

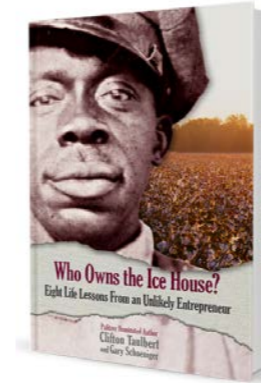
Inside the **ENTREPRENEURIAL** Mindset

Gary Schoeniger,
Founder, CEO



“

Long before the word
'entrepreneur' became
popular, the concept
still existed.

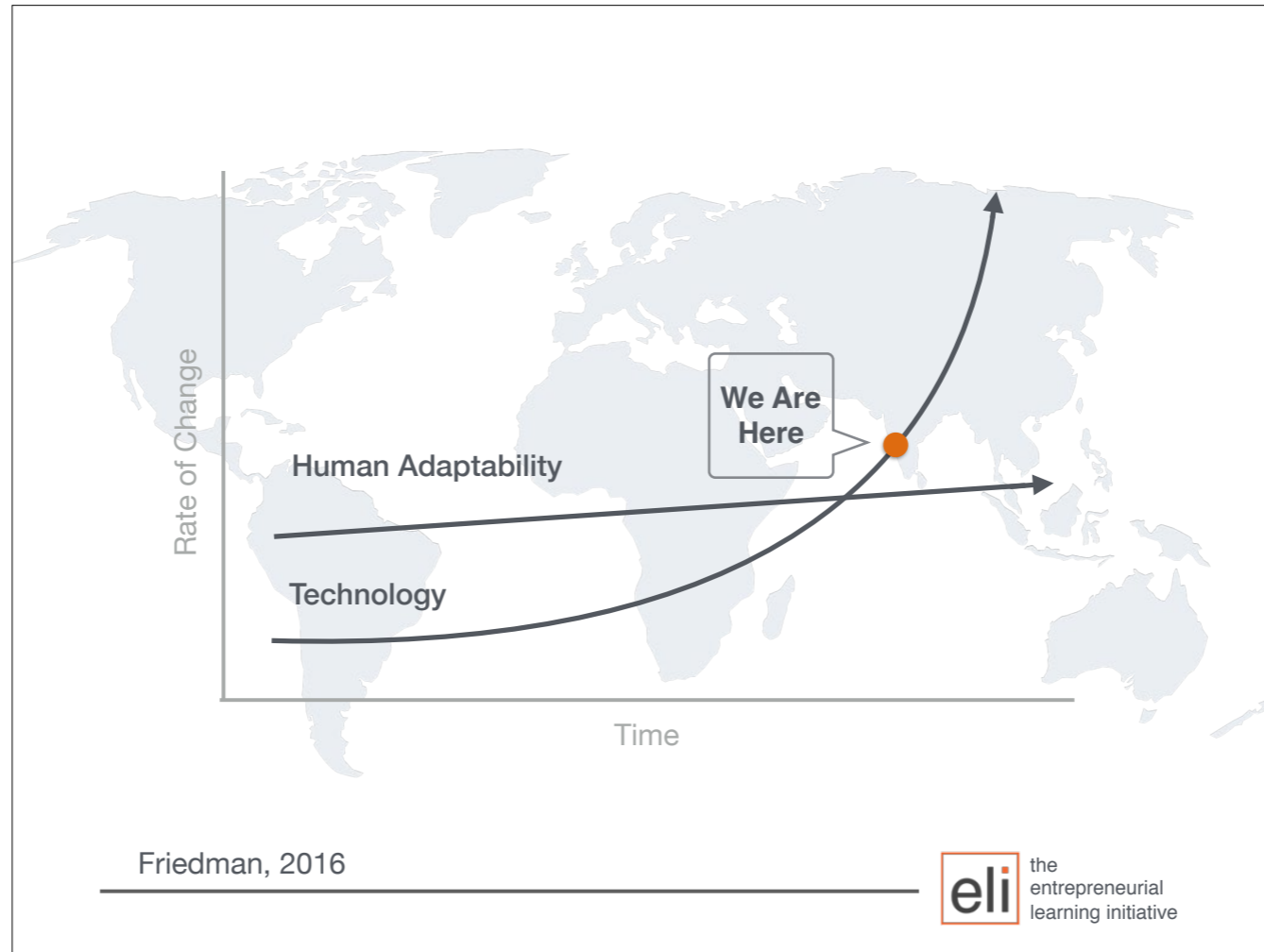


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Lifelong pursuit: how do ordinary people; those with no particular advantage in life manage to thrive where others do not?




The rate of change and complexity is unprecedented in human history.



Friedman, 2016

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A light gray world map is centered in the background of the slide. Overlaid on the map is the text: "How do we prepare **students and workers** for the jobs of the future?". The words "students and workers" are in a bold, orange font, while the rest of the text is in a dark gray font.

How do we prepare
students and workers
for the jobs of the future?

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What are the attitudes, behaviors and skills that will enable them to thrive within this rapidly changing and highly complex world?

I think it is safe to say that, in order for anyone to survive and thrive in the rapidly changing world, they'll need to be self-directed, adaptive and highly engaged.

Yet many are maladaptive to these changes and *most* are not engaged.

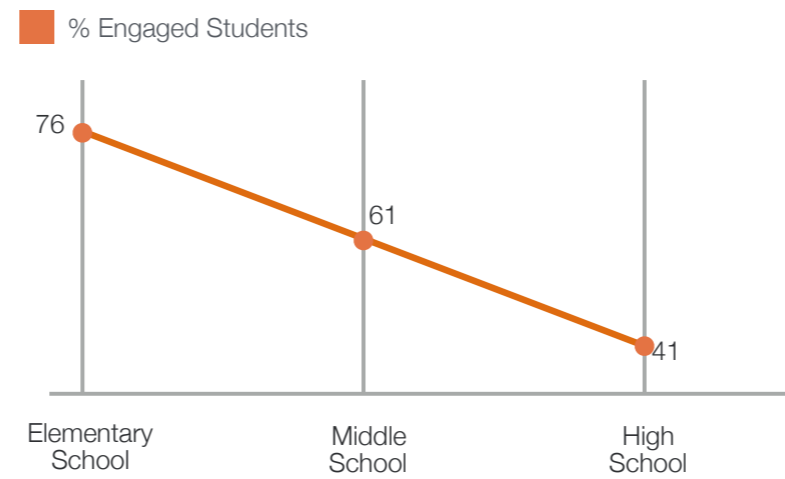


Major Challenges to Higher Education

- Student Engagement & Completion
- Employability
- Adaptability

Students are **not** engaged

U.S. Student Engagement

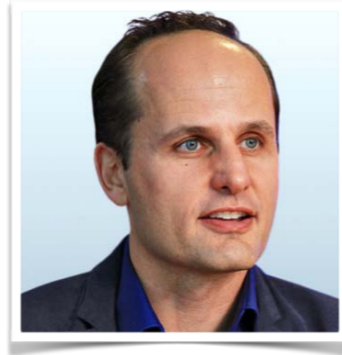


Source: Gallup



A recent Gallup student engagement poll surveying approximately 500,000 students from more than 1700 public schools in 37 states demonstrates the precipitous drop in student engagement as students move from elementary to middle and high school.

Gallup describes this drop as “**a monumental, collective national failure,**” due in part to overzealous focus on standardized testing and curricula, and the lack of experiential and project-based learning pathways.



GPA's are
worthless
as a criteria for hiring.

~ Laszlo Bock,
SVP People Operations, Google



And the criteria we use to measure student success is also being challenged.

Workers are **not** engaged



Workforce engagement is also an enormous challenge.

68%

Source: Gallup



According to Gallup, 68% of US workers are NOT engaged in their work. This, to me, is a staggering statistic that demonstrates a colossal waste of the most precious resources we have – a waste of human capital, a waste of untapped human potential. Lack of engagement globally is much higher – 87%

U.S. Employee Engagement



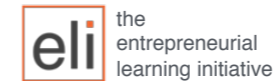
Source: Gallup



More or less steady over time.

17% Actively Disengaged
51% Not Engaged
32% Actively Engaged

Source: Gallup



Gallup divides worker engagement into three distinct categories:

17 % are actively disengaged – meaning they are **unhappy** and **unproductive** at work and liable to spread negativity to coworkers,

51% not engaged – meaning they **lack motivation** and are **less likely to invest discretionary effort** in organizational goals or outcomes. They show up and kill time, doing the minimum required with little extra effort to go out of their way for customers. They are less vigilant, more likely to miss work and change jobs when new opportunities arise. They are thinking about lunch or their next break. Not engaged employees are either "checked out" or attempting to get their job done with little or no management support.

32% actively engaged – those who are **psychologically committed to their jobs and likely to be making positive contributions** to their organizations. Engaged employees are involved in, enthusiastic about and committed to their work.

17% Actively Disengaged

51% Not Engaged

32% Actively Engaged

Source: Gallup



why are these people so highly engaged?

ENTREPRENEUR-IALS



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Highly motivated, and fully engaged.

These are people who are not only enthusiastically involved, and committed to their work, but self-directed and resourceful, creative and collaborative, critical thinkers who are highly adaptable, those who can think, work, and learn within highly ambiguous circumstances where the rules are unknown, where no one is in charge, and no one is coming to the rescue.

In fact, one could describe the entrepreneur as “hyper engaged”.

The question is why are they so engaged? Is this a hereditary trait that we either have or we don't? Or is there something we can learn from entrepreneurs – something that we can apply to our own lives, to the way we teach and learn, lead and work?

Entrepreneurship education is
essential for developing the human
capital necessary for the society of
the future.



The World Economic Forum recently described entrepreneurship as an essential life skill that every student will need in order to survive and thrive in 21st Century.

Entrepreneurship is a key 21st century
workforce skill and is also linked to
higher academic achievement.



Another study recently published in the Harvard Business Review described entrepreneurship as “a key 21st Century workforce skill that is also linked to higher academic achievement.”


Employers Demand an Entrepreneurial Workforce

77% of employers report that soft skills such as communication, problem solving, teamwork, and self-motivation are as important as technical skills.

Source: CareerBuilder National Survey



Even beyond the direct economic implications, policy makers are beginning to recognize the value and the impact of entrepreneurial *thinking* within all aspects of our society.



It is not enough to add
entrepreneurship on the perimeter...
it needs to be at the core of the way
education operates.

WORLD
ECONOMIC
FORUM

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Another paper, also published by the World Economic Forum, described entrepreneurship education as “essential for developing the human capital necessary for the societies of the future.” The paper goes on to say; “It is not enough to add entrepreneurship on the perimeter -- it needs to be at the core of the way education operates.”

So the broader question becomes, how? How do we infuse entrepreneurial thinking across all disciplines, how do we shift from the perimeter to the core?

Let's begin by defining the term entrepreneurship in a way that every one can embrace.



**Scientifically
unfathomable
mystery**



Our understanding of the entrepreneurial process as well as the entrepreneurial person is limited, freight with popular myths and common misperceptions, and narrowly defined.

And there are good reasons for this lack of understanding. For much of the past century, we basically ignored entrepreneurs. They were looked upon as Mavericks, or fringe players who bucked the system or operated mysteriously in the shadows.

And besides, a thriving industrial economy, with the expectation of life-time employment, along with a living wage with a pension and benefits essentially rendered entrepreneurship irrelevant as a field of study.

The economist Frank Knight once described the entrepreneur's decision making process as a "scientifically unfathomable mystery" - a statement that indicates the lack of understanding of both the entrepreneurial person as well as the entrepreneurial process.



High Growth Entrepreneurs



Today we often associate the term “entrepreneurship” with the high growth entrepreneurs we so often read about in the media - those who secure venture capital investment to develop new technologies, social media platforms, or global services that suddenly - and seemingly overnight - become household names.

Silicon
Valley
Cognitive
Disorder

Plan & Pitch

- ✓ Ideas obvious high growth potential
- ✓ Tech-centric
- ✓ Develop a business plan
- ✓ Conduct in-depth market research
- ✓ Five year financial projections
- ✓ Seek VC investment

This focus on high growth entrepreneurship often leads to a “Shark Tank” approach to entrepreneurship education efforts whereby students are encouraged to come up with big ideas, write business plans, conduct in-depth market research, with detailed cash flow projections and present their ideas to potential investors.

.018



While promoting high growth entrepreneurship is important, this view of the entrepreneur is extremely limited, and narrowly defined; a “perimeter” approach that appeals to a small percentage of the student population, and in some cases, may alienate others.

And besides, very few businesses actually start this way. In fact, according the Kauffman Foundation, less than one percent of all new ventures created in the US are funded with venture capital investment.



Small Business Management



Others associate the term entrepreneurship with small business ownership. Here we see programs that often conflate entrepreneurial with managerial attitudes and skills. Those who aspire to start a small business are often treated as if their startup were simply a smaller version of a large corporation.

Small Business Management

- ✓ Formal market research
- ✓ Write a business plan
- ✓ Finance & accounting
- ✓ Marketing & sales
- ✓ Legal structures
- ✓ Seek bank financing



These programs often encourage students to focus on small business management - covering topics such as market research and business planning, financial forecasting and accounting, marketing and sales, legal structures, and bank loans - knowledge and skills that are essential for *managing* an existing business with a known product or service, with customers and cash flow.

Yet this knowledge and these skills do not accurately reflect the *entrepreneurial* process. In fact, very often they get in the way - they actually *inhibit* the entrepreneurial process - which is an experimental, evidence-based process of searching for a problem-solution fit. We'll describe that process in greater detail shortly.

ENTREPRENEURSHIP IS
NOT
MANAGEMENT

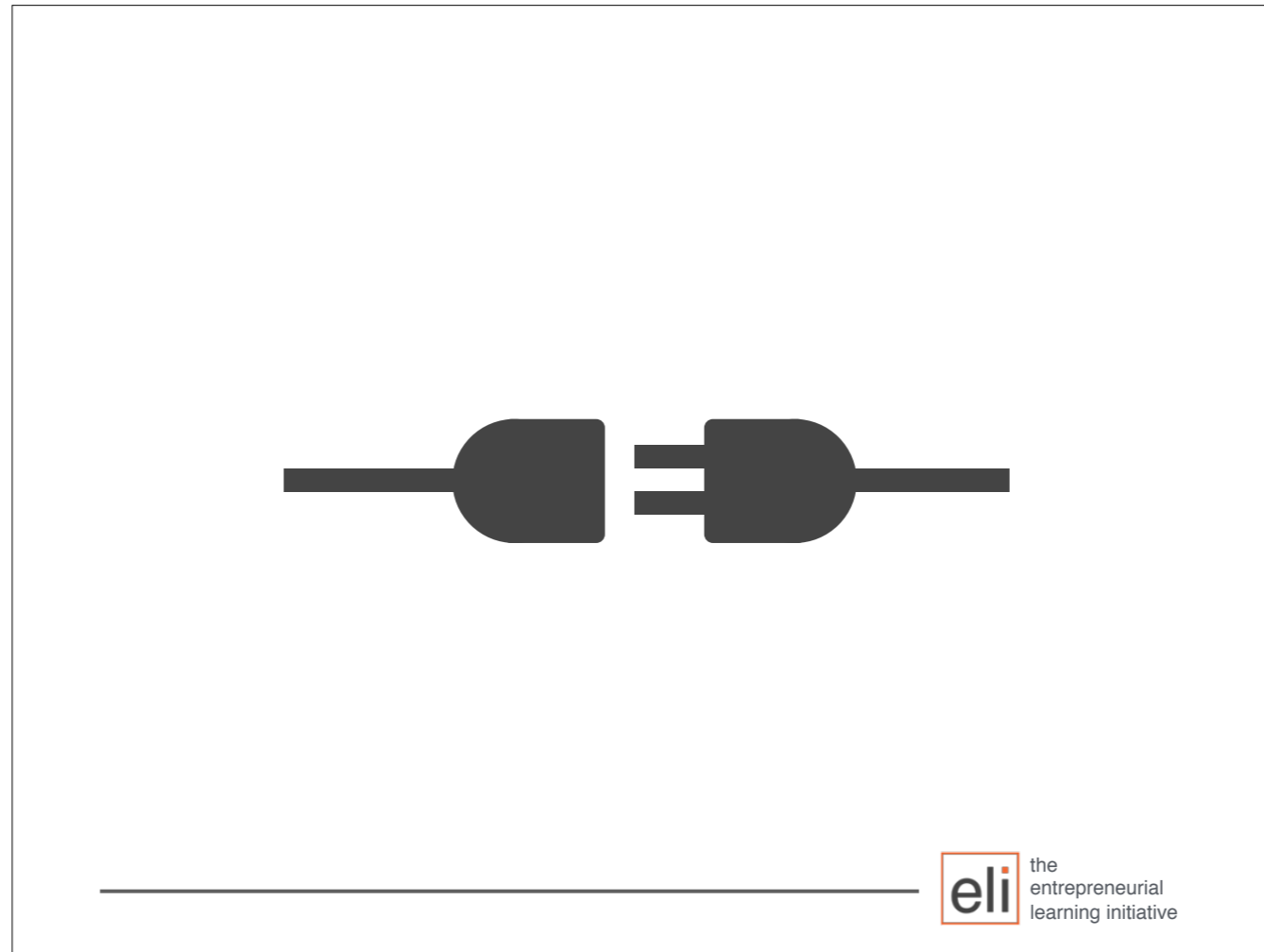


The point is that entrepreneurship is NOT management. In fact they are two distinct disciplines that require two very different attitudes, behaviors, and skills. Once we are able to disentangle the two, a clear understanding and broad applicability begins to emerge.



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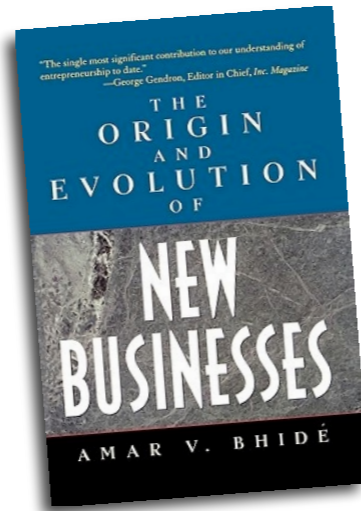
For some the term entrepreneurship has a negative connotation. Here the entrepreneur is looked upon as the face of greed, corporate malfeasance, or those who exploit others for their own gain.



And, while there are certainly good reasons for each of these perspectives - the high growth entrepreneur, the small business owner, or those motivated by greed - none are entirely accurate.

In fact, they are largely disconnected from reality of the “everyday” entrepreneur - they do not accurately portray the circumstances, the processes and methods, or the mindset that enables the typical entrepreneur to identify, evaluate, and bring new ideas to life.

And, as we began to look closely at what these “everyday” entrepreneurs were actually doing, a very compelling story with a very consistent logic began to emerge.



“Humble,
improvised
origins.”



Our examination of the everyday entrepreneur - their circumstances as well as their mindset, and methods - was also surprisingly consistent with those who created some very large well established organizations.

For example, the renowned scholar Amar Bhidé, having examined the origins and evolution of several hundred large established companies, found that the carefully planned, venture backed startups are *by far* the exception rather than the rule.

In fact, he found that even large, established companies such as Walmart and Waste Management, Hewlett Packard and Microsoft have what he described as *humble, improvised* origins.

Entrepreneurial Reality

- ✓ No breakthrough technology
- ✓ Little or no formal planning
- ✓ Ad-hoc market research
- ✓ \$10,000
- ✓ Little or no experience



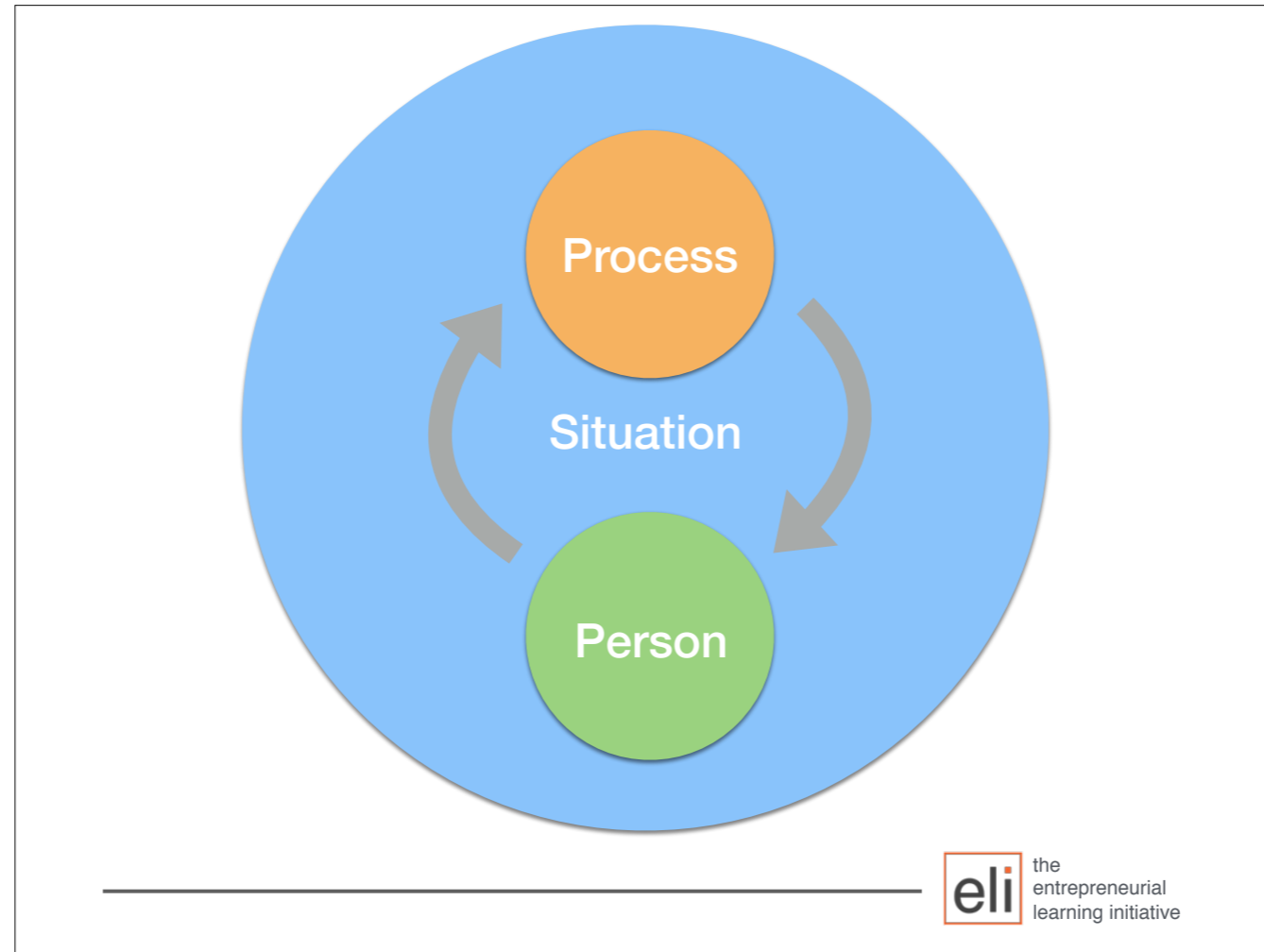
Drawing from his research Bhidé describes the typical origins of a large successful organization which I refer to as the entrepreneurial reality. Again, his findings closely match those of our own - including the interviews we conducted with hundreds of entrepreneurs. - (click through)

No big ideas, not much planning, not much research, not much money, not much experience. Yet somehow they manage to succeed.

The question is How?

This is the scientifically unfathomable mystery I have sought to unravel, the question I have sought to answer for more than twenty years: how does an ordinary person - a persona with no particular advantage in life, with no big ideas, with no access to power and privilege, no access to venture capital, no specialized knowledge or domain experience - how are they able to identify, evaluate and bring new ideas to life.

The answers to this fundamental question have become the basis for the Ice House Entrepreneurship Programs.



In our research, we first sought to understand the HOW - to understand the processes and methods that enable entrepreneurs to identify, evaluate, and bring new opportunities to life. We also began to examine how entrepreneurs learn, how they seek and evaluate information, the learning models that enable them to think critically and to disseminate a signal from the noise.

This then led us to understand WHY - to look beneath the surface to understand the entrepreneur person; the underlying beliefs and assumption - the mindset - the motivation, and other psychological factors that influence entrepreneurial behavior.

This then led us to a deeper awareness of the WHY as we began to explore the social, environmental, and situational factors that either encourage - or inhibit - the development of entrepreneurial attitudes, behaviors, and skills.

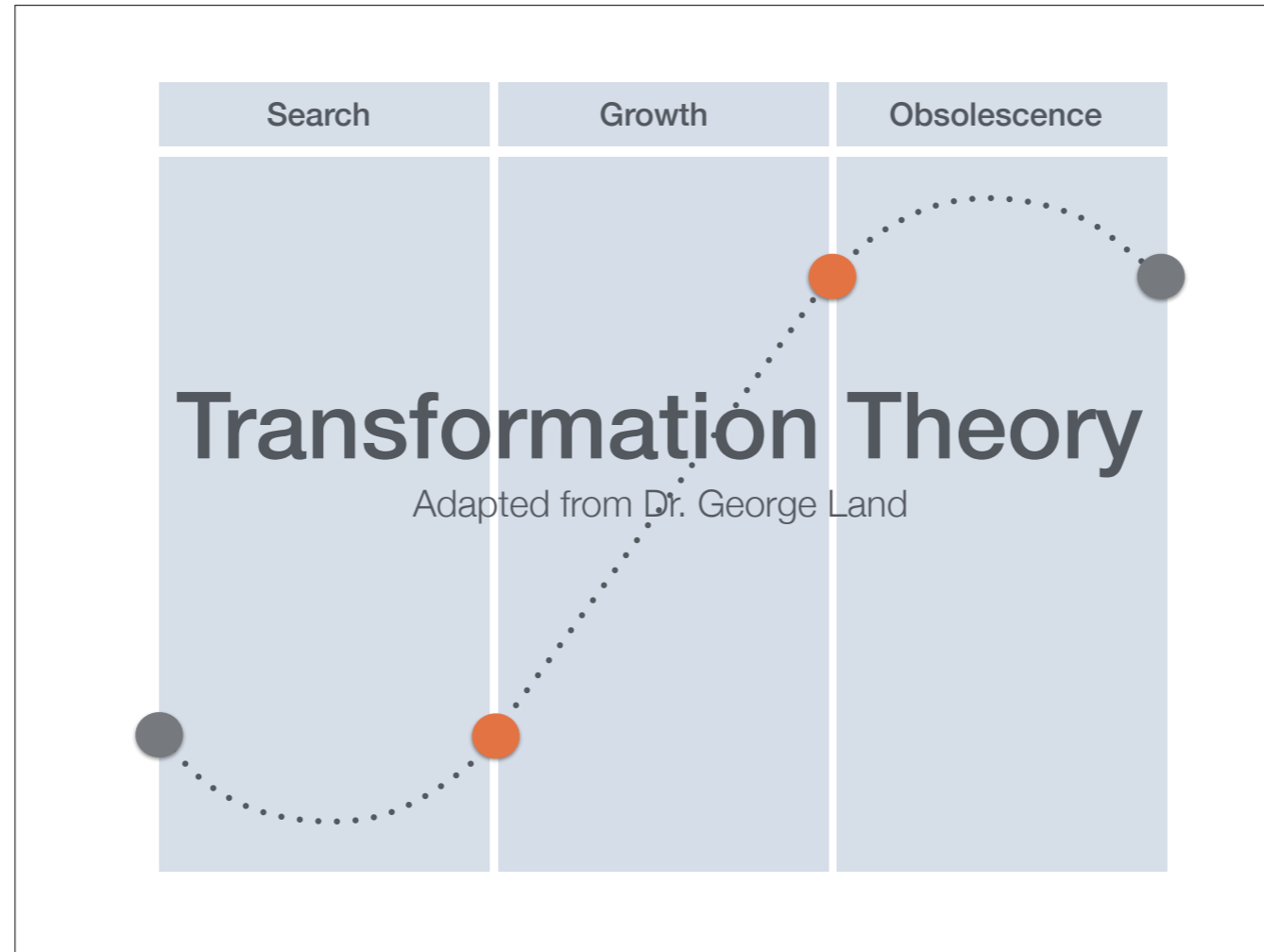
As we began to understand the entrepreneurial process and to disentangle entrepreneurial from the managerial behavior, to understand the underlying assumptions that drive entrepreneurial behavior, the mystery began to unfold and the answers to our questions started to become clear.

As we began to explore motivation and self-determination theory, self-efficacy and learned helplessness, as we began to understand entrepreneurial learning, we began to understand why they are so likely to be highly engaged.

And, as we began to understand the social, environmental, and situational factors that influence our behavior, we began to understand why the vast majority of students - and workers - are not engaged.

In this next section we'll start by examining the entrepreneurial process.

Process



According to Dr Land there are three distinct phases; a **search phase**, a **growth phase**, and an **obsolescence phase**. Each of these three phases is unavoidable according to Dr. Land, and each phase requires separate rules for survival.

The trick, according to Land, is to understand which phase you are in, so you know which rules to apply. For example, the rules that enable us to survive in the search phase are ineffective in the growth phase, and by contrast, the rules for survival in the growth phase are not applicable to the search phase.

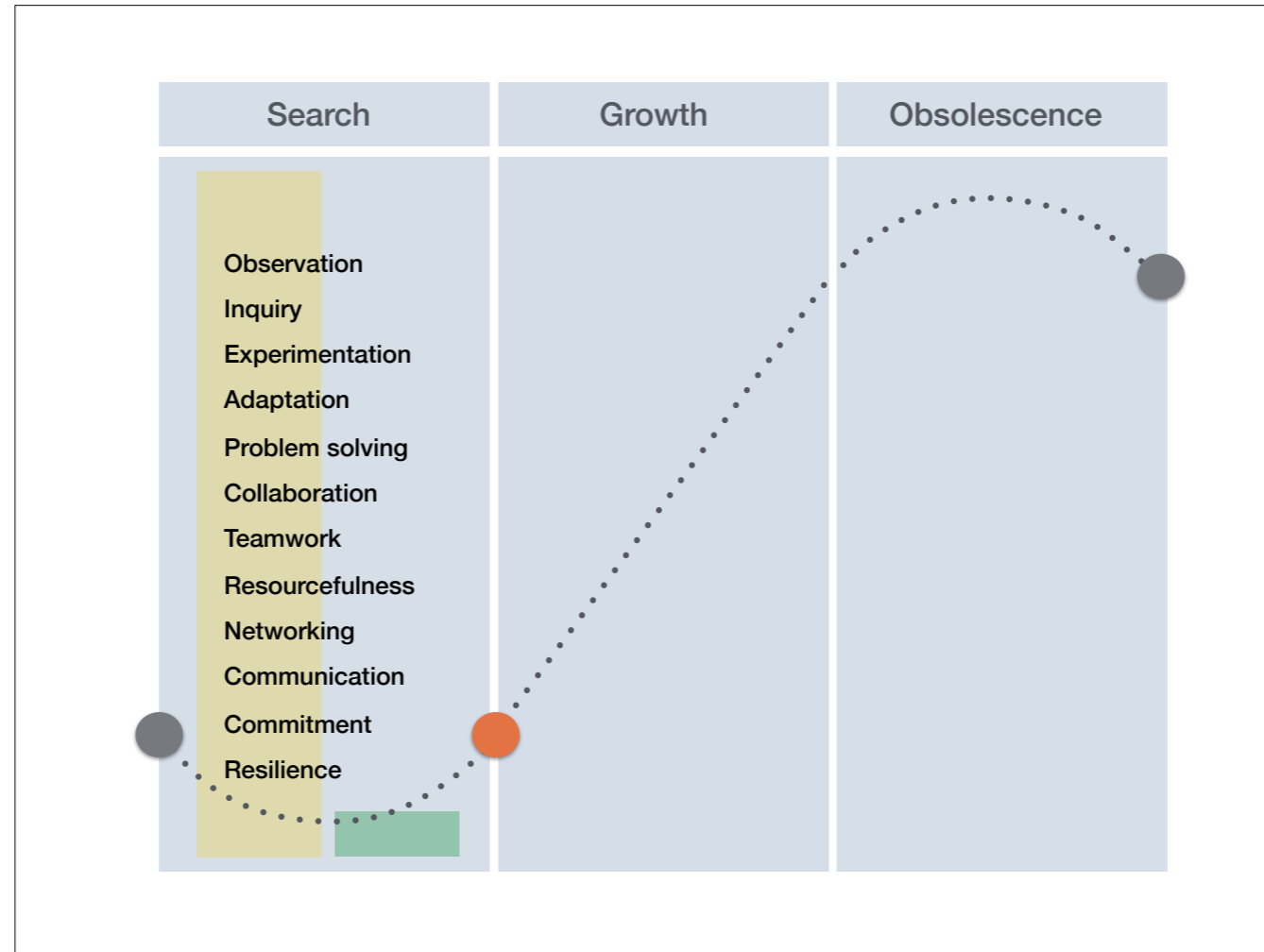
The **orange dots** represent what Land refers to as breakpoints - the moments in time when the rules for survival change. And, while this may seem straightforward, for a variety of reasons, it is not always immediately obvious that our circumstances have changed and that the rules for survival have also changed.

Here we'll begin by exploring the search phase, which is generally characterized by experimentation. In this phase, according to Dr. Land, the system attempts to find a connection with its environment which is represented by the first orange dot.

So, what does this all have to do with entrepreneurship?

Simply put, as humans, we connect with our environment by making ourselves useful to other humans. In other words, as Adam Smith famously wrote in The Wealth of Nations "every man lives by exchanging".

Yet what is it that we exchange? Who determines what is useful? How do we determine the value of our contribution? And with whom do we exchange? These are important questions that may be worth a closer look.



Yet, for those with an entrepreneurial mindset, the search phase is predicated on different assumptions; a different logic that requires a different set of attitudes, behaviors, and skills.

Rather than assuming “others” will determine what is useful, those with an entrepreneurial mindset assume this role.

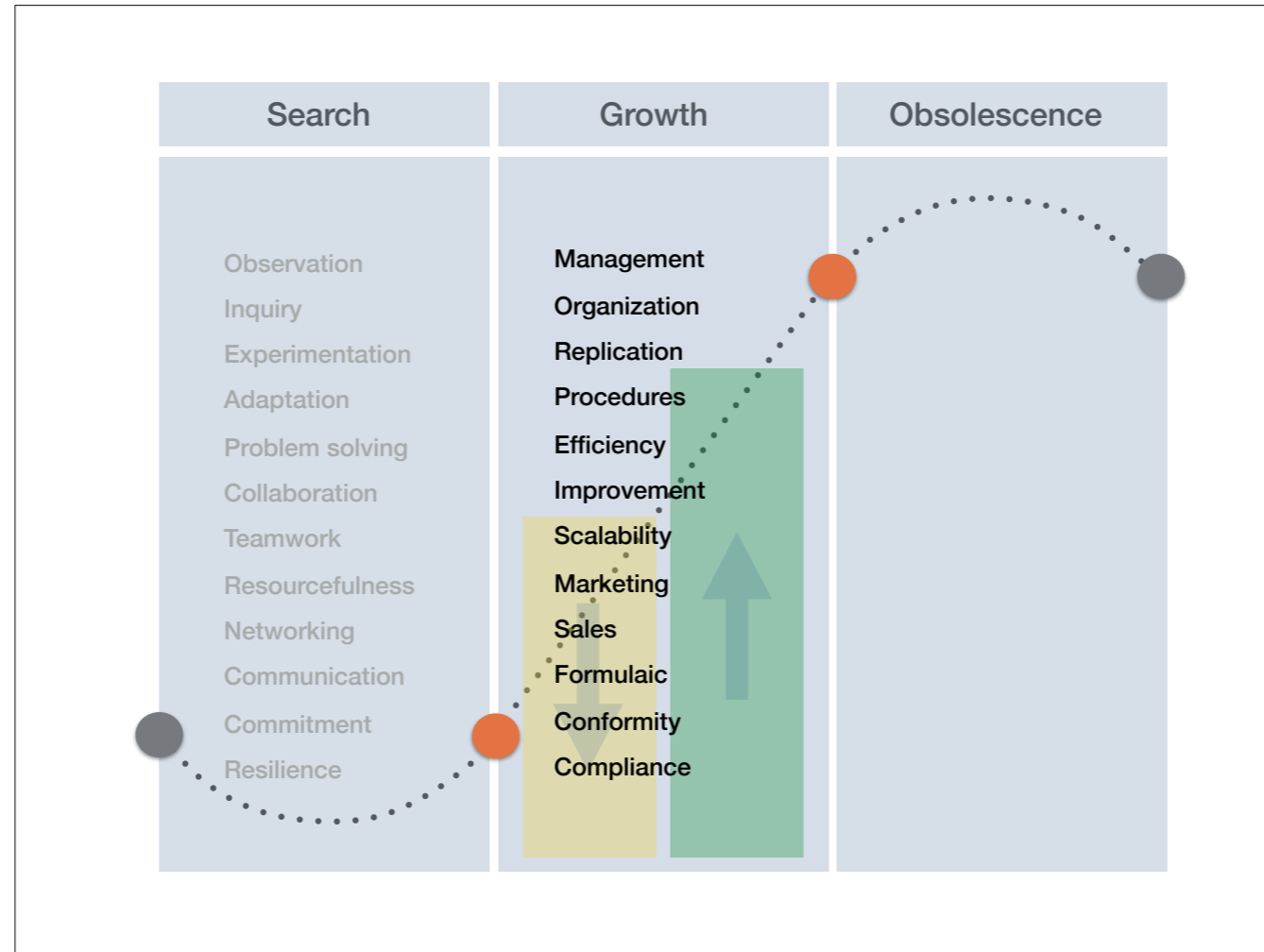
Rather than accepting things as they are, the entrepreneurial mindset sees problems, frustrations, or unmet needs as potential opportunities to improve things, to add value to existing processes, products, or services, or where none exists, to invent new.

And whether they work within existing organizations or set out to create new, they are less likely to rely on others to determine what is useful, rather they are more likely to go above and beyond, to take it upon themselves to figure out what is missing, or what can be improved.

In other words, those with an entrepreneurial mindset search for problems to be solved. And they learn to think critically and creatively in order to solve whatever problems or to unmet needs they encounter. And they soon discover that, by solving problems for others, they can empower themselves.

This is a subtle yet powerful distinction that lies at the core of an entrepreneurial mindset. It is a basic and often subconscious assumption that defines the entrepreneurial mindset. It is an assumption that leads to the entrepreneurial search process, which then, over time, through practice, repetition, and feedback, leads to the development of other entrepreneurial attitudes, behaviors, and skills.

And, for the entrepreneurial minded, this search process is not well established nor is it clearly defined. It is therefore a process that requires new rules for survival; new attitudes and behaviors, new methods of learning, and new skills.



This growth phase is characterized by replication. Here the entrepreneur must become a **manager** and begin to focus on **organizational** structure and **replication** in order for the system to grow.

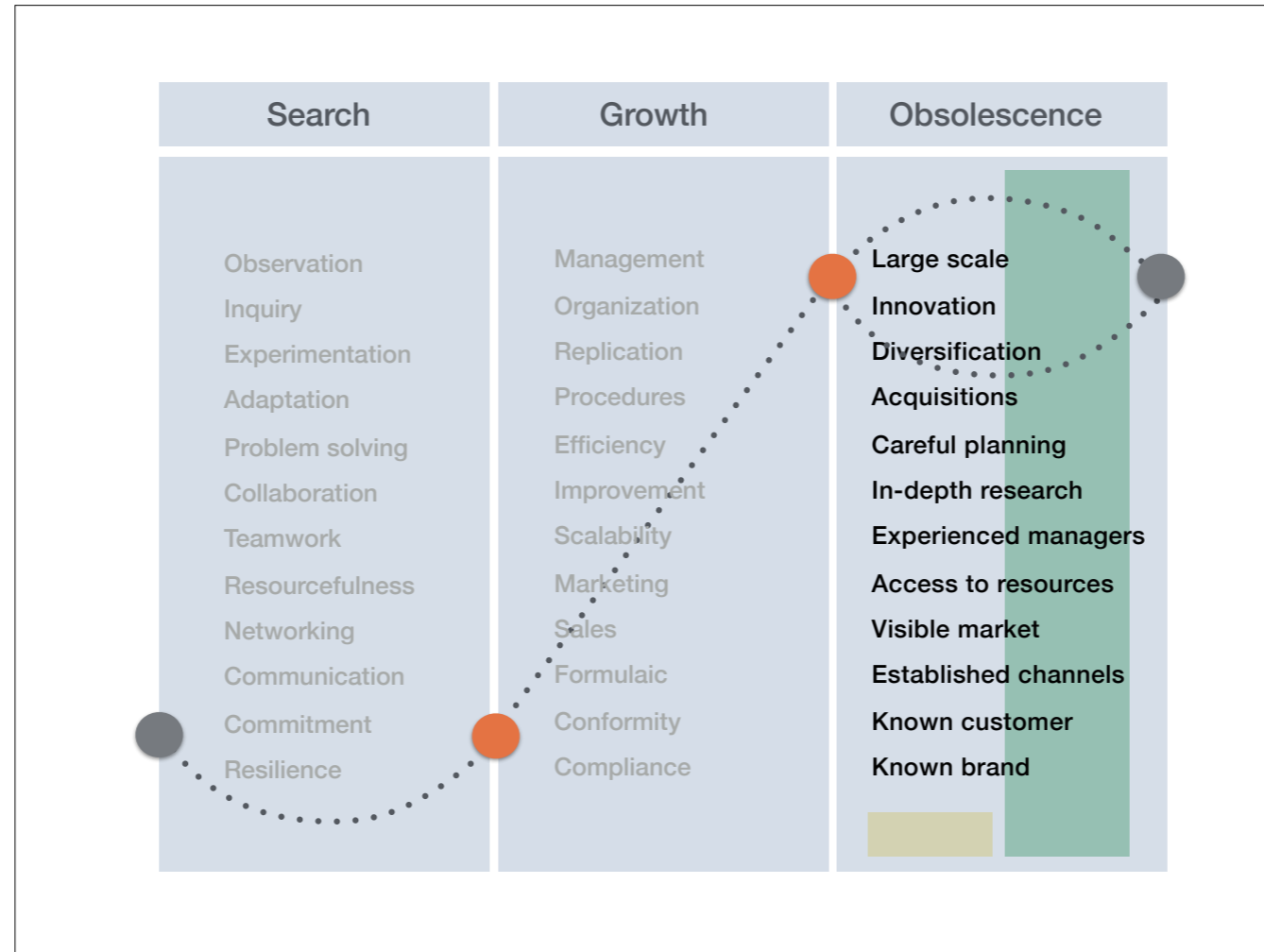
Here is where stabilization is introduced.

Here the system begins to develop **processes** and **procedures** that are designed for **efficiency, improvement and consistency** that enable the system to become **scalable**. The growth phase requires **specialized** experts in **marketing and sales, human resources, legal and accounting**. The system also becomes **formulaic** and requires a workforce who will **conform** to the organizations goals and **comply** with the policies and procedures in order for the system to grow.

Also, as the system continues to grow, the uncertainty begins to decline as the system begins to understand who is using their product or service and why. And it is also more likely to accumulate resources as the result of replication.

Here the underlying assumptions have also changed. As the system becomes more regulated and bureaucratic, individual responsibility narrows while the over-reliance on policies and procedures may cause those who work within the organization to develop an external locus of control, and therefore to be less motivated or engaged.

Eventually, a second breakpoint occurs when the system's growth begins to slow due to changes in the environment within which the system operates. These changes may be the result of increased competition or commoditization, it may be the result of a disruptive technology, a shift in cultural norms or regulatory change. It may also be the result of dwindling availability of resources or a climatic change.



Regardless of its cause, the system must now recognize that the environment in which it is operating has changed and it must **bifurcate**, giving birth to a new S curve in order to adapt to the changing environment. Yet very often, the system, having enjoyed some period of growth, does not always immediately recognize the changes in the environment.

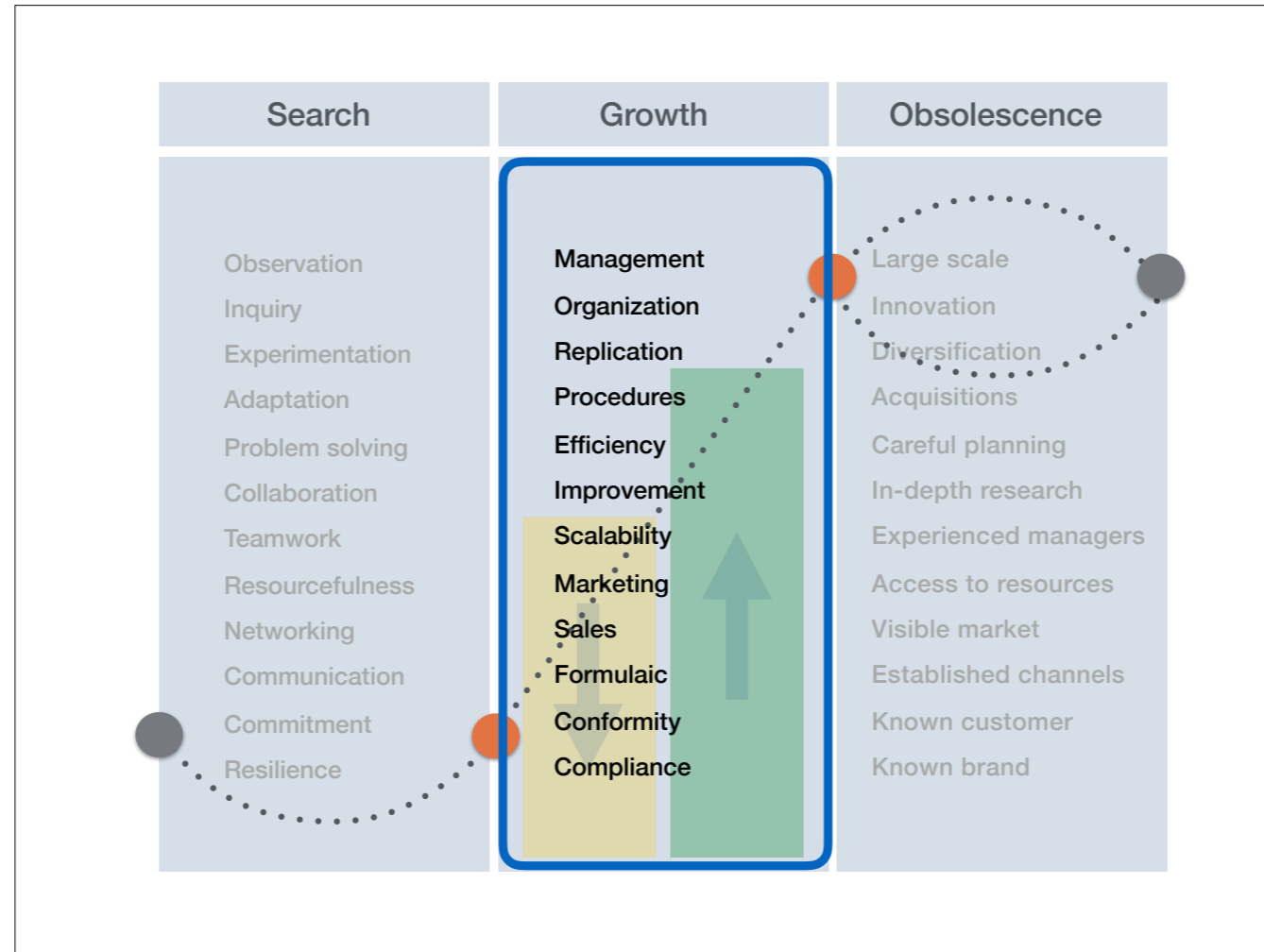
Yet, in some cases the system has become very large and bureaucratic and is unable to adapt. In other cases the system responds to the slowed growth by simply doubling down and trying harder, often asking those who work within the system to do more and more with less and less.

Others respond to change with arrogance and denial. And, as Dr. Land suggests, nothing fails like success. Having enjoyed a period of growth, the system often comes to see itself as a dominant expert, a view that often causes it to dismiss smaller competitors with disruptive ideas. And, as Dr. Land suggests, if this state of arrogance and denial persists, the system is also likely to perish.

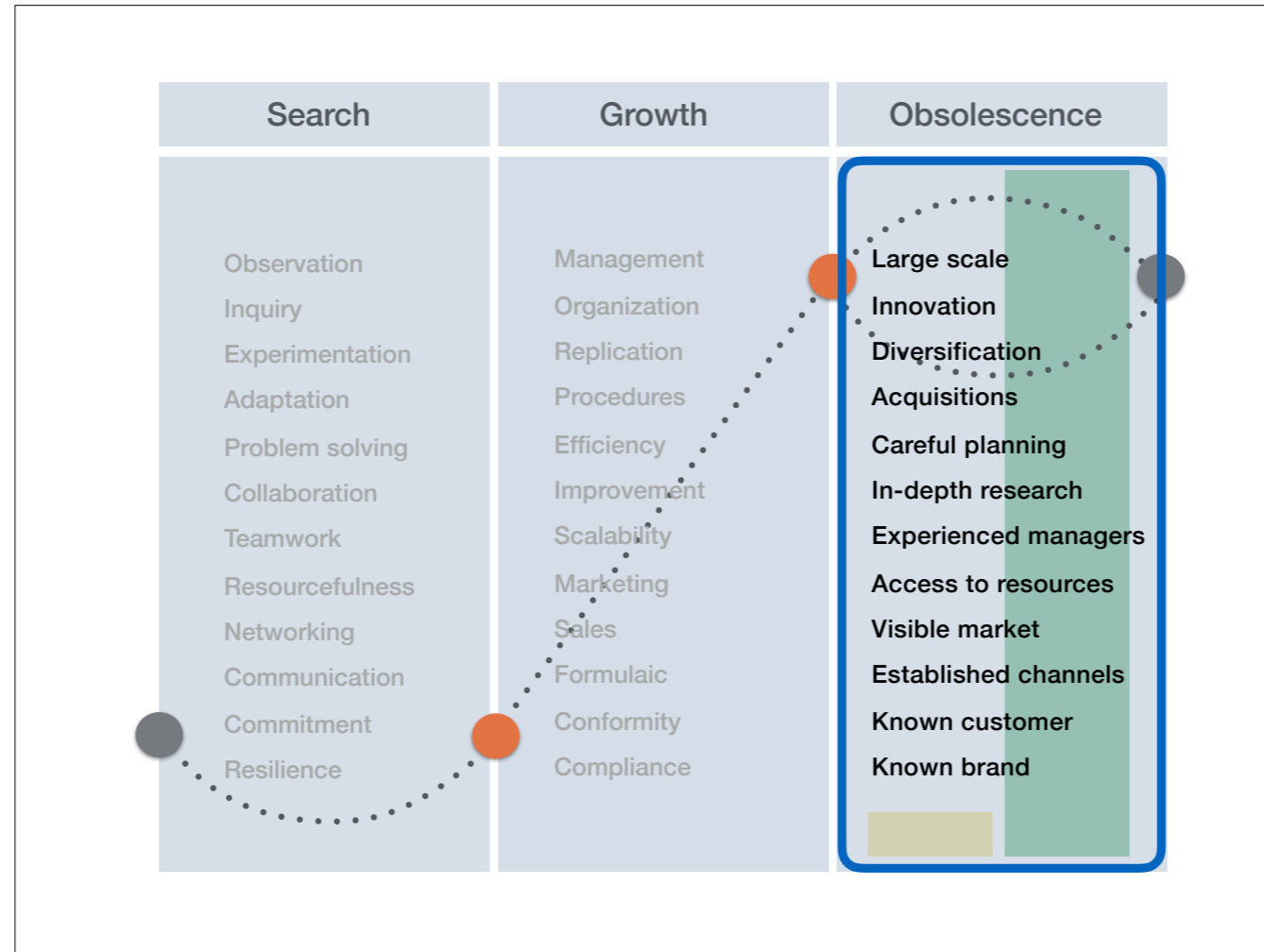
So let's imagine that the system does recognize the changes in the environment and becomes open to diversification and new ideas. Here a new S curve is born as the system begins to simultaneously re-invent itself and become open to innovative changes and new ideas - often changes and ideas that it explicitly rejected in Phase II.

Yet, here too it is also important to point out the context. Here the system has enjoyed a period of growth and now has access to **resources that it can use to reduce the uncertainty**. And the system is now much larger and can no longer afford to pursue the highly uncertain niche opportunities as its founders did in phase one. The system now has many mouths to feed and needs to make big bold bets.

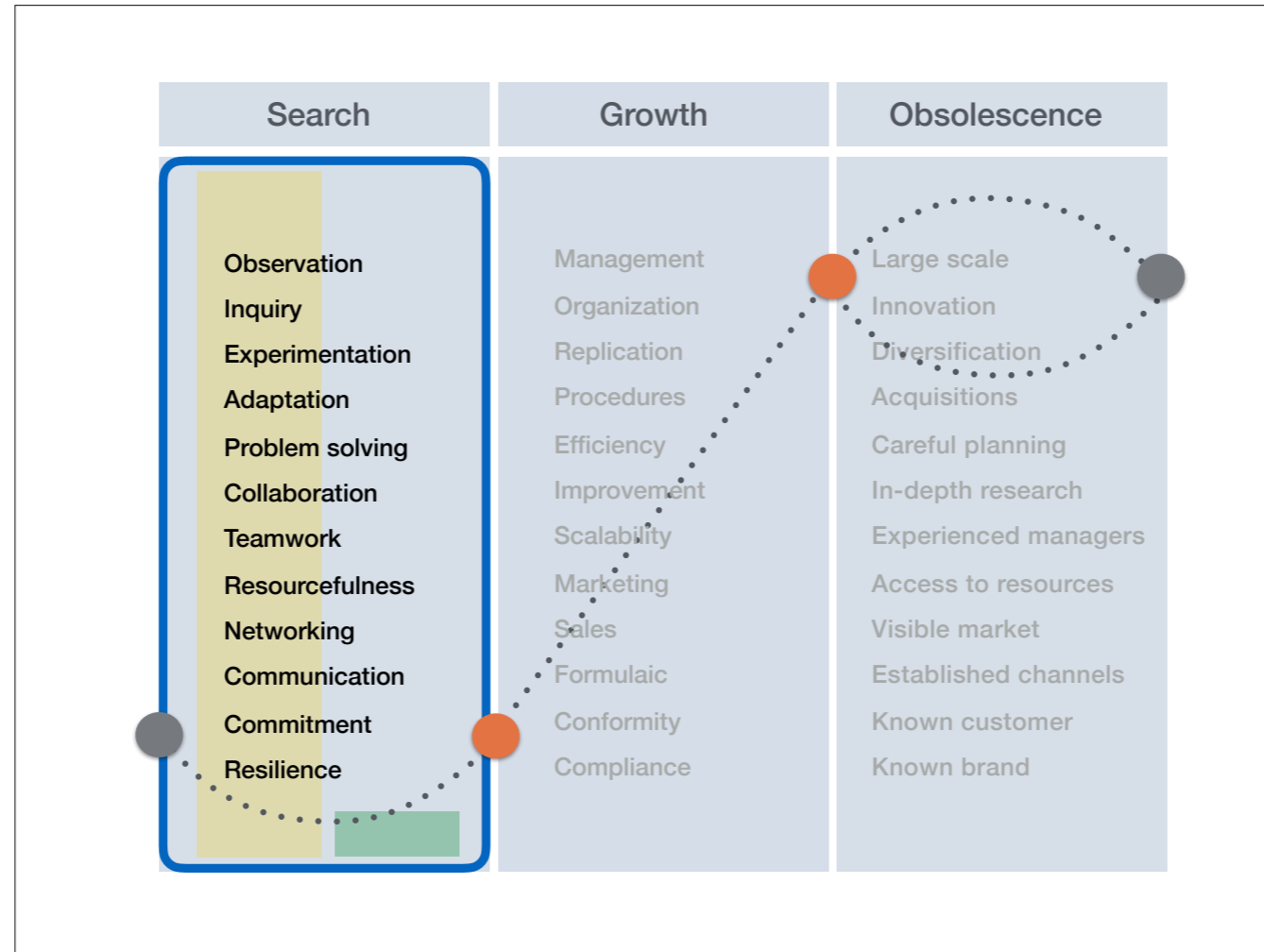
This bifurcation is likely to involve **large scale** efforts to **innovate** or **diversify**, often by **acquiring** other existing organizations. This requires **careful planning, in-depth research** and **formal analysis**. It requires **financial forecasting, teams of experts** and **experienced managers**. It also requires **access to resources** from institutional



The point here is simple: most of us have been taught to think, learn, and work within the context of phase two, **which is typically a highly stable environment**. Within this context, we assume that others will determine what is useful while we expect to fulfill a predetermined role. Our systems of education and organizational structures remain largely predicated on these industrial era assumptions.



Some may go to business school where they learn how to innovate or diversify within large established organizations. Here the situation may be less stable, yet yet the circumstances are different, and the rules for survival within this context are different, and are not necessarily transferable to the **entrepreneurial search process**.



Yet, if we are to truly understand and embrace the entrepreneurial mindset, we must recognize it as distinct from the organizational mindset or the rules required for large established organizations to innovate or diversify.

As Harvard's Clayton Christensen once said, we are very good at teaching delivery skills, yet what students need now are discovery skills.

If we are to survive and thrive in the 21st Century, we must recognize that the environment has changed, that rules for survival have also changed, and that we too must change.



Entrepreneurship can be simply defined as a search process - (opportunity discovery process) the process of *searching* for the intersection of our individual talent, interests, knowledge and abilities and the needs of our fellow human beings.

We must therefore think of the entrepreneur as a detective rather than a gambler or fortune-teller. This is a simple definition that anyone, in any discipline, on any career path, can embrace.

Etymology of the word - undertaker - already taken. Entrepreneur is a French word coined by the economist Jean-Baptiste Say, and is best translated as, “adventurer” or “discoverer”

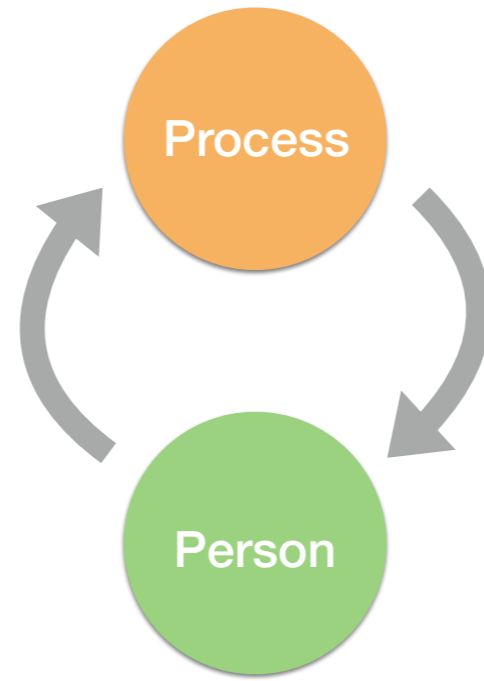
Opportunity Discovery Requires:

- ✓ Observation and inquiry
- ✓ Creativity and critical thinking
- ✓ Experimentation and adaptation
- ✓ Communication and teamwork
- ✓ Perseverance and determination
- ✓ Self-direction, self-assessment

Searching also requires us to think and act in unfamiliar ways. It requires a tolerance for ambiguity and a willingness to fail. It also requires us to deviate from social and cultural norms.

Does Not Require:

- ✓ Technology/engineering/business degree
- ✓ Big ideas with obvious potential
- ✓ Access to venture capital
- ✓ Unique personality traits
- ✓ Quit job/drop out of school
- ✓ An interest in business





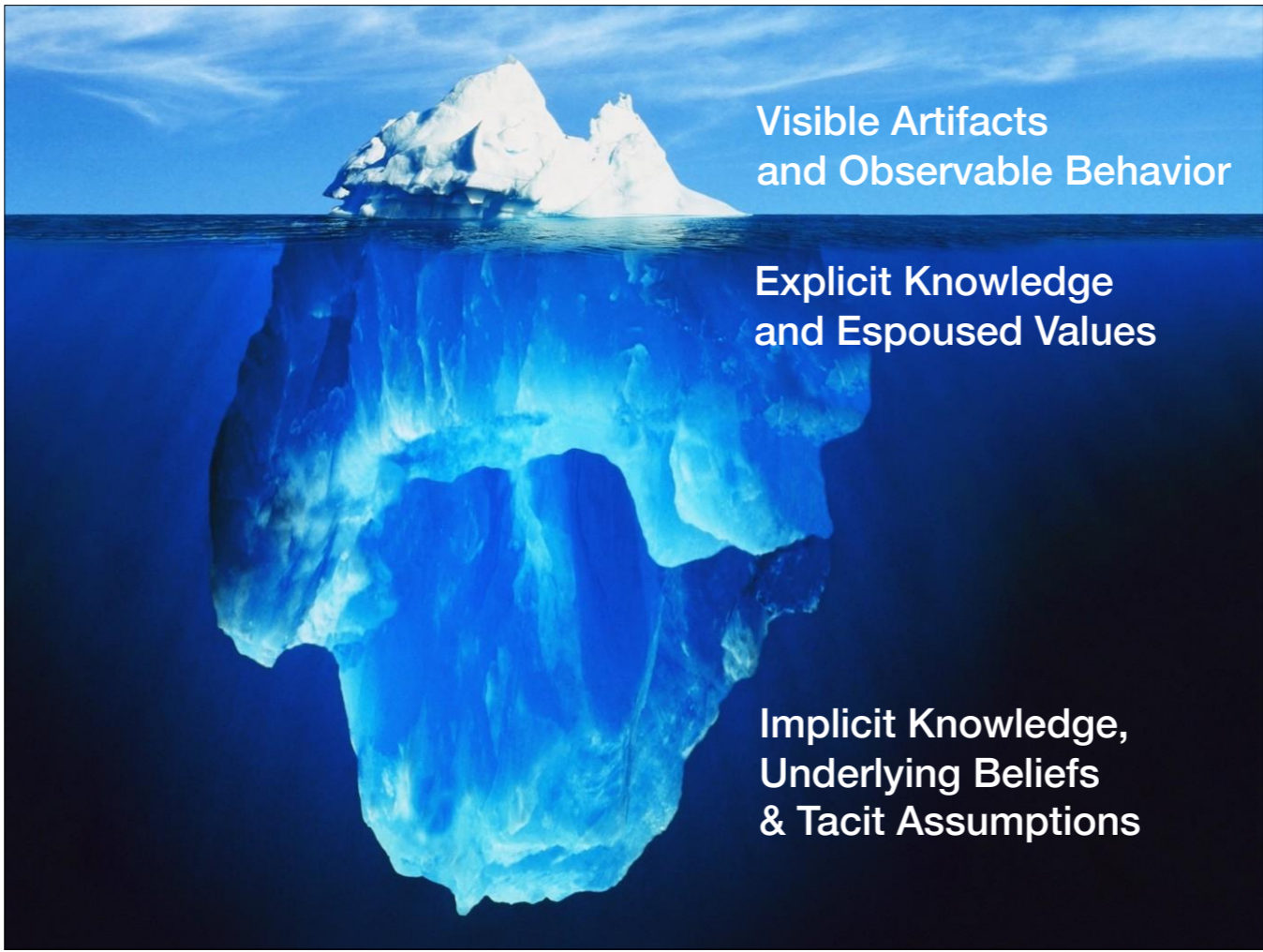
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On the surface, successful entrepreneurs appear to be exceptional individuals who seem to possess rare abilities or a unique set of traits. Yet when we look beneath the surface, we find a different logic - a deeply held set of beliefs and assumptions that offers a much better explanation for the behavior.



m̄in(d)-set, *n*

*The **conscious and unconscious** attitudes, beliefs, assumptions, values, and expectations that influence our behavior.*



Visible Artifacts
and Observable Behavior

Explicit Knowledge
and Espoused Values

Implicit Knowledge,
Underlying Beliefs
& Tacit Assumptions

Mindset Concepts



- Unconsciously acquired
- Normative social influence
- Subjective interpretations
- Subject to biases
- Tends to self-perpetuate

Mindset Effects

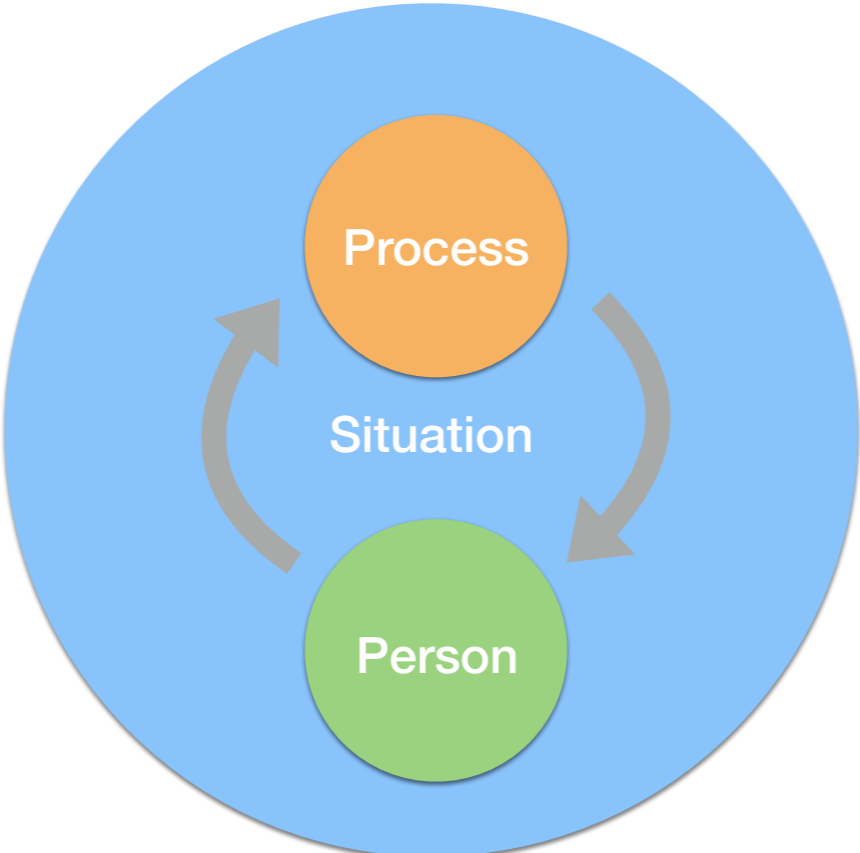


- Cognitive abilities
- Motivation
- Emotions
- Choices

Mindset Concepts



- Self-Efficacy
- Locus of Control
- Fixed-Growth Mindset
- Intrinsic-Extrinsic Motivation
- Optimistic-Pessimistic





“ “

In the past we
created
innovators and
entrepreneurs
by accident
rather than by
design.

Dr. Tony Wagner

We must also recognize the power of system structure to shape behavior. It is here we examine the origins and evolution of behaviorism and the industrial revolution, it's lingering effects on our individual and collective consciousness. It is here we begin to understand the underlying effects (hidden curriculum) of punish/reward (other-directed) systems that are designed to cultivate compliance and conformity. It is here that we began to recognize that our systems of education and organizational structures that were **designed nearly two centuries ago**, are unwittingly discouraging the development of entrepreneurial attitudes, behaviors, and skills.

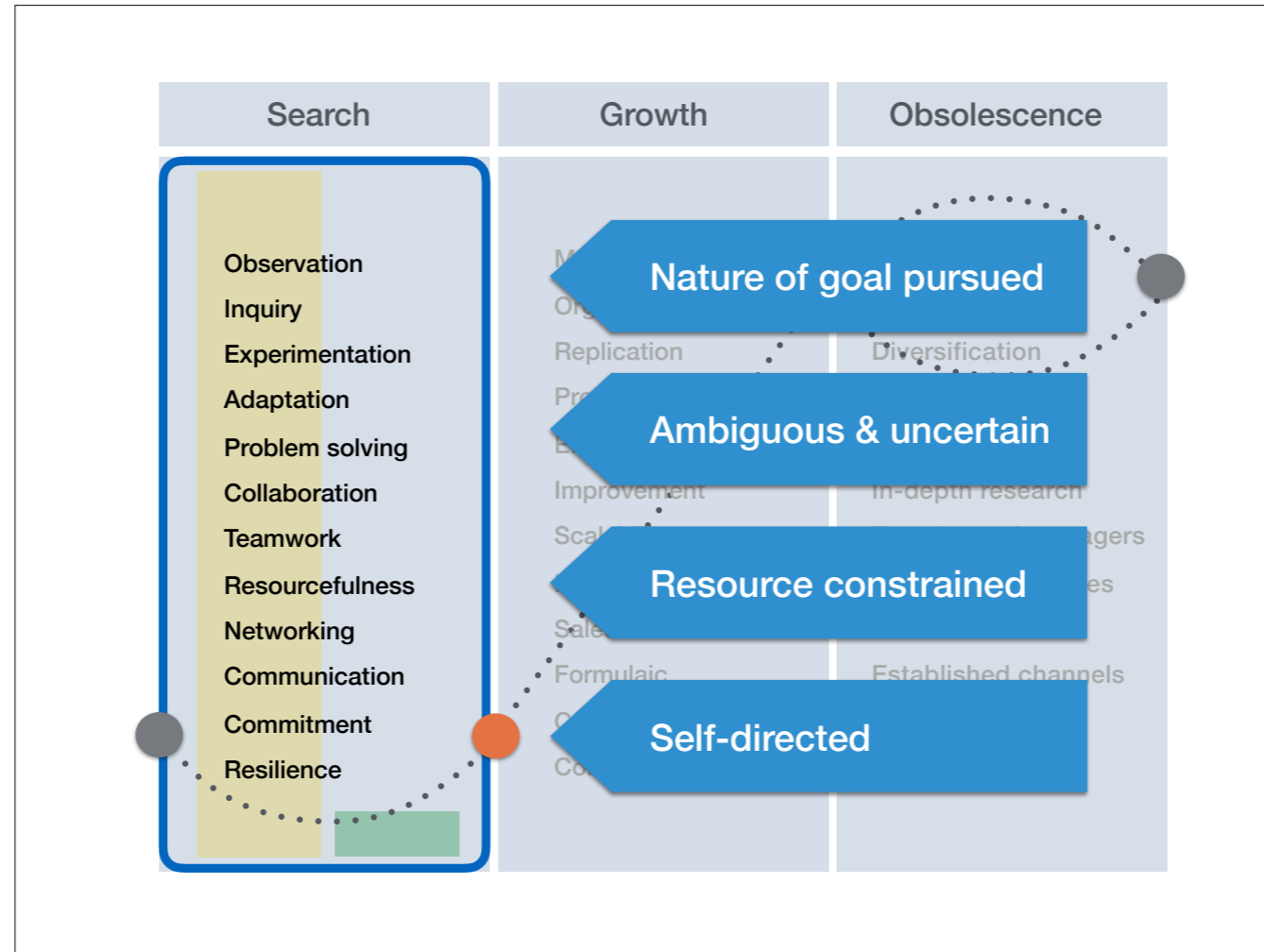
Education systems designed to help students develop knowledge and skills that enable them to survive in highly stable and predictable environments. Routinized tasks. Entrepreneurial experiences enable students to develop metacognitive abilities the ability to think about their own thinking in ways that enable them to function and thrive in highly dynamic, uncertain environments.

So, how do we create entrepreneurial learning environments?

Fundamental Attribution Error:

The tendency to overemphasize the importance of traits while failing to recognize the importance of situational factors that influence behavior.

Source: Ross & Nisbett 1991



Contextual factor that explain entrepreneurial behavior, increased engagement, etc.

Entrepreneurial Learning

- Experiential
- Problem-Based
- Peer-to-Peer
- Self-Directed

Entrepreneurial Learning

- Experiential

Experiential Learning

Emphasizes *process* over content

- Students identify and analyze a problem
- Search for relevant information
- Seek “customer” input/perspective
- Synthesize and apply relevant information
- Reflect and articulate

Experiential learning mapped to the entrepreneurial process.

Entrepreneurial Learning

- Experiential
- Problem-Based

Problem-Based Learning

- Student Centered
- Occurs in Small Groups
- Teacher as Facilitator
- Problems are Introduced Early
- Problems Stimulate Problem-Solving Skills
- New Knowledge is Obtained

III-Structured Problems

- Require more information for understanding the problem than is initially available
- Contain multiple solution paths
- Change as new information is obtained
- Prevent students from knowing they have made the “right” decision
- Generate interest and controversy and cause the learner to ask questions
- Are open-ended and complex enough to require collaboration and thinking beyond recall

III-structured problem solving is key to develop entrepreneurial attitudes, behaviors, and skills. Meta-cognition.

Entrepreneurial Learning

- Experiential
- Problem-Based
- Peer-to-Peer

Peer-to-Peer Learning (PI)

Increases knowledge retention by turning passive, note-taking students into active, de facto teachers who explain their ideas to each other.

Source: Lasry, Mazur, & Watkins, 2008



There's also **better retention of knowledge**. "In a traditional physics course, two months after taking the final exam, people are back to where they were before taking the course,"

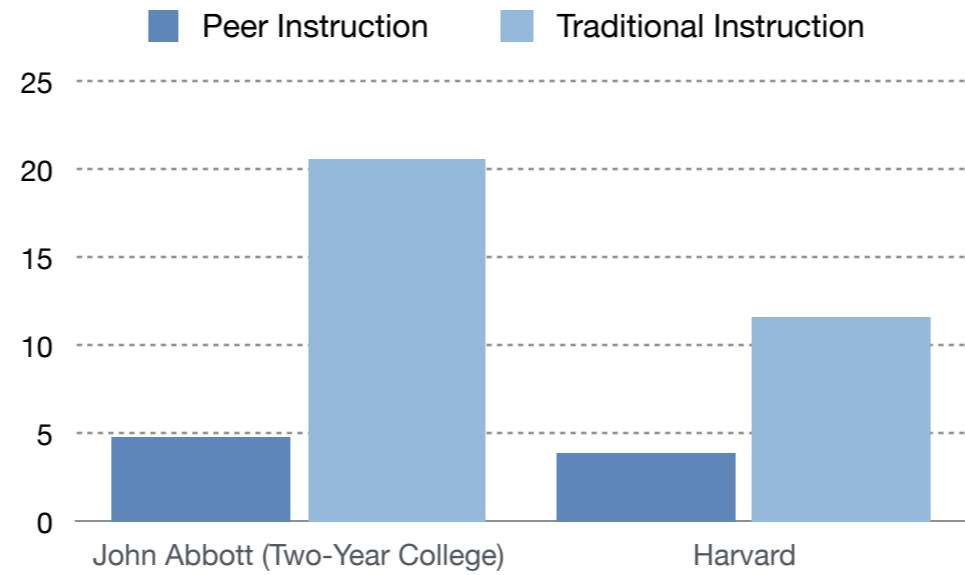
Peer-instructed students who've actively argued for and explained their understanding of scientific concepts hold onto their knowledge longer.

Sitting passively and taking notes is just not a way of learning. Yet lectures are 99 percent of how we teach. (Mazur cites a quip: "lectures are a way of transferring the instructor's lecture notes to students' notebooks without passing through the brains of either.")

It starts from his view of education as a two-step process: information transfer, and then making sense of and assimilating that information.

Professor Mazur got hung up on a particular concept when he was 17, 30 or 40 years later he no longer remembers how difficult it was. He lost the ability to understand what a beginning learner faces.

% of Students Who Dropped



Source: Lasry, Mazur, & Watkins, 2008



Entrepreneurial Learning

- Experiential
- Problem-Based
- Peer-to-Peer
- Self-Directed

Self-Directed Learning



Source: Gerald Grow



Entrepreneurial Learning

Transformative Learning:

- Changes understanding of self
- Revises belief systems
- Results in behavior change

“

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world.

~ Edmund O'sullivan

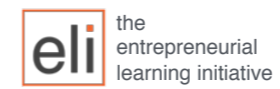


PREPA
Tec

eli the
entrepreneurial
learning initiative

28%
Impact on Student Persistence

Source: Pikes Peak Community College





eli the
entrepreneurial
learning initiative

Human capitalization rates: As an experienced entrepreneur with a reasonable sense of self-efficacy, I can tell you that the world is brimming with opportunities. Yet so many languish. Not because they lack the intellectual or genetic ability, but because they have never been taught to think like entrepreneurs.

Among the most damaging misperceptions is the tendency to attribute the behavior of others to dispositional rather than situational factors; that is, to character and especially character flaws rather than the system in which they are embedded—the “fundamental attribution error.” The atrocities at Abu Ghraib were blamed on a few bad apples, whereas decades of research, from Milgram’s obedience studies and the Stanford prison experiment on, demonstrate that “it’s not the apples, it’s the barrel.”



Let's stop asking students what they want to be or do when they grow up. Ask them **what problems they want to solve** and what they need to learn in order to solve those problems.

~ Jaime Casap,
Google Education

Introduction to the **ENTREPRENEURIAL** Discovery Process

Gary Schoeniger,
Founder, CEO



Guided Mastery

- Efficacy Experience
- Relatable Social Models
- Facilitator/Guide
- Self Regulation

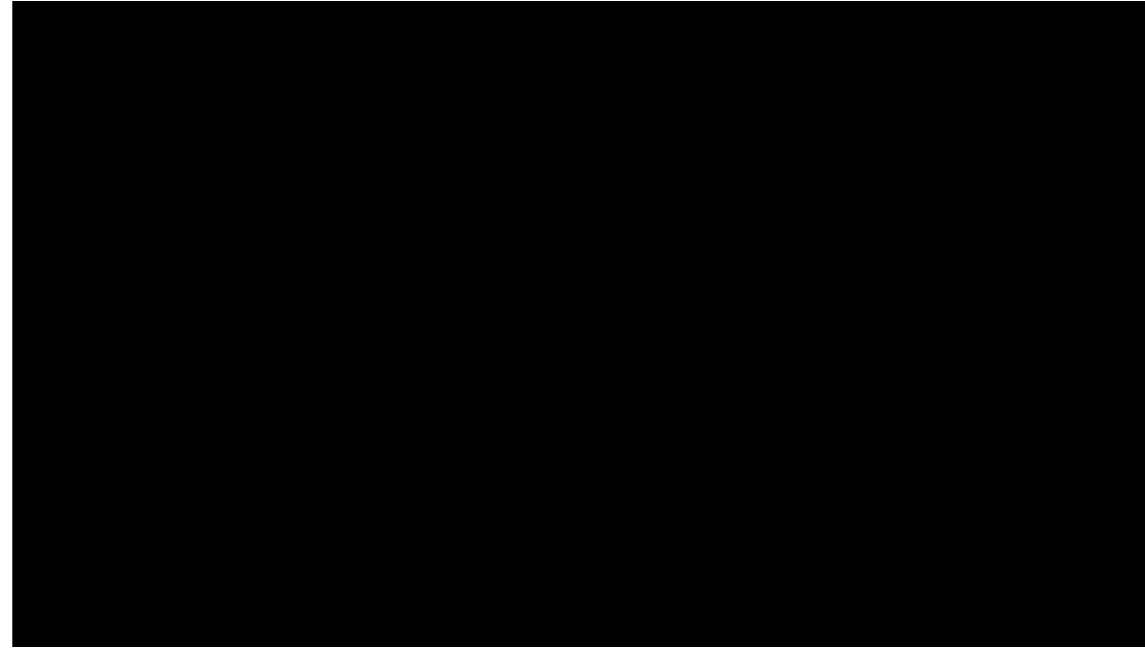
Source: A. Bandura, 1994

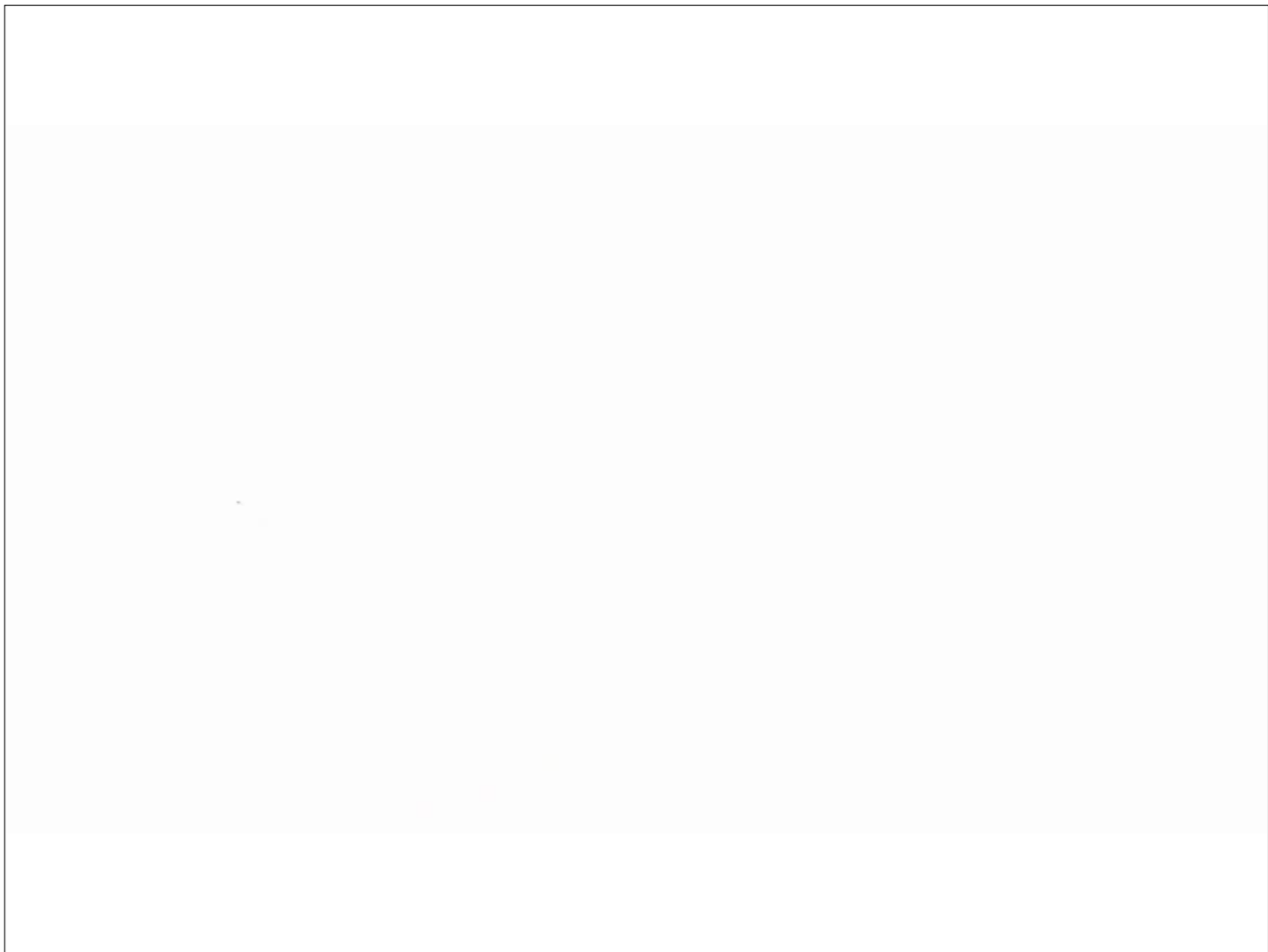
Jason Campbell



Jason Campbell: At the age of 16, Jason Campbell was a foster child who had dropped out of school. Yet an entrepreneurial experience shifted his perspective and, with the help of a mentor, he re-enrolled in school. Today, he is a decorated combat veteran and successful student with a degree in foreign relations from San Francisco State University.


Lesson 3: Action





Entrepreneurial Process

- Observation & Inquiry
- Experimentation & Adaptation
- Advocacy & Implementation

 Ice House Opportunity Discovery Canvas


<p>1. Describe the problem you want to solve.</p>	<p>2. Describe the type of people who have this problem.</p>	<p>3. How are they currently solving the problem?</p>
<h1>PROBLEM</h1>		
<p>4. Describe your proposed solution.</p>	<p>5. How will your solution be different?</p>	<p>6. Will people pay for your solution?</p>
<h1>SOLUTION</h1>		
<p>7. How will potential customers know about your solution?</p>	<p>8. How will potential customers purchase your solution?</p>	<p>9. Why will potential customers purchase your solution?</p>
<h1>CONNECTION</h1>		

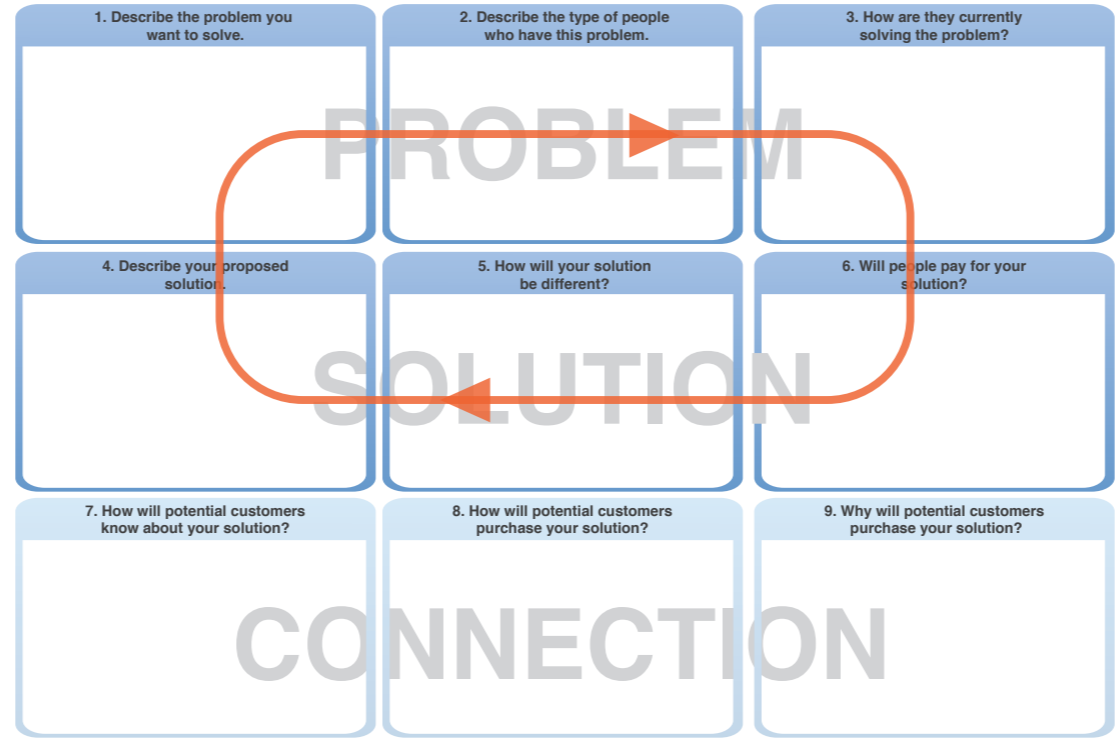
Out-of-the Building Homework




- Interview five people in-person
- Discuss the problem with them
- Solicit feedback on the problem
- Listen and observe while they share
- Modify your canvas
- Note observations from interview

Get out of the building – identify and interact with those whose problems the students intend to solve. This is a critical aspect of entrepreneurial process – evidence based.

 Ice House Opportunity Discovery Canvas



Iterative process

 Ice House Opportunity Discovery Canvas

<p>1. Describe the problem you want to solve.</p>	<p>2. Describe the type of people who have this problem.</p>	<p>3. How are they currently solving the problem?</p>
<p>4. Describe your proposed solution.</p>	<p>5. How will your solution be different?</p>	<p>6. Will people pay for your solution?</p>
<p>7. How will potential customers know about your solution?</p>	<p>8. How will potential customers purchase your solution?</p>	<p>9. Why will potential customers purchase your solution?</p>

PROBLEM

SOLUTION

CONNECTION

Back of the Canvas Analysis

What have you learned and how has your idea changed in the most recent version of your canvas?

Which of your assumptions were accurate and which of them have changed?

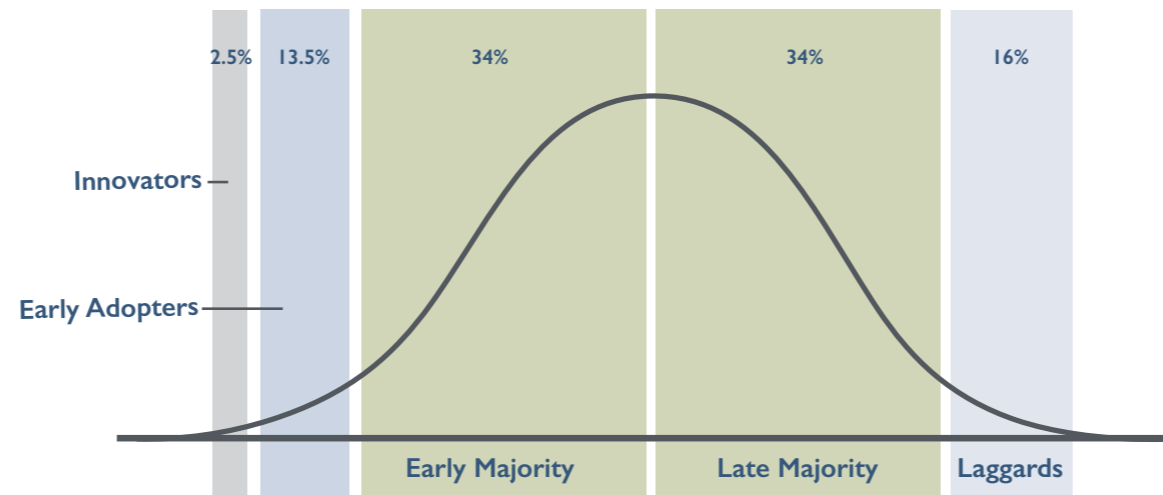
What are your next action steps?

Who do you still need to talk to and what knowledge gaps still need to be filled?

How can you test your assumptions in the real world with limited time, money and resources?

- Good ideas rarely arrive fully formed.
(Most start as bad ideas)
- Quantity versus quality. It takes a lot of bad ideas to get a good one.
- Good ideas are often slow ideas.
- Never give up! Intelligent persistence pays

Rate of Adoption



Source: Everett Rogers



Good ideas take a long time to catch on. People do not like change. Small percentage will buy in early. Help them -early adopters - succeed.

the Creative Process

- 1 —· THIS IS AWESOME
- 2 —· THIS IS TRICKY
- 3 —· THIS IS CRAP
- 4 —· I AM CRAP
- 5 —· THIS MIGHT BE OKAY
- 6 —· THIS IS AWESOME

Source: Adam Grant

What Problem Do You Want to Solve?

1. Enrollment
2. Accreditation
3. Facilities
4. Community Outreach

Peer Workshop

- Describe the (specific) problem you want to solve
- Who does this problem effect?
(students, faculty, staff)
- How does it affect them?
- How are they currently solving the problem?
- How would a solution benefit SAC?
- How would a solution benefit you?

4	Results	Degree to which targeted outcomes occur as a result of the training and subsequent reinforcement
3	Behavior	Degree to which participants apply what they learned when they are back on the job
2	Learning	Degree to which participants acquire intended knowledge, skills, and attitudes
1	Reaction	Degree to which participants react favorably

Source: The Kirkpatrick Four Levels, Donald L. Kirkpatrick



Comments, Questions, Next Steps