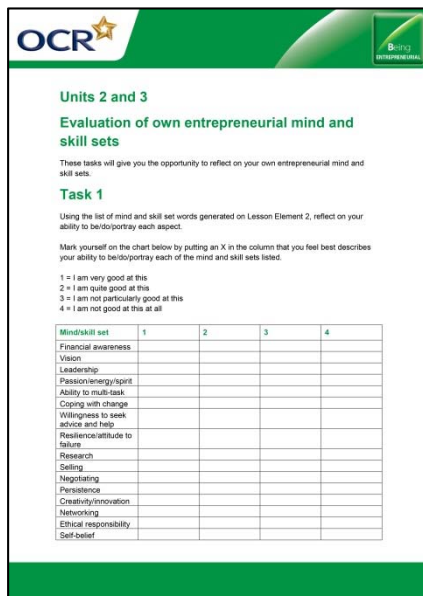


Unit 2 – Identifying viable opportunities

Unit 3 – Evaluating viable opportunities

Evaluation of own entrepreneurial mind and skill sets

Instructions and answers for teachers



Units 2 and 3
Evaluation of own entrepreneurial mind and skill sets

These tasks will give you the opportunity to reflect on your own entrepreneurial mind and skill sets.

Task 1

Using the list of mind and skill set words generated on Lesson Element 2, reflect on your ability to be/do/portray each aspect.

Mark yourself on the chart below by putting an X in the column that you feel best describes your ability to be/do/portray each of the mind and skill sets listed.

1 = I am very good at this
2 = I am quite good at this
3 = I am not particularly good at this
4 = I am not good at this at all

Mind/skill set	1	2	3	4
Financial awareness				
Vision				
Leadership				
Reason/energy/spirit				
Ability to multi-task				
Coping with change				
Willingness to seek advice and help				
Resilience/attitude to failure				
Research				
Selling				
Negotiating				
Persistence				
Creativity/innovation				
Networking				
Ethical responsibility				
Self-belief				

Associated files:

Evaluation of own entrepreneurial mind and skill sets (activity)

Task 1 – approx. 15 minutes

Task 2 – approx. 15 minutes

Task 3 – approx. 15 minutes



This activity offers an opportunity for English skills development.

These tasks will give learners the opportunity to reflect on their own entrepreneurial mind and skill sets.

Task 1

Using the list of mind and skill set words generated from Lesson Element 2 'Entrepreneurial mind and skill sets', reflect on your ability to be/do/portray each aspect.

Learners could mark themselves on the chart below by putting an X in the column that they feel best describes their ability to be/do/portray each of the mind and skill sets listed.

- 1 = I am very good at this
- 2 = I am quite good at this
- 3 = I am not particularly good at this
- 4 = I am not good at this at all

Mind/skill set	1	2	3	4
Financial awareness				
Vision				
Leadership				
Passion/energy/spirit				
Ability to multi-task				
Coping with change				
Willingness to seek advice and help				
Resilience/attitude to failure				
Research				
Selling				
Negotiating				
Persistence				
Creativity/innovation				
Networking				
Ethical responsibility				
Self-belief				
Taking initiative				
Problem solving				
Risk-taking				
Planning/organisation				
Risk management				
People skills				
Determination				
Communication				
Confidence				

Task 2

Repeat task 1 but this time ask learners to give the table below to one of their peers.

- 1 = my friend is very good at this
- 2 = my friend is quite good at this
- 3 = my friend is not particularly good at this
- 4 = my friend is not good at this at all

Mind/skill set	1	2	3	4
Financial awareness				
Vision				
Leadership				
Passion/energy/spirit				
Ability to multi-task				
Coping with change				
Willingness to seek advice and help				
Resilience/attitude to failure				
Research				
Selling				
Negotiating				
Persistence				
Creativity/innovation				
Networking				
Ethical responsibility				
Self-belief				
Taking initiative				
Problem solving				
Risk-taking				
Planning/organisation				
Risk management				
People skills				
Determination				
Communication				
Confidence				

Discuss with learners,

- Is there a difference between how you rated your entrepreneurial skill and mind sets and how your friend did?
- In what way were the scores different?
- Why do you think this was?
- Whose scores do you think are more accurate? Why?

Task 3

Learners will probably agree that the most accurate evaluation of their entrepreneurial mind and skill sets lies somewhere between the two charts; in some respects they were perhaps too hard on themselves, whilst their friends may have been too generous. Or their friends might not be in a position to accurately judge some of their mind and skill sets (how accurately might any of us be able to comment on a friend's selling skills, ethical responsibility or risk management for example).

Ask learners to (taking into account the results from their own and their peer's charts) pick the four mind and/or skill sets they feel are their greatest strengths. They can record these words below, and also describe how their strengths may help them as an entrepreneur.

Greatest strengths	How this will be useful as an entrepreneur

An extension to this activity could be to ask learners to imagine they are applying to appear on 'The Apprentice'. Learners could write an application letter, make a poster/flyer, create a video application or do a presentation in order to 'sell' themselves and their entrepreneurial strengths to 'Sir Alan'!

To give us feedback on, or ideas about the OCR resources you have used, email resourcesfeedback@ocr.org.uk

OCR Resources: *the small print*

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