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3E-LEARNING

Clearinghouse of Best Teaching Practices: Advanced Entrepreneurship Education



3E-LEARNING

FACILITATED BY:
Dr. Ayman El Tarabishy
The George Washington University

**PROGRAM DEVELOPED
AND SPONSORED BY:**



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.deltapilonchi.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.

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?



www.3E-Learning.org

3E- Award Winners - 2007

Placement	Title	Author	School
1st Place	Entrepreneurial Ethics: Is it Posturing or Is it Lying?	Sherrie Human	Xavier University
2nd Place	Entrepreneurial Millionaire	Debbi Brock	Berea College
3rd Place	Is the Idea Feasible?	Peter Svoboda	Syracuse University
4th Place	Kitty Hawk in the Classroom	Reg Litz	University of Manitoba
5th Place	Cash Flow Management Exercise	Jeffrey Cornwall	Belmont University

- (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?



1st Place:

Title:
Entrepreneurial Ethics: Is it Posturing or Is it Lying?

Author: Sherrie Human
University: Xavier University

About the idea:

"Is this posturing or lying?" allows students to experience the complexities and "shades of gray" that entrepreneurs face daily in making decisions, and it forces students to confront their own and others' differences of opinions regarding these complexities. The exercise is about whether certain common practices in entrepreneurial settings are considered lying to the customer versus doing business as usual or posturing, and why this distinction should matter. Take the following true scenario, told by a now successful entrepreneur speaking at a venture association luncheon about her uncertain startup days: "You are the founding entrepreneur of a new, small company who has the opportunity to pitch your business' service to a potentially large account. While you know your company can successfully compete for the business on your capabilities, you are concerned that "looking less established" might hurt your chances for the account. Consequently, you rent a large furnished office for the day and hire temps to fill it with activity, then walk the potential client through your "busy office" for your initial meeting." Was this a form of lying to the prospective client, or was this just business as usual, simple posturing? And why should it matter? Students vote (lying or posturing?) in class on a number of similar true scenarios taken from entrepreneur business publications. We also read articles on ethical decision making (e.g., "Can You Grow a Small Bootstrapped Company into Success Without Lying?" *Inc.*, 2000) and what makes organizations more or less ethical (e.g., Better Business Bureau Torch Award criteria). By the end of the exercise and board game students have experienced first hand the complexities of decision making, how differently people perceive what is ethical and what is not and why this matters.

I noticed how startup entrepreneurs speaking in my classes and at the local venture association meetings often created the impression that their companies had more size, age, connections and other signs of success than they actually had in reality. These entrepreneurs would discuss their behaviors openly after-the-fact, framing these behaviors as necessary, harmless posturing to compete as a young startup. In contrast, when I spoke with professionals in the "business of ethics" (e.g., Better Business Bureau), these individuals voiced strong opinions about entrepreneurial posturing as lying, with "no shades of gray." Articles in business publications consistently appeared that described similar startup behaviors and discussed the ethics of those behaviors (e.g., "The Ethics of Bootstrapping" *Inc* 1992; "True Lies" *Inc* 1998; "Bootstrapping Quiz: Do You Have What It Takes?" *Inc* 1998; "Can You Grow a Small Bootstrapped Company into Success Without Lying?" *Inc* 2000). I began probing entrepreneurs on how they perceived their startup posturing behaviors, and found that for the most part, these individuals did not consider their posturing "crossing the line into lying". They were simply being optimistic that their startup firm would be as large, connected or successful as they presented it, framing the situation as more a matter of timing than lying. This was an interesting and complex set of perspectives that students needed to experience, understand and discuss!

The Kauffman Foundation, Delta Epsilon Chi and George Washington University have created an award—3E-Learning—that is innovative both in content and process. 3E Learning allows us to share and learn useful ways of educating our students and developing their capacities to build their own futures. As we know, students learn and remember when they not only see and hear things, but particularly when they experience things, which is the essence of 3E-Learning. 3E-Learning has an easy to access website full of amazing experiential ideas posted by educators from around the world. And, the carefully constructed criteria for winning a 3E Learning award provide a

useful framework for both evaluating our own work and for developing future experiential exercises for our students. Finally, 3E-Learning provides an important external legitimacy for entrepreneurship education that can be valuable to educators building a university entrepreneurship program.

Bio of Author:

Sherrie Human, Associate Professor in Management & Entrepreneurship in the Williams College of Business at Xavier University, was appointed Xavier's first Castellini Chair in Entrepreneurial Studies in 2005, to provide leadership for the Entrepreneurial Center while continuing to provide academic leadership for its Entrepreneurial Studies program, which has been ranked in the top 15 entrepreneurial campuses by Princeton Review. She teaches undergraduate, MBA and Executive MBA courses including New Venture Planning, New Venture Creation, and Interpersonal Skills. Human recently received recognition from McGraw Hill and the Academy of Management Entrepreneurship Division for excellence in re-designing the Xavier entrepreneurship academic program, introducing a number of curricular innovations that focus on student capacity building, engagement and ethical decision making. One of these innovations earned her first place in the 2006 3E Learning Award competition, sponsored by Delta Epsilon Chi, George Washington University Center for Entrepreneurial Excellence and Kauffman Foundation. Professor Human's research has been published in the Handbook of Entrepreneurial Dynamics, Academy of Management Journal, Administrative Science Quarterly, Entrepreneurship Theory and Practice, Journal of Management Education, Journal of Small Business Management and Journal of Small Business Strategy. She currently serves on the Editorial Review Board of Entrepreneurship Theory and Practice, was recently inducted into Cincinnati's One Hundred Wise Women program, and she serves on the governing board of the Cincinnati USA Regional Chamber Athena Powerlink Project. Sherrie also is co-principal investigator on a multi-year 3M Vision Grant, one of 5 such grants awarded to private universities in 2005.



2nd Place:

Title:
Entrepreneurial Millionaire

Author: Debbi Brock
School: Berea College

About the idea:

The exercise Do you Want to be an Entrepreneurial Millionaire? allows students to learn entrepreneurship concepts in a fun an interactive way. A variety of concepts can be taught using the interactive game from funding sources for a small business to conducting marketing research, creativity and innovation and managing a small business. Faculty can download a draft of the PowerPoint on the 3E website to create their own series of questions. In class, students are allowed the 50:50 option, phone a friend (the students have cell phones) or poll the class for the right answers. Students vie for the top prize: a chance to win a million dollars in class. And yes, they can win a million dollars – the faculty member brings a few hundred thousand dollar candy bars as the "grand prize". The real prize: students learn the material, stay engaged, and prove their understanding of course concepts.

The idea came to me from an undergraduate at Miami University who designed his internship presentation around the Who Wants to be a Millionaire game and engaged his peers in his presentation. The student allowed me to use the PowerPoint design to create interactive quizzes for classes ranging from entrepreneurship to marketing and management. Minet Schindehutte from Syracuse University took the concept to create the template for funding a small business and faculty from around the world has adapted the concept for their own classrooms. As an active supporter and organizer of the Clearinghouse of Best Teaching Practices, it has been a wonderful experience to see the 3E program take off with the resources to grab faculty attention to share experiential entrepreneurship exercises. Each year the competition brings out the most innovative teaching exercises that allow students to experience entrepreneurship first hand.

BIO of Author:

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. The handbook is a compilation of initiatives, courses, cases, business plan competitions, and research that can be conducted within this context. Debbi is a member of the University Network for Social Entrepreneurship, a partnership with Ashoka and the Centre for Social Entrepreneurship at the Skoll Center for Entrepreneurship, Vice-President for the Individual Entrepreneurship division of the United States Association for Small Business and Entrepreneurship and a member of the Economic Development Committee at the Center for Rural Development.



3rd Place:

Title:
Is the Idea Feasible?

Author: Peter Svoboda
School: Syracuse University

About the idea:

One of the biggest challenges facing an entrepreneur, if not the biggest, is trying to determine if the exciting idea they are dreaming about can be turned into a "feasible" business that can actually make money. Too often, entrepreneurs simply do things "on the fly" and have no simple, but comprehensive method to take a look at all the areas that need to be covered to create a successful enterprise and prevent failure.

Realizing this, Peter Svoboda, at Syracuse University, came up with an immersion exercise that has participants examine and learn many of the important points that need to be examined before jumping off into a new venture of any sort, by considering all the details that would be needed to open a new retail location. When first confronted with the challenge, participants come up with general suggestions, but usually miss most of the more important issues such as break even analyses, (how many meals does the restaurant have to serve a day before it breaks even or makes enough to pay the owner's projected salary); the needed actual detailed creation of an engaging brand, sign, and menu items to attract and keep customers; and advertisements, a marketing plan and cash flow that really constitute good planning.

Each team or participant is given a week to come up with a written plan of no more than three pages, and other deliverables such as a name, sign, and menu items that will portray a viable business, and project how much money can realistically be made. The exercise has proven to be a fast way of demonstrating how a business concept can be acid tested and envisioned within a much shorter amount of time, rather than the often envisioned arduous process. There is a second immersion that involves a business to business involved in services and not products.

Svoboda, says he found the 3E-Learning Contest to be an enriching experience, and a rare opportunity for him and others to promote and receive recognition for what he feels is a valuable teaching concept that can be used in other schools and settings. "I found the camaraderie to be invigorating and welcoming, and was able to use other concepts on the site for my classes," he stated. A teaching concept he submitted this year has also won one of the top ten awards.

BIO of Author:

Peter Svoboda has been teaching Consulting to Emerging Enterprise Class at Syracuse University for ten years. Via the class, teams of students are placed into businesses with the main goal of having an impact on the profitability and sustainability of the enterprise. At the

2005 USASBE Conference one of his undergraduate teams received the SBI second place national award in the Comprehensive Field Case of the Year category. At this year's USASBE Conference, both his undergraduate, and graduate teams, will receive awards in their respective SBI Case of the Year category. Mr. Svoboda also is the coordinating consultant for Syracuse University's Business Boot Camp, provides consulting services to clients at S.U.'s newly opened South Side Innovation Center, and gives an annual presentation at S.U.'s yearly Experiential Classroom on Utilizing Field Case Work to promote and enhance learning.



4th Place:

Title:
Kitty Hawk in the Classroom

Author: Reg Litz
School: University of Manitoba

About the idea:

Over two millennia ago, the Greek philosopher Socrates envisioned the day when humankind would fly. "Man," he wrote, "must rise above the Earth — to the top of the atmosphere and beyond — for only thus will he fully understand the world in which he lives." On December 17th, 1903, two brothers from Dayton, Ohio in the United States realized Socrates' dream (Freedman, 1992). After tinkering with countless prototypes and enduring a myriad of flight trials, the brothers successfully kept a human being aloft along the sandy banks of a North Carolina beach called Kitty Hawk. Their creativity was legendary; so too, their persistence.

In the exercise that follows, we describe our effort to re-create, albeit in miniature, the demands and rewards of keeping an aircraft, albeit made of paper, aloft. The aircraft is required to carry a predetermined payload, specifically, one dollar of local coinage, further, while staying aloft longer, than any developed by their classmates.

This short exercise seeks to encourage creative and entrepreneurial behavior in the classroom. Creative behavior is required in the form of a new paper aircraft capable of both flying further and staying aloft longer than any created by their classmates. Entrepreneurial behavior is required in the form of students 'selling' their aircraft design to their fellow classmates. Entrepreneurial validation occurs in two stages; first, to the extent other students 'invest' in it, by voting for the design as capable of flying further and/or staying aloft longer than any other offering, and second, by the aircraft's actual performance in a 'fly-off.' A guide for a post-exercise debriefing on the exercise's relevance for understanding the nature of creative and entrepreneurial endeavour concludes the paper.

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. He has taught at universities in Canada, the United States, the People's Republic of China and Australia, and was also a faculty member on Semester at Sea's Fall 2001 voyage. He has received best paper awards for his research in family business & small firm niche strategy and has also received several awards for his work in the classroom.



5th Place:

Title:
Cash Flow Management Exercise

Author: Jeffrey Cornwall
School: Belmont University

Abstract:

Cash flow is one of the most critical aspects of effective management of an entrepreneurial venture, and yet we do very little to prepare students for the emotional and technical challenges they will face in managing the day-to-day cash flow. Inability to manage working capital is one of the most common causes of business failure. This can happen during start-up and in the growth phase of the business life cycle.

This exercise gives students the opportunity to be part of an "in-basket" exercise in which they play the role of entrepreneurs in a business with serious cash flow challenges. They are placed into the business near the end of the month.

The exercise has no real solutions. Its purpose is to expose students to the emotional side of being an entrepreneur – at its worst. It also creates a myriad of opportunities to explore the ethical dilemmas that entrepreneurs can face in the heat of a crisis in their business ventures.

BIO of Author:

Dr. Jeffrey R. Cornwall is the inaugural recipient of the Jack C. Massey Chair in Entrepreneurship at Belmont University in Nashville, Tennessee. He was Co-founder and President/CEO of Atlantic Behavioral Health Systems, headquartered in Raleigh, NC from 1988-1997. He has authored several books and numerous articles on entrepreneurship, and he has received national recognition and awards for contributions as a university teacher.

About the Facilitator:



Ayman El Tarabishy is a visiting assistant professor at the George Washington University's School of Business. He is also the 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 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 \$30 million in awards to 171 winning proposals.

Ayman's current research is in entrepreneurial leadership. He explores and attempts to more clearly define the relationship between an organization's entrepreneurial strategy and their CEOs' leadership characteristics and actions. He has presented his work at national and international conferences and has published research articles in the Journal of Private Equity, the Southern Business Review, and the International Journal of Entrepreneurship Education.

Dr. El Tarabishy consults and conducts executive training for several national and international organizations, including the National Federation of Small Business and the International Monetary Fund.

Please Come See the 2008 Finalists

Presentations are on:

Sunday, January 13th, 2008

10:15 am - 11:30 am in the San Antonio A room.

NAME	TITLE	SCHOOL	TITLE OF EXERCISE
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!
Charles Matthews	Professor	University of Cincinnati	The Team Toy Works Company
Barbara Millard	Assistant Professor	Johnson County Community College	Blending Credit/ Non Credit – Successfully
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
Mark Schenkel	Assistant Professor	Belmont University	Opportunity Identification
Peter Svoboda	Adjunct Professor	Syracuse University	Determining Competitive Advantage
Lauren Way	Assistant Professor	Bay Path College	Entrepreneurship is Everywhere!