EDUPRENEUR LEADERSHIP:
AN ONLINE COURSE DESIGNED TO AID EDUCATION ENTREPRENEURS
IN LAUNCHING NEW VENTURES

by

Safiyah Satterwhite

Dissertation Committee:
Professor Brian Perkins, Sponsor
Professor Nancy Streim

Approved by the Committee on the Degree of Doctor of Education

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ABSTRACT

EDUPRENEUR LEADERSHIP:
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This dissertation was developed to research how prepared aspiring Education Entrepreneurs would feel when supported holistically through a methodology that incorporates a blending of informational and transformational learning approaches while teaching Entrepreneurship. Our current entrepreneurship programs, both formal and informal, have not adequately prepared aspiring venture seekers to succeed in the field, as documented by the high failure rate of start-ups (Hisrich, Peters, & Shepherd, 2017).

Embedding transformational personal growth in a way that elevates a shift in one’s personal beliefs, values, and attitudes, as opposed to a sole focus on informational learning, has yet to be formally explored with Entrepreneurs. This leaves one to wonder how prepared aspiring Entrepreneurs would feel when partaking in a curriculum grounded in preparation and training that is more holistic.
Overall, the findings of this research supported that coupling a transformative learning approach with a more technical curriculum specifically using the conceptual framework developed here—Holistic Entrepreneur Education—is valuable for aspiring Entrepreneurs and worthy of additional exploration and study.
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Chapter I
INTRODUCTION

Entrepreneurship is an attractive option for many because of the ability to create jobs for others, add to the economy, and, for Education Entrepreneurs, solve a social problem. Ringing true to the saying “with great risk comes great reward,” entrepreneurship entails significant risk and great instability; yet the benefits to the economy and the social landscape of successful ventures are insurmountable. Dating back to the entrepreneurial pioneer Henry Ford, entrepreneurship was deemed to be at the heart of the American society. The term is used by researchers to classify those who initiate or guide the challenging process of new venture creation (Shane & Venkataraman, 2000). These new ventures are typically defined as human institutions that create new services or products and operate under conditions of extreme uncertainty, thus requiring very specific and unique leadership skills and competencies (Ries, 2011).

Unlike traditional organizations whereby systems, processes, and a proven market have already been established, in the very beginning phases of launching a start-up, the Entrepreneur must embark on tasks that go beyond the responsibilities of the traditional leader. This compels the Entrepreneur to cultivate a wide range of skills to handle the complexities of building, establishing, and growing an organization from infancy. While traditional organizations might value sticking to a set plan and working within a budget
during these times, the Entrepreneur must place a greater emphasis on competencies that include flexibility, stellar communication, acquisition of social capital, and—like most leaders—self-awareness. As mentioned earlier, these abilities are exceedingly prioritized in an entrepreneurial pursuit, thus demonstrating that traditional approaches are ill-suited to speak to the complex needs and uncertainty of a new organization in an ever-changing environment (Ries, 2011). These ideas pose true with all Entrepreneurs in a variety of subfields, including Education-specific Entrepreneurs.

A newer term in the Entrepreneurship field, Edupreneurship (Education Entrepreneurship), gained traction during the first global education industry conference held in June of 1999 in Washington, D.C. The conference gathered Edupreneurs internationally to share practices and strategies intended to solve some of the world’s most complex problems in education (Tooley, 1999). Later supported as a niche field by The Mind Trust and Kauffman Foundation, Edupreneurship gained popularity with one of the fastest growing educational movements in present times: the creation of charter schools.

According to the National Alliance for Public Charter Schools, charter school leaders have historically operated more in an Educational Entrepreneurship capacity than a traditional principalship (Thompson, 2012). This ranges from building their schools from the ground up to, once established, managing the intricacies of strategic planning, external relations, fundraising, finance, the academic program, and other responsibilities (Thompson, 2012). Furthermore, given the funding framework of charter schools whereby these organizations only receive partial funding to become established, requiring “start-up” leaders to put forth significant financial risk to establish a school, charter
school founders have been coined as some of the forerunners of the Education Entrepreneur movement (Park & Sperling, 2012).

However, the charter movement does not fully represent the field of Education Entrepreneurship and some argue that it only embodies a portion of the skills required to be an Entrepreneur. Edupreneurs are additionally found creating new online learning solutions, reforming higher education, and crafting and selling instructional reform methodologies, among several other roles (Lopez, 2014).

In light of the specific ideas for change in Education Entrepreneurship, the field, in general, attracts individuals with a unique set of skills, and those who become successful embody high levels of achievement motivation, tenacity, self-efficacy, perseverance and opportunity recognition (Markman & Baron, 2003). Successful Entrepreneurs produce effective solutions to problems and opportunities, and research has revealed that one of the most vital factors in start-up success involves the personal characteristics of Entrepreneurs themselves.

**Demonstrated Need**

Echoed by Entrepreneurs when reflecting on business success, the start-up phase, in particular, is a time in which the above-stated characteristics and leadership influence are the greatest. As a founder, the Entrepreneur has the power to identify, market, and operationalize innovations that can change the direction of and impact many societies. This realization has spurred an overwhelmingly large amount of research in the research and development field. This research, then, sought to not only identify what makes
Entrepreneurs succeed, but also how best to train Aspiring Entrepreneurs to increase the chances of their success.

The first research society for Entrepreneurship was founded in 1946 by The Research Center for Entrepreneurial History at Harvard University. Research supporting the development of Entrepreneurs dates back to David McClelland’s studies on achievement motivation and the publication of the Achieving Society in 1961 (Frese, Baron, & Baum, 2006). This work stands as the beginning of a compelling case which emphasizes that Entrepreneurs can and should be supported though training and that the impact of the support provided to them will very often determine how successful their founding organizations become (Baron, 2007). In light of prior theories that emphasized demographics and social upbringing to the success of the Entrepreneur, this finding was monumental. Moreover, although the debate about whether Entrepreneurs are born or bred still exists, the teaching of Entrepreneurship has been a new addition to many forward-thinking university course offerings for decades and has proven to have some positive effect (Wisenfield, William, Simonoff, Mayhew, & Klein, 2012). These courses are mostly grounded in the theories of Kolb which emphasize that Entrepreneurs can and should actively design and reflect on a new venture, truly experiencing what it is like to become an Entrepreneur, and then present their “new idea” for feedback and reflection (Metcalf & Balan, 2012).

The intent of the program is to provide future Entrepreneurs with an opportunity to explore their thinking, and to learn by doing, through experimentation (Zhang & Zheng, 2013). The above-stated instructional strategies have tremendous benefits for Entrepreneurs, and research has demonstrated that all learners, including non-Aspiring
Entrepreneurs, enhance Entrepreneurial competencies and benefit in their work life from being exposed to Entrepreneurship training (Vanevenhoven & Liguori, 2013).

However, despite the benefits of experiential learning implemented in these courses, the outputs of Entrepreneurial training programs do not match their intention, keeping the statistic of most new ventures failing at a constant since the establishment of the field (Gedeon, 2014).

Curriculum reform is much needed in the Entrepreneurship landscape, including training programs that support Education Entrepreneurs nationwide. Entrepreneurs, especially those with an emphasis on education, need holistic support as they develop new ways of thinking and knowing, skills, and behaviors when not only forming a new venture but creating a new lifestyle (Zheng, Liu, & Cui, 2009). This need is not one only faced in the United States; in fact, the European Journal of Training and Development stated:

Embedding “transformative personal growth” into Entrepreneurship courses is much needed but is virtually unchartered territory; the field needs more programs that foster a change in values and attitudes…to build Entrepreneurial success. (Gedeon, 2014, p. 238)

Additionally, notwithstanding the newness of Education Entrepreneurship nationwide, a scan of the very few programs offering formalized instruction and support on the topic seldom addresses the specific informational and transformational needs of Educators seeking to use Entrepreneurial practices to solve the problems of today’s educational landscape. To this end, this dissertation was designed to meet this necessity and additionally shed light on the needs of Education Entrepreneurs seeking to obtain support.
*Ground-up Leadership* has blended informational learning with the inherent power of transformative learning to produce a course curriculum that primarily supports the adult personal development of Entrepreneurs while introducing them to the technical required steps, systems, and strategies to launch an educational venture.

While Aspiring Entrepreneurs possess access to a plethora of recent works on Entrepreneurship, such as “The Lean Start-Up” and “Running Lean,” statistics reinforce the hypothesis inside and outside of higher education that perhaps future organizational leaders need a different kind of support. Nationwide, small businesses, educational ventures, and the Entrepreneurs who develop them are struggling to identify practices that will help them to become more successful (Ries, 2011).

Heifetz (1998) labeled these challenges faced during the establishment period *adaptive challenges*. He argued that adaptive challenges require learning, behavioral, and attitudinal changes over time, as opposed to technical problems that can be solved rather quickly through various training. Heifetz believed that although technical problems have the potential to be complex and are often very important, these problems can be easily resolved. Contrarily, adaptive challenges span beyond the expertise of an industry leader or expert, but require a change in one’s values, loyalties, and habits to become successful (Heifetz, 1998).

Popularized by Jack Mezirow, transformative learning is a leading strategy in adult learning (Elkins, 2003). This learning occurs through the practice of reflection on prior perspectives and, over time, recognizes that previously held predispositions constrain or have the potential to constrain the learner’s current context (Elkins, 2003). The pillars of this practice embody the ability to reflect critically and objectively,
collaborate with others to build consensus on the meaning of an experience, and lastly support the creation and action plan for implementing the new uncovering (Elkins, 2003). The purpose of the work I have developed was to foster in the learner a deep awareness of who the learner is, bring to consciousness an understanding of the decisions the learner makes, and enhance the learner’s capacity to transform as he or she moves into a new venture, way of thinking, being, and acting in the field of Edupreneurship. The curriculum herein attempts not only to address some of the systems used to increase the success rate of a new venture for novice Education Entrepreneurs, but more importantly, to center on the most important piece of growth and leadership—Transformation—by using my unique blend of both informational and transformational learning by way of Holistic Entrepreneur Education.

With the background of founding and leading a charter organization, supporting the assessment of hundreds of schools across the United States, and coaching Educators in launching educational ventures, the true transformation and change that has enabled me to become more effective in this work has not been informational learning. Rather, it has been the transformative process, experienced through the developmental demands required in each role to be successful.

To this end, and further explained in the Conceptual Framework section of this work, Ground-up Leadership was developed and implemented to gauge how prepared aspiring Entrepreneurs would feel when supported holistically through both an informational and transformational lens.

Using online learning as a gathering place, future school founders, company founders, and potential education online and technology leaders shared experiences and
partook in instructor-led and self-led activities to build their capacity in preparing to create and lead their organizations. Over the last two decades, researchers have validated the benefits of online learning, highlighting its convenience and ability to provide adult learners specifically with increased autonomy and flexibility (Chu, Chu, Weng, Tsai, & Lin, 2012). Using the online space as a classroom aids one in fostering independence, initiative, and a love for learning—all of these benefits directly aligned with adult learning principles that the course was expected to embody (Chu et al., 2012).

The purpose of this curriculum was to take future Education Entrepreneurs through a series of developmental activities that will ultimately lead to their holistic readiness to launch a new venture successfully. The curriculum initially centers on personal critical reflection and examining one’s business idea. Following these practices of brainstorming, using questions is then explored to foster creativity and promote the effective gathering of one’s thoughts. Several technical Entrepreneurial strategies to guide Entrepreneurs through the new business process are then implemented. Finally, the end of the curriculum launches learners into self-directed activities, with guiding questions and background research to aid them in identifying their educational problem and proposing a solution to test in the field and use as the foundation for their new venture.

**Organization of the Study**

This project-based dissertation was designed to support the development of Education Entrepreneurs and is comprised of the following chapters:
Chapter I – Introduction: This chapter includes an overview of the topic, an argument to support the need for the curriculum, the purpose of the curriculum and its intended audience, the research questions, the organization and procedures of the study, and a conclusion.

Chapter II – Review of Literature: This chapter consists of a review of literature detailing the history and evolution of Entrepreneurship, Edupreneurship, and the extensive field of Adult Learning and Development. This chapter serves as a philosophical underpinning on which the curriculum is built.

Chapter III – Methodology: This chapter explains the processes used to create and validate the curriculum, including data collection and analysis, participants, ethical considerations, and the study’s limitations.

Chapter IV – Findings and Analysis: This chapter details the study’s findings and how they were analyzed and interpreted.

Chapter V – Discussion: This chapter provides a summary of the study, answers the research questions, and offers conclusions, implications, and recommendations.

Validated Product: The actual five-chapter Ground-up Leadership workbook is presented in Appendix A.

Research Questions

The following research questions framed this study:

➢ What kinds of experiences do Aspiring Education Entrepreneurs value in their training?
➢ What changes do learners notice in them following the participation in a course designed using the Holistic Entrepreneur Education framework?

➢ How prepared to launch a new venture do learners feel after participating in a course guided by the designed curriculum?

**Conceptual Framework**

The research reviewed and noted in this dissertation highlight several strategies that training and higher education programs have used to support both Traditional and Education Entrepreneurs. Through analysis, several observations can be made when reviewing curricula and research. The primary observation revealed that most Entrepreneurship texts, courses, and training programs include (a) a central focus on technical practices, strategies, and systems that relate to Entrepreneurship; (b) an emphasis on ensuring that students are aware of Entrepreneurial competencies; and (c) some focus on Personal and Professional Development. The secondary observation revealed that very few, if any, Entrepreneurship programs are intentionally grounded in a transformative learning theory while maintaining a focus on technical content required for success. This gap could potentially result in gaps between one’s personal and professional development needs.

This impact, for Entrepreneurs, cannot be understated because Start-Ups and the Entrepreneurs who lead them in the beginning stages are “one and the same.” A stronger and better-prepared Entrepreneur results in a stronger business. The research included in the literature not only emphasized the above stated need, but alternatively toted the positive impacts of underpinning a curriculum with transformative learning theory.
The conceptual framework below (see Figure 1) represents my hypothesis and creation of the term *Holistic Readiness*, which is achieved by way of what I have identified as Holistic Entrepreneur Education. In the conceptual framework design, I draw on research to explore if Entrepreneurs will be better prepared to start and lead their new ventures by participating in a curriculum that is comprised of a blend of Transformative Learning and Informational Learning with attention to the various Competency, Professional, and Personal Development supports that are needed throughout the leading and development of a new venture.

The conceptual framework design below is intended to represent this hypothesis. It portrays an expandable perimeter that continues to increase as the support provided within the frame grows, pushing Entrepreneurs ultimately to reach their highest and fullest potential.

**Procedures of the Study**

The existing research served as a platform to ensure that the curriculum was grounded in the best adult learning practices and recent cutting-edge Entrepreneurial resources. As Edupreneurship is a new field, current research has been gathered from the field of Entrepreneurship, analyzed and modified accordingly to meet the needs of the Educational Entrepreneur. The curriculum was tested in the field with an online cohort to gauge its usefulness and refine its usability. Feedback from these tests was used to improve the final document and share it at the university level.
Figure 1. Conceptual framework
Conclusion

Our current entrepreneurship programs, both formal and informal, have not adequately prepared aspiring venture seekers to succeed in the field.

Embedding transformational personal growth in a way that elevates a shift in one’s personal beliefs, values, and attitudes, as opposed to a sole focus on informational learning, has yet to be formally explored with Education Entrepreneurs. This leaves one to wonder how prepared aspiring entrepreneurs would feel when partaking in a curriculum grounded in preparation and training that is more holistic.

Overall, the findings of this research support that coupling a transformative learning approach with a more technical curriculum specifically using the conceptual framework developed here—Holistic Entrepreneur Education—is valuable for Aspiring Entrepreneurs.

The following outcomes arose from the cohort of students testing this material:

**Finding Number One:** Participants valued a transformative approach to learning Entrepreneurship. Participants highly valued the onset of the course, starting with reflective exercises that supported them in uncovering who they were, what they wanted, and the “mark” they desired to make with their new venture.

**Finding Number Two:** Participants who sought to build and launch start-ups also desired technical detail. The participants who submitted feedback on areas for improvement in the course noted their requests for additional technical information.

**Finding Number Three:** By providing the space for growth and asking the right questions, participants can experience “transformation” in a short time span. This
change is manifested as personal uncoverings, new awareness, and deeper learning.

**Finding Number Four:** Over 90% of the participants felt more than 60% prepared to launch their new venture following the program which blended both learning methodologies (“how we learn” and “what we learn”).
Chapter II

LITERATURE REVIEW

Supporting the Education Entrepreneur

The U.S. Department of Education has been an avid supporter of Education Entrepreneurship. Not only is there presently a U.S. Department of Education Office to support educational technology start-ups, but also the recent Obama Administration made the supplication of school improvement funds in certain states contingent on the existence of charter schools (Batdorff, Maloney, May, Daniela, & Hassel, 2010). Charter schools, and the Entrepreneurially-minded leaders who establish them, continue to grow rapidly, with enrollment increasing over 10% annually and 600,000 students on waiting lists. Between the increased need for educational reform and an educational technology movement sweeping through the nation, Edupreneurs are increasing in numbers and beginning to need specific support.

The University of Pennsylvania recognized this monumental lead and launched the nation’s first Master’s Degree in Education Entrepreneurship. The Entrepreneurial movement, in general, has additionally become significantly emphasized in the higher education realm, whereas in 1985, 250 colleges offered formal schooling in Entrepreneurship and today nearly 400,000 students partake in an Entrepreneurship university course per year (Entrepreneurship education, 2014). t
Although for-profit ventures are sometimes slighted in the traditional public education realm, many have argued that with the pervasive educational issues of equity, access, and achievement that plague our system, the government cannot fiscally afford to do this work alone. Thus, new innovative revenue-generating strategies and markets need to emerge (Stanfield, 2011). As a result, investments in Education Entrepreneur technology have more than tripled over the last decades, now reaching an all-time high of $429 million (A boom time for education start-ups, 2012). Consequently, courses like Udemy, Udacity, and University Now are even revolutionizing how higher education is accessed (A boom time for education start-ups, 2012).

Education Entrepreneurs are encouraged by this popularity, particularly because not only are they living out their passions of Entrepreneurship, but they also can experience the social good and satisfaction of launching educational ventures that uplift a community. A study of several Education Entrepreneurs leading the way in this work and making significant gains in the field of education include Charter Management Organizations (CMOs) such as Aspire public schools, founded by Mary Welch and Elise Darwish; Knowledge Is Power Program (KIPP), founded by Mike Feinberg and David Levin in 1994; and Ascend Learning, founded in 2007 (Education entrepreneurs making a difference, 2014).

These leaders have effectively identified a need within their communities and sectors and used their training, experiences, passion, and connections to build organizations that effectively serve thousands. In the same study, organizations like Teach for America, K12, GreatSchools.net, and Wireless Generation were highlighted for their innovative practices that not only supported the learning needs of children and built
leaders to lead the work, but also generated significant capital to be able to continue to create momentum towards the work (Education entrepreneurs making a difference, 2014).

**The Relationship Between the Education and Social Entrepreneur**

Social Entrepreneurs seek to solve problems similar to those of Education Entrepreneurs, and in fact, Education Entrepreneurial ventures are sometimes categorized as Social For Purpose Organizations. While traditional Entrepreneurship is frequently attached to economic gain, Social Entrepreneurs are founders of new, innovative, and creative ventures centered on serving and empowering citizens and community members (Guo & Bielefield, 2014). These individuals are mission-driven, primarily focused on enhancing social value.

Education Entrepreneurs can of course similarly relate because the field of education has consistently been operating under a need for reform.

According to a survey from the public agenda Foundation, 67 percent of high school parents and 79 percent of high school teachers believe that public school graduates have the skills needed to succeed in the work world. However, only 41 percent of employers in the same survey thought that these graduates had what was needed to do well in the workplace. This finding suggests that the first task in a successful systematic change process is to generate a greater understanding and urgency for change. (Wagner et al., 2005, p. 5)

This need has spurred reactions from several leaders seeking to make a difference. For example, GEMS Private School Billionaire Education Entrepreneur Sunny Varkey brought high-performing schools to over 71 countries and plans to grow to over 2,000 schools by 2020. Proudly expressing former President Bill Clinton’s association with the work and claiming a 99.9% pass rate for all students, Varkey reinforced the notion of
many that regardless of an organization being for-profit or for-purpose, success if more than possible with an effective Entrepreneur at the helm (Rai, 2013).

In light of the emerging field of Education Entrepreneurship, researchers for ages have sought to determine the difference between Social and Commercial Entrepreneurship. These studies have ultimately revealed that the principal differences are that Social Entrepreneurs primarily seek to enhance social value, are typically embedded within the communities they seek to serve, and uniquely have more of a focus on bringing in stakeholders and soliciting buy-in to obtain success (Guo & Bielefield, 2014). Kara Finnigan and Raffaella Borasi, researchers at the University of Rochester, took a broader approach to defining the term. Studying Entrepreneurial Attitudes and Behaviors, Finnigan and Borasi (2010) believed that although “Edupreneurs” could learn much about remaining focused on human development from the Social Entrepreneur, Education Entrepreneurs are solely committed to Education and transform their ideas into organizations, both inside as Intrapreneurs and outside of existing organizations that generate social, economic, or and/or intellectual value. They further argued that all educators should participate in Education Entrepreneurship training because the training itself aids the development of innovative ideas in schools (Finnigan & Borasi, 2010). This notion is not unheard of, as Entrepreneurship research, in general, has discovered that all learners benefit from the instruction, even if they are not “called” to spend their lives as Entrepreneurs.

The most important and crucial finding, however, in the Rochester research, which developed case studies on six different Education Entrepreneurs, is the confirmation that the primary attitudes, behaviors, and competencies found in the
Traditional and Social Entrepreneur are additionally found in Education Entrepreneurs. These areas are explored fully later in the literature review; however, in summary, the skillsets embodied were the following:

- Innovativeness and Creativity
- Alertness for Opportunity Recognition
- Not Constrained by Resources
- Masters at Networking
- Confident
- Timely in Making Decisions (Finnigan & Borasi, 2010)

As Education Entrepreneurship arises, sometimes operating between many subfields, one must find it equally important to continue to define the niche further, as a means of providing specific customized support for both those aspiring to dominate the field and those seeking to capitalize on the competencies that can be gained from Entrepreneurial Education.

This next section further explores and deepens the understandings of the traits and characteristics of successful Entrepreneurs with the hope of continuing to shed light on the complexity of Entrepreneurship and the various aspects that roll into one’s success.

**Approaches to Understanding Successful Entrepreneurship**

Justified in answering questions around why some people create new opportunities and why some opposed to others succeed in these ventures have spurred deep conversation and research about the personal characteristics of Entrepreneurs and how entrepreneurial traits differ from non-Entrepreneurs (Baron, 1998). The
psychological fathers credited to be the first to study the psychology of Entrepreneurship were Schumpeter (1934) and McClelland (1961), who toyed with this concept. These researchers studied human subjects to explain the thinking of the Entrepreneur and defined the process of Entrepreneurship to loosely encompass three primary phases:

- Pre-launch: encompassing opportunity identification;
- Execution: consisting of resource assembly; and
- Post-launch: whereas one manages and ensures that the organization continues to grow and survive. (Frese & Gielnik, 2014)

This research inspired many other theorists to take the work of Schumpeter and McClelland more deeply, and identify the specific traits needed by the Entrepreneur during each of these key organizational development phases.

Thus emerged the study of Person-Entrepreneurship fit, specifically led by Gideon D. Markman and Robert A. Baron. In “Person-entrepreneurship fit: Why some people are more successful as Entrepreneurs than others,” the researchers not only looked at the various stages of Entrepreneurship, but made distinguishing points of clarity between leadership traits and thinking patterns required to lead an established organization, compared to traits deemed necessary to lead an entrepreneurial organization—one built under levels of extreme uncertainty. This uncertainty, for Entrepreneurs, requires a unique skill, including the ability to do more with less, become personally resilient, be comfortable operating in a state with high vulnerability to failure, and be able to cope with facing social and financial adversity (Markman & Baron, 2003). Consequently, distinct individual differences between successful Entrepreneurs and non-Entrepreneurs were identified in the article, indicating significant differences in areas
such as opportunity recognition, self-efficacy, staying power, and personal control (Markman & Baron, 2003).

Furthermore, for Entrepreneurs seeking capital for their ventures, social capital and social skills were additionally found to be correlated with one’s ability to secure the capital and relationships necessary to launch a viable organization successfully (Markman & Baron, 2003). These researchers summarized their findings through a person-fit entrepreneurship theory and expressed that techniques and programs enhancing self-efficacy, alertness, human and social capital, perseverance, and social skills have been proven to be successful (Markman & Baron, 2003) (see Figure 2).

Figure 2. Person-entrepreneurship fit theory (Source: Markman & Baron (2003), p. 294)
The above model further emphasizes that when Entrepreneurs embody opportunity recognition, social skills, personal perseverance, human capital, and self-efficacy, they have a higher likelihood of creating a successful new venture leading to Entrepreneurial victory. This work is similarly echoed in research conducted by Frese and Gielnik in 2014, revealing that specific personality dimensions such as having a proactive personality, high self-efficacy, and achievement motivation correlate on the highest level of new business creation (Frese & Gielnik, 2014).

Frese and Gielnik took these understandings a step further by modifying the concept of opportunity recognition and discussing it through the lens of alertness. They defined this level of alertness as the ability to realize a business opportunity without actively seeking one out and contributing this quality largely to an Entrepreneur’s skills in innovation and creativity (Frese & Gielnik, 2014). Researchers operating under this system often defined innovation as the implementation of creative ideas, thereby reinforcing the notion that creativity is a very important precursor in Entrepreneurial success (Crumpton, 2012).

A 1970 study conducted by the University of London approached Entrepreneurial skill a bit more in depth. Ingred Schoon and Kathryn Duckworth conducted a longitudinal study that examined the role of social skills, academic ability, socioeconomic background, and parental role models as predictors of Entrepreneurship (Duckworth & Schoon, 2012). They found that Entrepreneurs were likely to have a father who was self-employed, demonstrated higher self-esteem than the control group at age 10, and had better social skills. Further, they found that females in particular expressed a lower inclination to become Entrepreneurs; however, in families with high socioeconomic
status, females demonstrated a similar desire to become Entrepreneurial (Duckworth & Schoon, 2012). The study revealed that children, both male and female, from families with high socioeconomic status performed better academically and displayed Entrepreneurial intentions as young as age 16 (Duckworth & Schoon, 2012).

Another approach to identifying entrepreneurial success, illuminated by the existing field of research, has been to alternatively analyze the biases that Entrepreneurs are susceptible to, concluding that avoiding these biases will largely contribute to achievement. Baron (1998) studied the cognitive processes of entrepreneurship and suggested that because the Entrepreneurs’ environment is filled with emotion, novelty, high levels of uncertainty, fatigue, and time pressure, they are susceptible to many cognitive biases such as counterfactual thinking, affect infusion, self-justification, and the planning fallacy (explored in detail below) (Baron, 1998). These cognitive biases which are common to Entrepreneurs are a result of their exposure to environments that push the limits of their cognitive capacities, thereby increasing the likelihood of bias and error and sometimes causing failure in unsuccessful Entrepreneurs (Baron, 1998). (These theories are described in more detail below.)

**Counterfactual Thinking**

The impact of counterfactual thinking is experienced by many people; however, when embodied by Entrepreneurs, this thinking is intensified and causes them to engage in “what if” patterns of thought. This counterfactual thinking cognitive bias makes Entrepreneurs more likely to experience intense regret over missed opportunities or past failures, thereby increasing their tendency to act upon perceived opportunities. Furthermore, because of the nature of new ventures, Entrepreneurs must participate in
constructive and careful thought at a more intense level than traditional workers do and, due to their personal investment in an embarked-upon project, experience stronger levels of emotions when facing change or failure. As a consequence of these experiences, Entrepreneurs are more susceptible than others to affect infusion; this means that their decisions are considerably influenced by their thinking, conclusions, and judgments at a particular point in time, causing a susceptibility to counterfactual thinking (Baron, 1998).

**Self-Justification**

Research has indicated that individuals often attribute an event or action by another person to an external factor by way of attribution. Entrepreneurs are more likely to think in patterns of attribution due to operating under a cognitive self-serving bias. This bias consists of a strong tendency to associate positive outcomes to internal causes (skill, talent, good judgment, and hard work) and negative outcomes to external factors beyond an Entrepreneur’s control. This to an Entrepreneur reinforces a strong internal belief that Entrepreneurs can shape their destinies. This thinking pattern can cause problems for the Entrepreneur as it is often at odds with teamwork and collaboration, thus drawing a line in the sand between successful Entrepreneurs and unsuccessful. Entrepreneurs. Baron (1998) therefore found that successful Entrepreneurs are influenced to a smaller degree by the self-serving bias and self-justification.

**Planning Fallacy**

Researchers have found that business plans are an indicator of how serious Entrepreneurs are about their idea and that the planning out of one’s thoughts helps to symbolize commitment to a feasible and viable venture. Outside of this symbolic learning
experience encompassing how to fully flesh out one’s thinking, business plans have not
helped to provide many Entrepreneurs with what one needs to implement an idea
successfully. For example, improvising Entrepreneurs start with a concept, and as the
idea develops, evolves, and unfolds over time through ongoing interactions with clients,
customers, suppliers, or other stakeholders, their venture starts to develop through taking
action. Traditional Entrepreneurs, through business plan planning, most often find that
their planning was a result of unclear data and systems. This understanding has given rise
to the approach of critical point planning, which intentionally leaves things unplanned
until planning is needed, allowing the environment to shape the behavior of the
Entrepreneur. Empirical studies have shown that this form of planning is far more
successful for Entrepreneurs and encourages consistently modifying actions and plans as
new information becomes available. This planning requires a form of practical
intelligence, sometimes referred to as “street smarts,” which promotes experimenting,
testing, and revising a business concept repeatedly to improve continuously (Baron,
1998).

Whether a traditional business plan is elected or a more fluid critical point plan is
pursued, Entrepreneurs are typically future-focused and overestimate the likelihood of
success while underestimating risks in planning. This cognitive blind spot results in
Entrepreneurs not acknowledging the risks that may exist in certain new ventures. This
lack of acknowledgment affects the planning of Entrepreneurs specifically with project
timing and strategizing for obstacles, thereby increasing their chances of becoming a
“victim” of the planning fallacy (Baron, 1998).
Taking a cognitive approach to these biases will assist in the development of techniques to assist Entrepreneurs in avoiding the pitfalls and errors to which they may be more susceptible, as research has demonstrated. Frese and Gielnik (2014) echoed this work in later research, summarizing that cognitive bias may lead to suboptimal decisions. They emphasized that these flawed decisions do not operate in the Entrepreneurs’ favor, and one should be mindful of overconfidence, setting unrealistic goals, overinvestment and other issues (Frese & Gielnik, 2014). Overconfident Entrepreneurs have a decreased chance of success and lower likelihood of survival (Frese & Gielnik, 2014).

Lastly discussed is one of the most interesting approaches that the research holds about identifying how some Entrepreneurs are successful while others are not. This method is actualized through a theory of considering Entrepreneurial intentions. This practice supports the belief that through understanding an Entrepreneur’s intention, we are better served to understand and predict Entrepreneurial activity as well as teach “Entrepreneurship” to the specific motivators of the Entrepreneur. The teaching of Entrepreneurship will help educators utilize the findings above to build stronger educational ventures that are launched and run by highly successful and supported Entrepreneurs.

Gelderen found in 2010 that regardless of income or work hours, autonomy was the most often-mentioned and most importantly rated motive to start a business among Entrepreneurs. With this understanding, Geldren encouraged that Entrepreneurship education and training be built on elements of autonomy and self-motivation, through a personal process of finding and digesting content by way of adaptive experiences grounded in Entrepreneurial competencies (Winkel, 2013). This makes supporting
Entrepreneurs with an emphasis on autonomy the aim of Entrepreneurial education; this allows “students” to work from their own inner motivational resource base (Gelderen, 2010).

This research has been succinctly compiled, analyzed, and utilized by The Consortium for Entrepreneurial Education to develop research-based core competencies for Entrepreneurial success, making a very stark point that skills needed to start a business are Entrepreneurial competencies, while skills needed to grow a business are Managerial competencies. Competencies identified broadly fall into categories similar to the research reviewed: creative thinking, networking, planning and organizing, problem solving and decision making, checking, examining and recording business fundamentals, and computer application (Entrepreneurial competencies, 2014).

Standards to support the development of these competencies have further been developed by the Consortium and serve as a guiding force in most K-University level programs that seek to shape and develop Entrepreneurs. These standards are located in Appendix E.

With the popularity of business ownership, nearly every business school in the nation offers a course on new business venturing and start-ups, yet very few offer any specific support for the Education Entrepreneur. Positive nonetheless, this work has proven that students who engage in Entrepreneurial training are extremely more likely to start and run a successful venture (Matlay, 2008). This next section unveils the content taught in most Entrepreneurial classes and training programs, including programs focused on supporting Educators, and is used as the foundation on which to develop the technical aspects of the Edupreneur Curriculum.
The Technical Ideologies of Entrepreneurship and Building a Start-up

Approaches to teaching Entrepreneurship largely vary among universities, colleges, foundations, and consultants. While some select to use research-based textbooks as foundations for their training programs, others opt for more practical texts, and a select few do not use texts at all but instead guide the Entrepreneur through each step of the start-up process as they experience it in real time. The section below highlights the main processes and concepts of each three curricular approaches as a means of studying the commonalities of the authors and discussing the differences to support both Traditional and Education Entrepreneurs.

Approach One

Many textbooks approach the development of start-ups by outlining a very standard process to becoming an Entrepreneur. This process includes identifying an opportunity, conducting a feasibility analysis, writing a business plan, conducting an industry analysis, and finally developing an effective business model (Barringer, 2012).

The opportunity recognition process in this approach is one that emphasizes the difference between an opportunity and an idea. The opportunity that Entrepreneurs are guided in looking for is a circumstance that creates a need for a product or service, in contrast to the modification or enhancement of one that already exists. This search is typically pursued by way of problem thinking or through being exposed organically to a concern through social media or other networks. It is further important to say here that a large amount of focus is placed on the window of opportunity that is present in order to seize (or exploit) the opportunity in a venture as major problems are solved rather
quickly, sometimes leaving those who were slow to act out of being an agent of change (Barringer, 2012). Once this opportunity is recognized, an initial test must be conducted to determine if the idea is feasible. This process, depending on the researcher, is labeled the feasibility analysis. As a result of Steven Blank’s work, discussed later in the literature, this phase has been heavily emphasized over the last year. Whereby the process for establishing a venture historically would proceed from idea to business plan, getting out and talking to customers is now one of the key elements that researchers and practitioners have concluded is instrumental in determining success (Barringer, 2012).

Researcher Meir Liraz (2014) indicated the importance of a feasibility study as well. This model takes potential start-up Entrepreneurs through a series of questions designed to prompt their thinking and prepare them for the transition that will take place as they move from employee to leader. In her texts, Lira prompted questions ranging from personal considerations and reflecting including “Do you like to plan ahead” or “Do you enjoy competition?” to analyzing the growth trends and per capita income of the target audience (Liraz, 2014). Through introspection and research, one seeks to determine what the competition is and if it has the capacity to create a competitive solution to the problem either with or without a partner, while through talking to customers one seeks to identify if a market would pay for the item and be genuinely excited about the thought of its establishment (Barringer, 2012).

After the feasibility stage is completed, a major area where practical and research-based texts differ is in the construction of the business plan. The business plan in many texts is designed to be primarily for the investor and Entrepreneur employees. The aforementioned business plan forces Entrepreneurs to think through various aspects of
their business, thoroughly research their competition and market, and make financial projections. A sample outline of a standard business plan is noted below in Table 1 (Barringer, 2012).

Table 1

The Business Plan Outline

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As business plan creation is an extensive process, determining if one should enter a particular industry is equally extensive. Developed by Harvard University Professor Michael Porter, the Five Forces Model calls one to examine “the threat of substitutes, the bargaining power of suppliers, the threat of new entrants, rivalry among existing firms, and the bargaining power of buyers” when making the ultimate decision to move forward with a venture (Porter, 2001). If one realizes that the threat in each of these categories is rather high, the start-up should not be pursued; consequently, if the threats are low, one then proceeds to create a business model. The Five Forces Model is included below as a visual of the Industry Analysis process.

![Flowchart of the Five Forces Model](image)

*Figure 3. The Five Forces questionnaire*

As this guidance is tremendously useful for Entrepreneurs in higher education settings, some may argue that the information provided can be a bit challenging to implement and interpret. To this end, several authors have selected to communicate the establishment of a business in a practical, succinct format that can be adopted and utilized
by Entrepreneurs both inside and outside of higher education settings. Steven Blank, through extensive work with the Kauffman Foundation, offered a slightly different approach.

**Approach Two**

Among the 5.9 million small businesses that make up 99.7% of all U.S. companies, Entrepreneurs are found (Dorf & Blank, 2014). These Entrepreneurs are on a quest to find a repeatable and scalable business model, as Blank would emphasize. Serial Entrepreneur Steven Blank, in fact, defines a start-up small business as a “temporary organization designed to search for a repeatable and scalable business model” (Dorf & Blank, 2014, p. 22). According to Blank, Entrepreneurs operate in the unknown, and being successful is largely determined by their hypotheses developed, creativity enacted, and pivots made in reaction to the testing of these hypotheses.

This concept, Blank argued, is one of the major factors of success and goes against the traditional Concept, Development, Testing, and Launch Sequence that has been toted by business schools for years. Blank instead created a model that promotes the testing of an idea/business model hypothesis and uses a series of assessments that seek to validate this hypothesis before a formal business plan is developed. Eric Reis, who was recently supported in Harvard University’s journal “Why the Lean Start-Up Changes Everything,” posited that one should not first write a business plan but rather develop an idea, create a minimal viable product from that idea, and test the idea; then after several rounds of pivots, revisions, and adjustments, one can create a more formal plan to launch, if one is to be created at all (Ries, 2011). To this end, Blank’s work in supporting Entrepreneurs follows a customer development model that similarly consists of Customer
Discovery, Customer Validation, Customer Creation, and Company Building, all of which are explored below.

**Customer discovery.** This initial phase centered on problem/solution fit captures the vision of founders and uses it as a platform to develop a series of hypotheses. These hypotheses are then tested in the field with real customers to gauge customer reaction to the product. For charter school Education Entrepreneurs specifically, this validation is requested from the state in certain forms: surveys, letters of support, enrollment lists, and so on. For educational businesses, this is actualized through pre-sales, interest forms, and customer reactions. Once a few tests are completed, one moves to customer validation (Dorf & Blank, 2014).

**Customer validation.** Customer Validation seeks to find if the business model is repeatable and scalable through larger quantitative tests that require actual numbers. At this stage, if the model is not repeatable and scalable, one moves back to the discovery phase. Failure should be expected in this phase and is a normal part of the “start-up” process. According to Blank, this failure should produce a pivot, forcing the Entrepreneur to go back to the discovery phase and refine/revise the idea. A natural movement between validation and discovery is encouraged and frequent to ensure that each new test produces an enhanced product or service (Dorf & Blank, 2014).

**Customer creation.** Customer Creation moves active customers frequently into the sales channel by building end-user demands to scale the business. This phase is comprised of promoting the organization, obtaining more customers, and growing the customer base (Dorf & Blank, 2014).
**Company building.** This phase takes the start-up and moves it into a validated model implemented by a company. Often this level results in a founder’s exit and a hire for an executive skilled at managing a large enterprise (Dorf & Blank, 2014).

This approach largely differs from the initial approach explored. While business planning and industry analysis dominate the activities of the Entrepreneur following the “feasibility” phase, Blank’s model requires more of an organic process. This process requires the Entrepreneur to continue to operate between Customer Discovery and Validation until an idea is found, and then to actually launch the model as part of a testing series. Once the tests are complete and a solid customer base has been established, one then can solidify the business, expand a full business plan, and prepare to grow.

This model has become fairly popular, inspiring many to utilize its foundation in Social and Traditional ventures to guide their thinking and support for Entrepreneurs. For example, Bernadette Jiwa similarly designed “the Difference Model” inspired by Blank’s approach.

Through this model, Jiwa called us to tap into our creativity and utilize it to truly view another’s experience and become that person; this becoming helps us to generate an idea naturally from another’s point of view (Jiwa, 2014). She built “the Difference Model” grounded in six pillars:

Principles—What do you believe in? What problem do you want to solve? What is your unexpressed desire?

Purpose—Why this product? Why now?

People—Who are the people you want to serve? What are their values?

Personal—How can you become more relevant and personal to those you serve? What difference does your idea make in their life?
Perception—What do your customers or clients believe about you? What would you like them to say about you? How do you get them to say “that”? and

Product—What value does your product or service do for your target audience? (Jiwa, 2014, location, 606)

Jiwa then called on Entrepreneurs to tell a compelling story grounded in these pillars that do not speak of a product or service designed from a business perspective but rather a solution designed from a client perspective. This becoming one with the client as an Entrepreneur helps to keep the focus on adding value and solving the world’s most pressing problems (Jiwa, 2014).

While Barringer took a more traditional business planning approach and Blank encouraged testing this model and monitoring potential customer reactions through surveys and focus groups, both authors indicated that creativity by way of innovation play a major role in the success of a start-up (Barringer, 2012).

Approach Three

Creativity, imagination, and origination. Researchers who consistently study Entrepreneurship, dating as far back as Management Expert Peter Drucker, have found a consistent relationship between Entrepreneurial ideas and levels of creativity. According to an online organization Creativity at Work, “Creativity is the act of turning new and imaginative ideas into reality” (Naiman, 2014, p. 1). Innovation is the implementation of these ideas. A necessary skill for all Entrepreneurs, this innovation is characterized by “the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking and then producing” (p. 1).
Creativity is learned through exploration and experimentation, using one’s imagination and then taking action. Because humans are such free creative beings as children, many researchers have argued that to foster this imagination that results in adult creativity, one must engage in the process of unlearning what now stifles creativity as an adult. Sir Ken Robinson emphasized this notion in one of the most popular talks about creativity in the K-12 setting nationwide. Robinson in this talk not only emphasized the importance of creativity but additionally underscored the need to preserve systems in schools that foster one’s creative mind.

Entrepreneurs can cultivate this skill and remain curious inventors and innovators who are not afraid to take risks and question societal norms (Drucker, 1985). One practical method utilized by mostly inventors to actualize creativity into a tangible product is the usage of “Design Thinking.” Design thinking supports the view that innovation is a result of a design that centers on the development of bringing new ideas to new markets (Adler, Lucena, Russo, Vianna, & Vianna, 2012).

Design thinking, grounded in a creative mindset, is grouped into four sequential categories that often guide Entrepreneurial ventures in their early stages: Inspiration, Synthesis, Ideation and Experimentation, and Implementation (Kelley & Kelley, 2013). These stages are translated into 10 concrete steps, noted below, that guide the development of a venture:

1. Define a challenge,
2. Gather data,
3. Reframe and clarify the challenge by making sense of the research conducted,
4. Reflect,
5. Ideate to construct an idea to solve the challenge,

6. Evaluate the effectiveness of the ideas,

7. Prototype by crafting a visual for your idea,

8. Assess by gathering feedback from your idea,

9. Implement the idea via an action plan, and

10. Assess the implementation. (Naiman, 2014)

The method is said to focus primarily on finding human needs and creatively problem solving around those needs. What is interesting in Kelley’s approach in using design thinking to foster innovation is the support that is provided to his students through “IDEO” at Stanford University. In this program, students are trained to embody a “growth mindset,” which is a mindset of continual learning and limitless potential to strengthen their creative confidence and design approaches to the world’s largest problems. The effectiveness of these designs is a direct result of the confidence/self-efficacy building that takes place in the course through a series of “small successes” used to empower students. These skills are practically translated into student accomplishments in Entrepreneurship-related tasks such as conducting customer interviews, talking with experts, and embracing and accepting failure in their new venture (Kelley & Kelley, 2013).

Similarly, “Creative Problem Solving” follows a similar pattern, beginning with defining the problem using a non-judgmental exploratory approach, to then brainstorming a creative idea and narrowing that idea down based on practicality (Binks & Lumsdaine, 2007). The work of the above-cited authors are instrumental in supporting the Entrepreneurial journey, and their texts are used in many forward-thinking universities to
ensure that students are first supported and trained in thinking creatively, resulting in a rich thinking process that produces remarkable ideas. These ideas are then used either intra-preneurially or entrepreneurially to solve complex problems and offer new ways of thinking.

**The Nuances of Education Entrepreneurs**

As I have just included a synopsis of the key trains of thought of Entrepreneurship, it is important to note that most accomplished Education Entrepreneurs are trained in the present day using a Traditional Entrepreneurship approach due to the infancy of the emerging “Edupreneurship” field and scarcity of personalized courses. This process has remained successful because at a high level, even those wishing to start schools use a process that parallels with new business creation, especially in business-based schools such as daycares and, in some aspects, even charter schools.

For example, consider the requirements for the establishment of a charter school. In New Orleans, Louisiana, where currently 98 of the city’s 108 schools are charter schools, authorizers require future school founders to submit a hard-copy application that requests the Community Need/Demand for the school, its Mission and Vision, the Charter School’s Goals and Performance Targets, Theory of Change, Risks, Financial Plan, and the identification of a leader with demonstrated success (Louisiana Department of Education, n.d.).

These areas clearly follow the standard business planning model addressed earlier in the literature review and furthermore emphasize that without utilizing a model similar to Steven Blank’s, whereby one continues to test a school idea prior to fleshing out a
“charter,” one may find oneself with a school but no students, just as a business founder would find himself or herself with a business and no customers.

Despite the parallels, however, I do hold a belief from experience that Educators often need subject-specific support when it comes to the broad underpinnings of their business design to ensure that they are clear and consistent about their beliefs regarding how students learn best, what resources they will use to develop their curricula, and how they will measure and advance student success. To this end, the above Entrepreneurial theories are modified in the curriculum, designed to ensure that the methods best support the needs of the Education Entrepreneur.

**Setting the Stage for Adult Learning in Supporting Entrepreneurs**

While all of the above authors certainly outlined an approach to teaching the foundational elements of building start-ups, few other than Kelley have discussed how best Entrepreneurs can be holistically supported to ensure that what is taught is implemented and results in Entrepreneurial success.

The nature of how people most effectively learn has been a philosophical debate for decades, at times causing a stark divide between the western world guided by Aristotle and Plato and the Asian world grounded in Confucius (Merriam, 2013). Despite its historic roots, learning was not formally studied until the 19th century—a time deemed pivotal by researchers, signifying a defining moment that has forever changed the way one views how humans understand the world around them (Merriam, 2013).

Today, learning is defined as a process that builds knowledge over time, and for adults, this knowledge building results in various changes—changes about the way we think, view the world, behave, and communicate. This belief, although common today,
was not always so apparent. Early methods of understanding learning were heavily grounded in behaviorism, founded in the 1920s and popularized by Psychologist B. F. Skinner (1971) (Merriam, 2013). Skinner believed that behavior could be controlled by manipulating an environment through a series of consequences and rewards that either reinforce or discourage certain actions (Skinner, 1971). Several studies followed and reinforced this work, and although ancient in nature, behaviorist learning set the stage for learning in America and still dominates the K-12 learning space today. Critics of the theory, however, believed that it was too mechanistic and did not acknowledge the complexity of the human learning process, giving rise to alternate learning theories such as Humanism, Cognitivism, and, eventually, Constructivism (Merriam, 2013).

The field of studying how adults learn best, Adult Education, was not established until the 1920s and initial inquiries at this time deemed unsure if adults could continue to learn. The first official publication on Adult Learning was published in 1926 by Lindeman as *The Meaning of Adult Education in the United States*, which symbolized the shaping and study of Adult Education (Merriam, 2013). Andragogy soon followed and emerged first in Europe as the primary method used for adult learning, emphasizing the differences between adult learning (andragogy) and the learning in children (pedagogy) (Merriam, 2013).

However, it would not be until the early 1970s, through the writing of “The Adult Learner: A Neglected Species” by American educator and pioneer Malcolm Knowles, that the concept of andragogy in the United States became groundbreaking, sparking much conversation, exploration, and debate.
Through his work, Knowles identified four key characteristics that set the foundation to support adult learning.

1. Adults must understand why they need to learn something.
2. Adults need to learn experientially,
3. Adults approach learning as problem-solving and
4. Adults learn best when the topic is of immediate value. (Santos & Drago-Severson, 2005)

These pillars supported the assumption that adults needed to be self-directed in their learning and internally motivated, bringing to the table a “bank” of rich experiences that can already serve as sources of learning (Santos & Drago-Severson, 2005). Knowles further considered that because adults manage other aspects of adult life, they typically are entirely capable of assisting in the planning and even leading of their own learning (Merriam, 2001).

Underpinning this humanistic perspective was the understanding that human beings are free to determine their behavior and have the potential to develop and grow. This belief was formed from Abraham Maslow’s principle that the goal of learning is to eventually reach self-actualization, otherwise known as “full potential” (Merriam, 2013).

The core principles of andragogy have their roots in both the fields of psychology and learning theory, and though its evolution continues, the foundational work of Malcolm Knowles has supported hundreds of thousands of educators in effectively fostering learning, growth, and transformation in the lives of adult learners around the world. Below are the prerequisites that Knowles established to ensure a proper learning process is established for adults.
<table>
<thead>
<tr>
<th>Andragogical Process Design (Pratt, 1993)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate Setting</strong></td>
</tr>
<tr>
<td>Creating a learning environment that is trusting, relaxed</td>
</tr>
<tr>
<td>and warm; one that consists of humaneness, openness, and</td>
</tr>
<tr>
<td>authenticity.</td>
</tr>
<tr>
<td><strong>Involving Learners in Mutual Planning</strong></td>
</tr>
<tr>
<td>Instituting a system for mutual planning between the learner</td>
</tr>
<tr>
<td>and the facilitator</td>
</tr>
<tr>
<td><strong>Involving Participants in Diagnosing Their Own Needs for Learning</strong></td>
</tr>
<tr>
<td>Using a mutual assessment to aid learners in diagnosing their</td>
</tr>
<tr>
<td>own needs.</td>
</tr>
<tr>
<td><strong>Involving Learners in Formulating Their Learning Objectives</strong></td>
</tr>
<tr>
<td>Mutually negotiating learning objectives for the course</td>
</tr>
<tr>
<td><strong>Involving Learners in Designing Learning Plans</strong></td>
</tr>
<tr>
<td>Utilizing learners learning objectives to develop problem</td>
</tr>
<tr>
<td>units to meet specified objectives</td>
</tr>
<tr>
<td><strong>Helping Learners Carry Out Their Learning Plans</strong></td>
</tr>
<tr>
<td>Utilizing inquiry and experiential techniques to support</td>
</tr>
<tr>
<td>learning</td>
</tr>
<tr>
<td><strong>Involving Learners in Evaluating Their Learning</strong></td>
</tr>
<tr>
<td>Selecting and agreeing upon a mutual measurement of the</td>
</tr>
<tr>
<td>success of the program</td>
</tr>
</tbody>
</table>
The themes of Knowles’ theory are apparent; the overwhelming belief that learners are heavily involved in the learning process and that the learner’s needs take priority over those of the instructor is a consistent thread among the seven elements (Pratt, 1993). Researchers Costa and Kallick (2004) emphasized that effective evaluation of self-directed learning requires that the learners embody a sense of responsibility in the learning process and they are actively reflecting on where they are with regard to their learning goals (Merriam, 2013).

Effective self-directed learners can self-monitor, self-manage, and self-modify through reflection. The instructor’s role in the process is to create a space that allows for learners to participate in this reflection, to assess where they are in their learning and support growth. When implementing this frame, Knowles found it important to underscore that andragogy is less of an explanatory theory, but rather more of a philosophical belief about how adults learn best that is composed of these various foundational principles (Pratt, 1993).

Maslow’s work and the foundational elements of adult learning are important to understand as the blend of humanistic perspectives and emotional, cognitive, and behavioral learning have all migrated into today’s approaches towards not only transformative learning but also in how we generally foster learning in an adult population. This particularly draws from andragogical best practices around empowering learners to become more self-directed and reflective, using one’s experiences to engage more deeply in the learning process.
Transformative Learning Theory

Introduced by Jack Mezirow in the late 1970s, transformative learning gives promise to a more holistic way of learning as an adult. Grounded in constructivist assumptions which posit that the learner constructs his or her own knowledge and humanism, transformative learning focuses on how a person knows and aids in the development of one’s potential (Elkins, 2003).

The cognitive process of transformative learning ignites when one engages in critical self-reflection with the understanding that adult learning is continuous (Elkins, 2003). Grounded in reflection, engaging in discourse, and then taking action, this form of learning has a central focus on how we interpret our experiences through a socially constructed meaning (Santos & Drago-Severson, 2005).

Transformative learning theory was birthed from a research study conducted in 1975 by Jack Mezirow, in which he studied the experiences of women returning to college as re-entry students. In the study, various stages of how these women experienced transition began to emerge, which loosely started to frame the phases of transformative learning we know today. Yet, it would not be until nearly 20 years later before Mezirow brought together foundational elements from psychoanalysis, Friere’s work of social activism, and varied philosophical theories to introduce transformative learning as a theory of adult education and learning (Taylor, 2012).

Transformative learning is comprised of a cluster of meaning schemes (sometimes known as habits of mind or points of view) transformed through reflection. Where informational learning focuses on what a person knows, transformational learning focuses on how a person knows (Santos & Drago-Severson, 2005). These opportunities
for reflection are actualized through disorienting dilemmas, and single, dramatic events (Santos & Drago-Severson, 2005). When individuals become open to new ways of thinking and transform their assumptions, the transformative learning process has begun (Cranton, 2002).

Through the establishment of this learning style, Mezirow found that the primary way to learn occurs through the shifting of frames of reference, transforming points of view and habits of mind. This most significant method is comprised of critical reflection about oneself and a combination of both one’s thoughts and feelings.

Mezirow’s work established 10 stages of transformative learning that over time continued to be revised, but afford us a process by which to examine how best one can support the transformative learning process and understand how one might consciously or unconsciously experience new ways of being (see Table 3).

Researchers view transformative learning as “soul work” and believe that its roots in Jungian psychology should foster one’s ability to become conscious of the unconscious (Merriam, 2013). Learners engaging in this kind of learning enter holding environments and through support and reflective activities transform the way they know, resulting in an enhanced capacity to manage the complexities of life.

By utilizing a holding environment, an environment designed to foster developmental change through a healthy balance of challenge and support and then “letting go,” the learner is provided a safe space to grow and change in their time, with adequate scaffolds and experiences designed to foster this change provided by the facilitator (Drago-Severson, 2004).
<table>
<thead>
<tr>
<th>Phase One: A disorienting dilemma.</th>
<th>Processing a new way to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase Two: A self-examination with feelings of guilt or shame.</td>
<td>A self-examination with feelings of guilt</td>
</tr>
<tr>
<td>Phase Three: A critical assessment of epistemic, sociocultural, or psychic assumptions.</td>
<td>Critically assessing the personal assumptions and feelings that have alienated self from traditional role expectations</td>
</tr>
<tr>
<td>Phase Four: Recognition that one’s discontent and the process of transformation are shared and that others have negotiated a similar change.</td>
<td>Relating discontent to similar experiences of others; recognizing the shared problems</td>
</tr>
<tr>
<td>Phase Five: Exploration of options for new roles, relationships, and actions</td>
<td>Identifying new ways of acting within the role.</td>
</tr>
<tr>
<td>Phase Six: Planning of a course of action</td>
<td>Building personal confidence and competence</td>
</tr>
<tr>
<td>Phase Seven: Acquisition of knowledge and skills for implementing one’s plans</td>
<td>Planning a new course of action</td>
</tr>
<tr>
<td>Phase Eight: Provisional trying of new roles</td>
<td>Acquiring the knowledge and skills necessary to implement this new course of action</td>
</tr>
<tr>
<td>Phase Nine: Building of competence and self-confidence in new roles and relationships</td>
<td>Trying out the planned action and assessing the results</td>
</tr>
<tr>
<td>Phase Ten: A reintegration into one’s life on the basis of conditions dictated by one’s perspective.</td>
<td>Reintegrating into society with the new role behaviors and with the new assumptions and perspective</td>
</tr>
</tbody>
</table>

The goal of the work in this dissertation is to enable learners to examine their own experience and how the content of the curriculum connects to their lives. This reflection is captured in journal writing to encourage the exploration of self, develop a greater awareness of assumptions, and promote mindfulness (Drago-Severson, 2004).

Mezirow clarified the level of reflection necessary to invoke transformation. He posited three major notions of reflection: content reflection, process reflection, and premise reflection (Merriam, 2013). He argued that while content reflection focuses on what we think and feel, and process reflection examines how we think or feel, premise reflection centers on why we think, feel, act, or perceive the way that we do. Moreover, premise reflection results in deep change (Merriam, 2013).

Transformative learning theory served as a foundational theory in the design and development of the conceptual framework used in this study. Its guidance by which to measure whether transformation has truly occurred in participants has aided in consciously looking for shifts in one’s identity or worldview. Its newfound openness on learning has allowed for broadening the scope of support that gives space for greater creative, spiritual, and emotional expression. Its open-ended direction towards self-actualization allows facilitators to meet every learner where he or she is and provide supports to move them all to their next level. To this end, the foundational elements of the conceptual framework of this study have been grounded in its approach.
**Figure 4.** The blend of information and transformation

**Transformative Learning Theory and Online Learning**

Beginning with the 1991 development of the World Wide Web, the Internet has allowed extensive opportunities for learners from around the globe to conveniently come together in a common learning space to engage in instruction accessible at the learners’ leisure for lecture, discussion, or activities (Merriam, 2013). The ninth annual report on online learning in higher education surveyed 2,500 universities and colleges and found
that over 6.1 million adult students took at least one online course, with numbers growing steadily; the demand for online learning is extremely high (Merriam, 2013).

Researcher Jun Sun, with the University of Texas A&M, conducted research on the shift from “teacher-driven” to “student-driven” adult learning in an electronic environment. He noted in his research that the electronic learning field has been transformed significantly to better address the needs of collaborative learning (Wang, Koong, & Sun, 2013). He maintained that blogs, Wikis, and Blackboard are primary tools utilized by facilitators to engage and individualize one’s learning; however, work needs to ensue that selected learning tools are justified in research and highly effective in fostering learning. His research sought to recognize a model specifically for andragogy through e-learning, as he found that due to the internet’s ability to accommodate the thinking of multiple users at one time using a variety of e-learning tools, e-learning is actually more effective in fostering self-directed learning and collaboration than face-face interactions (Wang et al., 2013).

Wang et al. posited that the engagement experienced by the “users”/learners in e-learning exercises is actualized through their ability to send and receive messages, post and receive comments and feedback to posts in real time, and contribute to forums. The researchers reinforced the effectiveness of tools such as Wiki, Blackboard, and blogs, but additionally introduced a new tool of high synchronicity labeled Wimba as an ideal learning system (Wang et al., 2013). Further work, conducted by Posey and Piccoli measured motivation, learning, and computer self-efficacy by surveying 109 adult learners in an online environment and found positive relationships between internet usage and learning (Merriam, 2013).
Researcher Steven Weiland (2011) from Michigan State University made a case that in addition to e-learning environments serving as a powerful tool to engage learners, self-paced courses are instrumental in fostering learner autonomy and independence—two crucial skills valued heavily by Entrepreneurs. Weiland additionally noted that this is the direction of higher education, as universities such as Yale and MIT have experienced great success with open online courses. These universities not only enable students to self-guide through courses, but further provide transcripts of the courses for ease of study and to add to multiple representations of material (Weiland, 2011).

Although transformative learning has been present for over 25 years and remains one of the most researched phenomena pertaining to learning in adults, research to support ways on which to foster transformative learning online is limited (Taylor, 2012).

In fact, *The Handbook of Transformative Learning* specifically stated:

A review of peer-reviewed journals revealed only one empirical study that examined the topic of fostering transformative learning online (Killeavy & Moloney, 2010). These authors conducted a small mixed methods study to explore whether maintaining a diary in an electronic format would encourage the use of the reflective journal, and whether sharing this blog would encourage peer group support among participants. (Taylor, 2012, p. 408)

As the online learning space serves as the primary setting for the participants of this study to experience learning, it is apparent that this work has the potential to add to a variety of institutional and societal silos through learning from best practices across business, adult education, social entrepreneurship, and online learning. As well, it can shed light on the potential for a greater understanding of how we can best support adult leaders and learners in Entrepreneurship. In the next chapter, we will explore the methodology used in this research and how the theorists discussed in the literature review
set the stage for the development of a pilot curriculum that springboards the testing and observation of this work in the field.
Chapter III

METHODOLOGY

Embedding transformative learning in a way that elevates a shift in one’s personal beliefs, values, and attitudes has yet to be formally explored with Education Entrepreneurs, leaving available several opportunities to create experiences that seek to learn how prepared aspiring entrepreneurs would feel when partaking in curricula grounded in training that is more holistic.

To this end, this chapter offers the data sources and research design employed to answer the study’s following research questions:

➢ What kinds of experiences do Aspiring Education Entrepreneurs value in their training?
➢ What changes do learners notice in them following the participation in a course designed using the Holistic Entrepreneur Education framework?
➢ How prepared to launch a new venture do learners feel after participating in a course guided by the designed curriculum?

In addition to presenting the research design and data used to explore the study’s research questions, this section additionally provides details regarding: (a) the rationale for using a qualitative approach in this research, (b) an overview of the research design,
(c) the reliability and validity of the instruments used, (d) the methods of data analysis, and finally (e) ethical considerations.

**Development of the Curriculum**

The purpose of this pilot course was to take future Education Entrepreneurs through a series of activities that will ultimately lead to their holistic readiness to launch a new venture successfully. The curriculum initially centers on personal critical reflection and examining one’s business idea. Following these practices, q-storming is then explored to foster creativity and promote the effective gathering of one’s thoughts. Several technical Entrepreneurial Strategies to guide Entrepreneurs through the new business process are then implemented. Finally, the conclusion of the curriculum launches the learner into self-directed activities with guiding questions and background research to aid them in identifying their educational problem and proposing a solution to test in the field and use as the foundation for their new venture. The final product has been refined and streamlined as a result of the feedback gathered during this research.

The process of conducting this research study and developing the final product was modeled in a similar way to the Educational and Research Development Model (R&D) (Gall, Gall, & Borg, 2006). In this model, findings from the research are used to develop a new product or process, which is then tested in the field and refined for effectiveness.

In line with this thinking, the process for the development and implementation of this product is outlined in broad steps, as noted below:
➢ Step 1
   o Research Analysis
   o Literature Review
   o Proposal Defense
➢ Step 2
   o Product Design
     ▪ Content Writing
     ▪ Video Creation
➢ Step 3
   o Participant Recruitment
➢ Step 4
   o Field Testing via Course Launch
   o Written Feedback & Online Survey Distribution
   o Data Analysis
➢ Step 5
   o Product Revision
   o Dissertation Defense

While Step 1 took place during the 2014 Fall Semester, Steps 2-5 took place during the 2015 Spring Semester and 2016 Fall semester. Institutional Review Board (IRB) approval was sought in December 2014, and course production began shortly after that.

To develop the curriculum, I relied both on my experience as an Education Entrepreneur and in supporting Entrepreneurs as a coach/consultant. As well, I drew from the extensive literature review that not only revealed the need for the curriculum due to a scarcity in effective Education Entrepreneurship offerings, but additionally the technical and developmental content one must cover to support the needs of Edupreneurs holistically. Existing traditional and non-traditional Entrepreneurship syllabi were reviewed to ensure that the literature gathered was both accurate and representative of the broader current landscape.

The development of the curriculum, where components are detailed in the literature review, is best represented using the visuals presented in Figures 5-7.
### Figure 5. The Edupreneur Leadership Online Pilot Course foundational elements

| Adult Development & Modern Instructional Approaches | • Transformative Learning  
| • Online Learning |
|-----------------------------------------------------|-----------------------------------------------------|
| Developmental Competencies Grounded in Psychology  | • Leadership Competencies  
| • Entrepreneur Competencies |
| Formal & Informal Entrepreneurship Training         | • Traditional Entrepreneur Training Research  
| • Social & Education Entrepreneur Training Research |

### Figure 6. The Edupreneur Leadership Online Pilot instructional approach

Informational Learning (What Entrepreneurs Learn)  

Transformational Learning (How Entrepreneurs Learn)  

Holistic Entrepreneur Education
Figure 7. The grounding conceptual framework
The models above represent the blending of informational and transformative learning as well as best practices and considerations in teaching Entrepreneurship. There is a common understanding that all learners benefit from being exposed to Entrepreneurship training; however, for those whom deem to take on the work of building and launching new ventures professionally, the methodology with which that training is delivered is of great importance. Our current entrepreneurship programs, both formal and informal, have not adequately prepared aspiring venture seekers to succeed in the field, as noted by the extremely high failure rate of start-ups (Hisrich, Peters, & Shepherd, 2017).

Therefore, in this study, the holding environment of a self-directed asynchronous online classroom was leveraged to bring future Education Entrepreneurs through a series of developmental, informational, and transformative activities that aided them in preparing to launch their own educational start-up.

As illustrated above, the content in the chapters was grounded in and delivered using both a blend of informational and transformative learning, while the content of the chapters consists of recent material inspired by leading researchers in the Entrepreneurship space, including but not limited to Steven Blank, Eric Reiss, Bruce Barringer, and others.

Additionally, the flow of the original chapters, illustrated below, was created as a result of the research noted in the literature review and mirrors a traditional course of topics covered in Entrepreneurship classes at leading universities across the country.
<table>
<thead>
<tr>
<th>Mezirow’s Stages of Transformative Learning</th>
<th>Edupreneur Leadership Pilot Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase One: A disorienting dilemma</td>
<td>Chapter One: Launching With Confidence Exploring one’s bio, upbringing, values, and why one is ready for change</td>
</tr>
<tr>
<td>Phase Two: A self-examination with feelings of guilt or shame</td>
<td>Chapter Two: Just Because You Built It Doesn’t Mean That They Will Come Uncovering how one can personally more effectively and confidently talk about their work</td>
</tr>
<tr>
<td>Phase Three: A critical assessment of epistemic, sociocultural, or psychic assumptions</td>
<td>Chapter Three: The Idea That Stands the Test of Time Venturing into the world and understanding how one can create a greater impact</td>
</tr>
<tr>
<td>Phase Four: Recognition that one’s discontent and the process of transformation are shared and that others have negotiated a similar change</td>
<td>Chapter Four: Finding My Guru Creating a circle of like-minded mentors and guides.</td>
</tr>
<tr>
<td>Phase Five: Exploration of options for new roles, relationships, and actions</td>
<td>Chapter Five: The Three Wise Men Developing community with professionals and re-learning one’s role in the venture creation process</td>
</tr>
<tr>
<td>Phase Six: Planning of a course of action</td>
<td>Chapter Six: The Time Is Now: Building Your Start-Up Creating a plan to launch</td>
</tr>
<tr>
<td>Phase Seven: Acquisition of knowledge and skills for implementing one’s plans</td>
<td>Chapter Seven: Crafting the Blueprint Exploring what there is still left to learn about creating a successful venture and how these new learnings will fit into the plan</td>
</tr>
<tr>
<td>Phase Eight: Provisional trying of new roles</td>
<td>Chapter Eight: The Pink Spoon Becoming the chief marketing officer of a start-up</td>
</tr>
<tr>
<td>Phase Nine: Building of competence and self-confidence in new roles and relationships</td>
<td>Chapter Nine: Driven By Data Practicing making decisions using data to inform decision making</td>
</tr>
<tr>
<td>Phase Ten: A reintegration into one’s life on the basis of conditions dictated by one’s perspective</td>
<td>Chapter Ten: Your New Life Life planning as an Entrepreneur</td>
</tr>
</tbody>
</table>

(Kitchenham, 2008, p. 105)
Research Design and Rationale

Qualitative research was included as a staple of this study due to the need to understand how the participants experienced the course and “gave voice” to their many thoughts and reactions during the activities (Merriam, 2013). This research study utilized two primary research tools: open ended questions that generated narrative responses and a survey that generated scaled responses from participants. These methods were employed to gather feedback, make observations, and gauge key learnings from the participants during the study. While closed surveys and scales are a common approach to receiving student feedback on curricula, narrative responses, because of their complexity and subjectivity, are not widely used. However, in this particular study, providing a space for participants to write their individual stories and reflect on the changes they might have experienced in narrative form was helpful in gauging transformational shifts and gaining greater insight into participants’ needs following the course.

To thoroughly understand using narrative analysis as a qualitative approach, one must also have a clear understanding of the intent of qualitative research. The coding and analysis process for qualitative information consists of examining raw data, identifying themes, and drawing conclusions from those themes to gain greater insights into the research questions that framed the study.

A key strength of this approach is that it allows for research that is both exploratory and descriptive, allowing the researcher to “enter into another’s interpretive frame of reference” (Brookfield, 1991, p. 45). Several studies that have widely contributed to the field of transformative learning used various forms of qualitative approaches, including narrative analysis, primarily to expand this body of work (Davis-
Manigaulte, Yorks, & Kasl, 2006; Drago-Severson, 2004; Kroth & Boverie, 2000). Thus, using it as a staple approach in this study is aligned with the existing leading research in the field.

In *The Handbook of Transformative Learning*, a well-respected leading text in the transformative learning space, Taylor (2012) stated, “Narrative analysis is particularly well suited for the study of transformative learning because it allows people to convey their personal experience of this type of learning through stories” (p. 62). More pointedly, he added:

> From a methodological perspective, narrative analysis relies heavily on the “text” of the story, no matter how the story has been gathered—through interviews, journals, memoirs, letters, autobiography or otherwise (Clandinin, 2007; Riessman, 2007). Mishler (1995) reminds us that in doing this type of research, the researcher is also constructing a narrative and its meaning. “In this sense the story is always co-authored either directly in the process of an interviewer eliciting an account or indirectly through our representing and thus transforming others texts and discourses.” In summary because people make meaning of their lives through stories, it would seem that narrative analysis is a particularly rich approach to understanding more about transformative learning. (p. 117)

A self-efficacy scale, based on the work of McCusker (2013), was used to add greater insight into the information provided in narrative form. In that study which sought to identify if transformational learning occurred in a group of Social Workers by way of the Constructive Development Theory, a self-efficacy scale was implemented as a measure to track “shifts” (McCusker, 2013). More specifically, the researchers stated:

> Content analysis of the focus group transcripts provided 13 key self-efficacy beliefs. The 13-item scale was validated with a sample of 805 social workers.

Data were analyzed using a split-sample technique. Exploratory factor analysis on the first split sample (*n* = 402) revealed three dimensions of self-efficacy, corresponding to emotion regulation, support request, and procedural self-efficacy. The three-factor structure of the scale was further confirmed with confirmatory factor analysis on the second split sample (*n* = 403). (Pedrazza, Trifiletti, Berlanda, & Bernardo, 2013, p. 1)
This assessment sought to identify “movements” in the belief of ability held by participants throughout the course. Since this research study holds many similarities to the work of McCusker, a similar self-efficacy scale was used to add greater insight into the information provided in narrative form. The modified scale, used in this study, contained five questions that were issued in addition to the narrative responses to validate and further add context to the participants’ experience.

All data tools administered, beginning with the Self-Efficacy Scale, are presented below.

**Self-Efficacy Rating Scale: Survey**

Please read the participant information sheet and sign the consent form before completing.

Please complete the rating scale for each statement. Please provide a rating from 1 to 10 where 1 = not at all confident; 5 = moderately confident; and 10 = extremely confident. Please circle a number in reply to each of the statements below:

1. How confident are you in your understanding of Entrepreneurship as an Educator?
   1 2 3 4 5 6 7 8 9 10

2. How confident are you about your level of self-awareness as an Entrepreneurial leader?
   1 2 3 4 5 6 7 8 9 10

3. How confident are you in your ability to critically reflect on your practice?
   1 2 3 4 5 6 7 8 9 10

4. How confident are you about your ability to launch a Start-Up?
   1 2 3 4 5 6 7 8 9 10

5. How confident are you in being able to reach your goals?
   1 2 3 4 5 6 7 8 9 10

Thank you for taking the time to complete this questionnaire (McCusker, 2013)
Narrative

1. Indicate how and if your understanding of the skills, knowledge, or values required to “launch” a new venture have changed as a result of taking this module?

2. Give one example of something new you’ve learned about yourself.

3. Through taking the module have you identified any limitations in respect of your skills, knowledge, or values that you were less aware of before it?

4. Did you become more aware of any strengths?

5. Did the critical reflection (where you were asked to write & discuss your experiences) help facilitate any of the changes you’ve noted? Please give details.

6. Give an example of what (if anything) you learned from the activities.

7. Which aspect of the modules helped you to learn most?

8. Have your views about becoming an Entrepreneur developed through what you’ve learned in this course?

I additionally explored the following prompts with each participant via written form.

I. Background leading up to course participation

II. Intensive highlights

III. Intensive areas of improvement

IV. Intensive Life Changes
Subjects

Using purposeful selection, following the course development, a minimum of 30 Aspiring Education Entrepreneurs were solicited to participate in the study and provide anonymous feedback. The participants emerged from a span of various backgrounds. All were professional adults—some teachers, aspiring coaches, aspiring school founders, or online education entrepreneurs with a common goal of creating a life of greater autonomy and impact by creating their own start-up. Thirty applicants were recruited to participate in the study to account for attrition, and 15 adult professionals fully completed the month-long Intensive, Likert Survey, Open-Ended Prompts, and Questionnaire. As a result of the participants being selected from my existing network, demographic information was not collected to assure anonymity in responses within the small group. To be considered eligible to participate, participants were required to confirm a commitment to the 30-day online Intensive, attending all online sessions and completing both the narrative responses and Likert Survey. Fifteen participants agreed and completed the study.

Using the Learning Management System Teachable, future school founders and aspiring education, online, and technology leaders partook in instructor and self-led activities to build their capacity in preparing to create and launch their organizations.

Data Gathering and Analysis

Following the completion of the 4-week online program, qualitative data were gathered and quantitative data were used to validate and solidify feedback. An online form that included a survey, questionnaire, and open-ended prompts was available to the
participants from the beginning of the course, which, following the program, was used to gather feedback, identify growth, and gauge receptivity to the teaching methodologies and course design.

To uphold anonymity, pseudonyms were assigned to each participant in the study and identifiable demographic information was not stored or collected. The nature of the open-ended questions posed to participants was presumably taken by some to be sensitive, as respondents revealed perceptions and experiences about themselves that are not typically revealed in a public format.

In a qualitative study, data are collected and analyzed from various sources, including interviews, questionnaires, surveys, and notes (Merriam, 2013). Participant narratives were produced to paint a deeper picture of each participant’s experiences in the course as related to their own personal and professional skills. The analysis of these data resulted in themes and patterns that were transcribed to tell the story of each learner and used to improve and refine the course. The data were collected from the first course and continued throughout each module in one response document. The surveys were administered using an anonymous link produced by the Teachers College Qualtrics System. Fifteen participants started and completed the course; an average of 13 gave consistent full responses to the majority of the questions delivered through Qualtrics.

**Reliability and Validity**

As scales alone cannot ensure accurate results, triangulation was implemented to warrant reliability and validity in the data collection process. Denzin (1978) brought the concept of triangulation into qualitative research conversations, as he introduced
combining methodologies to study the same phenomenon (Denzin & Lincoln, 2018). While some have phased out the terminology *triangulation* and replaced it with *mixed methods* studies, its foundational elements are still encouraged in the qualitative research arena (Denzin & Lincoln, 2018). Validity approaches were used in this study to either validate or invalidate the information provided in narrative form from the study participants by combining both within-methods and between-methods triangulation.

First, within-methods triangulation was employed by ensuring that the narrative response forms issued contained two different types of inquiry: (a) a narrative questionnaire and (b) open-ended writing prompts. Second, between-methods triangulation was additionally employed, whereby a quantitative Self-Efficacy Scale was issued at the end of the pilot program as an additional data entry point.

**Ethical Considerations**

I as the researcher sought approval of methods from the Columbia University Teachers College Institutional Review Board (IRB). I furthermore met all ethical requirements of the IRB, including ensuring participants were aware that they were not compensated for participating in this research study and that the study was free to participate in as anonymous and voluntary. Participants additionally completed a memorialized informed consent form to further confirm that they were aware of all aspects of the study and their role as a participant therein.

**Conclusion**

This chapter reflected the rationale for using a qualitative approach in this study, an overview of the research design, the validity and reliability of the instruments used,
data analysis methods, and ethical considerations of the study. The aforementioned research and procedures served to set the stage for exploring transformative learning and Entrepreneurship, its need and perceived impact. Future studies will be required to explore if embedding transformative learning into Education Entrepreneurship programs increases the actual success rate of new ventures.

In the next chapter, I present the findings from the narrative tools and survey that were administered, unpack the implications for the study’s research questions, and explore the study’s limitations.
Chapter IV

FINDINGS

This study, which resulted in the production of an online course, *Ground-up Leadership*, sought to explore how prepared aspiring Education Entrepreneurs would feel when supported holistically through a methodology that incorporates a blending of informational and transformative learning approaches while teaching Entrepreneurship.

More specifically, the broader research questions that framed this work are as follows:

➢ What kinds of experiences do Aspiring Education Entrepreneurs value in their training?

➢ What changes do learners notice in them following the participation in a course designed using the Holistic Entrepreneur Education framework?

➢ How prepared to launch a new venture do learners *feel* after participating in a course guided by the designed curriculum?

After carefully reviewing the qualitative data provided from each participant, three overarching themes arose regarding what participants desire to experience in a program geared at preparing them to create and launch a new venture: **Meaning making** that allowed for self-reflection and introspection, **technical detail** that walked participants through the “nuts and bolts” of business development, and **opportunities to**
experience personal growth/transformation in a short timeframe. The findings commence with these themes.

**Theme 1**

**Meaning making that allows for self-reflection and introspection is helpful when teaching Entrepreneurship and supporting Entrepreneurs.**

When prompted to “tell their story,” most participants took the opportunity to go into great detail and exhibit vulnerability. Some participants exposed failures in the past, revealed their passion and dreams, and followed up later in the protocol with language expressing that allowing the space for them to self-reflect was appreciated.

Transformative learning has a deep history in using the power of autobiography and personal story “telling” to help people see themselves from another perspective and how that perspective can inform their views today (meaning making). Stories from the participants and illustrative quotes that highlight this need and newfound inclination are presented below.

Crystal started by expressing her history:

I became a teenage mother at the age of 16. When everyone else thought that I would have given up I went on to graduate high school and then college and then graduate school. It was not easy but somehow I made it. Today I am a principal, and I help the girls who were me. The girls who need someone to tell them to keep pushing and to believe in them. I give them what I did not have. I have a love for Special Education—my dream is to build a program that truly supports girls with Special needs in a heart-based way. I have a certification as a behavioral consultant in addition to several degrees and I want to use this with my love of Education and my desire to support young girls to help moms around the world.

She later expressed:
I appreciate how things started off. I got to really become one with why this is even important to me. The exercises helped to me dig deeper into my story and communicate my vision with confidence. I appreciated the class.

Sondra remarked:

I have a BA in English, a MAT in Education, graduate certificate in Early Childhood: Teaching in Diversity, and a MA in Early Childhood: Administration, Management, and Leadership. I have worked in educational settings since 2010. I started out subbing for a local school district in my hometown. Then I progressed to being an educational assistant to a three-year-old teacher for two years and then I looped with my lead teacher and we worked with four-year-olds. After I left that position I decided to sub again for a local school district for about two months. At the beginning of 2015, I was a teacher at a school that specializes in students who cannot function in a normal classroom setting. In May of 2015, I accepted a lead teacher position at a Head Start program in a new city.

She later expressed that “the first few reflective modules were most beneficial to me.”

Meredith stated as follows:

My purpose is to empower myself and others to increase levels of health, wellness, abundance and happiness. I left my career as a Web Developer in 2011 to pursue Massage Therapy. While working as a massage therapist in London, Ontario, Canada, I completed a one-year program with the Quantum Success Coaching Academy. After living on Lake Erie, near London, Ontario, I knew it was time to move across the Country—living by the ocean would guide me in not surviving, but thriving in my life. I am currently working as a part-time massage therapist, in Nova Scotia, Canada. With a background in yoga instruction, fitness instruction, and personal training, I provide ample suggestions to help my massage clients maintain proper posture, relieve stress, reduce headaches, muscle aches, sciatic pain, and more. My goal, through transformational life coaching, is to guide clients, through courses and webinars, in achieving their dreams, and motivate them in aspiring to more positive and fulfilling lives. Through changes in their habits and self-nourishment, by using the law of attraction and deliberately creating, they can live fabulously meaningful lives. The life I desire contains more travel, more time in nature, taking and sharing photographs, and learning and reading all that I can, to help myself and all of my future clients live more balanced and meaningful lives.

When later asked what the highlight of the program was, she stated:

The highlights will be learning about myself and what steps to take to start a business. Before I approached this work with a lot of know-how and never got an opportunity to dig deeper into how I determined my success.
Other participants noted the following about reflective exercises:

I like the deep dive in the beginning, it supported me in writing my story (now I can proudly proclaim it!) and connecting me to my “why.” I actually did not have any clarity on what I wanted to do and why I wanted to do it before this program.

The journaling was so important to me. I have always heard of its importance but did not know its tremendous power until I consistently engaged in it over the last thirty days. I feel alive and in tune with myself and my emotions for the first time in a long time.

I appreciate how things started off. I got to really become one with why this is even important to me. The exercises helped to me dig deeper into my story and communicate my vision with confidence. I appreciated the class.

Jane’s story highlighted her early Entrepreneurship learning:

I am a first grade teacher on my fifth year in the classroom. I recently completed my Masters in School Leadership and Administration. I have also recently obtained my Instructional Coaching certificate. I have a small business through Teachers Pay Teachers, as well as a blog and other social media outlets associated with my business. I am at a point in my career where I know I want to advance but I am not sure what path will present itself.

She later reflected:

I realize now the importance of journaling in my career and not just in my personal life. I have committed to carrying a journal and utilizing it more often to flesh out ideas and get closer to working for myself within my passion.

Participants valued the approach grounded in Holistic Entrepreneur Education to teaching Entrepreneurship and some highly valued the onset of the course starting with transformational-inspired reflective exercises that supported them in uncovering who they were, what they wanted, and the mark they wanted to make with their new venture.

This finding was apparent when collectively analyzing all of the data submitted and it was significantly apparent when the participants were asked to state the intensive highlights. The feedback above speaks to participants feeling connected to something deeper and making the establishment of their new project personal and meaningful.
Theme 2

Technical detail that walks participants through the “nuts and bolts” of business development is still much needed and greatly desired.

Participants who seek to build and launch start-ups also desire technical detail. Of the participants who submitted feedback on areas for improvement in the course, the feedback noted consisted of requests for technical information. Segments of this commentary are presented below.

Lisa stated how she “needed more time on marketing and sales. I know that this is going to come up as a topic and really wish we covered it more.”

Mark noted that “I have experience in the field of education but none in business.”

Marvin remarked, “More concrete information on the processes of charter school processes.”

Although the majority of the Likert Survey questions with responses were inconclusive and revealed no new findings, Likert Survey responses from these participants reflected that there was not a high level of self-efficacy in the areas that the course supported relative to this topic. For example, while the mean rating for the question “How confident are you in your ability to launch a start-up?” was 8 for all pilot course participants, both Mark and Lisa rated themselves lower in confidence compared to the other participants. This question will be further analyzed in Theme 4. See Figure 8 for a presentation of the first data set.
As a result of this feedback, the revised program *Ground-up Leadership*, where possible, included tactics and resources to support the specific technical needs of Education Entrepreneurs. For instance, every state’s resource guide and technical training department to open a charter school was provided as a link and reference for aspiring charter school leaders and founders. For private aspiring founders, links to franchise applications and business plan templates were also added. This feedback supports that there is still a need for technical guidance and information in the development of programs to support start-up leaders.
Theme 3

Participants can experience transformational growth in a short and condensed time period.

By providing the space for asking and answering the right questions, participants can experience “transformation” in a short time span. This change is manifested as personal uncoverings, awareness, and deeper learning.

This was an unexpected finding, as some of the research pointed to the long-term effects of critical reflection and self-awareness; however, in a 30-day period, upon compiling the responses, participants stated that they experienced growth when contemplating launching their venture.

Some participants connected their uncovering to God or a higher purpose, while others learned new things about themselves that they had not noticed in the past.

Illustrative quotes in reference to this are presented below. These responses were elicited from participants when asked “What did you learn about yourself?” or “State the life changes from the intensive”:

Suzy described herself as follows:

I’m pretty much a career quitter. At nine, I quit dance, the ninth grade, I quit basketball, in the tenth grade—I quit running track, in twelfth grade—I quit tennis, I quit organizations I volunteered with, I quit consistent intentional time with God regularly, I quit blogging (even though I loved it), I quit exercise every six months and the list goes on. It doesn’t appear this way from the outside looking in because there are several things I am extremely faithful to outside myself. I have trouble finishing things because I procrastinate and daydream about the life I want to have. I want things to be perfect rather than just getting things done. I use excuses like I’m not prepared enough or need more learning even though I’m fully capable of adapting to anything I am tasked with which has it pros and cons. Mainly I have become a jack-of-all-trades and master of none. I am at a point in my life where I want to master something. It took me some time figure it out but I have arrived at online teaching.
Following the course, Suzy stated:

I notice that I am more in tune with myself. Before I would have just jumped into things for the money or because someone told me it was doable. I can now feel into if something is right for me. That is life changing.

She concluded that “I am afraid to fail. And that’s okay as long as I am able to admit it and face my fears.”

Sasha expressed:

I learned that my confidence often stands in the way of my success. I shrink and retreat when I am approached or called to defend my calling. Believing in myself and pushing through this will help me to become more successful.

Later she added, “I can see clearer my vision, I feel more connected to my purpose and I know why God has me here.”

Other responses from remaining participants included the following:

I love the reflections—I have learned so much about myself and who I strive to be. Tapping into my inner purpose was eye opening and powerful.

Yes...before I approached this work with a lot of know-how and never got an opportunity to dig deeper into how I determined my success. The journaling was powerful and I know that in a school I would not have gotten supported at this level.

I always knew I was independent but did not know that “autonomy” was truly one of my core values.

I have learned to become more of a risk taker. I now trust myself and my decisions.

I am very introspective and committed. When I am passionate about something and it is connected to who I am—I NEVER quit. I used to think I was a quitter.

**Theme 4**

Over 90% of the participants felt more than 60% prepared to launch their new venture following the program.
This finding revealed both a limitation and a strength. Most entrepreneurship preparation programs are significantly longer and have the ability to go more deeply than this program was able to do in a 30-day intensive. Despite that, however, participants still “felt” prepared, as evidenced by their responses.

This finding was also significant as it demonstrated that the incorporation of critical reflection and exercises grounded in the transformative learning theory does not take away from the effectiveness of a curriculum to support Education Entrepreneurs, but perhaps may increase its effectiveness. The participants’ responses demonstrated that they felt more confident in their capability after the online program—as designed. This is portrayed visually in Figure 9 below which summarizes this point.

![Figure 9. Data set 2](image-url)
Table 5

**Self-Efficacy Scale Data Set 1 Details**

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you about your ability to launch a start-up?</td>
<td>5.00</td>
<td>10.00</td>
<td>8.00</td>
<td>1.48</td>
<td>2.20</td>
<td>10</td>
</tr>
</tbody>
</table>

Figures 9 and 10 represent that 100% of the participants experienced a self-assessed confidence level of greater than 50% following the completion of the online program. Although this does not definitively determine one’s success, it does shed light on the research question “How prepared participants would *feel*” following the participation in a program such as this.

This information is consistent with the narrative responses from the participants regarding their growth, takeaways, and key learnings. As an additional point of exploration, raw data responses from all participants are provided in Appendix D; any incidental identifying information has been omitted.

The next chapter explores what these findings mean and how they can be leveraged to learn more about the field of transformative learning and entrepreneurship.
Chapter V

DISCUSSION

This chapter presents and interprets the key findings of the research questions, explores the recommendations for further study, and ends with a summarizing conclusion. The findings for discussion include:

**Finding Number 1:** Participants value a transformative approach to learning Entrepreneurship. Participants highly valued the onset of the course starting with reflective exercises that supported them in uncovering who they were, what they wanted, and the “mark” they desired to make with their new venture.

**Finding Number 2:** Participants who seek to build and launch start-ups also desire technical detail. Of the participants who submitted feedback on areas for improvement in the course, the feedback noted consisted of requests for additional technical information.

**Finding Number 3:** By providing the space for growth and asking the right questions, participants can experience “transformation” in a short time span. This change is manifested as personal uncoverings, new awareness, and deeper learning.

**Finding Number 4:** Over 90% of the participants felt more than 60% prepared to launch their new venture following the program which blended both learning methodologies (“how we learn” and “what we learn”).
Research Questions and Results

The purpose of this study was to completely research, create, test, and validate the Ground-up Leadership Online Course, which used a conceptual framework of Holistic Entrepreneur Education and provided Education Entrepreneurs with the supports, strategies, and tools they need to build and launch their venture successfully.

The following research questions were developed and answered:

1. What kinds of experiences do Aspiring Education Entrepreneurs value in their training?

Throughout the Research and Development process as well as the testing of the developed curriculum, data gathered indicated that adult learners value a process that is personalized and self-directed, and allows them to pull from and reference their robust bank of experiences. The refined program allowed for this process by ensuring that most of the exercises were open-ended incorporated deep reflection and encouraged the learners to “find their own meaning.”

Responses from the data gathered indicated that participants valued a transformational approach to learning how to launch a new venture that supports meaning making and appreciated that the course was grounded in this methodology.

2. hat changes do learners notice in them following the participation in a course designed using the Holistic Entrepreneur Education framework?

It has additionally been noted that although transformation was not expected in such a short timeframe, learners in the course provided feedback that supported changes in the way they viewed themselves, their learning, and their work. It can be assumed that these shifts were possible because of the depth of questioning and center focus on
reflection in the program. As a result, learners expressed “finding their purpose” and “feeling in tune with themselves.” These experiences are not solely beneficial in launching a new venture, but will additionally produce intrinsic motivation to propel participants into implementing what they believe they were designed to do.

This finding was aligned with the foundational research, specifically Kroth and Boverie (2000), which concluded that asking questions relative to exploring life's mission and purpose can serve as a disorienting dilemma and, in some cases, foster transformational shifts. Similarly positive, it is important to restate that these shifts experienced by the participants are somewhat epochal, as Mezirow would describe, or immediate in nature, whereas developmental transformational shifts emphasized by Kegan might not be evident for years later, if at all. Nevertheless, adult educators can be encouraged in knowing that with intentional curricula design that focuses on guiding students more deeply into self-discovery, new awakenings are possible.

Lastly, this research sought to uncover:

3. How prepared to launch a new venture do learners feel after participating in a course guided by the designed curriculum?

Although these results are impressive, and over 90% of learners felt prepared to launch their new venture, this final question opens the gateway to further study, which is explored in the next section below.
Recommendations

While this study utilized the resources available to provide as long a holding environment as possible for working professionals who volunteered to pilot this course, it is important to note that a longer program or even the ability to track program participants decades after attending this experience would allow for greater insights into how prepared they actually were in launching their start-ups. This study sought to gauge how prepared participants felt—and an overwhelming number felt prepared, yet the true impact of the course has yet to be seen.

For further study, it would be interesting to monitor the success rate in launching the new ventures of students who have “found their purpose” and are launching businesses and start-ups aligned with their new uncovering, compared to students who traditionally start ventures without engaging in training that fosters self-discovery, self-awareness, and developmental shifts. These requests are not viable at this time, given the researcher’s limited time and resources. However, if pursued, they could potentially improve the success rate of new start-ups or, at a minimum, gauge a more longitudinal impact.

Additionally, given the rise of online programs in the last decade, specifically Massively Open Online Courses and course-launching platforms such as Udemy, Coursera, and Udacity, this course was modeled in a similar way to an asynchronous self-directed program (Sun & Chen, 2016). The intention was that adult learners would attend this course outside of a university setting or matriculated program and be driven by their internal learning goals and desire to train.
However, in a formal University-Based Online Education space, this course would need to be designed differently to align with university scoring, grades, and required student engagement in a synchronous time-bound learning environment. To this end, it would be interesting to measure if the results would be different if the learning management system was altered, or if there was required community interaction. The research demonstrated that Entrepreneurs are highly self-directed individuals who desire autonomy, and thus wondering whether University regulations, grading, or mandated assessments of learning would impede on the transformative experience or propel students to engage more deeply is intriguing.

**Limitations and Delimitations**

The field of transformative learning is still evolving and holds some vagueness, despite the decades of research that support its use. This coupled with the newly created conceptual framework of Holistic Entrepreneur Education reveals several limitations to this study.

First, unification across research fields regarding how to measure transformation concretely is lacking (Taylor, 2012). To overcome this, I leaned on research that posited transformative growth as a shift in the way one views himself or herself or the surrounding world. However, even in lieu of this frame, transformation might be expressed in ways that these interview tools, though open-ended, were unable to capture. For example, in this study, baseline data were not collected or administered; therefore, participants were required to “self-report” and “self-assess” shifts that might have taken place. This not only requires a particular level of self-awareness and skilled critical
reflection, but additionally opens the research up to a high degree of subjectivity, both from the researcher’s side and the participant’s side. To account for this, multiple research avenues by way of data triangulation were employed; however, the findings remain rested on how the participants viewed themselves, their learning, and their perceived shifts on an intrinsic level.

Second, transformative engagement as well as this research study were voluntary and completely anonymous. Demographic data were not collected or analyzed to protect the perception of the participants’ responses being identified. This not only hindered the study from obtaining additional insights that demographic data might have revealed, but additionally the quality of responses rested solely on the commitment level of the participants. Research documents and literature in this field have been known to express that “you get out of transformative learning what you put into it” (Taylor, 2012). As it pertains to this work, this indicates that in some cases participants were very detailed in their responses, while others provided sparse responses and perhaps even, despite anonymity, withheld some information.

Third, due to the varied experiences of future Education Entrepreneurs as well as the various lengths of times of the participants’ work experience, this area is identified as a possible limitation. Critics of transformative learning have deemed that one must possess a certain level of cognition and hold a bank of experiences from which to draw to fully experience a shift in thinking as a result of the critical reflection one engages in (Bagnall & Howie, 2013). This limitation arose in this study by way of the admittance of all professionals with varying experiences, regardless of developmental or cognitive levels. Contrarily, advocates of transformative learning believe that although the impact
of transformation may differ, everyone has the potential to experience its benefits
(Bagnall & Howie, 2013).

Finally, Kegan noted in his research that while some “shifts” are immediate,
developmental growth is not always instantly evident and sometimes not noted until
decades later (Bridwell, 2012). Mezirow labeled these prompt shifts as epochal, a shift
happening rather quickly and incrementally, whereby a transformative developmental
shift happens in small increments over time (Bagnall & Howie, 2013). This poses a
limitation for this study; although narrative responses were used in an attempt to capture
any “shifts” experienced by participants, there was no guarantee that participants would
truly understand or be aware of the growth or transformation that might have taken place,
as highlighted earlier in this section.

Conclusion

In conclusion, higher education institutions and private business training
programs must find ways to incorporate strategies into their teaching that foster
transformation in their students—especially when approaching areas such as business
development whereby the leader, the business, and the entrepreneur are one and the same.

In today’s landscape building, a new venture is one of the hardest efforts a
professional can engage in, therefore linking professionals to deeper motivations such as
their passion and purpose and grounding them in work that shifts their perspective from
the “day to day” into serving a higher call. When we connect ourselves to a vision that is
bigger than ourselves and are aligned with what we truly desire for ourselves, our world,
and our family, the impossible becomes achievable. A blend of informational learning
and transformative learning via this study has proven to be a fruitful avenue to consider incorporating when guiding professionals through building something of which they are proud. Therefore, the work that promotes the validation of Holistic Entrepreneur Education will continue.
REFERENCES


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Appendix A

Validated Product
Table Of Contents

GROUND UP LEADERSHIP: AN ONLINE COURSE DESIGNED TO BUILD THE CAPACITY OF THE EDUCATION ENTREPRENEUR; AIDING THEM IN ULTIMATELY LAUNCHING THEIR NEW VENTURE WITH A GREATER SENSE OF CONFIDENCE

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2 CHAPTER
Chapter Two: Question/Thinking (MODULE ONE)

3 CHAPTER
Chapter Three: Testing The Solution (MODULE TWO)

4 CHAPTER
Chapter Four: Pivoting (MODULE THREE)

5 CHAPTER
Chapter Five: Launch (MODULE FOUR)

6 CHAPTER
References
Dedication & Acknowledgments:

For my husband who has been my rock, my family.  
And friends who encouraged me to keep pushing and the thousands of women who are spending every day of their life making their glorious mark.

I wish to express my gratitude to my Academic Advisor, Dr. Brian Perkins for his ongoing support and encouragement to rise to the level of Dr. by becoming masterful in work that I am deeply passionate about.

To the donors of BOGCHS who trusted a 24-year-old girl with a dream and the students, parents and fellow educators working hard across the Northeast -- to do what is right for our children.

To the Federal and State agencies who gave me a seat at the table to advise on supporting our nations Social Entrepreneurs and Leaders, and to my newfound colleagues who believe in the power of coaching and training new dreamers to make their mark through new businesses, schools, non-profits and movements. --

To each of us who desires to leave this world a better place than we found it. --

I salute you.

SAFIYAH SATTERWHITE CREATOR

Safiya
What would it be like to contribute to the world in a meaningful way, by creating something that allows you to live life purposefully and solve a problem that is profoundly important to you?

**INTRODUCTION**

How would you feel to know that we each have the ability, capacity, and talent to positively impact the world?

**WELCOME**

If you are reading this work - you probably already believe we each have the ability, capacity, and talent to positively impact the world, because creating a business can be one of the most rewarding ways to make that happen.

I have been down this road several times -

...through founding and leading an environmental school, a foundation, a consulting firm and then a coaching practice supporting hundreds of women in building and growing movements they are proud of.

I have thrived, failed, and spent endless nights studying the principles that the most successful entrepreneurs have embodied to become successful. If you are anything like me - you might wonder how you can embody these principles too.

Perhaps you have even heard the alarming statistics that most new ventures fail and are wondering if you have what it takes.

Here is the good news.
Most successful founders, business owners, and start-up leaders are no different than you - they just found a way to tap deeply into their passion in a way that lights their soul on fire.

Their passion creates high levels of energy, tenacity, motivation, connection, and drive that support them in pushing through the hardest times and never giving up.

This passionate connection and relationship with your up and coming start-up is what I hope you will take away from this work, as well as become armed with the tools you need to make it happen.

This work will serve as a real-life blueprint towards building a movement that allows you to create positive ripples in the world, connect with your purpose, grow into the leader you hope to be and bask in a life of meaning. This is the call of entrepreneurship - this is what I call creating a blissful business.

Grounded in a holistic learning model, we will engage in a series of activities to foster clarity, build leadership, grow developmentally, acquire strategies and ultimately participate in a process that actually gets your idea into the market.

Welcome.
Module One

Chapters One: Launching With Confidence and

Chapter Two: Question Thinking Overview

Adults in the United States on average work approximately 47 hours per week, and as an Entrepreneur, though an enjoyable field, more time is spent working on your venture than sometimes with your families. Careers largely shape your identity, happiness, health and overall well-being; making the selection of your start-up one of the most serious decisions that you can make in your life.

Entrepreneurs hold an interesting advantage when thinking about work-life happiness and fulfillment; whereas when successful, Entrepreneurs can actually create the role that they desire to operate in, in their own work-life. This idea of creation and autonomy is one of the primary reasons that attract Entrepreneurs to the field. There are many misconceptions about financial gain serving as the primary motive for an Entrepreneur, however, research has demonstrated that successful Entrepreneurs are driven by something larger. Successful Entrepreneurs hold an intrinsic motivation that drives them to embark and succeed in new venture creation (Shane, S., Locke, E. A., & Collins, C. J., 2012).

This idea of human agency is not as widely discussed as one would hope but serves as a foundational factor in even bringing aspiring Entrepreneurs to the training table.

Areas such as locus of control, desire for independence, passion for their business idea, need for achievement and drive in addition to the cognitive factors of gaining knowledge, skills and ability work in conjunction to raise the self-efficacy of an aspiring Entrepreneur and greatly enhance their chances of success (Shane, S., Locke, E.A., & Collins, C. J., 2012).

As a new Entrepreneur, the decision of selecting what kind of new venture to embark on is overwhelming, especially when coupled with the fear of creating a life that could still leave one feeling lost and unfulfilled if successful. To address this concern, we first engage in an introductory process, designed to serve as an internal compass for new venture seekers. (Whitworth, 2011)

The practice guides aspiring Entrepreneurs through identifying their values, finding their passion, establishing their purpose and solidifying their commitment to their work; culminating into a succinct, freeing "North Star Statement" labeled the "It Manifesto". The process in creating this Manifesto ensures that what the Entrepreneur creates is set up for the highest likelihood of success.
demonstrates that passion and purpose in one's career decisions can have a profound effect on how effective they are in their role and aid them in having a more meaningful life (Vallerand, 2012).

These feelings of meaning are vitally important to entrepreneurs, as they serve to fuel the intrinsic motivation that will propel keep them moving forward in establishing a new venture.

Comparably in a traditional sense, workers who hold high levels of intrinsic motivation in their workplace perform at extremely high levels when compared to those who are not intrinsically motivated to perform in that field (Grant, 2008).

Therefore the personal mission statement (It Manifesto) culmination that will close this chapter will not solely represent one's life direction, but it will additionally reflect one's passion to ensure that as one moves forward in new business creation, the venture is reflective of their internal beliefs, resulting in increased motivation and greater self-awareness.
The manifesto reinforces the belief that the two most important days in one's life are the day they were born and the day they find out why. The technique walks them through taking that "why" and using it to drive the creation of one's start-up.

- Activity One begins with a reflective practice of identifying your values. Having a clear understanding of who you are and the values you hold, will ensure that your new venture does not conflict with your beliefs.

- Activity Two solidifies a reflective routine, introduces journaling and guides you through the identification of your passion.

- Activity Three guides you through identifying your calling and purpose in life and how this relates concretely to your business.

- Activity Four brings the whole process together by way of the development of the "It Manifesto."
Chapter Two uses the Entrepreneurs purpose identified in Chapter One to steer them through calling out the unsolved problems of their selected field using question thinking and creative exercises.

The goal of this chapter is to ensure that as one moves forward in their Entrepreneurial Journey.

Both chapters lay the groundwork for you to establish a strong foundation and gain skills in the primary competencies that need to be developed to perform in your new venture.
Chapter One: Launching with Confidence

Activity One: My Values Are My Business

Values are crucial to who we are, they stand for what is important to us in life and should be at the core of all of our decision making. While you can certainly build your business on your values, the most important thing in using your values to develop your Manifesto is to ensure that once you select your business, it does not cause you to sacrifice any of your values.

Additionally, since values are often at the core of what makes us satisfied, comfortable and fulfilled, as Entrepreneurs, we have to ensure that our businesses will provide the best environment possible for our values to flourish, be nurtured and strengthened.

Let’s take my story for example. I had five siblings and was the oldest child. I received a lot of responsibility and independence growing up and it has always been instilled in me to be a leader and to help others. Independence and Autonomy is a very deep value of mine.

However, throughout my life and career, I have been in work positions where I have not had the freedom to innovate, implement new ideas or work how and when I need to so that I am most productive and successful for the entity I was supporting.

For this and many other reasons, I have always been drawn to Entrepreneurial pursuits; because of my deep value of Autonomy.

When this value is suppressed I physically, and mentally do not perform at my peak level.

I am sure you have experienced something similar when one of your values are suppressed. You may experience feelings of discouragement, disappointment, low motivation and even anxiety.

Although every day in your business will not be extremely pleasurable, overall you should still feel a sense of inner motivation and excitement/connection to the work that you wish to start.

Therefore, the upcoming activity will guide you in recognizing where some of your feelings come from and ‘call’ your values out so that you can ultimately enhance the sustainability of your leadership in your business and experience a greater sense of fulfillment in your life.
Step One: Getting In The Right Head Space +

**Step Two: My Inspirational Figures**

To truly tap into your inner motivations and thoughts, you have to be in a space that is conducive to engaging in reflective practice. For some, this may mean removing yourself from all external noise, and sitting in a space with ample natural light, soothing smells, and calming visuals. For others, it may mean engaging in prayer for a few minutes and spending time in meditative practice. To get in the right headspace, you have to do what works for you. Take a moment and take note of where you need to be for this work.

**Reflection**

Where do you need to be to engage in reflective exercises? Is there a special room? Does a certain candle need to be lit or do flowers need to be present?

What can you do to make this reflective place more peaceful, serene and conducive to reflection?

**NEXT**

Now that you are in your quiet place use the next 5 minutes to think very deeply about people you admire. These people may include your parents, celebrities, spiritual figures, people you have randomly met, friends or anyone else. Write their names down, under the heading Inspiration, and next to their names, write down the values they represent. If you are uncertain about how to identify values, below, you will find a starter list.

Feel free to add to the list, based on how you feel. Remember, the list is only a resource to get you started, use it or ignore it, based on what works for you.
Acceptance
Accomplishment
Accountability
Accuracy
Achievement
Adaptability
Alertness
Altruism
Ambition
Amusement
Assertiveness
Attentive
Awareness
Balance
Boldness
Bravery
Brilliance
Calm
Candor
Capable
Careful
Certainty
Challenge
Charity
Cleanliness
Clear
Clever
Comfort
Commitment
Common sense
Communication
Community
Compassion
Competence
Concentration
Confidence
Connection
Consciousness
Consistency

Contentment
Contribution
Control
Conviction
Cooperation
Courage
Courtesy
Creation
Creativity
Credibility
Curiosity
Decisive
Decisiveness
Dedication
Dependency
Determination
Development
Devotion
Dignity
Discipline
Discovery
Drive
Effectiveness
Efficiency
Empathy
Empower
Endurance
Energy
Enjoyment
Enthusiasm
Equality
Ethical
Excellence
Experience
Giving

Exploration
Expressive
Fairness
Family
Famous
Fearless
Feelings
Ferocious
Fidelity
Focus
Foresight
Fortitude
Freedom
Friendship
Fun
Generosity
Genius
Goodness
Grace
Gratitude
Greatness
Growth
Happiness
Hard work
Harmony
Health
Honesty
Honor
Hope
Humility
Imagination
Improvement
Independence
Individuality
Innovation
Inquisitive
Insightful
Inspiring
Integrity
Intelligence
Intensity
Intuitive
Irrelevant
Joy
Justice
Kindness
Knowledge
Lawful
Leadership
Learning
Liberty
Logic
Love
Loyalty
Mastery
Maturity
Meaning
Moderation
Motivation
Openness
Optimism
Order
Organization
Originality
Passion
Patience
Peace
Performance
Persistence
Persistence
Playfulness
Poise
Potential
Power
Present
Productivity
Professionalism
Prosperity
Purpose
Quality
Realistic
Reason
Recognition
Recreation
Reflective  
Respect  
Responsibility  
Restraint  
Results-oriented  
Reverence  
Rigor  
Risk  
Satisfaction  
Security  
Self-reliance  
Selfless  
Sensitivity  
Serenity  
Service  
Sharing  
Significance  
Silence  
Simplicity  
Sincerity  
Skill  
Skillfulness  
Smart  
Solitude  
Spirit  
Spirituality  
Spontaneous  
Stability  
Status  
Stewardship  
Strength  
Structure  
Success  
Support  
Surprise  
Sustainability  
Talent  
Teamwork  
Temperance  
Thankful  
Thorough  
Thoughtful  
Timeliness  
Tolerance  
Toughness  
Traditional  
Tranquility  
Transparency  
Trust  
Trustworthy  
Truth  
Understanding  
Uniqueness  
Unity  
Valor  
Victory  
Vigor  
Vision  
Vitality  
Wealth  
Welcoming  
Winning
Brainstorming Space
<table>
<thead>
<tr>
<th>Example</th>
<th>The Values They Represent To Me</th>
<th>My Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspirational People</td>
<td></td>
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</tr>
<tr>
<td>My Dad</td>
<td>Faith</td>
<td>Intellect</td>
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<td></td>
<td>Strength</td>
<td>Autonomy</td>
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<td></td>
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<td>Inspirational People</td>
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</tbody>
</table>
Step Three: Identifying My Values

Starting Now

Once you have about 3-4 values listed for each of your "role model/figures" under the inspiration heading, make a separate column for the values you believe you hold or are seeking to hold. Be real with yourself here...honesty may be something that is important to you, but may not be a core value. Leave the space for something that is YOU!

Exercise

Resist the urge to 'vote' on what society believes are important values, and drill down into your personal life experience and how you live and work everyday. If you are struggling with identifying your values, think of a time when you were angry, frustrated or even saddened. Very often, this is a result of a value being suppressed.

Think back to this time and ask yourself prompting questions for exploration about how you felt during this time. Try to elicit the "value." For example: if you recently experienced a dinner, where everyone was late, or the food did not get served on time, timeliness or organization may be an important value. Or, if you frequently feel uncomfortable when you are around very judgmental people; acceptance or free expression may be important to you.

Go back to the chart above and write down your top 5-7 values.

Now that you have the values are written down of the people you admire, as well as your values, you can go across your activity sheet and start to circle the common values that have arisen amongst you and those you admire. Use these circles to solidify your top 4 values across columns.
The four that I identified for myself were: Integrity, Service, Health, and Autonomy – completely me and important. Yours should be personal and freeing once you identify them, as well.

If for some reason, you do not have any common values between you and your role models, take a moment to reflect on this, and then rank all of the values on your sheet in order of importance (1-5). The top five selected, if you are comfortable with them, could be your core values.

My Values

________________________________________

________________________________________

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Honor this exercise, own your new values and live in the clarity of mind you now have. Be conscious of when your values are suppressed, rejoice when they are fed and become aware of their importance; they are yours, and you are the only one that holds them in this way.
Scientists that conduct research on performance have identified “passion” as a common factor amongst top performers (Blanchard, Dennis, Elliot, Genevie, Grouzet, Mageau, Vallerand, 2007). This term is defined as the underlying energy that persists when being involved in a task (Blanchard, Dennis, Elliot, Genevie, Grouzet, Mageau, Vallerand, 2007). Passion is often present in activities that individuals love and seek to invest time and energy into (Blanchard, Dennis, Elliot, Genevie, Grouzet, Mageau, Vallerand, 2007).

Because Entrepreneurship requires much of this time and energy, identifying one’s passions is an important endeavor. Research often defines passion as fuel, which allows us to go through periods of frustration to ultimately strengthen our performance in a particular field (Blanchard, Dennis, Elliot, Genevie, Grouzet, Mageau, Vallerand, 2007).

Our upcoming exercise will help you to identify passionate experiences that you can use to build a harmonious relationship with passion in your new venture. This work coupled with the prior values work and the forthcoming purpose work will arm you in developing your “It Manifesto”, a foundational element to your business decisions.

Activity Two Step One:

Getting in The Right Head Space

For every reflective activity that you engage in, you will always need to get in the right headspace.

We cannot truly reflect if our physical environment serves as a barrier. Once you have located to a place that allows for this, take out your trusty journal.

This is the first day you are using this tool, and it will follow you throughout your business journey as well as the next few days as you unpack these questions.

Journaling promotes reflective practice, strengthens leadership, supports self-awareness and aids in introspection; all are “must have” competencies as an Entrepreneurial Leader. With this activity, we are beginning this life-long practice

Step Two: Journaling Use the questions below to guide your journaling process. Over the next four days, journal around one question per day.

It is typically advised to not engage in deeply reflective activities for longer than 30 minutes per day. The prompting questions are designed specifically to elicit your passion. Enjoy the journey!
"If you don’t know what your passion is, realize that one reason for your existence on earth is to find it." - Oprah Winfrey
Journaling Questions/ Prompts (1 per day)

• Who Am I? (I am a woman/man who is grounded in the values of “insert your values from activity one here”)

• When I think about a time in my life, where I have really felt capable, excited and my full self...I was ...(insert your story here...be very descriptive...feel the story so that you can pinpoint what it was about that moment that made you feel like you were your full self).

• What were my superpowers in this moment? (Superpowers are attributes about ourselves that give us a competitive edge...think about the traits that you exhibited in this moment of aliveness: ex: strategy, empathy, positivity, inclusivity...)

• What do I think could be a passion of mine but I never had the opportunity to try it out? (When answering this question, don’t worry about specificity, you just want to let your brain imagine. For example you might list: leading mission trips around the world, training people to become business coaches or inventing products...allow yourself to dream for a moment...the purpose is to explore).
Step Three: Reflect for Inspiration

After reflecting on these questions, themes should begin to arise. For example, if you thought of an experience when you felt alive, and the experience was that you were helping parents select the right summer camp for their child, some of your superpowers may be: communication, educational skill, and personality. Your creative desire might be to create a summer camp for children of that age group in a community without one.

Although there are no rules in this activity, you want to be able to pick up a consistent area that continues to arise; this could be your inner passion ensuring its prominence and breaking through.

After reviewing the information we just constructed, we are tempted to name our passion. In the example above, we may hurriedly name the passion as ‘summer camp.’ I encourage you not to do so. Instead, allow yourself to sit in the experience and see if anything changes over the next week.

There is no need to solidify something immediately. When our “It Manifesto” is complete, your values, passion, and purpose will be crystal clear.

What themes have arisen?

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**Step Four: Extensions**

End this activity by creating a "creativity board" of magazine clippings, pictures and quotes of your 'role models' from activity one and other visuals that make you feel alive, inspired and passionate about your future work. Strengthen your creativity and show the world your vision.
CHAPTER ONE: LAUNCHING WITH CONFIDENCE

ACTIVITY THREE: UNCOVERING MY CALLING

Many people go through life engaging in work that they are not passionate about, is in conflict with their values, and has nothing to do with their purpose in life. Entrepreneurs are at a significant advantage here, as we have the opportunity to ensure that our career is positioned in a manner that will ensure its and our sustainable success. The final activity that we will engage in to build our "It Manifesto" is identifying our purpose in life otherwise known as "calling."

Let’s take the founder of Whole Foods, John Mackey, as an example here. For years Mackey was a vegetarian but was destined to become an Entrepreneur. He knew wholeheartedly that the purpose of his life was to create a marketplace that would promote a healthier way of eating and living not just for himself, but for the world! Who knew that because of his passion and purpose he would create a multi-billion dollar company known as whole foods?

When you live in your calling, there is no limit to the possibilities. This notion of identifying one’s calling used to solely be used in the religious space to define the work of pastors, missionaries and other religious positions of service. Today the term has a much broader application, applying to those both inside and outside of religious and service fields. Today, we have come to define finding our calling to not only mean what we are placed on this earth to do in our work life but also how we integrate the meaningfulness of our life with our work (Conklin, 2011).

Identifying our calling gives us a sense of purpose and identity in hopes to answer the question "Where am I going and why am I going there?" (Conklin, 2011). This clarity will not only aid you in identifying and building business opportunities but can additionally add new perspective and meaning to your personal life. For this exercise, we will similarly use our journals and partake in a visual activity inspired by Laura Whitworth of Co-Active Coaching. The activity will call you to sit for a moment and envision what it would be like to see and speak to your future self. You will need to be in a comfortable place; let’s begin!
Activity Three: (Inspired by Whitworth, 2011) Step One: Getting In The Right Head Space

Once you have accomplished this, take out your journal, and you are ready to begin.

Step Two: Journal Writing

Reflect in your journal (or below) about why participating in learning how to launch your venture is so important to you? What life experiences have you had that have made you want to become an Entrepreneur? Why do you believe that this is a part of your calling?

Step Three: Envisioning

Close your eyes and imagine you are being transported 20 years into the future. You arrive at a home, in front of a big red door. You knock at the door and your future self-answers. You study your future self for a moment and take in what ‘you’ look like, smell like and what kind of energy you give off. You observe the colors of the home, the environment around you, your family.

You ask your future self if you can speak to him/her inside. As you proceed inside, you take a seat and ask your future self ‘What is the most rewarding work that you have engaged in over the past 20 years’ “What was your purpose?” Listen intently, thank your future self, open your eyes and journal about every detail you can remember about the experience. Your purpose should begin to become crystal clear.
The Final Step: It Manifesto

The “It Manifesto.”

The number one characteristic successful entrepreneurs have in common undoubtedly is a passion for their business (Barringer & Ireland, 2012). Passion allows Entrepreneurs to persevere in the face of trials, work hard when the time is needed, learn, and iterate (Barringer & Ireland, 2012).

Your “It Manifesto” will bring your purpose, values and most importantly your passion to the forefront, keeping you grounded and focused on the kind of life you want to live and the kind of venture you want to start.

Once your business is planned, we may also see similar values transfer into the values of your business. So taking this first step in being clear about you, is vital on many levels and through many stages.
Chapter One: Launching With Confidence

Activity Four: The "It Manifesto."

Step One: The template to develop your Manifesto is below.

I am a woman/man who is grounded in the values of “insert your values from activity one here.”

My life’s purpose is “insert a summary of Activity three step three here” I have never felt more alive doing “insert a summary of Activity two question two here” I am "insert the answer to Activity two question three here." I am an Entrepreneur; my business is me. Someday I would like to explore "insert the answer to Activity two question four here," my business will allow me to do that. Enter your closing statement of encouragement here, draw from some realizations from Activity three question two.

Here is an example of my "It Manifesto" for support

I am a woman who is grounded in the values of integrity, service, health consciousness and autonomy. My passion and purpose in life is to bring Entrepreneurial ideas to the forefront by supporting, equipping and arming Entrepreneurs with the help they need to become successful. I am genuine, kind-hearted, feminine, experienced, ambitious and focused. I am an Entrepreneur; my business is me! Someday I would like to travel the world to support leaders in launching socially conscious ventures; my business allows me to do that. When I am discouraged…I remember my journey, I reflect on my family, I show gratitude for my successes large and small. I get the help that I need, and I keep pushing forward!
Step Two: Write Your Manifesto

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Step Three: Planning to Move Forward

I would be remiss if I did not mention that at the end of the activity, you might decide that you can fulfill your purpose, live out your values and enjoy your passion without being an Entrepreneur. In this case, you should be proud of coming to that realization. For others, this activity may solidify your Entrepreneurship call and help bring you closer to finding the exact idea that will both help you live a meaningful, fulfilling life while meeting the needs of your target audience. If the latter is true, please proceed to Chapter Two.
Chapter Two: Question Thinking

INTRODUCTION

Insanity is doing the same thing over and over and expecting a different result. Modern sources have attributed this one-liner to a spectrum of creative and intelligent people, including Albert Einstein, Benjamin Franklin, and Mark Twain. But what does this quote and anecdote have to do with Education Entrepreneurs?

For starters, educational entrepreneurs need to be creative and dynamic to start new ventures and additionally to succeed in these very avenues. Education Entrepreneurs need to recognize that they play a critical role in creatively adapting and altering many older educational practices that may be inadequate for the modern educational context.

Entrepreneurs need creativity to work as pioneers, identify the holes in current educational practice, experiment, and develop new alternatives, because, in many school contexts, older practices, organizational structures, and methodologies are proving inadequate. Without creative, dynamic leaders, our educational system will fail to adopt newer, more effective measures, and, as a consequence, produce the results that have been slow to greatly improve over the past decade.

The best leaders are profoundly creative. When they approach a problem, they can look at it from many angles to develop possible solutions. When one solution fails to work, the creative leader explores and develops alternative solutions to address the problem.
Without creative qualities, without this willingness to adapt and alter strategy, a leader cannot successfully innovate and ultimately exploit available opportunities as a means to create the changes that they would like to see in a given field.

This skill of opportunity recognition is largely a creative process. To define it exactly, opportunity can be defined as a favorable set of conditions that create a desire or need for a new product, or service (Barringer & Ireland, 2012). Many new businesses fail not because of the entrepreneur level of work in the new venture but because there was not a real opportunity present and the creativity of the entrepreneur was never actualized (Barringer & Ireland, 2012).

It is important to note however that the creativity required to gain entry into the field of entrepreneurship is not always innate and thus we will start this course with an activity strategically designed to enact the creative process as you use and strengthen your creative skill to imagine the needs of those around you and how you can use your purpose identified in the prior activities to solve the most pressing problems that interest you. In this activity, we will refine our opportunity recognition.

- Activity One begins with a reflective practice and will guide you through using your creative genius to seeking out problems that need “fixing.”
GETTING IN THE RIGHT HEAD SPACE

Head to your quiet place.

Step Two: Using Our Journals To Question Storm

Today we are going to start our activity with journaling around one essential question. The question is “If you could change anything in the world, what would it be?” While answering this question in your journal, you may be able to tap deeper into your thoughts if you use questions to answer your essential question.

For example: What if preschool age children could access interactive books for free at any time online? What if I was able to create an after school center for this child in my community? What if every teacher had access to high-quality lesson plans online from me?

Spend about 15 minutes allowing the questions to bubble. Take note of them in your journal or below. Feel free to explore some of your feelings related to the questions you are posing to yourself if you are inclined. You want to think of a need that your business could meet and how you and your target audience would feel if you were able to fulfill the need. This “Q-storming” session will serve as an idea bank, so be sure to make your notes legible if you need to return to this place.
Calling out the elephant

At the end of this session there will likely be one of your questions / needs that have jumped out at you. This thing, that you cannot ignore, your ‘pink elephant’ will cause you to experience intense positive emotions when asking yourself the ‘what if’ question. When you have identified this area, circle it and write it below, as this will be the first place we will start to design and test your proposed solution.

Step Three
Ground Up Leadership

Module Two

Chapter Three: Testing Solutions

Amongst the 5.9 million small businesses that make up 95.7% of all United States Companies, Entrepreneurs are found (Dorf & Blank, 2014). These Entrepreneurs are on a quest to find a repeatable and scalable business-model. Serial Entrepreneur Steven Blank would emphasize. Serial Entrepreneur Steven Blank, in fact, defines a start up small business as a "temporary organization designed to search for a repeatable and scalable business model" (Dorf & Blank, 2014, p. 22). According to Blank, Entrepreneurs operate in the unknown and being successful is largely determined by their hypotheses developed, creativity enacted and pivots made in reaction to the testing of these hypotheses.

This concept, Blank argues is one of the major factors of success and goes against the traditional Concept: Development: Testing and Launch Sequence that has been touted by business schools for years. Blank instead advocates for a model that promotes the testing of an idea/business model hypothesis and uses a series of assessments that seek to validate this hypothesis prior to a formal business plan being developed.

Eric Ries, recently supported in Harvard University’s journal “Why the Lean Start-Up Changes Everything”, posits that one should not first write a business plan but rather develop an idea, create a minimal viable product from that idea, test the idea and after several rounds of pivots, revisions and adjustments create a more formal plan to launch, if one is to be created at all (Ries, 2011).

Traditional business plans are static and are often so extensively developed that they do not allow for an iterative process of changing directions based on the effects of your testing. Therefore, you will see that we do not spend weeks in this work designing a business plan, but instead focus our time and energy on designing a minimum viable project that can be tested - launched in the field and used to serve as evidence to move forward with an official launch and the creation of a successful business.
Welcome to Chapter 8, a very important chapter that will be the start of you solidifying your new venture idea.

- In Activity One, our business idea sustainability test will use your values, the importance of the business and your passions to warrant that your business is best positioned to support your future success. Without going through this test, you could run the risk of starting a business that sets you up for defeat by causing you to not be yourself, or comfortable in the need the business is intended to fulfill.

- In Activity Two, we will unpack your vision and how the world will change because of what you create.

- In Activity Three we will create your minimum viable product to be tested in the field and write up your iterative business plan.

- In Activity Four we will design a logic model to support you in testing your idea so that you are clear on every step that needs to be in place to produce your desired results.
Chapter Three: Testing
Solutions Activity One: The Business Sustainability Test

The last activity left you with a solid business idea and some back-up business examples should this one not meet your needs. The initial test below will help to ensure that your business idea is sustainable. When using the test, if your idea conflicts with any of the below statements you will need to revisit activities 1-3 to find where your thinking may have strayed.

Revisit this chart until you receive check marks in every category.

My completed chart is provided to you as an example below the template. This test not only begins with tapping into the intrinsic motivators of the Entrepreneur, to enhance the levels of motivation needed to bring a project to completion but also organically undergirds areas that foster developmental growth to aid in cultivating one’s leadership capacity.
<table>
<thead>
<tr>
<th>My Business Idea</th>
<th>Does it conflict with my values?</th>
<th>Does it address a need or solve a problem in an innovative, cheaper, different or new way?</th>
<th>Will it allow me to pursue my unfulfilled passion?</th>
<th>Will it allow me to be me truly?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 1</td>
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<td>Value 2</td>
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<tr>
<td>Value 3</td>
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</tr>
</tbody>
</table>

**Sample**

<table>
<thead>
<tr>
<th>My Calling</th>
<th>Does it support my values?</th>
<th>Does it address a need or solve a problem in an innovative, cheaper, different or new way?</th>
<th>Will it allow me to pursue my unfulfilled passion of supporting ventures internationally?</th>
<th>Will it allow me to be me truly?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
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<td></td>
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<tr>
<td>Health</td>
<td>✗</td>
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<td>Autonomy</td>
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<tr>
<td>Service</td>
<td>✔</td>
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</table>

Using my custom
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<thead>
<tr>
<th>program to train Entrepreneurs in Higher Ed</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using my custom program to Coach Entrepreneurs in person as a coach</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Using my custom program to train Entrepreneurs through online methods.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**My sustainable business idea is to:**

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________________________________________________________________________________________
Every Entrepreneur knows both the taste of success and that of defeat - which is a primary reason why testing your business idea will support you in making a sound and confirming a decision on if now is the time to move forward with your business idea. Let's take self-made award-winning Entrepreneur, Richard Branson, who landed on Forbes 'World Billionaires' list in 2009.

Branson presently owns a brand that holds more than 200 companies in over thirty counties and owns two islands. However, his rise to success encompassed many triumphs and 'failures.' In reflection, Branson was asked how he would advise Entrepreneurs on testing their business ideas and jokingly advised on conducting a 'mum test.' Here, he recommends pitching your idea to a loved one who does not know much about business and observing how they react. More than likely, if they are not enthused about it, there is a pretty high likelihood that the world will not be either.

The good thing is that since we live in a world where the answers to all of our questions are one click away, it is fairly easy to determine if an idea has a lot of excitement around it - by pulling up a Google search and monitoring the social response to other people's ideas. This is rather fancily labeled in some circles as a component of feasibility testing.

So, now that you have a business idea that is grounded in your values, addresses a deep need, fulfills or allows you to fulfill your passion and does not conflict with who you are as a person, you can begin to look for social proof and flesh out how your business idea might fare into the current market.

This next activity will walk you through obtaining social proof and gaining inspiration from other companies conducting similar work and, lastly, craft what the future will look like because your business is successful. These exercises will help you communicate and think through what you intend to do and support you in garnering support for your idea - because if your message is unclear - it will be challenging for anyone who wants to support your work to fully back you.
Step One: I Think I Know What I Want My Business To Do

As you now have your start up idea selected, you still may not know what you want this venture to look like, who your competitors might be and how you are distinct.

As a result of this, the first step in this activity is conducting some initial research, at a minimum through a Google search. Plug your idea into the search field and see what comes up.

We are hoping here that at least 4 – 5 other similar businesses or ventures are produced in the search because that means that the idea is one that is desired and founders are experiencing some kind of success; especially if they are on page one of the Google engine search. (Hisrich, Peters, & Shepherd).

During your search, be sure to write down any businesses that are meeting a similar need inside and outside of your target location; this list will be important, as these are your competitors. Observe their product or services, scroll through their sites and social media pages and take note of some of their marketing efforts.

How is their service or product different from your idea?

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__________________________________________________________________________
How is it similar?


How will your venture stand out from the crowd?


What will your business idea not do in your field? What kind of client/customer is not a good fit for your business?
Your Mission Statement: In summary, we will help ___________ (your target audience)
_______________________ (benefit of your service or product).

Step Two: The World Will Be Amazing Because of Me!

Your vision statement introduces the world to the impact you see your business idea
having on your target audience, market or larger society. When designing your vision statement,
optimism, passion, and uniqueness should shine through. You want to reflect on the answers you
provided in Step One so that you are clear to onlookers how you are adding value to what already
exists.

To begin your vision statement complete the following prompts:

I want to create a: (describe what you are adding to the market here...how will people distinguish
you from what is in the field?)

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We will provide services in___________ to __________: (place your target area and target audience here)
Because we existed, my field of __________ will ________; (here is really where your vision is clear. Discuss what and how your business field will be improved because you existed)

________________________________________________________________________

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Chapter Three: Testing Solutions

Activity Three: Your MVP

**Step One: Developing My Minimum Viable Product or Service**

Not too long ago, when Entrepreneurs desired to bring a new idea to the ‘marketplace’ thousands and hundreds of thousands of dollars would be poured into making their dream come alive, only to have that new venture fail - leaving the Entrepreneur hopeless, broke and fiscally and emotionally unable to pick up the pieces and try again.

Noticing how high this failure rate was in the Technology Entrepreneurship sector, for example, Harvard’s Entrepreneur In Residence and Tech Consultant Eric Reis sought to re design a new method of ‘launching’ that could be applied to every field and used by thousands of Entrepreneurs around the world. His premise is in developing a minimum viable product that will allow one to build their new idea inexpensively, measure how their ideal clients and customers will respond, and then learn from that feedback before fully investing funds required to completely take their idea to the marketplace.

Developing your minimum viable product is defined exactly how it sounds – it is the process of taking your business idea and developing something reflective of your business idea that requires minimal resources and allows for you to test in the field. For example, if you are opening a school, developing the school as a minimum viable product is not feasible therefore you might design a site with the educational philosophy and curricula design of the school to test if parents would consider registering their children.
If you are starting a tech company and creating educational software, you might design the actual launch of the software but allow for a free trial during the 'test launch' in exchange for feedback on the product. Whatever your idea is, the purpose of crafting a minimum viable product is to be able to run an accurate test using a product/service that you can develop in a cost-effective way.

To determine yours, reflect on the following questions:

What is my product or service and what are the minimum features that I need to start? What can I afford to give away to customers in exchange for real customer feedback on my product or service?
<table>
<thead>
<tr>
<th>MVP Needs</th>
<th>Cost</th>
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Chapter Three: Testing Solutions

Activity Four: Logic Models

Success comes from planning strategically. Identifying the outcomes that you want to achieve in a given timeframe will not only keep your business moving forward but will also serve as documentation that will enable you to track where things may have gone awry.

Now that you have your minimum viable product/service you are ready to develop a logic model.

Logic Models, Theories of Change, or Program Matrices graphically depict your new ventures work and are the foundation to measuring and tracking impact. This measurement is not only crucial to the ongoing improvement process but also vital if you plan on receiving external funding for your venture.

A logic model is time bound (typically one year) and aids in framing short, intermediate and long-term outcomes. As a powerful communication tool that involves all stakeholders, logic models consist of a series of ‘if-then’ statements.

Step One: Planning It Out

If we have X resources, then we can engage in X activities which will result in X outputs leading to X Outcomes.
Problem Statement:

Here are some basic steps for creating your logic model

1. Establish your problem statement – ex – teachers do not have access to high-quality lesson plans.
2. You now know the revenue required to test-launch your minimum viable product or service. Reflect on how these resources will be acquired.


3. List Activities – What will you do with your resources to get your product developed?


4. Outputs – Numbers and Descriptions that are measureable, tangible and a direct result of activities. How many products can you afford to build? How many free giveaways can you provide before running out of money.
5. Short term, Intermediate and Long-term Outcomes – What is or will be the impact? How many people do you wish to test this product or service with before you go fully to market?

When complete, this model can be used to evaluate your work and tell your story! The following chapter will provide some marketing tips on how you can take the product or service that you designed and prepare to launch it in the field for your official “test” launch!
Chapter Four: Pivoting During Your Test

Activity One: Marketing to Your Ideal Client/Customer

The dynamic beauty of having an ideal client in mind as you approach your marketing is that it pushes you to be very focused, precise and clear about what you do and who you are there to help.

Businesses, especially start-ups, cannot be all things to all people and often spread themselves too thin; a challenge that many entrepreneurs face consistently during the building process.

In the marketing world, becoming clear on who you serve is called segmenting and targeting, which comprises of taking a broad audience and then breaking that audience down into meaningful categories that may include: needs, behavior, age, gender, geography, price sensitivity and other business relevant segments.

Once a start up has this information, the most important action for a start up is to position itself in front of its ideal audience in a way that communicates the advantage the company has over its competitors and seek to designs its plan in a way that anticipates change, engages people and forms beneficial alliances.

In this chapter, we will not only frame marketing through the lens of feasibility testing, but we additionally focus on story telling as a crucial element of the marketing and promotion process and explore how additional technical guidance can be obtained from existing entrepreneurs in the field.

The activities are as follows:

- In Activity One, we want to know if our idea is just a good idea in our head or if there is a ready market that is willing and able to buy or take advantage of our service or product. The act of promoting yourself, conducting market research and selling/ offering your product is the loose definition of marketing. Therefore as you begin to test your idea, it is important for one to become clear on who the audience is that their product or service is meant to serve.

This is formally known by researchers as Psychographics and can support Entrepreneurs in understanding the activities, interests, and opinions of their primary customer base so that they can better reach them organically and intentionally (Hiarich, Peters, & Shepherd). Psychographics, however, need not be as complicated as the term sounds, in fact solely identifying someone in your immediate network which fits the profile of your ideal customer/client and interviewing them can provide tremendous inroads into the behavior of your target audience.

- In Activity Two, once you understand who you are serving, positioning your product/service in front of them by way of online marketing channels, paid advertising in publications they read, organic conversations through private networks or personally through social media becomes an effortless task - therefore we will explore the power of story - telling - the most effective means of communication.

- In Activity Three we explore how to increase your success by tapping into networks to solicit technical guidance and mentorship.
Chapter Four: Pivoting During Your Test

Activity One: Marketing To Your Ideal Client/ Customer

Step 1: Step Into Your Quiet Space

Step Two:
Complete the guide below, answering every question about your target audience. If you do not know an answer, the best way to acquire it is to find your ideal customer and ask.

Your ideal client/customer is a fictional prospect that represents the kind of person that brings you the most joy to work with/support and would get the most out of your product/service. Once this guide is complete, you will have a very clear picture of what this person desires which will support you in focusing your marketing efforts and successfully introducing them to your work.

Think deeply about each of these areas so that you can see the person in your mind. Give the person a name, use imagery and dream here. What do you have that this person wants?

Section One (Demographics)

Fictional Name _____________ Age ____ Married ____________ Children ____

Location ________________ Job Title _______________ Household Income __

Weight ________________ Educational Level ______ Profession ____________
Religious Views __________ Political Views __________ Hobbies __________

Favorite Brands __________________________ Favorite Magazines __________

Favorite social media platforms to hang out in ________________________________

What are some of their goals ________________________________

Section Two (Problems)

List three problems that your customer is having that makes him/ her an ideal client/ customer:

____________________________________

____________________________________

____________________________________

What will happen in their financial, personal or professional life if their problem goes unfixed? (This is an important question because it validates your work)

____________________________________

____________________________________

____________________________________

____________________________________

Section Three

What would your ideal clients’ perfect solution look like?
How much would they be willing to pay for it?

Does your service/product support solving this problem? How?

Tell the story of your ideal client in narrative form. Explain more about him/ her and what kind of life she lives. Detail why she/ he would be interested in you and your offerings.
How do you plan on reaching (marketing your product/service) this audience?

Ex: LinkedIn Ads, Facebook Ads, Google Ads, Twitter Ads, Instagram Ads, Billboards, Networking, Public Speaking Engagements, Podcasts, Blogging, Newsletters, Door Knocking, Post Cards, Public Workshops, Online Seminars, Joint Ventures, etc.
Chapter Four: Pivoting

Activity Two: Storytelling & Marketing

When thinking about marketing our service, we want to be very clear about telling the story of our product or service and using a soft approach to getting our work out into the field.

Researchers from University of Southern California (USC) in addition to the University of California–Los Angeles (UCLA) concluded that storytelling, contrary to expository writing, creates powerful neural brain responses (Miller, 2010). Getting people to enlist or purchase a product or service requires a clear, concise, and compelling statement that portrays what the product does and where the product or service hopes to be in 3-5 years (Shaw & Shaw, 2013).

Influence happens over time and is a process that takes place within the context of a larger story; this story may offer advantages or hindrances based on one’s interactions and place in the process (Simmons, 2006). Far more detailed than a mission statement, stories help to create reality by transporting people to experience the world from a different perspective.

People long for this kind of interaction in a world that is highly activated by technology and can operate separately from human emotions (Simmons, 2007). Educators know that by creating experiences, they foster the greatest learning in children; this same process applies for adults. Experience is powerful and should be a key lever in communicating a vision to those from whom one seeks support. Sharing one’s personal experience earns trust and simultaneously exerts influence.
As a practice that can only be enhanced through continuous practice, Simmons (2007) advised that the most impactful stories are those that are appropriately told in real-life situations, are enjoyable to tell, are significant to the listener, and communicate a message/call to action. The use of visual images aids in telling a story will likely make it more memorable to the listener than, say, remembering statistics.

Understanding one's own story helps to understand the stories of others as well as any biases that may exist and impede the ability to connect with others and influence them to support a new venture (Simmons. 2007).

This art takes much practice and stories should be continuously told until they become second-nature. Specifically, when requesting something from someone or seeking to influence a company or individual, one must always conquer two major hurdles that flood the entity's mind: “Who are you and why are you here?” (Simmons. 2007, p. 4). Simply being smart, well connected or well informed does not typically gain the trust of people.
The only real way to build trust is to tell people a compelling story.

Many researchers have echoed this same theory and advocate its use as a primary inroad to generating relationships for resource development (Kinsey, 2013). In short, what is your ‘honest’ story, why does it matter to your organization, what do you want and what is in it for them are the questions that need to be answered? (Simmons, 2007)

Therefore when we think of marketing, which will largely take place online because of the times we live in, we want to make sure that your personal story about who you are and why you formed this business should be front and center. Secondly your mission and vision for the organization need to be clear, and lastly, we want to end with a “call to action” for your product or service.

So, now that you have your new venture planned out and a rough approach to your marketing, you want to test your hypothesis about the needs of people by putting your above plan into action. This implementation can happen both on and offline, but either way, you will want your story and your authentic self to shine through.
Step 1: Step Into Your Quiet Space

Step Two: Using Our Journals To Uncover Our Authentic Story

Using your journal or the space below – reflect on and craft your product story that answers the following questions:

Why is this product or service important for you to bring to the world? How will it help your target audience?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Chapter Four: Pivoting

Activity Three: Mentors & Advisors

As you engage in the process of communicating your idea to your ideal customers and obtaining feedback, it will be important to engage your three wise men (your attorney, accountant, and an insurance broker) as early in the building process as possible. These professionals are vital to your operation and up and coming success.

In general, the biggest amount of legal support that you will need prior to launching is in the areas of formally organizing, business entity and name selection, business partner agreements, patent or intellectual property protection and guidance for pre-launch hiring (if necessary) while your accountant will support you in financial planning, tracking and coding expenses, tax compliance and even financial forecasting.

Lastly, your insurance broker, commonly forgotten will minimize your risk, by recommending appropriate coverage for the business that you will conduct. It is wise that these professionals be brought into the venture building process as soon as possible as their oversight, guidance, and feedback will largely direct the actions that you take towards protecting yourself and your business as you become "official."

However, these professionals are not the only ones that you might have in your corner.

Every entrepreneur has encountered the experience of their test not going as they had hoped, however learning from and iteratively changing direction is a strategy that every new venture seeker needs to embody. As famed Entrepreneur and Researcher Steve Blank quotes "the ability to learn from a misstep distinguishes successful start-ups from those who are not." He also follows this up to talk about the goal of running your initial test is to "make money before you run out of money."
These sayings carry tremendous truth when you are testing your idea.

No one can quite advise you with confidence on when it is time to abandon your dream, select a new one, or throw in the towel all together. These decisions are decisions that need to be made by the Entrepreneur themself based on their tenacity, a number of funds available for the start-up period, the receptiveness of their target audience/customers/ and clients to their work and other internal motivators.

Therefore being in tune with your gut and linking up with a trusty technical mentor, will pose tremendously useful as you continue to test and make both the challenging and easy decisions. Our next exercise will focus on finding one.
**Step One: Reflection**

Whom can I find through my network that can serve as a technical mentor?

(A technical mentor is someone who has built something very similar to what you have but is not a direct competitor).

For example, a Brooklyn NYC aspiring charter school leader may desire to generate a relationship with a current charter school leader in the Bronx.

Or an aspiring Education tech company founder with a focus on e-books may seek out a current tech company founder who focuses on gaming.

Reflect on your start up. Who can you connect with for technical guidance and advice?

________________________________________________________________________

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Sample Networking Message:

Hi

My name is.

I have been observing your work for quite some time and I really like your focus on . I am creating a brand new venture that intends to , and I would love to connect with you to get some of your thinking about it.

You can rest assure that I don’t have anything to sell you, I am just connecting with people I admire to get their feedback and advice.

Does next Thursday work for a 15 minute call?

Sincerely,


Step Two: Pick Your Strategy

Below will outline three key strategies that you can implement to connect with the people you need. Select one that may work for you or use the space below to create your own.

1. Find people on Google, and then cold call or email them. It is fairly easy to find ‘thought leaders’ in fields that you may need support in and why not target the very best. If you know that your strength is not content marketing, and you do not have the funds to hire this out, but you know that this skill is going to be crucial for the success of your business, you may want to observe who won this year’s content marketing award and see if you can send them an email asking for technical support.

2. Use LinkedIn to search for connections. Because this method is not a cold call, you may have a higher chance of landing a concrete connection with someone that can support your work. You will have to use the search field to type in the area that you are looking for professionals in. Everyone that you are connected to in that field and people that your friends are connected to will become visible. At this point, you can send a request to connect with them through LinkedIn and tell them about your work. (Feel free to modify the email found in the Appendix)

3. Attend a conference where your target advisors will be. If you are starting a daycare for example, but need support from a mentor who has opened a daycare before and can guide you through what to expect, you will want to attend the “Child Care Success” summit to meet other owners. Put your networking hat on while you are there, make small talk, generate some good relationships and when the time is right, make the ask.
V. Production/Operation Plan

How will your business operate?

If you have products, explain your manufacturing process in detail. If you offer a service explain the structure of how you will deliver services and the role of your other employees.
VI. Marketing Plan

What is the cost of your services/products? What will be your process for letting your target audience know about your services/products?
VII. Organizational Plan

Who else is on your management team and what are their backgrounds and qualifications?
VIII. Assessment of Risk

What are the strengths, opportunities, weaknesses and threats of your business?
IX. Financial Plan

How many sales do you expect to make monthly for the next 3 years?

Provide your expected cash flow for the next 3 years?

Consult with your accountant to construct a balance sheet.
X. Appendix

Do you have any letters of support or other important information to include?
For state specific charter school applications, early childhood and private school licensing resources refer to the below list for information:

Alabama: http://www.alsde.edu/oec/cs/Pages/home.aspx

Alaska: https://education.alaska.gov/alaskan_schoools/Charters/

Arizona: https://azsers.az.gov/applicant-resources

Arkansas: http://www.arkansased.gov/divisions/learning-services/charter-schools/charterschool-applications

California: http://www.ccss.org/starting/

Colorado: https://www.cde.state.co.us/cdcht/chintro


Delaware: http://www.doe.k12.de.us/Page/2267

Florida: http://www.fldoe.org/schools/school-choice/charterschools/charterschool-resources/new-applicant/


Hawaii: http://www.chartercommission.hawaii.gov/charter-applications

Idaho: https://chartercommission.idaho.gov/

Illinois: http://www.isbe.net/charter/
Indiana: https://www.in.gov/icsb/

Iowa: https://www.educateiowa.gov/pk-12/options-educational-choice/charter-schools


Kentucky: http://education.ky.gov/Pages/default.aspx

Louisiana: https://www.louisianabelieves.com/schools/charter-schools/state-charter-school-application-process

Maine: http://www.maine.gov/doe/charterschools/

Maryland: http://www.marylandcharterschools.org/mod/pages/about-chartering/opening-a-charter-school

Massachusetts: http://www.doe.mass.edu/charter/new/?section=app

Michigan: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40088---,00.html

Minnesota: http://www.mncharterschools.org/index.php

Mississippi: http://www.charterschoolboard.ms.gov/Pages/default.aspx

Missouri: https://dese.mo.gov/quality-schools/charter-schools/applications

Montana: http://bpe.mt.gov/

Nebraska: https://www.education.ne.gov/

Nevada: http://charterschools.nv.gov/


New Jersey: http://www.nj.gov/education/chartsch/app/

New Mexico: http://ped.state.nm.us/ped/CharterSchoolsIndex.html


North Carolina: http://www.dpi.state.nc.us/charterschools/applications/

North Dakota: https://www.nd.gov/dpi

Ohio: http://education.ohio.gov/Topics/Community-Schools

Oklahoma: http://sde.ok.gov/sde/faqs/oklahoma-charter-schools-program

Oregon: http://www.ode.state.or.us/search/results?qid=124

Rhode Island: http://www.ride.ri.gov/studentsfamilies/rpublicschools/charterschools.aspx

South Carolina: http://ed.sc.gov/districts-schools/school-choice-innovation/charter-schools-program/charter-school-application-information/

South Dakota: http://doe.sd.gov/

Tennessee: https://www.tn.gov/education

Texas: http://tea.texas.gov/Texas_Schools/Charter_Schools/

Utah: http://www.schools.utah.gov/charterschools/

Vermont: http://education.vermont.gov/

Virginia: http://www.doe.virginia.gov/


West Virginia: http://wvde.state.wv.us/

Wisconsin: http://dpi.wi.gov/sms/charter-schools

Wyoming: https://edu.wyoming.gov/beyond-the-classroom/school-programs/charter-schools/
SAMPLE FRANCHISE APPLICATION
Kumon Canada Inc.
640 Applewood Crescent
Vaughan, ON L4K 4B4
Toll-Free: 1-800-266-6681
www.kumon.ca
www.kumonfranchise.ca

Please email the completed application franchisecanada@kumon.com or fax to the number indicated for your province below:

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<th>Province</th>
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<tbody>
<tr>
<td>ON</td>
<td>905-738-1765</td>
</tr>
<tr>
<td>QC, NB, NS, PE, NL</td>
<td>514-733-2700</td>
</tr>
<tr>
<td>BC, AB, SK, MB, NT, YT, NU</td>
<td>403-264-2685</td>
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This application form is not intended as an offer to sell or the solicitation of an offer to buy a franchise. We offer franchises only by means of our Franchise Disclosure Document. Certain provinces and foreign countries have laws governing the offer and sale of franchises. If you are a resident of one of these provinces or foreign countries, we will not offer you a franchise unless and until we have complied with all applicable legal requirements in your jurisdiction.
**EMPLOYMENT AND BUSINESS HISTORY:**

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<th>Company Name &amp; Address</th>
<th>Description of Duties</th>
<th>Dates Employed</th>
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Telephone Number: ( )

Supervisor’s Name: __________________

Date Employed:
From: __________________
To: __________________
Reason for leaving: __________________

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<th>Company Name &amp; Address</th>
<th>Description of Duties</th>
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Telephone Number: ( )

Supervisor’s Name: __________________

Date Employed:
From: __________________
To: __________________
Reason for leaving: __________________

Do you now or have you ever been licensed to operate a franchise?  □ Yes □ No
If yes, describe: __________________

Are any lawsuits pending against you?  □ Yes □ No
If yes, describe: __________________

Have you ever been convicted of a crime (except traffic misdemeanor)?  □ Yes □ No
If yes, describe: __________________

Have you ever been arrested?  □ Yes □ No
If yes, please explain: __________________

**BUSINESS PLAN:**

City or Town in which you are interested: __________________

If that area is not available, are there other areas of interest?  Please list: __________________

When will you be able to start this business?  __/__/___

How many hours per week will you devote to this business?  __________________

(Kumon requires franchisees to dedicate themselves full-time to the operation of the Kumon Franchise. You cannot hold any employment if you are granted a Franchise.)

**PERSONAL REFERENCES:**

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<th>Address</th>
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Prospective Franchisee’s Name: __________________
Prospective Franchise Application

Thank you for inquiring about the Kumon franchise opportunity. Please complete the entire application. Please print or type
If an item does not apply to you, enter “N/A.” Attach additional pages if necessary. False or misleading statements on this
form are grounds for terminating the application process and/or grounds for terminating the franchise, should you be granted
one. This application form is not an employment contract or franchise agreement. Submitting this form does not obligate you
or Kumon in any way.

This application form should be completed by an individual whose intention is to be a full-time Kumon Instructor. In the
Kumon franchise system, the Instructor who is trained and certified in the Kumon Method must operate the centre.

Kumon will not release personal information you provide us to third parties without your written consent, absent court order
or other legal process.

PERSONAL DATA:

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<td>Email Address:</td>
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<tr>
<td>Are you a Canadian Citizen?</td>
<td>Yes</td>
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<td>If not, are you eligible to own a business?</td>
<td>Yes</td>
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<tr>
<td>If not a Canadian Citizen, what is your immigrant or non-immigrant status? (Please provide documentation)</td>
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<td>Fax:</td>
</tr>
<tr>
<td>Do you have children?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, do they currently attend Kumon?</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructor’s Name:</td>
<td></td>
</tr>
</tbody>
</table>

How did you learn of our organization? Check all that apply:

- Through a friend
- Newspaper (which paper?)
- Have children in Kumon
- Radio (which station?)
- Teacher Referral
- Website (which site?)
- Other

EDUCATION: A four year degree is required. Please attach proof of graduation from a four year degree program.

<table>
<thead>
<tr>
<th>School</th>
<th>Name &amp; Location</th>
<th>Course of Study</th>
<th>Years Completed</th>
<th>Degree or Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
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<tr>
<td>High School</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

SPECIAL SKILLS, ABILITIES, ETC.:

<table>
<thead>
<tr>
<th>Languages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your native language?</td>
</tr>
<tr>
<td>What other languages do you speak/write?</td>
</tr>
</tbody>
</table>

Prospective Franchisee’s Name
Prospective Franchisee Application

Thank you for inquiring about the Kumon franchise opportunity. Please complete the entire application. Please print or type. If an item does not apply to you, enter “N/A.” Attach additional pages if necessary. False or misleading statements on this form are grounds for terminating the application process and/or grounds for terminating the franchise, should you be granted one. This application form is not an employment contract or franchise agreement. Submitting this form does not obligate you or Kumon in any way.

This application form should be completed by an individual whose intention is to be a full-time Kumon Instructor. In the Kumon franchise system, the Instructor who is trained and certified in the Kumon Method must operate the centre.

Kumon will not release personal information you provide us to third parties without your written consent, absent court order or other legal process.

PERSONAL DATA:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mr./Mrs./Ms.</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
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<tr>
<td>City:</td>
<td>Province:</td>
<td>Postal Code:</td>
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<tr>
<td>Email Address:</td>
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</tr>
<tr>
<td>Are you a Canadian Citizen?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, are you eligible to own a business?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>If Not a Canadian Citizen, what is your immigrant or non-immigrant status? (Please provide documentation)</td>
<td></td>
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<tr>
<td>How did you learn of our organization? Check all that apply:</td>
<td></td>
<td></td>
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<tr>
<td>Through a friend</td>
<td>Newspaper (which paper?)</td>
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<tr>
<td>Have children in Kumon</td>
<td>Radio (which station?)</td>
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<tr>
<td>Teacher Referral</td>
<td>Website (which site?)</td>
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<td>Other</td>
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<td>Telephone:</td>
<td>Home:</td>
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<td></td>
<td>Fax:</td>
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<tr>
<td>Do you have children?</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td>Their Ages:</td>
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</tr>
<tr>
<td>Do they currently attend Kumon?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Name:</td>
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EDUCATION: A four year degree is required. Please attach proof of graduation from a four year degree program.

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<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SPECIAL SKILLS, ABILITIES, ETC.:

| Languages: | |
| What is your native language? | |
| What other languages do you speak/write? | |

Prospective Franchisee’s Name
REQUIRED COMMENTS:

Please use this space and any additional sheets to tell us anything else you think is relevant, such as family business history, your personal business objectives, and what your most significant contribution would be if you are granted a Kumon Franchise.

Signature: ___________________________ Date: ___________________________

Spouse's Signature: ___________________________ Date: ___________________________

CERTIFICATION AND WAIVER:

I certify that the information I have provided on this application is complete and correct. I understand that false or misleading statements on this form are grounds for terminating the application process, and/or grounds for terminating my franchise, should I be granted one.

Print Name: ___________________________

Signature: ___________________________

Date: ___________________________

FOR OFFICE USE ONLY:

Received By: ___________________________ Date: ___________________________

Prospective Franchisee's Name
KUMON CANADA INC. AUTHORIZATION AND RELEASE:

As part of the application and approval process I understand that certain background investigations may be conducted. I hereby authorize KUMON Canada Inc. (the "Company") or its agent or contractor to procure a Consumer Report which could include obtaining and/or verifying information regarding credit worthiness, credit standing, credit capacity, general character, general reputation or personal characteristics. This report may be supplied with information obtained from credit bureaus, court record repositories, department of motor vehicles, past or present employers, educational institutions, governmental occupational licensing or registration entities, business or personal references and any other source.

I authorize law enforcement and other government agencies to release to the Company, or its agent or contractor, any existing personal information regarding myself relative to the conviction of any criminal act.

I authorize all appropriate individuals, companies, institutions, schools, government authorities to release, or verify any information.

I understand that a photocopy of this authorization would be accepted with the same authority as the original.

Name: Mr./Mrs./Ms. (circle one) Last First Middle

Previous Name: (married, a.k.a.)

Address: Phone Numbers:

City/Province/Postal Code: FAX: ( )

Province: Country: Residence: ( )

Social Security Number: Date of Birth: / / Year

Driver's License Number and Province:

Please list cities, provinces and countries of residence, work and education for the last seven (7) years:

Signature: Date:

KUMON will not release personal information you provide us to third parties without your written consent, absent court order or legal process.

Prospective Franchisee’s Name
REFERENCES


Finnigan, K., & Borasi, R. (2010). Entrepreneurial attitudes and behaviors that can prepare successful change-agents in education. The New Educator, University of Rochester, NY.


Appendix B

Glossary of Terms

**Competencies:** Observable behaviors comprised of traits, skills, and knowledge that may determine performance in a particular environment.

**Constructivism:** The process of how humans generate meaning and knowledge from interactions between their experience and ideas.

**Entrepreneur:** One who initiates or guides the challenging process of new venture creation.

**Education Entrepreneur:** One who develops new approaches to tackle society’s greatest challenges in radically new ways.

**Edupreneur:** Education Entrepreneur.

**Holding Environment:** A psychological space that provides both support and healthy challenge.

**Holistic Entrepreneur Education:** A term developed by Safiyah Satterwhite to label a curriculum grounded in the blending of Transformational and Informational learning and used to teach Entrepreneurs.

**Transformative Learning:** A shift in how one views oneself or the surrounding world.
Appendix C

Informed Consent

Teachers College, Columbia University
525 West 120th street
New York, NY 10027
(212) 678 – 3000
www.tc.columbia.edu

INFORMED CONSENT – Participation in “Ground-up Leadership” research study

DESCRIPTION OF THE RESEARCH: The purpose of this course is to support the preparation of Education Entrepreneurs in launching new ventures through a holistic approach I have labeled “Holistic Entrepreneur Education.” To participate in this course you will have to agree to participate in weekly online classes that span over the course of a month, partake in one case study, complete one survey and answer one questionnaire. Although your name and e-mail will be requested for registration, your responses on all survey and questionnaire documents will remain anonymous.

RISKS AND BENEFITS
The subject matter is not likely to produce risk, though participants may experience minimal psychological risks. These may include physical discomfort in course participation. Participants may end their participation in the study at any time.

By contributing to this research, you will potentially contribute to a body of knowledge that supports Education Entrepreneurs in successfully launching Educational ventures. There are no direct benefits provided to participants of this study.

PAYMENTS
Participation in this study is voluntary, and compensation is not provided.

DATA STORAGE TO PROTECT CONFIDENTIALITY
The investigator will maintain the confidentiality of the participants of the study by securing all data in a locked file cabinet in the researcher’s home office, which also remains locked. The survey data will not include identifying information.

HOW THE RESULTS WILL BE USED
The results of this study will be used in order to complete my doctoral dissertation, which is one of the requirements for the Ed.D. degree at Teachers College, Columbia University, Urban Education Leaders Program. After completion of the dissertation, the resulting course may be distributed at a later date in printed or electronic form for the purpose of supporting Entrepreneurs.

Thank you for your time as you consider participation.
Principal Investigator: Safiyah Satterwhite

Research Title: Ground Up Leadership: An Online Course Designed to Build the Capacity of the Education Entrepreneur

I have read and discussed the Research Description with the researcher. I have had the opportunity to ask questions about the purposes and procedures regarding this study.

- My participation in research is voluntary. I may refuse to participate or withdraw from participation at any time without jeopardy to future medical care, employment, student status or other entitlements.
- The researcher may withdraw me from the research at his/her professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue to participate, the investigator will provide this information to me.
- Any information derived from the research project that personally identifies my will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- If at any time I have comments or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the Teachers College Columbia University Institutional Review Board/IRB. The phone number for the IRB is (212) 678 – 4105. Or, I can write to the IRB at Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027, Box 151.
- I should receive a copy of the Research Description and Participants Rights document.
- If video and/or audio-taping is part of this research, I ( ) consent to be audio/video taped. I ( ) do NOT consent to being video/audio taped. The written, video and/or audio taped materials will be viewed only by the principal investigator and members of the research team.
- Written, video and/or audio taped materials ( ) may be viewed in an educational setting outside the research ( ) may NOT be viewed in an educational setting outside the research.
- My signature means that I agree to participate in this study.

Participants signature: ___________________________ Date: ___/___/_____

Name: ________________________________
Appendix D

Letter of Request to Participate

Teachers College, Columbia University
525 West 120th street
New York, NY 10027
(212) 678 – 3000
www.tc.columbia.edu

LETTER OF REQUEST TO PARTICIPATE (E-MAIL)

You are invited to participate in a research study that will lead to the construction of an Entrepreneurship Course for Educators labeled “Ground-up Leadership.” The purpose of this course is to support the preparation of Education Entrepreneurs in launching new ventures through a holistic approach I have labeled “Holistic Entrepreneur Education.” To participate in this course you will have to agree to be present for 4 weekly 3-hour online classes, partake in one case study, complete one confidential survey and answer one questionnaire. Although your names and demographic information will be requested for registration, your responses will remain anonymous.

I am interested in learning about the kinds of experiences that Aspiring Education Entrepreneurs value in their training. I am also interested in learning of the impact of the curriculum I created on the developmental growth of Education Entrepreneurs. Lastly I am interested in learning about how prepared to launch a new venture do Aspiring Education Entrepreneurs feel after participating in the curriculum.

I have included information about the research in this email contained in documents labeled “Informed Consent” and “Participant’s Rights” forms that I will ask you to complete if you choose to participate.

If you are willing to participate in the research, please sign and return page 2 of the attached document via – email to this address. Following the receipt of these documents you will receive an email containing a link to begin the course.

Thank you for your consideration.

Sincerely,
Safiyah Satterwhite
Ed. D Doctoral Candidate
Teachers College, Columbia University
Appendix E

National Content Standards for Entrepreneurship Education

The National Content Standards for Entrepreneurship Education - Summary

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Copyright Notice
The National Content Standards for Entrepreneurship Education and related Toolkit are the property of the Consortium for Entrepreneurship Education. Individuals and organizations interested in developing new products, programs and initiatives to support entrepreneurship education are granted permission to download, copy, and use all or parts of the Standards and Toolkit on the condition that credit is given to: The Consortium for Entrepreneurship Education, Columbus, Ohio www.entre-ed.org

### A

**Entrepreneurial Processes**
Understands concepts and processes associated with successful entrepreneurial performance

- Discovery
- Concept Development
- Resourcing
- Actualization
- Harvesting

### B

**Entrepreneurial Traits/Behaviors**
Understands the personal traits/behaviors associated with successful entrepreneurial performance

- Leadership
- Personal Assessment
- Personal Management

### Ready Skills
The basic business knowledge and skills that are pre requisites or co-requisites for becoming a successful entrepreneur.
| C | **Business Foundations**  
Understands fundamental business concepts that affect business decision making |
| Business Concepts  
Business Activities |
| D | **Communications and Interpersonal Skills**  
Understands concepts, strategies, and systems needed to interact effectively with others |
| Fundamentals of Communication  
Staff Communications  
Ethics in Communication  
Group Working Relationships  
Dealing with Conflict |
| E | **Digital Skills**  
Understands concepts and procedures needed for basic computer operations |
| Computer Basics  
Computer Applications |
| F | **Economics**  
Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership |
| Basic Concepts  
Cost-Profit Relationships  
Economic Indicators/Trends  
Economic Systems  
International Concepts |
| G | **Financial Literacy**  
Understands personal money-management concepts, procedures, and strategies |
| Money Basics  
Financial Services  
Personal Money Management |
| H | **Professional Development**  
Understands concepts and strategies needed for career exploration, development, and growth |
| Career Planning  
Job-Seeking Skills |
# Business Functions

The business activities performed by entrepreneurs in managing the business.

<table>
<thead>
<tr>
<th></th>
<th><strong>Financial Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Understands the financial concepts and tools used in making business decisions</td>
</tr>
</tbody>
</table>

- Accounting
- Finance
- Money Management

<table>
<thead>
<tr>
<th></th>
<th><strong>Human Resource Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff</td>
</tr>
</tbody>
</table>

- Organizing
- Staffing
- Training/Development
- Morale/Motivation
- Assessment

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<tr>
<th></th>
<th><strong>Information Management</strong></th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making</td>
</tr>
</tbody>
</table>

- Record keeping
- Technology
- Information Acquisition

<table>
<thead>
<tr>
<th></th>
<th><strong>Marketing Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas</td>
</tr>
</tbody>
</table>

- Product/Service Creation
- Marketing-information Management
- Promotion
- Pricing
- Selling
| M | **Operations Management**  
Understands the processes and systems implemented to facilitate daily business operations.  
Business Systems  
Channel Management  
Purchasing/Procurement  
Daily Operations |
|---|---|
| N | **Risk Management**  
Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss  
Business Risks  
Legal Considerations |
| O | **Strategic Management**  
Understands the processes, strategies, and systems needed to guide the overall business organization  
Planning  
Controlling |
Appendix F

Narrative Responses/Raw Data

Q1 – I Please provide your background leading up to course participation
n= 14

<table>
<thead>
<tr>
<th>I am a married mother of 3. Family is very important to me. I am in the Early childhood profession. I have been teaching for over 10 years. During my time in my field I have been able to grow in my position and also my leadership skills. I feel that I am capable of much more but have not been giving the opportunity for the growth and challenges. It is my goal to help young children in urban settings live healthy and fulfilling lives. Helping children and their families is part of my job and is what I currently do, but I want to take it to another level. There are limits at what I can do at my job and I know that I have the skills to do more. During my time as an educator I have been able to work with new teacher in the field by being a mentor. This has been a great experience for me and very rewarding. I would like to mesh the two together by helping young adults use their energy and ideas to help and support young children and their families in urban areas live healthy and fulfilling live. I have a B.A in Psychology and a M.A in Early childhood Education. Currently I am enrolled in college to obtain my supervision certification in education. Hopefully in the future I will be able to mesh my education and my experience to create my perfect business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a 1st grade teacher on my 5th year in the classroom. I recently completed my Masters in School Leadership and Administration. I have also recently obtained my Instructional Coaching certificate. I have a small business through Teachers Pay Teachers, as well as a blog and other social media outlets associated with my business. I am at a point in my career where I know I want to advance but I am not sure what path will present itself.</td>
</tr>
<tr>
<td>I became a teenage mother at the age of 16. When everyone else thought that I would have given up I went on to graduate high school and then college and then graduate school. It was not easy but somehow I made it. Today I am a principal, and I help the girls who were me. The girls who need someone to tell them to keep pushing and to believe in them. I give them what I did not have. I have a love for Special Education - my dream is to build a program that truly supports girls with Special needs in a heart based way. I have a certification as a behavioral consultant in addition to several degrees and I want to use this with my love of Education and my desire to support young girls to help moms around the world.</td>
</tr>
</tbody>
</table>
Easy to use and informative.

My purpose is to empower myself and others to increase levels of health, wellness, abundance and happiness. I left my career as a Web Developer in 2011 to pursue Massage Therapy. While working as a massage therapist in London, Ontario, Canada, I completed a one-year program with the Quantum Success Coaching Academy. After living on Lake Erie, near London, Ontario, I knew it was time to move across the Country - living by the ocean would guide me in not surviving, but thriving in my life. I am currently working as a part-time massage therapist at St. Margaret’s Bay Massage, in Nova Scotia, Canada. With a background in yoga instruction, fitness instruction, and personal training. I provide ample suggestions to help my massage clients maintain proper posture, relieve stress, reduce headaches, muscles aches, sciatic pain, and more. My goal, through transformational life coaching, is to guide clients, through courses and webinars, in achieving their dreams, and motivate them in aspiring to more positive and fulfilling lives. Through changes in their habits and self-nourishment, by using the law of attraction and deliberately creating, they can live fabulously meaningful lives. The life I desire contains more travel, more time in nature, taking and sharing photographs, and learning and reading all that I can, to help myself and all of my future clients live more balanced and meaningful lives.

I've been teaching English & Reading for 13 years

Certified Teacher, Certified Preschool Director, Certified Parent Coach, Bachelors Degree in Biology, Bachelors Degree in Interdisciplinary Studies (Child and Juvenile Psychology)

I have a BA in English, a MAT in Education, graduate certificate in Early Childhood: Teaching in Diversity, and a MA in Early Childhood: Administration, Management, and Leadership. I have worked in educational settings since 2010. I started out subbing for a local school district in my hometown. Then I progressed to being an educational assistant to a three (3) year old teacher for two years and then I looped with my lead teacher and we worked with four (4) year olds. After I left that position I decided to sub again for a local school district for about two months. At the beginning of 2015, I was a teacher at a school that specializes in students who cannot function in a normal classroom setting. In May, of 2015 I accepted a lead teacher position at a head start program in a new city.

Information technology and small business ventures.

Extensive teaching experience and a masters degree in education.

I am an elementary school teacher. I have a BS on education and and MSed in TESOL
Q2 - I. Please state the intensive highlights
n = 12

<table>
<thead>
<tr>
<th>Highlights from the course were that I learned to focus more on me. I took from the course that before you start a business you have to know what you represent and what drives you. The course highlights finding your passion and going forward from there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class was very informative and reflective. The phrasing throughout the modules was positive and encouraging. The information provided seems to be grounded in research and best practices. The videos were well put together.</td>
</tr>
<tr>
<td>I appreciate how things started off. I got to really become one with why this is even important to me. The exercises helped me dig deeper into my story and communicate my vision with confidence. I appreciated the class.</td>
</tr>
<tr>
<td>I like the deep dive in the beginning, it supported me in writing my story (now I can proudly proclaim it!) and connecting me to my &quot;why&quot;. I actually did not have any clarity on what I wanted to do and why I wanted to do it before this program.</td>
</tr>
<tr>
<td>I love the reflections - I have learned so much about myself and who I strive to be. Tapping into my inner purpose was eye opening and powerful.</td>
</tr>
<tr>
<td>The highlights will be learning about myself &amp; what steps to take to start a business</td>
</tr>
<tr>
<td>Gave many opportunities to seek intent and purpose before pursuing the entrepreneurship goals</td>
</tr>
<tr>
<td>Selecting my personal values, creating a business plan, and building confidence to open my own school.</td>
</tr>
<tr>
<td>Cognitive thinking, creative growth, &amp; self awareness</td>
</tr>
<tr>
<td>Case for creativity, mindmapping</td>
</tr>
<tr>
<td>What highlights?</td>
</tr>
</tbody>
</table>
Q3 - I. Please state the intensive areas of improvement
n=11

<table>
<thead>
<tr>
<th>Some improvement could be to focus on the how to's on starting a business. I would like to know what challenges you run into and also a frame work on starting and running a business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although it was generally well organized, some aspects were a bit confusing. For example, most chapters had many sections but Chapter 2 did not and was included in module 1. It seems like perhaps it could have been combined in chapter 1, although I realize I am ignorant to your rationale on that choice. Another example; in chapter 3 you state explicitly that there will be four parts but it only has three. I get caught on small details like that at times. I also felt that at times it was a bit informal with the use of phrases like “Um”. Also a few of the worksheets seemed a bit bland without the header and graphics featured on activities like “My Values and My Business”.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I actually do not have any. I loved every piece of it and I learned many new things that have forever changed the way that I look at my life.</td>
</tr>
<tr>
<td>I needed more time on marketing and sales. I know that this is going to come up as a topic and really wish we covered it more.</td>
</tr>
<tr>
<td>None thus far</td>
</tr>
<tr>
<td>More concrete information on the processes of charter school processes</td>
</tr>
<tr>
<td>Technology some of the links and videos did not work.</td>
</tr>
<tr>
<td>Motivation, clarification of my goals</td>
</tr>
<tr>
<td>I have experience in the field of education but none in business</td>
</tr>
</tbody>
</table>
Q4 - I. Please state the intensive life changes
n = 11

<table>
<thead>
<tr>
<th>I now have a better grasp on my goals and passions. I am beginning to narrow down what I want to do and how I can be a successful entrepreneur. Going forward I will put more work into my passion. My goals are clear now and will be easier to obtain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I realize now the importance of journaling in my career and not just in my personal life. I have committed to carrying a journal and utilizing it more often to flesh out ideas and get closer to working for myself within my passion.</td>
</tr>
<tr>
<td>I notice that I am more in tune with myself. Before I would have just jumped into things for the money or because someone told me it was doable. I can now feel into if something is right for me. That is life changing.</td>
</tr>
<tr>
<td>I can see clearer my vision, I feel more connected to my purpose and I know why God has me here.</td>
</tr>
<tr>
<td>I like how the course kept me focused on me. It showed me that I am the primary part of my venture and I was able to understand that if I was not well taken care of - my work would not work. Really interesting.</td>
</tr>
<tr>
<td>None thus far</td>
</tr>
<tr>
<td>Gained more insight than before about charter schools</td>
</tr>
<tr>
<td>Figuring out my values, the values that exist in the people that I look up to or admire, and building my confidence to open up my own school.</td>
</tr>
<tr>
<td>Moved to a new geographical area</td>
</tr>
<tr>
<td>I no longer wish to be in the classroom. I want to focus on writing children's books.</td>
</tr>
</tbody>
</table>
Q5 - Indicate how and if your understanding of the skills, knowledge, or values required to ‘launch’ a new venture have changed as a result of taking this intensive?

n = 13

<table>
<thead>
<tr>
<th>Statement</th>
<th>Details</th>
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<tbody>
<tr>
<td>I have been able to clarify areas that seems not too clear and able to come up with a more deliberate plan to launch out.</td>
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</tr>
<tr>
<td>My understanding has changed more now, when it comes to focusing and making time to work on my venture. Before the course my thoughts were scattered and I didn’t quite know what direction to move. After the classes I have a clearer view and I can begin to focus more on one thing. I can also create the time and put in the work to see it through.</td>
<td></td>
</tr>
<tr>
<td>My understanding of launching a new venture has been expanded but I still feel like there is more I need to learn.</td>
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<tr>
<td>I thought before the class that launching was just about selling -- I didn’t know that I needed to commit whole heartedly to an idea. I learned about the importance of testing and ensuring that there is a need for what I want to create before I create it.</td>
<td></td>
</tr>
<tr>
<td>I get that that I didn’t really know much about marketing. I guess I will need to hone in more there. I think that is the foundation of this business.</td>
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<tr>
<td>It aides in mapping out a strategic plan.</td>
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<tr>
<td>Yes...before I approached this work with a lot of know-how and never got an opportunity to dig deeper into how I determined my success. The journaling was powerful and I know that in a school I would not have gotten supported at this level.</td>
<td></td>
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<tr>
<td>They will change once I begin the course.</td>
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<tr>
<td>Gained more knowledge than I previously had about marketing and start-up.</td>
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</tr>
<tr>
<td>Yes, I have a clearer understanding as how to properly lay the foundation for the school that I desire to open.</td>
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<tr>
<td>Instead of looking at what I can get out of creating something I am now thinking of what I can provide for others by creating.</td>
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<tr>
<td>This class increased my awareness of the importance of making connections and building a support system around me to support the launch of my new venture.</td>
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<tr>
<td>My thoughts are more structured. I Actually know where to start. I Feel like I am really working towards something.</td>
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</table>
Q6 - Give one example of something new you’ve learned about yourself.  
\( n = 11 \)

| I have learnt that i am a people person and i will excel in a people oriented business |
| I've learned that I need to focus on me more. I am a mother and a wife and I find myself tired or stressed and not making enough time for the things I want to do. After taking the course I realized that I need to make time to focus on what I want to do and find a space where I can focus and work on my goals. |
| I realized that the things I value say a lot about who I am as a person and my experiences. For example I value organization and timeliness but I am a child of 2 military parents so ultimately it makes sense. |
| I know today that building is not an either or but a both and. I can love what I do and I can solve a significant problem. I learned that I have experience and knowledge that is valued and I learned that sometimes I give up to soon. I reflected on a lot of the things I have engaged in before this course and realize that I was never all in - that makes a difference. |
| I need to be held accountable to seeing my dreams come true because of the lives that will be changed when I just get my work out there. |
| I learned that my confidence often stands in the way of my success. I shrink and retreat when I am approached or called to defend my calling. Believing in myself and pushing through this will help me to become more successful. |
| I'm very detail-oriented. |
| I have learned that I value people who are honest and straight forward but express themselves in a gentle way. |
| I am afraid to fail. And, that's okay as long as I am able to admit it and face my fears. |
| I always knew I was independent but did not know that "autonomy" was truly one of my core values. |
| I have learned to become more of a risk take. I trust myself and my decisions. |
Q7 - Through taking this intensive have you identified any limitations in respect of your skills, knowledge, or values that you were less aware of prior to it?

\[ n = 12 \]

<table>
<thead>
<tr>
<th>Yes</th>
<th>The technical aspects, I will need support in accounting and record keeping too.</th>
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<tbody>
<tr>
<td></td>
<td>After deep though I have come to see that I may not be as confident in myself as I though I was. Before the course I had some doubt and I didn't know if I could do some of the things I wanted to do. Now I realize that it has to do with the confidence that I have in myself.</td>
</tr>
<tr>
<td></td>
<td>Not anything that I was necessarily less aware of. I know that my skills and knowledge need to grow a bit more in order to take on the challenge of launching something independently.</td>
</tr>
<tr>
<td></td>
<td>No - just the ones I put before this question.</td>
</tr>
<tr>
<td></td>
<td>That I sometimes lack follow through.</td>
</tr>
<tr>
<td>Yes</td>
<td>I was limited all around. I didn't know the business and didn't think about taking the time to learn.</td>
</tr>
<tr>
<td>No</td>
<td>Not really, I have already done many of the practices, including self-reflection, journaling, business plan, and research.</td>
</tr>
<tr>
<td>Yes</td>
<td>I have realized that I need to plan more and have more in-depth and tangible goals.</td>
</tr>
<tr>
<td>Yes</td>
<td>I cannot achieve my goals alone. I need the help of others.</td>
</tr>
<tr>
<td>Yes</td>
<td>I realized I do not develop systems that encourage sustainability, making me prone to burn out. I over generalized things and the course has taught me to be more focused.</td>
</tr>
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</table>
Q8 - Did you become more aware of any of your strengths?

n = 12

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<tr>
<td>Yes, I became aware of my visionary strengths.</td>
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<tr>
<td>No.</td>
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<tr>
<td>Yes, a few.</td>
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<tr>
<td>I am a really passionate person. I put myself in the shoes of others because I know what it is like to struggle.</td>
<td></td>
</tr>
<tr>
<td>I am very introspective and committed. When I am passionate about something and it is connected to who I am - I NEVER quit. I used to think I was a quitter.</td>
<td></td>
</tr>
<tr>
<td>I learned that I am a wiz at identifying opportunities and creating. New ideas, products, programs and courses have been flying into my head since starting this training.</td>
<td></td>
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<tr>
<td>No</td>
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<tr>
<td>I am constantly becoming more in touch with seeking my purpose in life. So I have been in touch with the strengths I have recognized previously.</td>
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</tr>
<tr>
<td>Yes, I have. I have realized that one of my strengths is leadership.</td>
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<tr>
<td>Yes</td>
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<tr>
<td>Yes - creativity, fundraising</td>
<td></td>
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<tr>
<td>I realized that I have the knowledge base for what I want to achieve.</td>
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</table>
Q9 - Did the critical reflection (where you were asked to write & discuss your experiences) help facilitate any of the changes you’ve noted? Please give details.

n = 13

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<tbody>
<tr>
<td>yes</td>
<td>i have always loved to life the best life i can, Going into teaching didn't appear interesting because i felt it was a low income job. However over time i discovered i can create other businesses around teaching and still live the kind of life i desire.</td>
</tr>
<tr>
<td>No</td>
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<tr>
<td>Yes, the worksheets provided really made prompted me to think deeply about the information instead of just writing a simple, shortponse.</td>
<td></td>
</tr>
<tr>
<td>The journaling was so important to me. I have always heard of its importance but did not know its tremendous power until I consistently engaged in it over the last 30 days. I feel alive and in tune with myself and my emotions for the first time in a long time.</td>
<td></td>
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<tr>
<td>Yes, the piece on creativity and mind mapping helped me get crystal clear on my ideas.</td>
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<tr>
<td>I think with more detail about prospect customers and legal matters.</td>
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<tr>
<td>Yes...I journal and that has helped a lot. All of the questions were very thought provoking.</td>
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<td>No</td>
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<tr>
<td>No</td>
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<tr>
<td>Yes, it did. It made me realize that I need to plan ahead and plan more efficiently.</td>
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<tr>
<td>Yes. These assisted in organizing my thoughts on how I am and who I want to be which ultimately helped my better describe what I want to do.</td>
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<tr>
<td>Yes. It encouraged me to actually grapple with some of the ideas brought forth in the coursework.</td>
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<tr>
<td>When we had to use the picture to guide our writing, I feel a real connection to the task and connected to this picture on very deep level.</td>
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</table>
Q10 - Give an example of what (if anything) you have learned from the activities.

n = 5

| The strategy sessions and journaling, I prefer talking rather than reflecting. |
| I learned to focus on your passion and let it drive you. |
| We are what we repeatedly do - I know it’s a quote but that resonated with me. |
| I like that business was still talked about - I feel like as an Educator we don’t get enough of that. I want to change the world and I want to know how to do it. |
| That I am exactly where I need to be. |
Q11 - Which aspect of the modules helped you to learn most?

n = 5

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<tr>
<th>Module 4</th>
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<tr>
<td>The timing of the modules helped me the most. I have a difficult time focusing on anything for too long, so the short videos were helpful with my focus.</td>
</tr>
<tr>
<td>The first few reflective modules were most beneficial to me but I would say that is because I'm not quite ready to begin my venture.</td>
</tr>
<tr>
<td>The creativity one was great.</td>
</tr>
<tr>
<td>The beginning portion, on my values.</td>
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</table>
Q12 - Have your views about becoming an Entrepreneur developed through what you’ve learned in this course?

n = 13

<table>
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<tr>
<th>Response</th>
<th>Details</th>
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<tbody>
<tr>
<td>yes, i have always had it in me anyway.</td>
<td>My views have changed. I think that becoming an entrepreneur takes knowing yourself and fulfilling your passion while using your gifts to help other. Journaling was a concept I was interested in but after the course I will definitely add to my routine.</td>
</tr>
<tr>
<td>Somewhat. I see I have more to learn as well.</td>
<td></td>
</tr>
<tr>
<td>Yes, it is really real that I determine so much. It’s true I am my business and my business is me.</td>
<td>I feel capable - before I did not know what I did not know. I can see the path before me.</td>
</tr>
<tr>
<td>Yes, desire to go forward, motivated that I can.</td>
<td>I feel more capable and empowered to make this happen.</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Not much</td>
<td>I have learned that becoming an Entrepreneur takes a lot of hard work, time, and dedication.</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes. Prior to this course, I did not view becoming an entrepreneur as a spiritual or deeply personal endeavor. Through this course I was able to explore both the practical and spiritual aspects of starting my own venture.</td>
</tr>
<tr>
<td></td>
<td>The course has helped me to fine-tune what I was out of my business. I am mentally ready but financial deficient.</td>
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Q13 - How confident are you in your understanding of Entrepreneurship as an Educator?

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<tbody>
<tr>
<td>1</td>
<td>How confident are you in your understanding of Entrepreneurship as an Educator?</td>
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<td>9.00</td>
<td>7.46</td>
<td>1.45</td>
<td>2.09</td>
<td>13</td>
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</table>
Q14 - How confident are you about your level of self-awareness as an Entrepreneurial leader?

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Q15 - How confident are you in your ability to critically reflect on your practice?

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Q16 - How confident are you about your ability to launch a Start-Up?

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<td>How confident are you about your ability to launch a Start-Up?</td>
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<td>1.87</td>
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Q17 - How confident are you in being able to reach your goals?

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<td>How confident are you in being able to reach your goals?</td>
<td>6.00</td>
<td>10.00</td>
<td>8.85</td>
<td>1.23</td>
<td>1.51</td>
<td>13</td>
<td>0.00%</td>
<td>84.62%</td>
</tr>
</tbody>
</table>