Entrepreneurial Skills and Work Life

Goals / Theme

Learning activity on entrepreneurial skills and work life. Through this activity, students learn what entrepreneurial competencies are (according to the CRITIC model developed by Mats Westerberg). During the activity, students evaluate their own skills within this framework and plan which skills they want to develop in the future and how.

School subjects and course

RU15 course (Finnish upper secondary school)

JA-year entrepreneurship course (Swedish upper secondary school)

*The learning activity is suitable for cooperation between schools but can also be used within a single class/course.

Participants

Strömbackaskolan Piteå: 3 students / 1 teacher (RU15 Swedish language teacher)

Haukipudas Upper Secondary School: 3 students / 1 teacher (JA-Year entrepreneurship course teacher)

Total participants: 8

Activity structure

Learning objectives:

1. Participants understand what entrepreneurial competencies are (according to the CRITIC model developed by Mats Westerberg)
2. Participants can reflect on their own entrepreneurial competencies
3. Participants' teamwork skills are improved
4. Participants' Swedish language work-related vocabulary is enhanced within the themes of the learning activity

Duration: 60-75 minutes (+ an independent pre-task about 60 minutes)

Required materials: Laptop for each participant, Miro account for the facilitator

Platforms:

- Microsoft Teams for online meetings
- Miro for facilitating collaboration

1. **Getting to Know Each Other (independent pre-task with a partner)**

Students were paired with students from the other school. They were assigned to interview their partner, asking questions such as: What do you study? What are your hobbies? Favorite foods/recipes? Favorite songs or books to recommend, etc. The answers from the interviews were filled into a prepared template on the Miro board.

2. Introduction to the Topic and Preparation for the Digital Collaboration Session (independent pre-task)

Students were asked to familiarize themselves with the topic in advance by watching a video where Mats Westerberg introduces entrepreneurial competencies using his CRITIC model (link to YouTube video). After watching the video, students answered a reading comprehension task on the Miro board, which included various statements based on the video. They then assessed their own strengths, values, and selected skills they consider important for themselves and wish to develop in the future. The answers were filled into a template on the Miro platform.

3. Digital Collaboration Session (60 minutes)

The digital collaboration session was organized for the 6 students on Microsoft Teams. Participants could discuss in the Teams meeting while working together on the Miro platform. The session started with an icebreaker task where students selected on the Miro platform the entrepreneurial competencies (from the CRITIC model) which they felt they were good at, which they needed to improve on, and one most important entrepreneurial competency/skill for themselves.

Next was a discussion task where students reflected on why they wanted to develop certain skills or competencies for the future. Facilitators listed these skills and competencies on the Miro platform based on the students' pre-task responses. The aim of the discussion was to come up with concrete ways to learn and practice these skills/competencies. Finally, students had to decide on one method they could commit to and try out in the coming weeks. The goal was for students to learn to plan small steps to improve their own skills.

Lastly, the JA-Year entrepreneurship course students briefly presented their companies, focusing especially on the skills and entrepreneurial competencies they had learned during the course and through the process of running a student company. After the presentations, Finnish students interviewed the "owners" of the companies and gave comments/conclusions.

The entire digital collaboration session, including the pre-tasks, was facilitated on the Miro platform.

Lessons learned

-   Completing the pre-task significantly helps with the digital collaboration session, as participants from both schools get to know each other and overcome the initial nervousness more easily.
-   For a larger number of participants, it is advisable to create group-specific Miro boards, allowing committed student groups to progress with the tasks even if other group members face technical problems or intentionally slow down the activity.