


Activity name	<b>My entrepreneurship mind and self-motivation system</b>
<b>Activity goal</b>	<p>The main classes aim is conducting workshops in the field of professional competences analysis, which will help students determine their place in the labour market, choose in the future, an appropriate profession and, define the entrepreneur's competences and do they find the above-mentioned characteristics in itself.</p> <p>The classes have a workshop character, they consist of two parts - the first introductory part - which tools are use to determine the entrepreneurial competences and predispositions and the second - practical, which students define their level of competence and role in the group on the basis of worksheets in.</p>
<b>Key words</b>	Competences to be entrepreneurial, creativity, creative behavior, competence test, role in a group, multiple intelligence.
<b>Time limit</b>	45 minutes
<b>Target group</b>	High school students participating in entrepreneurship lessons. It is recommended that the classes are conducted among second-grade students who begin their education in the field of entrepreneurship.
<b>Objectives and tools</b>	The lesson plan was enriched with didactic materials: a power point presentation and a work sheet for pupils - a competence test defining the role and predisposition to work in a group (Roles in a team test - Meredith Belbin's test).
<b>Annotation</b>	-----
<b>Methodology</b>  	<ol style="list-style-type: none"> <li><b>1. Introduction</b> The introductory part should start with a workshop, which each of the pupil presents briefly what competences, in their opinion, an entrepreneur should have – pupils can also work in small groups. Then, on the basis of the presented theoretical part, students start working independently on a practical task, which is an integral part of the course.</li> <li><b>2. Topics of classes</b> Pupils gain new knowledge during the classes about the skills and willingness to adopt an entrepreneurial attitude and achieve success. Acquired knowledge consolidation takes place during the practical part, which the pupil independently verifies and assesses the competences that an entrepreneurial person should have, and also determines his place and predispositions to work in a group.</li> </ol> <p>The acquired theoretical knowledge and skills will allow pupils to use them in various practical situations. Thanks to the effective teaching</p>

## Theory



methods used as: audiovisual, group discussions, practical exercises - the ability to remember the knowledge reaches a high level of effectiveness.

The theoretical part was prepared on the basis of the results of a survey regarding competences that an entrepreneur should have among secondary school pupils. In addition, the pupil, on the basis of Abraham Maslow's theory - the pyramid of needs - verifies and compares individual needs to the analogous ladder of the company's needs. Pupils will be helped by an overview of the types of multiple intelligences and their significant characterization in defining the range of competences that should be characterized by an enterprising person with a high level of self-motivation.

- 1) introduction - what competences should an entrepreneur have - the part prepared on the basis of the results of research conducted among secondary school pupils;
- 2) type of intelligence - define the types of intelligence together with an analysis, which of them support the entrepreneurial and self-motivation skills development; human needs accompanying in the implementation of business ideas.

## Examples



Workshops mainly take the form of practical classes thanks to special worksheets, developed on the basis of tests determining competences and roles in the team - managing the enterprise and implementing business ideas.

The practical part consists of two worksheets:  
- Attachment no. 1. Team roles - Meredith Belbin's test  
- Attachment no. 2 - How different types of intelligence influence the development of entrepreneurial traits.

## Referencies

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3. Gardner H., Kornhaber M.L., Wake W. K. (2001). Inteligencja: wielorakie perspektywy, WSiP