

ADEPTT

Training guide

Entrepreneurial Education

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This project, focusing on the entrepreneurial education learning needs of teachers, presents a training guide for teacher trainers with the goal of fostering entrepreneurial education. It presents a - easy to adapt- training programme and methodology, identified, tested and approved by the "Acknowledging and Developing Entrepreneurial Practice in Teacher Training" (ADEPTT) project partners.

The overall objective of the training course is forcing the participants into critical introspection by letting them experience firsthand what being entrepreneurial means. The course provides only a starting point to offer existing curricula in a fresh way, together with partners.

The two-days training course (specified) objectives are:

- Teachers work out a new (educational) product or service, ready to use 'next week'
- Teachers learn how to validate the project or new learning environment
- Teachers persuade different partners to facilitate the learning process of the students
- Teachers can define the mutual benefits of the entrepreneurial activity (win-win), both for the entrepreneur as education
- Teachers learn how to use and translate the entrepreneurial vocabulary
- Teachers recognize and appreciate entrepreneurial *behaviour* and know how to '*leverage*'

The training takes two days, but can be extended (optional). The program of day 1 and 2 looks like:

Program day 1

14:00) Introduction

- Worksheet 1: Introducing entrepreneurial thinking and teaching
- Explanation: Community engagement, Reflective practice, Creativity and Learning environments

14:30) Counterbalancing the status quo

- Exercise 1: Counterbalancing the status quo
- Worksheet 2: 'The reason why?'
- Explanation: We use the input for the *homework exercise 1* to formulate a reason why and start with effectuation. What is it? How does it work? Why do we use it? What is in it for me?

15:45) Explanation effectuation principles and lean startups:

- Exercise 2: Strange people entrepreneurs! What can teachers learn from entrepreneurs?
- Explanation Causal thinking versus effectual reasoning

16:30) Plotting a effectuation canvas

- Worksheet 3: "Effectuation canvas"
- Explanation How to work with a effectuation canvas model in a educational environment and realizing win-win situations

16:30) Practicing with the effectuation canvas

Teachers start analysing their own teaching situation. Teachers work out the principles of effectuation and apply these on their own practice. Less 'causal thinking' and more 'effectual thinking'. Teacher develop ideas with colleagues for new educational products based on a win-win situation.

17:15) Explanation homework exercise

- Validating the effectuation canvas

17:30) End

Program day 2

Validating and anchoring

14:00) Start, wrap up and discussing the developed canvas models of day 1

14:30) Getting started with a new example

Bird in a hand

Affordable loss

Crazy quilt

See lemons, make lemonade

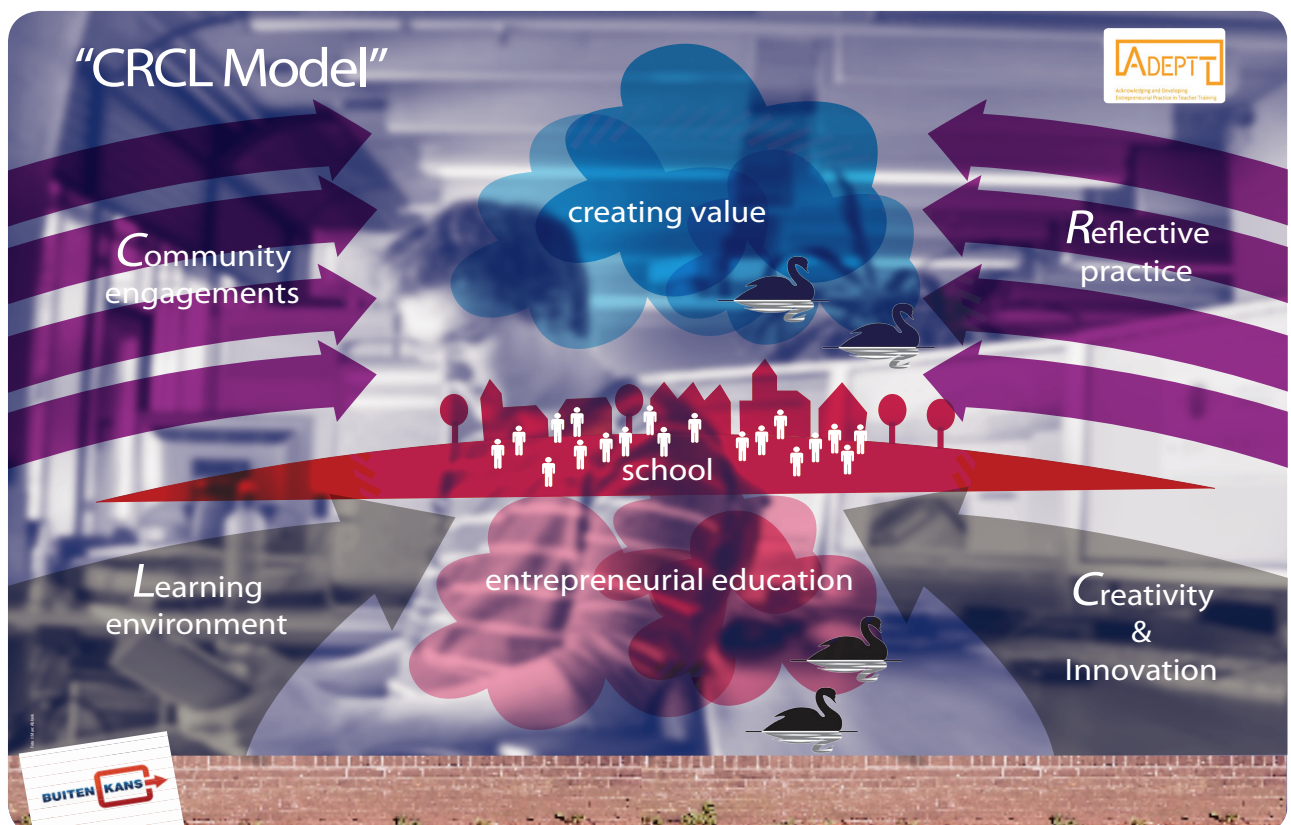
Pilot in the plane

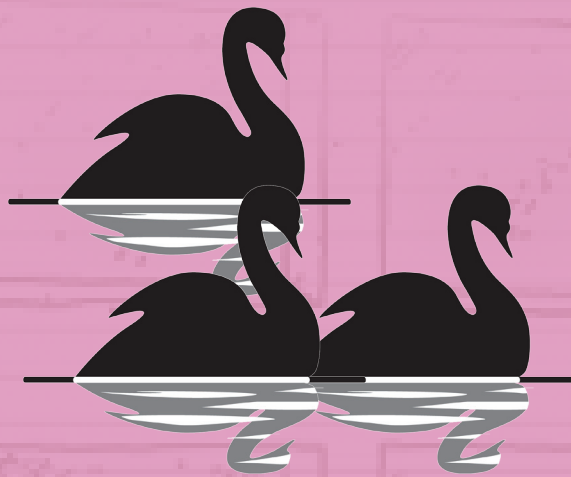
15:00) Exercise 3: How to deal with a value proposition? Changing entrepreneurial *behaviour*

15:30) Exercise 4: Find your *superpromotor* and find *connected beliefs*

16:30) Pitch your plan and feedback

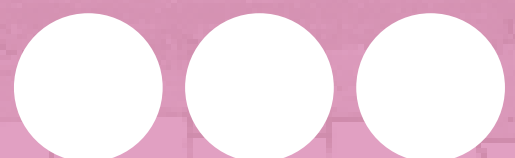
17:30) End





Restrictions and Requirements:

1. Entrepreneurial teachers are everywhere, but sometimes they need to be found or discovered in the school organisation.
2. The purpose of the training is not aimed to let teachers 'become' an entrepreneur. But if energy flows, exiting new paths will sometimes follow
3. Entrepreneurial teachers are part of a 'human institution' designed to create new products and services under conditions of uncertainty. Management commitment is extremely important.
4. The starting point of the training is to elaborate existing entrepreneurial activities (bird in a hand) by the teachers participating
5. Entrepreneurial project exist not only just to create things, serve customers and have value in it. They exist also to learn how to become sustainable. This learning is part of a validating proces, like a frequent experiment to test each element of 'the reason why', is very important.
6. Entrepreneurial teaching requires good management. Failure is part of the proces but can be a costly waste of time, skill of its people and commitment. So in the training course the principles of effectuation and the canvas model are used
7. The training course is not a theoretical simulation. Teacher have to come up with a concrete and validated educational arrangement





Explanation of the effectuation principles:

- Causal thinking and/or effectual reasoning
- Effectuation in action! Is it doable? Is it worth doing?
Can I do it? Do I want to do it and why do I want to do it?



The '**Bird in the hand**' principle) The bird-in-hand principle does two things: (1) It tells you that you need not wait for the blockbuster idea or the multibillion dollar opportunity to come your way. You can begin with a simple problem for which you see an implementable solution—or even something that you simply believe would be fun to attempt—and go for it; and (2) it also tells you not to run after all kinds of imagined “fantastic” opportunities

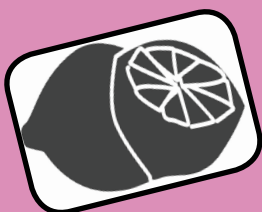
The '**Affordable loss**' principle) Evaluate opportunities based on whether the downside is acceptable, rather than on the attractiveness of the predicted upside. To calculate affordable loss, all we need to know is our current situation (time, means, skills and passion) and a psychological estimate of our commitment in terms of accepting the worst case scenario.

The '**Crazy quilt**' principle) Form partnerships with people and organizations willing to make a real commitment to jointly creating the future —product, firm, market—with you. Don't worry so much about competitive analyses and strategic planning.

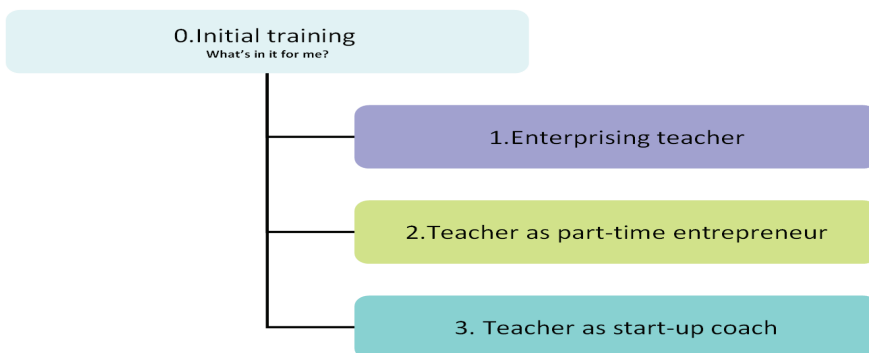
Let '**Lemonade**' principle) Embrace surprises that arise from uncertain situations, remaining flexible rather than tethered to existing goals.

Let '**Pilot in the plane**' principle) By focusing on activities within their control, entrepreneurial people know their actions will result in the desired outcomes. An effectual worldview is rooted in the belief that the future is neither found nor predicted, but rather made.

Effectuation isn't a static, one-time exercise. It is a logic and process that can be used as the organisation develops in the “0-60mph” (early startup) phase of growth. Entrepreneurial teachers follow the process to gain early customers and committed partners who then create new means and new goals as resources and viewpoints are added to the mix. Thus, instead of having a stated goal and finding means to reach it, entrepreneurial teachers use the new means and new goals to drive the creation of the venture in ways they hadn't expected, leveraging surprises as they present themselves. Effectuators use the process to lower the risk of the venture (by getting customers and partners early, setting affordable loss, and spreading risk to others) and finding truly new and useful opportunities by leveraging constraints and new information.



Continuing the project:



Summary:

Initial training. A 2-day induction course on entrepreneurship education under the prism of effectuation. Intended for big teams, for instance, a mix of school managers and teaching staff from the same institution. A starting point to analyse specific school needs. Team members will be individually advised to take route 1,2 and/or 3 according to perceived needs. Each route/module will also stand on its own.

Teacher needs may be grouped into 3 categories or training modules/strands:

Training 1. Enterprising teaching. Basically this is about Innovative teaching methods that promote entrepreneurial attitudes and that can be applied in various subjects. [primary sources: GDBK "Arrange" section, Swansea MET Entrepreneurial Educators module??]

Training 2. Teacher as part-time entrepreneur. This module is intended for those teachers with a flair for entrepreneurship or a specific need to start a little company himself, but still working in the field of education.

Training 3. Teachers as Business start-up coaches. This would fit mostly VET and higher education [source: Entre-coach project developed by Norton Radstock College in partnership with other European partners]

Training 4. Enterprising schools (headmasters, principals). A structured approach that stimulates facilitation of and reflection on entrepreneurial education. What do the managers learn during the course?

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It is not very effective for a school to try and develop entrepreneurship in all its teachers. It is better to select some specialists, teachers who have a feel for entrepreneurship and who can enthuse their students. Entrepreneurship must be a conscious choice, and must have its own place within a school. At our school it has become a spearhead.

