

Index

- Abt, C.C. 11
Academy of Management 120
accelerated growth oriented
 entrepreneurs
 change of focus 109–10
 curricular confusion with needs of
 99–101
 distinctions with steady state–growth
 oriented entrepreneurs 93–4,
 96–9
 literature review 92–3
 SM/E differentiation model 97–8
 topics and issues 107
accelerators 81, 166–7, 180, 195–7,
 317–18, 329, 384, 399–402
 student perspectives 189
accommodative learning 28
achievement motivation 94, 106
acquired knowledge 204–5
action orientation 15, 80, 103, 104
actionable theory 4, 6, 9–10, 314
active search 25
adaptability 22, 30, 58, 136, 141, 143,
 204, 246, 265, 268, 280, 283, 297,
 299
affect 26, 71, 88, 90, 144 70–74
affordable loss 14
Agile Development 372
Aldridge, B. 33, 200
Allen, I.E. 47, 56
Alvarez, S.A. 25
analytical skills 7–8, 16, 163, 228, 237,
 292
Anazai, Y. 29
anchoring beliefs 64–5, 77, 80
Anderson, J.R. 29
appraisiveness 120–23
Aravind Eye Hospital 376
Ardichvili, N. 71
Arizona State University
 Changemaker Central 166
 incubator/accelerator 189
 social entrepreneurship teaching
 165–6
art entrepreneurs
 developing 226–39
 dual MBA–MFA degrees 221–2
 entrepreneurship training 220–21
 ‘Golden Circle’ model for leadership
 222–4
 ‘ingenuity gap’ 218–19
 Jungian theory and personality types
 224
 post-baccalaureate program 220
 programs 351–2
 whole-brain thinking and learning
 224–6
Arts Entrepreneurship Educators’
 Network 221
Ashoka 155–6
 Census for Social Innovation in
 Higher Education 168–9
 Changemaker Campus program 158,
 164–7
 U Initiative 157–9, 161–4, 167–9
assessment
 effect on learning speed 34–6
 as indicator of program
 accomplishment 136–40
 instructor effectiveness 57–8, 137
 simulation-based learning 290–98
 student mastery of competencies
 146–7
assimilative learning 28, 295
Association of American Colleges and
 Universities 159, 260
Athanassiou, N. 291
atomistic learning perspective 32
attitudinal competencies 144–6
Aulet, W. 195–6
Austin, J. 153
Austrian economics 71

- automatic processing 68
vs intentional processing 69
autonomy 73, 97–8, 108
- Babson College
Academy of Distinguished
Entrepreneurs award 315
Arthur M. Blank Center for
Entrepreneurship 317
Babson Entrepreneurial Ecosystem
Project 322
Babson Global 322
Butler Venture accelerator 318
Center for Women's Entrepreneurial
Leadership 319
co-curricular programs 317–19
custom and open enrolment
programs 321
DIANA Project 320
entrepreneurial history 315
Entrepreneurial Thought and Action
Challenge 187–8, 319
Entrepreneurship Intensity Track
317
Entrepreneurship Research
Conference 315
Executive Education and Enterprise
Programs 321
faculty 315
Foundations of Management and
Entrepreneurship course 316
Global Consortium of
Entrepreneurship Educators
322
Global Entrepreneurship Monitor
320
global research projects 320–21
Goldman Sachs 10,000 Small
Businesses and 10,000 Women
322
graduate curriculum 316–17
Modules for Entrepreneurship
Educators 321
Rocket Pitch 319
Successful Transgenerational
Entrepreneurial Practices
320
Summer Venture Program 318–19
Symposium for Entrepreneurship
Educators 315, 321
undergraduate curriculum 316
Undergraduate Entrepreneurship
Concentration 316
Women Innovating Now program
319
- Baierl, R. 61
Baker, T. 110
balanced scorecards 296–8
trend lines 298
Barney, J.B. 25
Baron, R.A. 25, 66–7, 69, 141
Barringer, B.R. 142
Barrows, H. 14
Bartuska, T.J. 203
Basadur, M. 207
Baverman, L. 195
Beckman, G. 220–21, 263–4, 269–71,
274
behavioral competencies 144–6,
147
behavioral decision theory 77, 88–9
behavioral learning models 27–9
Bell-Masterson, J. 178
Bennett, C.M. 68
Bergin, J. 29–30
Berlew, D. 121
Bernhardt, D. 29–30
Berry, D.C. 29
Bester, E.D. 225
Bhattacharya, S. 210
biases and learning speed 37
Billett, S. 10
Birch, D. 97
Blank, S. 15, 56, 196, 213
Bloom, B.S. 130
Boon, J. 140
bootcamps 181, 190, 321
bootstrapping 135, 139, 147, 192, 197,
406
Borgese, A. 397
Bornstein, D. 153–4
Borthwick, A.F. 281, 283
Boschee, J. 153
Brännbank, M. 79
bridge programs 272
strengths and weaknesses 273
Brilliant, L. 155
Broadbent, D.E. 29
Brock, D.B. 163, 167–8
Brockbank, A. 15

- Brockhaus, R.H.S. 121
 Bronson, P. 218
 Brooks, B.W. 281
 Brown University, social
 entrepreneurship programs 166
 Brown J.S. 27
 Brown, R. 160
 Brown, T. 12, 204, 213
 Bruton, A. 15
 Bryant, J. 140
 Buckman, R. 181
 Burgebovet, R.H.M. 140–41
 Burgoyne, J. 140
 Burmeister, K. 75–7
 Burns, A.C. 281
 business challenge assignments, tools
 for 53–4
 business competencies 135–6, 141–2
 business model canvas 11, 15, 17, 184,
 196
 tools for 56–7
 business model competitions 180, 183,
 358
 business models
 building blocks 212
 classroom assignments 252–4
 core components 250–51
 definition of 243–4
 design-centered entrepreneurship
 205–6, 210–11
 from foundation level to proprietary
 level 249–52
 innovation courses 184
 integrative framework for teaching
 design of 246–9
 perspectives on model components
 and evaluative criteria 245–6
 value of 244–5
 business plan competitions 137, 139,
 158–9, 180, 193, 196, 310, 336,
 338, 340, 358, 383–5
 student perspectives 183, 187–90
 business plans 212
 as assessment tool 138–9
 focus on 110
 preparation of 104, 242, 289–90
 rubric 295
 tracking metrics 137
 business-to-business/business-to-
 consumer markets 248–50
 Cadotte, E.R. 288, 291, 300–301
 California College of the Arts, MBA–
 MFA programs 222
 California University, MBA–MFA
 programs 222
 Camerer, C. 65, 67–8, 77
 capital
 access to 190, 197
 see also seed capital; venture capital
 Capper, M. 207
 career options, doctoral graduates
 257–9
 career preparation 259–61
 Carland, J.W. & J.A. 96–7, 108
 Carroll, J.B. 33
 case studies 7, 104, 160, 349, 387, 407
 cash flow statements 374
 Chabris, C.F. 70
 Chandler, G.N. 25–6, 211
 change blindness 70
 change, role of 23–4
 Chapman University, MBA–MFA
 programs 222
 Charness, N. 118, 127
 Cherwitz, R.A. 261–4, 268–71, 274
 Chesteen, S.A. 71
 Chhabra, E. 156
 Choi, D. 338
 Churchman, C.W. 207
 clinical faculty 194, 336
 co-curricular support programs 146,
 165, 167–9, 180–81, 325–7
 Babson College 317–19
 blending with curricular programs
 169
 San Diego University 356, 358–62
 student engagement 139, 159
 student perspectives 186–9
 coding skills 192
 cognitive appraisal theory 61–2, 90
 cognitive complexity theory 29–30
 cognitive development psychology 77
 cognitive learning models 28–9
 cognitive reasoning 70–74
 Coleman Foundation 111
 College Music Society 221
 collaboration 49, 257–8, 268–70, 362–3
 use of technology 51–7
 Collegiate Entrepreneurs' Organization
 336, 339, 342

- commercial programs, strengths and weaknesses 273
- commercialization programs/offices 180–81, 185, 189–90, 272, 328, 335, 354–5, 384
- communication 50
use of technology 51–7
- communication skills 139, 228, 259–60, 268, 348
- community engagement programs
integration with academic programs 192–4
Oklahoma State University 181
student perspectives 190
see also outreach
- community learning 32
- competitive learning activities, effect on learning speed 34–6, 300
- concept testing 325, 328, 400–401
- constructive play 11
- constructivism 69, 79, 80–82, 281–3
- consulting programs 102, 104, 325, 331, 352, 361
- consulting projects 109, 148, 161, 174–5, 194, 335, 386–8
South Africa 403–8
- convergent thinking/learning 28, 227–8
- cooperative learning 81
- Corbett, A.C. 3, 27–9
- Costa, S.F. 69, 79
- Council of Graduate Schools 259–60, 264
- counseling programs 104
- course content and offerings data 101–3
- course evaluation 136–8
sample approaches 137–8
- Covin, J.G. 212
- creation, practice of 9–10, 13–14
- creative intellectual capital 220, 227–8
- creative problem-solving 136, 143, 147, 184, 225, 327
- creatives
developing 226–39
dual MBA–MFA degrees 221–2
entrepreneurship training 220–21
'Golden Circle' model for leadership 222–4
'ingenuity gap' 218–19
Jungian theory and personality types 224
whole-brain thinking and learning 224–6
- creativity 22, 26, 102, 106, 110
- Creed, C. 256, 259
- critical thinking 16, 103, 130, 160, 228, 254, 280–81, 283, 290–91, 299
- Cross, N. 203, 209
- cross-campus initiatives 111, 350, 370, 383–4
Babson College 319
Indiana University 305–10
San Diego University 349–50
Texas Christian University 335, 339
University of Florida 330–31
- Csikszentmihalyi, M. 26
- curiosity 13, 145, 219–20, 227, 237
- Currall, Steve 382–3
- curriculum 179
student perspectives 184–5
- Curtis, J.W. 257
- Dall'Alba, G. 10
- Dartmouth University, postgraduate programs 271–2
- Davis, S. 154
- Day, M. 61
- de Waal, F.B.M. 12
- decision-making under uncertainty 27
- deductive learning 29–30
- deep beliefs 64–5, 69, 77–8, 83
changing 79, 81–2
influencers of change 80–81
- Dees, J.G. 153, 257, 263
- degree programs 179
student perspectives 185
- deliberate practice 116–31, 333
- Dell Computer, business model 244
- Delphi studies 94–5, 142
- Dennison, R.S. 15
- design thinking 12, 209, 326, 390–94
- design-centered entrepreneurship
business model phase 210–11
conceptual model 205–6
disciplinary perspectives on design 203
nature of design from cross-disciplinary perspective 202–5
opportunity design phase 206–10

- opportunity development phase
 - 211–12
 - programs 351–2, 390–94
- deSoto, H. 123, 130
- Dess, G.G. 97
- DeTienne, D.R. 25–6
- Dewey, J. 129
- Dickson, P.R. 88, 141
- differentiation 243, 247–8, 251
- divergent thinking/learning 28, 228–9
- doctoral students
 - augmenting graduate skill set 264–71
 - delivery of entrepreneurship
 - education 271–4
 - disparity between education and contemporary economic needs 257–9
 - growing role of entrepreneurial education 261–2
 - need for transferable skills 259–61
 - technology transfer and the entrepreneurial university 262–3
- dopamine receptors 60–61
- Dore, T. 258, 260
- Dorf, B. 15, 196, 213
- Dorst, K. 207
- Douglas, E.J. 99
- Drayton, W. 154, 159, 170
- Dreifus, C. 258
- Duderstadt, J. 256–60, 262, 264
- Dweck, C.S. 81
- Dym, C.L. 203
- Dyval-Couetil, N. 274
- 'dynamic' competencies 140–41
- dynamic environments, learning in 29–32
- dynamic growth ventures, business models 245
- East Africa, social entrepreneurship 376–81
- Echoing Green 155, 159
- economic contribution, small businesses 94, 98–101, 106, 112, 218–19
- economic development 386–9
- economic entrepreneurs 60–62, 92
- economic environment 122–3
- economic models 243–5, 248–9, 251
- 'edutainment' 11
- Eekels, J. 202
- effectuation theory 13–14, 200–202
- elevator pitch 45, 53, 180, 183, 337–8, 383–4
 - tools for 54–6
- Emerson 153, 207
- emotional bonding 283
- emotional thinking ('hot' cognition) 16, 60–61, 66–7, 81, 90, 228
- empathy 90, 160, 219–20, 227–8, 235, 237, 239, 376–8
 - practice of 9–10, 12
- employability
 - augmenting Ph.D graduate skill set 264–71
 - and contemporary doctoral education programmes 257–9
 - growing role of entrepreneurship education 261–2
 - need for transferable skills 259–61
- empowerment 22, 238, 269, 271, 326, 379, 403–8
- Enabled 393–4
- engineering entrepreneurship 103, 180, 185, 189, 203, 260–61, 318–19, 333, 339, 376–81
- enrolment metrics, tracking 137
- Entrepreneur Magazine* 177–9
- entrepreneurial competencies
 - approaches to developing 148–9
 - assessment as indicator of program accomplishments 136–40
 - basic competencies 135–6
 - and entrepreneurship 141–4
 - expectations of students 135–6
 - key competencies 22–3, 143–4, 157, 212, 247–8, 250–51
 - mastery of 144–6
 - measurement approaches to assess mastery of 146–7
 - nature of 140–41
 - translation into professional skills 265
- entrepreneurial culture, creation of 192–4
- entrepreneurial intentions 64–5
- entrepreneurial mindset 22–3, 29, 82, 134–6, 140, 148, 169, 191, 261–2, 271, 306, 309, 320, 346, 363, 381
- evolution of 77–8

- entrepreneurial strength 332–4
- entrepreneurial universities 262–3
- entrepreneurs
 - born vs made 120–21
 - broad vs narrow definitions 121
 - defining 92–3
 - distinctions with small business owners 94–9
 - as enhanced novices vs experts 122
 - nature of 120–21
 - role in entrepreneurship literature 99–101
 - similarities with successful academics 266
 - vention vs castigation of 123
- Entrepreneurs Organization Accelerator 197
- entrepreneurs-in-residence 183, 186–7, 342
- entrepreneurship centers
 - growth of 261–2
 - key objectives 196–7
 - key role 193–4
- entrepreneurship
 - broader meanings of 263–4
 - as complex phenomenon 123–4
 - defining 93–4, 110, 112
 - lack of universally accepted definition 95–6
 - overuse of term 91
 - transition vs first-tier economies 122–3
 - variously describable contribution 124–5
- entrepreneurship education, definitions of 93–4, 99, 105
- Entrepreneurship Education Consortium
 - Entrepreneurship Immersion Week 410–12
 - ideaLabs 410–12
 - implementation 410
 - inception 409
 - purpose 410–11
 - results and lessons 411–12
- Entrepreneurship Empowerment in South Africa program
 - classroom and field environments 405–6
 - course tools 407
 - replication 407–8
- Sakai pre-course and University of Western Cape e-learning sites 406–7
 - selecting and assigning students 404–5
 - selecting entrepreneurs 405
 - success factors 403–4
- Supporting Emerging Enterprises Model 407
 - University of the Western Cape partnership 404
- equity 377–8
- Etzkowitz, H. 256–7, 262, 264
- evaluative reflection 16
- evidence-based learning 14–15
- exchange transaction 117
- executive briefing 288
 - rubric 291–5
- experiential learning 21, 23, 78–9, 104, 146–7, 161, 169
 - and opportunity recognition 27–9
- experimental pedagogies 23–4
- experimentation, practice of 9–10, 14–15
- expert entrepreneurial mindset 79–80
- experts, learning from 207–9
- explicit learning 29–30
- extracurricular activities, student engagement 139, 159
- faculty
 - challenging inaccurate definitions of entrepreneurship 263–4
 - education programs 272
 - entrepreneurial experience 191, 194
 - as entrepreneurs 262–4
 - Indiana University 310–13
 - similarities with entrepreneurs 266
 - tenure positions 257–8
 - Texas Christian University 336
 - use of technology 46–7
 - working cooperatively with 259
- failure
 - learning from 14, 106–7, 136, 146, 160, 204
 - willingness to undergo 135, 227–8
- Fairlie, R.W. 219
- family businesses 37, 98, 107–9, 134, 139

- programs 320, 340, 347, 349, 351–2,
 354, 356
 fear 90
 Federal Express, core competencies 248
 feedback 30–32, 49, 53–8, 148, 162,
 182, 184, 187, 300, 373, 401
 in design-centered entrepreneurship
 204, 206, 209
 rubrics 288–90
 Fehr, E. 67
 Fernald, L.W. Jr. 105
 Fiet, J.O. 4, 6–7, 21, 200
 first-tier economies, high-performance
 entrepreneurship 122–3
 Fleischmann, F. 16
 flexibility 141, 163, 227, 237, 268
 fluid intelligence 70
 fortuitous discovery 25
 foundational knowledge 31–2, 130, 272
 and learning speed 33–4, 36–7
 Foundry (The)
 curriculum and process 400–401
 history 399–400
 framing effects 88
 franchising 102, 109–10, 136, 350–51
 Freire, P. 160, 230
 functional play 11
 functional magnetic resonance imaging
 (fMRI) studies 61

 Gallie, W.B. 119–20, 123–6, 128
 game theory 89
 Garman, A.N. 141
 Gartner, W.B. 3, 91, 94–6, 141
 Gatewood, E. 75
 ‘gazelles’ 97–8, 112
 Gebauer, J. 211
 Generation X/Y, venture creation 101
 Gentry, J.W. 281
 Gilboa, I. 27
 Ginsburg, M. 211
 Global Consortium of
 Entrepreneurship Centers 385
 Global Entrepreneur Monitor 178
 global entrepreneurship 116, 121, 326,
 329, 351–2
 Godin, S. 219
 Golde, C. 258, 260
 ‘Golden Circle’ model for leadership
 222–4
 Goldsby, M.G. 204
 Gonzalez, C. 30–31, 36, 262
 Google, ‘Global Impact Challenge’ 155
 Gordon, R.A. 3, 7
 Goulay, D. 155
 graduate programs 180
 student perspectives 185
 Grameen Bank 152, 376
 Gray, E. 338
 Graziano, R. 397
 Green, R.P. 7, 95–6, 108–9
 Greeno, J.G. 27–9
 Grégoire, D.A. 25–6
 growth model 249, 251
 guerrilla skills 22, 136, 143, 147, 328,
 406
 guest speakers 103–4, 109, 160–61, 184,
 186, 229, 339, 346, 360–61, 387,
 404, 406

 Hacker, A. 258
 Hamidi, D.Y. 13
 Hansen, D.J. 26
 Harvard Business School, curriculum
 support 179
 Harvard University, student grants
 197
 hatcheries 180, 189, 194, 308, 326
 Headd, B. 219
 Hermann Brain Dominance
 Instrument (HBDI) 184, 225, 229,
 231–2, 238
 Herrmann, N. 220, 226, 228
 Herrmann-Nehdi, A. 229, 232
 heuristics 30–32, 36, 201
 and learning speed 37
 high growth ventures, gearing
 programs to 195–6
 high theory-high practice/high theory-
 low practice 7–8
 historical perspective, entrepreneurship
 education 100–102
 Homer-Dixon, T. 218
 Hooks, B. 160
 Horowitz, P.S. 121
 Howard, M.O. 14
 Howell, J.E. 3, 7
 Huefner, J. 225
 Huettel, S.A. 61
 Hwang, W.-Y. 33–5

- Ibrahim, A.B. 121
 ideation 205–9
 IDEO 201, 204, 391
 imitative learning 29–30
 immersion 81, 204, 207–8, 221, 259, 308, 316, 325–7, 346, 410–11
 implicit learning 29–30
 improvisation 227–8
 income generation model 92, 96, 108, 183, 249, 251
 incubators 137, 139, 148, 180–81, 191, 194, 221, 230, 308, 326–7, 335, 337, 339–40, 361, 368, 399–402
 key objectives 196–7
 student perspectives 189
 independence 73, 97–8, 108
 Indiana University
 Batchelor's Degree in
 Entrepreneurship and
 Corporate Innovation 307–8
 Building Entrepreneurs in Software
 and Technology (BEST)
 Competition 310
 Cross Campus Customized
 Certificate in Entrepreneurship
 310
 Elmore Entrepreneurship Law Clinic
 309
 Entrepreneurial Innovation
 Academy 307
 Entrepreneurship-Lab Workshop
 308
 faculty 312–13
 Hoosier Hatchery 308
 Jacob School's Institute for Music
 Entrepreneurship 309–10
 JCEI/IU School of Informatics 310
 Johnson Center for Biotechnology
 and Entrepreneurship 309
 Johnson Center for
 Entrepreneurship and
 Innovation 305, 308–10
 Johnson Center for
 Entrepreneurship and Medical
 Sciences Innovations 309
 journal management 311
 MBA in Entrepreneurship and
 Corporate Innovation 307
 overview of programs 305–6
 PhD in Entrepreneurship 306
 research impact 310–11
 Social Entrepreneurship Certificate
 Program 309
 Spine Sweat course 308
 Undergraduate Entrepreneurship
 Fellows Program 308
 visiting scholars program 311–12
 individual learning 32, 81, 236
 inductive learning 29–30
 information processing theory 117
 information retrieval and processing
 27, 34, 38–9
 innovativeness 11, 93–6, 98, 108, 110,
 138, 160, 221, 265, 390
 insight 26, 28, 62, 73, 79, 138, 200–201,
 235, 239
 instance theory
 choice 32
 feedback/re-evaluation 32
 judgment 31–2
 recognition 30–31
 Institute for Social Entrepreneurs
 154–5
 integrated learning perspective 32
 integrated programs
 creation of entrepreneurial culture
 through 192–4
 strengths and weaknesses 273
 Integrative Graduate Education and
 Research Traineeship 260–61
 intellectual property protection
 191
 intentional learning 30
 intentional processing vs automatic
 processing 69
 interdisciplinarity 103, 166, 185, 190,
 221–2, 226, 235, 259–61, 268–70
 International Development Enterprises
 376
 international entrepreneurship
 education
 appraisive interpretation 120–23
 competing interpretations 126–7
 complexity 123–4
 further analysis 119–20
 modifiability 125–6
 possible consequences of essential
 contestability 128–9
 variously describable contribution
 124–5

- International Journal for Service Learning in Engineering* 380
- internships 104, 146, 159, 165, 168, 185, 194, 271–2, 307, 309, 325, 327, 347, 349, 359–60, 362
- ‘interview-an-entrepreneur’ assignments 12
- introspective learning 29–30
- intuition 204, 224, 228
- investment models 249
- Ireland, R.D. 142
- iteration 196, 204–6, 209–10
- Jaeggi, S.M. 70
- job creation 97–8, 108, 219, 262, 387
- John Hopkins University, MBA–MFA programs 222
- Johnson, M. 141
- Johnston, K. 33
- Joos, Kristin 152, 158
- Jung, C. 224, 228
- Kable, J.W. 82
- Kafai, Y. 11
- Kaffka, G.A. 81
- Kaplan, J. 97
- Kaplan, R.S. 296
- Karweit, N. 33
- Kastner, S. 67, 82
- Katz, J.A. 3, 95–6, 108–9
- Kauffman Foundation 101, 111, 178, 196, 256, 261, 263–5, 269–71, 274
- Kelley, T. 204, 207
- Kim, M. 161–2
- King, A. 230
- Kingsborough Community College, Virtual Enterprise 395
- Kirby, D.A. 95
- Kirzner, I.M. 200
- Kiva Micro-Lending Initiative 161, 174, 339
- Klein, A.L. 140
- knowledge competencies 144–6
- knowledge, compartmentalization of 259
- Kolb, A. 282, 300
- Kolb, D.A. 27, 282, 300
- Kouprie, M. 12
- Kourilsky, M.L. 21–2
- Krueger, N.F. 61–2, 65, 69, 73, 80–81, 88, 141
- Kuhn, T.S. 129
- Kuratko, D.F. 95, 209, 211
- Kuru 393–4
- Lawrence, A. 60, 68
- leadership skills 99, 159, 166, 169, 218, 221–2, 224, 267
- Leaman, M. 152, 164–5, 168–9
- Lean Launchpad 196
- lean start-up 13, 17, 213, 372
- Learning Cloud pedagogical model 219–20, 227–8
- course structure 229–30
- discussion 234–8
- findings 230–34
- starting pilot program 229
- learning speed 33–4
- acceleration of 34–6
- and biases/heuristics 37
- future research 38–9
- and learning environment 37–8
- and prior knowledge 36–7
- learning styles 220, 224–6, 228, 231–4
- left-brain thinking preferences 225–6, 228, 231–4
- Lesko, J. 203
- lesson content 48
- use of technology 51–7
- Leu, J. 161–2
- Lewin, K. 3
- Libet, B. 65
- licensing 181, 247, 250, 354, 374, 380
- Lieshout, K.F.M. 210
- lifestyle ventures 92, 97–8, 245
- Light, P.C. 153
- Little, P. 203
- locus of control 98, 108, 121, 229
- Logan, G.D. 30
- low theory-high practice/low theory-low practice 6–7
- Lowe, R.A. 262
- Loyola Marymount University, Product and Business Design course
- design and implementation 392–3
- lessons learned 393–4
- new business ventures as design solution 390–91

- outcomes 393
 purpose 390
 Lumpkin, G.T. 26–8, 97
 Lunden, I. 155
- McClelland, D. 94, 121
 McClure, W.R. 203
 McClurg, J. 153
 McCook, A. 256, 267
 McDonagh, D. 220, 228
 McGill, I. 15
 McGrath, R.G. 22–3
 MacGuire, C.C. 288, 291, 300–301
 McGuire, J.T. 82
 McKibbin, L.E. 23
 McLaren, K. 12
 McLellan, H. 27
 MacMillan, I.C. 22–3
 McMullan, J.S. 26, 333
 McMullen, J. 141
 Magner, D. 258, 260
 Maguire, E.A. 78
 Mair, J. 153
 Malan, F. 218
 management reporting 399–401
 managerial competencies 141–2
 March, J.G. 32
 market engagement 205, 209–10
Marketplace Live simulations 283, 296
 Marshmallow Challenge 11
 Martin, R.L. 153
 Martindale, C. 226
 Marton, F. 15
 Maryland Institute College of Art,
 MBA–MFA programs 222
 Mavunno Greenhouses Ltd. 379–80
 Mashavu 378–9
 MaxQ 189
 Medin, D.L. 29
 mental prototypes 69, 79
 mentoring programs 139, 180–81, 183,
 189, 330, 337, 358, 377, 401, 403
 student perspectives 186–7, 191,
 193–4
 Merrill, E. 29
 Merryman, A. 218
 Merton, R.K. 124
 metacognition 15
 Meyer, G.D. 111
 ‘mice’ 97–8, 112
- Mill, J.S. 93
 ‘Millennials’, use of technology 46–7,
 58
 Millikin University, Arts and
 Entrepreneurship Program
 Art of Entrepreneurship course 368
 practice laboratory activities 370
 program goals 367
 program outcomes 370–71
 student-run ventures 368–70
 Milway, S. 155
 minimum viable products 372
 Minniti, M. 123–4
 Mintzberg, H. 91
 MIT, accelerator program 195
 Mitchell, R.K. 71, 78, 116–18, 120–29
 Modgardens 393–4
 Morris, M.H. 22–3, 58, 140–42, 146,
 169, 178–9, 181, 193, 204, 265,
 267, 327
 Morrissey, S.R. 270
 Morse, E.A. 124
 Motoyama, Y. 178
 Mottner, S. 281
 multidisciplinary 12, 162, 267, 270,
 331, 377–8
 Murray, F. 196
 Mycoskie, B. 338
 Myers, S.D. 281
 Myers-Briggs Type Indicator (MBTI)
 224–5, 229, 232–3
- Nabi, G. 69
 narrative reflection 16
 National Science Foundation 258,
 260–61
 National Surveys of Entrepreneurial
 Education 100–105
 Neck, H.M. 4, 6–12, 15–16
 negative incentives 34–6
 Nelson, R.E. 110
 Nelson, T.E. 204
 Nerad, M. 256–60, 267
 Netimpact 156–7, 159
 networking skills 144, 147, 265
 networks 14, 22, 32, 58, 103, 157–9,
 161, 164–7, 188, 195, 197, 245–6,
 251, 340
 neuroeconomics 62–3, 66, 71, 76–7,
 82–3, 90

- 'neurological' level 63–5, 77
- neuroplasticity 78
- neuroscience
 - advantages of types of
 - neuroscientific experiments 75–7
 - entrepreneurship-relevant topics 88–90
 - future research 82–3
 - implications for educators 80–81
 - implications for researchers 81–2
 - informing entrepreneurship 65–8
 - limitations of 68–70
 - neuroscientific experiments 66–7
 - potential contributions 70–74
 - practical value of 78–80
 - research questions and practice
 - issues suited to 77–8
 - types of neuroscientific experiments 76
 - value of 63–5
- New York University
 - business plan competitions 187
 - MBA–MFA programs 222
 - mentoring network 186–7
- Newell, A. 207
- Nijssen, E.J. 210
- Nixdorff, J.L. 23
- Norman, D.A. 210
- Norton, D.P. 296
- novice entrepreneurial mindset 79–80
- Nyquist, M. 256, 259–60, 267–9, 271
- Oklahoma State University
 - community engagement program 190
 - Creativity Institute 190
 - Cowboy Hatchery 189
 - Entrepreneurial Dilemmas and Debates course 184
 - 'First 100 Days' course 194
 - graduate programs 180
 - postgraduate programs 272
- online education 45, 47, 104–5, 230, 272, 406
- online project management 57
- online resources 401
- online surveys 54, 57–8, 229
- online whiteboards 57
- opportunity assessment 61–2, 70–74, 143, 325, 327–8
- opportunity costs 63, 74, 82, 123, 194–5
- opportunity creation 25–6
- opportunity design 206–10
- opportunity discovery 25–6, 28, 71–3, 184
- opportunity evaluation 26, 28, 32, 63, 70–74, 90, 124
- opportunity exploitation 38, 63, 72–4, 90, 141–2, 332
- opportunity formation 26, 28
- opportunity recognition
 - definition of 25–6, 34, 38
 - and experiential pedagogy 27–9
 - future research 38–9
 - and learning 36–8
 - and learning in dynamic environments 29–32
 - mastery of 141–3, 145–7
 - neurological markers 67
- opportunity
 - entomological review 24–5
 - perceived value of 74
 - value and qualities of 63
- optimism 80, 136, 170, 220, 237
- Osberg, S. 153
- Osterwalder, A. 11, 15, 56, 184, 211–12
- Otis College of Design, Product and Business Design course 390–94
- outreach, integration with university programs 192–4
- Owens, M. 62
- Pallasmaa, J. 209
- paradoxes 88
- passion 13, 61, 90, 136, 160, 227
- passive search 25
- patents 262
- Paulus, M.P. 61
- Peelen, M.V. 67, 82
- peer assessment 146, 385, 399
- peer learning 189, 400–401
- peer support 81, 162–4
- Peng, M.W. 127
- Penn State, Humanitarian Engineering and Social Entrepreneurship Program
 - impacts 379–81

- structure and organization 377–8
- program overview 376–7
- perception 88
- percipient reflection 16
- perseverance 143, 147, 265
- personality types 224
- Peterson, C. 333
- Pew Research Center 46–7
- Piaget, J. 11
- Pierson, F.C. 4
- Pigneur, Y. 11, 15, 56, 184, 212
- Pink, D.H. 13, 222, 225
- Pintrich, P.R. 291
- Plaschka, G.R. 23, 101
- play, practice of 9–11
- Poetz, M.K. 207–8
- Polak, Paul 376
- Porter, L.W. 23
- Portland State University,
 - Entrepreneurial Leaders Program 165
- positive incentives 34–6
- Poustie, K. 140
- practice firm method 395–8
- practice-based education
 - practices 9–16
 - theory–practice continuum and conundrum 4–8
- pre-entrepreneurial decision processes 70–74
 - common variance bias 71–2
 - conflicting effects of independent variables 73–4
 - dynamism of entrepreneurship process 72–3
 - perceived value of opportunities 74
- preference judgments 88
- Preston, S.D. 12
- prior knowledge 25, 31–2, 48, 130, 272
 - and learning speed 33–4, 36–7
- Prisoner's Dilemma 89
- private sector transitions, enabling 196–7
- probability assessment calculators 374
- problem definition 202, 207–9
- problem-based learning 14–15
- product development 50, 102
- productive stupidity 17
- professional skills
 - developed through entrepreneurial training 267–9
 - need for 259–61
 - translation of entrepreneurial competencies into 265
- professors of practice 194
- proof of concept 54, 186, 204–6, 209–11, 213
- prototypes 196, 204–6, 209–10
- Prügl, R. 207–8
- Purdue University
 - certificate programs 180
 - postgraduate programs 272
- pyramiding search 207–9
- Rath, T. 333
- rational thinking ('cold' cognition) 60, 66–7, 73
- Raudies, F. 65
- Rea, P. 270
- Read, S. 201
- real world environments 50
- real world preparation 194
- reflection, practice of 10, 15–16
- Reid, E. 196
- Reis, E. 213
- Reinertsen, D.G. 204
- resilience 17, 22, 136, 143, 147
- Resnick, L. 27
- resourcefulness 265
- resources
 - leveraging 22, 135–6, 139, 143, 147–8, 164, 251, 264, 330–31
 - online 401
 - opportunity development 211–12
 - social entrepreneurship courses 176
 - use of technology 52–7
- Riata Center for Entrepreneurship 189
- Rice Alliance for Technology and Entrepreneurship
 - business plan competition 188, 383–5
 - founding 382–3
 - leadership 385
 - lessons learned 384–5
 - outcomes 384
 - programs and courses 383–4
 - recognition 385
- Rice University

- co-curricular and experiential programs 383–4
- Life Science Entrepreneurship course 383
- Richards, J. 225
- Ries, E. 56
- right-brain thinking preferences 224–6, 228, 231–4
- Riley, R. 288
- Rindova, V. 16
- risk management/mitigation 22, 135–6, 143–5, 147–8, 265
- risk propensity 60–62, 88–9, 92–5, 98, 219–20, 226–7, 238
- road map planning 227–8
- Robinson, K. 160
- Rogers, R.D. 62
- Ronstadt, R. 101, 103
- Rosenthal, S.R. 207
- Roseth, R. 259
- Rotter, J.B. 121
- Ruef, M. 200
- Rutgers Business School, Urban
 - Entrepreneurship and Economic Development course
 - design and structure 387–8
 - implementation and outcomes 388
 - lessons learned 389
- sales training 190–91
- San Diego State University
 - California Entrepreneurship Educators' Conference 362
 - Entrepreneur Day 360
 - Entrepreneur Society 359
 - entrepreneurial climate 344
 - entrepreneurship minor track
 - examples 351–2
 - Entrepreneurship Specialization 346–7
 - experiential programs 358–61
 - goals and learning outcomes for graduate program 357
 - goals and learning outcomes for undergraduate program 348
 - Internship Program 360
 - L. Robert Payne Lecture Series 360–61
 - Lavin Center for Entrepreneurship 193–4, 356–8, 361–2
 - Lavin Entrepreneur Program 358
 - Lavin VentureStart Competition 358
 - LeanModel Competition 359
 - MBA program course map 355–6
 - MBA specialization courses 354
 - MBA Specialization in
 - Entrepreneurship 350–56
 - mission and philosophy 344–5
 - operational focus on courses 185
 - SDGE program 361
 - Small Business Consulting Center 361
 - social internship 360
 - sustainability and transferability 356–61
 - Undergraduate Entrepreneurship Minor 347–50
 - undergraduate specialization courses 349–50
 - Web-Compass Internship 359–60
 - Zahn Innovation Center 358, 361
- Sandberg, J. 10
- Santos, F. 153
- Sarasvathy, S.D. 8, 13, 71, 201
- Sawyer, R.K. 13
- Schade, C. 64, 75–7
- Schlesinger, L. 15
- Schmeidler, D. 27
- Schön, D. 15, 207
- Schraw, G. 15
- Schroeder, B. 395
- SchubertIrastorza, C. 225
- Schumpeter, J.A. 93–4, 200
- Schwab Foundation for Social Entrepreneurship 155
- Schwartz, B. 156
- Schwartz, M.A. 17
- science students 103, 180, 309, 339, 351–2
- Scott, L.R. 121
- Seaman, J. 47
- seed capital 136, 166, 181, 183, 189–90, 195, 286, 371, 383, 399
- self-awareness 144, 220, 224, 227–8, 235, 239
- self-efficacy 88, 140, 144, 149, 177, 227, 238, 265
- Seligman, M. 333
- 'semantic level' 63–4
- sensemaking 14–15

- ‘serious games’ 11
- Serrat, O. 228
- servant leadership 228, 237
- Shakesmart 193–4, 197
- Shakespeare, William 24–5
- Shane, S.A. 21, 23, 25, 36, 61–3, 70–75, 200
- shared language 227–8, 235
- Shaver, K.G. 121
- Shea, A.A. 257
- Sheeran, P. 62
- Shepherd, D.A. 66, 99, 141, 333
- Sherman, S. 170
- Short, J.C. 153
- Shyti, A. 82
- Sigman, M. 79
- Simon, H.A. 29, 32, 63–5, 77, 124, 202, 207
- Simons, D.J. 70
- Simons, R. 221
- simulation-based training 104
 - assessments of learning 290–98
 - drivers of learning process 299–301
 - enriched learning environment 287–90
 - entrepreneurial practice 299
 - as powerful learning tool 281–3
 - research 281
 - timetable of activities 284–7
 - see also* Strategic Corporate Management Simulation; YourCo simulation
- Sinek, S. 222–3
- situated learning 27–9, 69, 81, 125, 129, 282–3
- skill acquisition, general model 118
- Skoll Foundation 155
 - World Forum 157, 159
- Small Business Institute 104
- small business management
 - critical distinctions between teaching entrepreneurship and 106–9
 - data on course content and offerings 101–3
 - elimination of courses 98
 - essence of 105
 - pedagogical approaches 103–5
- small business owners
 - distinctions with entrepreneurs 94–9
 - as entrepreneurs 112
 - role in entrepreneurship education literature 99–101
- small businesses
 - consulting 102
 - curricular confusion with needs of 99–101
 - economic contribution 98, 100, 112, 218–19
 - finance 102
 - gearing programs to 195–6
- Smilor, M. 97
- Smit, B. 218
- Smith, M.K. 129
- social entrepreneurship
 - Ashoka’s engagement with universities 157–8
 - best teaching practices 162–4
 - class assignment examples 174–5
 - definition of 152–4
 - early years teaching 158–9
 - examples of 152
 - field-level educational trends 167–9
 - future of 169–70
 - growth of field 154–6
 - history in higher education 156–7
 - journals 157
 - pedagogical approach to teaching 160–61
 - programs 309, 351–2, 360, 376–81
 - resources for course preparation 176
 - teaching challenges 161–2
 - universities on the leading edge 164–7
- Social Innovation Fund 155
- social neuroscience 77–8, 90
- social responsibility 156, 269, 326, 349, 355
- sociodramatic play 11
- Solomon, G.T. 23, 97–102, 105, 108
- Soufani, K. 121
- South Africa, entrepreneurial empowerment 146–7, 326, 403–8
- Southwest Airlines, business model 252
- specialization 126–7, 219–20, 259, 273, 346–7, 349–56, 378
- specialized thinking preferences 225–6, 233
- Spector, M.J. 30, 32
- speculative model 245, 249, 251
- Spiro, R.J. 29

- Springer, C.W. 281, 283
 'stable' competencies 140–41
 Stanford Center for Social Innovation 156, 195
Stanford Social Innovation Review 155
 Stanford University, Hasso Platner Institute of Design 391
 Stanton, A. 61
 start-ups
 simulations 372–5
 and student debt 192, 197
 reasons for failure 399–400
 tracking metrics 137, 139
 see also student start-ups; university-based start-ups
 static research designs 72–3
 steady state-growth oriented entrepreneurs
 change of focus 109–10
 curricular confusion with needs of 99–101
 distinctions with accelerated growth oriented entrepreneurs 93–4, 96–9
 literature review 92
 SM/E differentiation model 97–8
 topics and issues 107
 Stephen, J. 281
 stockholder reports 290
 rubric 295–6
 Stone, S.J. 11
 Strategic Corporate Management simulation
 comprehensive business plan and venture capital fair 289–90
 executive briefings 288
 stockholder report 290
 timeline of activities 284–7
 strategic models 243–4
 strategic planning 91
 strategic philanthropy 156
 student activity levels, tracking 139
 student debt 192, 197
 student diaries 38, 138, 146
 student entrepreneurs
 recommendations for supporting 192–7
 survey of 181–90
 unfilled needs 190–91
 university support 178–81
 student-run ventures 368–71
 learning outcomes 369–70
 student start-ups 178, 185, 187–9, 193–4, 230–31, 237–8
 study abroad programs 146–7, 181, 183, 326, 346–7, 403–8
 subsistence model 249, 251
 Sullivan, C. 261–3, 268–9, 271
 survival ventures, business models 245
 'symbolic' level 63–5, 78
 Syracuse University
 graduate programmes 180
 operational focus of courses 185
 systematic search 200–202
 tablets 44
 El Tarabishy, A. 94, 108
 Taylor, M.C. 257
 teaching assessments 57–8, 137
 technology
 acknowledging what is 'trending' 46–7
 educational implications 44–5
 potential classroom tools 52
 three C framework in action 53–7
 three C framework for educators 47–52
 use in assessing instructor effectiveness 57–8
 technology entrepreneurship 351–2, 382–5
 technology transfer 127, 181, 262–3, 335
 tenure positions, availability of 257–8
 test marketing 196, 210
 Texas Christian University, Neeley Entrepreneurship Program
 applying talents and virtues 333, 335, 337–8
 Careers in Entrepreneurship program 339
 Coleman Faculty Fellows in Entrepreneurship 339
 contributions to professional community 342
 cross-campus initiatives 339
 curriculum 334–6
 Entrepreneurs' Road Trip 339–40
 experiential learning 337–8
 faculty 336

- future 341–2
- impact 341
- learning from success of others 339–40
- outreach programs 340
- program expansion 340
- resources 342
- Richards Barrentine International Values and Ventures Business Plan Competition 188, 336, 338
- Shaddock Entrepreneurial Fellows Fund 339
- sharing scholarly research 340
- strengths-based approach 332–4
- theory–practice continuum/conundrum 4–8
- theory–practice matrix 6, 9–10
- thinking styles 220, 224–6, 228, 231–4
- Thomas, J. 220–21, 226–8
- Thompson, A. 222
- Thornton, S. 257
- Titchener, E. 12
- Tobias, K.J. 219
- Torrance Test of Creative Thinking 218
- Torrance, W.E.F. 261–2, 267, 274
- traditional assessment models 34–6, 38
- traditional classroom environments 49–50
- traditional education models 28–9, 45, 105
- transferable skills
 - developed through entrepreneurial training 267–9
 - need for 259–61
- transformative learning 27, 78, 80–81, 236
- transition economies
 - high-performance entrepreneurship 122–3
 - potential role of entrepreneurial education 127
 - registration problem 130
- triggering events 61, 67–8, 73, 78–9
- Tri State Governor's Cup 190
- True Blue 393–4
- trust 73, 90, 208, 228, 236, 406
- Tulane University, social entrepreneurship programs 166
- Tushman, M.L. 29
- UN Industrial Development Office (UNIDO) 379
- uniqueness 95, 121, 246–8, 252
- University Network for Social Entrepreneurship 157
- University of Cincinnati, postgraduate programs 271–2
- University of Colorado, MBA–MFA programme 222
- University of Florida
 - business plan competition 188–9
 - Entrepreneurship Field Experience course 403
 - 'First 100 Days' course 194
 - Innovative Sustainability and Social Impact Initiative 159
 - Integrated Technology Ventures course 185
 - pedagogical approach to teaching social entrepreneurship 160–61
 - postgraduate bridge programs 272
 - social entrepreneurship teaching 158–9
- University of Florida, graduate entrepreneurship programs 160
- core business courses 328
- curriculum 328–9
- entrepreneurial competencies 327
- entrepreneurship elective courses 329
- Entrepreneurship Faculty Fellows 326
- experiential learning and total student immersion 325–7
- Gator Hatchery 326
- Graduate Concentration in Entrepreneurship 325
- impact 330–31
- Innovation Hub 330
- Innovative Sustainability and Social Impact Initiative 326
- Innovators Dorm 330
- Jeff Gold Experiential Learning Laboratory 329
- purpose 324–5
- required entrepreneurship courses 328
- Starter Space 326–7
- sustainability and support 329–30

- Thomas S. Johnson Master of
Science in Entrepreneurship
324–31
- University of Maryland
Center for Social Value Creation 165
Social Innovation Fellows Program
165
- University of North Carolina,
undergraduate programs 179
- University of Pittsburgh, postgraduate
programs 272
- University of Southern California
certificate programs 180
Stevens Institute for Technology
Commercialization 181
- University of Tennessee *see* simulation-
based training
- University of Texas
Foundry programs 399
graduate programs 184
- University of the Western Cape, study
abroad program 404, 406–7
- University of Washington, accelerator
program 195
- university-based start-ups 384
- Unreasonable Institute 155
- urban entrepreneurship 386–9
- US Association for Small Business and
Entrepreneurship 221, 385
Innovative Entrepreneurship Course
Award 397
Innovative Pedagogy Award 409
National Model PhD
Entrepreneurship Program
306
- US Small Business Administration 100,
197
- utilites 30–31, 88–9
- value chain 247–50
- value creation 27, 34, 38, 58, 91, 93–4,
111, 116, 119, 143, 147, 178,
182–3, 194–5, 252, 265
- value proposition 48, 54, 210–13, 243,
245–7, 250, 378
- Van de Ven, A.H. 3
- van der Klink, M.R. 140
- Van Woerkum, C. 141
- Venkataraman, S. 21, 23, 25, 36, 63,
72–4, 200
- Venkataswamy, G. 376
- venture capital 102, 108, 136, 181, 264,
286, 307–8, 396
- venture capital fairs/conferences
289–90, 383, 385
- video capture and distribution
technology 54–6
- Virtual Enterprise
design approach 396
implementation issues 396–7
lessons learned 397–8
MarketMaker component 396
objectives 395–6
outcomes 397
rationale for development 395
- vision 22, 103, 136, 143, 265, 338
- visiting scholars programs 311–12
- Visser, F.S. 12
- Volkman, C. 261, 263
- von Graevenitz, G. 177
- Von Hippel, E. 207–8
- Wasserman, S. 11
- wealth generation 27, 34, 92, 97–8, 108,
110, 201, 320–21, 383
versus wealth distribution 130
- Weaver, K.M. 97–9, 108
- web-based businesses 109
- Weick, K. 5, 14–15
- Weisbuch, R.A. 275
- Welpel, I. 61
- Welsch, H.P. 23, 101
- Wendler, C. 256, 259–60
- Wenger, E. 27–9
- Wharton School of Business Plan
Competition 188
- Whetten, D.A. 5, 8
- White, R.J. 27
- Whole-Brain Learning Considerations*
(Herrmann-Nehdi) 229, 232
- whole-brain thinking and learning 220,
224–8, 231–4
- ‘wicked problems’ 207, 377, 381
- Wilson, F. 149
- Wishvost 378
- Wood, M.S. 26
- Wren, D.A. 4–5
- Yale University, MBA–MFA programs
222

- York University, MBA–MFA
programs 222
- Young Entrepreneur Council 178
- Young, J.W. 26
- YourCo simulation
and Building the New Venture
course 374–5
- feedback 374
- reports structure 373–4
- Yunus, Muhammad 152,
376
- Zacharakis, A. 66
- Zald, D.H. 60–61, 78