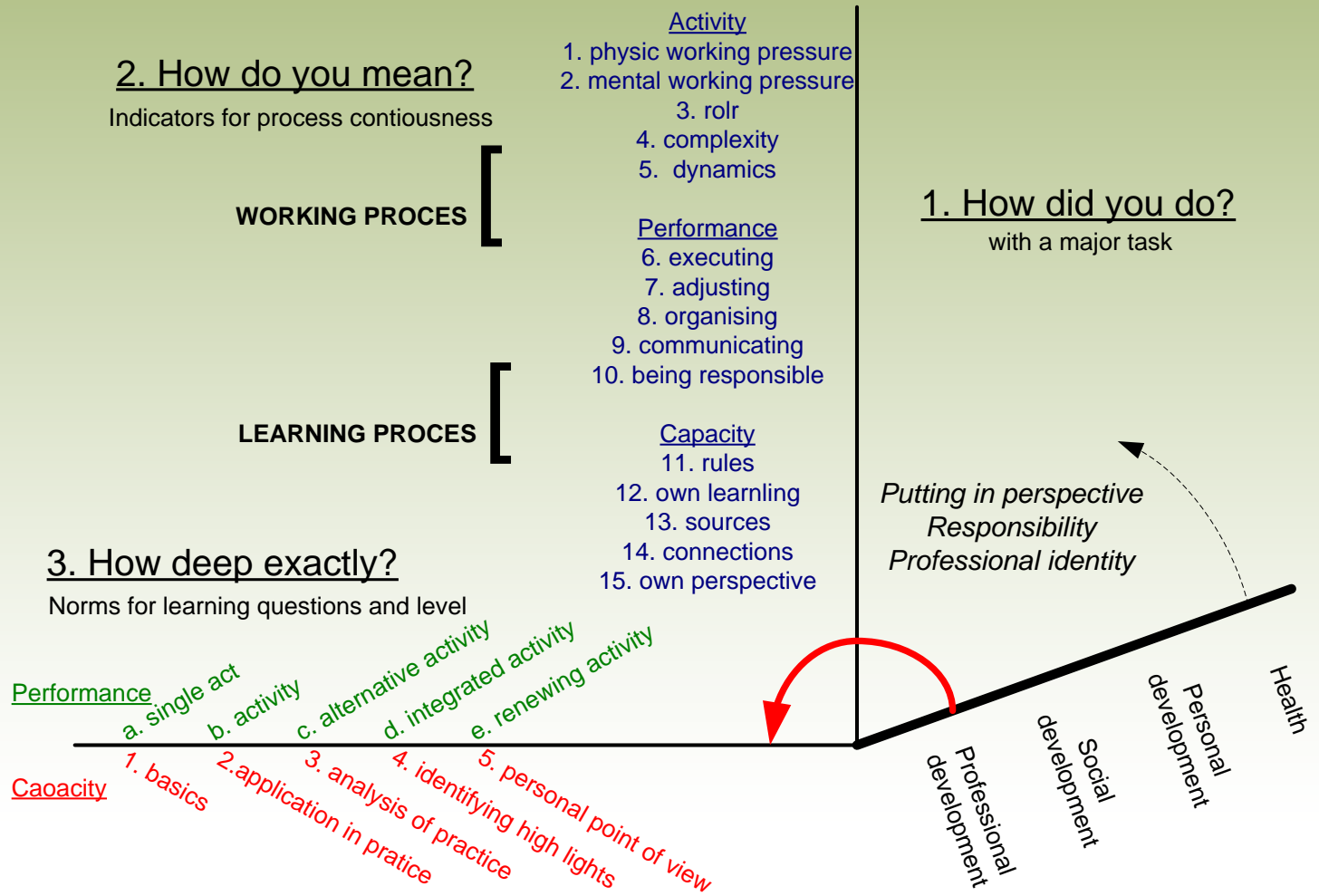
Teachers need to judge about acquisition of competence.

	1	2	3	4	5	6	7	8	
sense of reality									putting in perspective
ambition									responsibility
identity									professional identity

Field work learns that teachers can score the three criteria on a 8-points EQF scale, when they witness a student in an authentic reflection dialogue about his working and learning proces.

Organising workplace learning (3)

Diagnosis to feed further learning however requires a more detailed approach.

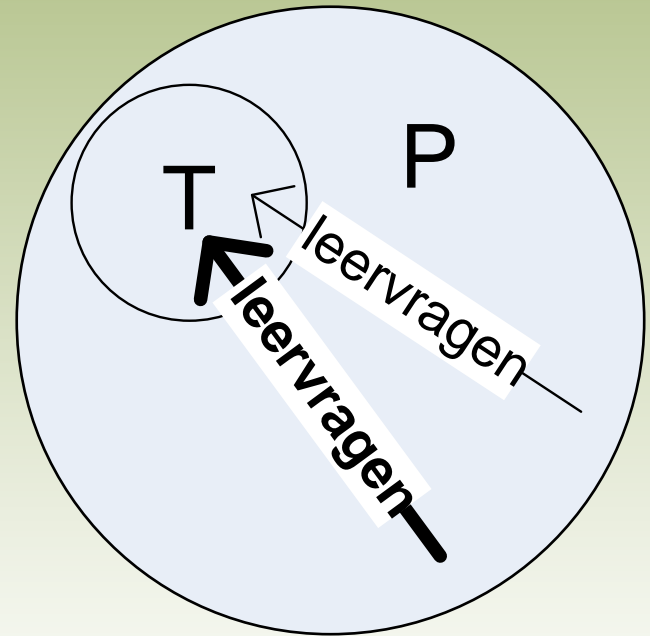


Bottle necks (1)

Acquisition of competence is demanded to deal with uncertainty.

The professional world is like a sea of uncertainty. The theory is like islands of certainty in the sea.

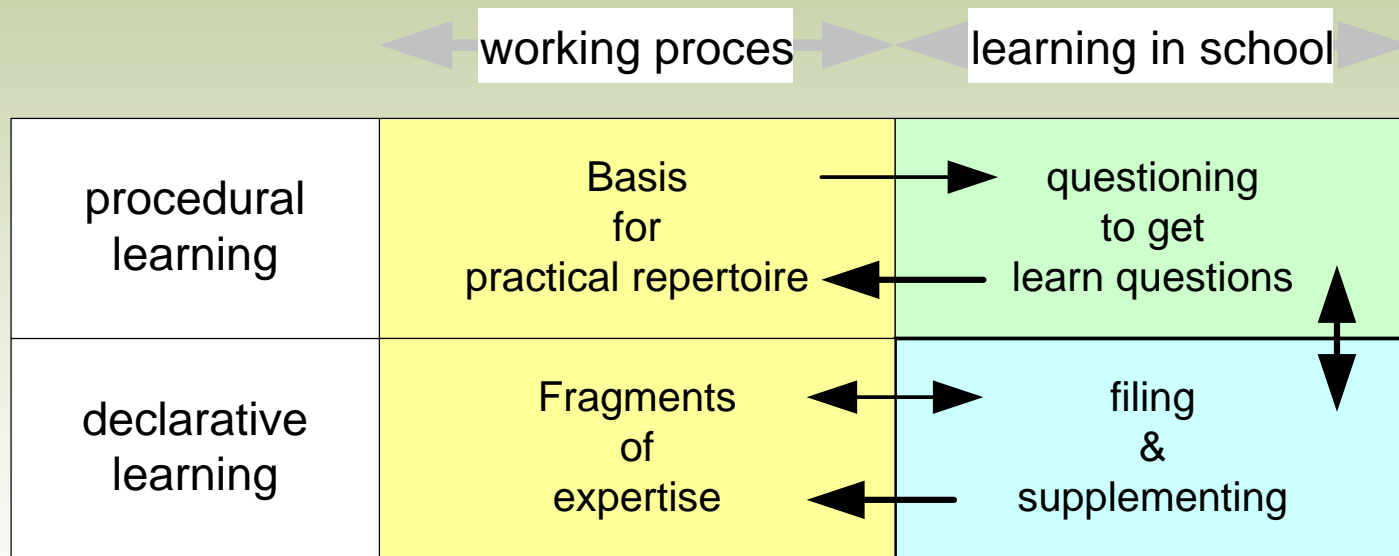
The holistic world includes the reduced scientific disciplines.



The approach above and in the definition of competence = judgement is a Kantian view and not a pragmatic view. This is different thinking.

Bottle necks (2)

There are two learning processes that need to be guided in two learning places: the working place and the school.



In educational practice the procedural learning en the learning in the working place are regarded as one and the same.

Bottle necks (3)

Putting some of the expected bottle necks together. The acquisition of entrepreneurial competence in the courses requires:

- A dualistic concept of learning
- The guidance of two learning processes
- Learning process guidance requires (a few) teachers that
 - are a full expert
 - a full practitioner
 - a full teacher and
 - a full supervisor
- The management and administration need to organise and defend
 - this new approach and
 - hybrid organization.