



3E-LEARNING

3E-Learning

**Advancing Entrepreneurship Education:
Clearinghouse of Best Teaching Practices**

www.3E-Learning.org

Presentation on:

**Sunday, January 13th
10:15am - 11:30am
San Antonio A room.**

Presented by:

Ayman El Tarabishy, The George Washington University
&
Debbi Brock, Berea College

Program Developed and Sponsored by:



THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

Delta Epsilon Chi (the College Division of DECA)
The George Washington University Center for Entrepreneurial Excellence (CFEE)

About 3E-Learning.org

Introduction

John Dewey, one of the 20th Century's most important and respected philosophers and innovators in education, argued that we learn best by doing, that is, by being active participants rather than passive listeners. His message is being applied today by a consortium of organizations that support the development of entrepreneurs. The "3E"—Entrepreneurial Experiential Education—award program identifies innovative ways to get business students involved in learning how to become successful entrepreneurs.

The annual 3E recognition presented by the New York Times, honors college teachers who have created new and challenging learning activities that actively involve students in the entrepreneurial experience.

About the Program

The George Washington University Center for Entrepreneurial Excellence (CFEE) developed the program and web site. The mission of the CFEE is to promote research and other scholarly activities that make significant contributions to the fields of Entrepreneurship, Entrepreneurship Education, Entrepreneurial Leadership, Women Entrepreneurial Leadership, Family Enterprise, and Emerging Business Development (SME Development). GW-CFEE will be managing the national competition of finding the best entrepreneurial exercises.

3E-Learning.org was also developed through the collaboration of Delta Epsilon Chi (the College Division of DECA) <<http://www.deltaepsilonchi.org/>>. Delta Epsilon Chi is a professional organization for college students that develops campus leaders, improves retention and completion rates, enhances the classroom experience, and brings recognition to colleges and universities for the outstanding achievements of their students. Delta Epsilon Chi programs engage faculty and students from a variety of educational disciplines, while maintaining a strong focus on business-related areas such as marketing, management and entrepreneurship.

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How Submission were Evaluated

The judging criteria were divided into the following sections:

Innovation

- (1) Is this Idea innovative?
- (2) Does this idea allow more than one way to do things or more than one answer to a question, since real-life situations rarely have only one correct alternative?
- (3) Allow students to choose a form of response with which they are comfortable.

Critical Thinking

- (4) Does this idea reflect real world needs, by increasing students' problem-solving abilities and ability to construe meaning?
- (5) Does this idea reveal how students solve problems, not just the final answer, since reasoning determines students' ability to transfer learning?
- (6) Does this idea promote transference by presenting tasks that require students to intelligently adapt modifiable learning tools?

Theoretical Foundations

- (7) Does this idea build on the theoretical foundations of the entrepreneurship intellectual community, from which the tasks are derived, thus providing a context for learning and enhancing retention, meaning, and aesthetic appreciation.
- (8) Does this idea require students to display an understanding of the theory?
- (9) Does this idea fuse other academic fields (Finance, Marketing etc) to help explain the learning objectives?

Other

- (10) Can this Idea be easily replicated?

2008 Finalists

Presentations are on:

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Name	TITLE	School	Title of Exercise
Peter Svoboda	Adjunct Professor	Syracuse University	Determining Competitive Advantage
Kimberly Eddleston	Assistant Professor	Northeastern University	The Lindt Candy Dilemma: A Creativity Exercise in Retooling Products to Reach New Markets
Reg Litz	Professor	University of Manitoba	Parable of the Talents (Revisited)
Reg Litz	Professor	University of Manitoba	Caption!
Enrique Nunez	Assistant Professor	Saint Peter's College	Sustainable Advantage: Obliterate the Competition, Save the Planet
Robert Peterson	Professor	William Paterson University	Speed Dating For Entrepreneurs
Barbara Millard	Assistant Professor	Johnson County Community College	Blending Credit/Non Credit – Successfully
Lauren Way	Assistant Professor	Bay Path College	Entrepreneurship is Everywhere!
Mark Schenkel	Assistant Professor	Belmont University	Opportunity Identification
Charles Matthews	Professor	University of Cincinnati	The Team Toy Works Company

Determining and Clarifying Competitive Advantage



Author: Peter Svoboda
University: Syracuse University

Abstract:

Advertising agencies have known for years that if you don't know enough to put together an effective advertisement for a client, then you really don't know enough about the client's business, the competition and the potential customer. Too often, students don't really understand how to go about digging for enough of the right information, and then using that information to fashion a marketing approach that stands a chance of really working. This exercise teaches them how to dig for the needed information and then really market to customers.

This experiential exercise uses easy to understand sequential steps to

(1) teach students that they must examine a business more thoroughly, and do deeper and broader research on the potential target markets, the competition, and the customer, and then shows them how to brainstorm and envision (a) a true benefit that the business could offer and (b) an imaginative way in which they could put forth an appeal to attract and acquire customers.

It also demonstrate to and for them, the two different types of ads, (direct response) and (image advertising); and gives them two simulations to help them learn and remember this information. First working as an entire class they design some ads for a pizza parlor close to their school, and then working in teams of four they develop an ad for a restaurant that they have inherited, that must compete with all the other teams, who have also inherited a restaurant in the same downtown area. Teams are given 20 minutes to design these latter ads and then mount the ads for their restaurants on the wall. On the count of three, each student must walk to a restaurant where they will have lunch, (except for their own) and the winners are those that attract the most customers. A follow-up discussion usually reveals another surprise – that the winner wasn't the restaurant that offered the best substance, but the style and cleanliness, or look of the ad, was what drew the most customers.

Bio of Author:

Peter Svoboda has been a business consultant for over 20 years in Central New York and has worked with hundreds of businesses. This has included work with retail, service, manufacturing and high tech firms. In the past 10 years, Mr. Svoboda has raised money for a start up firm that developed technology that was purchased by Microsoft; been involved with two web start up companies; helped develop and roll out a new division for a major high tech company on three continents.

THE *Lindt* CANDY DILEMMA: A CREATIVITY EXERCISE IN RETOOLING PRODUCTS TO REACH NEW MARKETS



Author: Kimberly Eddleston
University: Northeastern University

Abstract:

The purpose of this exercise is to help students of entrepreneurship understand the product development process. In this exercise students are given the opportunity to generate and then evaluate product ideas based on Lindt's already successful Lindor chocolate truffle ball. Students must then develop a total product offering for their retooled product. This includes branding, packaging and promotion strategies. By participating in this exercise students will experience the creative process, the benefits of creating retooled products, and the importance of a product development strategy.

Bio of Author:

Kimberly A. Eddleston is an Assistant Professor at Northeastern University, where she holds the Tarica-Edwards Research Fellowship. Last year she was selected as a Family Owned Business Institute Research Scholar by the Family Owned Business Institute at Grand Valley State University for her research on family firms. She received her Ph.D. from the University of Connecticut and her graduate degree from Cornell University/ Group ESSEC. Her research has appeared in journals such as the Academy of Management Journal, Journal of Applied Psychology, Academy of Management Executive, Academy of Management Perspectives, Journal of Business Venturing and Entrepreneurship Theory & Practice.

**The Parable of the Talents (revisited):
an exercise in small firm resourcefulness**

CAPTION!

A classroom Exercise for Introducing: the Systems Model of Creativity



Author: Reg Litz
School: University of Manitoba

About the ideas:

Parable of Talents: One uniquely valuable way to learn about the special challenges of managing in a resource-constrained context, such as typifies small business, is through simulation of the experience of resource-constrainedness. Toward that end students will be provided with the opportunity to participate in a simulation exercise titled "The Parable of the Talents (Revisited)". The exercise's name is inspired by a New Testament parable, found in Matthew 25: 14-30, which involved three managers who, to varying degrees, leveraged finite resources in pursuit of greater gain.

CAPTION: This classroom exercise uses caption-edited cartoons to introduce students to Csikzentmihalyi's system model of creativity. Experiential learning occurs by having students create a caption for the cartoon. The winning caption then competes against the original caption proposed by the cartoon's creator. Key benefits of the exercise include helping students experientially understand the systems model of creativity as occurring within a domain, in this case cartooning, and involving a field, in this case other members of the class. The exercise can also be adapted in a variety of ways, including teaching about differences in individual and group creative endeavor.

BIO of Author:

Reg Litz is a full professor in the I.H. Asper School of Business at the University of Manitoba in Winnipeg, Canada. He received a Bachelor of Commerce from the University of Manitoba, an M.B.A. from the University of Minnesota and his Ph.D. from the University of Pittsburgh. Professor Litz's research focuses on family business and small business strategy has been published in several of the leading outlets of entrepreneurship research including the Journal of Business Venturing, Entrepreneurship: Theory & Practice, and the Journal of Small Business Management.

Sustainable Advantage: Obliterate the Competition, Save the Planet



Author: Enrique Nuñez, Ph.D.
University: Saint Peter's College

Abstract:

Oftentimes, students enjoy debating issues, but are not as keen on the preparation necessary to defend positions well. In an attempt to motivate students to prepare more thoroughly than they might otherwise, I came up with this fun exercise.

I assign students to investigate the implementation of a large-scale, environmentally-friendly business initiative and split the class into two groups: Advocates and Naysayers. Advocates act as a firm's leadership that intends to institute a strategic initiative that is both profitable and environmentally friendly. Naysayers act as the firm's cynical Board of Directors that intend to quash the proposal.

The objective of the exercise is not to win the debate, but rather to become aware of the issues surrounding environmental initiatives, and to search for profitable alternatives to do "the right thing".

Bio of Author:

As an Assistant Professor on the faculty of Saint Peter's College, Dr. Nuñez has the honor of sharing his passion with nascent scholars through popular graduate and undergraduate courses in innovation, entrepreneurship, and strategy. This zeal extends to his scholarly research, where his focus includes investigating innovation networks. Such work is part of a broader research agenda on the role of innovation and entrepreneurship in the networked world.

Dr. Nuñez is a recipient of the Kenny Fellowship to investigate novel innovation practices, has won the Igniting the Flame award for teaching excellence, and has several other distinguished honors and awards to his credit. He has also published research on pioneering innovation practices in numerous scholarly publications, and has presented papers at annual conferences of leading academic associations.

Dr. Nuñez also acts as an advisor to companies on the topic of innovation and strategies that lead to sustainable competitive advantage. As Founder of Morphos Quantify, Dr. Nuñez helps firms lead transformational change by crafting next-generation organizational performance tools, and by identifying best-practices for generating creative ideas, recognizing opportunities, and leading innovation. Dr. Nuñez earned a Ph.D. and an M.S. in Management from Stevens Institute of Technology. He resides in northern New Jersey with his wife, two children, and their goldfish: Jaws and Chief Brody.

Speed Dating For Entrepreneurs



Author: Robert M. Peterson
University: William Paterson University

Abstract:

Honing an entrepreneurial elevator pitch is a kin to the new world of speed dating. Get in there, advertise what you have to offer and why it might be attractive to the other party, see if you have a match, move on if you don't, pursue if there is a chance for hope.

The premise is simple; you talk with the person at your first station, when the whistle/music sounds you move on to the next person. In essence, you rotate through a series of short dates, much like an elevator pitch opportunity. At the end of the evening you decide who is most compatible to talk with again and if there is a match the contact information is forwarded to both parties. The variations on this theme are endless and the prevalence in our popular culture is staggering.

In class you can simulate the experience by having everyone pair up, gender makes no difference here since they will be selling their concept for an entrepreneurial start-up. The student might be looking for funding, or a key hire, etc, not a date. Implementation includes having students pair up, then: 1) pose a question for all the pairs to answer with each other, 2) allow 60 or 90 seconds to answer the question, 2) have the other person answer the question as well, 3) perhaps pose two questions and allow the VC/Angel/potential employee/customer chose which will be addressed, 4) give the pair 2 minutes to offer feedback and advice to each other on how to improve their response, 5) quickly call time and give them 15 seconds to find a new partner, and 6) repeat the sequence as you move down the list of questions posed.

Bio of Author:

Robert M. Peterson is the Chair of the Department of Sales in the Russ Berrie Institute of Professional Sales at William Paterson University. Dr. Peterson earned the American Marketing Association 2002 Innovative Teacher Award and the Innovative Sales Educator Award from the University Sales Center Alliance 2006. Additionally, he was won the Academy of Educational Leadership's Distinguished Teaching Award in 2001 for entrepreneurial education. He holds degrees from Indiana University, George Washington University and the University of Memphis.

Prior to coming the William Paterson University Dr. Peterson taught at the University of Portland where he earned the Outstanding Award for Entrepreneurial Education from the University of Portland and three additional teaching awards from the students. He won three Best Session awards at the previous USASBE conferences (2005, 2004, and 2001).

Blending Credit/Non Credit - Successfully

Author: Barbara Millard
University: Johnson County Community College

Abstract:

In Spring 2007, for the first time Funding Acquisition was offered as a combination credit/non credit class. Reference the sheet titled Funding Acquisition. This gives you a snapshot of the model developed for Funding Acquisition. For this 2 credit hour class, credit students met for 8 sessions/4 of those sessions being with non credit students. This framework allows time for the instructor to provide background information in the classroom, prepares credit students for the combined sessions and allows time for tests. The combined sessions (credit/noncredit) are held at the Enterprise Center of Johnson County (ECJC) – a local business incubator. The sessions at ECJC are co-taught by the JCCC instructor and the ECJC staff who also coordinate the Mid-America Angel Investment group. This brings more expertise to the classroom, provides students with exposure to existing business owners seeking funding and insight into the workings of a business incubator. This arrangement also develops a partnership with the ECJC.

Bio of Author:

Barbara Millard has been an Assistant Professor in the Entrepreneurship program at Johnson County Community College (JCCC) since August 2005 and has responsibility for teaching FastTrac Business Plan, Funding Acquisition and Family Business as well as serving as faculty advisor for the Collegiate Entrepreneurship Organization (CEO). She also teaches non-credit classes for the JCCC Small Business Development Center.

Prior to joining JCCC, Barbara worked for the University of Missouri Extension Small Business Development Center (SBDC) as a Business Specialist for thirteen years and as Textiles and Apparel Management Specialist for the preceding ten years. As Business Specialist, Barbara established Home Business Connection, a networking and educational organization for home based business owners and served as an advisor to the group from 1992 – 2001. She has also served on the National USDA Home Based Business Design Team. From 2001 – 2006, Barbara led the University of Missouri SBDC FastTrac for Displaced Worker program providing training to over 700 displaced workers interested in exploring the option of starting a business. Barbara received the SBA Women in Business Advocate of the Year Award in 1997, the SBA Home-based Business Advocate of the Year Award in 2001 and the National Association of Small Business Development Centers Missouri State Star award in 2005.

Ms. Millard received a BS Degree from Framingham State College, an MS from University of Tennessee and an MBA from Baker University.

Entrepreneurship is Everywhere!



Author: Lauren J. Way
University: Bay Path College

Abstract:

The "Entrepreneurship is Everywhere!" exercise can be incorporated as a semester-long component of any course in entrepreneurship, business, or finance. Students are required to subscribe to The Wall Street Journal newspaper for the duration of the semester and are expected to form a habit of scanning the paper daily to review articles that are "relevant" to entrepreneurship. Students are formed into small teams at the beginning of the semester, and during each class meeting the teams are required to make brief classroom presentations on any article of their choice. The presentations include a brief summary of the article, and a demonstration/discussion of how the article relates to the specific principles of entrepreneurship that are being covered in the class. Students are also required to lead the class in a 10-minute discussion of the same.

This exercise helps students to broaden their understanding and recognition of entrepreneurial behaviors and activity all around them by seeking to identify it in newspaper articles on business and finance, as well as recognize real-world application of specific principles or concepts being learned in a course. It is amazing when they realize how much of the world they can relate to entrepreneurship – Entrepreneurship is truly everywhere!!

Bio of Author:

Lauren J. Way is the Director of the Entrepreneurial Program and Cooperative Education and an Assistant Professor of Business at Bay Path College in western Massachusetts. Her first experiences in entrepreneurship began in 1992 when she opened an international commodities trade company with Russian partners in the former Soviet Union. She spent eight years at Hampshire College as the associate director of the Lemelson Assistive Technology Development Center. Lauren did her undergraduate work at Smith College, and graduate work at the University of Massachusetts, Amherst.

Opportunity Identification Exercise



Author: Mark T. Schenkel
University: Belmont University

Abstract:

This experiential exercise is designed to act as a primer for introducing undergraduate or graduate students to the Opportunity Identification (OpI) and Assessment (OpA) processes/topics. In advance of covering the topics in class, students are instructed to traverse the campus in search of business opportunities. They are asked to identify and describe in detail three specific opportunities for starting new ventures and to be prepared to briefly present these to the class. Prior to presenting their findings, students are asked to take a couple of minutes to reflect on how they went about identifying these opportunities. In particular, they are asked to describe the sources of the opportunities identified. They are also asked to describe how they integrated information about the various sources they identified.

The exercise is intended to illustrate several fundamental issues critical to the OpI and OpA processes, including: (1) the importance of defining the concept of entrepreneurial opportunity, (2) illustrating the difference between new venture ideas and opportunity, (3) demonstrating how excessive passion for an idea can cloud good judgment throughout the OpI and OpA processes, and (4) the importance of establishing a balance between healthy skepticism of an opportunity and thinking creatively to develop an opportunity.

Students report that the exercise is very helpful for immersing them in the process of opportunity identification (particularly those with little "real world" experience). They enjoy being active and generally report finding the discussion across students about how they went about the process very enlightening.

Bio of Author:

Mark T. Schenkel, Ph.D. is an assistant professor of entrepreneurship at Belmont University where he teaches both undergraduate and graduate courses. His research focuses on the roles entrepreneurial cognition and strategic decision-making play in emerging enterprises and corporate venturing activities. He has either published or forthcoming work in journals including *Academy of Management Review*, *British Journal of Management*, *New England Journal of Entrepreneurship*, and *Entrepreneurship & Regional Development*. He has also presented his work at the Babson College Entrepreneurship Research Conference, Academy of Management, United States Association for Small Business and Entrepreneurship, and International Council for Small Business conferences. Schenkel has been a member of USASBE for number of years, serving currently as its Board appointed Secretary, and actively reviews submissions for the annual conference. He also serves on private boards of ventures in the Middle Tennessee region.

The Team Toy Works Company



Author: Charles H. Matthews
University: University of Cincinnati

Abstract:

The Team Toy Works Company experiential case is designed to be used as an in-class discussion exercise. It is best suited to topics dealing with new venture planning, generating new business ideas, creativity, corporate venturing, and applying strategic planning concepts to new venture initiation. This case works well during and after general class discussion on the key components of preparing a business plan. Students are generally familiar with the toy industry and instructors have the option to provide a brief overview of the industry at their discretion.

Students are asked first to read the case individually and then come together and work on the discussion questions. Teams then present their ideas, thoughts, etc. to the group with each team focusing on one of the key question. Key points are recorded on flip charts or white board.

Basically, the case is designed to spark discussion around five key new venture start-up questions: 1) What business are we really in? 2) How should our company be structured? 3) How will we pay for this new business? 4) How and to whom will we sell our goods and/or services? and 5) Other considerations and issues. These build on the three key strategy questions: 1) Where is the business? 2) Where does it want to go? and 3) How does it plan to get there?

Bio of Author:

Distinguished Teaching Professor, Professor of Entrepreneurship and Strategic Management, and Founder and Executive Director, Center for Entrepreneurship Education & Research; Director, Small Business Institute® (SBI), College of Business, University of Cincinnati.

An award winning teacher, Dr. Matthews has taught over 5,000 students ranging from freshmen to doctoral students to executives, from individual instruction to classes of 540. He has facilitated over 500 faculty-guided, student-based field case studies and has served as a consultant to numerous organizations including many family businesses.

About the Facilitators:



Ayman El Tarabishy is a visiting assistant professor at the George Washington University's School of Business. He is also the Executive Director of the International Council for Small Business (ICSB). He teaches in the full-time, part-time, and executive MBA programs and leads the primary entrepreneurship and case study methods course for GW Healthcare MBA program.

Dr. El Tarabishy has worked at the World Bank in the Corporate Strategy Group. He helped develop and manage their technology strategy for of the Development Marketplace Program. The program's mission was to identify and support creative cutting-edge solutions to the most pressing world social and economic concerns. To date, the Global Development Marketplace competition has disbursed over US \$45 million in awards to 171 winning proposals.



Debbi D. Brock joined Berea College as the William and Kay Moore Professor of Entrepreneurship and Management, Assistant Professor in the Economics and Business department and Director of the Entrepreneurship for the Public Good (EPG) program. The EPG program brings together entrepreneurship, leadership, and community development into an intensive eight-week summer program that builds these skills in the students to go out and affect positive change within the Appalachian region. The second year of the program includes a hands-on internship where students create value for an organization.

Debbi has conducted numerous presentations on the inter-relatedness of community and entrepreneurship in both academic and community settings. Her passion since joining Berea College is social entrepreneurship and how students can identify and seize new opportunities to become agents of change. The Social Entrepreneurship Teaching Resources Handbook was created for faculty interested in understanding and teaching in the field of social entrepreneurship.