

## Ep. 4: Girls as Entrepreneurial Thinkers

[00:00:00] **Trudy Hall:** Hello, there you are listening to on educating girls, creating a world of possibility. A podcast produced by the national coalition of girls schools. And I'm Trudy hall, your host for these important conversations about girls today, we traveled to England for a conversation about girls as entrepreneurs and innovators, rural schools around the world are launching programs, designed to foster entrepreneurial skill sets.

[00:00:25] And we want to know what this programming is all about. And why it's good for girls. You may be thinking what are entrepreneurial skills you might also be thinking, is it really the job of schools to teach such skills? I think we can all agree that the world in which our girls will, one day lead will require.

[00:00:45] The ability to ask the right questions, create a problem, solving strategic risk-taking networking persistence in the face of steep odds and on and on and on. Just listen to NASA. Audrey. She has a bio designer from [00:01:00] Zimbabwe explaining her thought process to get a flavor of the complexity in the world of work today.

[00:01:07] **Dr. Kevin Stannard:** Design deeply. All of our lives. And yet we tend to recognize things and not the complex systems that actually produce them, my team. And I explore these systems, connecting fields, like culture and technology, ecology, and economics, we identify problems and where value and values can be created. We like to think about design brief as an instruction manual mapping the context of the problem and where we might find solutions.

[00:01:34] Getting there might involve establishing new networks, building new tools and even infrastructure

[00:01:46] **Trudy Hall:** I hope you noted that. Not Cy blends disciplines, pedagogies and communication techniques into a cohesive whole that produces useful solutions to complicated challenges. She is already leading in the world [00:02:00] in which our girls need to succeed. Entrepreneurial skills are not just for those who want to start a business.

[00:02:06] They are the skills that intersect with real life, creating a mindset of possibility in a world of opportunity. The girls' voices you will hear during this episode are speaking about their experiences, learning entrepreneurial skills. As I hear them, I am jealous of the possibilities available to. Yeah, mindful that educational fads have come and gone.

[00:02:30] Like the changing seasons over centuries,

[00:02:34] **Dr. Kevin Stannard:** having an entrepreneur in residence to help us in year 12 with our external competition of young enterprise really meant that we carried these skills with us in TFS. We run an enterprise club to pass down our skills. We learn from the entrepreneur residence via seven to nine and help them to build their own businesses.

[00:02:48] Yeah, I agree. I also think that it really helped throughout young enterprise, as we got consistent feedback through our progress, which helped in the development of our product, taking part in [00:03:00] entrepreneurship activities. And school has definitely made me gain confidence because when I, at the beginning, I was very shy plus 19.

[00:03:10] Very many extracurriculars and I was always the person back at the class. But now that I have had a chance in school, to expand my business. I'm now a much local stuff. So I personally think that learning the entrepreneurial mindset fits in with everything else in school, specifically in our lessons and extracurriculars, for example, in group projects are made easier in lessons due to previous experience with teamwork, which is the same for team sports, such as netball or cross.

[00:03:41] Yeah, I think definitely overall it helps us to spot new opportunities, the different sectors of school. And I think we both agree that this goes to an entrepreneurship really benefits you throughout your whole school life.

[00:03:51] **Trudy Hall:** So where is the intersection of the tried and true in an academic curriculum and these new skills?

[00:03:58] How can entrepreneurial [00:04:00] skills best be taught to girls? These are the questions I'm eager to explore with my guest, Dr. Kevin. Dr. Stannard is the director of innovation and learning at the girls' day school trust in London, England, a non-profit founded in 1872 by four pioneering women who believe that girls should have the same academic quality of education as their brothers.

[00:04:24] Today, there are 25 schools in the girls' day school trust, and the focus remains on academic excellence and accessibility. They care deeply about both what girls learn and how they learn. Kevin joined the GDS T from university of Cambridge international examinations, where he was director of education. He was responsible for initiatives and international education reform projects, including the introduction of the Cambridge pre U in both state and independent schools, the promotion of bilingual education in Spain and the [00:05:00] Netherlands and the development of a new curriculum for model schools in Egypt.

[00:05:03] He's also been an advisor on curriculum reform to the Singapore ministry of education. As an educator with a deep understanding of curriculum and curriculum development, he brings both experience and wisdom to today's. Kevin, I think we've picked the perfect person, uh, for our interview today. And I'm excited to have our listeners hear your wisdom.

[00:05:25] Thanks for joining us. Well, I'm

[00:05:26] **Dr. Kevin Stannard:** very glad to be here.

[00:05:28] **Trudy Hall:** I know that you are very well versed in curriculum trends. And so for starters, could you explain what educators are calling entrepreneurial skills and why is it that educators are designing programs to foster those skills?

[00:05:42] **Dr. Kevin Stannard:** I guess we can start.

[00:05:45] Suggesting that an entrepreneur is someone who can turn ideas into. So we're looking at the skills and the dispositions that would enable someone to be able to do that. I think the OECD makes a, a useful distinction between the sort of [00:06:00] technical and business skills that you'd need to set up a business, um, and quite discrete from, I guess, the, the, the really interesting personal entrepreneurial skills that are involved in delivering that sort of outcome skills like creativity, innovation.

[00:06:19] Risk-taking perseverance leadership, problem solving strategic thinking. Now, as I make that list, I'm conscious of the danger that we are just bullet pointing a series of. Um, discrete skills and dispositions, and really the thing I think that's bringing this area of educational activity alive is the idea that this is a mindset that you put those together and it constitutes, um, an entrepreneurial mindset.

[00:06:50] Um, why that, why is that important? Well, I think for two reasons, really one is that these are transferable skills that are going to. [00:07:00] Prepare young people today, really well for a really uncertain future, a future in which to be real-world ready. They're going to have to accept a greater degree of uncertainty, a greater degree of agility in moving from different careers through the, through the, the time that they're in the workforce.

[00:07:19] Being able to be agile, willing to change, to look for and explore. Opportunities is really a major part of this. The other thing is that creating a business. Needs commitment. It needs resilience. It needs passion and a student who can do that on top of an overfull educational program while they're at school is able to juggle those priorities is really showing incredible potential.

[00:07:44] **Trudy Hall:** Thanks for that framing. I thought that was really useful, uh, for our listeners. And so following on from that, why given your role in educating girls, is it so critical for girls in particular to have those.

[00:07:57] **Dr. Kevin Stannard:** Yeah. I mean, I'd agree entirely with the premise of [00:08:00] that question. I think it's, it's, it's more important for girls to have access to these sorts of programs because, well, it's not a level playing.

[00:08:09] Um, if I could just give you one sort of vignette of that New York university back in 2006, did a, um, a study where they introduced groups of students to the biographies, the stories of two tech entrepreneurs, one female, one male, Heidi, and Howard, and everything about them was the same students.

[00:08:33] Interestingly rated them both equally competent. Well, they would because the backgrounds were identical. But they liked Heidi less and they didn't want to work with her. And that underscores, I think a crucial problem that women in the workplace find. And that is that it is for, for various reasons. It seems to be more difficult for females to achieve high scores on both competence and likability.

[00:08:58] This sort of competence, [00:09:00] likeability dilemma is very gendered. And so I think the first point that I make about the importance for girls is that there is a need to bracket entrepreneurial skills with leadership education. At least to prepare young women for a world in which these sorts of inequalities exist.

[00:09:18] The second reason I think the playing field isn't nettle is that research has shown us that there are key structural barriers that women face in setting up businesses, a lack of female role model. Is one really, really difficult structural problem. A lack of access to relevant networks is another, I don't know whether it translates across the world, but in Britain we have a real problem with the old boys network of men who have often been to very small number of schools who tend to dominate things at the top.

[00:09:51] Um, and the third structural problem is a lack of mentors and sponsors that young women can really relate to. Um, and then. [00:10:00] That second reason is, is partly why I'm in the gold state school trust. We've developed a program called lead leadership and enterprise advanced diploma, which brackets those three key things.

[00:10:12] And it's, it's the intersection of enterprise leadership. And a female perspective I think is so, is so powerful. And that leads me onto the third reason. I think that it's so important for girls and that is their behaviors. The behaviors. Typically affect particularly high achieving goals. Um, now I don't, I'm not suggesting for a moment, the girls are born to fear failure.

[00:10:39] The problem is, um, it's that, it's a, it's a societal thing we know in our schools and across schools like ours, that high achieving girls and young women have a real problem with perfectionism and a fear of failure. I have problems with risk aversion, and it was encapsulated in something that Billie [00:11:00] Jean King said at a, um, an NCGS conference a couple of years ago, girls are taught to be perfect and boys are taught to be brave.

[00:11:07] And that is something that programs around enterprise and entrepreneurial skills can really begin to.

[00:11:16] **Trudy Hall:** I really love the idea that you're bracketing, uh, some of these challenges together, uh, in integrating them. I'm intrigued though, as you talk about, girls are taught to be perfect and boys are taught to be brave, which I love.

[00:11:30] Thank you, Billy Jean King. Um, I'm now wondering why it is then that perhaps, uh, girl schools might be able to accomplish more, uh, with such a curriculum thrust. Um, what's different. Teaching in a girls' school, uh, that might make this, um, more possible for, for a girl school educators.

[00:11:51] **Dr. Kevin Stannard:** I'd like to sort of preface my answer is I will answer you in the end, but I, I want to raise a, sort of a qualification to this.

[00:11:59] And that is, [00:12:00] I'm not suggesting for a moment that girls and young women can't thrive and can't develop these skills. Can't be taught them. Can't learn them in co-ed settings. My point really is that it is just. To do it in a single-sex setting because the setting itself can be dedicated to the needs of girls and young women in what is a very unequal situation.

[00:12:21] When obstacles are not addressed at read example, again, start with a little kind of vignette. Some research in the states, um, a few years ago found that girls are more likely to join extracurricular clubs and societies, but they're less likely to adopt leadership roles in those clubs and societies already.

[00:12:40] There is a selection effect, a self-selection effect sometimes, um, a much more, a much smaller, more focused example, possibly. Um, I was reading a few days ago about a study of school sailing clubs with. Yeah, the privileged end of the spectrum in France and California. And in [00:13:00] terms of looking at roles adopted.

[00:13:03] In sailing, cruise, guest, switch, gender tended to dominate the role of skipper. And again, there's an element of self-selection that is, it applies in small groups as well. We're all used to the suit to, to in education, to the concept that boys simply take up more space and time teacher time and, and lesson space.

[00:13:23] They're simply, they're more dominant. And the danger is that when you break up into small groups to do project work, that the boys will take on the lead role. There'll be in charge of the mouse when there's computer work to do or whatever, or in an experiment. Typically it's often the boy that takes the leadership, it takes all the leadership role and the notes are taken by the partner and those, those things just feed through.

[00:13:46] Um, and assigning roles is quite important issue. When we're talking about project work, working in enterprise. Um, subject choice is an issue in, in co-ed settings as well. Again, I don't know how [00:14:00] far it travels, but I'm pretty sure it's a problem that isn't just in, um, the United Kingdom, but we know that girls in coed settings are much less likely to take on science subjects, stem subjects, generally business studies, um, are 60, 40 boys to girls in terms of the sort of 16 year old qualification for business studies in the UK choices.

[00:14:23] Very often by. With full cognizance of what it looks like when they make those decisions, then they're anticipating people's judgements. And that's an issue. The simple fact, if you combine all of those observations together, and the research bears this out is that girls are much more likely to take on leadership roles to take on risks in a single sex setting.

[00:14:46] I'll give you one final point. Kind of research evidence that in, um, an in Essex university, in the UK, they had students involved in business games, simulations, and each group were offered safe or risky [00:15:00] choices and the risky of the choice, the greater than the possible greater, uh, greater rewards at the end.

[00:15:05] So they were looking at the dynamics of groups and whether risks were being taken. And they found that when they allocated people to single-sex groups, that the all female group. Began much less likely to take the risky choices, but over time they develop much more adventurous behavior. They became much more, uh, indistinguishable from the boys and the mixed groups.

[00:15:29] So it suggests that, you know, we're not suggesting for a moment that there's something wrong with a girl or a young woman who doesn't want to be on constantly taking risks and on the edge of everything. The point is we don't want to hold people back from that position. If they want to adopt it, we want to give them every possible chance to do that.

[00:15:45] **Trudy Hall:** Could I do a follow on to that? Cause I'm curious. Cause I know that oftentimes we hear in girls schools that that's lovely Kevin, but that's not the real world. You know, girls need to be able to take on risks in a co-ed setting. [00:16:00] And so is it your premise then that they get braver about taking risks in an all-girl setting and that translate?

[00:16:07] Is it the practice? What, what is it that makes the difference there?

[00:16:10] **Dr. Kevin Stannard:** I think it's the practice. It's the research suggests. These are crucial years in which clearly development is taking place. And the confidence is being built. The evidence that we have in the UK, um, and these were done from different from, for example, from surveys by girl guiding, which is a very large organization, is that confidence built up by girls and young women in the early years.

[00:16:35] And in, in, into high school is very easily eroded. If the base to that confidence is lost the ability before. Before university. Um, and I am constantly struck by an observation by an ex, uh, admissions tutor, Princeton that even at university, even in Italy at an Ivy league and elite university, [00:17:00] female undergraduates had real confidence issues and confidence could easily be eroded.

[00:17:05] And the two groups, um, of Stu uh, female students that she felt were insulated from. Um, where elite sports people and alums from single-sex schools from girls' schools and you in the literature, you get talk. I mean, it's kind of ironic at the moment in particular, I guess, timely to talk about inoculation.

[00:17:28] Um, but we're, you know, we're talking about things that are done at school that help to inoculate, um, females from the sorts of issues they're going to face. And I think your question is a really good one because we're constantly having to battle the sort of myth that girls schools are there to protect.

[00:17:49] And bubble-wrap students from the real world. They're not there. They're there to give them the tools to challenge, to disrupt and to question status [00:18:00] essay essay patients.

[00:18:08] **Trudy Hall:** And so speaking of, uh, preparing them and circling back around to entrepreneurial skills and bracketing that with leadership skills, can you give me some examples of the sorts of things that you see in your girls schools that are doing precisely that, you know, putting leadership skills together with entrepreneurial skills?

[00:18:26] **Dr. Kevin Stannard:** Uh, I'll give you a few, just little examples and then try and sort of, um, put together a picture of where I think this is leading. Um, in, in our schools, we run it for the older students, um, sort of 16, 17, 18 year olds. We run in sort of, there are formal enterprise programs, like, uh, young enterprise schemes that are quite common, where groups of students identify a business opportunity and they go through the process of, um, Raising funds, um, of developing a business plan, assigning roles, and so on.

[00:18:57] I'm always struck by one example of a group [00:19:00] of students who went into the hoodie business. Um, they needed to, they didn't really get traction. I mean, there were a lot of hoodies around, um, and a limited number of hoodie, whereas I guess, but it wasn't getting traction. So they had a fundraising disco. And the disco went so well that they thought, right, this is, this is where we should be going.

[00:19:19] So they moved into the event management business, um, and running new musical events. So it's just that ability to beat, to come up with an idea, to be agile and just to keep working struck me. Um, but these are specific things and, you know, ideas are just coming up. They're coming up with the ideas.

[00:19:37] Entrepreneur and education is increasingly being coupled with design. And design thinking is really taking off in our schools. Now, um, this, this model where you get students. Go through a cycle of empathizing ideating prototyping and keep going back. And it's a fantastic way of dealing with problems of perfectionism, of not wanting to [00:20:00] do, to do anything until it's absolutely perfect.

[00:20:02] Just building in the idea that failure is the way that you'd re refine is not failure at all. It's not quite hitting the targets. It's a heuristic device. That's a real value and it fits so well. Enterprise, um, in the way that it works. I think so if you've got a group of students that is given the task of solving a real world problem and using it to engage in real change, it gets them really fired up.

[00:20:26] It gives them a structure, um, these problems that they deal with tropical wicked problems, because they are so complicated. And it's the question is how you get into it in the first place. So sorting out small insight. Iterative ways of addressing big problems is one that really catches the attention, I think is students.

[00:20:42] And it's a great focus on creativity and collaboration. One example. I came across was a, uh, a young, uh, group of elementary school age children who, um, were given the job of designing a self-propelled vehicle. [00:21:00] So it was looking at sustainable transport, um, and starting with, you know, with limited amounts of raw material, developing a self-propelled vehicle, um, designers.

[00:21:11] **Trudy Hall:** But now this is wonderful. It's making me smile. It gets me all excited. I'm a big fan of design thinking. And if I'm a parent, I'm thinking, yes, Kevin, but math, English, history, uh, learning science, these are critical. How does this fit? How do you find the space, uh, in, in the, uh, student's day for these things,

[00:21:34] **Dr. Kevin Stannard:** the perennial problem of educational change.



[00:21:38] We were so reluctant to throw things away. It just grows and grows and grows. Um, and the perennial problem and enterprise educational for an entrepreneur education is just the latest challenge here. The pre-nup problem is every time there's a new initiative, it, [00:22:00] how do you avoid it? Just being bolted on to what's already.

[00:22:03] There is exactly the heart of the. And it's related to the question about whether entrepreneurial skills should be taught in isolation. There are some that probably would be better. Totally isolation. So, I mean, I've done a number of schools run mini MBA programs. For instance, there's business studies.

[00:22:22] There are, there are ways of identifying the, sort of the technical skills that will be needed and they can legitimately I think be hived off, into separate disciplines. As long as we're clear that there are available to girls and young women in their programs, that's, that's fine. But those wider transferable skills, um, we start with the apprentice.

[00:22:41] They, to, to be successful, they have to be embedded. They have to be run as a thread through the mainstream curriculum and not least because we're talking about skills, not currently. This isn't another load of stuff that needs to be taught. It's a way of doing things. So I would argue that entrepreneurial [00:23:00] education is as much about how we learn as what we learn.

[00:23:03] And the example I'd give is of the schools that having identified entrepreneurial education is, um, something that he wanted to develop because of the nature of the skills they asked their each of their academic department. So go away a map, those skills, those competencies onto their schemes of work.

[00:23:24] And so they didn't have to cover everything, but there was a way of making sure that every aspect of entrepreneurial education was covered somewhere in a student's program. The example I give, I know it's an easy example because it's, uh, it is one of the more obvious ones, but in my own subject in geography, you know, I've seen examples of.

[00:23:41] Yeah, coastal erosion pollution, sustainable tourism can be taught as sets of notes, or it can be taught as a problem or a part of the problem to be solved. And the entrepreneurial skills are involved in setting up projects that would promote particular aspects of a solution, identifying the [00:24:00] solution, you know, empathizing ideating prototyping, and that I've seen that working in other subjects in maths.

[00:24:06] In English where particular texts are involved, it's, it's doable, it's difficult, but it's the only way of making sure that this really is sustainable rather than another, yet

another bolt on it's about teaching entrepreneurial education enterprises. A frame of mind becomes standard in the.

[00:24:27] **Trudy Hall:** I like that phrase enterprise as a frame of mind becomes standard.

[00:24:30] I like that. And I wonder, I, I can, I might be able to guess, cause I hear your enthusiasm for this, but is there a specific time in a girl's educational journey that these sorts of skills or this mindset might begin to be.

[00:24:45] **Dr. Kevin Stannard:** I think looking at the way it's being done in schools, I don't. I think one of the excitements about this is it's a developing picture.

[00:24:52] It's an area which is growing and there are lots of lots of things being tried out in the very spirit of the, of [00:25:00] the, of, of what we're talking about. They want went to work. So it's, I think a constant issue here for schools is making sure that these aren't just kind of marketing, um, initiatives and just hype that these are, you know, The impact is assessed, what's changing.

[00:25:16] So what the children are doing enterprise what's happening as a result. So age is important. And I think it would be fair to say that if we're talking about the kind of technical aspects, the formal aspects of setting up a business of running businesses, that's probably. We're talking about sort of older students at the top end of high school.

[00:25:36] But what I've noticed is that the teaching of entrepreneurial skills, the running of an enterprise clubs, um, challenges around innovation is taking place younger and younger. So I think really pretty much from, you know, I've seen evidence of it working from nine, 10 years onwards as explicit aspects of the program.

[00:25:58] Um, where people are [00:26:00] thinking about a problem in a business sort of way, an enterprise of way, but I think design thinking has unlocked. The question that has unlocked the answer to the question of how early can you do this? Because I think I've seen examples of design thinking, um, technical challenges, the self-propelled choleric, for example, these are nine, 10 year olds doing these things.

[00:26:19] So I think design thinking allows it to be pulled younger. And I think really that an enterprise mindset, if it can be part of the teaching and learning objectives, Uh, of the program. It can be part of any age program because it's a state of mind. It's, uh, it's about thinking that the, you know, the students are practice.

[00:26:37] They're choosing topics, they're looking at solutions they're exploring and identifying roles. And so it's less and less about certain amounts of content, certain amounts of intellectual challenge. It's more about how things are done and that could be of any.

[00:26:51] **Trudy Hall:** You keep using the phrase and I love it, the enterprise mindset.

[00:26:55] Um, and I think both of us would agree that, uh, parents are partners  
[00:27:00] in this business. Um, we can't be doing things in isolation as schools and the power of having our parents as partners really exponentially improve the odds of us getting this right. Is there more that parents can be doing, particularly as I hear you say this design thinking mindset could actually be implemented as early as nine, 10 years.

[00:27:20] **Dr. Kevin Stannard:** I think parents are a major part of this and the more they can link with the objectives of the school's program using the same language, reinforcing the same sorts of behaviors, the better. And I think one of the lessons that COVID taught us is how important it is to bring parents on side with anything we're trying to do.

[00:27:43] That's different. So constant connection with parents. No, it's. And it's, it becomes really crucial to these sorts of initiatives. I think encouraging parents to subscribe to things that help them to avoid unconscious bias that [00:28:00] Billie Jean King quote, going back to get parents to think about what their expectations for their daughters are.

[00:28:06] And are they different from those for their sons? Um, or in looking at other firms? Challenging perfectionism, I think probably is the crucial part of what parents can, can do here too, to encourage those behaviors that involve taking safe intellectual risks that involve trying things out and not being judged too soon in that process.

[00:28:26] So I think the kind of design thinking mentality is something that schools could well do to reinforce parents, to give them more tools, um, to help challenge those sorts of behaviors. Many parents see in particularly as I say, high achieving girls and young women, but I think the other thing there is that parents could be so useful as role models themselves coming into schools to help students, but particularly female role models.

[00:28:55] One of the things that our schools have really, um, Got on top of, I  
[00:29:00] think he's using alumns, particularly recent alums. Who've started the process who are not necessarily at the point where they are the most successful

business people in the world, but they've started the process. They can reflect on it and they can go back and feed that back.

[00:29:14] So using parents and the lumps as a base to, um, as a resource to provide those role models, those mentors, um, is a crucial. The link as well. I think

[00:29:25] **Trudy Hall:** I am really enjoying, um, our conversation because it's so clear that you bring a lot of wisdom to this topic is so clear that what you say is backed by your own understanding and your own research on the topic.

[00:29:37] Um, and I'm wondering, um, as you think about this, and I think about our conversation as we, as we try and consolidate some of our learnings today, are there key takeaways? For parents that parents should really, you know, walk away from this podcast hanging onto, as they think about their daughters, as they think about engaging with their daughters schools.

[00:29:57] Um, what are the kinds of things that you would want [00:30:00] to make sure our parents heard? And maybe even, maybe you've already said them, but you want to repeat them?

[00:30:05] **Dr. Kevin Stannard:** I think there's a really straightforward takeaway and that is that entrepreneurial education. It's not just. Because it's in with careers, it's in tune with the world of work and preparation for work in a girls school.

[00:30:20] It offers agenda take on that very generic issue. And I think it provides one of the sets of tools with which we can set about breaking the curse of the goods. Which is something that, um, our single-sex schools do a lot of thinking about. And I would sort of sum up what we're talking about really with, by introducing the concept that was introduced by Whitney Johnson and Tara Moore in, uh, in, in, in their work that was in the, um, the Harvard business review blogs that they did a few years ago.

[00:30:52] They started with the problem that the very behaviors that get girls top marks very often in school, uh, holding them up in the workplace. They're holding them [00:31:00] back in the workplace. The tendency to be compliant, the tendency to be the, do the policing job for teachers very often in co-ed schools, the things that very often teachers, parents, and girls themselves take as being successes at school is not necessarily what wins you the marks in some that they'll to get onto a trajectory at an early career and, um, Johnson and Moore put forward five suggestions for how to disrupt that.

[00:31:28] And I think all of that. And this is about both not bolt-ons isn't it it's about being consistent and something underlying the whole program. All of these

suggestions that they make are really quite radical and they are shot through with the sorts of skills that we've been talking about, about enterprise leadership.

[00:31:45] They suggest that. Girls, particularly young women in particular should figure out how to challenge authority. Now that takes a lot of discussion with parents, I should imagine. But nevertheless, it's something that is crucial. They suggest that girls should prepare, but [00:32:00] also learn to improvise. Absolutely.

[00:32:02] It isn't about set piece performance and brilliance offer a non little practice. Thirdly, find effective forms of self promotion. And that's something that I know from experience of getting, um, P students in schools to write applications for universities to write their statements for universities.

[00:32:19] Typically, boys are much more repetitive. Well, I fit two thirds of the criteria I'm in that sort of problem. Falsely welcomed a less prescribed career path business enterprises. For the girls and young women. And lastly, this goes back to the competence likeability dynamic. Don't be afraid to go for being respected and not just liked.

[00:32:39] And I think those are crucial definitions of what modern girls schools are and do. And enterprise education is the next. Iteration of that projects, I think to prepare girls and young women for a very different world. Kevin, thanks for

[00:32:55] **Trudy Hall:** joining us. It's a pleasure as I listened to Kevin [00:33:00] and the wisdom that he has shared with us, I want to leave us with three.

[00:33:05] Key takeaways from this conversation. Number one is that entrepreneurial skills really come together in the enterprise mindset. This is less about content and far more about skills, and these skills can be taught to girls as early as their elementary years. The second point is that when we bracket entrepreneurial skills with topics such as leadership training, it gives our girls a unique situation in which they can actually apply what they have learned to attack real world problems and gain the confidence that comes from solving real world problems and the.

[00:33:45] Is that we, all of us as the adults and girls' lives need to be focused on doing what we can to quote, break the curse of the good girl and quote, and really pay attention to the ways in which we can [00:34:00] tackle perfectionism, such that just not create negative consequences for them later. This has been the fourth episode of on educating girls as always.

[00:34:10] We would love to hear from you with thoughts and suggestions to inform our conversations. After all, this is a conversation that's intended to meet your needs. As you meet the needs of the girls in your lives, please send comments or questions

to podcast at girl schools dot. And join us next time as we provide resources you can put to use.

[00:34:28] Thanks for listening. It's important to the girls in your lives that you do.