

CAN ENTREPRENEURSHIP REALLY BE TAUGHT?

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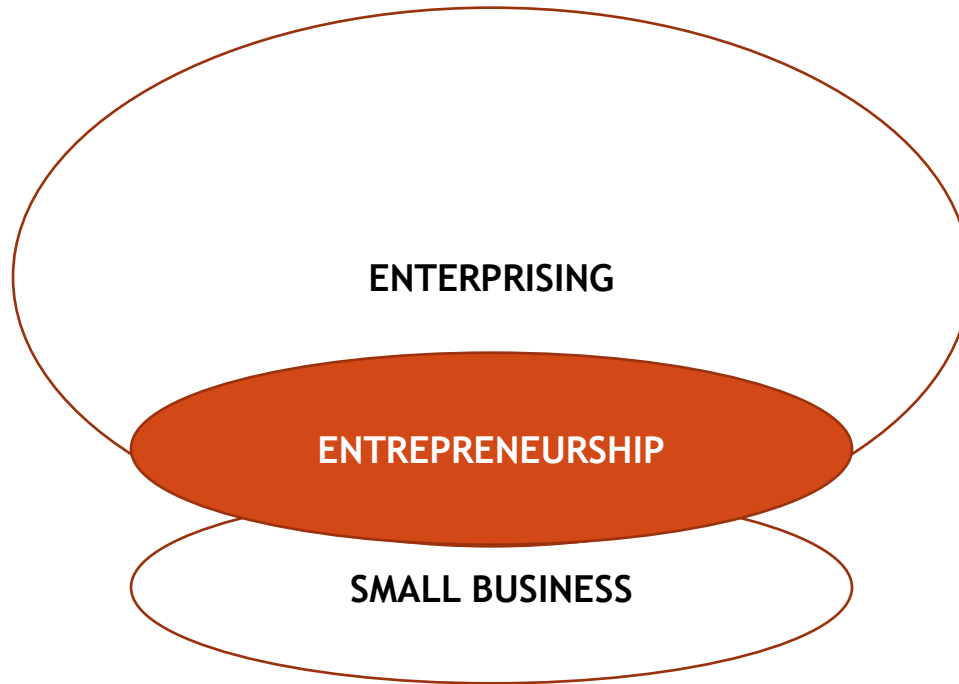
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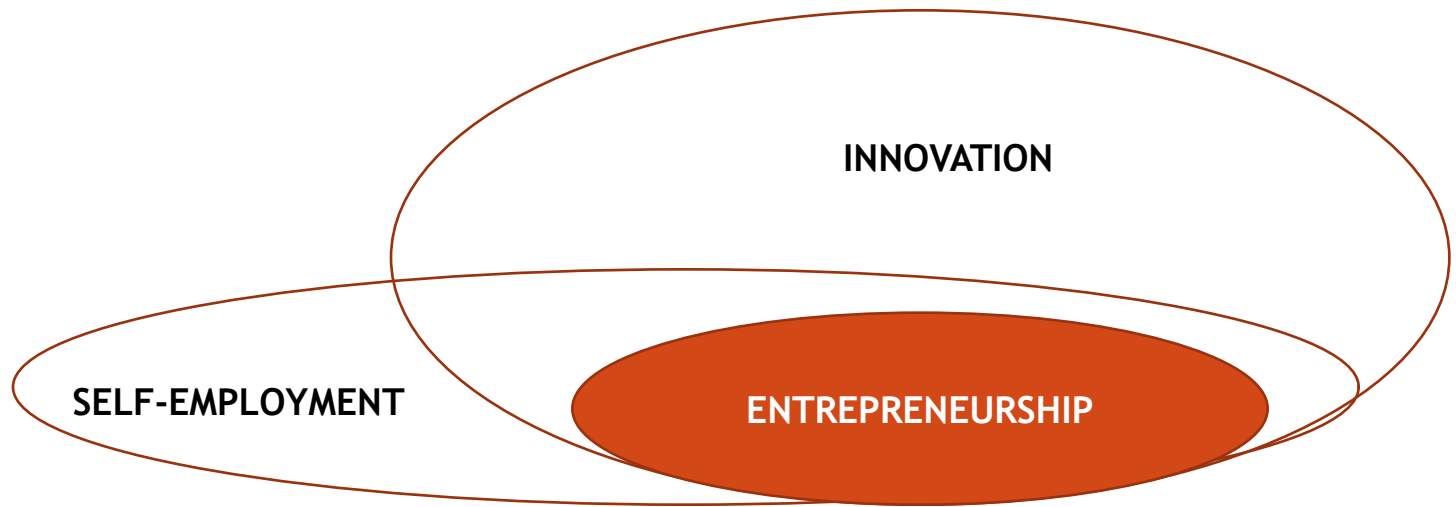
Sweden

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**YOU CAN ALWAYS TEACH ABOUT ENTREPRENEURSHIP, OF
COURSE, BUT CAN YOU TEACH FOR ENTREPRENEURSHIP?**

MY VIEW OF ENTREPRENEURSHIP:





INNOVATION

SELF-EMPLOYMENT

ENTREPRENEURSHIP

ENTREPRENEURSHIP =

TO FIND NEW SOLUTIONS TO OLD OR NEW PROBLEMS

THE NARROW VIEW OF ENTREPRENEURSHIP:

- **THERE IS A COMMON PROFILE AMONG ALL ENTREPRENEURS**
- **TO BE POWERED BY A NEED FOR ACHIEVEMENT**
- **AN ECONOMIC PHENOMENON**
- **GROWTH**
- **FINDING AND EXPLOITING OPPORTUNITIES**
- **A SPECIAL KIND OF MANAGER**
- **BUSINESS PLANNING**
- **EXTRAORDINARY BEHAVIOUR AMONG EXTRAORDINARY PEOPLE**

THE BROAD VIEW OF ENTREPRENEURSHIP:

- **ENTREPRENEURSHIP IS A VERY INDIVIDUAL THING**
- **TO BE POWERED BY IMAGINATION**
- **ENTREPRENEURSHIP BELONGS TO THE WHOLE SOCIETY, NOT ONLY TO ITS ECONOMY**
- **TO BE ENTREPRENEURIAL IS NOT NECESSARILY RELATED TO GROWTH**
- **TO JUST NOT BE AND ACT AS IF**
- **ENTREPRENEURS ARE NOT MANAGERS**
- **TOO MUCH PLANNING MAY STIFLE CREATIVITY**
- **EXTRAORDINARY ACTIONS AMONG ORDINARY PEOPLE**

TO BE AN ENTREPRENEUR TO ME MEANS TO INVOLVE YOUR WHOLE BODY, NOT ONLY YOUR BRAIN:

- **BRAIN**
- **HEART**
- **STOMACH**
- **LIMBS**

TWO KINDS OF ENTREPRENEURIAL START-UPS:

1. RATIONAL START-UPS:

GOALS-RATIONALITY (CAUSATION):

GOALS AND MARKET

I KNOW MY GOALS AND
USERS



MEANS

I KNOW HOW I AM TO
ACHIVE MY GOALS



START-UP

I START BY FOLLOWING
THE LOGICAL ROAD
CONSIDERING MY GOALS

MEANS-REALITY (EFFECUATION):

MEANS

WHO AM I ?
WHAT DO YOU
KNOW ? WHO DO
YOU KNOW ?



GOALS

WHICH ARE MY
SKILLS ?



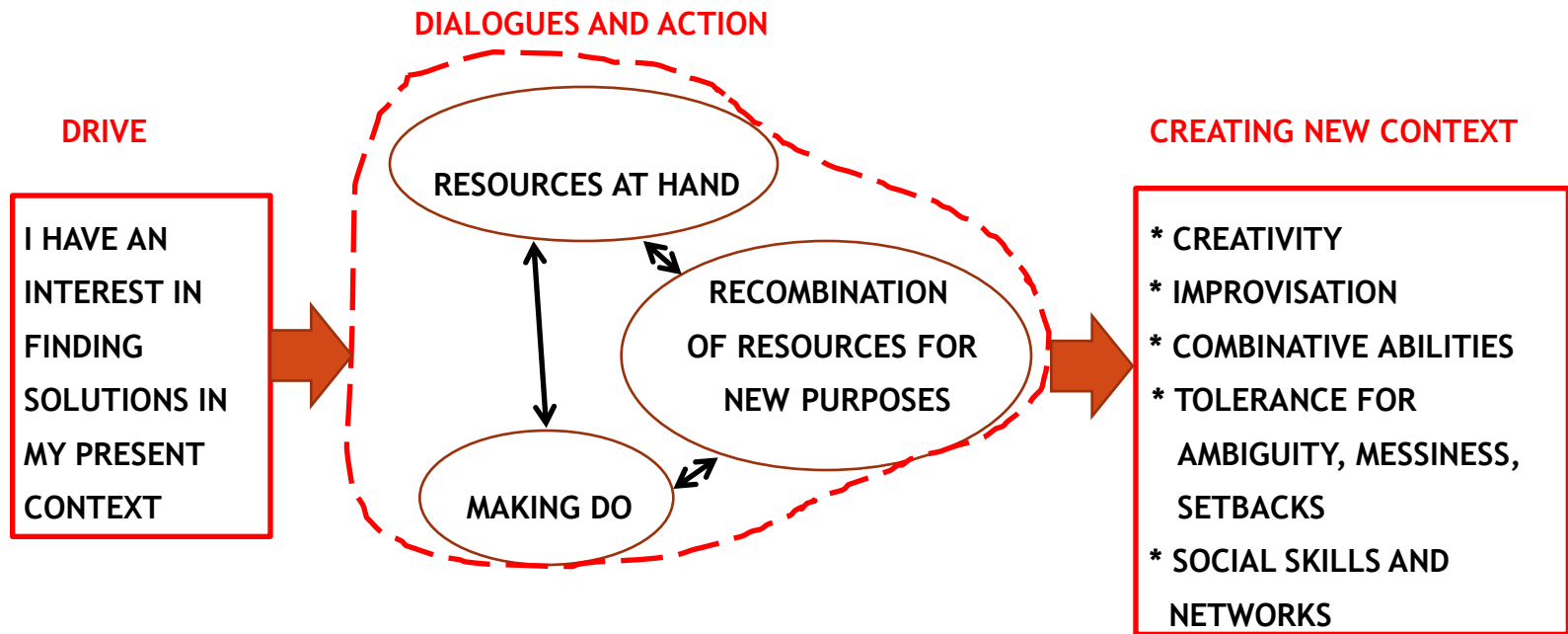
CONTACT AND
BRING IN THOSE
I KNOW



START-UP

START MOVING AHEAD
STEP BY STEP
CONSIDERING MY
MEANS

2. NATURAL START-UPS:



BRICOLAGE?

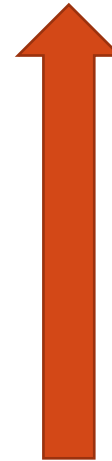
- **RESOURCES AT HAND:**
 - USE WHAT COMES IN HANDY
 - SKILLS ARE USED PRAGMATICALLY FOR DEALING WITH NEW CHALLENGES
 - EXISTING SOCIAL NETWORKS ARE VERY IMPORTANT RESOURCES
- **RECOMBINATION OF RESOURCES FOR NEW PURPOSES:**
 - PASTE TOGETHER AND REUSE WHAT IS AT HAND
 - PLAY WITH WHAT YOU HAVE, CHECK WHAT WORKS, EVALUATE, MODIFY AND REJECT
- **MAKING DO:**
 - A BIAS TOWARD ACTION AND ACTIVE ENGAGEMENT WITH PROBLEMS
 - TEST TAKE-FOR-GRANTED LIMITATIONS
 - ACTS OF IMPROVISATION

DIFFERENCES BETWEEN EFFECTUATION AND NATURAL ENTREPRENEURIAL START-UPS

- **EFFECTUATION ATTEMPTS TO PROVIDE CORRECT PICTURES OF HOW ENTREPRENEURIAL START-UPS ARE DONE USING MODELS; NATURAL START-UPS ATTEMPT TO UNDERSTAND ENTREPRENEURIAL START-UPS BY INTERPRETING ENTREPRENEURS AS AGENTS IN SOCIAL CONSTRUCTIONS**
- **EFFECTUATION CAN START ANYWHERE AND ANYTIME WITH THE SAME RESOURCES; NATURAL START-UPS ARE VERY MUCH TIED TO TIME AND PLACE**

NETWORKING AT DIFFERENT LEVELS:

- CO-CREATION
- MUTUAL SHARING OF RESOURCES
- ADAPTION OF ACTIVITIES
- EXCHANGE OF INFORMATION



NETWORKING OFTEN DOES NOT GO BEYOND THE BOTTOM LEVEL.

NATURAL ENTREPRENEURIAL VENTURE START-UPS MEAN CO-CREATION

MY KEY QUESTION IS HOW DO YOU TEACH:

- **ENTREPRENEURSHIP AS INDIVIDUALITY?**
- **PASSION?**
- **COURAGE?**
- **THE POWER OF IMAGINATION?**
- **ABILITY TO TAKE ACTION AS AN ORDINARY PERSON?**
- **CO-CREATIVE NETWORKING?**
- **TO DO SOMETHING OUT OF THE ORDINARY ('TO JUST NOT BE')?**
- **TO NOT BE RESTRICTED BY EXISTING RESOURCES ('TO ACT AS IF')?**

THIS IS CERTAINLY A CHALLENGE?

AN ENTREPRENEURIAL MASTER PROGRAMME AT UNIVERSITY OF STOCKHOLM 2000-2005:

**ABOUT 120 STUDENTS WERE ENROLLED IN THE PROGRAMME
DURING THESE SIX YEARS; ABOUT HALF OF THEM RUN THEIR
OWN ENTREPRENEURIAL VENTURE TODAY**

HOW TO TEACH ENTREPRENEURSHIP AS INDIVIDUALITY?

- **ANYBODY WITH ANY BACKGROUND WAS ALLOWED TO APPLY (AS LONG AS THEY HAD A FIRST DEGREE).**
- **HALF OF THE VALUE THAT WAS ASSESSED IN THE STUDENTS' APPLICATIONS CONSISTED OF A PERSONAL LETTER AND AN INDIVIDUAL INTERVIEW.**
- **ABOUT 20% OF THE APPLICANTS WERE ACCEPTED, WHICH MADE THE ACCEPTED STUDENTS FEEL SPECIAL.**
- **STUDENTS WERE ALLOWED TO DECIDE ABOUT ONE FOURTH OF THE CONTENT OF THE PROGRAMME (THIS WAS DONE AFTER HALF THE PROGRAMME).**
- **20% OF THE STUDENTS LEFT BEFORE THEY GRADUATED, BECAUSE THEY HAD LEARNT WHAT THEY WANTED AND/OR THEY FOUND A JOB.**

HOW TO TEACH PASSION?

- **IT WAS POSSIBLE TO GET QUITE A GOOD IDEA OF WHAT PASSION THE PARTICIPANTS HAD FROM THEIR PERSONAL LETTERS AND INDIVIDUAL INTERVIEWS.**
- **WE (AS PROGRAMME SUPERVISORS) MADE SURE TO SHOW IN EVERY PART OF THE PROGRAMME THAT ENTREPRENEURS ARE DRIVEN BY PASSION, NOT BY COMING UP WITH A GOOD IDEA, A SOLID PLAN OR HAVING FOUND AN OPPORTUNITY.**
- **WE WORKED HARD FOR STUDENTS (AND FOR OURSELVES) TO HAVE AS MUCH FUN AS POSSIBLE.**

HOW TO TEACH COURAGE?

- **EVERY STUDENT WAS GIVEN AS MUCH SUPPORT AS POSSIBLE (FROM US AND FROM FELLOW STUDENTS) FOR ANY IDEA, NO MATTER HOW CRAZY OF HOW ODD IT SOUNDED AT FIRST.**
- **WE POINTED OUT (IN THEORY AND PRACTICE) THAT COMING UP WITH A 'NEW' SOLUTION DID NOT MEAN NEW IN ANY RADICAL SENSE.**
- **WE SHOWED BY PRACTICAL EXAMPLES THAT MOST ENTREPRENEURIAL VENTURES START SMALL AND LOCAL.**

HOW TO TEACH THE POWER OF IMAGINATION?

- **ALL STUDENTS WORKED FOR TWO WEEKS TOGETHER WITH STUDENTS FROM THE CENTER FOR ARTS AND SCENIC ACTION IN THE SAME CITY.**
- **HALF WAY THROUGH THE PROGRAMME, ALL STUDENTS HAD TO PRESENT WHAT THEY THOUGHT THEY HAD LEARNT FOR ENTREPRENEURSHIP SO FAR, USING OTHER MEDIA THAN A TRADITIONALLY WRITTEN REPORT.**

HOW TO TEACH THE ABILITY TO TAKE ACTION AS A ORDINARY PERSON?

- **ONLY ORDINARY PEOPLE, SUCCESSFUL AS ENTREPRENEURS, WERE INVITED TO THE PROGRAMME - NEVER SUPER-ENTREPRENEURS (THE IDEA IS FOR STUDENTS TO BE ABLE SAY AFTER THE LECTURE FROM THESE PEOPLE THAT 'IF HE/SHE CAN DO IT, I CAN DO IT!').**

HOW TO TEACH CO-CREATIVE NETWORKING?

- **STUDENTS ALWAYS WORKED IN GROUPS. THE VARIETY OF THEIR BACKGROUND WAS USED TO THE FULLEST.**
- **STUDENTS OFTEN SAID THAT THE MOST IMPORTANT THING THEY HAD LEARNT DURING THE PROGRAMME WAS NETWORKING AND THE CONTACTS THEY HAD MADE.**
- **SEVERAL OF THE ENTREPRENEURIAL VENTURES THAT STUDENTS FOUNDED AFTER THE PROGRAMME CAME FROM FORMER STUDENTS IN CO-OPERATION.**

HOW TO TEACH TO DO SOMETHING OUT OF THE ORDINARY ('TO JUST NOT BE')?

- **TO MOST IMPORTANT THING HERE IS FOR STUDENTS TO LEARN WHAT IT MEANS 'NOT TO BE JUST STUDENTS'. THIS WAS DONE IN THREE WAYS:**
 - **THEY WORKED TOGETHER WITH MEMBERS FROM THE SCIENCE FACULTY TO DEVELOP SPECIFIC RESEARCH RESULTS FROM THIS FACULTY INTO SOME KIND OF COMMERCIALIZATION.**
 - **THEY COMPETED IN ORDER TO WIN THE AWARDS PROVIDED FROM OUTSIDE CONSULTANTS AND ENTREPRENEURS FOR BEST IDEAS HOW TO DEVELOP SOME SHARP PROJECTS IN THE PIPELINE OF THE LATTER.**
 - **THEY HAD (WITH SOME SUPPORT FROM US) TO ARRANGE THEIR OWN CHRISTMAS PARTIES AND THEIR OWN ALUMNI NETWORK.**
- **MANY STUDENTS CAME A LONG WAY TO REALIZE THEIR IDEAS OF WHAT DO AFTER GRADUATATION ALREADY IN THE PROGRAMME.**

HOW TO TEACH NOT TO BE RESTRICTED BY EXISTING RESOURCES ('TO ACT AS IF ')?

- **IN ALL ASSIGNMENTS, STUDENTS WERE NEVER ASKED TO PROVIDE ANY QUANTITATIVE PLANS OF WHAT WAS NEEDED IN TERMS OF RESOURCES TO SUCCEED IN THE ACTUAL CASE, THEREBY LEARNING THAT IT IS MORE IMPORTANT TO PLACE ONESELF IN A CO-CREATIVE ENVIRONMENT AND ACT SO INTERESTINGLY THAT NEEDED RESOURCES WILL BE GENERATED FROM OUTSIDE AS ONE MOVES ON WITH AN ENTREPRENEURIAL PROJECT.**

SO, IN PRINCIPLE, I DO NOT THINK THAT WE CAN REALLY TEACH **THE ESSENCE FOR** ENTREPRENEURSHIP. THE BEST WE CAN DO IS TO FOSTER IT AND INSPIRE TO IT!

AS SOMEBODY SAID: **TRICKS AND TRAINING CAN ONLY SCRATCH THE SURFACE OF WHAT IS IMPORTANT IN LIFE!**

THANK YOU!