

# LittleBigEntrepreneurs

LittleBigEntrepreneurs  
Design Thinking  
and Gaming  
Applied to  
Entrepreneurship  
Education



Co-funded by the  
Erasmus+ Programme  
of the European Union

Erasmus+ / KA2 Strategic Partnership project  
2020-1-SI01-KA201-075854

# Entrepreneurial education

## Enterprise education

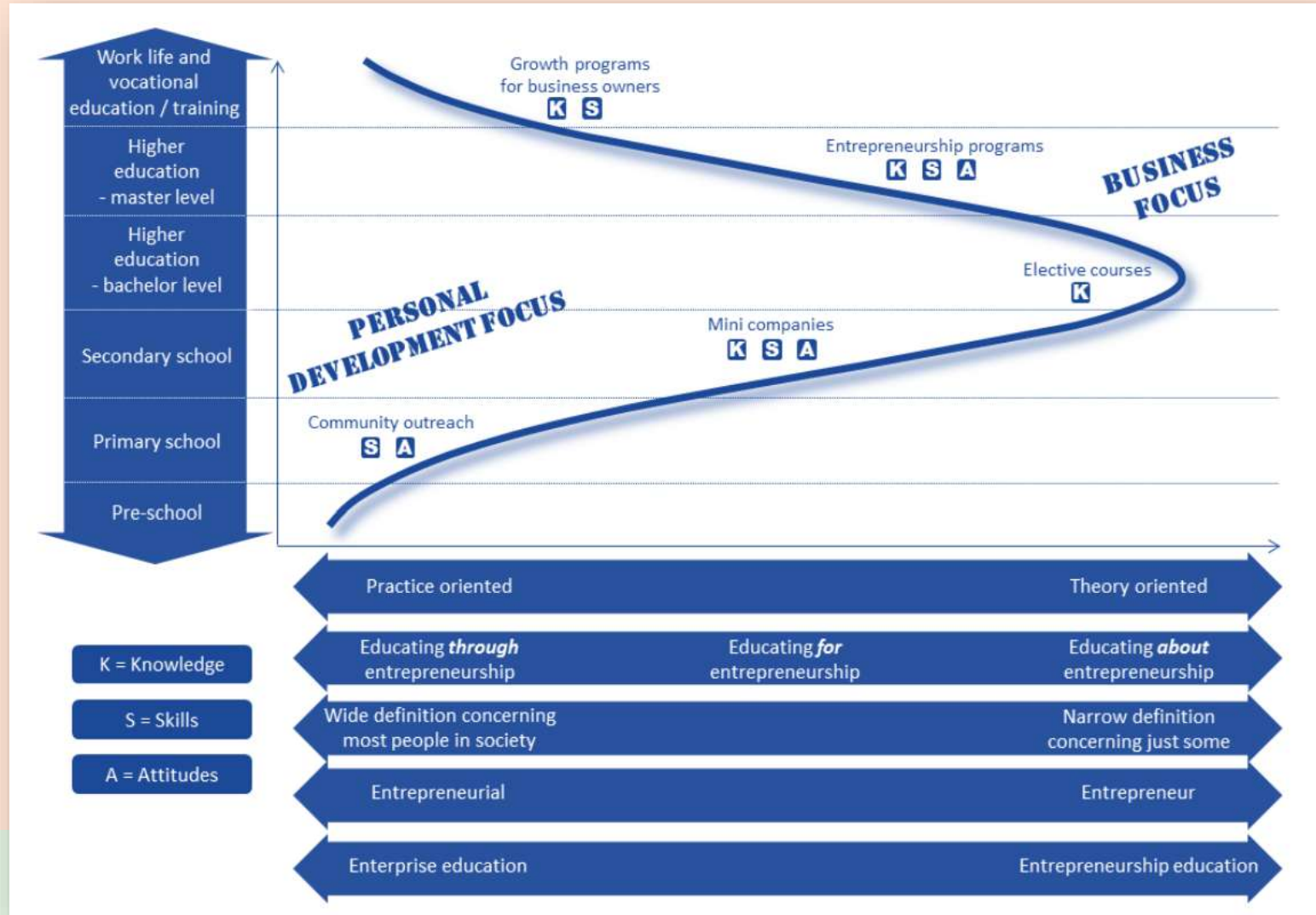
focused on personal development, mindset, skills and abilities



## Entrepreneurship education

focused on the specific context of setting up a venture and becoming self-employed

# Entrepreneurial education



# Educational approaches based on definition of entrepreneurship

## **becoming entrepreneur**

opportunity identification, business development, self-employment, venture creation and growth

## **becoming entrepreneurial**

personal development, creativity, self-reliance, initiative taking, action orientation



## **wide diversity of learning/teaching approaches**

educational objectives, target audiences, course content design, teaching methods and student assessment procedures

Katere so pomembne kompetence podjetnosti, ki se jih lahko naučimo v šoli?



# Entrepreneurial competencies

	Main theme	Sub themes	Primary source	Interpretation used in this report
Cognitive competencies	Knowledge	Mental models	(Kraiger et al., 1993)	Knowledge about how to get things done without resources, Risk and probability models.
		Declarative knowledge	(Kraiger et al., 1993)	Basics of entrepreneurship, value creation, idea generation, opportunities, accounting, finance, technology, marketing, risk, etc.
		Self-insight	(Kraiger et al., 1993)	Knowledge of personal fit with being an entrepreneur / being entrepreneurial.
	Skills	Marketing skills	(Fisher et al., 2008)	Conducting market research, Assessing the marketplace, Marketing products and services, Persuasion, Getting people excited about your ideas, Dealing with customers, Communicating a vision.
		Resource skills	(Fisher et al., 2008)	Creating a business plan, Creating a financial plan, Obtaining financing, Securing access to resources
		Opportunity skills	(Fisher et al., 2008)	Recognizing and acting on business opportunities and other kinds of opportunities, Product / service / concept development skills
		Interpersonal skills	(Fisher et al., 2008)	Leadership, Motivating others, Managing people, Listening, Resolving conflict, Socializing
		Learning skills	(Fisher et al., 2008)	Active learning, Adapting to new situations, coping with uncertainty
		Strategic skills	(Fisher et al., 2008)	Setting priorities (goal setting) and focusing on goals, Defining a vision, Developing a strategy, Identifying strategic partners
Non-cognitive competencies	Attitudes	Entrepreneurial passion	(Fisher et al., 2008)	"I want". Need for achievement.
		Self-efficacy	(Fisher et al., 2008)	"I can". Belief in one's ability to perform certain tasks successfully.
		Entrepreneurial identity	(Krueger, 2005, Krueger, 2007)	"I am / I value". Deep beliefs, Role identity, Values.
		Proactiveness	(Sánchez, 2011, Murnieks, 2007)	"I do". Action-oriented, Initiator, Proactive.
		Uncertainty / ambiguity tolerance	(Sánchez, 2011, Murnieks, 2007)	"I dare". Comfortable with uncertainty and ambiguity, Adaptable, Open to surprises.
		Innovativeness	(Krueger, 2005, Murnieks, 2007)	"I create". Novel thoughts / actions, Unpredictable, Radical change, Innovative, Visionary, Creative, Rule breaker.
		Perseverance	(Markman et al., 2005, Cotton, 1991)	"I overcome". Ability to overcome adverse circumstances.



# Traditional VS entrepreneurial education

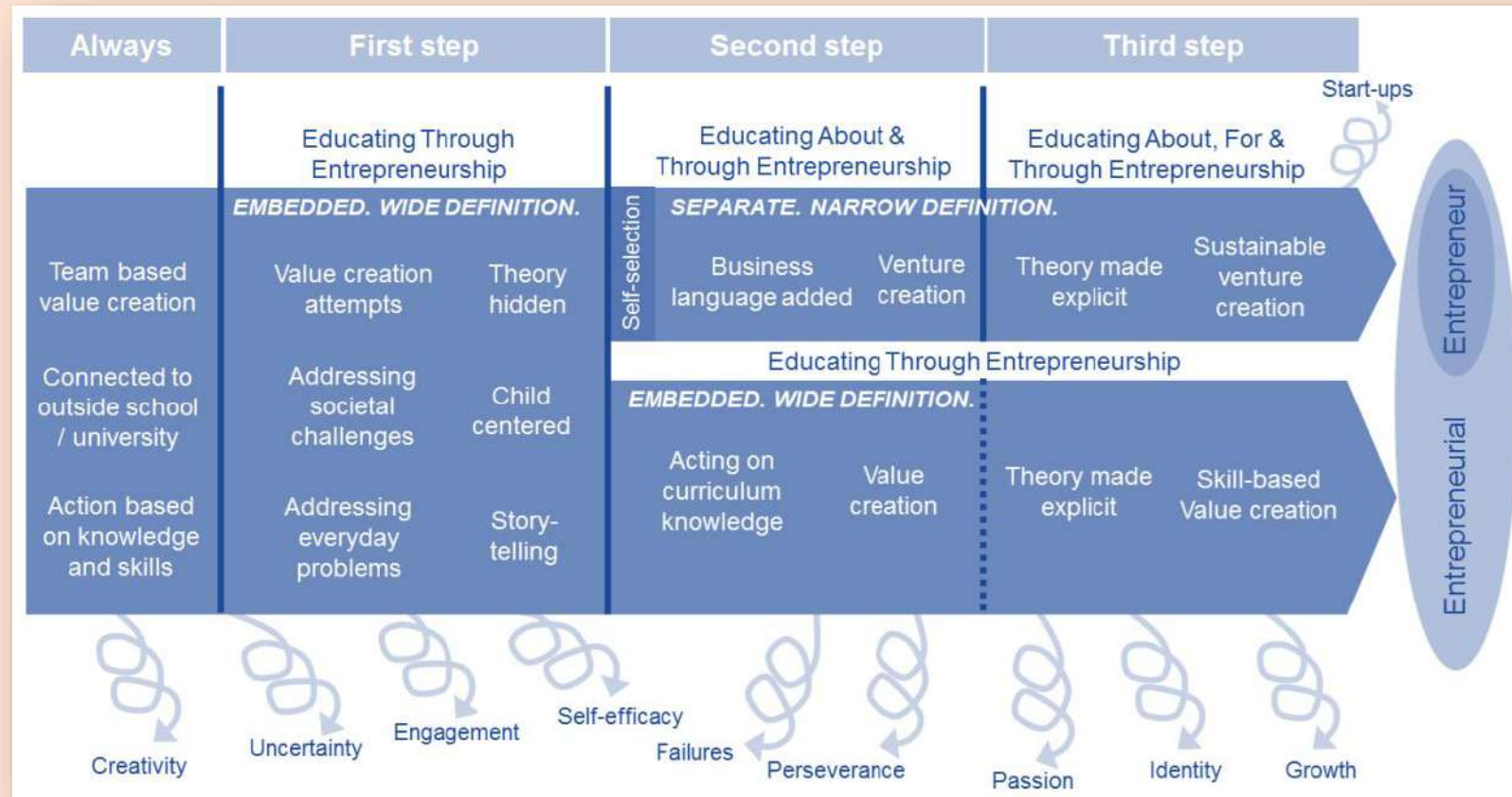
	POSITIVISM TRADITIONAL EDUCATION TRADITIONAL EDUCATION SCIENTIFIC METHOD	INTERPRETIVISM PROGRESSIVE / CONSTRUCTIVIST EDUCATION ENTREPRENEURIAL EDUCATION ENTREPRENEURIAL METHOD
	<b>Simplicity</b>	<b>Complexity</b>
Science as...	...reductionist	...holistic (Deshpande, 1983; von Bertalanffy, 1972)
Learning as...	...standardized	...localized and child-centered (Tynjälä, 1999)
Entrepreneurship education as...	...single-subject	...multidisciplinary (Cotton, 1991)
A method to...	...harness nature	...unleash human nature (Sarasvathy and Venkataraman, 2010)
	<b>Individual</b>	<b>Social</b>
Scientist regards...	...reality a concrete structure	...reality a social construction (Cunliffe, 2011)
Learning as...	...individual work	...social interaction / storytelling (Jeffrey and Woods, 1998; Egan, 2008)
Entrepreneurship education as...	...know-that	...know-who and know-how (Cotton, 1991)
A method for the...	...objective	...intersubjective (Sarasvathy and Venkataraman, 2010)
	<b>Content</b>	<b>Process</b>
Science process...	...linear	...iterative (Cunliffe, 2011)
Learning activities with...	...product focus	...process focus (Jeffrey and Woods, 1998)
Entrepreneurship education as...	...content	...process (Cotton, 1991)
A method that is...	...linear	...iterative (Sarasvathy, 2001)
	<b>Detached</b>	<b>Attached</b>
Science should be...	...dispassionate / value free	... meaning-making / ...value-bound (Cunliffe, 2011; Lincoln and Guba, 1985)
A classroom where...	...learner is passive	...learner is active and emotional (Tynjälä, 1999; Egan, 2008)
Entrepreneurship education as...	...absolute detachment	...emotional involvement (Gibb, 1987)
A method that is...	...transaction based	...commitment based (Sarasvathy and Dew, 2005)
	<b>Theory</b>	<b>Practice</b>
Science about...	...objective reality	...lived experience (Weber, 2004)
Learning focusing on...	...inert knowledge	...practical experiences (Tynjälä, 1999; Egan, 2008)
Entrepreneurship education with...	...emphasis on theory	...emphasis on creation (Ollila and Williams Middleton, 2011)
A method for...	...observation & "law" discovery	...action & co-creation (Sarasvathy and Venkataraman, 2010)

# Entrepreneurial pedagogic approaches

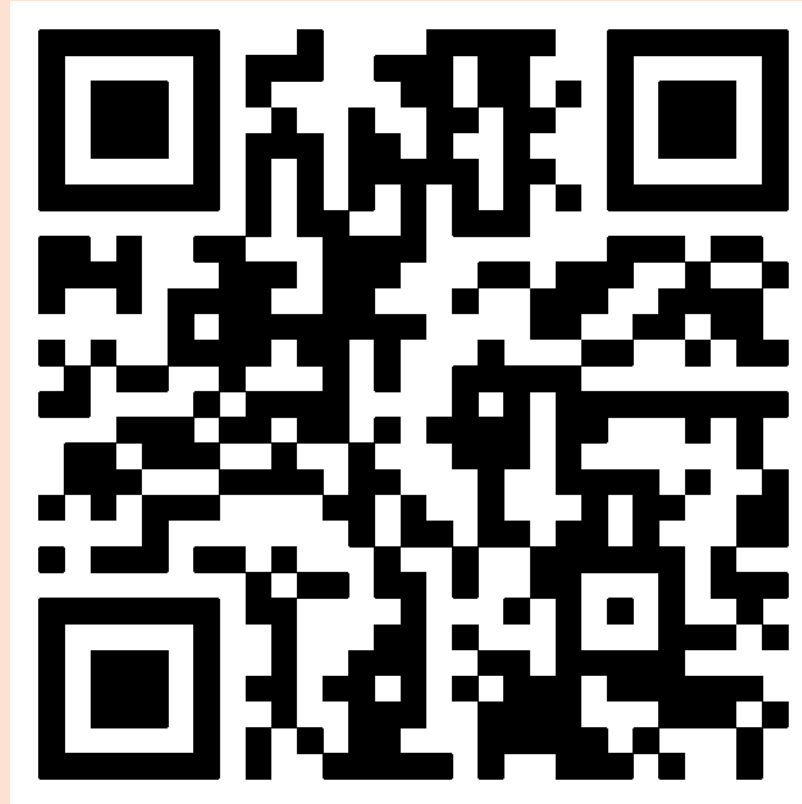
Major focus on...	Entrepreneurial education	Problem-based learning	Project-based learning	Service-learning
...problems	X	X	X	X
...opportunities	X			
...authenticity	X	X	X	X
...artifact creation	X		X	
...iterative experimentation	X			
...real world (inter-)action	X			X
...value creation to external stakeholders	X			X
...team-work	X	X	X	
...work across extended periods of time	X		X	X
...newness / innovativeness	X			
...risk of failure	X			



# Progression model for entrepreneurial education



Kakšne pristope učenja/poučevanja podjetnosti ste morda srečali v osnovni, srednji šoli in na fakulteti?



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# Helpful tools, models and theories

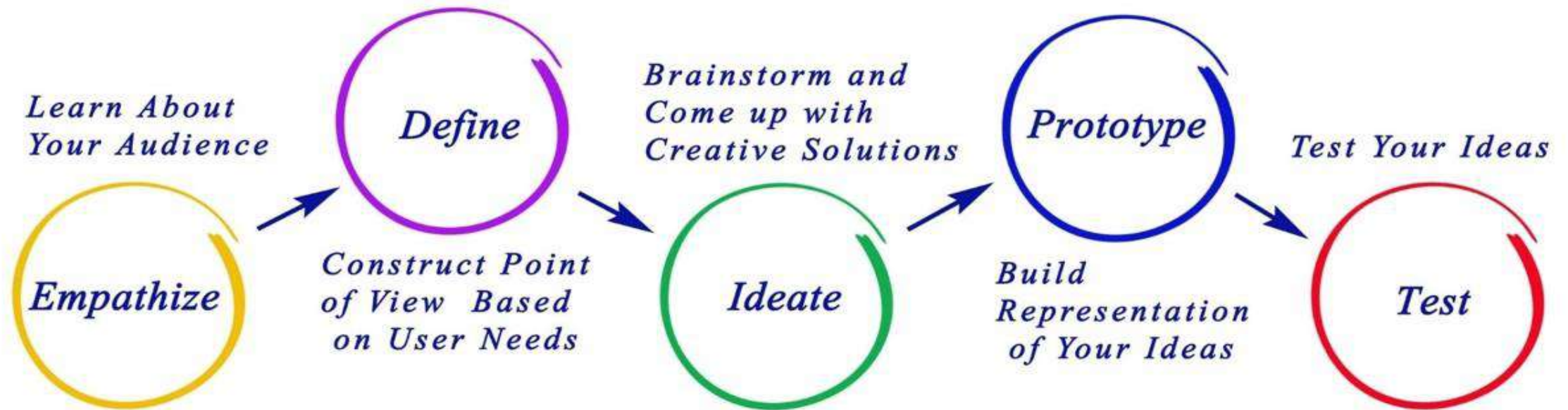
	Value creation	Interaction with outside world	Team work	Action
Some tools, models and theories from the entrepreneurship domain				
Effectuation (Read et al., 2011)	“Begin with a simple problem for which you see an implementable solution – or even something that you simply believe would be fun to attempt” (p.19)	“Meeting someone new changes ‘who you know’, ... ‘what you know’ and perhaps ‘who you are’” (p.145)	“Those who choose to join the venture ... ultimately make the venture what it is” (p.113)	“Action trumps analysis - ... mundane ideas can lead to successful businesses simply by doing the next thing and the next thing and the next.” (p.50)
Business Model Canvas (Osterwalder and Pigneur, 2010)	“A business model describes the rationale of how an organization creates, delivers and captures value” (p.23)	“What does [the customer] see? ...hear? ...think and feel? ...say and do? What is the customer’s pain? ...gain?” (p.131)	“The business model canvas works best when printed out on a large surface so groups of people can jointly start sketching and discuss” (p.42)	“The starting point for any good discussion, meeting or workshop [is] a concept that allows you to describe your [idea]. (p.15)
Customer development / Lean Startup (Blank and Dorf, 2012)	“What is the smallest or least complicated problem that the customer will pay us to solve?” (p.80)	“There are no facts inside your building, so get outside ... and into conversations with your customers” (p.24/ 31)	-	“Conduct experiments to test your ‘problem’ hypothesis” (p.67)

# Helpful tools, models and theories

	Value creation	Interaction with outside world	Team work	Action
Some tools, models and theories from other domains				
Appreciative Inquiry (Bushe and Kassam, 2005)	“Rather than focusing on problems that need solving, appreciative inquiry focuses on the examples of the system at its best” (p.165)	“Inquiry is intervention, ... as we inquire into human systems, we change them.” (p.166)	“Sentiments like hope, excitement, camaraderie, and joy are central to the change process” (p.167)	“the inquiry should create knowledge, models, and images that are compelling to system members and provoke people to take action. (p.165)
Service-learning (Kenworthy-U’Ren et al., 2006)	“Creating tangible and intangible benefits for involved participants” (p. 122)	“students engage in real-world, concrete, professional, semester-long consulting experiences” (p.128)	“involves faculty, students and community working together.” (p. 122)	“thinking and action are inextricably linked” (Giles and Eyler, 1994, p.80)
Design thinking (Dunne and Martin, 2006)	“visualizing and imagining something that does not now exist that would take care of users’ needs” (p. 514)	“go out and understand users, understand everything they can about users, ... skills of observation and inquiry.” (p.514)	“collaboration with peers play an important part in the process.” (p.519)	“focus on the relation between creation and reflection-upon-the-creation that allows for constantly improved competence” (Johansson-Sköldberg et al., 2013, p.124)



# *Design Thinking Process*





# Promocijski video v slovenskem jeziku

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Kliknite [TUKAJ](#) za predvajanje



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