

Index

- Acs, A. 60
Ács, 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
 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

- Bagby, D.R. 91
 Bandura, A. 63
 Barbato, R. 88
 Barbera, E. 299
 Barney, J.B. 84
 Baron, R.A. 85, 92
 Baumol, W.J. 309
 Baylor University: entrepreneurship through innovative programming 343–51
 conclusion 351
 co-curricular programmes 349–50
 Baugh Center for Entrepreneurship and Free Enterprise 349–50
 Baylor Angel Network (BAN) 349
 Entrepreneurship Living–Learning Center 349
 Institute for Family Business 350
 LAUNCH 350
 New Venture Competition 350
 TrepExpo 350
 curricular programs 347–8
 Accelerated Ventures 347
 Baylor Angel Network (BAN) Analyst Program 347
 McLane Teammates Scholar Program 348
 Quantum Leap 347
 Technology Entrepreneurship Initiative (TEI) 348
 Venture Fellows 348
 curriculum – Opportunity to Action 345–6
 graduate entrepreneurship 346
 undergraduate entrepreneurship 346
 educational objectives of 343–4
 global curricular entrepreneurship programs 348–9
 Baylor 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
 Beaty, R.E. 38
 Béchard, J.-P. 88, 90
 Beghetto, R.A. 29, 32
 Benner, M. 87
 Bernardes, 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
 brainstorming 38, 42–3, 122, 398
 Bramante, F. 144
 Brandstätter, H. 91
 Branson, 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. 286
 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
- Czikszentmihalyi, 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

- 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
 effectuation 86–7
 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, 331, 352, 364,
 368, 377–8, 381 *see also* Kolb,
 D.A.
 experiential learning for cognitive
 entrepreneurship education
 98–102

- 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
 Gaissmaier, 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
 Gelderen, M. van; Kautonen, T. *and*
 Fink, M. 319
 Gelernter, D. 27, 28, 42
 generations
 baby boomers 76, 256, 373
 Generation X 76
 Millennials 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, 89, 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
 Hamidi, D. 64
 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
 Hmieleski, 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 A-GES framework into a
 family business course *see* A-GES
 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) 115 119
 - 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-determined (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.F. 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, Á. 308
 Moore, J.F. 307
 Moore, K. 131, 136, 144
 Moores, K. 286–7, 288, 294
 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
- Palmgren-Neuvonen, 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
 - risk-taking 22
 - story-telling 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
- Pitelis, 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
- problem-based 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

- Rasmussen, E.A. 89, 98
 Read, S. 202
 Research Excellence Frameworks (REFs) 214
 Reynolds, P.D. 60, 62–3, 67, 70, 312
 Rice, M. 315
 Rideout, E.C. 311
 minimum viable product (MVP) 194
 Ries, E. 110, 115–20, 122, 123, 176, 178, 189, 194, 311 *see also* Lean Startup
 Robinson, F. 116
 Romero-Martinez, A.M. 308
 Rossi, B. 20–24
 Rosso, B.D. 52
 Rosted, J. 307
 Rowe, M. 390
 and the two dollar game 390
 Rowley, J. 195
 Royce, W. 116
- Sääljö, R. 296, 298
 Sabel, C.F. 307
 Sadler-Smith, E. 41, 42
 Salvato, C. 299
 Sánchez, J.C. 310, 313
 Sandberg, J. 130
 Santos, S.C. 85
 Sarasvathy, S. 86, 97, 365
 Sarasvathy, S.D. 91
 Savery, J.R. 30
 Sawyer, R.K. 28, 41
 Saxenian, A. 307, 313
 Schindehutte, M. 9–13, 178
 Schratz, M. 130
 Schulman, S.A. 403
 Scott, J.M. 203, 214
 SEE *see* Supporting Emerging Enterprise (SEE) model
 sensemaking 49–50
 Sexton, D.L. 310
 Shane, S. 60, 74
 Shane, S.A. 60, 317, 386
 Shanker, M.C. 286
 Shapira, Z. 293
 Shepherd, D.A. 30, 89, 98, 168
 Shin, N. 299
 Shippmann, J. 129–30
 Shute, V.J. 296
 Siegel, D. 317
- Silverstone, Y. 393
 Silvia, P.J. 38
 Simon, M. 90
 Singer, S. 61
 situated cognition (and) 250–51
 in action: Jasper Woodbury Series 250
 ‘anchored instruction’ 250
 Entrepreneurs in Action! program 251
 Siwan, S. 195
 Slavich, G.M. 296
 Smilor, R. 16–19
 Smith, S.M. 28, 42
 Smith, T. 272
 Snow, C.C. 292
 social cognitive theory (SCT) and influence on self-efficacy 63
 social media (and) 414–17
 development of Integrated Social Media Strategy (ISMS) 415
 looking forward 417
 phase 1: birth of entrepreneurship and early social media 414
 phase 2: expansion of social media (2012) 415
 phase 3: total social media immersion: 2015 Hatch™ 415
 phase 4: examples of student success 416–17
 ESHP 2040 Introduction to Entrepreneurship 416
 ESHP 3040 Entrepreneurial Creativity 416
 ESHP 3140 The Sell 416
 ESHP 3240 The Prelaunch 416–17
 references for 417
 Sophocles 295
 Sorenson, R. 299
 Sørheim, R. 89, 98
 Spilling, O.R. 306
 Spinelli, S. 131
 Stamp, J.A. 36, 45
 Staw, B.M. 294
 Sternberg, R.J. 28, 31
 Stevenson, H. 112, 215
 story telling 21, 122, 375
 Stough, R. 60
 strategy texts 215–16

- 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 Graevnitz *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
- survey: Adult Population Survey (Global Entrepreneurship Monitor consortium, 2008) 65–6
- 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
- Troutd, 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
 - continous deployment and pivoting 377
 - the course (and/and 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

- Whiting, B.G. 30
Wilmoth, D. 76
Wilson, F. 310
Wing Yan Man, T. 131, 144
Winkler, C. 402, 403
Winograd, M. 256
Winter, A. 312
Wolfe, D.E. 295
Woodier-Harris, N. 202
Wozniak, N.M.C. 173
Wu, L. 77
Wu, S. 77
Wycoff, J. 29
Zahra, S.A. 30, 289
Zappe, S. 298
Zhao, H. 63
Zimbardo, P.G. 296