## Index

| Acs, A. | 60 |
| Acs, Z.J. | 60, 309 |
| A-GES framework | 286–304 |
| discussion and conclusion | 301 |
| foundations and applications | 288–94 |
| architecture | 289 |
| entrepreneurship | 292–3 |
| governance | 291–2 |
| stewardship | 293–4 |
| structures | 289–90 |
| systems | 290–91 |
| introduction to | 286–8 |
| learning and pedagogy | 295–6 |
| learning-centered approach | 296 |
| teaching-centered approach | 295 |
| teaching family business using | 296–301 |
| A-GES | 296–301 |
| measurable outcomes for | 297 |
| Ajzen, I. | 63 |
| and theory of planned behaviour (TPB) | 63 |
| Al-Laham, A. | 74 |
| Allen, K. | 316 |
| Allen, M.J. | 296, 298 |
| Allen Angel Capital Education (AACE) program | see student angel investing fund |
| Altman, E.J. | 43 |
| Alvarez, C. | 117 |
| Amabile, T.M. (and) | 28, 29, 30, 44–9 |
| componential theory of creativity | 44–5 |
| Consensual Assessment Technique (CAT) | 46–7, 48–9 |
| Anderson, A.R. | 87, 88 |
| Anderson, J.R. | 92 |
| Anderson, M.L. | 87 |
| Aniello, J. | 246, 260, 269 |
| Applied Imagination | 41 |
| Arenius, P. | 64, 78 |
| Argyris, C. | 188–9, 191 |
| Arikan, A.T. | 307 |
| Armington, C. | 60 |
| Armstrong, S.J. | 100 |
| art of case teaching | see case teaching |
| Astolfi, J.P. | 295 |
| Astrachan, J.H. | 286 |
| Audretsch, D. | 203 |
| Audretsch, D.B. | 308, 318 |
| Aulet, B. | 381 |
| an authentic learning experience (and) | 246–73 see also models and problem-based learning |
| featured cases (from) | 254–64 |
| creativity in action (CIA) | 260–62 |
| EIA research | 260 |
| elementary level | 254–5 |
| high school level | 257–8 |
| Humor in Action (HIA) | 262–3 |
| implementation – the Santa Fe Effect Case | 263–4 |
| middle school level | 255–7 |
| university | 258–60 |
| impact of the concept | 265 |
| impact on developers/projects developed | 267–9 |
| learning theories | 249–51 |
| operational premise | 248 |
| purpose | 247 |
| rationale | 248–9 |
| research effort | 251–4 |
| curriculum design | 251–3 |
| identifying resources | 253 |
| online experts | 253–4 |
| situated cognition | 250–51 see also subject entry |
| ‘so what?’ | 265–7 |
| summary | 264 |
| Autio, E. | 64, 67, 78, 309, 310 |
| Baartman, L.K. | 296 |
| Baer, J. | 50 |
Baylor University: entrepreneurship through innovative programming 343–51

curriculum programs 347–8

entrepreneurship in Europe 349

entrepreneurship in Latin America 349

social entrepreneurship in Africa 348

technology entrepreneurship in Asia 348

history of 344–5

Beattie, R.E. 30

Beatty, R.E. 38

Béchard, J.-P. 88, 90

Beghetto, R.A. 29, 32

Benner, M. 87

Bernardez, M. 309

Bierema, L.L. 221

Biggs, J. 177, 181, 183, 195

Bill and Melinda Gates Foundation 136

Blank, S. 110, 111–14, 115–17, 120, 122, 123, 124, 177, 178

and Customer Development 115–16

Block, J.H. 89

Block, P. 395

Block, Z. 113

Bloom, P.N. 305

Bock, A.J. 178

Boden, M.A. 38

Bolton, B. 210

de Bono, E. 29

Bowen, H.P. 69

Boyatzis, R.E. 130

Bradley, M.J. 129, 144

Bragg, A. 211

Bragg, M. 211

Brazant, R.K. 295, 298

Brazeal, D.V. 63

Breen, J.P. 204

Breschi, S. 307

bridging entrepreneurial cognition research and entrepreneurship education (and) 83–108

conclusion 102–4

cognitive entrepreneurship education 90–97 see also definitions

entrepreneurial cognition see subject entry

evidence-based entrepreneurship education 87–9

experiential learning for cognitive entrepreneurship education 98–102 see also subject entry and models

references for 104–8

Brigham, K.H. 293, 294

Brinckmann, J. 178

Brown, J.S. 250
Brown, R. 305, 308, 314, 317
Brown, W. 63
de Bruijn, E. 301 296
Bruno, A. 221
Bruno, A.V. 313
Brush, C. 178, 179, 184
Bruton, A. 176, 178, 184, 187, 192, 193, 194, 195
really big value zone (RBV) 194
Bryant, P. 85
Busenitz, L.W. 84
business model canvas 120–23
Business Model Generation 110, 120–21
business models (Hamermesh), definition of 120–21
business models (Morris), definition of 51
Byrne, E.T. 295
Cadotte, E.R. 168
Cambridge, D. 173
campus-linked accelerator program in Canada (and) 410–13
campus-linked accelerators 411–12
conclusion 413
developing province-wide youth acceleration and innovation strategy 410–11
institutional differentiation 412
institutional value of entrepreneurship 412
references for 413
regional integration 413
sharing best practices 413
Capelli, P. 393
Carsrud, A. 60
case teaching (and) 148–60
case method for 149
case method as robust 150–51
case teacher as coach 149–50
conclusion 159–60
how to teach with cases 151–9
1. position the course 151
2. ‘pre’ and ‘post’ theory usage of cases 151–2
3. selecting the right cases 152–3
4. setting the contract 153–4
5. case discussion dynamics 154–5
6. ‘tricks of the trade’ 155–8
7. evaluation of student performance 158–9
references for 160
Cassar, G. 73
Cerulo, K. 405
Chandler, G.N. 313
chapter notes for competency-based education (CBE) in entrepreneurship 144
CUNY’s STEM Virtual Enterprise program 404
entrepreneurship at the University of Southern California 333
Lean Startup 125
new venture creation as a learning agenda 221
perspectives on teaching entrepreneurship 24
teaching entrepreneurial sales skills 392
weighing in and Lean Startup 125
Chesbrough, H.W. 61
Chrisman, J.J. 153
Christensen, C.R. 153
Chua, J.H. 286, 291
Clarke, J. 207
Clement, J. 180
De Clercq, D. 69
Clouse, R.W. 246, 247, 249, 256, 259, 260, 266, 267–8
Cockayne, W. or B. 375
Coduras, A. 62, 64, 66, 78
cognitive entrepreneurship education, definition of 90
cognitive theory 91–2
Cohen, B.S. 386
Colby, R. 144
cOMPETENCY, definition of 129–30
competency structures 136–41
competency-based education (CBE) in entrepreneurship (and) 127–47
 benefits of discipline based approach 143–4
 challenges 144
discipline approach step 1: developing a common language (and) 136–42
competency structure 136–41
curriculum mapping and its four levels 141–2
Delphi method 140
discipline approach step 2: using data and technology 142–3
entrepreneurship education and models 131–6
knowledge, skills, abilities, other characteristics (KSAOs) 128
post-secondary 128–31 see also definitions
primary arguments for application of CBE to entrepreneurship education 134–6
references for 145–7
Confucius 295
Conger, J.A. 130
Consensual Assessment Technique (CAT) 46–9 see also Amabile, T.M.
convergent cognitive behavior 27
Cope, J. 88, 91, 98, 100, 201, 213
Corbett, A.C. 83, 98, 99, 100, 201
Costa, S.F. 85, 88
counterfactual argumentation 122
Craig, J.B. 286–7, 288, 294
Creative Assessment Technique (CAT) 29, 46–7, 48–9 see also Amabile, T.M.
creative individual (Gardner), definition of 32
creative teaching 35–6
creative work (Gardner), definition of 32
creativity (and)
componential theory of (Amabile) 44
humor 53–4
its role in solving problems 50–51
Torrance Test of 39
creativity and entrepreneurship educators: understanding and teaching (and) 26–59
conclusions 54–5
creativity as an aptitude 28–9
divergent and convergent thinking 27–8
experiencing creativity and entrepreneurship, importance of 29–31
overcoming myths and misperceptions (by) 31–54 see also exercises (for)
creative freedom 41–4
forcing traditional grading 46–9
lack of practice, practice, practice 35–7
not encouraging ownership of ideas 44–6
not honoring questioning process 34–5
providing examples 37–9
relying on demonstration 40–41
requiring success 49–52
starting too big 32–4
watching the clock 52–4
references for 56–9
CUNY’s STEM Virtual Enterprise program 401–04
components 401–2
experiential learning pedagogy; 401–2
social network 402
virtual economy 402
courses 402–3
and getting started with STEM VE 403
references for 404
customer development 120, 123
Czikscentmihalyi, M. 29, 163
Dahles, H. 309
Dascalu, M.I. 296, 298
DaSilva, C. 120
Davidsson, P. 310, 311
Davies, P.T. 87
Davis, H.J. 294
Davis, J.H. 293, 294
Dees, G. 305
Deliberate Opportunity Design (and) 176–99
the enabling competency imperative 194–6
enabling competencies model for Deliberate Opportunity Design 195–6
helping students make the leap 194–5
importance of critique and assessment phases of 192–4
Index 423

connecting dots between key opportunity design goals like MVP 194
enabling learners to assess value-creating potential of opportunities 192–4
introduction and ‘new frontiers’ in fostering entrepreneurship 176–80
learning process 188–91
connecting dots between key processes 189–91
double loop learning and notion of productive reasoning 188–9
model-based learning for entrepreneurship (and) 180–83
the Deliberate Opportunity Design Learning Model 181–3
first fundamental building block 180–81
from science education to entrepreneurship education 181
references for 198–9
summary 196–7
treating learning models as prototypes of opportunities (and) 183–8
idea model and notion of early-stage opportunity prototyping 184–6
reducing debate and connecting dots between key prototypes 187–8
second fundamental building block: prototypes of the entire opportunity 183–4
Delmar, F. 310
Delphi method 140
DeMartino, R. 88
design thinking 122
Dess, G.G. 292
DeTienne, D.R. 313
Dickson, P.H. 136
Dimov, D. 30, 311
Dingman Center for Entrepreneurship (and) 352–61
AdVENTURE Challenge: China 357
campus landscape and programming 355–6
contributors to entrepreneurship research/publications 359–60
Agarwal, R. 360
Dingman, M.D. 360
Gupta, A.K. 360
Lamone, R.P. 360
Smith Entrepreneurship Research Conference (SERC) 359
Dingman Center Angels (DCA) 354–5
Fearless Founders (Idea Shell, Hatch and Terp Startup stages) 356–7
the future 360–61
report: A Connected Community of Remarkable Entrepreneurs (Fine, E.) 355
student competitions and seed funding 357–9
Cupid’s Cup 358
Innovation and Entrepreneurship minor 358–9
Pitch Dingman 357–8
social entrepreneurship 358
student fellowship programs: Hisaoka and Kathryn Stewart 355
divergent thinking 50
Dodds, R.A. 42
Doderstadt, J.61
Donaldson, L. 293
Donsky, P. 250
Doran, M. 393
Dorf, B. 112, 177, 178
Drucker, P. 87
Drucker, P.F. 30, 201
Dubois, D.D. 130
DuBrin, A. 292
Duening, T.N. 374, 406
Duffy, T.M. 30
Duval-Couetil. N. 135, 136, 195
Dyer, J. 116
Dyer, W.G. 292
Edelman, L.F. 89
Edstrom, M. 393
Edwards, C. 195
Einstein, A. 32
Eisenmann, T. 121
Engel, J.S. 3–8
Ennis, M.R. 129
Enright, M. 307
Ensley, M.D. 85, 92
entrepreneurial cognition (and) 84–7
entrepreneurial expertise 85–6
heuristic-based logic 84–5
perceptual processes 85
entrepreneurial consulting courses 393–7
and conclusion 397
course materials and format for 395–6
course overview for 394–5
introduction to 393–4
and outcomes 396–7
references for 397
entrepreneurial ecosystems and entrepreneurship education 305–22 see also entrepreneurial ecosystems and entrepreneurship education
conclusion 317–18
fostering an entrepreneurial society 312–16
references for 318–22
entrepreneurial ecosystems 305–10
and bridging assets 308
definition of 308
research in 309
entrepreneurial identity project (EIP) at UCCS (and) 405–9
classroom interventions and student responses 407–8
distinction between identification and internalization 405–6
entrepreneurial identity 406
references for 408–9
entrepreneurs in action see an authentic learning experience
Entrepreneurs in Action! (EIA) project 247, 248, 249, 251, 253 see also models
entrepreneurship, definition of 247
entrepreneurship education (and) 60–82, 306, 310, 312–16
conclusions and implications 75–77
defining entrepreneurship:
implications for pedagogy 62–3
entrepreneurial intentions and actions 63–5
future research 78–9
as heutagogical 311–12
limitations 79–80
methodology 65–70 see also surveys
control variables 69–70
dependent variables 67–8
description of participants 67
independent variables 68–9
proposed hypotheses 65
references for 80–82
relevance of 60–62
results 70–75
entrepreneurship education and training (EET) 62–5, 76
mandatory 78
Entrepreneurship Empowerment (South Africa) 172
Ericsson, K.A. 85
Ervin, L. 141
exercises for overcoming myths and perceptions by creative freedom: hatching eggs 43–4
lack of practice: ‘what do you see?’ 36–7
not encouraging ownership of ideas: word hack 44–6
not honoring questioning process 35
providing examples: ‘what if?’ 39
relying on demonstration: ‘I spy’ 40–41
requiring success: pivot proof 51–2
starting too big: ‘frame it report’ 33–4
three stars 47–9
watching the clock: video PSA 53–4
experiential entrepreneurship education, principles/practices of delivering 226–45
experiential learning 4, 22, 84, 89, 97, 148, 203–4, 206, 208, 218–19, 230, 236, 267, 287, 295, 313, 352, 364, 368, 377–8, 381 see also Kolb, D.A.
experiential learning for cognitive entrepreneurship education 98–102
Index 425

experiential learning portfolio and entrepreneurship education (and)
161–75
building a balanced mix of activities/ experiences 168–72
campus-based 170–71
community-based 171–2
international 172
within or tied to a course 168–70
conclusions 174
defining ‘an experience’ 162–3
experience portfolio concept 166–8
experiences and students’ learning styles 163–6 see also Kolb, A.
and Kolb, D.A.
format of an experiential portfolio: physical folder and e-portfolio
172–4
references for 174–5

FACETS (focus, advantage, creativity, ego, team, social) entrepreneur indicator 209–10 see also Bolton and Thompson initials
Fairlie, R.W. 118, 311
Fayolle, A. 46, 83, 87, 89, 90, 92, 98, 310, 311
Feld, B. 306
Fenwick, T.J. 100
Fetters, M. 314, 315
Fiet, J.O. 61
Flawless Consulting 395
Florida, R. 313
Fogel, S. 389
Fogg, C.D. 130
Fool’s Gold? The Truth behind Angel Investing in America 386
Foote, N.N. 405
Forbes, D.P. 84
Ford, C.M. 49
Ford, N. 34, 35
Four Actions analysis 122
The Four Steps to the Epiphany 110, 111, 112, 116, 122
Franke, N. 63, 88
Freed, J.E. 296
Frese, M. 87, 89
Freud, S. 32

Fromm, J. 410
Fulmer, R.M. 130
Furr, N. 116
Gabrielsson, J. 100
Gaglio, C.M. 85
Gailly, B. 87, 89, 98
Gaijssmaier, W. 84
Galbraith, J.R. 289
Gallagher, S.A. 299
Galloway, L. 63
games for the entrepreneurship classroom 381–4
the marble game: benefits and how to play 383–4
market feedback, speed dating style: how to play, benefits and results 382–3
persona ideation and three ideas: how to play and results 381–2
Gangani, N. 130, 136
Gardner, H. 32
Gartner, W.B. 83, 91
Gavetti, G. 100, 373
Gay, E.F. 149
Gelder, M. van; Kautonen, T. and Fink, M. 319
Gelernter, D. 27, 28, 42
generations
baby boomers 76, 256, 373
Generation X 76
Millenials 40, 76, 256, 373, 383
Gentry, J. 295
Gentry, R. 290
George, G. 178
Getzels, J.W. 29
De Geus, A. 375
Gibb, A. 60
Gielnik, M.M. 87
Gigerenzer, G. 84
Gilbert, D. 202, 213
Gilovich, T. 84
Glaser, R. 83
Global Consortium of Entrepreneurship Center: Annual Conference (2015) 134
Global Entrepreneurship Monitor (GEM)
database 62
methodology 66
Goel, S. 292
Goffman, E. 33
Goldsby, M. 178
Gomez-Mejia, L.R. 294
Goodin, T.L. 246, 247, 249, 266, 268–9
Goodman, J.S. 102
Gordon, I. 339
Gordon, I.R. 307
Gorman, G. 136
Grant, A.M. 389
Gray, D.O. 311
Green, T. 298, 299
Greene, P.G. 61, 87, 88, 90, 98, 179, 181, 191, 311
Grégoire, D.A. 85, 88, 90, 92
Grichnik, D. 178
Grilo, I. 69
Gupta, V. 292
Habbershon, T.G. 315
Hais, M.D. 256
Hamel, G. 113
Hamermesh, R. 120
Handler, W. 292
Hansen, D. 184
Hart, S. 292
*Harvard Business Review* 113, 114
Hase, S. 311
Hattie, J. 296
Haynie, J.M. 406
He, Y. et al 50
Hechavarria, D.M. 309
Hellerstedt, K. 313
Hennessey, B.A. 47
Hermann-Nehdi, A. 208
Hill, R.C. 34
Hmiesleski, K.M. 83
Hodgetts, R.M. 55
Hogg, M.A. 406
Hokanson, B. 47
Holmgren, C. 313
Honey, P. 211
Honig, B. 168, 306, 309, 312, 313
Hoover, J.D. 295
Hornsby, J.S. 292
Huba, M.E. 296
Hudson, M. 385
Hwang, H. 69
ideation 122, 170, 184, 187, 193, 375–6, 381, 401
ideational fluency/efficacy 36, 41
identity theory 374–5
Industrial and Organizational Psychology, Society of (SIOP) 129
Ingram, A. 309
Insel, P.M. 307
integrating A­GES framework into a family business course see A­GES framework references for 301–4
Isenberg, D.J. 305, 306, 309, 312
Jack, S.L. 87, 88
Jackendoff, R. 55
Jarillo, C. 215
Johansen, B. 376
Johnson, M. 42
Jones, C. 178
Jones, M. 139, 141
Jung, C. 381
Kador, J. 386
Kahle, L.R. 48
Kahneman, D. 84, 293
Kaplan, R.S. 290
Katz, J.A. 85
Kaufman, J.C. 29, 32
Keller, J.R. 393
Kelley, D. 177
Kennedy, J. 306, 310, 312, 313
Kenworthy, T.P. 30
Kenyon, C. 311
Keuschnigg, C. 309
Khanin, D. 393
Kirzner, I.M. 85
Klimoski, R.J. 61
knowledge spillovers from universities, research on (Hellerstedt *et al*, 2014) 313
Koestler, A. 45, 53
and link between creativity and humor 53–4
Kolb, A. 98, 100, 163, 165, 166, 168
Kolb, D.A. 98, 100, 161, 163, 165, 168, 221, 385
cycle of observing, thinking, doing and feeling (with A. Kolb) 166
experiential learning model 99, 102
learning cycle 164
Learning Style Inventory 19
Korkeamäki, R.L. 298
Krueger, N.F. 63, 98, 100, 287–8, 295
Krueger, N.F., Jr. 63
Kuhn, T. 405
Kuratko, D. 144
Kuratko, D.F. 55, 60, 83, 87, 88, 89, 90, 292
Kwon, S.W. 64, 78
Kyrö, P. 61, 88
Lackéus, M. 179, 195
Ladendorf, M. 393
Lakoff, G. 42
Lancaster University 334–42
awards and recognition 338–9
curriculum 335–7
Ph.D. program 337
postgraduate studies 336–7
undergraduate studies 335–6
engagement activity and programs
for SME 339–41
Berkeley Innovation Forum (BIF) 340
entrepreneurs-in-residence (EiR) 339
Lancashire and Cumbria Growth 340
Regional Growth Fund – Wave 2
growth hub program 340–41
history of entrepreneurship provision 334
LEAD program 341
research within DESI 337–8
Landau, B. 55
Landstrom, H. 87, 310
Lange, J.E. 178
Latin America 76, 77
and (LATAM) region 60, 66, 78 see also entrepreneurship education
LeanCanvas (Ash Maurya, 2012) 122–3
Lean Startup (and) 109–26
the Business Model Canvas 120–23
components: Customer Development; Lean Startup and Business Model Canvas 110
conclusion 123–5
customer development process 111–15, 123 see also Blank, S.
‘Lean Startup’ label and story 115–20, 123 see also Blank, S. and Ries, E.
minimum viable product (MVP) 115
National Science Foundation Innovation Corps (iCorps) curriculum 109
principles 118–19
references for 125–6
learning action 207
approaches underpinning BAED 204
and modular learning outcomes 207
pathways and outcomes 207–8
self-directed (heutagogy) 311–12
self-directed and reflexivity 203–4
work based (WBL) 202
Lee, N.J. 207
Lepsinger, R. 130
Levenhagen, M. 34
Levie, J. 64, 67, 78, 309, 310
Levinthal, D. 100
Liebenstein, H. 309, 313
Lieberman, M. 316
Liñan, F. 306, 312
Lucia, A.D. 130
Lumpkin, G.T. 292, 293, 294
Lüthje, C. 63, 88
McCann, P. 307
McClelland, D. 127, 129
McGee, J.E. 391
McGee, S. 299
McGrath, R. 113
MacIntyre, A. 406
Macko, A. 221
MacMillan, I. 113
McMullen, J.S. 30
McMullen, W.E. 30
Magretta, J. 121
Mahmud, A. 100
Maister, D.H. 395
Malerba, F. 307
Mann, K. 130
Manyika, J. 393
Maritz, A. 311, 312
Markusen, A. 307
Marshall, A. 307, 312
Martin, B.C. 311
Martin, R. 307
Marton, F. 296, 298
Maskell, P. 307
Mason, C. 305, 308, 314, 317
Mason, G. 307
Matlay, H. 311
Matthews, J. 307
Maurya, A. 122, 176
Mead, M. 309
Mercier, H. 208
Mesquita, L.E. 307
Metzger, M.L. 374
Metzger, M.M. 406
Michalko, M. 29
Milbrandt, J. 299
Miles, R. 292
Millar, G.W. 27

**Millennial Momentum: How a New Generation is Re-making America**

256
Miller, B.K. 307
Miller, D. 292
Miller, R. 247
Millgram, S. 40
minimum viable product (MVP (Ries)), definition of 119
minimum viable products (MVPs) 5, 109, 115, 116, 119, 120, 180, 194, 376, 378, 390 see also definitions
Mintzberg, H. 292
Mitchell, R.K. 29, 30, 33, 43, 52, 84, 85–86, 91, 102
models (of)
4-C model of creativity (Kaufman and Beghetto) 32–3
binomial logistic regression 70, 72–5
competency 129–31, 138–42
competency-based education (CBE) 128–9, 131, 135, 136
Deliberate Opportunity Design Learning 179, 181–3, 184, 187, 188
double loop learning 188–9
enabling competencies 195–6
entrepreneurial intention 64
Entrepreneurs in Action! 247, 248, 249, 251, 253, 264
experiential learning (Kolb) 98–100
four-stage creative process (Wallas) 41
Idea 184–5
instructional model for facilitating suprarational thinking (Torrance) 35
lean startup 179
single loop learning 188–9
stage creative process (Wallas) 41
Supporting Emerging Enterprise (SEE) 274–85 see also subject entry
Wheelhouse Assessment 374–5
Montoro-Sánchez, A. 308
Moore, J.F. 307
Moore, K. 131, 136, 144
Moore, K. 136, 144
Moos, R.H. 307
Morland, L. 200
Morris, M. 178, 179, 191, 195, 266
Morris, M.H. 30, 51, 87, 88, 89, 90, 98, 131, 144, 166, 286, 317
Mortiboys, A. 211
multi-national analysis of mandatory/voluntary entrepreneurial training see entrepreneurship education
Mumford, A. 211
Nakatsu, R. 163
nanocourses and ‘Nanodegree’ 143
Naudé, W.A. 66
necessity-based entrepreneurs (Reynolds et al), definition of 60
Neck, H. 61, 179, 181, 191
Neck, H.M. 13–16, 87, 88, 89, 90, 98, 161, 201, 202
Nelson, N. 405
new venture creation as a learning agenda (and) 200–225 see also venture creation programme (VCP) appendix 224–5
BAED reflections 200–201
conclusions and reflections 218–21
entrepreneurship education: WPLs and VCPs 201–2
locating the BAED 202–9
as a learning experience 202–6
in terms of guiding philosophy and content 207–9
managing the BAED 209–13
within the institutional context 213–18
learning processes and outcomes 211–13
recruitment and selection 209–11
see also FACETS
references for 221–3
Ng, C.K.F. 221
Nielsen, S.B. 309
North, D.C. 309
Norton, D.P. 290
Norton, R.E. 139
Novak, J.D. 33
O’Brien, J. 102
Oosterbeck, H. 61, 64, 310
Osborn, A.F. 41, 42 see also brainstorming
Osterwalder, A. 110, 120, 121, 122, 123, 176, 178, 311
Ouchi, W.G. 290
Paço, A. 310
Palich, L.E. 91
Palmgren­Neuvonen, L. 298
Pankaj, C.P. 61
Parkes, K.A. 173
perspectives on teaching entrepreneurship (and) 3–25 see also Engel, J.S.; Neck, H.M.; Rossi, B.; Schindehutte, M. and Smilor, R.
challenges of the next decade 6–8
five key lessons 16–19
address all learning styles 19
create truly different learning environment 17
instill entrepreneurial attitude 17–18
promote ‘yes, and’ behavior 18–19
require active involvement and engagement 18
historical 4–6
the 1980s 4
the 1990s 5
2010 onward 5–6
turn of century and a new reality 5
lessons for being 9–13
adventurous 10–11
authentic 12–13
inquisitive 11–12
inspired 9
relevant 10
lessons from/open letter to former students 13–16
references for 24–5
responsibility 20–21
teaching objective 23
teaching philosophy 23–4
teaching style 20–23
compelling presentations in classroom 22–3
deliberate practice 21–2
enthusiasm 22
risk­taking 22
story­telling 21
teach frameworks 21
Peterman, N.E. 306, 310, 312, 313
Picasso, P. 32
Pieper, T.M. 286, 292
Pigneur, Y. 110, 120, 121, 122, 123, 311
Piperopoulos, P. 311
Piteli, C.N. 307
Pitsa, E.M. 307
Pittaway, L. 88, 98, 100, 135, 195, 201
planned behaviour theory (Ajzen) 63
Plucker, J.A. 29, 32, 33, 50, 51
Politis, D. 88, 100
Porter, M.E. 307
Posner, P.L. 218
Potvin, P. 295
Powell, W.W. 69
Poza, E. 291
Prahalad, C. 113
‘Premises and Practices of Discussion Teaching’ (Christensen, 1991) 153
problem­based learning (PBL) 246–7, 249–50, 253–4
Psychological Extracts 54
Puryear, J.S. 44, 47
Qualman, E. 414
Rae, D. 202, 311
Ramsey, C. 211
Raposo, M.L.B. 310
Michael H. Morris and Eric Liguori - 9781784719166
Downloaded from Elgar Online at 03/29/2019 01:58:30PM via free access
student angel investing fund (AACE) (and) 385–8
best practices 387–8
the course 386
funding 386–7
history of program 385
partnership 387
references for 388
students’ learning styles 163–5, 167–8
studies (of)
  business planning students (von Graevenitz et al, 2010) 64
impact of entrepreneurship education in mandatory course (Oosterbeek et al, 2010) 64
Sull, D. 113
Sunley, P. 307
Supporting Emerging Enterprise (SEE) model (and) 274–85
conclusions 284
layer 1: the entrepreneurial core 277–8
layer 2: internal operations and resources 279–81
layer 3: external relationships and activities 281–3
learning, focus and growth outputs 275–6
seven ‘maps’ 276–7
Susskind, L. 218
SWOT analysis 122
Syracuse University (and) 362–9
  commitment to military veterans 366–8
cross-campus efforts 368–9
entrepreneurship and emerging enterprises (EEE) program 363–6
final thoughts 369
Falcone Center for Entrepreneurship 363–4, 365–6, 369

Tahvanainen, A. 375
Tan, S.S. 221
Tang, J. 85
Teckchandani, A. 393
teaching entrepreneurial foresight 373–6
and stretching your cognitive proximity (by) 373–6
anticipating needs of future user 375
framing your exploration 374–5
see also models
mobilizing to get there early 375–6
references for 376
teaching entrepreneurial sales skills: a co-curricular approach 389–92
establishment of SOLD (and its) 389–92
design and structure 389
modules 390–91
implementation and outcomes 391–2
references for 392
teaching entrepreneurship: perspectives of five master educators see perspectives on teaching entrepreneurship
teaching lean see value creation in the classroom
Thaler, R. 293
thinking
left- and right-brain 208–9
whole-brain 208
Thompson, J. 210
Thompson, J.L. 215–16, 200, 220
Thurik, R. 69
Timmons, J.A. 131
Timperley, H. 296
Torrance, E.P. 27, 29, 35–6
Test of Creativity (TTC) 36, 39
Troudt, E.E. 402
Trkman, P. 120
The Trusted Advisor 395
Turner, J.C. 406
Tversky, A. 84, 293
Tyebjee, T.T. 313
Tyszka, T. 221
Udacity 143
Uhl, N.P. 140
United States (US)
  Civil Rights Act 257
demographic changes in 257
universities - their role in fostering ecosystem development see entrepreneurial ecosystems and entrepreneurial education

university collaboration: New Jersey state business model competition (and) 398–400
judges, selection of 400
participating institutions 399
U Pitch NJ project 398–400

University of Colorado Springs (UCCS) see entrepreneurial identity project (EIP) at UCCS

university entrepreneurship programs see Baylor University; Lancaster University; Syracuse University; University of Maryland and University of Southern California (USC)

University of Maryland 352–61
background to/history of 352
campus landscape and programming 355
Dingman Center for Entrepreneurship 352–61 see also subject entry
and leveraging the region 354–5

University of Southern California (USC) 325–33
brief history of 325–6
conclusion 332–3
entrepreneurial culture and ecosystem at 326–7
and Lloyd Greif Center see USC: Lloyd Greif Center 326, 327–32

USC: Lloyd Greif Center for entrepreneurial studies 326, 327–32
community outreach 331–2
Angel and Venture Capital Communities 332
Network for Teaching Entrepreneurship (NFTE) 331–2
NFS I-Corps Regional Node Grant 332
curriculum 328–30
graduate degrees and concentrations 329
thought leadership 329–30
undergraduate minors and concentrations 328
venture incubation and support 330–31
Blackstone Launchpad Accelerator 330
USC Incubator 330
venture competitions 330–31
using the SEE model in entrepreneurship consulting
courses/programs see SEE model

Valiant, L. 376
value creation as central to entrepreneurship 26
value creation in the classroom (and) 377–80
continuous deployment and pivoting 377
the course (and/or the) 378–
assessment and guidelines 379–80
experience 378–9
lack of structure 378

Valiant, L. 376
value creation as central to entrepreneurship 26
value creation in the classroom (and) 377–80
continuous deployment and pivoting 377
the course (and/or the) 378–
assessment and guidelines 379–80
experience 378–9
lack of structure 378

course outcomes 380
Van Auken, S. 61
van Gelderen, M. 311
Van Slyke, J. 112
Varga, A. 60
Venkataraman, S. 60, 97, 237, 365
Verrill, D. 385
venture creation programme (VCP) 202, 203, 213, 216, 219, 220, 237, 365

Vincent, P.H. 27, 29
Vincett, P.S. 317
von Graevenitz, G. 64
Voorhees, R.A. 128–9, 140

Wallas, G. 41–2, 43 see also models
Wang, C.K. and Wong, P.K. 88
Warwick, K. 317
weighing in see Lean Startup
Welling, H. 33
Wenger, E. 298
Wessner, C.W. 305
What Every Angel Investor Wants You to Know 386
White, R. 46, 134
White, R.J. 131, 136, 144
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiting, B.G.</td>
<td>30</td>
</tr>
<tr>
<td>Wilmoth, D.</td>
<td>76</td>
</tr>
<tr>
<td>Wilson, F.</td>
<td>310</td>
</tr>
<tr>
<td>Wing Yan Man, T.</td>
<td>131, 144</td>
</tr>
<tr>
<td>Winkler, C.</td>
<td>402, 403</td>
</tr>
<tr>
<td>Winograd, M.</td>
<td>256</td>
</tr>
<tr>
<td>Winter, A.</td>
<td>312</td>
</tr>
<tr>
<td>Wolfe, D.E.</td>
<td>295</td>
</tr>
<tr>
<td>Woodier-Harris, N.</td>
<td>202</td>
</tr>
<tr>
<td>Wozniak, N.M.C.</td>
<td>173</td>
</tr>
<tr>
<td>Wu, L.</td>
<td>77</td>
</tr>
<tr>
<td>Wu, S.</td>
<td>77</td>
</tr>
<tr>
<td>Wycoff, J.</td>
<td>29</td>
</tr>
<tr>
<td>Zahra, S.A.</td>
<td>30, 289</td>
</tr>
<tr>
<td>Zappe, S.</td>
<td>298</td>
</tr>
<tr>
<td>Zhao, H.</td>
<td>63</td>
</tr>
<tr>
<td>Zimbardo, P.G.</td>
<td>296</td>
</tr>
</tbody>
</table>