

A high-angle, close-up photograph of a person riding a bicycle on a cobblestone path. The person's hands are on the handlebars, and their legs are visible in blue patterned shorts and tan sneakers. A silver wire basket is attached to the front of the bike, containing a silver laptop, a red spiral notebook, a green leather wallet, a clear plastic water bottle, and two yellow lemons. The background is a cobblestone path with some moss in the cracks.

DARE TO BE ENTHUSIASTIC!

TEACHER'S GUIDE TO ENTREPRENEURIAL SKILLS

Heli Potinkara, Haaga-Helia School of Vocational Teacher Education

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PUBLISHER Federation of Finnish Enterprises
PO Box 999, FI-00100 Helsinki, Finland, telephone +358 (0)9 229 221
AUTHOR Heli Potinkara, Haaga-Helia School of Vocational Teacher Education

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Dare to be enthusiastic!

Teacher's guide to entrepreneurial skills

What does education that promotes entrepreneurial skills consist of and what type of pedagogics can be used to support it? This guide provides answers to questions, particularly from the teacher's perspective.

Proper entrepreneurial education is based on trust and a network, in which the educational institution facilitates, the teacher recognizes their role, and the entrepreneur supports the education. The multifaceted nature of entrepreneurship provides both challenges and possibilities. This guide will discuss the concept of entrepreneurship, the operational environment, and skills that support entrepreneurship in a broader sense. It is important to widen our perspective from traditional entrepreneurial knowledge, skills, and attitudes toward developing the competence of entrepreneurs and personnel and supporting the research, development, and innovation carried out by businesses.

Enthusiasm, curiosity, and risk-taking are characteristic to entrepreneurship. The "Pedagogy of Enthusiasm and Risk-taking" introduced in this guide is also based on these same concepts.

Entrepreneurship is always connected to action. This guide encourages you to experiment, to create significance and ambition in learning.

I recommend this guide to all teachers who are inquisitive and ready to take risks. Dare to be enthusiastic!

Veli-Matti Lamppu

Director

Federation of Finnish Enterprises

1. Starting Point of the Guide

The European Commission has defined entrepreneurial education as training people to become responsible and enterprising individuals. Entrepreneurial education helps people develop skills, knowledge, and attitudes that are necessary for reaching the goals they have specified for themselves. There is also evidence that enterprising people are more readily employable. Furthermore, the Commission considers entrepreneurship to be a learnable skill. Running a successful business does not require innate entrepreneurial qualities, but instead these qualities can be learned and developed.

Particularly, the concept of entrepreneurial education has been difficult to put in concrete terms and its varying interpretations have hindered reaching common understanding of the content of the concept. In March 2017, the Ministry of Education and Culture published the Entrepreneurship Education Guidelines, an updated version of a previous publication from 2009. The new guidelines define entrepreneurship, entrepreneurial education, enterprising operational culture, and culture of experimentation as central concepts and explain their meaning.

The definition of entrepreneurship largely follows the definition used by the EU Commission, which emphasizes seizing opportunities and activities that generate value. The definition of the Ministry of Education and Culture (2017) introduces entrepreneurial facilities, such as creativity, risk management, and systematic efforts to achieve objectives.

“Entrepreneurship means observing possibilities and grasping them, as well as the ability to transform ideas into actions that produce financial, cultural, social or societal value. Entrepreneurship and enterprising attitudes can be learned. They include creativity, the ability to innovate, risk management, and responsibility, as well as the ability to plan, specify goals, and direct operations to reach objectives. The changes taking place in the working life emphasize the significance of entrepreneurial skills.”

The Ministry of Education and Culture's (2017) **definition of entrepreneurial education** highlights the objectives specified for entrepreneurial education regarding attitudes and skills.

Entrepreneurship means observing possibilities and grasping them, as well as the ability to transform ideas into actions that produce financial, cultural, social or societal value. Entrepreneurship and enterprising attitudes can be learned.

The aim of entrepreneurial education is to increase positive attitudes toward entrepreneurship, improve entrepreneurial skills and knowledge, create new enterprises, develop the competence of entrepreneurs and company personnel, and support research, development, and innovation by businesses.



Compared to the Ministry of Education and Culture's (2009) previous guidelines, **the enterprising operational culture** and culture of experimentation have been introduced as key concepts to facilitate emerging entrepreneurship in everyday activities. The introduction of enterprising operational culture could therefore be seen as a reflection of the extent of entrepreneurship education and the fact that its implementation requires a supportive way of thinking and acting. This also means that entrepreneurship education should be implemented more widely instead of making it the responsibility of individual teachers in classroom situations.

"The enterprising operational culture creates genuine enthusiasm and produces target-oriented operations. This supports a creative and interactive atmosphere, which encourages experimentation. The enterprising operational culture promotes inclusivity and comprises pedagogical leadership, transparency, and cooperation amongst the educational personnel and with other operators. In the enterprising operational culture, there is a learning culture and a way of acting based on trust that utilizes various methods, manners, and environments."

Highlighting the role of **the culture of experimentation** expresses the fact that activity and experimentation are a way of learning and developing. The culture of experimentation emphasizes the development of new methods by changing the way we think and act. Celebrate success and consider failures as opportunities to learn.

“The culture of experimentation introduces authenticity and cooperation to learning, based on well-defined plans. The culture of experimentation grows from desire, courage, and opportunities to try out new methods. The culture of experimentation means the development of thinking (learning) by doing, succeeding, and failing. The emerging ideas are tried out in practice from the very start of the process. In a culture of experimentation, the experiments have a beginning and an end, and they often involve a user. The culture of experimentation requires learning, expanding beyond silos, inclusivity, utilizing new types of networks, interaction, and challenging existing structures and practices.”

The definition of entrepreneurship education also discusses learning methods. Activities and experiences within actual companies are emphasized in learning.

“Experimentation, activity, learning by doing, project-like working methods, corporate cooperation, and tasks and experiences related to entrepreneurship are important aspects of entrepreneurship education.”

In addition, the definition introduces the reasons for and advantages of entrepreneurship education. Emphasizing cooperation between different industries, including various interest groups supporting the entrepreneurship education activities.

“Entrepreneurship education means wide-ranging work intended to reinforce entrepreneurship. Cooperation between various educational levels and fields is one of the advantages of entrepreneurship education. In addition to the education sector, entrepreneurship education is provided and supported by various working life operators and organizations.”

The knowledge base of entrepreneurship education and the influence of an enterprising operational culture on learning and the operation of an educational institution are also discussed.



The implementation of entrepreneurship education requires directing and developing an enterprising operational culture, entrepreneurial pedagogy and teachership, and utilizing the supportive learning environments.

2. Versatile Entrepreneur

This guide is strongly influenced by entrepreneurs. The material used for the guide includes an entrepreneur job shadowing assignment carried out by teacher students at the School of Vocational Teacher Education of Haaga-Helia University of Applied Sciences in 2015–2016, in which the teacher students observed and interviewed entrepreneurs and considered ways to promote new entrepreneurship, proficient workforce, entrepreneurial skills, and the regeneration capacity of companies. In total, the teacher students produced 128 entrepreneur job shadowing reports of varying quality. The quantity and quality of the produced material can be considered good. Similar issues were discussed in various reports, which would imply that a certain saturation point was reached.

In the following section, I discuss qualities that entrepreneurs themselves consider necessary in their work. This is deliberately intended as a mere introduction to business skills without discussing them in depth. These are aspects in which anyone intending to become an entrepreneur should have sufficient competency. They should be aware of the risks involved in entrepreneurship, the benefits and advantages of being an entrepreneur as opposed to paid employment, how to manage financial matters, and above all, how to manage marketing and customer relationships.

One of the most essential and important skills of an entrepreneur is the ability to network and create networks. Networks are significant to entrepreneurs in various ways. In a wider sense, networks develop the proficiency of the entrepreneur, they can be used to gather information related to their field and future perspectives, which allows the entrepreneur to better predict the future in relation to their own business operations. In addition to sharing information

and predicting the future, networks can be used to gain concrete help for everyday operation by providing access to temporary labor, for example. In itself, a network may provide a platform that hires workers to meet the labor needs of various companies.

Network develops the skills of an entrepreneur and provides concrete help.

Networking is linked with or adjacent to the entrepreneur's ability to create a customer base, as without customers entrepreneurship cannot exist. Entrepreneurs must love selling! Both networking and building customer relationships become easier if the entrepreneur has good social skills and the ability to work with different people. The social skills are not only beneficial for external relationships, but can also be valuable in personal management if the entrepreneur employs other people. In small companies and micro enterprises, the company's brand is strongly tied to the personal qualities of the entrepreneur, so sociability, credibility, and high-quality service improve the reliability of the enterprise and the entrepreneur and enable their success.

The entrepreneur's ability to listen to both the customers and the employees of the company is considered one of the specific skills that are important to entrepreneurs. When developing services and operations, listening to the needs of the customers can guide the entrepreneur in the right direction. When the entrepreneur knows what the customer wants and understands future needs, they are at the forefront both responding to the customer's expectations and creating new needs that the customer may not yet have recognized.

By listening to their employees, the entrepreneur can gain ideas to develop the operation of the

Entrepreneur has good social skills, knows how to listen, and is cooperative.

Entrepreneur follows their field and future perspectives actively.



company and improve service. Employees working within the customer interface can provide information about the customers and their expectations. For small entrepreneurs, employees are essential to the success of the company, which is why it is important that the employees are heard. In addition to providing customer perspective, listening to employees also enables developing the working environment and methods and increases well-being at work.

Following their industry actively is necessary to entrepreneurs to ensure the success of their company. The latest information regarding their field and understanding changes related to the future can help entrepreneurs develop their operation so that they are at the forefront of development. This requires desire, enthusiasm, and inventiveness from the entrepreneur. Entrepreneurs should possess the ability to recognize their skills as well as the ability and desire to improve themselves according to the spirit of lifelong learning.

Entrepreneur is humble, tenacious, self-disciplined, and optimistic.

There are various qualities that are often attached to entrepreneurs, some of which could also be called skills. These include an optimistic attitude, patience, and tenacity even in the face of adversity

and during challenging moments. Commitment and the desire to work are also important throughout different stages of the company and in varying situations. Entrepreneurs also require a clear vision to believe in and work toward. They must trust their intuition, to believe that they have chosen the right path even when others lack faith. It is often said that an entrepreneur must forge their own path, but they should also be able to let go of impractical ideas at the correct time. Entrepreneurs must be able to make decisions and cope with uncertainty, as well as have self-discipline and humility.

As mentioned previously, the ability of a company and entrepreneur to regenerate requires keeping your finger on the pulse in addition to networking. The entrepreneur must be able to perceive complete schemes and understand relationships between various aspects. This is supported by being able to observe and reflect upon varying events and situations and to learn from them.

Entrepreneur is able to perceive relationships between various aspects and to learn from events and situations.

In today's global world, entrepreneurs require international skills, most importantly language skills and, depending on the industry, cultural skills.

3. Education Supporting Entrepreneurship Skills

Educational Institution Facilitates the Entrepreneurship Education

In promoting new enterprises, educational institutions act as facilitators. A positive atmosphere toward entrepreneurship in an educational institution and developing learning environments for entrepreneurship education support the teachers in promoting the entrepreneurial capacity of the students. These environments are usually intended to support the students in establishing and developing enterprises, in which case studies and entrepreneurship are connected.

When the learning environment is understood as not only a physical, but also a social environment, it covers the entire educational institution and its operation. The overall encouragement of teachers and students and reinforcement of enterprising methods are tools that can be used to create an enterprising operational culture within an educational institution.

Entrepreneurship is a strategic objective,
which has been concretized as practical operation.

Educational institutions formalize the promotion of entrepreneurship education through their public strategies. When entrepreneurship education is a

strategic objective, it supports leadership in the implementation and promotion of an enterprising operational culture. But strategic objectives alone do not suffice, as they must be concretized into practical operation.

It is generally accepted that the duty of an educational institution is to orient itself toward the surrounding society. From the perspective of entrepreneurship education, there is also a flow from companies toward educational institutions in the sense that the entrepreneurs can be members of the educational community. In concrete terms, this may mean companies physically integrating with educational institutions or close and versatile cooperation between the educational institution and companies.

In building a corporate network, the educational institutions must take an active role. They must build the networks consciously, patiently, and methodically. A dedicated entrepreneurial network within an educational institution also makes it possible for students to network with enterprises, weaving the operation of the network around the core operations of the educational institution, to support learning by the students and to achieve their goals, their dreams.

The curriculum is one of the factors guiding the entrepreneurship education within an organization. A knowledge-based curriculum enables a

A knowledge-based curriculum enables diversified methods for developing learning and competence.

The atmosphere within an educational institution encourages entrepreneurship.



diversified method of developing skills within varying learning environments. Thus, students who wish to establish their own companies during education can accumulate professional competence and academic credits as well as entrepreneurial skills by working as entrepreneurs within their companies. This requires flexibility from the educational institution and new models for identifying and recognizing the students' skills.

Educational institutions also have an important role in developing the skills of entrepreneurs through precision education. Education intended for entrepreneurs must tackle topics that are topical and relevant from the perspective of the operation of the company. Entrepreneurs must learn future skills, which will help them predict the future and develop their companies to respond to future needs and proactively influence the future.

Teacher's Clear Role as an Entrepreneurship Educator

Teachers and their attitudes and actions toward entrepreneurship are at the core of entrepreneurship education. The teacher's enterprising attitude and entrepreneurship education skills and knowledge create the basis for the introduction of entrepreneurship in their teaching and instruction and the way they inspire and encourage their students toward entrepreneurship.

An enterprising attitude comprises a desire and drive to develop your work. This presents itself as creativity to carry out your work and activity as well as openness to new things and cooperation with entrepreneurs. Teachers should be aware of their influence on the students' enterprising attitudes and intent as well as entrepreneurial operations and learning.

The teacher is aware of their influence on the entrepreneurial intent of the student

As all students will not become entrepreneurs, the teacher should recognize the enterprising potential within the students and support and urge students who are interested in entrepreneurship to explore and consider the possibility of becoming an entrepreneur. Encouragement is also important, but the student should have realistic information regarding

entrepreneurship and becoming an entrepreneur. When a teacher personalizes a student's studies, they facilitate entrepreneurial learning during education.

The recognition of enterprising potential is related to knowledge of the student's desires and dreams, what they hope to do and be in the future. You should assess whether entrepreneurship is a potential option or the only way toward the dream. The strengths and motives of the student must also be evaluated along with the skills that require development.

You must support the student and help them clarify their objectives, but also their realistic potential to experiment with entrepreneurship. The threshold should not be too high, but unrealistic exercises may end up harming the student and their future enterprising intentions. Regarding the recognition of potential, the teacher is primarily an instructor, sparring partner, and a trainer.

The teacher helps the student clarify their objectives and identify their dream.

The teacher should be able to recognize their strengths and skills as an entrepreneurship educator to have the necessary credibility in this regard. The teacher should consider their role within the scope of entrepreneurship education based on their strengths.

The teacher's attitude and actions have a significant influence on the student's entrepreneurial intent.

The teacher is a recognizer of enterprising potential.

Roughly speaking, the teacher should try to respond to the following question: “As an educator, should I focus more on the enterprising intentions of my students or the entrepreneurial skills?” If you choose to focus on the enterprises, you should estimate whether you have sufficient business skills and experience as an entrepreneur and what opportunities do you have in your work to implement your best competence. If you are more interested in promoting entrepreneurial skills, you should consider your entrepreneurship pedagogy skills and to what extent you operate like an entrepreneur in your own work.

The teacher assesses their own duties and position as an entrepreneurship educator.

In this section, I will introduce a few of the qualities required from an enterprising teacher as defined by the European Commission. First, an enterprising teacher is inspiring, open, and reliable as well as flexible and responsible in relation to their own work, colleagues, and students.

When required, an enterprising teacher is also able to cross boundaries and break rules. In other words, they trust their intuition and vision on what is best for the students. An enterprising teacher is passionate about teaching and their work as a teacher. They love what they do, which means that their work is a source of inspiration and not just a paycheck.

An enterprising teacher breaks down barriers and is enthusiastic about their work.

In their teaching, an enterprising teacher uses teamwork methods and project learning and connects the learning process with actual working life problem solving situations. They invest in interaction between the students, where they act more like a trainer. Instead of talking, they spend more time listening and they can sell the students on their ideas.

An enterprising teacher focuses on the student and uses active methods in their teaching. Their focus is on learning and they develop the individual skills of the student. An enterprising teacher understands that the learning situation is also an encounter: an opportunity to exchange different opinions and ask questions as well as reflect on the learning process.

An enterprising teacher follows a flexible curriculum and prefers cross-curricular teaching over subject-specificity. They have good teamwork and networking skills. The qualities mentioned above may sound familiar and teachers who recognize these qualities in themselves might not define themselves as enterprising teachers.

An enterprising teacher challenges their students and creates encountering opportunities.

Entrepreneurs Support Entrepreneurial Education

Entrepreneurs can support teachers, students, and educational institutions to promote entrepreneurship in various ways. Firstly, the cooperation between companies and educational institutions must be a win-win situation, where both benefit from the cooperation. From the perspective of the entrepreneur, one of the benefits is the opportunity to work with young students full of ideas, who have the latest knowledge and skills provided by education that can be utilized by the entrepreneur in developing their company. The entrepreneur also benefits from having a student work as a trainee or participate in on-the-job learning at the company.

During this time, the student is familiarized with the company, its operation, and activities. Thus, the entrepreneur can assess the student's suitability as an employee of the company, which means that during recruitment the entrepreneur already has access to a familiarized employee.

Entrepreneurs provide realistic and experience-based information to students regarding entrepreneurship.

The entrepreneur's personal entrepreneurial story and experiences provide practical and experience-based information to students regarding entrepreneurship. Stories are one way of utilizing entrepreneurs in teaching, to inspire the students toward entrepreneurship and learn entrepreneurial skills.

At the same time, the entrepreneur's expertise by experience can help the students assess their entrepreneurial skills and motives of becoming an entrepreneur. An entrepreneur is the most credible person to inform students realistically about entrepreneurship and what it requires from novice entrepreneurs and the development of a company. When students are inspired toward entrepreneurship, you must highlight both the positives and negatives of entrepreneurship to make the students aware of the related risks, but also the opportunities. The entrepreneur's motivation to establish a company and their story with its adversities and successes provide the best possible illustration of actual entrepreneurship.

Another factor motivating the student and increasing the credibility of their education are student visits to companies, where the authentic corporate environment provides realism and a closer view of enterprise, thus concretizing working life skills.

Entrepreneurs' stories about the adversities and fortunes of entrepreneurship increase the credibility of education.

The entrepreneur acts as a mentor and sparring partner to entrepreneur students and provides access to networks.

When the cooperation between the entrepreneur and the educational institution is confidential, the entrepreneur can provide assignments and projects to be solved by the students. Joint workshops and genuine problem-solving and development exercises based on working life improve the student's competency and skills required in working life both as a future entrepreneur and an employee.

Genuine problem-solving exercises improve competency and working life skills.

Students establishing their own companies can especially benefit from the assistance of an entrepreneur in gaining practical knowledge and skills. The entrepreneur can be a mentor or a sparring partner who helps the student in becoming an entrepreneur and with various problems that they may encounter as an entrepreneur. The entrepreneur helps the student to network with other entrepreneurs, simultaneously finding sparring partners of their own who are significant to the development of their company and learning. The teacher also benefits from building their own network of entrepreneurs.

4. Pedagogy of Enthusiasm and Risk-taking

Among the various learning models, prevalent learning environments for enterprise education include entrepreneurship incubators, cooperatives, and Junior Achievement models, for example. However, not everyone is exposed to the learning environments mentioned above. Here I introduce **the Pedagogy of Enthusiasm and Risk-taking**, which is built around the concepts of enthusiasm, curiosity, and risk-taking. This model is based on the idea that enthusiasm comes from the personal relevance of learning. Relevance is created through understanding the relationship between what is learned and the student's personal dream, i.e. what they want to achieve. When this connection is clear, *all learning provides purpose, meaning, reason for learning, and awareness of what the learned information is needed for*.

It may also inspire the students to learn things that are not be appealing. Well-being at work is at its highest when people are allowed to do what provides them the most joy. Studying is an excellent way to identify enjoyable and interesting things and proceed towards them, towards our dreams. Experimentation is a good way to find your own thing.

The students challenge themselves and their skills.

Your first idea might not work in practice, which is

why it is important to have the courage to fail and to seize opportunities. Curiosity increases with enthusiasm, as we discover shortcomings in our knowledge and skills, and experience success. The joy of learning is related to curiosity. Risk-taking arises when the student wants to put themselves and their skills to the test.

Learned things relate to the student's dream.

The Pedagogy of Enthusiasm and Risk-taking emphasizes challenging your competence (risk-taking), meaningful learning (enthusiasm), and the joy of learning and inspiration (curiosity). The activities are based on communality, where the experience gained through exercises is shared and reflected and know-how is created. Working life is essential for gaining experience and testing and developing personal skills. The teacher's role is to create opportunities that can be seized by the student and utilized for learning.

Uncertainty and new situations should be taken advantage of, they should be learned from, and their significance to personal learning and objectives should be realized. Learning should arouse curiosity and open-mindedness toward new things. Learning should include situations where we cannot know the result of our actions and learning in advance.

The student clarifies their dream and finds meaningful activity

The student experiences success and becomes aware of the requirements of learning.



The student is curious and open-minded.

Risk-taking is closely related to the validity and critical examination of our actions, choices, and decisions. Students should learn to trust themselves, but also learn to listen and to accept feedback. This can be useful for evaluating the validity of personal decisions and their justifications. Students should

learn to follow current societal and global events and assess their impact on themselves and the prospects of entrepreneurship.

The students can justify their decisions and trust themselves even in times of defeat.

To support the evaluation of the implementation of the Pedagogy of Enthusiasm and Risk-taking, we have developed a matrix (figure 1), which can be used to assess the teacher's, student's and/or the learning situation's characteristics of enterprising learning.

The matrix enables analyzing your and/or your student's actions, the need for instruction, and the manner of instruction. The matrix can be used for support when planning your teaching and instruction and it can be used to evaluate larger schemes or individual situations as necessary. It can also be utilized as a development indicator for enterprising activities, used consciously to instruct the students or amongst colleagues in peer mentoring situations.

The teacher analyzes different learning situations according to the spirit of the Pedagogy of Enthusiasm and Risk-taking.

Using the matrix, the teacher/student can evaluate themselves according to how they act in learning situations, what are their learning needs or what is their idea of how certain things can be best learned in each situation. The manner of learning is dynamic, evolving, and developing. Dynamism means personal realization, increasing confidence and courage.

Our approaches toward learning situations have been divided into four categories in the matrix: seeking security, tolerating uncertainty, tolerating failure or seeking challenges. It should be noted that progress within the matrix is not linear, but

movement occurs within the categories mentioned above according to the situation and learning needs.

If the student seeks security, they need information as well as instruction and education. If the student tolerates uncertainty, they require freedom to act and think independently along with responsibility. A learning situation comprises various experiments and alternative ways to study and seek different solutions to problems. If failure is tolerated, learning is possible in genuine problem-solving situations, increasing the student's personal competence and responsibility. The teacher helps, encourages and supports, is involved, but lets the students work independently, even fail in a safe environment. If the student seeks challenges, they learn through demanding projects where they can test their skills in various ways. Here, the teacher's role is that of a coach who trains a team of students to overcome the situation.

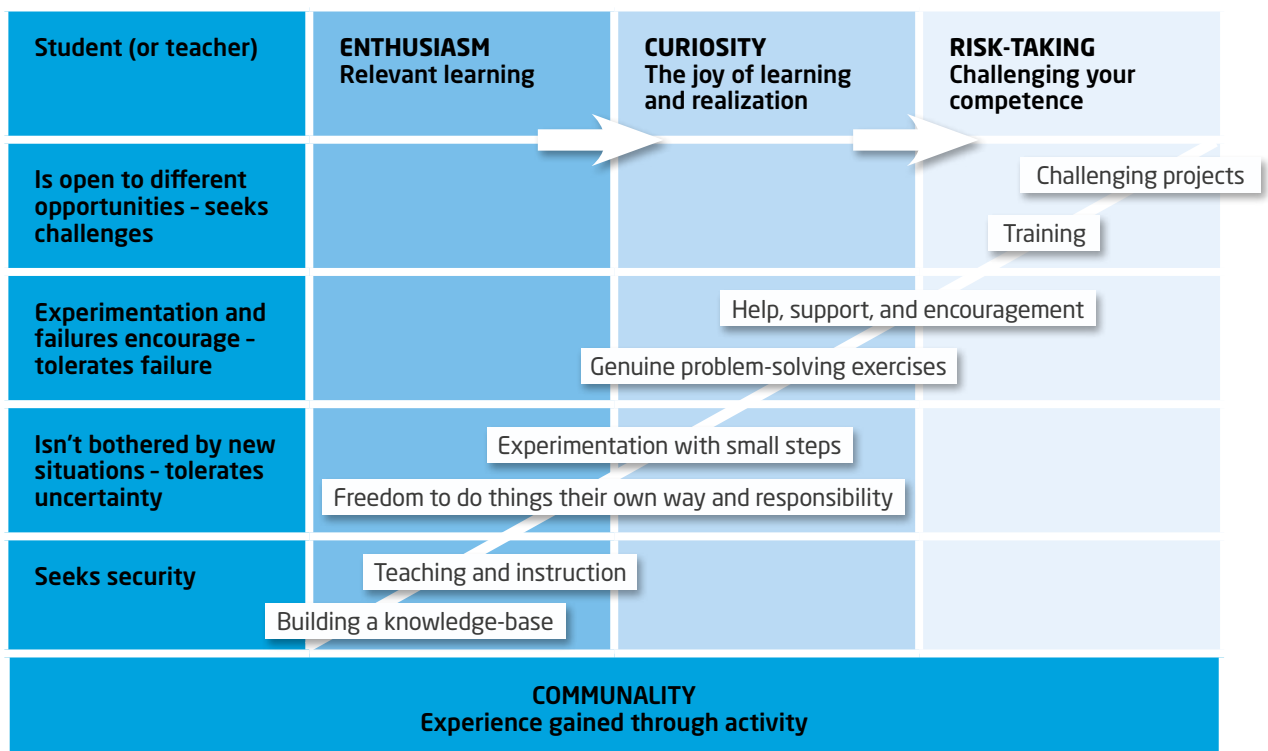
The teacher helps the student in the way that suits them.

The idea of the matrix is that enthusiasm toward learning comes from the relevance of what is learned in relation to the fulfillment of your dreams. Thus, the teacher should assess how much they know, what their students are trying to achieve, what are their dreams, and how does the matter being thought relate to those dreams. In other words, the teacher should create a semantic connection between the lesson and the student's dream.

Seeking security, tolerating uncertainty,
tolerating failure, and seeking challenges.

Learning is dynamic
and dynamism is realization.

Figure 1. The evaluation matrix for the Pedagogy of Enthusiasm and Risk-taking



Potinkara, Römer-Paakkanen, Suonpää October 15, 2013

The teacher knows the student's dream.

When we discover enthusiasm and understand how learning relates to our dream, we become curious and want to develop our skills further, but also more courageous, increasing our ability to take risks while learning. The Pedagogy of Enthusiasm and Risk-taking is based on the idea that

individuals can be natural risk-takers who learn best by working independently, experimenting and challenging their skills. On the other hand, risk-taking can also be the result of a learning process, in which case our confidence in our actions and competence increases as our knowledge and skills develop and we experience successes.

With increased courage, the ability to take risks while learning also grows.

