

Making an Entrepreneurial Difference

ICA-EDU colloquium

May 16, Thomas Lans, PhD, Education & Learning Sciences



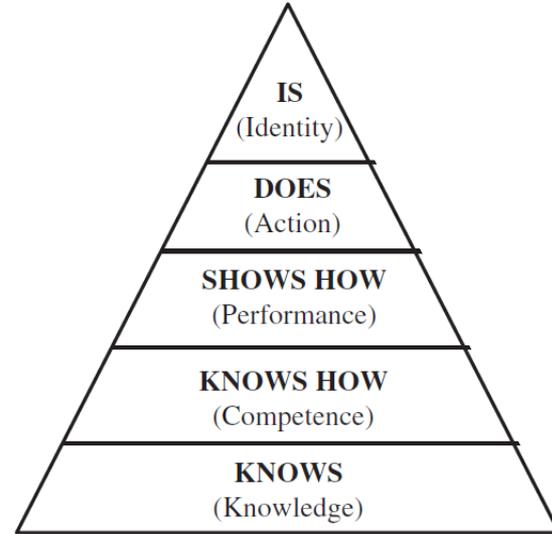
Developments: narrow to wide models of EE

From # start-ups and skill deficits to fostering entrepreneurial behaviours and "unfolding" mind-sets

Consequences



Allow for learning Surprises



Assessing learners' progress

Modern developments in assessment

1. From summative (*about* learning) to formative focus (*for learning*)
2. From sole focus on reliability and validity to modern criteria such as authenticity & consequential validity
3. Thus: **quality** is not only *in* the instrument but also in its *usage*

Where to start?

*Entrepreneurs aren't different from anyone else:
they simply adopt a different approach to problem
solving (Sarasvathy, 2001)*

Building further on the work of Saras Sarasvathy

- Based on empirical work on entrepreneurial problem solving (i.e. effectuation)
- Decision making logics that are more or less entrepreneurial
- Likely to be applicable to other (non-business) domains (Welter et al., 2016)
- Many questions unanswered



Requirement for the development process

1. establish a clear direct link with professional (entrepreneurial) practice and
2. include active involvement of the participants in the development and use of the assessment.

Entrepreneurial mind-set monitor

 **WAGENINGEN UR**
For quality of life

Entrepreneurship Mind-set Monitor

English ▼

Entrepreneurial Mind-set Monitor

Take a challenging situation in mind that you faced in the past two weeks. Challenging situations are those situations where the outcomes of your actions are not necessarily predictably positive and include situations you may encounter socially, organizationally (studies or work) or in cross cultural situations.

Describe the challenging situation in two key words:

Key word 1

Key word 2



<http://intrinsic.eu>

<http://bit.ly/entrepreneurialmindsetmonitor>

Point of departure

- An authentic case as experienced by the participant

Take a challenging situation in mind that you faced in the past two weeks. Challenging situations are those situations where the outcomes of your actions are not necessarily predictably positive and include situations you may encounter socially, organizationally (studies or work) or in cross cultural situations.

5 problem-solving strategy questions

1. What resources did you use in this challenging situation?
 - Own – Other
2. On what did you focus when you first encountered this challenging situation?
 - Potential Risks – Potential Gains
3. To what extent did you make use of unexpected events in this challenging situation?
 - Made Use – Avoided
4. How did you perceive others in this challenging situation?
 - Threat, hindering – Possibility, enabler
5. Altogether, how did you feel about the situation?
 - Contribute to – Out of my hands

Weekly/monthly report on the results

- Self-management
- Group-work



Entrepreneurship Minor VHL (n=72)

Which logics - on average - do students use to solve their challenges?



- Bird-in-hand: they rely on own resources (60 out of 100)



- Affordable loss: they focus on gains & risks (51 out of 100)



- Unexpected: they use the unexpected & avoid (46 out of 100)



- Others: they don't see others as enablers (40 out of 100)



- Control: they don't feel in control (38 out of 100)

So what?

- Some of the entrepreneurial decisions logics are adopted more frequent by students, others less, e.g. 'focus on the controllable' and 'involving others'
- What learning activities can we design to enable students to use other, more diverse decision making logics?
- For teachers and facilitators important information, to monitor, how students tackle complex problem in class and to start meaningful conversations about development of entrepreneurial behaviour

What's next?

- Following over time (e.g. weekly)
- Connecting changes to learning activities



Recent work (2018/2019)

1. [Entrepreneurship Education with Impact: Opening the Black Box \(special issue ERI\)](#)
2. [Toward a validated competence framework for sustainable entrepreneurship \(O&E\)](#)
3. [Development and application of the opportunity identification competence assessment test \(OICAT\) in higher education \(IETI\)](#)
4. [Towards more synergy in entrepreneurial competence research in entrepreneurship education \(Handbook of EE\)](#)
5. Learning to become an entrepreneur in unfavourable conditions: The case of new entrants in the context of the Greek debt-crisis (Handbook of TL for OP) (tbe 2019)

