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Capacity Building for Advancing Creativity and Entrepreneurship: Teen Entrepreneurship Competition in Hong Kong

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Overview of the Presentation

- ▶ Entrepreneurship Education and its importance to HK
- ▶ TEC in Hong Kong
- ▶ Capacity building of core entrepreneurial values, social responsibilities and partnerships
- ▶ Critical analysis of capacity building
- ▶ Relationship between creativity and entrepreneurship education

What is Entrepreneurship Education?

- ▶ process of doing new or additional ventures through the necessary knowledge, skills & attitude
- ▶ for creating wealth and adding value for the individual and the society
- ▶ → to develop enterprising competencies for running business ventures through any subject curriculum at different levels of education

Possible outcomes of Entrepreneurship Education

Skills	Attributes	Behaviours
<ul style="list-style-type: none">○ Problem solving○ Creativity○ Persuasiveness○ Planning○ Negotiating○ Decision Making	<ul style="list-style-type: none">○ Self-confidence○ Autonomous○ Achievement oriented○ Versatile○ Dynamic○ Resourceful	<ul style="list-style-type: none">○ Acting independently on own initiative○ Actively seeking to achieve goals○ Flexibly responding to challenges○ Coping with & enjoying uncertainty○ Taking risky actions○ Solving problems/conflicts creatively○ Opportunity seeking○ Commitment to make things happen○ Persuading others

Benefits

To :

- ▶ bring in innovation and creativity
- ▶ create new industries and firms
- ▶ provide jobs
- ▶ achieve self-actualisation
- ▶ produce aspiring human capital

☺ Over 90% of business establishments in HK are in small and medium-sized (SMEs)

In 2003, Entrepreneurship Education in Hong Kong was ...

- ▶ mainly focused on higher education
 - continuing and further education
 - postgraduate (eg MBA)
 - undergraduate (eg BBA)
- ▶ underdeveloped in secondary and primary levels
- ▶ overall start-up rate was 3.4% in 2002, bottom five of the 37 countries (Apple Daily News, 15-11-2002)
- ▶ Urgency for developing Enterprise Education in Hong Kong secondary and primary levels

What and how should we do?

- ▶ → inspiring school pupils to be entrepreneurs
- ▶ → via **Teen Entrepreneurs Competition**

What is Teen Entrepreneurs Competition (TEC)?

- ▶ It was an open inter-school competition in form of a flea market at the HKIEd campus
- ▶ Prizes included the best business plan, best-selling product, best design of stall and highest sales returns

How does TEC work?

- ▶ All local secondary schools were invited to form teams (2–10 in a group) to compete with their business plans and start-up performance
- ▶ Each school paid for registration fee for max 2 teams @2–10 pupils per team
- ▶ Business teacher trainees were trained to be the instructors of the competition teams
- ▶ School business teachers, principals and business practitioners were invited to be judges

Core Activities of TEC

- ▶ Pre Start-up (3–4 mths)
 - Venture creation
 - By a series of training sessions
 - Output: Business Plan
- ▶ Start up (3–day)
 - Small business establishment & management
 - In form of a flea market stall
 - Output: Market Sales
- ▶ Post Start-up (1 day)
 - Enterprise growth and development
 - By individual & group reflection
 - Output: Evaluation Report

Multiple Purposes of TEC

- ▶ Promoting Entrepreneurship Education in secondary and primary schools
- ▶ Arousing pupils' interests in running authentic business
- ▶ Putting business theories into practice
- ▶ Building network amongst stakeholders in the field
- ▶ Increasing the teaching opportunities for teacher trainees particularly for those experientially and collaboratively driven content

Rationale – A Holistic Approach

- ▶ Focusing on all rounded development from planning, executing to evaluating the venture
- ▶ Trends: Lectures → Case studies → Business planning projects and presentations → Simulations *eg* virtual firm → Experiential – authentic and risk bearing

Benefits

- ▶ TEC instructors: To conduct enterprise education through real-life practice
- ▶ TEC competition teams: To run a real business with sufficient guidance and supervision to develop enterprising competencies
- ▶ TEC consumers: To learn to be a 'rational' consumers

Outcomes

- ▶ Participation
 - 200 participants who came from 14 secondary schools and formed a total of 20 teams in 2003 → 42 teams in 2004 → 49 teams in 2005 → over 50 teams (from 2006–present)
 - Increased customers from one to few thousand(s)
 - Attracted more sponsorship
 - From break even and or loss > Gain to vice versa (Video clip show)
- ▶ → Entrepreneurial awareness and characteristics are well addressed

Unintended outcomes

- ▶ Great support from school
 - fund raising, issuing shares, home-/hand-made products, trial sales, contingency sales ...
- ▶ Great training for Business Teacher Trainees'
 - Academic - entrepreneurship and enterprise education
 - Operational - leadership, management, problem solving, financial control, risk bearing, communication (inter, intra, E-) ...
 - Professional - be facilitators, be supervisors, be co-workers, be team builders within the school and business contexts
- ▶ TEC is a promising means of entrepreneurship education and teacher education!

Two Key Milestone Phases

- ▶ Phase I – In the period of 2003–6
 - focus on how to improve the programme and activities through systematic studies

- ▶ Phase II – In the period of 2007–2010
 - Focus on sustaining TEC via capacity building in 3 areas:
 - (1) advancing the core entrepreneurial values from business venture building to character building,
 - (2) focusing on social responsibilities instead of profit making solely and
 - (3) co-organising TEC with other institutional network.

Research Work on TEC in Phase I

- ▶ 2004–5
 - Questionnaire Survey Study
 - Investigate the changes of participants' affection on TEC and start-up intention
- ▶ 2005–6
 - Questionnaire Survey + in-depth interview
 - Study the impacts of social interaction at different levels

2005–6 Questionnaire Surveys

- ▶ Key Proposition: There is a positive relationship between students' social interactions in enterprise education and the formation of their entrepreneurial characteristics.
- ▶ Sample: 480 participants of TEC
- ▶ Data Collection: After the completion of TEC
- ▶ Return Rate: 304(63.3%)
- ▶ Respondents' Profile:
 - Average Age: 16.8
 - Gender: Male: 30.8% Female: 69.2%
 - Over 60.8% have studied or are studying business or related subjects

2005-6 In-depth Interview

- ▶ Key Questions:
 - How do you describe the social interactions between you and your team members, instructor, teacher, and other people that you consider important?
 - What did you learn the most from participating in TEC? What affected you in this learning?
 - How did you summarise the experience gained in TEC? Positive or negative?
 - Have you changed your view on entrepreneurship after TEC?
- ▶ 17 teams, including their teachers, and TEC instructors (over 100 people in total)
- ▶ About 20 to 40 mins per interview

Conducted after TEC

Key Findings

- ▶ The changes of participants' affection on TEC and start-up intention is not positive as participants know the difficulties and challenges in reality
- ▶ However, through the four key types of social interactions with: (1) team members, (2) activity facilitators, (3) school teachers and (4) business stakeholders e.g. suppliers,
- ▶ Participants are able to develop their entrepreneurial characteristics including planning, decision making, marketing, risk management and personal attributes; and adjust their attitude on entrepreneurship.
- ▶ However, the attitude change on entrepreneurship is vague by referring to the hesitations/reluctance shown by the participants

Results

- ▶ Social interaction has a significant impact on students' attitude towards entrepreneurship (desirability for entrepreneurship)
- ▶ Social interaction does not have sufficiently direct impacts on the formation of students' attitudinal characteristics (entrepreneurial attitude orientation)
- ▶ A positive attitude towards entrepreneurship must be first developed in order that such interaction becomes effective.

Discussion

- ▶ The dimension of social interactions lies on operational (or knowledge) aspect, i.e. task- or performance-based, entrepreneurial characteristics developed by participants through the social interactions mainly.
- ▶ Participants over-focused on specific tasks of enterprising that may hinder/limit their full understanding and development of entrepreneurial characteristics
- ▶ Hence, impacts are mainly on performance-based rather than conceptual-based

Conclusion

- ▶ Social interactions with four key parties enable participants to develop and strengthen their entrepreneurial skills but not the characters
- ▶ Some positive views on entrepreneurship was obtained but not strong and firm enough
- ▶ The desirability for entrepreneurship lies on an attitude change in entrepreneurial characteristics
- ▶ Thus, more in-depth conceptual understanding of entrepreneurship is needed.

Recommendations

- ▶ To recognise the importance of social interactions in an active enterprise education programme
- ▶ To maximise the interaction opportunities with various parties particularly the business practitioners
- ▶ To balance know-how and know-why knowledge of entrepreneurship
- ▶ To facilitate participants to reflect upon learning experience
- ▶ To focus on conceptual change of desirability for entrepreneurship
- ▶ To make further study on the relationship between desirability and character building for entrepreneurship

Capacity Building in Phase II – Individual level

- ▶ TEC advocated the character building as core entrepreneurial value in business running.
 - EG the 49 character qualities in *Character First* were incorporated in the training talks.
 - Participating teams are required to demonstrate that their business plan and execution are in the spirit of good character like honesty, creativity, flexibility, sensitivity and self-control.
- ▶ Business running is not only for individual but also social benefits.
 - Participating teams are required to create some concrete action plan for demonstrating their caring of social responsibility.
 - For example, producing good products and donating certain percent of their total amount of profit making to a chosen social enterprise.

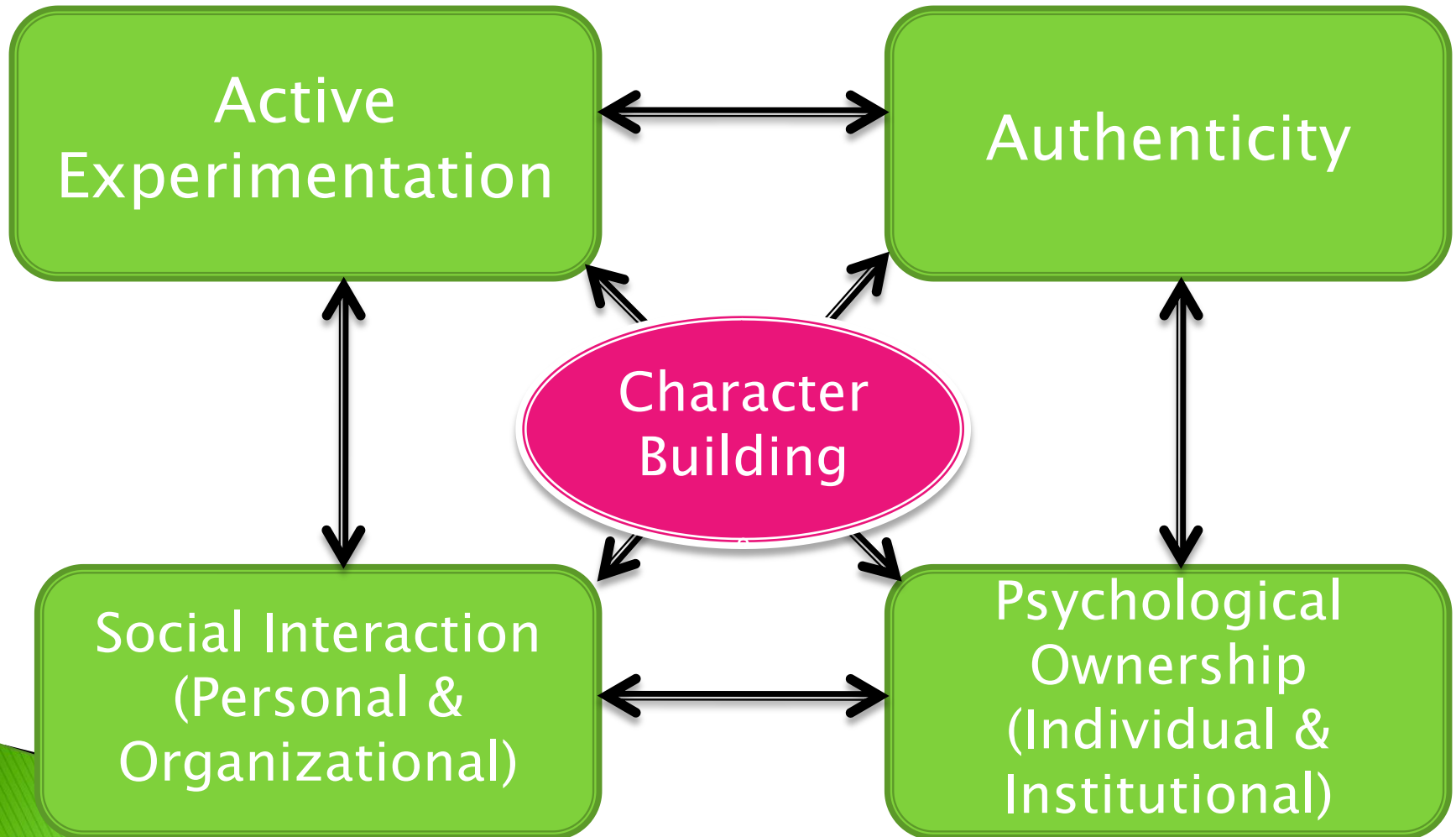
Capacity Building in Phase II – Institutional level

- ▶ To enhance knowledge transfer of conducting EE in local community, TEC co-organised with ELCHK Yuen Long Lutheran College and Sacred Heart Cannossian College of Commerce in 2009 and 2010 respectively.
- ▶ Different schools and student participants were invited to share their fruitful experiences with the local education community in form of symposium in order to consolidate their experience and to arouse public interest of EE.
- ▶ Some exhibition boards were also prepared for publicity.

Resulted in Innovative Practices

- ▶ Some participating teams created environmental protection and healthy living products in form of re-cycling and DIY approach
- ▶ Some teams demonstrated their understanding of good character throughout the business running eg showing concerns and choosing those manufacturers and suppliers who are in fair trade
- ▶ Some teams would collaborate with some social enterprises and sell their products in a consignment way
- ▶ Some teams and their schools would carefully choose an social caring organisation for short- and/or long-term contributions
- ▶ Some teams and even the TEC organizer itself were able to attract more collaborations and sponsorships from those companies who uphold the spirit of good character and/or social caring

Relationship among the Building Blocks for TEC (EE)



Character Building

- ▶ An entrepreneur possesses good character for being a:
 - Visionary
 - Mediator
 - Idealist
 - Provider
 - Teacher
 - Server
 - Organizer

企業家素質

Character Building

創業冒險精神

社會責任

領導能力

人際網絡

品格培養

持續發展概念

道德操守



Active Experimentation

- ▶ **Definition**
 - Acquiring entrepreneurial characteristics, skills and knowledge through experimenting the entrepreneurial process
- ▶ **Conceptual Foundation**
 - Revan's (1983) theory of action learning
 - Kolb's (1984) theory of experiential learning.
- ▶ **Natures in Entrepreneurship Education**
 - Learning by doing AND learning through experiencing, reflecting, conceptualizing and active experimenting
 - The most predominant characteristic of entrepreneurship education
 - Producing far better results in comparison with the traditional approach of direct instruction and case studies
- ▶ **Implications for Entrepreneurship Education**
 - Students should play an active role in acquiring their learning experience AND learning from the experience
 - Teacher's role should be facilitating and supporting

Authenticity

▶ Definition

- Creation of a learning context which resembles to the real practice of entrepreneurship

▶ Conceptual foundation

- Situated learning (Lave and Wenger, 1991)

▶ Natures in Entrepreneurship Education

- Enriching the action elements of entrepreneurship education by using simulated and real projects
- Applying what students learn in class in authentic or simulated context

▶ Implications for Entrepreneurship Education

- Providing learners with some hands-on skills and experience of entrepreneurship
- Leading to attitudinal (positive or negative) formation towards entrepreneurship by providing a picture on the reality of entrepreneurship

Social Interaction

▶ Definition

- Participants in entrepreneurship education interact with each others and with other people during the entrepreneurship education process

▶ Conceptual Foundation

- Educational interaction (Strangor, Sechrist and Jost, 2001)

▶ Natures in Entrepreneurship education

- Providing the skills and knowledge for entrepreneurship
- Providing support and empathy, as well as authentic experience with the real practices during business start-up

▶ Implications for Entrepreneurship Education

- Providing participants with more opportunities for interaction AND with a wider range of people: mentors, advisors, instructors, school teachers, team members, as well as various business stakeholders such as customers, suppliers and competitors

Psychological Ownership

▶ Definition

- The state of the mind in which participants feel as though the learning process or the start-ups involved in entrepreneurship education is “theirs”

▶ Conceptual Foundation

- Employee ownership (Florkowskil, 1987; Klein, 1987)
- Ownership in learning (O’Neill & Barton, 2005)

▶ Natures in Entrepreneurship Education

- The experiential, authentic, and interactive natures of entrepreneurship education which shall be highly conducive to developing the sense of control, efficacy, self-identity, responsibility, and intimate knowledge leading to the feeling of possessiveness

▶ Implications for Entrepreneurship Education

- Could lead to higher level of involvement, commitment and motivation during an entrepreneurship education activity

Implications for Designing Entrepreneurship Classes and Activities

- Need more specific guidelines than simply “student-centred, constructivist learning”
- Use of business planning, games and competitions (active experimentation)
- Use of “live cases”, simulation activities or even real trade (authenticity)
- Provision of learning opportunities from different people such as team members, business stakeholders like customers, suppliers and competitors (social interaction)
- Emphasis on participants’ involvement, self-identity and ownership of learning experience (psychological ownership)

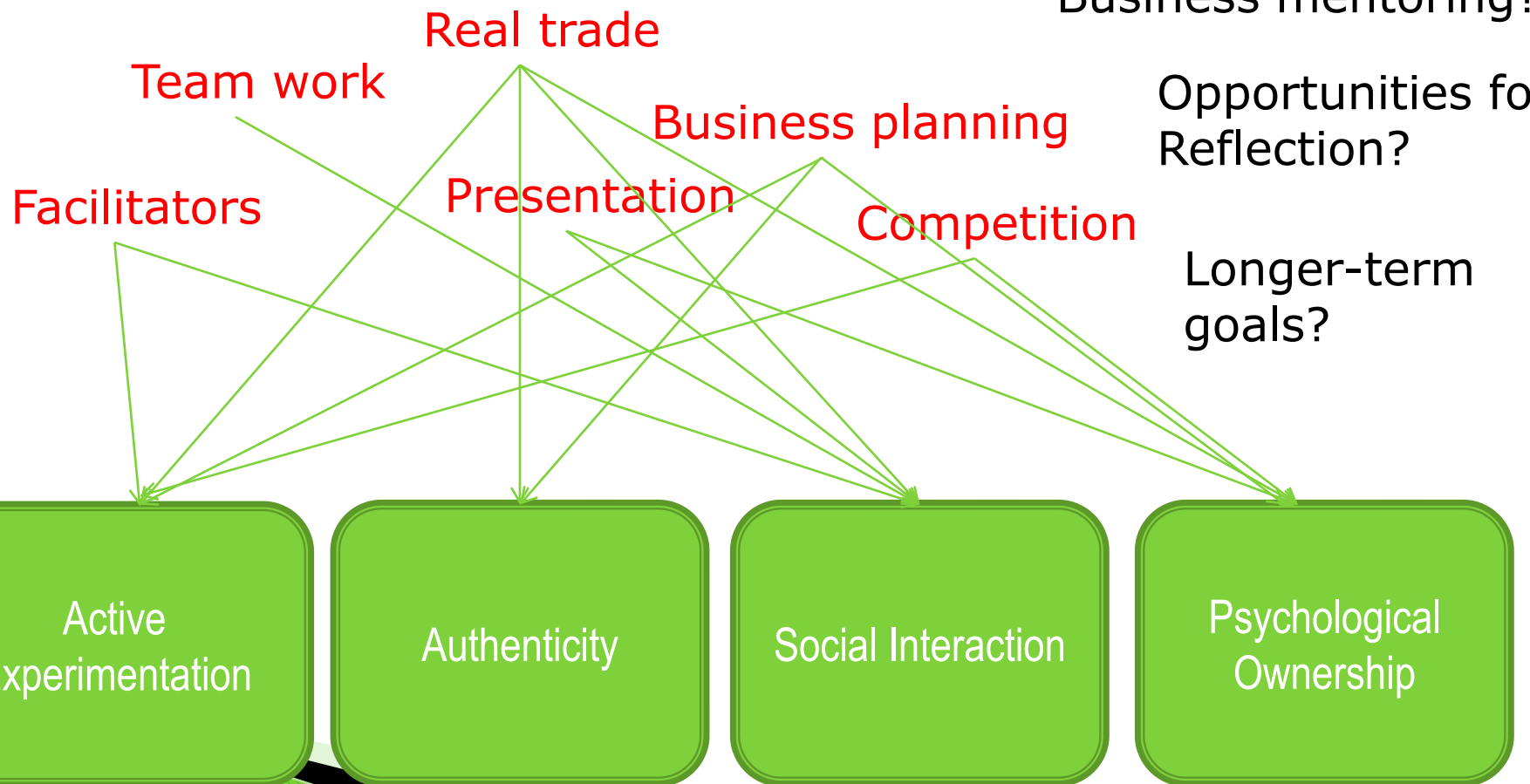
TEC as an integrated activity based on the four building blocks

Concrete knowledge areas?

Business mentoring?

Opportunities for Reflection?

Longer-term goals?



TEC as a Platform for Specific Topical Areas/Learning Outcomes

- ▶ Other business topics
 - Accounting
 - Marketing (consumer behaviours, market research, marketing strategy, customer services)
 - Management (organizational structure, business functions)
 - Corporate social responsibilities
- ▶ Other disciplinary areas
 - Economics
- ▶ Cross-disciplinary topics
 - With DT/Design: product design, booth design
 - With ICT: product design, internet marketing
 - With T&L: consumer studies
 - With humanities and social studies: civic education
- ▶ Learning outcomes such as:
 - Team work
 - Time management
 - Interpersonal relationship
 - Decision making etc...

Conclusion and Recommendations

- ▶ The building capacity for creating effective EE programmers include:
 - active learning
 - Authenticity
 - social interaction (personal and organisational) and sense of ownership (individual and institutional) based on a good nurturing of personal character building in business running

- ▶ A further evaluation study on how to turn the good practices of TEC into educational policy is needed and recommended

Thank You!

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