A CASE STUDY OF THE LIVED EXPERIENCES OF INDIVIDUALS: HOW EXPERIENTIAL EXERCISES AID ENTREPRENEURSHIP TEACHERS TO UNDERSTAND INTRAPRENEURSHIP AND THE ART OF ENTREPRENEURIAL THINKING

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By
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Monica Lesley Knight, candidate for the degree of Doctor of Philosophy in Education, has presented a thesis titled, *A Case Study of the Lived Experiences of Individuals: How Experiential Exercises Aid Entrepreneurship Teachers to Understand Intrapreneurship and the Art of Entrepreneurial Thinking*, in an oral examination held on April 9, 2018. The following committee members have found the thesis acceptable in form and content, and that the candidate demonstrated satisfactory knowledge of the subject material.

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Abstract

This research addressed a gap in our knowledge and understanding of if, how, and why experiential exercises might aid teachers to introduce to Entrepreneurship 30 an expanded understanding of the phenomena of entrepreneurship and the “art” of entrepreneurial thinking. A group of five Entrepreneurship 30 teachers attended a 2-day workshop where they were introduced by modelling to a series of experiential exercises. This was followed by a 6-week observation period with interviews. The case study represents the discovery, insight, and understanding of the lived experiences of the research participants as they rejected, adopted, or adapted the material into the curriculum.

My research confirms that entrepreneurial thinking can be activated through experiential exercises, but it is not a simple matter to provide teachers with a toolkit of exercises and preliminary training and expect them to teach in this manner. Even experienced teachers with facilitation skills require the resource of expanded class time and administration support to teach the “art” processes of entrepreneurial thinking that require unique pedagogies and a teacher style that encourages students to progress from being passive attendees in classrooms to being participative in terms of discussion, deriving options for decision making and creativity.
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Dedication

This dissertation is dedicated to my dear friend, T. F. (Ted) Koskie, whose support has never waivered.
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Chapter 1

This chapter situates the research within a framework of the emergence and role of entrepreneurship within the economy and its subsequent entry into the Kindergarten to Grade-12 (K-12) curriculum. The chapter also provides an analysis of and current commentary on the effectiveness of various teaching approaches. It then outlines the perceived gap in our understanding of if how and why teachers are able to use an experiential approach to convey entrepreneurship “through” exercises and details the purpose of this research.

The Emergence of the Entrepreneurial Economy

In 1985, Drucker alerted business managers and education administrators to the emergence of the entrepreneurial economy, in which entrepreneurship plays a crucial role in a country’s economic growth (Ibrahim & Soufani, 2002; Plummer & Taylor, 2003) and strong connections exist between entrepreneurship, the diffusion of new technologies (Grebel, Pyka, & Hanusch, 2003; Jack & Anderson, 1999; Ladzani & van Vuuren, 2002), and a country’s international competitiveness (Audretsch, Thurik, Verheul, & Wennekers, 2002). The 1980s were years of increasing international competition and rapid technological change (Solomon, Weaver, & Fernald, 1994). The global workplace became dramatically flexible with the arrival of the Internet, cellular phones, and home computers. The rapid expansion of electronic commerce facilitated entrepreneurial activity across borders (Commission of the European Communities, 2003). Changes in economies such as downsizing by larger companies and the outsourcing of labour to overseas markets brought with them recognition that both entrepreneurship and small
business are key to creating employment innovation, improved competitiveness, and encouraging economic development (Centre for Enterprise on Economic Development Research, 2000; Engardino, 2003; Storey, 1994; Timmons, 1994).

Drucker (1985) compares the emergence of the entrepreneurial economy of today with that observed by Schumpeter (1934) of the industrial capitalist economy. Both are based on innovation and on the creation and exploitation of invention. Companies are increasingly mindful of the need to speed up the process of inventing and commercializing innovative products and services and to keep pace with technology. The belief is widespread that if organizations and economies do not adopt a proactive attitude toward innovation and the creation of new ventures, they are unlikely to survive in an increasingly aggressive, competitive, and dynamic marketplace. Further, people often believe a company’s and country’s international competitiveness will be renewed through loosely connected independent ventures that generate and exploit new technologies, products, or businesses (Audretsch et al., 2002). Caree and Thurik (2010) discuss the central role that entrepreneurship plays in creating new companies, new jobs and new ideas to add significant value to organizations, countries, and the global economy.

The Role of Entrepreneurship in The Economy

Today’s entrepreneurship is very much part of economics and Baumol (1990) situates the entrepreneur in the economic theory of growth. The Commission of European Communities (2003) offered the definition of entrepreneurship as “the mind set and process to create and develop economic activity by blending risk-taking, creativity, and/or innovation with sound management, within a new or an existing organization” (p.
5). J. B. Cunningham and Lischeron (1991) as well as Shane and Venkataraman (2000) emphasize the multidimensional notion of entrepreneurship as a process of risk-taking appropriate to the opportunity with the communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition.

All types of entrepreneurship are based on innovations that require changes in the pattern of resource deployment and the creation of new capabilities to add new possibilities for positioning in markets (Stevenson & Jarillo, 1990). In his paper published in the *IEDC Economic Development Journal*, Bee (2009) noted the new paradigm that emerged in the early 1980s driven by research conducted by David Birch at MIT. Birch reported that small business start-ups accounted for the vast majority of the nation’s net new jobs. Needless to say, Birch’s findings turned economic development on its head. Boards, investors, and the federal development community began to question the effectiveness of traditional approaches to job creation. Infrastructure geared toward promotion, such as business and industrial parks, was given lower priority as development groups turned their focus inward toward assistance for small businesses, start ups and existing companies.

A floodgate of research was opened, both supportive of and criticizing Birch’s data. Broadly speaking, the evidence that entrepreneurship delivered economic value had at best been patchy (van Praag & Versloot, 2007). Shane (2008) quite pointedly highlighted a number of myths associated with entrepreneurship, which misdirects entrepreneurs, investors, and policymakers into believing that entrepreneurship is a panacea for revitalizing and stimulating economies. To add to the field, van Praag and
Versloot (2007) examined the extent to which empirical evidence can substantiate claims that entrepreneurship has important economic value. Based on 57 studies containing 87 separate analyses, they conclude that entrepreneurship is shown to have positive economic impact including engendering employment creation, productivity growth, and the commercialization of high quality innovations. Now it is a widely accepted notion that entrepreneurial ventures are the key to innovation, productivity, and effective competition (Plaschka & Welsch, 1990).

**Manifestations of Entrepreneurship**

The *Economist* defined an entrepreneur as “somebody who offers an innovative solution to problems and creation of ventures” (“Entrepreneurship,” 2009, p. 1). Most entrepreneurs work independently, but many do not. There is a paradox that the seemingly individualized activities of entrepreneurs can sometimes thrive through cooperation and interdependence. Pinchot (1986) coined the term *intrapreneur*, which he defined as the entrepreneurial individual who interacts within their paid work environment discovering, evaluating, and exploiting opportunities. This term was adopted in Burgleman’s (1988) seminal work, “Managing the Internal Corporate Venturing Process,” to describe the entrepreneurial individual who interacts within their paid work environment—discovering, evaluating, and exploiting opportunities and influencing the creation of new corporate resources. The *American Heritage Dictionary* defined the term intrapreneur as “a person within a corporation who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation” (“Intrapreneur,” n.d., para. 2).
Although entrepreneurship presents itself as a viable career (Tonttila, 2001), starting new ventures alone is only one possibility among many entrepreneurial career choices. Indeed, research has found that the “entrepreneur” is more likely to be plural than singular (Ensley, Carland, & Carland., 2000; Gartner & Vesper, 1994). Berglund, Dahlin, and Johansson (2006) also draw attention to the range of co-producers, co-creators, and co-operators at the individual and institutional levels involved in entrepreneurial endeavour.

Several career options exist within established organizations in which there has been a drive to foster entrepreneurial thinking and an entrepreneurial spirit to stimulate entrepreneurial initiatives on the part of employees and managers (Burgelman, 1988; Kanter, 1989; Pinchot, 1986). The internal promotion of entrepreneurship has led to careers as management change agent (Kanter, 1986; Pinchot, 1986), entrepreneurial executive (Kanter, 1989; Kao, 1996).

Entrepreneurs, in all manifestations, are involved in a creative process, not simply the generation of a great idea that requires funding to start and management skills to operate along a linear path. They generate innovative action that requires an inventive approach inviting reflective and intellectual activity (Hjorth & Johannison, 2003). The implication of these concepts shifts the entrepreneurship education emphasis away from lone business start-up and ownership and highlights a range of associated careers and professions that contribute to and are intrinsically linked to the economic outcomes associated with the phenomenon.
Understanding Entrepreneurship in Education Contexts

With the explosive number of new venture creations comes a similar increased interest in the field of entrepreneurship education. From the early 1980s onwards, governments and international organizations such as the European Foundation for Management Development have steered research into the development of an entrepreneurship culture and are actively encouraging the education sector to marshal their resources and expertise to stimulate entrepreneurship teaching and small business creation (Commission of the European Communities, 2003). They have sought to nurture enterprise culture and have openly espoused the proposition that entrepreneurial qualities can be developed through the education system (Klapper, 2004) as “governments seek to employ entrepreneurship education as a means to stimulate increased levels of economic activity” (O’Connor, 2013, p. 546). Hannon (2007) observes that entrepreneurship development is now central to many government policies. Policymakers frequently consider the possibility of entrepreneurship education and training as an “efficient mechanism for increasing entrepreneurial activity” (Martínez, Levie, Kelley, Sæmundsson, & Schøtt, 2010, p. 43).

Can Entrepreneurship be Taught?

Debate amongst scholars circles around the extent to which entrepreneurship can be taught or if it is even worth teaching (Fiet, 2001b; Katz, 2003; Meyer, 2001; Solomon, Duffy, & Tarabishy, 2002). There is an ongoing argument that entrepreneurship cannot be taught (Busenitz et al., 2003; Fiet, 2001a, 2001b; Katz, 2003; Meyer, 2001; Solomon et al., 2002). Chaharbaghi and Willis (2000) lead the recurring charge forward that
entrepreneurs cannot be manufactured, only recognized, supporting a common belief that entrepreneurs are born not made. That is, that some people have been born with exceptional personalities that impel them towards innovative and highly creative commercial behaviour (Deamer & Earle, 2004; Gibb, 2002; Llewellyn & Wilson, 2003).

Presenting a counter argument, Kuratko (2003) succinctly responds that the question of whether entrepreneurship can be taught is obsolete (pp. 577–598). Some researchers have even claimed that everybody within the dynamics of the contemporary economy could be an entrepreneur (Casson, 2000). Throughout Europe and North America, it is now believed that entrepreneurship is a learned competency rather than an inherited predisposition or cultural trait (Etzkowitz, 2003; Rae, 2000). The rationale is, as Anselm (1993) suggests, that individuals may be born with propensities toward entrepreneurship, but the level of entrepreneurship activity will be higher if entrepreneurial skills are taught. Scholars have argued that entrepreneurship education influences entrepreneurial behaviour (Kolvereid & Moen, 1997) and entrepreneurial tendency (Henderson & Robertson, 1999; Lüthje & Franke, 2002; Sexton & Bowman, 1983).

Business educators have evolved beyond the myth that entrepreneurs are born, not made. Peter Drucker (1985), recognized as one of the leading management thinkers of our time, has said that there is nothing magical about the entrepreneurial mystique; that it is not mysterious, and it has nothing to do with the genes. It is a discipline and, like any discipline, it can be learned. Additional support for this view comes from a 10-year (1985–1994) literature review of enterprise, entrepreneurship, and small business
management education that reported, “Most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education” (Gorman, Hanlon, & King, 1997, p. 63).

The Effectiveness of Entrepreneurship Education

The impact of entrepreneurship education is unclear (Pittaway & Cope, 2007). Some studies raise doubts regarding the efficacy of entrepreneurship education for either economic or individual outcomes such as to enhance entrepreneurship skills and motivation (Martínez et al., 2010; Oosterbeek, van Praag, & Ijsselstein, 2010). Martínez et al. (2010) have argued that entrepreneurship education, at worst, evidences diminishing returns for certain economies and in others, at best, only reveals limited increasing returns before reversing. Matlay (2008) suggests that some entrepreneurship education may have a positive impact on entrepreneurial outcomes only after extended periods of industry or commercial experience.

Rushing and Kent (2000) described entrepreneurship education as being at an embryonic state in the 1990s. In the decades since, major strides have been made worldwide and at least 19 studies investigating the effectiveness of entrepreneurship courses and programs across 14 countries have been undertaken (Martin, McNally, & Kay, 2013). The recent growth and development in the curricula and programs devoted to entrepreneurship and new venture creation has been remarkable (Katz, 2003). In the midst of this huge expansion remains the challenge of teaching entrepreneurship more effectively (Bygrave & Hofer, 1991). Researchers anticipate that the widely differing reports will continue until entrepreneurship education receives further conceptual and
theoretical development (Greene, Katz, & Johannisson, 2004; Harrison & Leitch, 2005; Matlay, 2006). To achieve this, Wang, Wong, and Lu (2001) suggest a complex three-stage model to take into account key demographic, educational, motivational attitude, perceived interest, and feasibility factors. This is required because a tendency or inclination toward entrepreneurship cannot be isolated to a solitary cause. Studies have revealed coupled or multiple links between entrepreneurship, education, and individual personality characteristics (Lüthje & Franke, 2002), while others like Krueger (2000) and Mitchell et al. (2002) report a correlation to personal cognitive infrastructure where entrepreneurial cognition seems to be supported by factors other than education such as social context and cultural values.

**Entrepreneurship as K–12 Curriculum**

Entrepreneurship education in North America has been on the rise since the 1980s (Gibb, 1996). Today’s youth have become the most entrepreneurial generation since the Industrial Revolution. Ernst & Young (2009) estimated that as many as 5.6 million Americans younger than age 34 were actively trying to start their own business; one third of new entrepreneurs are younger than age 30, more than 60% of people 18–29 years of age say they want to own their own businesses, and nearly 80% of would-be entrepreneurs in the United States are between the ages of 18 and 34. With those explosive numbers comes a similar interest in the field and demand for entrepreneurship education (Katz, 2003; Pittaway & Cope, 2007; van Praag & Versloot, 2007). Hytti and O’Gorman (2004) found that enterprise education is commonly interpreted to mean developing entrepreneurs; however, the K–12 system in North America has taken the
approach that not all entrepreneurship students need to be, or could be, an entrepreneur. Many students and others wish to be educated about all manifestations of the entrepreneur, entrepreneurial careers, and entrepreneurship, including what it is, how it works, and its contribution to society (Ronstadt, 1990; Scott & Twomey, 1998). From a simple view, this means that K–12 entrepreneurship classes should educate “for,” “through,” and “about” enterprise (Caird, 1990; Scott & Twomey, 1998). This approach diverts attention away from any specific economic interests or outcomes towards the development of entrepreneurial thinking. Along with the benefits to economies, entrepreneurial thinking can be applied by students to any situation in life that requires the navigation and negotiation of unpredictability; the need for ingenuity and innovation in problem solving creativity, flexibility, self-direction; and the ability to respond to widely different situations (Garavan & O’Cinneide, 1994; Llewellyn & Wilson, 2003; Rauch & Frese, 2000; Shook, Priem, & McGee, 2003; Walton, 2003).

A core objective of entrepreneurship education is to differentiate it from typical business education, as business entry is a fundamentally different activity than managing a business (Gartner & Vesper, 1994). Plaschka and Welsch (1990) urge, “Entrepreneurship is not the sum of the functional subdivisions of modern business education” (p. 80). Ronstadt (1987) posed the relevant question regarding entrepreneurial education: What should be taught? Amongst the observations by Kuratko (2004), in a Coleman White Paper presented at an entrepreneurship conference regarding the content required in entrepreneurship education, are the knowledge component to be addressed (i.e., the science of entrepreneurship) and the innovation and creativity that satisfy the
need for entrepreneurial novelty and navigation of uncertainty (i.e., the art of entrepreneurship).

To achieve an effective blend of science and art, Gibb (2002) promotes a multidisciplinary approach in entrepreneurship education with teaching that involves both the sciences (e.g., business and management competencies) and the arts (e.g., creative and innovative thinking). Kirby (2003) continues to make the point that the focus recommended for K–12 is creative and innovative entrepreneurial thinking to be applied to any situation throughout the spectrum of life. Fiet (2001a, 2001b), too, encourages student-led activities in the classroom in order to foster involvement in the learning process, but still stresses the importance of the underlying theories.

The Knowledge Component: The Science of Entrepreneurship

K–12 entrepreneurship education typically tackles this science of entrepreneurship by providing a conceptual background and stimulating analytical thought processes of business and functional management competencies (Rae, 2000). Teachers ensure K–12 students are made aware of entrepreneur career options; sources of venture capital (Vesper & McMullan, 1988; Zeithaml & Rice, 1987); idea protection (Vesper & McMullan, 1988); ambiguity tolerance (Ronstadt, 1987); the characteristics that define the entrepreneurial personality (Hills, 1988; Scott & Twomey, 1988); and the challenges associated with each stage of venture development (McMullan & Long, 1987; Plaschka & Welsch, 1990).

Through instruction, students learn to speak the language of business on such matters as how to raise finance, the selection of premises, taxation, elementary
bookkeeping, employment, and legal regulations. In entrepreneurship curricula, including Saskatchewan Learning’s (2004) Entrepreneurship 30 offered at the 9–12 grade levels, students examine the entrepreneurial process in which the entrepreneur generates ideas, recognizes opportunities, determines the feasibility of ideas, markets, plans the venture, and identifies needed resources using a business plan. Students are exposed to knowledge, resources, and experiences to prepare for entrepreneurial career paths and managerial skills required to cope with the myriad of expectations and demands faced when starting new ventures, including identification of opportunities in the market place, and the knowledge and skills necessary to capitalize and manage these opportunities (Rae, 2004).

Marketing and challenges such as cash flow are addressed from the small business owner’s point of view. Enterprise development, including skill-building courses in negotiation, leadership, new product development, and exposure to technological innovation, helps students to act in an entrepreneurial manner (McMullen & Long, 1987; Vesper & McMullen, 1988).

**The Innovation and Creativity Component: The Art of Entrepreneurship**

Gibb (2002) suggests that the task is to develop students’ abilities to reflect on their own experiences, to put them in a wider context, and to give them the opportunity to make their own theoretical interpretations. Jack and Anderson (1999) argue that entrepreneurship programs in the K–12 system should provide students with a rich understanding of the entrepreneurial process and enable them to be ready to react to circumstances not yet known or entirely predictable. This, as Jack and Anderson (1999)
discuss, is that elusive quarry of the “art” of entrepreneurship, which requires a
dimension that is inductive, subjective, and involves “perceptual leaps which may
transcend a conventional economic rationality” (p. 119). The underpinning theme is
creativity to generate enterprise, understand innovation, and satisfy the search for
entrepreneurial novelty and navigation of uncertainty—enterprising does not have to be
grandiose. Kirby (2003), the pioneer of British entrepreneurship teaching refers back to
Livesay (1982):

I would suggest that successful entrepreneurship is an art form as much as, or
perhaps more than, it is an economic activity, and as such it is as difficult as any
other artistic activity to explain in terms of original method or environmental
influence. (p. 13)

I am ready to teach when my body feels it has understood what I need to convey. I
have a certainty in my body when I am on the right path, but I have no compulsion to
signpost the destination for others, as the path may be different for them. This is my
nature as a human being and my awareness of myself in my world. I don’t judge one way
of knowing above another, but I am conscious that my way of knowing is often beyond
my skill to express with academic articulation. Body-based feeling in human meaning
making is grounded in Dewey’s (1910, 1916) body of work. M. Johnson (2007) believes
that ideas on how philosophy of mind, language, or aesthetics combine is in need of
revision. He points to a new vision of human understanding that is supported by
contemporary research from linguistics, psychology, and neuroscience on the embodied
nature of human cognition. He gives examples of how artistic practices exhibit and
extend the embodied mind. I understand how my experiencing body, in actions and
interactions, is used as a localized site for understanding, explaining and acting on my
embodied process of entrepreneurship. Payne (1994, 1995) includes, in a number of articles, the introduction of the body (or bodies) as both a way of knowing and a version of (inner) nature. He explores how the body in action and interaction can be used as a qualitative site of and for inquiry. If you were raised with the idea that art and emotion were external to ideas and reason, M. Johnson (2007) upends that thinking. He puts forward a bold new conception of the mind rooted in the understanding that philosophy will matter to non-philosophers only if it is built on a visceral connection to the world. M. Johnson (2007) shows the philosophical importance of the notion of embodied cognition. He demonstrates the aesthetic and emotional aspects of meaning are fundamental, abstract conceptualization is central to conceptual meaning and reason, and the arts can show meaning making in its fullest realization. I share with students’ firsthand observations of how Snowbird Pilots prepare for routines. They are taken to parking lots and are seen dancing the movements of their manoeuvring aircraft. This is named can dancing. I share my observations of how Irish dancers, prior to a performance with their feet, sit together and practice routines with their hands. I share my observations of how Zulus still dance the pincher movements of warfare as taught by King Chaka.

The Current State of K–12 Entrepreneurship Education

Some still question whether many entrepreneurship courses are not simply traditional management courses with a new label (King & McGrath, 1999), as some courses designed to introduce students to the principles of business, and, as espoused by Solomon et al. (2002), management have tended to teach students how to become proficient employees instead of successful business persons. Many K–12
entrepreneurship curricula follow the identified pattern to appear predominantly as business classes, with the topics of business plan writing, basic accounting, marketing, and recruitment and selection of employees. Ronstadt (1990) advocates that entrepreneurship education should not be viewed as some mechanistic or technocratic process but rather as a holistic and integrative process. Entrepreneurship, in all its manifestations, is a creative process, not simply the generation of a great idea that requires funding to start and management skills to operate along a linear path. If this is the case, then entrepreneurship education is doing little more than providing an alternative approach to business education and at least one researcher argues that entrepreneurship education belongs anywhere except the business school (Hindle, 2007).

**How Should Entrepreneurship be Taught?**

Kuratko (2003) indicates that as the field evolves a new debate emerges about how to teach entrepreneurship for effective application within the new economy. Again Plaschka and Welsch (1990) urge that the integrated nature, diverse skills, and business life cycle issues inherent in new ventures automatically differentiate entrepreneurship, and therefore entrepreneurial education, from a traditional business education, which requires a theory-emphasized functional approach. Casson (2000) writes that the hallmarks of entrepreneurs are creativity and learning through trial and error—not adherence to the tenets of business formulae. Whether students are learning “for,” “about,” or “through” entrepreneurship, the focus needs to shift from the traditional to placing emphasis on learning by doing and providing opportunities for students to actively participate in as well as control and mould the learning situation (Gibb, 2002). In
short, entrepreneurial programs should be geared toward creativity, multidisciplinary and process-orientated approaches, and theory-based practical applications experienced in the classroom setting. Rather than a focus on systems and techniques, entrepreneurial education should inculcate the necessary attitudes, values, and psychological sets and develop appropriate personal attributes such as innovativeness, the willingness to take risks, to fail and start afresh, creativity determination, and self-direction (Deamer & Earle, 2004; Gibb, 2002).

If the practice of entrepreneurship education is one that requires a blend of knowledge, skills, and attitudes, then there is a need for a shift to learning in an environment with as genuine entrepreneurship experiences as possible. Students need to develop solutions under pressure, glean information from a range of sources, and learn from failure. This suggests modules designed around the relevant pedagogy for students to experience the entrepreneurship process. This active pedagogy requires teachers as facilitators, not the controllers of the learning of students. Venkataraman, MacMillan, and McGrath (1992) suggested an education focus for the trial-and-error aspect of entrepreneurship is on the techniques needed to construct an innovative environment via an understanding of the creative process from concept to reality. The acceptance of a trial-and-error learning process does much to nurture an enterprise culture. Plaschka and Welsch (1990) and Hynes (1998) recommended an increased focus on more reality and experientially based pedagogies capable of stimulating and imparting knowledge simultaneously. Kuratko (2003) follows Garavan and O’Cinneide (1994), who reinforce Ulrich and Cole’s (1987) learning style analysis of entrepreneurs, suggesting
that active rather than passive pedagogical methods are more appropriate for nurturing entrepreneurial attributes. This requires the tolerance of experimentation by the teachers and the active encouragement of errors. They also follow Rae’s (2000) premise that the entrepreneurial learning style prefers active experimentation with some balance between concrete experience and abstract conceptualization. All propose that the best methods suited to this entrepreneurial learning style are active-applied and active-experimentation, including concrete experience, reflective observation, and abstract conceptualization. Students examine the process needed to understand innovation and creativity to satisfy the search for entrepreneurial novelty and navigation of uncertainty. Galloway and Brown (2002) say,

If we apply the concept of experiential learning to the field of entrepreneurship, it implies that the method will ensure that the students will learn the relevant theories but will also enable them to master an area of knowledge which they otherwise barely would recognize. (p. 398)

**Experiential Learning**

Experiential learning occurs when meaning is made from a direct experience. Pittaway (2004) explains that this learning has three components:

- knowledge-based on concepts, facts, information, and prior experience;
- activity-based on knowledge applied to current ongoing activities; and
- reflection-based on analysis and assessment of one’s own activities.

In this manner, experiential learning is a proactive, problem-solving, and flexible approach that requires an increased focus on reality and experientially based pedagogies.

Dewey (1910), the American educational theorist, likened all education to all living, as a process of experiencing. In 340 B.C., Aristotle wrote, “For the things we have
to learn before we can do them, we learn by doing them” (Aristotle, 1999, p. 21). In his experiential learning theory, David A. Kolb’s (1984) proposes that people experience real situations, observe and reflect on these, form or modify concepts and theories, and seek to test these in a new situation. Kolb (1984) wrote, “Learning is the process whereby knowledge is created through the transformation of experience” (p. 38). He says this happens by learners engaging intellectually, emotionally, socially, and/or physically. Relationships are developed and nurtured learner to self, learner to others, and learner to the world at large. This involvement helps produce a perception that the learning task is authentic. Individuals may experience success, failure, risk-taking, and uncertainty, since the outcomes of experience cannot be fully predicted. The results of the learning are personal and form the basis for future experiences and learning. Luckner and Nadler (1997) explain Kolb’s theory of how this happens through experiential exercises. The learner is a participant, rather than a spectator in the experiential learning process, and is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. As Laverty (2003) writes,

Consciousness is not separate from the world … but is a formation of historically lived experience…. Understanding is a basic form of human existence in that understanding is not a way we know the world, but rather the way we are (Polkinghorne, 1983)…. Historically, a person’s history or background, includes what a culture gives a person from birth and is handed down, presenting ways of understanding the world. Through this understanding, one determines what is ‘real’, yet … one’s background cannot be made completely explicit…. People and the world [are] indissolubly related in cultural, in social and in historical contexts. (p. 24)
The Value of Experiential Learning in Entrepreneurship Education

Through the experiential exercises I aimed to unveil the “soft” interconnectedness within the entrepreneurial process and guide participants to use their innate abilities to engage with all manifestations of entrepreneurial thinking. Experiential learning utilizes all the skills commonly associated with creative thinking, especially imagination, the association of ideas, and flexibility. With experiential learning, some of the serendipitous aspects of entrepreneurship may be possible (Jack & Anderson, 1999; Kirby, 2003).

In the Vlerick Leuven Gent University working paper series 2010/11, a combination series of pre-test, post-test, self-perceived change measurements of entrepreneurial intent, creativity, and attitudes towards entrepreneurs and entrepreneurship were utilized to test 21 programs among 3,130 students (Cools, 2010). The researchers found that the higher the intensity of experiential learning within the entrepreneurship program, the stronger the impact on the perceived feasibility of entrepreneurship as a career, perceived desirability, and propensity to act in an enterprising manner (Cools, 2010).

The Current State of Entrepreneurship Education

Young (1997) found very little uniformity among the programs offered within international education and a broad framework of differences and similarities in perception of the ability to teach entrepreneurial behaviours and the manner in which this is best achieved. Three years later it was apparent that there was little uniformity in content and approach among programs and courses (Falkäng & Alberti, 2000). In 2000, Rushing and Kent’s research on the status of K–12 entrepreneurship education in the
United States also concluded that it was in an embryonic state. Another 3 years later Peterman and Kennedy (2003) drew attention to the wide variety of entrepreneurship programs on offer in the market place and suggested that while positive results may be found from a study of one program it could not be assumed that all programs would have similar results due to variations in content, pedagogy, and student learning styles. Similarly Hytti and O’Gorman (2004) noted that the objectives of programs from different education providers varied dramatically. In this last decade there have been at least 20 studies investigating the effectiveness of entrepreneurship courses and programs across 14 countries have been undertaken (McNally, Martin, & Kay, 2010). The variety of approaches within K–12 teaching are described and evaluated on an ongoing basis by the highly respected Kauffman-RAND Institute (n.d.), and the Science and Technology Policy Institute regularly conducts its “Survey of Entrepreneurship Education Initiatives” on 26 programs within Finland, Germany, Norway, Spain, and the United Kingdom (Institute for Defense Analyses, n.d.). The Organisation for Economic Co-operation and Development (OECD) conducts the annual International Conference on Fostering Entrepreneurship (Akola & Heinonen, 2006). Economies and business rely on education to respond to needs. O’Connor and Yamin (2011) provide support for the case to clearly define the purpose of entrepreneurship education in order to achieve specific outcomes. While many alternate aims may each be worthwhile and appealing, it is essential that the ambitions for any particular entrepreneurship education are clear and distinct for reasons that include not only the need to construct an appropriate evaluation framework, but also
the need to maintain an integrity that will sustain entrepreneurship as a legitimate field that has genuine purpose (Matlay, 2006).

While the science (i.e., the knowledge component) is a requirement to enable students to learn “for,” “about,” “through” entrepreneurship, many students do not wish to become entrepreneurs, and this teaching focus contrasts sharply with the reality of the entrepreneur operating with intuition and limited information under acute time pressure (Henderson & Robertson, 1999). In their review of entrepreneurship pedagogy, Neck and Greene (2011) state that the vast majority of students’ plans are not based on a truly innovative product or service.

The gurus of progressive education call for more experiential learning, as it is “through” the art of entrepreneurial thinking that students enhance their individual capacity for innovative behaviour, creativity, flexibility, self-direction, and the ability to respond to widely different situations (Llewellyn & Wilson, 2003; Rauch & Frese, 2000; Shook et al., 2003; Walton, 2003). When present, the predominant K–12 experiential teaching approach “through” the subject is a one-off mock-up venture, not a process of innovative thinking to exploit opportunities that promote long-lasting entrepreneurial behaviour, nor are students presented with starting new ventures inside established organizations (intrapreneurship) that prepares themselves and their employers for entrepreneurial thinking in this rapidly changing world.

**An Overview of the Problem**

The literature indicates entrepreneurship is important in our society, entrepreneurship teaching is meaningful, and that experiential learning is viable as an
approach to teach “through” the serendipity of the phenomenon. As indicated in the ongoing blog by Dr. Jeff Cornwall (n.d.), the Jack C. Massey Chair in Entrepreneurship at Belmont University, very few teachers have received any training or development in the field of entrepreneurship education. McKeown, Millman, Sursani, Smith, and Martin (2006) notes that the majority of entrepreneurship educators claim they offer practical entrepreneurship courses (57%), a very small proportion offer theoretical courses (5%), and 25% claim to offer a mix of theory and practice. The reality was that only a very small number (3%) made use of action and experiential learning approaches, which are regarded as the most effective methods for educating entrepreneurs (McKeown et al., 2006). Although 43% of entrepreneurship educators claimed they were using multiple methods for content delivery, these were based on traditional techniques such as lectures, workshops, and seminars (Pittaway & Cope, 2007).

Current teaching content and pedagogies in the K–12 classroom focus on the science of entrepreneurship and are dominated by finding one great idea and the development of a business plan produced in a lock-step pattern (Hills, 1988). This is a continuance of an old-school approach, as noted by Ronstadt (1990). This traditional approach in K–12 conveys knowledge to learners through a conventional lecture format using a top-down transmission methodology for teaching and learning (Sterling, 2001, p. 35). The approach has its roots in traditional approaches to business and management pedagogy (Gibb, 1993; Henderson & Robertson, 1999; Hytti & O’Gorman, 2004; Rae, 2003) and may ignore the essence of the phenomenon (i.e., the art of the entrepreneurial thinking process). It may, in fact, inhibit the development of the requisite entrepreneurial
attitudes and skills (Kirby, 2004). When present, the predominant K–12 experiential teaching approach “through” the subject is a one-off mock-up venture, not a process of innovative thinking to exploit opportunities that promote long-lasting entrepreneurial behaviour, nor are students presented with starting new ventures inside established organizations (intrapreneurship) that prepares themselves and their employers for entrepreneurial thinking in this rapidly changing world.

**Educational Research**

Kuratko (2014), O’Connor (2013), Neck and Greene (2011), Pittaway and Cope (2007), and Worms et al. (2005) suggest that entrepreneurship teachers themselves should be targeted for research, given that they are the linchpin of the education system, and, as indicated by Scarborough and Cornwall (2016), very few teachers have received any training or development in the field of entrepreneurship education. This educational research, as undertaken with entrepreneurship teachers, has at its foundation the writings of John Dewey (1910, 1916), the American educational philosopher of the 1920s and 1930s. He believed that professional educators should become involved in research in three areas: first, the improvement of a practice; second, the improvement of the understanding of the practice by its practitioners; and third, the improvement of the situation in which the practice takes place. This research aligns with the admonition from Kuratko (2014), who asserted that entrepreneurship educators must have the same innovative drive and risk taking propensity that is expected from entrepreneurship students.
Statement of Purpose of Research

Given the current state of entrepreneurship education, the evolving demands of the marketplace and our present understanding of how entrepreneurs develop and operate, there is a gap in our knowledge and understanding on how experiential learning can affect teachers’ instructional approaches to introduce the art of entrepreneurship in its many manifestations. The purpose of this study was to understand the lived experiences of a group of teachers introducing experiential learning into the Saskatchewan Learning (2004) Entrepreneurship 30 classes. The aim was to represent the discovery, insight, and understanding and skill that participants in this research had when they rejected, adopted, or adapted the experiential learning exercises to which they had been introduced.

Significance of the Problem to be Addressed

Adcroft, Willis, and Dhaliwal (2004) admonish that entrepreneurship education that restricts itself to management skills can contribute somewhat to the provision of technical skills of entrepreneurs (i.e., learning “for” and “about” entrepreneurship), but it cannot contribute to the element of serendipity, particularly the learning “through” that is central to entrepreneurship.

Research Questions

The questions in this research originated from my curiosity to discover if there is a case for incorporating a set of experiential exercises related to the art of entrepreneurial thinking and the concept of intrapreneurship into the current curricula of the Saskatchewan Learning (2004) Entrepreneurship 30. When exposed to and trained in the
use of experiential learning to explain manifestations of entrepreneurship, including intrapreneurship:

1. How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?

2. In what ways do teachers adopt and/or adapt experiential exercises to their existing entrepreneurship teaching practice?

3. What effect do the teachers observe in the work or participation of their students though using the exercises?

4. What is the interest in intrapreneurship?

**Researcher Bias**

I am aware of my bias towards the persuasive and passionate marketing of experiential exercises. My passion is to teach entrepreneurship “through” experiential-based pedagogies. I promote experiential learning with an emphasis on the exploitation of opportunities to promote long-lasting entrepreneurial behaviour in group settings, rather than one-off experiences for individuals. Until 2003, I viewed myself as a practitioner and not a researcher. For my master’s thesis (Coneys, 2005), *Intrapreneurship: A Development Step Toward Successful Business Ventures by Women*, I investigated a broad range of entrepreneurial activities practiced via cooperation and interdependence. I believe that all manifestations of entrepreneurship are an art form within the creative process of entrepreneurial thinking. I believe that acquiring the art of being enterprising does not have to be anything grandiose. People can be enterprising wherever they exercise discretion, confidence, and self-reliance. Kao (1996) likens this art with the
metaphor of playing jazz, in which a variety of instruments are required and the freedom to improvise and take the lead when it feels right to do so.

For over 20 years, I have never waivered in my assertion that learning how to be entrepreneurial can only be acquired through learning by doing or direct observation. In order to unveil the process elements of entrepreneurship, I teach through practical hands-on experiences and craft experiential exercises to help students to see the phenomenon, and through my artistry feel the phenomenon. Recognizing my bias was the easy part. I then had to let go of its justification. In the business world, I cannot afford to alter my stance if I wish to continue being successful. In terms of researcher bias, Heidegger (as cited in “Martin Heidegger,” n.d.) purported that one can be aware of the influence of his or her own pre-understanding, but the influence cannot be escaped entirely. As such, he stated that when one is engaged in the process of understanding an experience, that process will always be an interpretive one (Laverty, 2003). Similarly, van Manen (2007) stresses the importance of remaining mindful of bias at every stage of research and suggests a dynamic process that involves identifying assumptions and then continually working to suspend them. In this way, the pre-understanding of the researcher is not seen as bracketed or separate, but rather as recognized, embedded, and essential to the interpretive process involved in conducting research.

Although I state that I am aware that the teaching of entrepreneurship requires many perspectives other than my own, in reality it has taken considerable time and guidance for me to grapple with setting aside a focus on my desire to persuade and justify experiential exercises and artistry as the preferred way to teach the process of the
phenomenon. With my evidence of experience, there is a claim of truth—after all, what could be more real than my own account of what I have lived through? The notion of my experience offered not only as truth but also as the most authentic kind of truth and as the ground for all (subsequent) reasoning and analysis is the “hubris of word makers who claim to be makers of reality” (Ihde, 1990, p. 106).

I continued in my struggle to find categories and narrative to account for my experience and to translate my activities into a written manual format without my artistry and storytelling. Ihde (1990) clearly asserts that the “idea of experience” (p. 21) is not that of either common sense understandings or of the standard misrepresentation of phenomenology as subjective. This addresses the central issues that experimental or experiential cultural studies research is facing: the politics of representation, the role of experience in research, the location and constitution of evidence, the formation of subjectivity, the use of performance writing, and how cultural selves are produced and reproduced. A mere appeal to experience as incontestable evidence and as an originating point of explanation—as a foundation on which analysis is based—weakens the critical thrust of studies as they lose the possibility of examining other assumptions and practices that excluded considerations of difference in the first place. “Experience” as a self-evident attribute of individuals decontextualizes it. Experience, unlike “fact“ or “reality” has more varied and elusive connotations. The vision of the individual subject and the constructed nature of experience, about how subjects are constituted as different in the first place, about how one’s vision is constructed, and about language (or discourse) and history, is left aside. Over time, the curiosity to learn about and be conscious of my bias
was joined by a desire to understand my artistry in abstract dance style. To alter my stance and take away the focus on my artistry in the exercises, I believed that I had first to fully comprehend the origins of this style. Bach and Moran (2008) write that explanations are not to be imposed before the phenomena have been understood from within.
Chapter 2: Literature Review

I recognize the works that I have valued, embodied, and reproduced in the discourse of entrepreneurship and intrapreneurship and the production of experiential exercises to simulate and stimulate the phenomenon. In this chapter, I review the literature on entrepreneurship and entrepreneurship teaching that built the foundation prior to embarking on the research. Although I have been an entrepreneur and a champion of entrepreneurship education, I had to take a major step back to develop expertise in the theoretical grounding of both the subject and teaching of the phenomena. The succinct definitions with which I now present the phenomena of entrepreneurship and intrapreneurship as one of many manifestations of entrepreneurship was a formidable task as research in this field is at an embryonic stage.

The chapter recognizes the many approaches taken to introduce into the curriculum what is at essence a process. Argument is presented that this is not a subject that fits within a current school structure. After highlighting the most recent recommendations for teachers, which point to experiential learning and the inclusion of consultants, I review research on the teaching approach deemed to be prevalent in K–12.

I then describe a style of thinking and practice of a psychological approach research as phenomenology, which can be practised and identified as a manner or style of thinking. That people find unity and true meaning only in themselves, and nowhere else, is the philosophy of Maurice Merleau-Ponty (14 March 1908 – 3 May 1961), a French phenomenological philosopher strongly influenced by Edmund Husserl (“Edmund Husserl,” n.d.) and Martin Heidegger (“Martin Heidegger,” n.d.). The constitution of
meaning in human experience was his main interest and he wrote on the subjects of perception, art, and politics ("Martin Heidegger," n.d.). Merleau-Ponty (as cited in "Martin Heidegger," n.d.) espoused that phenomenology is accessible only through a phenomenological method. As such, I adopted this vantage point for my research, as it is this particular kind of consciousness that underlies my teaching approach. The chapter ends with the rally cries for further research on moving towards the effective teaching of what is essentially an art.

**Defining the Terminology**

**Defining entrepreneur and entrepreneurship.** The French root of the word entrepreneur comes from the term enterprise. The German equivalent is unternehmem, meaning to undertake ("Unternehmen," n.d.). The *Economist* described an entrepreneur as somebody who offers an innovative solution to problems and creation of ventures ("Entrepreneurship," 2009). Similar to this are the definitions by Weber (1958), stating an entrepreneur is somebody who upsets and disorganizes, and Baumol (1990), who describes a bold and imaginative deviator from established business patterns and practices.

The Commission of the European Communities (2003) offered the definition of entrepreneurship as “the mind set and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization” (p. 5). Shane and Venkataraman (2000) have emphasized the multidimensional notion of entrepreneurship as a process of risk-taking appropriate to the opportunity. They highlight that entrepreneurs and their organizations require the
communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition. In a similar vein, Carayannis, Evans, and Hanson (2003) stressed that the qualities of successful entrepreneurship were intangible, holistic, and enigmatic and each entrepreneurial act was unique and usually the result of complex interactions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; fundamental skill of building solid business plan; and, finally, the vision to recognize opportunity when others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004, p. 30).

At essence is the entrepreneur’s ability to envision and chart a course for a venture by combining a way of thinking to bridge innovative discoveries and operational techniques in the context of extraordinary uncertainty and ambiguity. Entrepreneurs in all manifestations are involved in a creative process to generate innovative action (Hjorth & Johannison, 2003). What appears to determine the success of new ventures is the entrepreneur’s ability to effectively deal with opportunities through innovation and creativity and not simply funding to start a venture and management skills to operate along a linear path (Hjorth & Johannison, 2003). This is in line with the common agreement that all types of entrepreneurship are based on the innovations that require changes in the pattern of resource deployment and the creation of new capabilities to add new possibilities for positioning in markets (Stevenson & Jarillo, 1990).

In an effort to define and therefore understand entrepreneurs, researchers have endeavoured to understand the entrepreneur’s personality through the trait or the
behavioural approach (Davidsson, 2005). Despite the fact that it is not clear as to which emotional responses, intuitions, and deeper aspects of self should be nurtured (Adcroft et al., 2004), entrepreneurs have been subjected to a battery of psychological tests to isolate the single spring that supposedly makes them tick differently from others. Charharbaghi and Willis (as cited in Adcroft et al., 2004) stated that “entrepreneurs cannot be manufactured; only recognized” (p. 527), supporting the mantra of many that entrepreneurs are born, not made—as if some people have been born with exceptional personalities that impel them towards innovative and highly creative commercial behaviour (Deamer & Earle, 2004; Gibb, 2002; Llewellyn & Wilson, 2003). This view has been perpetrated through the media via the exploits of entrepreneurial icons like Oprah Winfrey, Bill Gates, Steve Jobs, and Richard Branson and the made-for-TV Dragons’ Den (Interisano, Tighe, Middleton, Lane, & Bourne, 2012) lure of instantaneous financial rewards offered for the one great idea as judged by a select panel of charismatic billionaire entrepreneurs.

**Defining terminology.** In part because of the lack of clarity around the concepts, entrepreneur, and entrepreneurship, intrapreneur and intrapreneurship have become all-encompassing words with associated misconceptions (Deamer & Earle, 2004; Grebel et al., 2003; Rauch & Frese, 2000). In a special report appearing in the March 14, 2009, edition of The Economist, the publication boldly stated that most people erroneously view the word entrepreneur as referring to anyone who starts a business—large or small (“All in the Mind,” 2009). Business entry and innovation are fundamentally different activities than managing a business (Vesper & Gartner, 1997).
Although most entrepreneurs work independently, many do not. The entrepreneurs who work independently operate with limited contact or cooperation with others and do not seek intricate interdependencies. However, it is a paradox that the seemingly individualized activities of entrepreneurs can sometimes thrive through cooperation and interdependence. The entrepreneur is more likely to be plural than singular (Ensley et al., 2000; Gartner & Vesper, 1994). Individual entrepreneurs have often joined forces via informal networks and contacts to gain information, assistance, and start-up capital (Burgelman, 1988; Kanter, 1989; Pinchot, 1986). Burgelman (1988) drew attention to these collaborative individuals who see loosely coupled systems with pooled, rather than reciprocal, interdependencies in which there is often a slow, patient build up around a multiplicity of enterprise attempts. Berglund et al. (2006) also drew attention to the range of co-producers, co-creators, and co-operators at the individual and institutional levels involved in entrepreneurial endeavours.

Pinchot (1986) gave the collaborative entrepreneur found within a western corporation the label intrapreneur. The term intrapreneur is defined by the American Heritage Dictionary as “a person within a corporation who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation” (“Intrapreneur,” n.d., para. 2). The intrapreneur is described as an employee transforming ideas either into new or improved products or services within an existing organization. The terms intrapreneur and intrapreneurship pepper discussions from scholars to business leaders to the extent that the concept may lead people to presume an emergence of a new social, scientific, or economic phenomenon (Hansemann, 1998).
Robert M. Adams, General Manager of 3M’s New Business Ventures Division declares that he had intrapreneurs for years at 3M, but didn’t know what to call them (3M Company, 2002). The term seems new today because from time to time new terms or expressions for old situations rise to common usage in our everyday vocabulary.

This term was adopted in Burgelman’s (1988) seminal work “Managing the Internal Corporate Venturing Process” to describe the entrepreneurial individual who interacts within their paid work environment—discovering, evaluating, and exploiting opportunities and influencing the creation of new corporate resources. The idea of the mature, proactive, transforming individual who acts collaboratively on behalf of the organization and in the service of its values is described in Kanter’s (1989) metaphorical works *When Giants Learn to Dance* and “When a Thousand Flowers Bloom” (Kanter, 2000).

In the early research data of Limerick and Cunnington (1987), they describe a new template for a new situation within many organizations. They serve to give some flavour to the concept by précising the input from chief executive officers who described wanting a team of cricketers individuals who will confront the hundred mile an hour ball on their own, yet adjust their style when the team is in trouble. One manager described himself as the captain of not a ship, but the commander of a flotilla (Limerick & Cunnington, 1987). In following my own path to entrepreneurship I have drawn upon the work of African writers such as Mangaliso (2001), Mbigi and Maree (1995), and McFarlin, Coster, and Mogale-Pretorius (2001) who similarly describe the team approach to managing innovative organizations.
There are misconceptions that surround all manifestations of entrepreneurship. The misconception is that anyone who starts a business is an entrepreneur. Perhaps this draws its essence from the fact that business people, like entrepreneurs, are found wearing many hats and their normal functions are a mix of operations, management, promotion, and leadership activities. And this focus on business excludes entrepreneurs found in the civil sector including social entrepreneurs and entrepreneurial educators.

Similar uncertainty and ambiguity surrounds entrepreneurial activities generated through forms of collaboration, cooperation, and interdependence. A list of specific traits and behaviours for those who choose to work in this manner remains elusive and ill defined. As with the independent entrepreneur, a generalities statement is made from the input of the major researchers in the field, including Pinchot (1986), Burgelman (1988), and Kanter (1989), that intrapreneurs learn from their failures and successes, use this experience in their next enterprise activity, and process information in an intuitive way.

Complexity is evident when considering the sheer range of disciplines and professions that have contributed and at times converged in attempts to explain entrepreneurs and entrepreneurship. Audretsch (2004) claims, “Entrepreneurship does not correspond nicely with any established academic discipline” (p. 167). Similarly, Pittaway (2004) observes, “The concept of the ‘entrepreneur’ and the function of entrepreneurship in society have ranged extensively within theories” (p. 201).

Confusion is likely to continue to be linked to the contradictory perspectives in studying the underlying phenomenon of the entrepreneurial personality (Matlay, 2005). Personal values such as creativity, independence, the desire to achieve, and so on are
surrounded by ambiguity (Deamer & Earle, 2004; Llewellyn & Wilson, 2003; Rauch & Frese, 2000). Some studies have revealed coupled or multiple links between entrepreneurship, education, and individual personality characteristics, while others report a link to personal cognitive infrastructure (Lüthje & Franke, 2002). Many traits may hold true for some, but the indicators lack a coherent, theoretical underpinning and are not sufficiently reliable to act as predictors of entrepreneurial capabilities. Endres and Woods (2006) conclude that whatever way the entrepreneur manifests, to date, the psychological dimension has not been able to describe a typical entrepreneur or intrapreneur and to predict prospective entrepreneurs or intrapreneurs.

As far back as 1949, Danhof, who did extensive classification of entrepreneurs, finally concluded, “Entrepreneurship is an activity or function and not a specific individual or occupation … the specific personal entrepreneur is an unrealistic abstraction” (p. 20). In his entire body of work spanning 1937 to 1999, Schumpeter (1934, 1961) maintained that it is wholly inappropriate to place emphasis on traits, behaviours, and competency skills. Reuber and Fischer (1993) suggested that the attributes of all manifestations are seen as attitudes and behaviour preferences and as biases rather than absolutes, not definitions. When this is done, they suggested, misunderstandings, misconceptions, and seeming confusion dissipates and the focus of research shifts to the process of entrepreneurship and not the entrepreneur per se (Reuber & Fischer, 1993).
Understanding Entrepreneurship/Intrapreneurship: Application in Business Contexts

Not only is there diversity of thinking about entrepreneurship as a phenomenon and lack of agreement in the theoretical framing of entrepreneurship, both conceptually and in practice, but also the relationships between entrepreneurship and the broad concept of business are often blurred (O’Connor & Yamin, 2011). O’Connor (2013) notes that, in order to examine the concepts of all manifestations of entrepreneurship within the broader literature, many writers use Schumpeter’s (1934) differentiation of the activities of an enterprise (organization that is responsible for economic development through innovation and the creation of new markets and new market dynamics) versus the activities of a business (organization that is responsible for economic growth and the efficient production and distribution of goods and services for existing market dynamics).

Regarding the first category of enterprise, thousands of small firms have been founded. An unprecedented number have emerged in recent years established by women, minorities, and immigrants; as a result, small firms have made a formidable contribution to economies. Many firms have hired one or two employees together to create, during the decade of the 1990s, more than 1 million net new jobs in North America alone. The view is that the entrepreneurship phenomenon is a micro-level behaviour that has “hugely important macro-level implications” (Davidsson, 2005, p. 6). The economic and social contributions of entrepreneurs, new companies, and family businesses have been shown to make immensely disproportionate contributions to job creation, innovation, and
economic renewal, compared with the contributions that the 500 or so largest companies make (Chrisman, Chua, & Sharma, 2003; Upton, Teal, & Felan, 2001).

On Schumpeter’s (1934) macro scale, the importance of entrepreneurship to a nation is a long-held viewpoint. On this larger business front, for example, are 3M, Pfizer, Virgin, Campbell’s, Microsoft, IBM, and Hewlett Packard, who are concerned about losing both market share and entrepreneurial talent to an ever-increasing percentage of independent start-ups. Companies and organizations and overall economies are mindful of the need to speed up the process of inventing and commercializing innovative products and services and to keep pace with technology. Competitiveness in all spheres is renewed through loosely connected independent ventures—the ones that generate and exploit new technologies, products, or businesses (Audretsch et al., 2002).

According to D. Johnson (2001), if companies and organizations do not adopt a proactive attitude toward innovation and the creation of new ventures, they are unlikely to survive in an increasingly aggressive, competitive, and dynamic marketplace.

The seminal works of Ross Kanter (1986, 1989, 2000), Burgelman (1998), and Pinchot (1986) indicate that many organizations have resolved to bring entrepreneurial thinking inside in the form of intrapreneurship as a centrepiece in organizational efforts to solve the need for constant innovation by enhancing risk taking and proactive responses to environmental changes enterprises encourage the entrepreneurial behaviours that characterized the impetus of the original business creation. Intrapreneurship is no longer left to either chance or serendipity. Companies have incorporated networking between sections as a way to infuse the learning, creativity, and innovation deemed as
essential within corporate entrepreneurship. Additionally, business has developed a variety of channels and gestures, business support resources, and services, orchestrated by management of the core enterprise, designed and negotiated to accelerate the successful development of internal entrepreneurship. Several career options now exist related to entrepreneurship within organizations: The internal promotion of entrepreneurship skills has led to career paths as an intrapreneur (Pinchot, 1986) management change agent (Kanter, 1986; Pinchot, 1986), and entrepreneurial executive to facilitate the process and deploy resources (Kanter, 1989; Kao, 1996).

Given our present understanding of how entrepreneurs develop and operate, entrepreneurship is often a team activity (Ensley et al., 2000), rather than the sole responsibility of an individual entrepreneur. Although the entrepreneur may play the role of leader, the social dynamics enveloping the entrepreneur are also likely to be significant in bringing entrepreneurship to life. Business incubators, clusters, intrapreneurship, and hive systems are all forms of collaborative team entrepreneurship. These are all emerging models for communities or groups that choose to start or reinvent business development from the inside out. All forms can be adapted to suit community groups in transition or those most comfortable operating in a family or culturally supported environment (Coneys, 2003).

This is of particular relevance to entrepreneurship education in Canada. Here, expanding First Nations populations and growth in Asian and African immigrant populations is headline news. In 2000, 85% of people entering the job market for the first time were women and minorities. Many youth, women, immigrants, and Aboriginals seek
different approaches in social structure, business, and education that are sensitive to their experiences and attuned to identifying and responding to the range of developmental needs that they present (Berard & Brown, 1994). For example, regarding Aboriginals specifically, Butler (2003) concludes her doctoral thesis with the comment that teaching structurally oppressed peoples to take business risks alone, without the nurturing of elders, is an alien philosophy.

All forms of entrepreneurship are most commonly associated with a business context, but the skills are transferable to other contexts. Just as entrepreneurs and intrapreneurs change the face of business, social entrepreneurs and intrapreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society. In Australian policy setting, social entrepreneurship is claimed as a vital component in the economy (Christie & Honig, 2006). It has a particular role in wealth creation (Thompson, Alvy, & Lees, 2000) and local development and poverty reduction (Peredo & Chrisman, 2006). Social entrepreneurship has also become an established concept in the area of business (Peredo & McLean, 2006), yet with its meaning not completely understood (Thompson, 2002), it is still acknowledged as in early development (Mair & Marti, 2006; Teague, 2006). In all, scholars argued that there is a lack of construct legitimacy and social entrepreneurship’s theoretical content and boundaries are still undefined, which makes it difficult to legitimately integrate social entrepreneurship into an economic agenda (O’Connor, & Yamin 2011).
Conditions that Encourage a Culture of Entrepreneurship

A tendency or inclination toward entrepreneurship cannot be isolated to a solitary cause. Entrepreneurial cognition seems to be supported by factors other than education such as social context and cultural values (Krueger, 2000; Mitchell et al., 2002). The decision to learn is always an individual one, but it is heavily influenced by the person’s national, social, and organizational culture. Although entrepreneurship is not a cultural trait, a sizable amount of literature has now been amassed, including Mueller and Thomas (2001), Baughn and Neupert (2003), and Klapper (2004), stating that entrepreneurship is more compatible with some cultures than others. Although the entrepreneur may play the role of leader, the social dynamics enveloping the entrepreneur are also likely to be significant in bringing entrepreneurship to life. This has had an important bearing on entrepreneurship education, as it is the recognition of the culture that nurtures health in entrepreneurial habitats that is of the highest leverage for influencing the emergence of entrepreneurship in all its manifestations (Burgelman, 1988; Kanter, 1989; Pinchot, 1986). This implies cultivating an arena in business and education in which there is an appropriate culture for effective understanding and experience of the entrepreneurial process to generate business opportunities and the sequence of actions for business entry.

Corporate experience has demonstrated this correlation between a receptive culture for innovation and the blossoming of entrepreneurship (Kanter, 1989). Once recognized by management and deemed supportable, the ideas of intrapreneurs need a culture, so to speak, for further nurturing and development. More organizations have taken the shift in culture to delve into the muddled, chaotic, murky waters of experiential
learning from trial and error and failure. This often entails building structures and a
culture across an organization to support entrepreneurship and innovation and to
stimulate employees to take ownership of the sustainability through innovation and
competitiveness of the business (Burgelman, 1983; Block & MacMillan, 1993; Kuratko,
2005).

Edison (as cited in Burgelman, 1998) organized teams, creating a model that
might be somewhat likened to today’s corporate entrepreneurship teams where
intrapreneurs learn from mistakes, effectively share ideas and information widely and are
free to be creative—all essential attributes of entrepreneurship (see also Kanter, 1989).
Edison (“Thomas Edison,” n.d.) called these internal entrepreneurs or intrapreneurs –
muckers, from English slang, derived from the verb to muck in (to pitch in, eating and
working together) and to muck about (to fool about with little purpose). The willingness
to share incomplete ideas, discuss personal mistakes, and question in a public forum was
deemed key to effective entrepreneurship learning. The acceptance of this trial-and-error
learning process does much to nurture the creativity required in an enterprise culture. At
Edison (“Thomas Edison,” n.d.), the business culture of trial and error was established on
the back of hundreds and even thousands of failures: This reinforces the notion that
failure is education; and fledglings are more likely to dream of soaring and, thereby,
make tentative steps upward (Coneys, 2003). In the 21st Century offices of Sun
Microsystems located in Menlo Park, California, one finds a modern-day working
campus version of Edison’s (“Thomas Edison,” n.d.) Menlo Park Labs.
A further crucial factor in encouraging the workforce to entertain entrepreneurial thinking is the safety net of salary and resource support from the core business or organization to carry them through the uncertainties in venture establishment. It is appealing to many employees to receive a consistent income, as this support minimizes the financial risks of pure self-employment. This is vital security reassurance for most individuals who do not perceive independent entrepreneurship as a possible career alternative (Ronstadt, 1990; Scott & Twomey, 1998).

**Understanding Entrepreneurship and Intrapreneurship in Education Contexts**

In their recent work, Neck and Greene (2011) describe the various types of entrepreneurship education sought through the lens of each of three primary worldviews. These worldviews are of the entrepreneurial individual, the entrepreneurial process and entrepreneurial cognition. Each of these conceptions of entrepreneurship education does not attempt to narrowly define entrepreneurship to fit into any one economic framework but instead accepts the diversity of explanations found within economics that embrace the entrepreneur.

The entrepreneurial worldview of education treats the entrepreneur as a hero figure. This places emphasis on the entrepreneur, the entrepreneurial team, and the thinking and decision making that underpins successful entrepreneur outcomes. This human attribute concept has tended to manifest as enterprise education that generally has a preoccupation with developing the enterprising actor (Hytti & O’Gorman, 2004). From this perspective entrepreneurship education tends to take the form of contrasting the
student with ideal types of entrepreneurs and prompting behaviours from students to cast themselves in the mould of entrepreneur role models.

The process worldview of entrepreneurship education adopts an analytical approach and moves away from attempting to embed specific entrepreneurial traits. In this form of education, the firm becomes a focal point and curricula favours the processes of opportunity recognition and evaluation, new venture formation, and business planning. The pedagogical model assumes that by undertaking specific process tasks entrepreneurial outcomes become more predictable. Students are being prepared for entrepreneurship by learning the processes they should replicate.

The third worldview is entrepreneurial cognition. This form of entrepreneurship education focuses on competitive market places, strategic positioning and incremental innovation as a means to reposition, redeploy, and develop new resources and capabilities. With these distinctions, O’Connor’s (2013) conception of entrepreneurship education directs attention toward different economic outcomes by superimposing specific economic purposes. He encourages focus on the different forms of reasoning associated with different types and stages of new venture development (O’Connor, 2013). Each of these conceptions of entrepreneurship education does not attempt to narrowly define entrepreneurship to fit into any one economic framework but instead accepts the diversity of explanations found within economics that embrace the entrepreneur. This has implications for entrepreneurship education in the sense that it broadens the focus beyond that of the entrepreneur and places an emphasis on the types of ventures that influence specific economic outcomes and the range of individuals that contribute to achieving
those outcomes (Sarasvathy, 2005, 2008). O’Connor (2013) maintains that, in practise, entrepreneurship education could include elements of different worldviews and different degrees of practice and theory depending upon the specific education intent. At the same time as calling for clear distinctions in worldviews, O’Connor (2013) acknowledges that maintaining these distinctions in theory and in practise can be problematic and concludes that, from curricula and pedagogical perspectives, adopting any one world view of entrepreneurship education or adopting one practice or theory stance is likely to provide a narrow conception of entrepreneurship.

**Entrepreneurial Learning Styles**

Given the current state of entrepreneurship education, the evolving demands of the marketplace and our present understanding of how entrepreneurs develop and operate, Pittaway and Cope (2007) suggest that there is increasing interest in the way in which entrepreneurs actually learn. Current literature explains that the entrepreneurial learning style prefers active experimentation, with some balance between concrete experience and abstract conceptualization (Rae, 1999). Theorists have argued that entrepreneurs learn primarily through doing and reflection, which includes acquiring information through copying and from opportunities that emerge from making mistakes (Cope & Watts, 2000; Garavan & O’Cinneide, 1994). Minniti and Bygrave (2006) also assert that learning how to be entrepreneurial can only be acquired through learning by doing or direct observation. This suggests modules designed around relevant pedagogy. This is supported by the thinking of Neck and Greene (2011) and O’Connor (2013) as method of teaching “through” entrepreneurship. Kuratko (2003) follows Garavan and O’Cinneide
(1994), who reinforce Ulrich and Cole’s (1987) learning style analysis of entrepreneurs, again suggesting that active rather than passive pedagogical methods are more appropriate for nurturing entrepreneurial attributes.

Preliminary research by Nieuwenhuizen and Groenwald (2004) on the brain preference profiles of entrepreneurs appears to confirm the right-brain thinking preferences of successful entrepreneurs (Kirby, 2004). According to Lewis and Harris (1990), the left-brain requires hard facts before reaching a decision, specializes in precise descriptions and exact explanations, and demands structure and certainty, while the right-brain is happier dealing with uncertainties and elusive knowledge, enjoys analogies, simile, and metaphors, and thrives on spontaneity and ambiguity. Those with right-brain thinking favour open-ended questions and problems for which there are many answers, rather than a single correct solution (Lewis & Harris, 1990). Teachers are urged to use role-play, scenarios, and games (Fiet, 2001a, 2001b; Hindle, 2002; Schwartz & Teach, 2002; Theroux & Kilbane, 2004; Ulijn, O’Duill, & Robertson, 2004). However, thinking creatively, or colloquially out of the box, is a necessary but not wholly sufficient criterion for defining the entrepreneur. Divergent or creative thinking must be within an appropriate context that is contiguous with true entrepreneurial behaviour. It is not possible to proceed in absolute terms—to assume convergent thinkers are not creative, divergent thinkers are creative (Getzels & Jackson, 1962), or that the highly creative child will be entrepreneurial.
Entrepreneurship Education in Government and NGO Contexts

The OECD (2011) report on skills for innovation and research suggests that a broad range of abilities is an increasingly important contributor to innovation in a nation. This report also argues that entrepreneurial skills and capabilities are an essential element for an innovation system (OECD, 2011). Hannon (2007) observes that entrepreneurship development is now central to many government policies. While scholars do encourage entrepreneurship education, there is acknowledgment by such organizations as the Commission of the European Communities (2003) that there is no strong evidence that correlates entrepreneurship education with increased business start-ups. In fact, finding evidence that entrepreneurship education successfully achieves specific economic outcomes still circles back to the lack of consistency in the understanding of entrepreneurship (O’Connor & Yamin, 2011). Similar to the OECD (2011) report, which highlighted the need a broad range of skills, O’Connor and Yamin (2011) discuss the Australian government policy, which specifically states that, to influence economic growth, policymakers should support and encourage the provision of entrepreneurship education as a means to connect new ideas, technologies and new applications of knowledge to business formation and expansion. The policy is also specific in its intention to influence economic growth. The policymakers are encouraged to support the provision of entrepreneurship education to entrepreneurship co-contributors who assist and facilitate the connection of new ideas, technologies and new applications of knowledge to business formation and expansion in relevant sectors of the economy.
Stevenson and Lundström (2002) outlined two schools of thought with respect to government policy on entrepreneurship education. The first group links entrepreneurship and enterprise to a human attribute (Stevenson & Lundström, 2002), and others favour an economic school of thought when conceiving entrepreneurship education policy (Babson College, n.d.; The Entrepreneurial School, 2014).

The Norwegian national strategic plan for entrepreneurship development with the education system led to the creative applications field with K–12 innovation camps (with special attention to young women), in which pupils in youth enterprises may participate (Government of Norway, 2010). The Junior Achievement Young Enterprise (JA-YE) Norway is organized as a non-governmental organization (NGO), and is a private provider of entrepreneurship education in Norway (JA-YE Norway, 2009). JA-YE Norway’s (2009) activities have expanded greatly since the organization was established in 1997, and JA-YE Norway now offers programs for all levels of education and training from Kindergarten through to higher education. JA-YE Norway is part of an extensive international collaboration network. Members of JA-YE Europe comprise a broad collaboration between 40 countries, including Canada, based on the same learning platform (JA Europe, n.d.). This NGO provides opportunities for young people to experience and understand the significance of contact across borders. JA-YE Norway lists the following five criteria for identifying and quality assuring programs promoting pupils’ and students’ entrepreneurial competence: (a) they are to promote creative processes; (b) they are to be based on active learning on the part of the pupils; (c) they must be cross disciplinary; (d) they must strengthen collaboration between the school and
the local community; and (e) they must focus on promoting financial, social, or cultural wealth creation. The courses and learning may take place at the school or at other facilities, with involvement with industry, community groups, and other civil sector organizations.

Non-profits and NGOs, foundations, governments and individuals all have a responsibility to promote, fund, and advise both enterprise and social entrepreneurs around the world. Organizations like the Indianapolis Mind Trust have sponsored an Education Entrepreneur Fellowship (The Mind Trust, n.d.). This initiative has attracted over 1,300 people from 48 states and 31 countries who share their innovative teaching approaches in entrepreneurship education (The Mind Trust, 2012). Additionally, the renowned Consortium of Entrepreneurship Education has been providing leadership and gathering enthusiasm for teaching entrepreneurship since 1982 (National Content Standards for Entrepreneurial Education, n.d.). The consortium was formed in response to the groundswell of requests that entrepreneurship should be part of the curriculum of all vocational programs. This growing collection of scholars in the field of entrepreneurship have developed a mission to identify leading-edge research issues and domains and develop high profile research initiatives that demonstrate the highest level of scholarship to entrepreneurship centres and the academic community at large. The consortium has become the focal point for entrepreneurship centres across the United States to continue the advancement of entrepreneurial excellence. In 2000, the National Consortium of Entrepreneurship Centers was founded for the purpose of continued collaboration among the established entrepreneurship centres, as well as the newer
emerging centres, to work together to share information, develop special projects, and assist each other in advancing and improving their centres’ impact (The National Consortium for Entrepreneurship Education, n.d.-a).

In the past decade, the Internet has become a virtual Pandora’s box of entrepreneurship education resources for teachers. Literally hundreds of resource programs exist, developed by university and education consortia, not-for-profit organizations, companies, and individuals. These tools are readily accessible, often free, and flexible to use. One such example is Loucks and Luczkiew’s (1992) *Creativity in Business: An Entrepreneurial Approach* developed by the new Enterprise Store, a joint venture of the Lincoln County Board of Education and the Burgoyne Centre for Entrepreneurship at Brock University.

**The Purposes of the K–12 Entrepreneurship 30 Curriculum in North America and Beyond**

Students require skills to perform effectively within society, and a purpose of education is to prepare students for adult life by attending to their intellectual and developmental needs. In short, one purpose of education is to develop students’ higher level skills and nurture analytic ability, producing reflective practitioners challenged to achieve at their highest level possible. This is articulated in the Pennsylvania Public School Code (2014): “In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens” (Sec. 4.11, para. 2).
It is a purpose of the K–12 curricula to give students insights into the world of business and career paths. Hytti and O’Gorman (2004) found that enterprise education is commonly interpreted to mean developing entrepreneurs, and the education sector acknowledges that the formation of a business (i.e., education “for” entrepreneurship) is one purpose of entrepreneurship education. Other forms of entrepreneurship education have a place and function (including education “about” and “through” entrepreneurship) that are useful for those who wish to assist and contribute to the creation of new ventures without necessarily being the entrepreneur. The K–12 system in North America espouses this broader approach that not all entrepreneurship students need to be, or could be, an entrepreneur. As a simplified summary, the North American K–12 system has taken a broad view that the objective of elementary and secondary school entrepreneurship education is to teach “for,” “about,” and “through” entrepreneurship, as not all students will become any manifestation of an entrepreneur. Many students simply wish to be educated about entrepreneurship, how it works, and its contribution to society (Ronstadt, 1990; Scott & Twomey, 1998). Others may see innovation and entrepreneurship as having a role to address the likes of climate change and social inequality. This focus diverts attention away from any specific economic interests or outcomes and has had a major significance in the recommendations for various approaches to developing and delivering entrepreneurship education. Along with the benefits of entrepreneurship to economies, it is believed that, “through” the art of entrepreneurial thinking, students enhance their individual capacity for innovative behaviour, creativity, flexibility, self-
direction and the ability to respond to widely different situations (Llewellyn & Wilson, 2003; Rauch & Frese, 2000; Shook et al., 2003; Walton, 2003).

**The Changing K–12 Curriculum**

A century ago, as firms developed from their entrepreneurial beginnings, most people’s focus shifted from sensing and seizing opportunity to protecting and using the resources that had been acquired. Management systems were developed by entrepreneurs to enable them to direct how organizations grow. Administrative processes increasingly dominated corporate cultures. Katz (2003) indicates that to respond to these needs, curricula reflected this emphasis and education purposes were limited to the development of business management and acumen to prepare students for careers as managers.

Katz (2003) developed a comprehensive chronology of entrepreneurship education. He included economic and agricultural literature and experiences dating back to 1876, the Harvard courses taught in 1947, and Drucker’s (as cited in Katz, 2003) first university level lecture on entrepreneurship in the 1950s, and pinpointed that entrepreneurship education as a force began in the early 1970s. He was instrumental in the launch of the first Master of Business Administration in entrepreneurship in 1971, followed by the first undergraduate degree in 1972 (Katz, 2003). By the early 1980s, more than 300 universities were reporting courses in entrepreneurship and small business, and by the 1990s that number grew to 1,050 schools (Solomon et al., 2002).

From the 1960s, entrepreneurship presented itself as a viable career (Tonttila, 2001). The challenge for educators was to provide subject matter, resources, and skills “for” students to become entrepreneurs. Early curricula stressed the myriad of specific
traits of the enigmatic entrepreneur charged to produce entrepreneurial founders capable of generating real enterprise growth and wealth (Tonttila, 2001). Programs continued to highlight such matters as how to raise finance, the selection of premises, taxation, employment and other legal regulations, elementary bookkeeping, marketing problems, and so on (Tonttila, 2001).

The 1980s was a decade of increasing international competition and rapid technological change. Entrepreneurship education has been on the increase since the 1980s (Gibb, 1996). Education in North America brought entrepreneurship into the curriculum and since then there has been an unprecedented growth in the demand for entrepreneurship education (Commission of the European Communities, 2013; Katz, 2003; Pittaway & Cope, 2007; van Praag & Versloot, 2007). The recent growth and development in the curricula and programs devoted to entrepreneurship and new venture creation has been remarkable (Katz, 2003).

The workplace has become dramatically different. The world of employment changed forever with the arrival of home computers, the Internet, and iPhones. In 2000, Fallows and Steven noted that permanence and longevity of employment was no longer a significant feature of career paths and traditional career paths were rapidly disappearing. While this may not be universally true across all occupations, recent changes in government deficits, industrial mergers, acquisitions, and globalization have served to overturn for many people the expectations of stability, continuity, and career progress. Facing uncertainty has become an underlying phenomenon in many career choices. In 1990, Ronstadt proposed that entrepreneurial programs should be designed so that
potential entrepreneurs are made aware of barriers to initiating their entrepreneurial careers and devise ways to overcome them. From 2005 onward, Kuratko describes that worldwide, the teaching of entrepreneurship is a rapidly increasing phenomenon.

Industry Canada commissions two annual reports: *The State of Entrepreneurship in Canada* (Industry Canada, 2010a) and *The Teaching and Practice of Entrepreneurship within Canadian Higher Education Institutions* (Industry Canada, 2010b). The reports have tracked the trends of the increasing percentage of Canadians entering self-employment and the challenges facing educators.

It was in the 1980s that entrepreneurship and entrepreneurship education began to blossom in India, China, the US, and Singapore. Some countries were late starters with both entrepreneurship and entrepreneurship education. In their reports, Fayolle (1999) and Tonttila (2001) identified that, as with sectors in other cultures (e.g., Saskatchewan within Canada), entrepreneurship did not present itself as a viable attractive career for the parents of the academically educated. These children were encouraged to enter the professions of law, medicine, and engineering (Carayannis et al., 2003). Japan, the European Union, and New Zealand struggled with the acceptance and support of entrepreneurship and entrepreneurship training until the late 1990s (Brockhaus, 2001; Vesper & Gartner, 1997). These societies have been characterized by a lack of acceptance of entrepreneurial values and entrepreneurship. Many associated this form of education as underpinning an unwanted enterprising culture and political ideology (Coffield, 1990). In each case, support for entrepreneurship was lacking as entrepreneurs were criticized for standing up, doing their own thing, and changing the rules of the
game, which did not fit with some values, in spite of the agrarian inherent talent for innovation (Coffield, 1990). It was evident that many equated creating an activity with the destruction of the normal pattern of wealth distribution. In particular, the idea that an individual, not the nation or province, gains seemed to be ill received (Carayannis et al., 2003).

In France in 1998, the Ministry of National Education and Research launched an appeal to encourage an entrepreneurial spirit in the French education system. Comprehensive action to encourage entrepreneurship has followed and is deemed vital for French post-industrial society due to its contribution to economic regeneration, regional economic development, and employment generation (Fayolle, 2004; Martin, 2002; Worms et al., 2005). Even the geographically isolated New Zealand has turned itself into an entrepreneurial powerhouse, alongside Singapore and India.

Saskatchewan K–12 students, as in other slow starter arenas, may have a positive view of the role of entrepreneurship if they have been exposed to entrepreneurial practices through their own personal and family networks as well as the external environment including the media and pop culture. Many may have observed or practiced business and enterprising activities and may have the intention to be an entrepreneur at some point in the future (Henderson & Robertson, 1999). In 2005, Béchard and Grégoire conducted a thorough literature review to report on the volume of entrepreneurship education research and noted that Scandinavian countries had led the field in both research and program implementation.
Approaches to Developing and Delivering Entrepreneurship Education in the K–12 System

Curriculum aims and guidelines. For students in K–12, entrepreneurship education generally starts with the presentation of a curriculum. Professor Albert Shapiro (as cited in The National Consortium for Entrepreneurship Education, n.d.-b) at Ohio State University has postulated, “Surely education can provide some of the most beneficial experiences when delivered through a well-planned and properly formulated curriculum” (para. 5).

Most provincial governments have curricula available through their education ministries. The Saskatchewan Learning curriculum, dated 2004, specifies that via the Entrepreneurship 30 curriculum students will understand the differences among the various forms of business organizations, understand the environments within which entrepreneurs operate, acquire knowledge and develop skills necessary to plan and begin a venture, and appreciate the role that entrepreneurs play in our society and economy. For example, The National Federation of Independent Business (NFIB, n.d.-a) is a US group that offers the NFIB Entrepreneur-in-the-Classroom course, portions of which are available online. The NFIB (n.d.-b) Young Entrepreneur Foundation Entrepreneur-in-the-Classroom supplemental curriculum can be integrated into classes teaching a variety of subjects including music, art, fashion, and business.

The aims and guidelines of all curricula are generally specific, but the content and approach are open to interpretation. The approaches, through the lens of Sternberg and Caruso (1995), suggest that the curricula can be segmented into three modes of
transmitting and acquiring practical knowledge: direct, mediated, and tacit learning (the first is about formal instruction, the second takes place through observation and interaction, and the third is purely experiential).

**The knowledge component: The science of entrepreneurship.**

Entrepreneurship education for students in K–12 typically tackles this science of entrepreneurship by providing a conceptual background and stimulating analytical thought processes of business and functional management competencies (Rae, 2000). These students are made aware of entrepreneur career options; sources of venture capital (Vesper & McMullan, 1988; Zeithaml & Rice, 1987); idea protection (Vesper & McMullan, 1988); ambiguity tolerance (Ronstadt, 1990); the characteristics that define the entrepreneurial personality (Hills, 1988; Scott & Twomey, 1988); and the challenges associated with each stage of venture development (McMullan & Long, 1987; Plaschka & Welsch, 1990).

Through instruction, students learn to speak the language of business on such matters as how to raise finance, the selection of premises, taxation, elementary bookkeeping, employment, and other legal regulations. In entrepreneurship curricula, including Saskatchewan Learning’s (2004) Entrepreneurship 30 offered at the 9–12 grade levels, students examine the entrepreneurial process in which the entrepreneur generates ideas, recognizes opportunities, determines the feasibility of ideas, assesses markets, plans the venture, and identifies needed resources using a business plan. Marketing and challenges such as cash flow are addressed from the small business owner’s point of view.
**Direct: Traditional learning.** This approach to entrepreneurship education is focused on supporting the development of knowledge and the intellect. In this way, students are learning “for” and “about” entrepreneurship and to be entrepreneurial decision makers. There is an emphasis on the transfer of knowledge and information (Harris, Forbes, & Fletcher, 2000). Content is very important, and the key to success lies in the acquisition of knowledge about various facets of business ownership. Programs are typically offered in entrepreneurship orientation and awareness that focus on general information about entrepreneurship. The focus is on understanding the basics of economies, the career opportunities that result, and the need to master basic skills to be successful in a free market economy. The students, to varying degrees, examine the entrepreneurial process in which the entrepreneur generates ideas, recognizes opportunities, and determines the feasibility of ideas, assesses markets, plans the venture, and identifies needed resources using a business plan. With this approach, students learn to speak the language of business and see the problems from the perspective of a small business owner.

Teaching methods usually include lectures and assigned readings intended to develop the student’s critical judgment and capacity to digest, understand, and analyze information (Collinson & Quinn, 2002; Davies, Hides, & Powell, 2002; Ladzani & van Vuuren, 2002). Students are expected to acquire knowledge one step at a time, adding methodically to their storehouse of facts. They are frequently asked to learn by listening, keeping notes, reading books, and giving accurate representation back to teachers.
Written work must be organized, well substantiated and logically structured. Then it is often evaluated.

In the past, lessons tended to be highly structured, consensus-orientated and un-stressful (Sexton & Bowman, 1983). In many K–12 classrooms, this traditional approach to teaching has been supplemented by teachers who try to help students to acquire knowledge about the mechanics of running a business. In the past few decades, case studies have begun to make significant impact on K–12 program in developing skills of analysis and synthesis (Gorman et al., 1997; Béchard & Toulouse, 1998). The case studies are not used as models of entrepreneurial behaviour but as tools that allow students to delve into the psyche of the entrepreneur and discover the foundations of the decisions that lead one into being an entrepreneur. The discussion they provoke provides a learning experience and a mechanism for bringing real-life examples into the classroom (Leenders & Erskin, 1989).

Typical of a movement away from the traditional lecture format, Gibb (1996) criticized the methods of teaching entrepreneurship and argued that conventional classroom approaches stressed theory and conceptual thinking and tended to be teacher led with the emphasis on understanding and critical analysis. Even with new technology, the emphasis is often on talk (i.e., the teacher’s delivery of course content). The traditional teaching methods, lectures, literature reviews, and examinations do not activate entrepreneurship (Gibb, 2002). Further criticism comes from Neck and Greene (2011) in their review of entrepreneurship pedagogy; these authors state,

The vast majority of our student’s [sic] plans are not based on a truly innovative product or service. Even more absent is the innovation in business models. This
leaves us in the position of largely replicating existing forms of businesses and therefore, even existing kinds of economies. (p. 61)

**Mediated learning.** Enterprise skills tend to comprise competencies, such as confidence, initiative, and the ability to generate ideas, identify problems, and develop solutions, as well as explicit skills, such as introductory financial planning, market analysis, business or project planning, and strategy (Kirby, 1992). Other skills deemed necessary include negotiation, salesmanship, leadership, creative thinking, management of technological innovation, new product marketing, confidence, skills in competitive strategy, identifying market opportunities, new product development, and exposure to technological innovation (McMullen & Long, 1987; Vesper & McMullen, 1988).

The mediated learning approach believes that these skills can, to varying degrees, be developed by entrepreneurship education (Béchard & Toulouse, 1998; Gorman et al., 1997). Skills-based programs seek to teach the mechanics of running a business. Rae (2000) has suggested many skills that are essential to develop the business acumen and understanding of entrepreneurship. His list extends to communication skills, especially persuasion, creativity, critical thinking and assessment, negotiation and problem solving, social networking, and time management (Rae, 2000).

The Saskatchewan Learning (2004) Entrepreneurship 30 curriculum points teachers to “provide opportunities for students to assess their personal entrepreneurial skills and plan means of growing in those areas in which students are either weak or deficient” (p. 17). Competencies may be taught as an entire entrepreneurship class or included as part of other courses related to entrepreneurship. For example, cash-flow
problems could be used in a math class and sales demonstrations could be part of a communications class.

In K–12 entrepreneurship classes, this is learning “through” enterprise development, in which students seek to act in an entrepreneurial manner to experience innovation or creation. Students examine the process needed to understand innovation and creativity to satisfy the search for entrepreneurial novelty and navigation of uncertainty. Enterprise skills are developed using the small business start-up stimulation exercise, in which students create a working business plan by practising the necessary skills from idea generation and development, to market analysis, and formal reporting, as would be required by business funders and lenders. Students simulate the principles of business and management as an individual or in a group setting with several students participating on a single venture. The aim is for each one-venture mock up to be carried through from conception to start up so that students can “compare and contrast the personal and practical skills of each student on an individual basis to produce a realistic profile of strengths, needs and goals needed to implement a venture project” (Saskatchewan Learning, 2004, p. 22). Students can take time to explore business ideas and a variety of ways to plan the business. Ventures are produced with accompanying business plans and rated by teachers for their design and writing prowess. Teachers then provide a subjective assessment of the feasibility of the project and conduct entrepreneurship competitions to select the best business plan.

Impact assessment exercises have shown the skills-training approach has a positive impact on students’ enterprise skills and that this is as true for skills most
appropriately described as tacit as it is for those that are described as explicit (Anderson, Galloway, Brown, & Wilson, 2003). The projects are individual or group efforts in which students simulate the pursuit of one business idea. This contrasts with the reality of the entrepreneur described as operating with intuition and limited information under acute time pressure (Henderson & Robertson, 1999). Adcroft et al. (2004) admonish entrepreneurship education that restricts itself to atypical management skills and the provision of technical skills of entrepreneurs (i.e., teaching “for” and “about” the subject) and avoids experiential learning instruction that can contribute to learning “through” the element of serendipity that is central to entrepreneurship.

**Experiential and tacit learning.** Experiential learning is a transformative methodology, meaning that students are engaged in constructing and owning their learning. Experiential learning occurs when meaning is made from a direct experience. Rather than being passive, tacit learning is a dynamic, active, constructive and goal-orientated process; this problem-based learning helps students to deal with complexity, ambiguity, and multifunctional roles (Gibb, 1987, 1993; McMullan & Long, 1987; Plaschka & Welsch, 1990; Sexton & Bowman, 1984; Sexton & Bowman–Upton, 1988; Ulrich & Cole, 1987). Experiential activities require the tolerance of experimentation and the active encouragement of errors, as long as they are in the pursuit of learning.

Luckner and Nadler (1997) explain Kolb’s theory of how the learner is a participant rather than a spectator in the experiential learning process and is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. With
experiential learning, some of the serendipitous aspects of entrepreneurship may be possible (Jack & Anderson, 1999; Kirby, 2003). Problem-based and goal-orientated activities lead to reflection and discussion to utilize all the skills commonly associated with creative thinking (especially imagination), association of ideas, and flexibility (Cope, 2003; Cope & Watts, 2000; Gendron, 2004; Lawless, Allan, & O’Dwyer, 2000; Rae, 2003; Robertson & Collins 2003). Galloway and Brown (2002) say,

> If we apply the concept of experiential learning to the field of entrepreneurship, it implies that the method will ensure that the students will learn the relevant theories, but will also enable them to master an area of knowledge which they otherwise barely would recognize. (p. 398)

In Vlerick Leuven Gent University working papers 2010/11 (Cools, 2010), a combination series of pre-test, post-test, and self-perceived change measurements of entrepreneurial intent, creativity, and attitudes towards entrepreneurs and entrepreneurship were utilized to test 21 programs among 3,130 students. The researchers found that the higher the intensity of experiential learning within the entrepreneurship program, the stronger the impact on the perceived feasibility of entrepreneurship as a career, perceived desirability, and propensity to act in an enterprising manner.

Experiential teaching is through a bottom-up constructive approach. The pedagogic methods are activity-based, in which learning is constructed through the process of doing. The starting point with an experiential approach is that students are encouraged to act in an entrepreneurial way in discovering opportunities and to exploit them via innovation. In this way, students are prepared to thrive in the unstructured and uncertain nature of entrepreneurial environments (Ronstadt, 1990). Students create a unique business idea and carry the decision-making process through a complete business
plan and thereafter follow a variety of structure options for the practical execution of the plans. Gibb (2002) described the task to develop the students’ abilities to reflect on their own experiences, to put them in a wider context, and to give them the opportunity to make their own theoretical interpretations. Although these activities are still only an educational experience, students gain a greater depth and breadth of knowledge than they may have from the previous mock-up approach. Neck and Greene (2011) indicate, in addition to actually starting a business, this approach includes learning design principles for new venture practice, engaging in serious games and simulations, and encouraging reflective practice. Here educators use approaches varying across the spectrum of preparing students to start, own, and manage a business, providing generic life and work skills and introducing students to the world of commerce and industry. In essence, this is a portfolio approach to learning, with an emphasis on students taking action and adopting a set of entrepreneurial behaviours styled on their own entrepreneurial set of experiences.

Leitch and Harrison (1999) caution that the process of throwing oneself in the deep end is the challenge of experiential learning, but as early as 1994, Solomon et al. made the encouraging comments that the lack of creativity and individual thinking were corrected by more active and experiential teaching. Many teachers strive to develop course content and methodologies for experiential learning rather than creating mock-up ventures in the belief that this develops in the student, the skills, attributes, and behaviours characteristic of the enterprising individual (Kirby, 2003). He emphasizes that not all teachers, even with the competency, like to teach with experiential learning methods, as this inevitably leads to the loss of predictability and, to some extent, control
of the teaching situation (Kirby, 2003). Kirby (2003) goes on to say that it can be a courageous leap for many teachers to move away from their current approach. The open-ended nature of inquiry-based learning can be unsettling, especially to experienced teachers who have come to rely on clear directions.

When business teachers are willing to enter this abstract, conceptual, and creative realm, a variety of tools are required. As resources to teachers, to incorporate experiential learning, some K–12 entrepreneurship curricula go far in developing sustained investments in a proactive, problem-solving, and flexible approach, rather than a rigid, passive-reactive concept and theory-emphasized functional approach (Plaschka & Welsch, 1990). There are many exercises, stories, techniques, and insights into creativity provided in the writings of Van Oech (1986). The Saskatchewan Learning (2004) Entrepreneurship 30 curriculum suggests “using Edward de Bono’s six thinking hats, students may work through ideas with the black hat (arguing against an idea) with a yellow hat (looking for positive outcomes)” (p. 29). This curriculum further suggests “Roger von Oech’s ‘judge’ role can be used to determine if an idea is workable” (Saskatchewan Learning, 2004, p. 29). Appendix F in the Saskatchewan Learning (2004) Entrepreneurship 30 curriculum expands on creative exercises for use by teachers (pp. 94–99). Majaro (1998) explains how a range of techniques can be applied to generate ideas, including brainstorming, metaphorical analogy, trigger sessions, wildest idea sessions, morphological analysis, scenario writing, and suggestion schemes. Morgan (1993) advocates the use of imagery to stimulate perceptions and understandings as well as a means of generating creativity. Mind mapping and fishbone diagrams, pioneered by
Buzan and Buzan (1996), are two more techniques with applications in creativity. Both techniques are suited to creative thinking as they encourage all the skills commonly associated with it, especially imagination and the flexible association of ideas. This is accomplished through the radiating structures that enable the rapid expansion and exploration of ideas.

Furthermore, thanks to the work of the pioneer of British entrepreneurship teaching, Kirby (2003), and Dr. Mike Morris with the Experiential Classroom (Entrepreneurship & Innovation Center, n.d.), and many others around the globe, like Twyla Tharp (2002), who are sharing their best practices for experiential learning, there are hands-on activities, presentations, simulations, role-plays, scenarios, and games to develop entrepreneurial and creative thinking. Kleppe (2001) identified that there are few that focus on the principles and processes of invention and innovation in entrepreneurship. The challenge is even greater when the focus is on teaching corporate entrepreneurship (intrapreneurship) that is rooted in theories of entrepreneurship, while its implementation is usually considered more of a managerial issue.

Many teachers strive to develop course content and methodologies for experiential learning rather than creating mock-up ventures in the belief that this develops in the student, the skills, attributes and behaviours characteristic of the enterprising individual (Kirby, 2004). In addition, there have been concessions to modern technology in a number of classroom situations, with the blackboard being replaced by flip charts, slideshow presentations, video projection screens, and so on. For example, the use of video conferencing and streaming of video case studies show promise as viable uses of
Cyberspace has virtually erased time and distance and has the ability to bring new live perspectives from different geographic locations and schools to add to the richness of the educational experience. Noteworthy online resources have been available since 1985 through the National Centre for Social Entrepreneurs (n.d.).

In some K–12 classrooms the movement is towards co-learning between teachers and students as well as entrepreneurs and the community, in which the student has ownership of his or her learning and the teacher acts as a supporter and facilitator of the process—a catalyst (Fiet, 2001a). With the involvement of consultants and mentors, teachers provide an ubermensch, or superhuman approach for students. Teachers working together with consultants and mentors match the approach within industry of intrapreneurship in which learning thrives on cooperation and interdependence between many specialists and generalists within an organization. Consequently, guest entrepreneurs are invited into the classroom. These visitors inspire students through stories and practical advice. Involving the consultant entrepreneur is encouraged in the overarching guidance to teachers delivering Saskatchewan Learning’s (2004) Entrepreneurship 30 curriculum. Furthermore, in specific sections, teachers are encouraged to invite a guest from an organization within the community to the classroom to discuss experiences with intrapreneurship and creating change: “The guest may be an intrapreneur who could share experiences with the class. Prior to the visit, students may prepare questions for the guest to address. A reflective discussion may be held following the guest’s presentation” (Saskatchewan Learning, 2004, p. 13).
In addition to inviting individual entrepreneurs into the classroom, K–12 teachers in Saskatchewan have many consultant resources via community futures organizations (Community Futures Network of Canada, n.d.), chambers of commerce, Junior Achievement (Junior Achievement Canada, n.d.), and individual entrepreneurs who all offer technical support and mentorship. Programs enable students to experience the operation of a business. The programs deal with topics such as resources and opportunities, a basic understanding of value creation, jobs and career opportunities, and decision-making processes. The outcome is for students to learn how it might be possible to become an entrepreneur and to practise the processes of business. Another resource, presented by the Meridian Community Futures (n.d.) organization, is The Lemonade Marketing Game. This is a simulation activity that takes students through the 5 Ps of marketing: product, price, promotion, place, and people. Students work in teams to create the most dynamic and successful lemonade stand with $100 in play money. Using consensus, teams must purchase their materials from a supply stand, choose the best piece of real estate, as well as design a customer experience, product formulations, and an advertising campaign. The winner is declared by a team of judges who takes into account everything from the stand’s physical appearance to the budget sheet each team submits (V. Newmeyer, personal communication, September 4, 2017).

Entrepreneurial experience can be gained with the help of industry, through a form of intern model. Gendron (2004) describes how students learn entrepreneurship principles through apprenticeship while working with businesses in the community where they have the opportunity to apply these principles. For example, the entrepreneurship
program in a rural Saskatchewan school might emphasize business ideas related to agricultural products and services. These programs develop student skills with academic and applied training while also promoting the local economy. Via a partnered model, the local school or school district partners with or works in support of community and faith-based organizations to offer entrepreneurship programs.

Throughout Canada, entrepreneurship youth summer camps are now held annually. An Alberta Youth Entrepreneurship Camp (n.d.) is for youth 13 to 15 years of age who are interested in learning about business and entrepreneurship. The main focus of this camp is to educate youth about marketing, advertising, preparing a cash flow statement, and writing a business plan. The last day at the camp is “Business Day,” which gives campers the opportunity to open and operate their businesses. Youth camp attendees set up their own businesses and use real money borrowed from actual bankers (Alberta Youth Entrepreneurship Camp, n.d.).

**Current Recommendations for Entrepreneurship Education**

In the midst of the huge expansion of interest in the subject remains the challenge of teaching entrepreneurship more effectively (Bygrave & Hofer, 1991). A key outcome of the ongoing Babson entrepreneurship research, for both academics and training providers, is the importance of combining traditional and alternative approaches in the delivery of courses aimed at encouraging students to fulfill their potential (Babson College, n.d.). In short, educational programs and systems require a multidisciplinary and process-orientated approach, geared toward creativity. This is a proactive, problem-

Whether learning “for,” “about,” or “through” entrepreneurship, the trend in literature from the progressive movement continues to be towards creativity and individual thinking. Throughout his academic writing, Gibb (1987, 1993, 1996, 2002) has intuitively argued that to develop entrepreneurs or more enterprising individuals, the focus of the education system needs to be shifted away from the traditional to what he terms the entrepreneurial. Kuratko (2005), firmly in the progressive camp, states that if the entrepreneurial experience can be characterized as being chaotic and ill defined, then our entrepreneurship pedagogies should reflect this characterization. Since 1993, Gibb has advocated classroom entrepreneurship teaching methods based on “self-discovery” (p. 21), task completion, and decision making under uncertainty informality, freedom to think and to make mistakes, student ownership and control of the learning process and holistic problem solving. Jack and Anderson (1999) argue that entrepreneurship programs in the K–12 system should possess a rich understanding of the entrepreneurial process and be ready to react to circumstances not yet known or entirely predictable. Gibb (2002) argued, so far as entrepreneurship education was concerned, learning by borrowing from others, should be actively encouraged and that entrepreneurship teaching should be relatively unstructured and pose problems that require novel solutions under conditions of ambiguity and risk. Fiet (2001a, 2001b), too, encourages student-led activities in the classroom in order to foster involvement in the learning process, but still stresses the importance of teaching the underlying theories. This approach follows Rae’s (2000)
premise that the entrepreneurial learning style prefers active experimentation, with some balance between concrete experience and abstract conceptualization. The underpinning theme is creativity to generate enterprise, in which enterprising does not have to be anything grandiose. In line with this outcome, Gibb (2002) suggests that the task is to develop students’ abilities to reflect on their own experiences, to put them in a wider context, and to give them the opportunity to make their own theoretical interpretations. From 2003 forward, Kirby makes the point that the focus recommended for K–12 is creative and innovative entrepreneurial thinking—the mastery of which can be applied to any situation throughout the spectrum of life, which is itself a form of entrepreneurship (i.e., the navigation and negotiation of unpredictability and the need for ingenuity and innovation in problem solving).

Gibb (2002) cautions that education should avoid falling into the either/or trap, by aiming for a combined linear and nonlinear route to understanding of human development capacity building as being distinct from presenting learning in a purely linear, progressive, building-block approach, as the latter may not be what is effective when the intention is to encourage entrepreneurial potential. Gibb (1993) first highlighted the debates between those wedded to traditional top-down instructive approaches, widely used in management education, and those adhering to a bottom-up constructive approach promoted by progressive entrepreneurship educationalists. As the objective in K–12 is to teach “for,” “about,” and “through” entrepreneurship, this would indicate a mixed approach to achieve an effective blend of science and art. Gibb (2002) promotes a
multidisciplinary approach with teaching that involves both the sciences (e.g., business and management competencies) and the arts (e.g., creative and innovative thinking).

Kuratko (2005) addresses the challenges of expanding the pedagogies and including innovative approaches in teaching that are appropriate for nurturing entrepreneurial attributes. Having examined trends in business, the Kauffman Institute has made a composite roadmap for the introduction of current ideas into the K–12 curricula via various options for course organization and content (Teach For America, 2011). This is a combined linear and nonlinear route to understanding of human development capacity building as being distinct from presenting learning in a purely linear, progressive, building-block approach, as the latter may not be what is effective when the intention is to encourage entrepreneurial potential. It considers that the best programs enable students to actually experience the operation of a business, adopting different learning approaches in order to create a collaborative model of entrepreneurship education, having a mixture of traditional approaches (lectures and seminars) with more enterprising and interactive approaches (e.g., company visits, in-depth discussions with real entrepreneurs, activities). This multiple and holistic approach involves learning (a) by doing; (b) from mistakes; (c) from stakeholders’ feedback and interactions; (d) to deal with pressure, ambiguity and complexity; (e) to find problems as well as design solutions; (f) from discovery; (g) from formal and informal environments; and (h) from a multidisciplinary perspective (Ibrahim & Soufani, 2002; Ladzani & Vuuren, 2002).
Focus on Teachers and The Pedagogical Challenges of a Mixed Approach

Kuratko (2004) reviews the major challenges that are confronting all entrepreneurship educators and challenges, “As entrepreneurship educators we must have the same innovative drive and risk taking propensity that is expected from entrepreneurship students” (p. 22). It is not a simple matter to instruct teacher to undertake a mixed approach. The education of K–12 teachers does not include courses that cover these topics, or even courses that would promote an understanding of these topics. As Cornwall (2009) indicated, very few teachers have actually received any training or development in the field of entrepreneurship education (p. 183). A practical explanation is that teachers have not themselves been trained in either the science or the art of the subject. Teachers possess backgrounds in such fields as marketing, organizational behaviour, personnel management, logistics, social psychology, or accounting and finance, and many have been “volunteered” to teach entrepreneurship (Sexton & Bowman, 1984). R. Bennett (2006) surveyed entrepreneurship teachers to discover that the majority had moved from conventional business and management teaching and had limited entrepreneurial experience. Some teachers remain largely unaware of the trends in business (e.g., towards intrapreneurship). Kleppe (2001) identified that there are few textbooks written that include information on the principles of invention, innovation, and entrepreneurship.

The Way Forward

Research by Akola and Heinonen (2006) demonstrates the role of professional and competent guidance. They found that innovation was more successful if a champion
promoted it (Akola & Heinonen, 2006). Schön (1963) initiated the study of championing. Among the championing roles relevant to K–12 entrepreneurship teaching, rather than as an authoritative sage, are new product champions, user champions, technical champions, business innovators, project champions, gatekeepers, organizational change agents, and idea champions (Howell & Higgins, 1990). Ronstadt (1987) proposed that entrepreneurial know-how should be connected to meeting actual entrepreneurs, in the belief that success in entrepreneurship teaching is dependent not only on knowledge but also on the network of entrepreneurial individuals with whom the teacher is connected. He contended that an effective program should also introduce students to people who might be able to facilitate their knowledge and success (Ronstadt, 1987).

Kuratko (2004) points to each of us asking ourselves, “So what can you do?” According to Kleppe (2001), the answer is neither complex nor profound. Even with positive results there is no panacea, and no one entity can solve this alone. The answer is an aggregation of numerous small but needed actions as bridges between the planned and lived curriculum (Aoki, 2005). This research, as outlined in Chapter 3, was my effort to see what small but needed action I could contribute.
Chapter 3: Research Design and Approach

In this chapter, I revisit the statement of the problem and the purpose of the study. There is a gap in our knowledge and understanding of if, how, and why experiential exercises might aid teachers to introduce both the art of entrepreneurship and the entrepreneurial thinking required in this rapidly changing business world. The purpose of this study was to understand the lived experiences of a group of Saskatchewan Learning (2004) Entrepreneurship 30 teachers who were introduced at a workshop via a facilitated learning approach to a series of experiential exercises (see Appendix A). The aim was to represent the discovery, insight, and understanding that participants in this research had when they rejected, adopted, or adapted the experiential exercises in to their own practice. Both successful and unsuccessful implementation would be of value, providing a greater understanding and appreciation for the experiences of entrepreneurship teachers introducing experiential exercises.

The chapter is devoted to the design framework of the research to address the research questions, which were developed to provide the parameters for evaluation of the change, if any, to the understanding of the phenomenon or its teaching after experiencing a set of exercises.

1. How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?

2. In what ways do teachers adopt and/or adapt experiential exercises to their existing entrepreneurship teaching practice?
3. What effects do the teachers observe in the work or participation of their students though using the exercises?

4. What is the interest in intrapreneurship?

The design was constructed as an evaluative case study, following a thread of the literature indicating links in the interaction between experiential learning and the entrepreneurial experience and that this is theoretically a better way to learn about entrepreneurship. The chapter explains why evaluative case study was considered as the most appropriate route in addressing the research questions.

The methodology and process during a workshop and 6-week follow up is outlined in segments: I explain who was involved, detail the selection criteria and process for obtaining and informing the research participants, provide a descriptive introduction to the participants, and explain what the participants did in terms of activities, in what context were they working, and when the activities took place. I describe the data gathered at the workshop and during the follow-up period around the adoption or adaption or rejection of the series of experiential exercises. This analytical process is one influenced by phenomenology, along with my interpretation of why the participants did what they did. I also describe what, if anything, about exposure to the workshop and exercises caused the observed changes to take place, if indeed there were changes.

**Overview of Methodology and Approach of the Study**

The overarching curiosity for the research and the approach of evaluation was not done to find fault within the current curriculum but to determine whether the teaching of Entrepreneurship 30 (Saskatchewan Learning, 2004) might be improved by identifying
specific areas that need change for the better. Undoubtedly, I have always favoured research that embraces artistic license and nurtures creativity, innovation, and reflexivity (Denzin & Lincoln, 2011). Wojnar and Swanson (2007) offer insights into the importance of selecting the appropriate research methodology. I considered and rejected participatory action research, autoethnography, and quasi-experiments, as they did not fit with my phenomenological interpretation of data and my interest in evaluation. Hart and Nolan (1999) state, “Anyone can adopt a method, but it takes a thoughtful inquirer to understand the importance of the perspective of the knower” (p. 32). As Wojnar and Swanson (2007) state, “Those who appreciate differences and embrace ambiguity, and view humans as individuals who can have their needs satisfied only from within their own individual framework, may be more given to an interpretive mindset” (p. 179).

Somekh and Lewin (2005) describe how case study could afford both the breadth and depth to assess the knowledge I required to address the research questions and how, through the specificity of focus of case study, I would be able to explain the process of engaging the participants in the preparatory workshop of introducing experiential exercises. Merriam (1988) and Yin (2014) explained how, through case study, I could add my judgment and combine objective and subjective data, such as feelings, beliefs, impressions, or interpretations of the data for analysis as a basis for inferences. Working with a group of Entrepreneurship 30 teachers allowed me to maintain a focus specific to the subject as it provided some commonality of experience for the group interview discussions (Yin 2014).
Rather than randomly choosing individuals to attend the 2-day modelling workshop held in May 2014 in Moose Jaw, Saskatchewan, I selected a small number of participants for their particular characteristics. Data gathering would continue after the workshop during the immediate 6-week period when the teachers returned to their schools. The small number followed the suggestion of Smith, Flowers, and Larkin (2009) that a small group of participants with several key similarities may be appropriate for a researcher with less experience.

**Recruitment Criteria and Selection of Participants**

To be eligible, the research required that participant teachers be teaching Entrepreneurship 30 (Saskatchewan Learning, 2004) in a Saskatchewan school, and have a minimum of one semester prior experience teaching Entrepreneurship 30.

Recruitment of the participants was not a difficult task. First, I made contact with a former teacher and school principal. She had previously engaged me as a guest speaker on entrepreneurship and to facilitate experiential learning in classes. I discovered that she had been promoted to Superintendent in a division of Southern Saskatchewan. After explaining my research, she immediately wrote to all teachers of Entrepreneurship 30 (Saskatchewan Learning, 2004) in the district and gained permission from her board to allow for attendance at the workshop to be paid as professional development. I am unaware of the number of teachers invited. Three responded directly to me and were recruited as participants.

I also contacted a teacher in the separate school division of the same district to invite her to participate. We had met a few years ago when, via Community Futures, I
had been employed to demonstrate experiential learning exercises at her school. She made a written application to participate to her administration and received permission to attend.

A further participant was from a northern community. He had been introduced to me several months earlier at an economic development conference at which he was recognized for his contribution to the teaching of entrepreneurship within the province. I traced him via the Saskatchewan Economic Development Association and made contact initially by telephone. He too made application to his administration and received permission to attend.

All five participants not only self-identified according to the selection criteria for the study, but they also agreed to the criteria presented in the Consent Form (see Appendix B). As two participants were recruited from towns distant from the workshop venue, travel and accommodation expenses were agreed upon based on University of Regina rates. All participants were provided with meals throughout the 2-day workshop.

At the time of commencing the selection of participants, I was teaching at the Saskatchewan Institute of Arts Science and Technology and learned of someone who, in addition to her specialization in marketing, teaches the faculty how to add facilitation skills and experiential learning to their repertoires. She was asked to attend in the role of expert. I contacted her by telephone with a follow-up email to invite her to attend the workshop in the role of observer. Due to commitments around college graduation ceremonies, she was not available for the full 2 days, but she agreed to attend the
majority of the workshop. She also agreed to act as critical reader as I journeyed through
the analysis of the data.

**Participant Confidentiality**

Prior to agreement to participate in the research, all five participants and the
observer communicated with me by telephone and email. I spoke with each participant
individually to discuss the research project, answer questions, and advise that prior to the
commencement of the workshop I would ask to secure signatures on the informed
consent documents (see Appendix B). I described the risks I foresaw in participating in
this research as related to the potential of loss of confidentiality and/or anonymity. In
three instances, as initial contact had been made by the Superintendent, I cautioned that I
could not ensure their anonymity. Two teachers gained permission to attend by
approaching administrators who would know of their participation. I assured participants
that the identity of individual comments and communication with me, as the researcher,
would remain confidential and that every effort would be made so that information could
not be traced back to them. None of the participants expressed concern about
confidentiality and anonymity; however, I suggested that we revisit how they felt at
various stages of the research.

**The Participants**

To remain organized and help with the visualization of data, and for
confidentiality, I assigned numbers to each participant. This was done prior to the
workshop. Later these assigned numbers became the monikers: The Young Colt, the
Eagle, the Eager Beaver, the Shy Rabbit, and the Wise Old Owl. The observer was named the Monarch Butterfly.

**Participant #1: The Young Colt.** This young male teacher in his 20s received entrepreneurship training during his business education at university. He has been teaching entrepreneurship for 3 years. He has had no personal experience as an entrepreneur and no in-service training for the subject other than his attendance at a 1-day workshop where I had made presentations on the role of experiential learning and artistry to encourage students to “feel” entrepreneurship (I had not been aware of this prior to the workshop data collection). For resources he looks online, consults with other teachers, and has familiarized himself with material from Junior Achievement. He co-teaches several subjects with the Eagle but had not co-taught entrepreneurship with her. He has his own experiential learning activities in the classroom (e.g., lemonade stand, a Dragon’s Den type activity, and “build your own organization”) and assisted with the facilitation of some Junior Achievement workshops attended by his students. He invites outside speakers to come to his classroom and present their own entrepreneurial experiences and to judge his Dragons’ Den activities. His students produce business plans, mock-up ventures, and attend a 1-day entrepreneurship camp within city limits. He had no prior knowledge of the concept of intrapreneurship. His moniker came when I saw his keenness for the exercises and approach.

**Participant #2: The Eagle.** This female teacher in her 30s had taught entrepreneurship for one semester. She has had no pre service education in the subject or experience as an entrepreneur but expressed a keen interest to have her own venture one
day. Her husband and father-in-law are entrepreneurs (farmers). She reported receiving some in-service training via attendance at Junior Achievement and uses the Internet and peers as a resource. No experiential activities have occurred in her classroom with outside consultants. In the one semester of teaching Entrepreneurship 30 (Saskatchewan Learning, 2004), her students produced a business plan, made a mock-up venture, and attended a 1-day entrepreneurship camp. She had no prior knowledge of the concept of intrapreneurship. Her moniker seemed apt when I observed not only her high level of contribution regarding facilitation and the value of experiential activities but also the high regard other participants had for her comments.

**Participant #3: The Eager Beaver.** This female teacher in her 30s received entrepreneurship training during her business education major at university. Her in-service training has been via involvement with Junior Achievement Saskatchewan and the Career Work Exploration Association. She has been teaching this subject for 7 years and has no personal experience as an entrepreneur. She noted accessing the following resources: Saskatchewan Learning’s (2004) Entrepreneurship 30 curriculum document, Junior Achievement resources, the Internet, and local support in the form of mentors for students, offered to teachers from organizations such as Community Futures. She invites outside guest speakers into the classroom, uses case studies, and has an overall mentor while the students produce a class business plan. Her students attend a half-day Junior Achievement business camp in Regina. Regarding the use of experiential exercises, she noted sessions that I had conducted in 2009. Prior to this research workshop, the Eager Beaver had, on several occasions, observed my facilitation style, as I had been invited to
conduct experiential exercises in her classroom. This participant was an undeniable cheerleader for me personally. Our paths have crossed many times over the past few years when I have been a speaker at conferences. As a result of learning about intrapreneurship from my guest lectures, she verbally covers intrapreneurship via the two pages in Saskatchewan Learning (2004) Entrepreneurship 30 as a guide. Despite her enthusiasm for my presentation style and desire to include experiential exercises in her classroom, this participant had not used experiential exercises herself.

Participant #4: The Shy Rabbit. This female teacher in her 30s has been teaching entrepreneurship (only a few modules) for 1 year. She reported that she had no education or in-service training in entrepreneurship or experience as an entrepreneur. On the first morning of the workshop, the Shy Rabbit frequently mentioned that she was relatively new to teaching entrepreneurship, stating, “I have a lot to learn in this area.” She explained that she was embarking on a learning curve because she was “perhaps not as experienced as the others” and “I have not run a business, so what do I know about entrepreneurship?” She uses the Saskatchewan Learning (2004) Entrepreneurship 30 curriculum guide and information from the Saskatchewan Government Cansask resource centre. Entrepreneurs are invited into the classroom to share their experiences and learning. She had never used consultants for experiential exercises or been exposed to this form of learning herself. She noted that her students only produce “simplistic business plans,” and they do not produce mock-up ventures or attend entrepreneurship camps. She had no prior knowledge of the concept of intrapreneurship but reported that...
she had observed me set up multiple ventures with individuals in her town. She had not previously understood this model of entrepreneurship.

The other participants certainly had more initial input regarding past success with teaching Entrepreneurship 30 (Saskatchewan Learning, 2004). After hearing the input from the Eagle, the Young Colt, and the Wise Old Owl, she quietly but in a statement of fact announced that she would not join in discussions in the workshop, but would listen. After hearing that no one had entrepreneurial experience, she sighed with relief and visibly relaxed a little. As the exercises started and she absorbed the learning, she gained confidence and slowly came out of her burrow. The moniker of Shy Rabbit was given to her in my mind as soon as the workshop commenced, as she was quite reticent and anxious but, as shown in the description of the lived experience, this moniker was not apt for long!

**Participant #5: The Wise Old Owl.** This mature male teacher has received no in-service entrepreneurship training and had no personal experience as an entrepreneur. He is an accomplished teacher with insight into himself, and he indicated a keenness for Train-the-Trainer sessions. I told him that I consider him to be wise, with a thirst for learning. He has been teaching the subject for 4 years using the Saskatchewan Learning (2004) Entrepreneurship 30 curriculum as a guide, and *Taking Care of Business* published by Community Futures Saskatchewan (2003). He has always been able to set up “games” but readily acknowledges he likes to retain control of the learning. He does use his own experiential activity called “Jaws of Power” (students are given various items and asked to build a free-standing, cost-effective structure) and operates an
extracurricular entrepreneurship club. At the workshop, this participant described a preference for and success with teaching Entrepreneurship 30 (Saskatchewan Learning, 2004) in the business plan, single-venture, competition arena. He outlined his dedication to his craft, his self-awareness, and that he prefers a direct style. Guest speakers are invited into the classroom. For example, local entrepreneurs, bank loan officers, Community Futures representatives, have shared their knowledge experience and expertise with students. His students produce individual business plans but not mock-up ventures, nor do they attend camps. He had no prior knowledge of the concept of intrapreneurship. This teacher has received accolades provincially for guiding his students towards winning several entrepreneurship competitions.

His moniker came to me on the second day of the workshop. He is obviously knowledgeable in the subject and an accomplished teacher and throughout this research he took a reflective stance to examine every aspect of how he teaches this subject.

The Observer: The Monarch Butterfly. This female college teacher had a serene and sophisticated presence in the room. She was charming and supportive of the participants; as they experienced the exercises she observed but she was never intrusive. I chose this moniker during the workshop as she came and left without great ceremony. She reappeared twice when I asked for her input during the implementation period and gave graciously of her time and expertise.

Informed Consent

Before commencing the research, I sought and received approval to conduct my study from the University of Regina Research Ethics Board (see Appendix B). The
consent form developed advised the participants of their rights to anonymity and confidentiality, to only discuss the research within the group, and to withdraw at any point up until the thesis was submitted.

During the informed consent process, the structure of the study was explained to the participants. Following the informed consent process, all of the participants expressed a willingness to fully participate in this research for a 2-day workshop and a 6-week follow-up period and each signed and dated two copies of the consent form—one for the participant to keep and one for my files. As part of the informed consent process, I outlined measures for the protection of identity through the use of pseudonyms in the dissertation document. All participants agreed to this method of anonymity. It was understood that participation was voluntary and this could not be a binding commitment. I assured the participants that they could feel free to discuss any concerns with me at any point during the process, including withdrawal.

Case Study

Researchers have used the case study research method for many years across a variety of disciplines. Recognized as a tool in many social science studies, social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations. To précis Somekh and Lewin (2005), case study is not easily summarized as a single coherent form of research (p. 33). I relate to Merriam’s (1988) definition of case study as being an intensive, holistic description and analysis of a single entity, phenomenon or social unit, as in this research I relied heavily on inductive reasoning in handling multiple data sources. I also offer renowned case
study researcher Robert K. Yin’s (1984) definition of case study research method as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 24).

**Design of this Case Study**

Stake (2010) proposed three types of cases and study design frameworks: the intrinsic case, the instrumental case, and the collective instrumental case. The intrinsic case is used to understand the particulars of a single case and is uniquely able to offer a means of achieving an in-depth understanding of the behaviour and experience of individuals and small groups (Stake, 2010). This study was an intrinsic study: an in-depth investigation of a single group of participant teachers, informed by both participants and theoretical considerations, and my own personal interaction as the researcher with and evaluation of the case. I show what actually occurred, whether the impacts were expected or unexpected, and what links existed between the program and its observed impacts.

Balbach (1999) argues that the strongest conclusions about plausible links are when the starting point is abrupt and any change to a mediating event is also direct and obvious. This advice was instrumental in my decision for all participants to jointly attend a 2-day workshop, followed immediately by a 6-week implementation period.

**Selection of Case Study with Evaluation**

Evaluation of any kind is designed to document what happened in a program to answer the classic journalism questions of who, what, where, when, and why. *The Free Dictionary* provided the following definition of evaluation: “a critical appraisal or
assessment; a judgment of the value, the worth, character, or effectiveness of something” ("Evaluation," n.d., para. 3). In addition, case study evaluation, according to Balbach (1999), is particularly well suited to programs of which at least part of the object is to learn from the process. The object of evaluation is not to find out how often something occurred, but rather what happened or did not happen, and then to judge the value of the occurrences.

Evaluative case study was my approach to investigate the lived experiences of the participants—the discovery, insight and understanding through observation and analysis—as they introduced intact, adapted, or chose not to introduce experiential exercises into their teaching. Traditional evaluation designs generally assume that program implementation follows a rational, predictable, and measurable path. Schools are certainly not static and predictable. Balbach (1999) says that evaluative case study is particularly useful when programs are unique, in an unpredictable environment, or too complex for survey or experimental strategies. For this research, I considered that the responses to the approach and exercises and environment were unpredictable and this methodology would prove a valuable mechanism to answer the question, “What happened?” Based on the work of Yin (2014), I determined that a case study involving description, explanation, and judgment was a particularly good research means for this educational evaluation, as it allowed greater latitude in seeking out and assessing the impacts of the exercises. Case study evaluation offered the ability to explain the causal links in the real-life intervention of this specific program with its unique outcomes. I was able to create a full, complex picture of what occurred, or did not occur, in the workshop
and within the implementation period when the participants returned to teach the

The workshop. The emphasis in fieldwork is very much on coming to know the
insider perspective by observing participants going about their ordinary business in their
natural setting. I asked myself, how could I, as the researcher and the creator of the
exercises, connect and then carefully disconnect to study “What is the nature of this lived
experience?” (van Manen, 1990, p. 42) and gain knowledge via the research questions. I
decided to engage participants in preparatory work, not in their classrooms as individuals,
but together at a 2-day workshop. Here I would invite the participants as a group to
experience the series of experiential exercises. The event of the workshop was a focal
point that was shared and thereby bound the relevance of the experience to the
participants and to my own perspective. The workshop afforded the opportunity to see
both the shared and unique experiences of the participants. This process was not meant to
disqualify unique experiences of individual participants, but rather to identify common
aspects of the particular lived experience in order to provide a description that is true to
the phenomenon.

The workshop venue. I selected the Moose Jaw Grant Hall Hotel to be the venue
for the 2-day workshop for its central location for three participants and the observer.
There are many venues in Moose Jaw; I chose this one as it is independently owned and
operates as an intrapreneurship model. I considered that the participants would be able to
see firsthand an example of collaboration and interdependence in entrepreneurship. The
Saskatchewan Learning (2004) Entrepreneurship 30 curriculum encourages teachers to
involve a consultant entrepreneur when delivering the course material, and as noted earlier, all participants do this. I involved the entrepreneur who owns the Grant Hall and she contributed more than I had expected; in addition to an overview of her entrepreneurial journey, she arranged for the participants to tour all the facets of her intrapreneurship business model.

I invited the owner and operator of The Grant Hall Hotel to meet and greet the participants. Her presence was to reinforce the advice offered by Saskatchewan Learning (2004) in the Entrepreneurship 30 curriculum that guest entrepreneurs and mentors provide a good experience for teachers and their students. She demonstrated through her story of living the learning of the exercises that risking and failing is as much a part of entrepreneurship as building a business plan. The group discussed the owner and operator’s comments about “only having a Grade 8” and her risk-and-fail (bankruptcy once) journey. With the participants, I spontaneously presented this guest with a mock doctoral graduate hat to acknowledge her entrepreneurial achievements. She proudly wore this for the rest of her business day as she mingled with hotel guests.

The experiential exercises. In discussing teachers, D. Scott and Usher (2002) state, “As a practitioner we are also researchers more often than we think” (p. 10). The seeming success in my own teaching practice led to an enduring curiosity to discover if experiential exercises aid teachers in understanding the art and process of entrepreneurial activity and thereby improve teaching of the phenomenon.

Prior to my doctoral studies, over a 10-year period, I amassed anecdotal evidence that led me to believe that my teaching approach with ad-hoc experiential exercises
stimulated entrepreneurial thinking and the art of entrepreneurship for the women involved with my own start-up business ventures. I also had anecdotal evidence from my role as a guest teacher in Saskatchewan Learning (2004) Entrepreneurship 30 classes. I had encouraged students, through ad-hoc experiential exercises, to be creative, muck around, copy from each other, experiment through trial and error, as well as work as part of a team yet remain apart from the group. None of my exercises were in written format. I interpreted, without research, that this approach had enabled them to understand the art and the process of the phenomenon of entrepreneurship.

The literature and my own experience about how entrepreneurs and students learn the art of entrepreneurial thinking led me to decode my exercises into a written format that meets both the rigour of academia and the principles of experiential learning. In step with current trends indicated in the literature and my experience based on my knowledge of experiential learning and entrepreneurship, the exercises simulate the complexities of the environments in which some entrepreneurs as employees actually operate.

I designed these experiential exercises (see Appendix A) following the guidelines for experiential learning in Chapters 1 and 2. The exercises encourage students to

- ask if there are other ways of doing things;
- challenge custom, routine, and tradition;
- be reflective;
- critically engage an issue from a variety of perspectives;
- realize that there may be more than one right answer;
- see mistakes and failures as pit stops on the route to success;
• relate seemingly unrelated ideas to generate a solution; and
• see an issue from a broader perspective and at the same time to focus on an area in need of change.

While crafting the exercises into written format, I encountered the thinking of Neck and Greene (2011) and O’Connor (2013) regarding the method and teaching “through” entrepreneurship, which suggested that entire modules be designed around relevant pedagogy. I then crafted an instruction manual incorporating the set of exercises. This manual included the following elements:

• The lesson plans give a suggested order to the experiential activities.
• Props are suggested for teachers to include, exclude, or adapt to suit their own teaching artistry.
• To accompanying the exercises, there are lesson plans and descriptions of teaching techniques that require teachers to facilitate, not control, the learning process. The manual explains how the exercise process encourages student abilities to be activated and experienced in a creative manner, rather than by the teacher instructing, proffering knowledge, or presenting or offering personal wisdom as absolute.

There are suggestions how to mentor students to be creative, muck around, copy from each other, experiment through trial and error, and work as part of a team yet remain apart from the group.
The Delivery Approach of The Exercises During the Workshop

My presence in the room was already a factor, an attraction if not a distraction. As such, I chose not to introduce other factors into the space, like video taping or other mechanical recordings, and I determined that my best effort would be to radically limit my artistry to ensure that the exercises were examined by the participants, somewhat unrelated to my delivery.

I worked through from exercise to exercise in the format of the manual (see Appendix A). I considered that my role was also to nurture participants to the point at which they understood the exercises and expressed confidence to make logistical decisions within their current teaching of Entrepreneurship 30 (Saskatchewan Learning, 2004) to introduce, adapt, or discard the experiential exercises. When the learning goal was for information to be cast in a helpful way, I felt it was appropriate for me to use a didactic teaching approach. When the aim was for the participants to transfer their knowledge and skills of a concept to new situations, then I coached for the desired performances. This is in line with discourses presented in Chapter 2 that experiential exercises are active pedagogy, and I was, therefore, required as the researcher and as a teacher to be a facilitator, not the controller, of the learning. When the need arose to help the participants to grasp the abstract, I accomplished this through facilitation, as I stepped back after explaining the logistics of activities and the participants entered the abstract, conceptual, and creative realm of the exercises. I invited participants into different ways of doing and knowing with an aim to ground the conceptual, symbolic, and highly abstract nuances of the phenomenon of entrepreneurship. In this multifaceted teaching
approach, it was my aim for the participants to consider how the art processes of entrepreneurial thinking via these experiential exercises require the adoption of unique pedagogies and a teacher style that encourages students to progress from being passive attendees in classrooms to being participative in terms of discussion, deriving options for decision making and creativity.

**Workshop Days 1 and 2.** At the commencement of the workshop, I shared the purpose and objectives of the research and gave background on the art and science of entrepreneurship and collaborative individualism within entrepreneurship (intrapreneurship). I explained that a goal throughout the research workshop would be to ensure that the concepts of entrepreneurial thinking were understood by the participants and any misconceptions that entrepreneurship is always a one-track venture by an individual or group are overcome. I emphasized that intrapreneurship is barely covered (two pages) in the current curriculum, and the explanation understates the impact of the phenomenon in current business trends.

I talked about the rationale for using experiential learning in entrepreneurship education. I explained that with experiential exercises, teachers are often required, not as the controllers of learning, but as facilitators in order that students experience the art of entrepreneurial thinking and the process for themselves. I explained that throughout the workshop I would model direct teaching, coaching, and facilitation, and I verbally emphasized that teaching the concepts and processes of entrepreneurial thinking and intrapreneurship through experiential exercises requires this multifaceted myriad of
talents, skills, and knowledge leading to unique pedagogies capable of stimulating and imparting knowledge simultaneously.

I then provided the activities to be undertaken and all materials for the workshop in a manual (see Appendix A) with a toolkit of props. A pattern of sorts was established; I introduced the exercises step by step through the methods as detailed in the manual. The participants first acted as students and took part in the activities one by one. After completion of the exercise, they read the teacher instructions in the manual that I had followed for facilitation of the exercise.

At the outset, I explained that the learning was required to flow “through” their individual and group participation in the exercises. The participants were charged with making meaning of deliberately ambiguous content in the exercises and the open-ended questions posed. Understanding required proactive development and testing of ideas by the participants. I encouraged the use of innovative strategies and habits of mind when participants encountered difficulties in the course of their inquiry. I facilitated understanding through a format of playing the role of devil’s advocate with questioning, probing, and process-related commentary, offering little or no direct instruction, and answered questions such as these:

- “What do you do when you don’t understand what to do next?”
- “What strategies can help when you’ve hit the wall during problem solving?”
- “How do you respond when your best ideas are challenged?”

As facilitator, I sought to progressively develop participants’ autonomy. Group discussions were actively facilitated to focus on specific topics that would aid me in
answering the research questions. I brought participants in and kept everyone questioning and responding. I moderated discussions and guided inquiry on the questions without being an intrusive or directive participant. It was my role as facilitator to ensure that the participants generated, tested, probed, and adjusted ideas via peer feedback sessions. Rather than lead conversations, I provided support, insight, and advice when requested—without interfering in the discussions. Instead of giving talks and answers, I clarified and commented on the process and the state of the inquiry. I facilitated discussions and inquiries so that participants came to see for themselves if the exercises might have value in their teaching of Entrepreneurship 30 (Saskatchewan Learning, 2004).

I suggested that, in the same manner as I had facilitated the learning in the workshop, these experiential learning processes could be used in their own entrepreneurship classes. I asked the participants to look at the style of delivery of the exercises versus traditional instruction in which the teacher takes centre stage. At the end of the workshop, the question became, “Based on what I/we have learned from this workshop, what should I/we do now?” (Mills, 2007, p. 143).

The 6-week implementation period. After the workshop I followed the participants for a period of 6 weeks to determine if, how, and why they implemented the experiential activities into their teaching. The participants were asked to share with me via telephone, email, or personal interviews their experiences when incorporating intact or adapted, or not incorporating, these experiential exercises into their curriculum.

In the proposal for this research I had anticipated that I would travel to each participant twice with a purpose to observe in each school setting and discuss the
successes and challenges experienced. At the end of the workshop, the participants took ownership of the route for the data collection process and determined a more varied plan:

- The Eager Beaver and the Shy Rabbit arranged my attendance to observe them in their classrooms, followed by a tape-recorded interview and participation in two follow-up telephone calls.
- The Young Colt and the Eagle planned to invite me to observe a full day co-teaching workshop, followed by a tape-recorded interview and two follow-up telephone interviews.
- Immediately after the workshop I met with the Wise Old Owl in the Grant Hall Hotel restaurant. We talked for an hour, I jotted down notes in my journal, and I also recorded my thoughts on this interview immediately afterwards. He advised that he would send an email to me summarizing his own impression of the workshop, our interview, and how he intended to incorporate his own construction activity with the exercises.
- I interviewed the Wise Old Owl immediately after the workshop; thereafter, he chose to communicate with me via email or telephone following each of a series of five lessons in which he planned to follow the sequence of the exercises in the manual.
- I arranged two follow-up telephone interviews with the Monarch Butterfly—the experienced teacher of experiential exercises who had agreed to attend the workshop as an observer and had agreed to act as sounding board expert to
judge and make statements about the evidence being gathered (Hartz-Karp & Pope, 2011).

**Data Gathering**

It was my aim throughout the analysis to gain a holistic sense of the lived experiences of the participants. Following the work of Somekh and Lewin (2005), as a researcher, I went beyond statistical results to understand the behavioural conditions through the participants’ perspectives (p. 34). The strength of the workshop data was that I was taking the activity around the exercises as an instance in action (Walker & Arbreton, 2001)—and using multiple methods and data sources to explore and interrogate.

As case study does not claim exclusivity to any particular methods for data collection (Merriam, 1988), there were many approaches to consider. I understood that the keys to effective use of this case study were to design the data collection effort with care and to create a clear record of the methods used, as the data must support the findings. My chief sources of data gathering were interviews, observation, and documentation. I collected the wealth of data provided by the participants in the following ways: (a) open-ended questions in a structured questionnaire, (b) observation of table-based and experiential group exercises and discussions, and (c) unstructured interviews. I discuss each of these in the subsections that follow.

**Open-ended questions in a structured questionnaire.** After signing the Consent Forms (see Appendix B), the participants were asked to completing a questionnaire (see Appendix C) on their entrepreneurial background and training and comment on their
understanding of the concept of intrapreneurship. This questionnaire and informal introductory conversations opened the 2-day workshop. I then compared and contrasted the quantitative data in the questionnaires with the findings in other research. To gather baseline data, I asked participants at the commencement of the workshop to one by one verbally describe their current teaching methods and the role of experiential learning in their approach to the Entrepreneurship 30 curriculum (Saskatchewan Learning, 2004).

Observation of table-based and experiential group exercises and discussions.
The data were contained in the verbal comments and observations of the participants, as they were involved in the exercises. To this end, I maintained field notes to record factual statements of what occurred, relevant quotes, and other potentially useful information. Observation allowed for more direct experience than an interview and helped me to clarify the context in which the program was implemented (Hartz-Karp & Pope, 2011).

To answer the research questions, participants were specifically asked on an ongoing basis to discuss if, how, and why they might or might not incorporate the experiential exercises into their lessons, and as they participated in each experiential exercise they shared verbal comments in an ongoing ad-hoc spontaneous manner. For each exercise participants shared (a) their thoughts and feelings of the exercise; (b) if, how, and why they would introduce the exercise; (c) the challenges they might face; and (d) support they might require. After the completion of each exercise I facilitated a discussion-style of debriefing. To answer the research questions, I asked them to discuss each activity and to explain what if any meaning and entrepreneurial thinking they had discovered as they had made sense of things. The group discussed possible adaptations
and outcomes of value to themselves and their students of each specific exercise. As the exercises progressed in sequence, the pattern and linkages of the exercises were discussed. I did not specifically inquire if, how, and why they would introduce intrapreneurship into the curriculum, as I felt that would be guiding them too directly. Each exercise ended after participants read and discussed the manual of instructions that I had followed as facilitator for that specific exercise.

**Unstructured interviews.** The purpose of the in-person and telephone interviews was to continue the conversation around the research questions, ask questions to clarify, and obtain more detail of participants’ lived experience to enhance understanding. The object of the interview was for me to know by the end of the dialogue how the participants had perceived what had happened. The underlying assumption is that participants’ experience the world in unique ways and the object of the interview is not to standardize their experiences but rather to understand them.

Within the field of qualitative inquiry, researchers have long relied on different interview methods to collect data. The research interview is a data collection method aimed at gathering information and grasping issues related to the general objectives as well as to answer the specific questions of a particular research project (Gillham, 2000). DeMarrais (2004) defines an interview as “a process in which a researcher and participant engage in a conversation focused on questions related to research study” (p. 55). Similarly, Kvale and Brinkmann (2009) define an interview as an “inter-change of views between two persons conversing about a theme of mutual interest” (p. 2).
The basic building block of all forms of interviewing in general is the question–answer sequence (Roulston, 2010b). Methodological literature explicates how the interview should be conducted, how to encourage the interviewee to talk openly and trustfully, and what the questions will assume the respondent will focus on (Talmy & Richards, 2010).

Roulston (2010b) distinguishes between the three interview structures based on forms of question and sequence, namely the structured interview (with tightly scripted questions in a particular order), the semi-structured interview with several pre-formulated questions providing the same starting point, and the unstructured interview, in which both the interviewer and the participants are able to initiate questions and discuss topics. This produces a free-flowing and less asymmetrical conversation in which participants select their own terms to spontaneously interact.

Talmy (2010) proposes that a research interview is social practice and conceptualizes the interview as a collaboratively produced phenomenon by both the interviewer and the interviewee. Therefore, the interview itself is a site for investigation. I considered the prevalent assumptions about interviews. I reviewed the work of Cho (2014), who pinpoints that researchers across social sciences have taken for granted the deletion of the researcher and the de-contextualization of standalone quotes. The argument is that socially complex situations involved in a research interview have been glossed over whilst treating interview as an economical tool for touching subjects in an interviewee’s knowledge and expertise. Researchers criticize that various empirical studies are fraught with taken-for-granted assumption that the interview straightforwardly
provides a resource in relation to the participant’s experiences, attitudes, beliefs, identities, and orientation towards a wide range of phenomena (Alvesson, 2003). The implication is that researchers have been overly reliant on a simple notion: “You ask, they answer, and then you will know” (Holloway, as cited in Talmy, 2011, p. 27).

Roulston’s (2010a) typology for conceptions of qualitative interviews is comprised of six elements: neopositivist, romantic, constructionist, postmodern, decolonizing, and transformative. I did not take a neutral role (i.e., neopositivist conception), nor did I follow the romantic conception of the interview (i.e., generating intimate and self-revealing conversation). I followed the constructionist conception of interviewing, which is based on the theoretical assumption that knowledge is co-constructed by both the interviewer and interviewee “to generate situated meanings and possible ways of talking about research topics” (Roulston, 2010a, p. 218). The constructionist approach conceptualizes an interview as a socially situated account in which both the interviewer and interviewee play active roles, thereby enabling researchers to explore how interview data are co-constructed by the speakers (Roulston, 2010a).

I selected unstructured interviews to allow for maximum flexibility in collecting the experiences of the participants. By using open-ended questions through an unstructured sequence, I selected an unstructured format to explore the participants’ experience, in particular, their meaning and the process of their lived experience (Seidman, 2013).
I scheduled an interview with the Eager Beaver and the Shy Rabbit to take place directly after I had observed lessons that were based on the exercises. I was invited to observe the implementation of the exercises in both schools, and I visited as arranged. I then conducted a scheduled interview with each participant in person directly after I had observed lessons that were based on the exercises.

I undertook one in-person interview per participant with the Eager Beaver, the Shy Rabbit, and the Wise Old Owl. By telephone, I conducted two telephone interviews with the Eager Beaver, the Shy Rabbit, the Eagle, and the Young Colt. I also completed three telephone interviews with the Wise Old Owl. All of these interviews served as a way of gathering material through a conversation about the meaning of the experience in question (van Manen, 1990).

I conducted the interviews in a relaxed atmosphere, and I simply began by asking each participant to describe their experiences using the exercises. Like van Manen (1990), I do not believe that it is necessary for the exact same words to be used with respondents. I have an ability to build rapport, to ask questions that allow people to express themselves. My protocol shaped the interviews without constraining them. I wanted participants to feel I understood the key issues and classroom restraints and that they were welcome to volunteer information. I allowed the participants to freely examine topics as they emerged, and I asked for clarity when needed. This allowed the maintenance of direction in the goal of understanding the lived experience of the participant, while providing some flexibility for the participants to explore the meaning
of their own experiences as they saw fit (van Manen, 1990). I included prompts to gain more specific details and examples related to their experiences.

In preparation for second telephone interviews with the Eager Beaver, the Shy Rabbit, the Eagle, and the Young Colt, I first read through the transcript from the first interview to facilitate a bridge into our continued discussions. This second interview was, in my opinion, as relaxed and casual as the first, with free-flowing discussion and exploration of experiences. The four telephone interviews with the Wise Old Owl followed this same modus operandi.

**Journaling**

I chose to record my observations and write verbatim and comments throughout the workshop. I recorded comments when I judged in the moment that they might contribute to unveiling participants’ lived experiences. To gather data, as was implicit in Payne’s (1994) description of his daughter Solana’s engagement at the beach, I was engaged in the processes of sensing, perceiving, responding, exploring, interacting, and conceptualizing. During the workshop, I recorded comments and observations in a journal while the participants were participating as a group without my involvement (other than to clarify if asked). I also made handwritten notes of discussions.

I remained organized with the help of the monikers to transfer the significant (underlined) pieces of information. I placed the moniker next to any significant information that came from that particular participant. Each comment was attributed to the participant who made the comment. Group discussions were summarized and attributed to all participants, except when individual comments differed from the flow of
input from the group. Paraphrasing provides weaker evidence, as I am aware that such moments depend upon my interpretive sensitivity, inventive thoughtfulness, scholarly tact, and writing talent. To keep pace with stories and anecdotes, I recorded information in my form of shorthand. I then relied on my memory to expand upon my many scribbles, drawing, and notations at the end of each day.

I kept an interview log, and during all face-to-face and telephone interviews I covered the points recorded in my journal. I took notes on comments. I transcribed some sentences or whole paragraphs verbatim to ensure they would be accurately quoted in the final reporting, as paraphrasing provides weaker evidence. When logging in interviews I listened and took notes on comments. I transcribed some sentences or whole paragraphs verbatim so I could accurately quote them in this final report. I also printed and stored ongoing email discussions alongside the journal.

The use of this reflective journal enabled me to engage in an ongoing conversation with myself. After the implementation period, I maintained the journal to assist in reflection, analysis, and interpretation at all stages of the research and subsequent discussions on implementation in the classroom were recorded in journals. I again relied on my memory and experience to recall my rationale for the notations. I chose at the outset that I would include what Husserl (1936) discovered when he contemplated the content of his mind—such acts as remembering, desiring, and perceiving, in addition to the abstract content of these acts, which Husserl called meanings. These meanings, he claimed, enabled an act to be directed toward understanding the essence of consciousness. Through the writing of my thoughts and
impressions in my journal, I clarified my understanding and this allowed me to stay as close to the lived experience as possible.

**Tape Recordings**

In order to establish a natural setting, I chose not to use filming or tape recording at the workshop. With similar concerns about the free flow of conversation, when face to face with the Eager Beaver and the Shy Rabbit, I did not want note taking to distract from engaging the participant in one-on-one conversation. However, I required the research trail in order to use quotes in the case study write up to demonstrate that, as the evaluator, I had captured respondents’ perceptions and feelings accurately. As such, I chose to audio record the interviews (approximately 1 hour each), and I provided participants with the opportunity to review the transcript for accuracy of meaning and to provide clarification. By audio recording and not writing I was able to engage in a conversation-like interview and gave my full attention to each participant’s nonverbal language.

**Data Analysis**

I found Kemmis and McTaggart’s (2000) spiral for analysis appealing because it provided an opportunity to visit the data at a higher level each time by traversing the spiral in order to progress to a greater overall understanding. As I conducted readings of the transcripts, I considered phrases and words. I laboriously moved material backwards and forwards until a shape and flow emerged. When looked at more closely, I saw that words were contradictory or more complex than originally perceived. Points of agreement and disagreement among participants and categories of insights emerged.
Within each round through a spiral I spent time reflecting on what I read, felt, and heard and made notes about my impressions and insights. I combined subjective data, such as feelings, beliefs, impressions, or interpretations. As I have included very few nonverbal comments, no typology was used. I chose to include peer debriefing of nonverbal communication only, in which I would use the comments of a participant on a fellow participant to verify my observation of the nonverbal communication data and my ensuing interpretations. I indicated in the research instances in which this participant reflected on her own observations during the workshop (Richards & Farrell, 2005).

In an early spiral, I focused on uncovering and isolating what appeared at first to me as thematic aspects in the descriptions. At first, I compiled numerous themes in an unshaped skeletal form. Then, during this meaning construction, several themes morphed to be retained as one thematic aspect of the phenomenon—“the fear factor.”

I considered criticisms and the questions from my advisors on the compatibility of theming with the lived experience, and I still choose to look at themes. The criticisms of theming are they may be considered as naïve and unhesitant single interpretations. I too question large blocks of quotations that posit that interviewees’ perspectives are not affected by their interactional contexts. Interviewees’ answers in themes exist in “a social vacuum which is divorced from and immune to interactional contingencies” (Wooffitt & Widdicombe, 2006, p. 40) and the interview excerpt is composed of the interpretation of what the researcher believed the interviewee had meant, rather than what had actually been said (Roulston, 2001).
Perhaps I resonated so strongly with the description of themes from van Manen (1990) as analogous knots in the webs of our experiences, around which certain lived experiences are spun. To some, maybe I have misguidedly labelled the recurring conversations between the participants as a theme. It resonated for me that, in 2006, Roulston revisited her earlier research work that had a themed analysis of data, and she then juxtaposed a second analytic approach to the same data. I considered that juxtaposition of more than one method could be a route for me too. Denzin and Lincoln (2008) remind the researcher of the fact that “no single method can grasp all the subtle variations in ongoing human experience” (p. 29). Combining methods informed by phenomenology was the way I understood the wealth of data provided by the participants. The key here for me was not to increase volume so much as present a plausible story that is adequately documented. Writing detail is my challenge, but I focussed my evaluator energy on identifying the defining points, the theme, and insights. Writing detail also helped me to define areas in which believability waned, and it suggested what additional information might be useful if included. I feel that my analysis will continue long after the completion of this dissertation. Reading of the data through a phenomenological lens allowed the illumination of “a situated display of identities” (Roulston, 2001, p. 298) while viewing the data as moment-by-moment story making, rather than a linear narrative told by the respondents.

**Phenomenological Influence**

Phenomenology is defined as the study of structures of consciousness as experienced from the first-person point of view (Gallagher, 2012; “Phenomenology,”
This 20th century philosophical movement is dedicated to describing the structures of experience as they present themselves to consciousness, without recourse to theory, deduction, or assumptions from other disciplines. Literally, phenomenology is the study of phenomena and the appearances of things or things as they appear in our experience (Gallagher, 2012; “Phenomenology,” 2013). The study of phenomena, as proposed by Edmund Husserl (1936), talks about objective consciousness in a virtual and immaterial sense. The world is not real matter but mental conceptions, phenomena, reading between the lines, and turning the simplest of terms into profound complex truths and realities.

In his last work, the *Crisis of the European Sciences and Transcendental Phenomenology*, Husserl (1936) had already turned phenomenological analysis away from the transcendental ego and consciousness to the pre-reflective lifeworld of everyday experience. Heidegger (“Martin Heidegger,” n.d.) and Merleau-Ponty (“Maurice Merleau-Ponty,” n.d.) radicalized this turn toward the existential world as we live and experience it. I believe, like Merleau-Ponty (“Maurice Merleau-Ponty,” n.d.), that phenomenological inquiry can never yield indubitable knowledge, as the most important lesson that the reduction teaches us is the impossibility of a complete reduction.

My phenomenological analysis concentrated upon re-achieving a direct and primitive contact with the participants. Payne (2005) cautions against dispossessing people of their own experience and naming, which is a problem he identified with the tendency in research to over textualize selves. I did not strive for certain knowledge; I did not overly concern myself if I was missing something or if I had all the facts.
Phenomenology does not ask if what one is seeing is actually there—but seeing and feeling is important. My analysis is the way the lived experience appeared to me. Consequently, I can only illustrate insight into my knowing through the direct nature, which included extracts, at-hand journal highlights, coming-to-know qualities, and characteristics in ways other than the written word. Some cannot submit words but can sketch or, as is often the case for me, dance (Payne, 2005). For example, when participants learned the art of entrepreneurship and had entrepreneurial thoughts, I felt in my body their sensation of the phenomenon, even if they had not articulated this beyond saying “Aha” or “got it.” Their non-verbal communication and emotions spoke to me on this journey of discovery. It feels right in my body that I have found a path to deeper understanding through this research.

**Credibility**

Once completing the analysis of the data, I followed this with a critical analysis to (a) concrete, detailed descriptions have been obtained from the participants; (b) the phenomenological reduction has been maintained throughout the analysis; (c) essential meanings have been discovered; (d) a structure has been articulated; and (e) the raw data have verified the results. As the evaluator, I also participated in the activities being evaluated. The challenge for the evaluator is to validate what is written on paper, as paper trails can be used to obscure events as well as codify and confirm them. I was trying to understand what happened from a variety of perspectives and my judgment was necessary as well as the critical review by others to enrich the evaluation. The test was plausibility, but a computer does not do plausibility
tests. My supervisor alerted me to demonstrate the research steps that I took in sufficient
detail to ensure the reader understands that I covered the essential bases and my feelings
are, in fact, supported by the data. He brought me back to identify the essence of the lived
experience by asking, “What were the key findings? What does the reader need to
know?” This step is known as creating a transparent path of inference, and its basic
function is to let the reader know how the evaluator derived the conclusions. While a
certain amount of conjecture enters into following the links made, I have provided
knowledge about the exercises, how they were delivered, and the impacts, thereby
leading to a stronger path to my conjecture.

One of the hazards in research is bias. Like all humans, I enter situations with a
set of beliefs and preconceived notions. As more data are collected, the researcher
sometimes becomes more committed to his or her beliefs. Data also help the researcher to
define the point at which believability wanes and suggests what additional information
might be useful. While a certain amount of conjecture entered into making these links,
increased knowledge about the program as it was delivered, and its impacts, lead to
stronger conjecture. I was vigilant not to be an individual influencing the learning—
unless I felt that my personal input was required merely to overcome any stated barriers
in understanding by the participants. As I was close to the project, I was conscientious
about talking to my supervisor to avoid error in retaining a focus on my marketing stance.
When I first contemplated the research, I wanted to persuade and influence and cajole the
expansion of experiential exercises in the curriculum. Throughout the analysis I remained
cognizant of the influence of my bias. I did not fully suspend my bias, since that is not
possible. This is because one’s pre-understandings are considered to be a fundamental aspect of the individual and cannot be removed (Laverty, 2003). It was my priority to maintain credibility in the analysis. I reviewed the works of Stake (1995), Laverty (2003), and Denzin and Lincoln (2011), who provided frameworks to make judgments regarding case study quality and identified key characteristics essential for credibility. I strove to be diligent. When conducting the analysis of the research data I completed multiple stages of interpretation and took care to present findings in a manner that is not only vivid but also faithful to the complexity of the data.

A strength in this research is that I took time, pondered, and percolated on thoughts and did not rush through the process (Tesch, 1987). I genuinely wanted to understand the experiences of the participants in order to increase my thoughtfulness in a personal and a professional manner. I consider that in Chapter 4 I achieved a rich description to represent the perspectives of the participants and my journey of evaluation (Geertz, 1973).
Chapter 4: The Lived Experiences of Participants in this Evaluative Case Study

My research interest was in the incorporation of experiential exercises in the teaching of Entrepreneurship 30 (Saskatchewan Learning, 2004). I wished to explore the lived experiences of a group of teacher participants when exposed to and trained in the use of experiential exercises. As a researcher I was tasked to demonstrate the basis of my understanding in written form to meet the demands of both evaluative case studies and lived experience research. I was required to enable readers to understand how ideas and abstract principles fit together. The aim was to create a rich and deep description that is both analytical and creative—one that resonated with the sense of lived experience and would make sense of the data and the story that unfolded with the lived experiences of the participants. As van Manen (1990) explains, “The text as a whole aims at a certain effect” (p. 113) of balancing a literal knowing with an epistemological knowing (pp. 112–114).

This chapter describes the lived experiences of the participants, both during the workshop and throughout the implementation period. To do this, I have constructed the flow of the chapter to open with the pre-workshop data gathered regarding participants’ entrepreneurship experience and training in the subject content as well as their exposure to teaching in both traditional style and with experiential exercises. Then, to illustrate the lived experiences of the participants, I respond to the research questions with evidence presented through their voices (Roulston, 2010a).
Through this research I explored the following questions:

1. How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?
2. In what ways do teachers adopt and/or adapt experiential exercises to their existing entrepreneurship teaching practice?
3. What effect do the teachers observe in the work or participation of their students through using the exercises?
4. What is the interest in intrapreneurship?

With a quotation in mind from Scott and Usher (2002), I venture to present the data from the pre-workshop questionnaire, the workshop, and the implementation period, woven with my own thoughts as recorded in my journal and from the data analysis:

No method is self-validating, separable from an epistemology and research is a social practice and there will … always be a gap between different accounts, regardless of the sophistication of the representational devices we use. It is in this sense that our claims to knowledge about educational matters must always be subjective. (Scott & Usher, 2002, p. 71)

It was my intention to portray, analyze, and interpret the uniqueness of the individuals and situations through accessible accounts. The participants’ voices are used to best represent individual inquiries into and deliberations about the connections, or lack of, between their own embodiment, environment, and praxis. The quotation examples from the participants are varied in order to show the fullness of the lived experience. The relationship interaction between the participants and me, as the researcher, has been included to engage readers, inviting them to join in the interaction and this case discovery (Stake, 1995). Also included are my ongoing observations and judgments as intuitive
insights to the essential meanings of the varied levels of skill and confidence when introducing the exercises. I also present the observations of one participant regarding two of her colleagues.

**Data Gathered: Pre-Workshop Questionnaire**

Each participant completed a questionnaire (see Appendix C) prior to the commencement of the workshop. In response to the questionnaire, participants commonly reported that entrepreneurship is a subject that is assigned to teachers, in addition to their teaching preferences, after a call for volunteers. The five participants had accepted school requests to teach the subject and had done so from one semester to 7 years. No participants had entrepreneurial experience. No participants had received training in entrepreneurship. Resources were listed as the Saskatchewan Learning (2004) Entrepreneurship 30 manual, guest lecturers, the Internet, and participation in one-day outside events hosted by community organizations.

All five participants reported in the pre-workshop that they had a mixed approach to teaching entrepreneurship. The participants described that their current teaching content and pedagogies in the Entrepreneurship 30 (Saskatchewan Learning, 2004) classroom focus on the science of entrepreneurship and are, dominated by finding one great idea and the development of a business plan produced in a lock-step pattern (Hills, 1988). The predominant K–12 teaching through experiential means was “through” one-off mock-up ventures. Prior to the pre-workshop, only one participant was aware of the trend in business towards the concept of intrapreneurship.
Data Gathered: The 2-Day Workshop

At the start of Day 1, I provided each participant with a manual of exercises and the resources required to conduct the exercises (see Appendix A). As indicated in the manual, a full lesson of 40 minutes for some exercises and 90 minutes for others was required to set up the activity, direct, coach, and facilitate the action, and process the learning.

I first walked the participants “through” the manual, as a teacher, in a sequence of exercise by exercise. For each exercise, the layout in the manual indicates when a knowledge component requires information to be transmitted. The participants indicated that they understood where the manual indicated that the teacher’s primary goal was to inform the learners of facts—that is, telling and lecturing, supplemented by textbooks and demonstrations as in the role of sage from the stage. The participants indicated an understanding that there are times in the exercises when direct telling is not efficient and coaching is required and other times when facilitation is required. The participants discussed, and together they verbalized that they understood that a mixed approach, including facilitation, is required to teach in the manner promoted in the manual.

The participants then acted in the role of learner as I conducted the exercises with a mixed approach. As learners, each exercise was processed and, after completion, assessed for learning outcomes. I noted common positive responses to learning “for” and “about” intrapreneurship and entrepreneurial thinking “through” participation in these experiential exercises. All participants expressed that they could see benefits to themselves of teaching via these exercises and for their students to learn with this
approach, as they wanted their students, in the words of the Shy Rabbit to “experience what I had experienced” and “give them more opportunities.” However, in my journal I had recorded, “Whenever I question the potential impact of the experiential exercises on students, the participants answer by (mainly) discussing the impact on themselves.”

I made a considered decision to link the Young Colt and the Eagle when describing their lived experiences. These two participants often co-teach subjects, including entrepreneurship, at the same school. They showed a familiarity with experiential learning and expressed their experience in the facilitation of similar exercises as part of their own established approach when conducting 1-day entrepreneurship workshops. These participants were certainly not removed from the group during the workshop, but obviously they share a close professional relationship. The Eager Beaver made the following aside comment to me: “Those two already have a collaborative working experience and bounce and interact with each other by using each other strengths to work together. There’s good teamwork there.”

The Young Colt and the Eagle repeatedly reinforced the manual’s promotion of a mixed approach to the exercises. When probed for more details on their meaning of a mixed approach, these two participants described the same combination of direct teaching, coaching, and their co-facilitation of experiential exercises as they did when assisting outside consultants. From the snippets of sentences that I heard as they huddled or stood next to each other when participating in the exercises, they expressed pleasure at being given a series of exercises to supplement their own efforts. They indicated that their practice of co-teaching had contributed to the confidence in facilitation they
demonstrated that permeated the workshop. On one occasion I talked alone with the Eagle and the Young Colt. I expressed that they had the understanding and skill to enable them not only conduct the exercises, but to also coach their colleagues who were seemingly newly introduced to experiential learning. We then discussed how they could hone their craft by mentoring others.

After having the first of one of their many side conversations, the Young Colt and the Eagle initiated a discussion in the group about the concept of intrapreneurship. It started by them questioning the dollar-prize focus in current school competitions and the misguided emphasis on one idea, one student, or one team producing one joint business plan.

*The process is perfect, get the core, then you can add in.... What is showing is a need for a collaborative work ethic.... Have smaller goals, reset goals, reevaluate, get training.... Each person contributes their own part.* (The Young Colt)

In my journal I had noted, from Exercise 1 onwards, that whenever these two participants huddled for ongoing side discussions to talk throughout the exercises, it was to determine not if but how they will incorporate the exercises. The Young Colt and the Eagle were most often privately discussing their own implementation plans and making notations in the manual. When reflecting on participation in the exercises, they indicated a clear understanding of the aim of the exercises was for students to process their own learning. They indicated that a full day with students, devoted to entrepreneurship and intrapreneurship was required to process these specific experiential activities. The exercises in sequence would be woven in with their current content. The Eagle stated, "*We team teach together and this is so right for our climate.... This will help them learn*
th	hrough trial and error.... They need to find out for themselves. ” These participants indicated how they would use, change, or adapt every exercise to supplement current teaching or introduce new facets. For example, they intended to distribute props for the “hive” exercise in a different manner than described in the manual: “Let’s hide all the resources around the room. Then they might see how it’s not an equal distribution.... There might be an issue with the playing cards – I would swap for animals or colors” (The Eagle).

My thoughts that the Young Colt and the Eagle were planning a workshop were validated when they divulged to the group, prior to being asked, how they might implement the exercises. These two participants announced that all along they had been discussing how to work the exercises into the Saskatchewan Learning (2004) Entrepreneurship 30 curriculum. Having the workshop experience and the manual as a guide, they were ready, willing, and able to introduce the experiential exercises, but the sequence was as yet undecided. These participants gave examples throughout the 2-day workshop either to each other in their own huddle or to the group of how they planned to use these exercises within a mixed approach and alongside current activities. The Young Colt stated, “These exercises promote teambuilding” (which implied that an exercise was to be added to a specific section of the participant’s current teaching).

The Eager Beaver threw herself wholeheartedly into every exercise, so her moniker seemed appropriate. She repeatedly referred to the exercises as “your exercises.” The Eager Beaver shared the story of how she “still gets goose bumps” recalling the impact of the exercises that I had conducted with her class prior to the
research. I noted in my journal that she began adopting the role of an observer. She identified the learning of others and she coached and facilitated the learning of others, particularly the Wise Old Owl and the Shy Rabbit. The Eager Beaver frequently said how she appreciated her own learning “through” these specific exercises and the toolkit resources.

The Shy Rabbit verbalized a wealth of data during the workshop, providing feedback that eventually outstripped the other participants combined. A name change from the Shy Rabbit seems in order, as she overcame what she had described in the workshop as her anxiety. Through participating in the trial-and-error style of the exercises at the workshop, there were many instances when the Shy Rabbit exclaimed “Aha” and told the group that experiential learning might achieve the learning for students that she had been seeking in the past. As such, I agree with her gleeful repeated assessments of herself: “I am thinking like an entrepreneur!” My journal says, “Yes you are,” and I inserted several smiling icons when she openly congratulated herself. She said that in future classes she relished not just reading from the Entrepreneurship 30 guidelines (Saskatchewan Learning, 2004), but also being able to weave in her own thoughts with the material. My journal notes state that she demonstrated energy and confidence that she “had it”—an understanding to teach entrepreneurship as a process. The Eager Beaver offered an unsolicited comment regarding this participant: “I loved seeing her gain energy and confidence.”
My observances are best explained in her own voice. I am using the Shy Rabbit’s words to plot her path in her knowledge base and resultant confidence to teach the subject:

> When I came to the workshop I didn’t know what to expect. I knew about experiential learning as an instructional strategy but I didn’t know what experiential exercises meant.

> Until the workshop, the curriculum guide was the only way for me to go. I would read from the book... My anxiety has gone—I now have some expertise in entrepreneurship!

> Before I just had the curriculum and fear. You ‘sold’ me with the activity with the drum. I found my drum moving!

> Now I can tie things together better. I like doing things in unexpected ways. I’m not afraid to go against the grain and I think outside the box. I have never run my own business, but I am now “sold” that I can do Entrepreneurship 30 well! I have been having “entrepreneurial thinking” and didn’t recognize it in myself before. I can see myself taking on the full-time entrepreneurship position.

> It’s given me the courage to go and teach about entrepreneurship without just giving a reading or bringing someone in.... That’s as far as I was willing to go before! I think if I had been given a manual, I probably would have looked and said, “I don’t think so!”

> I noted in my journal that her wording changed from having anxiety to overcoming anxiety: “The exercises have eliminated any anxiety I felt about lack of control in the classroom. My fear to get out of the box has gone! I think I am more willing to push further than I was before” (The Shy Rabbit).

When the Wise Old Owl expressed insight that facilitation skills are required for the exercises to be effective, I discussed with him the struggle with moving away from a didactic teaching style. I believe from the Wise Old Owl’s early comments about “not getting where you were coming from” in previous exposure to my explanation of experiential exercises, that he had placed himself fairly and squarely in the camp of some
administrators, parents, and students who might see the facilitation style as “taking away from teaching time.” I recorded that he ran the gamut of emotional responses from skepticism and then defense of the status quo to confusion when presented with the rationale for learning through failure and to questioning his skill as a facilitator. The Wise Old Owl became absorbed in the experience during the workshop, but “overwhelmed” was his word to describe his initial reaction when participating in “games” (his description of the exercises throughout the research. He was particularly impacted by the group opinion that the concept of intrapreneurship was in direct odds with popular media promoting the individual entrepreneur.

On Day 1 I noted the bodily discomfort of the Wise Old Owl when the Young Colt, the Eagle, and the Eager Beaver were discussing that the teacher’s role in facilitation is not taking the conversational lead in the classroom but rather by stepping back and allowing students to experience learning through trial and error. This participant changed from being talkative to silent, yet his body language indicated that he was intensely engaged with the conversations around him. He thoughtfully examined the challenging comments of fellow participants.

The Wise Old Owl openly shared his struggle: “I will have to keep thinking about this!”

*I am not sure I have the concept [intrapreneurship] totally. Now I need to throw out focus on one idea? A student can get A+ and fail at entrepreneurship? In competitions, so many are shot down because of their introduction and not being focused. Here they don’t need immediate focus. The perception has been winning the prize. Measuring against the prize. My students and the school have received money for competitions. This turns our current thinking upside down! (The Wise Old Owl)*
I recorded that the Wise Old Owl was mulling over the impact the concepts were having on his previously held beliefs. I made a journal note: “Does the Wise Old Owl see this learning through trial and error as a personal discrediting of all the prizes his students have received by their ‘winning’ of competitions?” For example, in a discussion with the Eager Beaver, she pointed out to the Wise Old Owl, “We did better than you ... but we lost!” He responded, “Aha! I am getting this! I’m getting this! I’m getting this!”

On one occasion, after analyzing feedback to him after an exercise, the Wise Old Owl announced,

*I have received awards by scoring. That’s how I have been measuring success. Now I was against myself and I “lost” ... but I did well! And then an aside to himself, “It’s because we are measuring against the prize instead of the learning! Got it”*

In the journal I detected, as did the Young Colt, the Eagle, and the Eager Beaver with their quizzical looks in my direction, that his demeanour in the latter part of Day 1 had changed from talkative to quiet. There may have been no wording, but I witnessed and placed value on hugs, smiles, and looks of concern towards him from the Eager Beaver, the Eagle, and the Young Colt.

On Day 2 of the workshop the Eager Beaver offered the following unsolicited comment:

“One of us had to work harder and longer than the others. He saw that the box was not there ... and what did that mean for him?”

Early on Day 2 I wrote, “Is there a shift in outlook being experienced?” Then I noted the non-verbal communication with the Young Colt, the Eagle, and the Eager Beaver that they “knew” they were witnessing their own contribution, via the
participation in the exercises and their input in the debriefings, to the professional growth of this colleague. This was confirmed when, later in the day on Day 2, the Wise Old Owl announced that on the previous day he had indeed experienced a major shift in attitude. He said that experiential learning is now firmly on his radar screen: “This style gets us talking, reaching consensus.... I really got into the games” (The Wise Old Owl).

The group spent time discussing the format of The Dragons’ Den (Interisano et al., 2012), which, in the opinion of the participants, encourages most entrepreneurship students and teachers to believe that the way ahead is to seek funding for one great idea.

*The media has taken us the route of the Dragons’ Den. If you look at the Dragons’ Den, one of the first questions asked is, “What are your sales?” They don’t look at a business that has not yet been successful.* (The Shy Rabbit)

The Shy Rabbit, the Eager Beaver, and the Wise Old Owl discussed their distinct leaning as teachers towards direct instruction. The Eager Beaver, the Shy Rabbit, and the Wise Old Owl expressed keenness to try out the exercises along with expressed nervousness. The Shy Rabbit and the Wise Old Owl expressed how “different this is,” meaning the style of guided self-discovery as opposed to didactic teaching. Even while these three participants talked about how “others” and “some teachers” would find this facilitated part a new venture, I feel that they were referring to themselves.

The group discussed that some teachers are reluctant to step away from direct teaching. The Shy Rabbit and the Wise Old Owl initiated the discussions surrounding the relinquishing of control if direct teaching is not the norm. All participants emphasized that some teachers will not like to teach by way of facilitation because of perceived loss of control: “Some might find this too abstract. It’s threatening, and tough to measure. We
are not used to it. We are used to lecture style. Some teachers may be uncomfortable, particularly those not able to think outside the box” (The Shy Rabbit).

I shared with the group that I sometimes encounter teachers and others who step in to “help me” answer questions raised by students. As I continuously redirect students to discuss all the questions they raise in their groups, I sometimes feel that other teachers think I do not know any answers. The Young Colt and the Eagle indicated with laughter, nods, and raised eyebrows that they too encounter this misunderstanding by many teachers who feel that the role of teachers is to answer all the questions. This segment led participants to discuss that education is evolving more into an inquiry model with the teacher as a facilitator. A second conversation involved the “lack of control for teachers” when facilitating experiential exercises and how this was intimidating for those previously reliant on a directive style.

The participants raised concerns that experiential activities might be a particular “hard sell”: The Young Colt to some administrators who expect direct transmission of knowledge. Universal anxiety was evident in many conversations that administrators and other teachers might essentially “not approve” (The Eager Beaver), of a style of instruction through experiential exercises. Their contributing comments of “fear”: The Shy Rabbit addressed the challenges that they consider are universally experienced within the teaching profession when stepping away from what is viewed as traditional teaching.

The words “see us as being lazy” (The Young Colt) were expressed in various ways.
The Young Colt: “There are naysayers already to things like Junior Achievement, and this is a step further.”

The Shy Rabbit: “We are told as teachers that we are in charge ... but”

The Eagle: “It is unfortunate that for some administrators—they have to release control.”

The Wise Old Owl: “In 30 years my classes are the noisiest and elicit comments like, ‘You must tone it down as you are disrupting learning.’”

The group discussed the perception that it is not just the administrators who think the teacher must be at the front of the room imparting knowledge. The Eagle, the Young Colt, and the Eager Beaver expanded the conversation that this is a perception is also shared by some students, parents, and colleagues who view any lesson outside the standard approach of transmitting information as being laziness on the part of teachers. Like some administrators, many others see the facilitation style as “taking away from teaching time” (The Wise Old Owl). As noted above, the Wise Old Owl mentioned that he had been reprimanded in the past for “too much noise” in his classroom.

The participants did not simply bemoan the situation that administrators, other teachers, parents, and some students might see the exercises as “time wasting” (The Eager Beaver), their discussions progressed to how best to indicate that, as they had discovered, the exercises are indeed linked to curricular outcomes. The participants agreed there is a need for (a) a group of recommendations, (b) train-the-trainer sessions, and (c) a link of the exercises to outcomes in order to embed this type of teaching as “acceptable” (The Eagle) in the current environment of “traditional teaching” (The Eagle). The Eager Beaver mentioned, “Things have evolved in the last 10 years. Some
are more open to different approaches. As long as they know what is happening and they are satisfied that there is learning taking place—they are happy.”

The participants suggested that there be “proof” (The Shy Rabbit) of the links to justify to students, parents, and administrators that the exercises are not “wasting time” (The Wise Old Owl) and “taking away from real teaching” (The Wise Old Owl). The manual in Appendix A states the “goals” of experiential exercises, but the participants believed that it would be reassuring to administrators to specifically use the word “outcome.” The Wise Old Owl and the Shy Rabbit offered to give indicators to me of where the exercises can be used to achieve outcomes in Entrepreneurship 30 (Saskatchewan Learning, 2004).

During meal breaks together, on both days, the Eager Beaver, the Wise Old Owl, and the Shy Rabbit bonded on the need for professional development in the arena of experiential learning, referred to as “not the norm in a traditional teaching environment” (The Shy Rabbit). The Shy Rabbit predominantly led discussions surrounding the need for Train-the-Trainer sessions. “In terms of instruction, for those who are brand new to entrepreneurship, it’s nice to have a suggested sequence... Maybe there should be one or two suggested pathways for teachers” (The Shy Rabbit). The Shy Rabbit suggested a traditional lecture be developed on the contrasts between direct learning and facilitation.

Some teachers may be able to conduct the exercises by just reading the manual. I think it’s more powerful if there is a “train the trainer,” where new individuals to experiential learning can experience for themselves and have the opportunity for discussion, as we have done.

Adults can rush through some of the exercises [at a train the trainer] because we can make the connections ourselves, so a day for most is OK, and what most teachers are willing to give up. (The Shy Rabbit)
The consensus of the group was for other teachers to receive content and approach training similar to the research workshop they were attending, and in a similar venue. I note here a thread throughout the data from the Eager Beaver, the Shy Rabbit, and the Wise Old Owl of inviting me into their classrooms to conduct individual exercises or conduct a full-day session with all the exercises. I questioned in my journal,

*Are the requests for outside help to conduct the exercises, in part, to justify the experiential approach to administration?... Is the request for my support and the references to linked to their own growing awareness of gaps in facilitation skill?*

These requests were in contrast to those from the Young Colt and the Eagle, who requested my future participation with them only as a co-facilitator or observer. My journal entry states, “I hope they invite me to work with them. I could mentor and be mentored.”

**Summary of Data from the 2-Day Workshop**

After the completion of the full set of exercises, the participants concluded that the exercises had unveiled manifestations of the entrepreneurship process and the “art” of entrepreneurial thinking for themselves. I find it noteworthy that when asked at the pre-workshop about the anticipated benefit of the exercises to their students, participants’ responses overlapped into a preponderance of comments about the benefit to their own teaching styles. In the group discussions and as indicated by individual comments, participants expressed optimism and excitement that the exercises had “broadened” (The Eagle) and “expanded” (The Young Colt) their own understanding of entrepreneurship and would permit them to enrich the learning of their students.
These five participants were open to introducing to their students the exercises they had experienced. Despite the unanimous agreement to participate in the implementation phase, I now paint the picture of the recurring conversation of an embodied reaction to the exercises. All participants showed confidence in the skill of imparting the theory from the manual. All participants demonstrated competence and confidence in this skill. I witnessed all participants demonstrate their understanding of and practise the skill of coaching. Three participants expressed experiencing personal “anxiety” (The Shy Rabbit) about facilitation—a fear at moving from an expressed comfort zone style of transmitting knowledge. I did not observe any anxiety or concerns for facilitation exercises expressed by the Eagle and the Young Colt. Many participants raised the concern that for the others this teaching approach involves giving up control of the learning environment (The Shy Rabbit; The Wise Old Owl). At first, I gathered the data under seven headings. I focused on words and phrases such as “reluctance,” “anxiety,” and “not used to it.” It was the unanimous perception of all the participants that some administrators might see the exercises as “taking away from teaching.”

This links to the workshop conversations centred on the perceived need to “prove that learning is taking place” when teaching via experiential exercises. The data through a lens of phenomenology merged into one heading—“the fear factor.” Fear is my word.

**Data Gathered From the Implementation Period**

I now turn to the implementation period, before which all participants reported excitement that exercises of this nature would help their students of Entrepreneurship 30 (Saskatchewan Learning, 2004) to understand the process. After completion of the
exercises and the associated reading, all participants agreed to shift into the implementation phase of the research and introduce the experiential lessons into their Entrepreneurship 30 classes. Differences in how to implement become apparent when viewing participants’ varied plans to introduce the exercises into their teaching of Entrepreneurship 30.

During the implementation period, conversations with the Eagle and the Young Colt confirmed that they planned to establish clear outcome goals and then develop for their students a day with the opportunities to perform through the exercises. I recorded that my interpretation of what I was hearing was an agreement between these participants for a mixed approach.

The Young Colt expressed that in “their” opinion, the daylong workshop is required in order to show the process and allow for the processing of the learning. These participants reiterated the belief that breaking up the exercises and direct teaching will not engender the process goals of the exercises and they determined that their daylong workshop would include the exercises but in a sequence to suit input from other sources. They explained the rationale for this thinking:

**The Eagle:** “*For us these exercises will ‘fit’ prior and after Junior Achievement. It paves the way, puts it into better context etc., and I think this the missing part from Junior Achievement. Entrepreneurship is about the product and the journey. These experiential exercises show the process.*”

**The Young Colt:** “*We will collaborate at a central location.*”

The Young Colt and the Eagle agreed to meet in the 2 weeks following the workshop. “*After this workshop we will get together to compose a proposed one full day workshop*” (The Eagle). They expressed confidence to organize a large gathering of
students. These two participants stated that they were confident to plan together and to adopt and adapt all of the exercises in a sequence to fit into a joint one-day, facilitated workshop for their Entrepreneurship 30 students.

Two weeks after the workshop the Eagle sent me an email stating, “The Young Colt and I are sitting down tomorrow afternoon to completely outline Entrepreneurship 30 for next year.” The co-teachers met as indicated to adapt and include the material. Their joint plan was to be submitted to me and together we would arrange for the day to be recorded (possibly by video). In a telephone interview the Eagle expressed continued keenness to “have students experience what they had,” and she asserted their confidence and expertise to adapt the exercise and co-teach a full day to shepherd the process. The full-day workshop would, in their opinion “allow time for the percolation of ideas [and] trial-and-error learning and a focus on the process of entrepreneurial thinking” (The Young Colt).

In the same 2 weeks after the workshop, the Eagle again contacted me to inform me that she had been assigned different teaching responsibilities. This was not entirely unexpected, as her first comment made at the workshop after the initial introductions and pleasantries was, “I don’t really know if I should be here. I am not sure yet if will be teaching this subject any longer” (The Eagle).

When the Eagle was assigned another subject area and was being replaced, the Young Colt commented, “I have decided not to go ahead with the one day until I know the new teacher and their outlook to this.” The Eagle said, “I think I know who it will be and his style and the exercises would work with him.” But in a final conversation with
me, the Young Colt advised that the decision for a postponement was deemed essential. He would wait until he had assessed if the new teacher possessed the skill set (i.e., facilitation) that aids not hinders the process.

The Eager Beaver was relaxed as she set up the first two exercises in the manner and sequence as directed in the manual. I avoided when possible, without being blatantly rude, the “help” requested in the classroom when this participant began to facilitate alone. I reframed requests for my input and assistance into verbal encouragement and kept the focus away from me. I noted that she had personalized the music suggestions in the manual and used a selection of props.

*I wanted to do Exercises 1 and 2 with different music.*

*I changed your music because when we were talking Rihanna was mentioned. That is a young hip song that they relate to—and that’s critical. This song represents the need for self-confidence in Entrepreneurship 30 and Life Transitions. I want music all the time in this class, and I will ask them to pick tracks to emphasize the points.*

*When I am teaching an entrepreneurial class I will start with Exercise 1. Where I start will depend on the class and the purpose. I am confident to run the hive and the games. Knowing I had you here, I wanted to use you. Even without you I would still start where we did today, as we are into the semester and it gets them using their right brain.* (The Eager Beaver)

The Eager Beaver demonstrated to me her ability to introduce the concept in the classrooms via the hive exercises. I observed that there was a teaching emphasis not only on lone business start-up and the science of entrepreneurship but also to the collaborative enterprise culture inside and outside organizations (intrapreneurship) and the art of entrepreneurial thinking.
I recorded the Eager Beaver as looking relaxed and laughing. She literally sat back waving a windmill prop from the toolkit and periodically she called out encouragement to the students who were working independently in groups constructing an intrapreneurship business hive. She commented that she was thoroughly enjoying teaching, as she said, “from the back of the room” (The Eager Beaver). I observed her sitting on a desk and laughing and talking to me pointing out behaviours of students and, rather than instructing, the Eager Beaver coached and facilitated when required. As the lesson progressed and she felt time constraints, she displayed a direct style and took charge of the process segment. After the two lessons I interviewed the Eager Beaver alone in the classroom. She said, “I was so relaxed and truly enjoy the facilitation style” (The Eager Beaver).

The Eager Beaver said that she intended to continue teaching those exercises in this manner. I recorded her steps forward to her own facilitation style and away from her requests for a demonstration of my artistry in her classroom. We hugged when she was expressing joy at her newfound confidence. She said that the “presence” of the Eagle and the Young Colt at the workshop, who clearly advocate this style, and my personal support for her in the classroom as she “tried” the style had spurred her forward. The following comments encapsulate the growth in this confidence and distinct movement away from this participant’s admiration of my facilitation of the exercises to an appreciation of her own skill: “I can’t inspire the students like you ... but they will still get the concept from me.”
The Eager Beaver and I discussed that with further mentorship and practise more of her own ideas will be incorporated to make the exercise hers, and she will gain admiration of her own skill and artistry. My journal notes state, “Her hindrance now seemed to be ‘time.’” The Eager Beaver had noted to me on three occasions that the exercises were “taking them too much time.” She expressed concern and said in several iterations, “I have to tell them what to look for as we are running out of time.”

In follow-up calls the Eager Beaver mentioned the word “delight” when I said I thought she was “ready” to hone her facilitation skills in this way. The Eager Beaver initially made many self-effacing comments, such as “I can’t inspire the students like you” and “they get so much from you that they can’t get from me.” I repeatedly affirmed to her that she is a talented and versatile teacher who simply needs to tweak her own skills a little and then her own artistry will flow. The Eager Beaver reported that she had thought back to having been taught facilitation skills in her university education, but felt that she had not practised the skills sufficiently in the past to obtain mastery: “I need input on how to facilitate better versus teach better” (The Eager Beaver). This comment was related to her reluctance to introduce the other exercises without furthering mentoring or co-teaching with the support she noted was enjoyed by the Eagle and the Young Colt.

The Eager Beaver and I discussed co-facilitation and she “was so keen” to co-teach with me. I said that it was a co-task, and I was keen to learn from her. “I would be honoured,” was her comment. This reminded me of Starcevich’s (2009) work on coaching and mentoring. In my journal I recorded that I could feel that, as an experienced
practitioner and expert in the subject matter, I had commenced an open-ended mentoring process of support and feedback with the Eager Beaver.

When the lessons and interview were over, I agreed with the Eager Beaver’s assessment that she had demonstrated a high level of mastery until challenged by time crunches. We walked to my car in the car park. The Eager Beaver said that to continue to conduct Exercises 4 and onwards she would require props:

*Can I get a kit? Can you leave props here at the school for me? I don’t have time to put my own kit together. My life is busy, and although the dollar store is only three blocks away, I would like to buy a kit! I don’t want to chase around for things. I would gladly pay! I don’t have time! There are lots more teachers like that these days. Tomorrow I am doing the hive. Can I keep your stuff? (The Eager Beaver)*

Together we emptied my car of its contents.

The Shy Rabbit also expressed her appreciation of the few props that she had taken away from the workshop as suggested support for some of the exercises: “*Now I have a whole set of tools I can use!*” Referring to many of the props that I had used, she said, “*All this is stuff that everyone has! It’s not all crucial and as you go along the kit grows. *” She noted that to follow all of the exercises in the manual she would need to expand her own resources:

*I needed a kit [to do all of the exercises]. I find it tough to discover resources.*

*It must be compact. I think the kit is most valuable if it contains the core pieces – e.g. one each of the drum, diamond.*

*We are all really cramped for space and a kit should be no bigger than a photocopying box. (The Shy Rabbit)*
For my observation time in the classroom the Shy Rabbit had chosen a series of introductory pieces from larger exercises in the manual that had impacted her at the workshop and she introduced these as standalone “fun” activities.

This would be good for my Life Transitions group…. Then I will introduce the full set of exercises in my next Grade 11 and 12 classes. I will do time management in the first weeks of class. Next year, I will start with Exercise 5 with the 11/12 groups. (The Shy Rabbit)

Prior to the commencement of the lessons during the implementation period, the now Less-than-Shy Rabbit indicated that she had dedicated time and thought into processing her own workshop experiences. It was clear that the Shy Rabbit had powerful (and tearful) remembering of her own route to learning “through” the exercises at the workshop. This development of entrepreneurial thinking was shown when describing how, after absorbing the experiential learning, she was able to assess recent entrepreneurial activities in her community:

A huge business here in town was started and failed. [Major farmer investments.] I can see now why that happened from the initial exercise you did, 1–10 rules, and [the crucial factor of how to] constantly look at 8 … the Board of Directors kept saying, “They didn’t know what was going on.” A smaller successful operation in the same field is doing so well—sales now in BC [British Columbia] and Ontario. They are probably on Step 5 of the golf game by now … but the operator constantly remembers Rule 8 and evaluates what’s working, what’s not, and what must I do now? I know the games and the rules now and so can pick out the mistakes. Aha! Now I am thinking like an entrepreneur! (The Shy Rabbit)

In my journal notes regarding my observance of her change in demeanour, I noted “unequivocally” that her learning “through” the exercises had kindled an enthusiasm for teaching Entrepreneurship 30 (Saskatchewan Learning, 2004), as opposed to having reluctantly agreed to teach the subject. Some of her further enthusiastic comments included: “Since coming home I have done this exercise a couple of times and it started
swinging again,… [and] it makes me think of possibilities in my own life” (The Shy Rabbit).

The Shy Rabbit expressed that she was keen for her students to experience similar learning to her own:

*And that’s why when I felt this experience I knew this is what my students need right now. I don’t think my students would have got anything from it because I would not have experienced it myself. Before [research pre-workshop] I had tried to impress on students the power of their own thinking. I can tell and tell and tell, but now they experienced things themselves. For example, the crossing the river exercise can be used for teambuilding. I can see that every time I do the activities, I will do them differently, as there are different characters in the room.*

Although enthusiastic in principle, she did not show confidence in facilitation, as only segments from the manual and exercises were used as partial exercises. She selectively chose segments essentially as icebreakers in the classroom setting with predominantly didactic teaching. Her justification was, “*You can use individual exercises on their own. You can pull out parts, move exercises around according to students’ individual needs. I would start with Exercise 2 to generate enthusiasm and a you-can-do-this attitude*” (The Shy Rabbit).

She did, however, expand the manual information on “hives” by including a discussion on the various roles of bees inside a hive colony:

*I would sure use the analogy of bees/hives. My background is science, and I emphasize the bee colony. It works well, but I would not belabour it. I think you need to make sure that the group understands the roles of drones, scouts etc. You could introduce through a bee movie. Things like discussing the workings of a real hive more, I don’t think [what she explained in her lesson] that needs to be tightened too much.*

*I would provide the costumes [for the goal-setting exercise], as its valuable for them to step outside their comfort zone. I can do group work like this around tables, and I would never have known how to do this before.* (The Shy Rabbit)
My journal notation at the workshop was that she was not yet “seeing” that all students in her class have different responses on their own journeys of discovery. The Shy Rabbit shared the following representative comment during an exercise: “No matter what the outside interference – in the game the bat, club and other – you have the ability as the intrapreneur/entrepreneur to reach the realistic goal.”

In regards to the Shy Rabbit’s student facilitation, my journal notes that when a student contributed to the teacher-led discussion, all eyes immediately went back to the Shy Rabbit, as the teacher, to respond. She summarized for the students, rather than asking for their summaries. At the workshop, I noted that resisting the urge to “teach” might be a very hard habit for the Shy Rabbit to break, and this habit was indeed observed during the implementation period. The Shy Rabbit did the majority of talking to the students during the exercises to tell how the exercises “ought” to be processed. No processing of the learning was undertaken. Her desire to share with students her experience overwhelmed the lessons observed. Her direct teaching style led her to prompt the students to “learn” what to see rather than draw out learning. In my journal I observed that direct teaching and coaching was further exacerbated when students were passive and constantly waited for the next “move” to come from this teacher. No feedback was elicited from or offered by the students.

Immediately after introducing segments of several exercises and the resultant set-up phases, the Shy Rabbit gave detailed “hive” content to her classes. She recalled,

*I relate in terms of the hive. You would have to do introductions before building the hive. You need to set the stage of where you are coming from—“You grow, we grow” comes through that way. What is the core business to focus on? One of the*
petals might do better in time and take over the core role. But at the outset the core covers the overheads and is less risk. These [intrapreneurship exercises] help ideas become more successful … add petals even. (The Shy Rabbit)

The Shy Rabbit pointed out to me where she considered some students were “wrong” in their processing of the exercises. I reminded her that in the workshop I had modelled how to encourage that there is no wrong way. I asked her to recall how she might have learned through the exercises at the workshop when she did things in a different way to others—meaning that there is also no right way. I reminded her that I had merely set up the exercises, and each participant had learned different lessons each time. That led to me being able to ask, “What if some of your students are learning something different to you?” I referred her to the discussions in the workshop that some students might choose (in the exercise being discussed) to take larger risks and will continue on that path or adapt via trial and error after absorbing the learning. She remembered that she had taken low risks in one exercise while others in the workshop had taken higher risks. She expanded, “Well, I am not a risk taker by nature. I don’t like the unknown, so I looked at it as little risk, calculated. Then I figured out where I could take risk” (The Shy Rabbit).

For a while in this conversation I believed I was hearing understanding of how she wanted students to learn “through” the exercises. I thought that she was understanding that there was no wrong way, but she then said, “The students will see once it’s built [the hive] the points they can get to without risking too much.” This was how she had learned through that specific Exercise 3 of the experiential exercises. The Shy Rabbit continued to express a desire to be trained on “how to get them see what I
see.” The word “lead” was used on several occasions. “I would love to know more about how to lead students and give them some opportunities.”

Doing this exercise has helped me identify and read better which students I must help cultivate that right-brained thinking. Some are very linear and analytical. I can see who is left-brained and how to help. (The Shy Rabbit)

These comments link to my observation in my journal that in the Shy Rabbit’s classroom it appears as a deeply engrained habit that the teacher’s job is to respond to each student’s comment by addressing the class and not bouncing the questions back.

After the lessons, she expressed her desire to continue to teach through the exercises and she asked for feedback on “how well did I do?” I returned that question to her to answer for herself. She responded, “Today they experienced it [the power of own thinking] and surprised themselves. That’s a really powerful thing for the students to see [the power in themselves]. The students learned that the diamonds are in yourself” (The Shy Rabbit).

We discussed the option of the train-the-trainer session that she and the Wise Old Owl had discussed at length. This dedicated teacher is so willing to learn that at the end of the interview we co-constructed a scenario in which she might attend an intense one-day train-the-trainer session to acquire and apply the skills needed.

Regarding time, I also recorded a pattern from the examples that the Shy Rabbit gave from lessons used during the implementation period (but not observed). She was attempting to use hour-long exercises in restricted time frames.

To be fair on some, I only had 20 minutes. I would start that exercise much earlier and have longer next time.
[In regard to Exercise 4,] I only had 40 minutes. I used the 10-steps exercise. I was trying to get them to think about how to prepare for final exams in the Career Ed. class. It went OK, and some found it harder to visualize than others, and so I had to lead them through the processing.

With conducting that exercise – I think I could do it in full and keep control, but I wouldn’t choose to do it now without more practice. (The Shy Rabbit)

The Wise Old Owl said that he had embraced the concept of the art of new entrepreneurial thinking and relished adding his own artistry via his Entrepreneurship Club format. The Wise Old Owl accepted that facilitation was required to conduct the exercises. The Wise Old Owl moved toward the viewpoint of the Eagle and the Young Colt and noted that a full day of exercises allows the process to unfold, but not without my involvement.

We can arrange a full day in service and introduce you via the entrepreneurship club. I am also hoping this experience will help lay the groundwork for me to invite you to come here in the fall for some workshop opportunities. (The Wise Old Owl)

The Wise Old Owl split the exercises into five segments, in the sequence of the manual, and introduced them on five consecutive Fridays devoted to an after school Entrepreneurship Club that participates annually in Saskatchewan competitions. After the workshop, I received the following correspondence from him:

I have made arrangements to incorporate the seven activities from your workshop into my Entrepreneurship 30 class. I am doing one activity every Fun Friday until the end of the year. My 11 students plus my friend … from the XYZ Economic Development office will be my participants. I will be asking them for feedback regarding the activity afterwards. My plan is to forward to you my anecdotal records of each activity to assist you further in your project. “

Over the implementation period, the Wise Old Owl repeatedly referred to me as a “PhD researcher.” He spoke of his involvement “in PhD research” and how he had told his students and administrator that the exercises were linked to “PhD research.” I am
suggesting here that this may have been his evident pride in being involved in this research or reassurance to himself as a change in his mindset towards “games” was taking place—or perhaps he had been reassuring his administrator that there was a learning purpose in these activities researched by the outside “expert”? At the pre-workshop, the Wise Old Owl had posited that “the games” might be labelled as “taking time away from real teaching,” unless proven outcomes were universally accepted.

This participant pointed to the value of intrapreneurship in building a caring and productive business model. What follows is a collation of comments from email and telephone interviews with the Wise Old Owl:

*Not only did I learn a tremendous amount from my experience at your workshop, I am still trying to come down from the excitement of last week. This experiential learning and concept of intrapreneurship was difficult for me at first.*

*This fits for social entrepreneurship. I feel intrapreneurship can be the experience students need to help our society evolve in business as technology continues to change at an exponential rate. Intrapreneurship is a good idea to grow, and not just a good idea to start.*

*I phoned my friend in Alberta who also teaches entrepreneurship. I couldn’t stop talking, telling him how we should be adding ‘all of this’ to our classes. He said he will talk to his school to invite you too.*

My contact with his colleague was subsequently arranged but falls outside the parameters of this research. I am including mention of this to note that the Wise Old Owl began promoting intrapreneurship to other teachers.

The Wise Old Owl and I had further contact as he continued to think through this approach to teaching entrepreneurship. Although I did not follow up on the request to run a full-day workshop session in his school, I noted in my journal that I think that we could very effectively co-teach the exercises via the combining of our teaching strengths. I
discussed with him that he can always call upon guest facilitators to co-teach a daylong workshop and that guest did not have to be me. We discussed that students can then learn “through” exercises but he does not need to be the facilitator. He may choose to hone his skill in that direction or to bring in a facilitator as his co-teacher.

**Summary of Data Gathered From the Implementation Period**

Knowing that this was my research project and the camaraderie that developed through participation in the workshop, it could be anticipated that unanimous support to introduce the exercises was solicited. Implementation took many turns. When faced with a role change for the Eagle, the Young Colt saw no point in conducting the exercises if paired with another teacher whose teaching philosophy and skill in facilitation did not align with his own. Considering that lack of familiarity with facilitation, it was a courageous leap for three participants to include the experiential exercises, as this was a movement away from their current approach of sage from the stage.

The Eager Beaver set up the first two exercises in the manner and sequence as directed in the manual. She announced her successful execution of the exercises via facilitation and that she is “ready” to further hone her skills. She was aware that she had engendered inspiration in her students. Time to keep doing this emerged as a factor. The Shy Rabbit attempted to use hour-long exercises in restricted time frames. The now Less-than-Shy Rabbit said she would welcome in-service training before implementing the exercises as per the manual. During the implementation period, my journal notes that the Shy Rabbit’s wording changed from “wanting to improve” her facilitation skills to “wanting to learn how to facilitate.” The Shy Rabbit expressed nervousness to teach
within this new realm, adding, “I think if I had a really big group I would want someone else in the room. I would want someone to help coordinate the activities.” Had the Shy Rabbit misunderstood the process at play when students were learning through the experiences? Was her expectation for her students to merely learn her own experiences in unison? The Wise Old Owl used five consecutive sessions to follow the exercises as set out in the manual but with an acknowledged preference for direct imparting of knowledge with perhaps a co-teacher with facilitation skills.

Mentoring had encouraged the Eager Beaver to facilitate the exercises, but it was insufficient to simply tell the Shy Rabbit to facilitate the exercises or walk her through the skills required without adequate practice, feedback, and mentoring. She did not develop facilitation skills but she developed, as did the Wise old Owl, an awareness of the need for this approach.

**How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?** The time path chosen for implementation of the exercises by the Young Colt and the Eagle was linked to a combined understanding of the facilitation skills required to undertake experiential exercises and the time required to process the exercises in part and whole, which they considered could not be achieved in their traditional school setting with a standard one-off lesson time allocation. The Eager Beaver introduced individual exercises from the manual with a varied selection of classes, not just Entrepreneurship 30 (Saskatchewan Learning, 2004). The Shy Rabbit selected segments of several exercises and used these as icebreakers to supplement her current content teaching in Entrepreneurship 30 and life skills. The Wise Old Owl
decided to hold a 5-week sequence, as per the manual, on five consecutive Fun Fridays with a small group of 11 students in his Entrepreneurship Club.

**In what ways do teachers adopt or adapt experiential exercises to their existing entrepreneurship teaching practice?** The Eagle and the Young Colt, who had a shared understanding of facilitation and the value of experiential exercises, indicated how they would use, change, or adapt every exercise to enhance learning. They suggested technical changes such as distributing props for the “hive” exercise in a different manner to that described in the manual. They made adaptations and reflected on their practices. By making their students “search” for resources, the exercises would reinforce the lesson they currently teach that entrepreneurs have to be resourceful in obtaining what is needed for their business versus being handed resources as an employee. Other comments indicate adaptations made for time constraints: “I have to tell them what to look for, as we are running out of time” (The Eager Beaver), and “I cut some exercises and used as good icebreakers” (The Shy Rabbit). Another indicated the adaptation made to slot the exercises outside the regular classroom setting: “The exercises fit in to Fun Fridays ... when the noise in the classroom is OK” (The Wise Old Owl).

**What effect do the teachers observe in the work or participation of their students though using the exercises?** The Young Colt and the Eagle verbalized the “empowerment” they observed in their students when participating in previous experiential workshops. These participants gave many examples of the value of self-directed learning that they anticipated with these similar exercises. Whenever one made a
comment, the other would make a supportive nod in agreement or add their supportive comment.

“Live, breathe and do ... then you retain” (The Young Colt).

“We get in tune with others, chat [and] copy ideas. We create by working together” (The Eagle).

“It creates a ‘presence’ in the learning. It helps them to be open minded” (The Wise Old Owl).

The Eager Beaver appeared delighted at the observed independence in her students and also noted that their efforts were as a direct follow-up to her introductory input. “The kids ... are not used to this style of teaching! Maybe only in two units do I get them involved like this.” During the post implementation interview, after her own facilitation efforts, the Eager Beaver described the learning that she had observed in her students:

I was so surprised by their out-of-the-box thinking—more and more petals! They had fun. There was competition! Did you see that one kid trying to cover up the board? He didn’t want to share ideas, but then began opening up. One group returned to their board and said they had got three new ideas ... so the “cheating” served its purpose of how to network and “steal” in an entrepreneurial way.

The Shy Rabbit saw independent thought emanating from the icebreakers:

Today I saw them shift and realize what they can do! That their ideas are OK even though they tend not to speak up for fear of being “wrong” or “judged”—today they had the courage to share their ideas.

The Wise Old Owl chose to assess the impact of the “games” (games continued as his wording):

I will give you the detailed feedback on their comments in my report I am compiling regarding my progress. I have done the first two activities with my
class so far, with the third planned for this Friday. I hope to send you a summary of my experiences shortly.

Knowing his earlier declared preference for direct teaching and without observation of the recommended movement toward facilitation, I can only report his comments from a follow-up email without knowledge of how he introduced the exercises: “Some students liked learning this way. Some didn’t” (The Wise Old Owl). No other data were supplied. I had not observed the implementation of the exercises and considered that any analysis of this feedback could not be validated.

**What is the interest in intrapreneurship?** I mindfully avoided specific leading questioning to participants around the concept of intrapreneurship, such as, “Do you see value in teaching intrapreneurship?” I can best describe the interest in the concept through the numerous utterances of “Aha”—as if participating in the exercises led to an awakening of a broader interest in entrepreneurship for some and an expansion of this knowledge for others. “Ahas” were recorded from all participants, as “through” the experiential exercises, they recognized that intrapreneurship is nothing exotic or revolutionary; it is simply one of a myriad of interpretations of entrepreneurship. I could feel it in the way that I “got through” to these participants—through their expressions of “aha” and “got it” and their discussion of hives (intrapreneurship)—that they relished the insight of this facet of entrepreneurial thinking. The cumulative comments listed in this section indicate that the participants had grasped the concept of intrapreneurship. All participants said at different times that they “got it,” and they wished to introduce this manifestation of entrepreneurship and entrepreneurial thinking to their students. From Exercise 1 onwards, I observed the Young Colt and the Eagle immediately begin
planning how to incorporate the new learning on intrapreneurship in their classrooms. Already they noted that their work together with consultants and mentors matches the approach of intrapreneurship in which learning thrives on cooperation and interdependence. The Young Colt said that he would immediately incorporate the content of what he described as this “missing link in the curriculum” and “intrapreneurship is growth together—[you] can be [your] own boss and work with others. The Wise Old Owl was particularly enthusiastic regarding intrapreneurship. He made many comments of how this was new learning: “And I can’t believe I am saying this ... take the dollars away [in school competitions].”

**Reflection on the lived experiences and assumptions: The Monarch Butterfly.**

The Monarch Butterfly had attended the workshop as an observer and had agreed to act as a critical friend during the period when I analyzed data. I introduced the first of two interviews with the observer by going through the recommendations from the participants. We discussed how such exercises might fit into current practice, the need for some teachers to attend a train-the-trainer session, and the request for a “reference to outcomes” to indicate the type of learning that can be expected from experiential learning. I returned to speak with the observer via telephone to share my observations during the implementation period. I noted that several of the exercises conducted by the Eager Beaver and the Shy Rabbit were shortened in content and, as a result, limited “processing” occurred. On both occasions, this experienced facilitator responded to my questioning by providing stories of the challenges she has faced as she introduces experiential learning.
When asked how such exercises might fit into current practice, the Monarch Butterfly responded,

*I instruct instructors that they can choose two 50-minute lessons up to 2 x 2 hours depending on amount of time required for the style of presentation. Certain classes require longer, and the teacher can request three in a row if needed. For example, my one group [for project management] plans a wedding. Then in the next class they go through the planning against the criteria and process of project management and assess their own learning.*

In response to my comment regarding the Eager Beaver and the Shy Rabbit’s shortened sessions with limited “process,” the Monarch Butterfly stated, “Without enough time to ‘process,’ the exercises lose their purpose and true value to students. Activity is not learning. It’s something to use to process the learning.”

Leading on from this, I then asked her to consider recurring comments from the Eager Beaver and the Shy Rabbit, who had both expressed their desire for their students to receive the “aha” moments they had and to, in the exact wording they both used,

“experience what I had experienced.” The Monarch Butterfly observed,

*We try to help our faculty with facilitation skills. Each has to be willing to give up control of the learning and allow the students to explore for themselves. One teacher found this hard at first. She was connecting and learning the content through her own network. With some one-on-one coaching; she eventually said, “OK, so they need a chance to discover for themselves?” She had previously been engaging with the material herself and then told the students her learning, rather than providing them with the opportunities she had received. She wanted to share her experiences and control them to have the same experiences. It was a nice thought, but she was robbing them of their own experiences.*

I shared notes from my journal that, at the implementation stage, regarding two participants whom I had observed and the one who had self-declared as preferring a directive style. We discussed how the open-ended nature of inquiry-based learning can be
unsetting, especially to experienced teachers who have come to rely on clear directions.

The Monarch Butterfly responded,

*I am a global teacher and learner. Others are sequential. With teacher training I stress that facilitation may be for you—but not everyone. If the experiential learning style or any other goes too far—students shut down. A mixed approach is required. Then the teacher “brings in” everyone. Teachers need to look at learning styles. Some learn by doing and questioning their own thinking.*

The Monarch Butterfly concluded our discussions with the following statement:

*“Students don’t learn by pouring in information,”* which is a précis of a quotation from Dewey (1916), who remarked his book, *Democracy and Education:*

> Why is it that, in spite of the fact that teaching by pouring in learning by passive absorption, are universally condemned, that they are still so entrenched in practice? That education is not an affair of “telling” and being told, but an active constructive process, is a principle almost as generally violated in practice as conceded in theory. Is not this deplorable situation due to the fact that the doctrine is itself merely told? But its enactment in practice requires that the school environment be equipped with agencies for doing … to an extent rarely attained. (p. 46)
Chapter 5: Summary and Discussion

In this chapter I summarize the findings of the research and discuss these related to the research questions. The research questions were:

1. How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?
2. In what ways do teachers adopt and/or adapt experiential exercises to their existing entrepreneurship teaching practice?
3. What effect do the teachers observe in the work or participation of their students through using the exercises?
4. What is the interest in intrapreneurship?

It was not my intention to generalize the experiences of the participants to all entrepreneurship teachers or the profession. It was also not my intention to provide theoretical guidelines to those who work with the pre-service training and professional development of teachers. However, I do hold hope that this research will inform those who are interested in becoming more thoughtful and effective in these arenas.

Early in my analysis of the data, many threads appeared and it felt as though I could have written those from anecdotal experience, without doing the research—that I might only be exploring areas that I have been interested in according to my pre-understanding and bias. I stand by the unveiling of the findings from the lived experiences of the participants, which do indeed parallel the areas that I had been interested in all along, and also I stand by the major insights that led beyond my expectations.
I draw attention to developmental pathways recommended by participants to address their identified gap in skill and the reassurances required to key players that learning is taking place via experiential exercises. To conclude, I indicate the direction that my own career has taken as a direct result of the insights gained in this research. I then provide suggestions for future research.

**Findings**

**Finding 1: Teachers of entrepreneurship lack entrepreneurial experience.** I commence this summary by first reminding readers that as teachers of Entrepreneurship 30 (Saskatchewan Learning, 2004), not one of the participants in this research had entrepreneurial experience. The data collected pre-workshop supports the findings indicated by Cornwall (2009) that very few entrepreneurship teachers, like these participants, have actually received any training or development in the field of entrepreneurship education (p. 183). R. Bennett (2006) surveyed entrepreneurship teachers and discovered that the majority had moved from conventional business and management teaching and had limited entrepreneurial experience. This is in line with other research findings that teachers possess backgrounds in such fields as marketing, organizational behaviour, personnel management, logistics, social psychology, or accounting and finance, and many have been “volunteered” to teach entrepreneurship (Sexton & Bowman, 1984). None of the participants in this research had entrepreneurial experience and all had originally been “volunteered” to teach entrepreneurship 30.

**Finding 2: There is a gap between the stated and actual mixed teaching approach.** When I compared the pre-workshop questionnaire data, which indicated that
all participants had a mixed teaching approach, to the actual skills demonstrated in the workshop and beyond, I noted a gap for three participants. This was a gap in professional development between the stated skill of facilitation and participants’ actual mastery of the skill. When it came time for the learning to be transferred to students via facilitation, not all participants possessed the facilitation or mentoring skills to foster the role change required to suspend or upend a pattern of lecturing, which is required in experiential learning. In light of the lack of facilitation skills observed in one participant, the lack of confidence due to lack of practise in another, and perhaps a choice of avoidance by yet another participant, I found that only two of the participants were totally at ease with facilitation. The Young Colt and the Eagle had received instruction in facilitation skills and had opportunities to observe the skills in others and practise their own skills. The Shy Rabbit and the Wise Old Owl had seemingly not been taught facilitation skills or had received limited opportunity to observe the skills. The Eager Beaver had vague recollections of being taught the skills and had observed facilitation prior to the workshop. If these participants did indeed receive instruction in facilitation skills in the past, they have clearly not had the opportunity to practise in this skill in order to attain mastery.

The critical insight during this process was my lack of prior understanding that teachers may have been taught facilitation skills—but not all have learnt them—and the significance of this in the research. When reading, re-reading, and pondering, I experienced what Ellis (1998) refers to as surprise uncoverings when discovering new and unexpected dimensions to the data. Had I not experienced uncoverings or surprise,
then Ellis argues that we either do not yet see what can be uncovered, or we have not yet approached the research participant or situation in a way that respects the way it can show itself.

It was my pre-understanding that facilitation skills are part of the teacher education curriculum. Prior to the research I had not considered pre-testing the participants for this skill. What had I assumed in relation to facilitation skills for all the participants? Prior to the research I had erroneously believed that all participants had received facilitation training and mastered the skills required to conduct experiential learning. I uncovered my incorrect assumption through the data that the participants all had been trained in and had varying levels of mastery of facilitation skills. The confidence to conduct facilitation indicated by the Eagle and the Young Colt fitted with my pre-understanding or assumption. I had assumed that all participants were adept—to varying degrees of competency—and could add their own artistry when appropriate. I had assumed that I would observe during the implementation period or, at most, co-facilitate the exercises. The notion of teachers being untrained never crossed my mind as a construct to consider. I had been trained on facilitation skills as part of my teacher training in Britain and as a training officer in South Africa. My own skill as a facilitator is such a natural part of my teaching approach. I am able to facilitate the learning of others through experiential exercises. I witnessed that the level of experience in facilitation skills directly impacted the approach to the exercises and consequently the learning that might be obtained.
This research confirms that of McKeown et al.’s (2006)—that teachers claimed they were using multiple methods, including facilitation, but were in fact using traditional techniques such as lectures. The outcomes of this research also support the findings from the Commission of the European Communities (2003) reports, which analyzed progress with regard to teacher education and the discrepancy between actual versus reported teaching styles. This research supports other literature that indicates the length of teaching experience does not necessarily result in expertise with facilitation (Tsui, 2005).

**Finding 3: Venue for the workshop impacted interest in intrapreneurship.**

The choice of venue and input by an entrepreneur who operates a “hive” system promoted an interest in the concept of intrapreneurship. The venue impacted the understanding for and about intrapreneurship, as it allowed participants to see for themselves an entrepreneur within a system of cooperation and interdependence. I believe that the enthusiastic support to participate in the implementation period of this research was also influenced by the intimate setting of the workshop via the choice of venue, input from an entrepreneur, and the participation of two participants as experienced champions of experiential learning.

J. Anderson and Jones (2009) discussed the difference that place makes to methodology. These authors posit that a consideration of where to conduct research can go some way to taking social practices seriously. Their research into young people’s spatial practices, in a range of different sites (a classroom, a school store cupboard, and in teenage hang-outs) demonstrates the significance of the location of the method to the research. J. Anderson and Jones argue that, if harnessed appropriately, emplaced
methodology can enhance social science’s capacity to access the range of intelligences that constitute everyday social practice.

**Finding 4: Exercises increased enthusiasm to teach Entrepreneurship 30.** All participants demonstrated and verbalized that the pre-workshop and exercises had enhanced their knowledge of the subject, including intrapreneurship and entrepreneurial thinking. Participants experienced renewed enthusiasm for teaching Entrepreneurship 30 (Saskatchewan Learning, 2004).

The Eagle and the Young Colt felt validated in their promotion of a mixed teaching approach. They gained stature by becoming recognized as “experts” to their colleagues and were willing to mentor others on experiential learning.

The Eager Beaver moved from referring to the exercises as “yours” to taking ownership of them. She gained confidence in her own abilities after refreshing her teacher training, which had highlighted the techniques of facilitation.

The Shy Rabbit gained confidence through the provision of content on the process of entrepreneurship and by experiencing entrepreneurial thinking “through” the exercises: “I felt until then inside myself that I was not an entrepreneur. Without experiencing it I didn’t know what it looked like! Then I found my drum moving.” In my journal, I described the growth of the Shy Rabbit’s confident manner to teach Entrepreneurship 30 (Saskatchewan Learning, 2004) “palpable.”

I found the lived experience of the Wise Old Owl throughout this process to be transformational. He is now a champion of intrapreneurship and fully understands that “games” need to be facilitated not instructed!
The claim that the pre-workshop for all participants, with the follow-up implementation period for three participants, led to personal development for the participants seems reasonable, although this certainly requires further qualification and elaboration. However, I conclude from the findings that it is a leap too far forward for some teachers to conduct these exercises, particularly if their own skills in facilitating experiential learning are absent or still in their infancy. In that effort to “have students experience what they had” (The Shy Rabbit; The Eager Beaver), at the workshop, three participants pushed themselves to the edge of their competence, which is how improvement occurs (Bereiter & Scardamalia, 1993, p. i).

It would be a controversial claim to assert that the experiential exercises alone led to the development growth of intrapreneurship and entrepreneurial thinking in the participants. Claims for educational “legitimacy” would be leaning towards nature determinism, which takes the position that one only has to experience intrapreneurship and entrepreneurial thinking in an experiential exercise, and as if by osmosis or revelatory self-clarity, the phenomena can be fully imagined or absorbed. More is at play than the teaching vehicle offered by experiential exercises. To draw a comparison—achievement in kayaking (Payne, 1996), as in entrepreneurship, might involve luck to be carried along by a favourable current, but attainment is invariably attributed to the capability of the participant to be embodied by the one-and-the same tool. A differentiation in motivation is based largely on the relative degree of competence of the operator. To expand this explanation with the comparison with kayaking, there are reasons to accept that experiences such as this or rock climbing might enhance self-
esteem, provide exposure to relatively natural areas, develop certain skills, allow meeting others, and so on (Payne, 2005). However, technologies and other factors in kayaking and climbing play a central role in configuring human action and interaction. Lack of attainment can be linked to the inadequacies of the tools or the lack of technical competencies needed by the paddler or climber. In the same way the innovation, energy, and passion of the fledgling teacher of entrepreneurship “through” experiential activities can be thwarted by technical inexperience with a mixed teaching approach.

**Finding 5: The mastery of facilitation is a prerequisite to conduct experiential exercises.** Facilitation skill as a construct shed light on the implementation of the exercises. Experiential exercises require the guidance of a teacher with at least a rudimentary competence as a facilitator. The notions of confidence or fear in facilitation and skill, or the lack thereof, emerged repeatedly throughout the participants’ lived experiences, demonstrating its critical relevance. It is not a simple matter to provide teachers with exercises and preliminary training and expect them to jump in without the confidence and competence to adopt an experiential approach. Three participants described experiencing fear, and this fear presented itself as a lack of confidence or reluctance to conduct the exercises or to lose control. All participants feared that administrators see experiential learning, without specific outcomes, as a waste of time. I find that this was a factor in why participants chose separate routes to implementation. Participants’ routes ranged from the Young Colt and the Eagle opting for daylong workshops in order to show the process and allow for the processing of the learning, to the Eager Beaver using just the first three exercises that she was confident to facilitate, to
the Shy Rabbit using segments of the exercises as 5- to 10-minute icebreakers, to the Wise Old Owl following the full sequence of the exercises on five separate “fun days” to avoid the “noise of games” in the regular classroom schedule.

As Akola and Heinonen (2006) conclude, a good teacher of any subject should not only possess a deep knowledge and understanding of the content of their subject (in this instance all manifestations of entrepreneurship and entrepreneurial thinking) but also be a pedagogic expert.

**Finding 6: Teachers require resources to implement the exercises.** The exercises in the manual were seen as the only resource required for the Eagle and the Young Colt to expand their repertoire. Two participants requested a toolkit as a resource (The Shy Rabbit; The Eager Beaver).

As shown in this research, to effectively incorporate experiential exercises with a facilitation style, even teachers of longstanding tenure, like three of the participants, may need resources, in-service work, and mentoring in order to change from the sage-from-the-stage approach to the guided self-discovery that is demanded in these learning scenarios. This research indicates that when teachers are supported as they face new challenges and information, they can learn to do things differently (Tsui, 2005). Based upon the data gathered, I suggest that, as some teachers face challenges to independently conduct exercises in this manner, a boost in confidence through training or retraining in facilitation skills and mentoring encourages diving into what, for some teachers, is long forgotten or new white water territory.
When business teachers are willing to enter this abstract, conceptual, and creative realm, Kleppe (2001) identified, as did participants, that a variety of tools are required. The challenge is even greater when the focus is on teaching corporate entrepreneurship (intrapreneurship) that is rooted in theories of entrepreneurship, while its implementation is usually considered more of a managerial issue.

**Finding 7: Teachers require train-the-trainer sessions to implement the exercises.** At both the workshop and the implementation period, the topic was raised of hosting a train-the-trainer session for other teachers to learn the principles and processes of invention and innovation in all manifestations of entrepreneurship, via facilitation of experiential exercises. Participants highlighted train-the-trainer sessions, mentoring, and co-teaching as needs for teachers to develop the facilitation skills required in a mixed approach to the exercises alongside familiarization with content.

I suggest that rookie mistakes in facilitation are merely rudimentary errors that can, in my opinion, be rectified or at least improved upon by exposure to the technical explanation of facilitation goals and techniques followed by practise of the skills. For some teachers, this may require intensive exposure to the rationale and practise of the skills. For others, co-teaching with an experienced facilitator may be a path to consider. Richards and Farrell (2005) suggest that reflective and collaborative professional development activities can be particularly beneficial for experienced teachers, as can activities that place them in a mentoring or coaching role. Peer observation allows teachers to extend themselves beyond their own classrooms. Experienced teachers can see alternative methods for handling daily challenges. The observations also create
opportunities for social integration that can alter the often-solitary nature of teaching (Richards & Farrell, 2005). In a small study of teachers of English as a second language, both observing and observed teachers reported significant benefits and potential for improving instruction based on their own findings in each other’s classes (Richards & Lockhart, 1994).

Finding 8: The exercises do not readily fit in to the current time scheduling of classes. I identified adequate time to teach in this manner as an issue that surfaced throughout the data. The experienced facilitators, the Young Colt and the Eagle, reinforced the notion that time to conduct these exercises is a crucial factor. It was their opinion, and that of the critical friend, that there is limited meaning for students to make of the exercises if the time allocated in the lesson renders the exercises into segments as icebreakers, as happened with the Shy Rabbit. The Eager Beaver found the restriction of time dictated that she move from facilitating to didactic teaching. The Wise Old Owl fit the exercises into the extended time frames of Fun Fridays, which enabled him to address the issue of time being too limited to conduct these exercises.

After the data analysis, I needed to sit with the findings to decide how time fit into this concluding chapter. I am placing time fairly and squarely as a crucial tool or resource for teachers. The experienced teachers in facilitation, armed with a series of exercises, still require the resource of time to process the learning and inspire the students to think creatively, independently, and critically. Cornwall (n.d.), the Jack C. Massey Chair in Entrepreneurship at Belmont University, a prolific blogger on the subject of teaching of entrepreneurship, insists that while most other disciplines in business fit well into the
traditional, synchronous approach to business education, entrepreneurship students do not
fit well into a lock-step curriculum that is bound by space and time. It may be that
scheduling during flex time classes or setting aside one day to process all exercises in a
workshop may be the preferable way to go to expand class time and administration
support for teaching the art processes of entrepreneurial thinking, which requires unique
pedagogies and a teacher styles that encourage students to progress from being passive
attendees in classrooms to being participative in terms of discussion and deriving options
for decision making and creativity.

Finding 9: The exercises inspired creative and critical thinking. Participants
provided examples of the exercises inspiring students to think creatively and critically
(The Eager Beaver, The Shy Rabbit, The Wise Old Owl). The Eagle and the Young Colt
believed that the exercises provided additional means for them to inspire independent and
critical thinking and to empower independent thought in their students. Their outlook to
experiential learning paralleled that of Cantor (1995), who stated, “Any student who can
benefit from having hands on examples to bolster their traditional learning” (p. 80). The
Eager Beaver and the Shy Rabbit highlight examples in which the exercises had inspired
the students to think creatively. The Wise Old Owl commented, “Some liked it, some
didn’t.” It is noted here that for this research I did not analyze the learner population or
enhanced when students are given the opportunity to operate outside their own perceived
comfort zones” (p. 243). This goes beyond the physical setting, as in the Fun Fridays, and
encompasses the social and teaching environment. Chapman et al. asserted this means
being accountable for one’s actions and owning the consequences. The Shy Rabbit did not promote this accountability. As I did not observe the students of the Wise old Owl, it is mere speculation on my part that he similarly controlled the exercises.

**Finding 10: The concept of intrapreneurship (Hives) is missing from Entrepreneurship 30.** For the participants, the word “hive” had resonated more than the term intrapreneurship. The participants’ discussed that they would personally include “hives” in their curriculum. The Shy Rabbit gave content to her students and both the Eager Beaver and the Wise Old Owl conducted the exercise of building a “hive.” I think it is implied by the participant statement “a workshop like this is needed for all teachers” (The Wise Old Owl), and that intrapreneurship (or their adopted term “hives”) is missing from the curriculum, as indicated by the Young Colt’s comment, “This is what needs to be added before Junior Achievement.”

When mulling through the findings alongside the research questions, I have asked myself if, from the research data, I could indicate what form of interaction between learners, materials, teacher, in what balance of time, offers the greatest likelihood of achieving the various explicit results related to introducing entrepreneurial thinking through these experiential exercises into the Saskatchewan Learning (2004) Entrepreneurship 30 curriculum? I believe that the data indicates what does not work, and further research is required to present an ideal scenario.

Regarding “the fear factor,” Leitch and Harrison (1999) caution that the process of throwing oneself in the deep end is the challenge of experiential learning. Not all teachers, even with the competency, like to teach with experiential learning methods, as
this inevitably leads to the loss of predictability and, to some extent, loss of control of the teaching situation. It can be a courageous leap for many teachers away from their current approach. The open-ended nature of inquiry-based learning can be unsettling, especially to experienced teachers who have come to rely on clear directions.

I also suggest that there is a requirement for the understanding of administrators, parents, and students that this type of education is still “learning” and is not “taking away from teaching time.” Crucially and practically speaking, students, parents, teachers, and administrators must all learn to recognize that when experiential exercises are introduced, conventional “teaching” and “learning” will be suspended. Participants had provided insight that I had not emphasized the positive “outcomes” via this style of teaching. It appears that proof that learning can be predicted via the facilitation of experiential exercises might allay misunderstandings, misgivings, and encourage teachers to leap into experiential exercises. For their part, teachers can make clear—via the design of inquiry and reference to appropriate outcomes—that these new exercises and perhaps unfamiliar practices and roles will be governing the classroom experience. In addition, administrators can be reassured via written outcomes for exercises and support from curriculum writers that learning is taking place.

Teachers continue to evolve as they remain in the teaching profession (Tsui, 2005), and several researchers (e.g., Zeichner & Noffke, 2001) have emphasized the importance of lifelong professional learning for teachers in all fields. Scardamalia and Bereiter (2006) present a theory of development of expertise of experienced teachers, suggesting the introduction of experiential exercises into their repertoire and avoiding the
teacher temptation to tell what they know. Fessler and Christensen (1992) found that involvement in professional development and assuming new roles could result in more enthusiasm and commitment. It takes discipline and explicit training to change the many common habits and familiar routines associated with sit-and-get learning.

**Reflection**

Before I begin my self-reflection, which van Manen (1990) describes as “a difficult and often laborious task” (p. 77), I remind the reader that I was always aware that this research was to gain a deeper personal understanding of individual participants when introducing the exercises. While the formal research part of my investigation is complete, I continue to contemplate the significance of this research journey as I reflect on how I have been affected both personally and professionally. I now turn my attention toward my lived experience.

It was indeed a transformative methodology, as I constructed my learning tacitly in this dynamic, active, constructive, and goal-orientated process by living through the complexity, ambiguity, and my multifunctional roles (Gibb, 1987, 1993; McMullan & Long, 1987; Plaschka & Welsch, 1990; Sexton & Bowman, 1984; Sexton & Bowman-Upton, 1988; Ulrich & Cole, 1987). I learned in “doing” the exercises with the participants. Experiential learning occurs when meaning is made from a direct experience. In the same way that, as an entrepreneur, I learn through trial and error, I have learnt through the direct experience of this process.

This study has taught me and changed me in more ways than I could have originally anticipated. I have been profoundly affected through gaining a richer insight
into my own identity and how that influences my view of the world. I reflect on my enhanced awareness, deeper understanding, and increased thoughtfulness when it comes to the Entrepreneurship 30 curriculum (Saskatchewan Learning, 2004). The impact of this research will be long-lasting and ever evolving as I continue to challenge, develop, and expand my way of being in the world. As I continued in spirals of analysis, I discovered the new insight that many teachers have fear associated with facilitation, which now guides my approach to introducing experiential learning. I return to the wisdom of Kuratko (2004), who advises each of us to ask ourselves, “So what can I do?” What I needed to do was to take a step backwards. I did not lose my passion to introduce intrapreneurship and entrepreneurial thinking into the curriculum, but based on my learning, I no longer focus on the design of further experiential exercises. My belief that others “see what I see” and “experience what I experience” without the skill to facilitate the exercises is no different from the trap of inexperience that I detected in the Shy Rabbit. Once I saw this, I felt compelled to do what I originally thought was straying from the path of focus upon the research. I produced a suggested artistic script for use by future teachers I work with, to guide tentative steps into the arena of facilitation (see Appendix D). This change in my own behaviour is working towards becoming more helpful to Entrepreneurship 30 (Saskatchewan Learning, 2004) teachers. This is now understood as the notion of “the phenomenology of practice” (van Manen, 1990, p. 21), in which as researcher I was reacting to “action sensitive knowledge” (p. 21) in the hopes of promoting more thoughtfulness and tact in my own actions and the actions of others. This was my response to action-sensitive knowledge, and it affirmed my perspective for
this research: This is now understood as the notion of “the phenomenology of practice,” in which, as the researcher, I was reacting to “action sensitive knowledge” in the hopes of promoting more thoughtfulness and tact in my own actions and the actions of others (van Manen, 1990, p. 21).

Again, I return to the wisdom of Kleppe (2001)—the path for me was neither complex nor profound. My deeper knowledge impacted how I present myself in personal and professional situations. Prior to embarking on this research I foresaw the introduction of a set of experiential learning exercises to aid Saskatchewan teachers of the Entrepreneurship 30 curriculum (Saskatchewan Learning, 2004) and to also teach students to become introspective and create the independent thoughts and action that wash off the disempowering entanglement of risk, failure, and restart in self-employment.

As I continue moving toward a phenomenology of practice, my role has taken a major shift from providing experiential exercises in entrepreneurship and intrapreneurship for teachers to use—to teaching coaching and mentoring the skills of facilitating experiential exercises for all subjects. I continue to develop my thoughtfulness and celebrate the gifts that my facilitation expertise and artistry has to offer as an inspiring teacher and mentor. Through coaching and mentoring, as an experienced and masterful teacher, I can help other teachers understand the new concepts involved in the myriad of interpretations of entrepreneurship, including intrapreneurship (see Appendix D).

I support the train-the-trainer approach with relevant content and practical modules. I offer to co-teach with and mentor and be mentored by other teachers who wish
to follow an experiential learning path. I encourage changes in point of view and action and provide support over an extended period of time (Levin & Rock, 2003). I am constantly discovering like-minded teachers with an experiential approach. This marks what Delany (2000) describes as a coming to consciousness of himself; the camaraderie of a whole community “out there” and a recognition of his authentic identity, one he had always shared, and would always share with others like himself. Delany emphasizes not the discovery of an identity, but a sense of participation in a movement. It is the extent as well as the existence of this movement that matters most in his account. Making the movement visible breaks the silence surrounding it, challenges prevailing notions, and opens new possibilities for everyone. I feel the existence and the extent of the progressive movement in teaching towards experiential activities in entrepreneurship. As a direct result, experienced teachers might change classroom routines for Entrepreneurship 30 (Saskatchewan Learning, 2003; see also Chrisman & Crandall, 2007).

From my journal, I repeat the Sufi teaching story that encapsulates my path forward:

> Once upon a time there was a man who strayed from his own country. He soon saw a number of people fleeing in terror from a field where they had been trying to reap wheat. “There is a monster in that field,” they told him. He looked and saw that it was only a watermelon. He offered to kill the monster for them. When he had cut the melon from the stalk, he took a slice of it and began to eat it. The people became even more terrified of him than they had been of the melon monster. They drove him away with pitchforks crying, “He will kill us next unless we get rid of him.”

> It so happened that at another time another man strayed into this land and the same happened to him. But instead of offering to help with the monster, he agreed that it was dangerous, and by tiptoeing away with then, he gained their confidence. He spent a long time with them in their homes until he could teach them, little by little, the basic facts that would enable them to not only lose their
Suggestions for Future Research

To encourage action and achievement that is responsive to the needs of an individual, I focused on the specific performance of teaching “through” the experiential exercises. Herein lies the possibility that this educational research of a phenomenological persuasion has made a contribution to entrepreneurship education.

1. What form of interaction between learners, materials, and teacher, and what balance of time, offers the greatest likelihood of achieving the various explicit results related to introducing entrepreneurial thinking via experiential exercises?

2. Can experiential exercises be held inside a traditional class setting, with inherently limited time? This time factor has further depth to be investigated, as indicated by Dr. Jeff Cornwall (n.d.), the Jack C. Massey Chair in Entrepreneurship at Belmont University. To sum up many of his themes, Cornwall believes that relying just on classroom instruction for dissemination of knowledge about the entrepreneurial process does not work for many students: This signals research into the efficacy of immersion or blocks for entrepreneurship versus standard isolated short lessons.

3. If the landscape conditions for entrepreneurship teaching indicate the requirement of new forms of response, abilities, and, thereby, comparable preparatory curriculum, then intrapreneurship would appear to be a valuable content component of K–12 entrepreneurship education. Some teachers...
remain largely unaware of the trends in business, for example, towards intrapreneurship as a team activity rather than the sole responsibility of an individual entrepreneur (Ensley et al., 2000). If intrapreneurship is introduced in the curriculum, does it increase interest in entrepreneurship from Aboriginal groups? Berard and Brown (1994) state that many youth, women, immigrants, and Aboriginals seek different approaches in social structure, business, and education that are sensitive to their experiences and that are attuned to identifying and responding to the range of developmental needs that they present.

4. If facilitation skills are indeed taught to students at university, are facilitation skills learned there? Is there intense practise of the skill, and are students given feedback until mastery is reached? If so, when, how, and why does didactic teaching and coaching dominate?

Attention to the conclusions of this research by professional development coordinators might add to Robinson, Mandleco, Olsen, and Hart’s (1995) call for a more assertive role in closing the theory-practice gap.
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Appendix A:

Experiential Exercises: Manual

CONTENTS

1. EXPLANATION OF COLOUR CODES IN MANUAL
2. RECOMMENDED format for 2 day “train the trainer” for teachers and/or facilitators
3. INTRODUCTION: Entrepreneurship 30 curriculum
   Reading supplement: Levels: Introductory: Intermediary: Advanced
4. ACTIVITY 1: Introduction to intrapreneurship
5. ACTIVITY 2: Feet firmly planted in mid air
6. ACTIVITY 3: Thrive in a hive (a)
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8. ACTIVITY 5: Dance the beat of your own drum (a)
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10. ACTIVITY 7: Painting the barn red
11. THE WAY FORWARD:
12. OPTIONAL ICEBREAKERS
13. MUSIC SUGGESTIONS
1. EXPLANATION OF COLOUR CODES IN MANUAL

Activities are printed in black

What the facilitator/ teacher says is written in red ink. This is simply a guideline and as you become familiar with the activities you will no doubt adapt and adjust to your own
wording.

What the facilitator/ teacher does is printed in green. The activities in each pouch inside the Thrive in a hive kit also contain instructions.

Section 2. INTRODUCTION READING

ENTREPRENEURSHIP 30 CURRICULUM Saskatchewan

To compare and contrast entrepreneurship and intrapreneurship and explore some constraints to innovation within organizations.

To develop abilities for building positive relationships in one’s life and work. (CD 2.3)

“Intra” means within, thus intrapreneurship means planting the spirit of entrepreneurship within an organization.

The leadership role of the entrepreneur is vital to intrapreneurship.

One small entrepreneurial action can lead to another, and another, until the organization begins to transform.

Intrapreneurs are employees who are willing to take risks, innovate, provide leadership, and open opportunities to others.

Often intrapreneurial action results from a crisis, but it also often arises from a nurturing business culture.

Students could brainstorm the problems that intrapreneurs might encounter within organizations today. Students may suggest such things as regional economic problems, changing role of business due to free trade, recession, unemployment/layoffs, change in taxation, issues of Indian/Métis jurisdiction, and third level government.
It is often more difficult to be an intrapreneur within an organization than an entrepreneur who may develop his or her own small business.

Some suggestions of ‘stifling’ that students may discuss include the following: bureaucracy where employees follow the system of being a “good” employee, avoiding anything risky “hard worker/nose to the grindstone” syndrome, where good hard work makes up for any ailments within the company “am I protected if things go wrong” syndrome, rather than looking for ways to avoid or improve upon things that go wrong government controls a large portion of the Canadian economy (50 percent of GNP) and the observation that government workers tend to be the least intrapreneurial. too much time spent paper shuffling as opposed to reflecting upon the organization behaviour racism, sexism, or physical barriers for persons with disabilities.

A concept attainment lesson may be used for defining intrapreneurship. What are the critical and non-critical attributes?

Learning Objectives Notes

The students label the concept intrapreneurship after identifying 13 critical and non-critical attributes while analyzing examples and non-examples of the concept.

Following this activity, students may explore several additional examples and non-examples of intrapreneurship to categorize and check their understanding further.
A guest from an organization within the community may be invited to the classroom to discuss experiences with intrapreneurship and creating change. The guest may be an intrapreneur who could share experiences with the class. Prior to the visit, students may prepare questions for the guest to address. A reflective discussion may be held following the guest’s presentation.

Students could break into groups and develop a script for a role play of an “intrapreneurial” situation—one within the school organization, or a local or provincial organization. Alternatively, may develop the script for a problem situation within the community that may be “in the news”.

Some examples of intrapreneurial activities that may be considered include fundraising for the school or a charity, development of an environmentally responsible school, or advertising or marketing of a new product.

As groups develop the script, one or two members of each group may play the role of positive support for an intrapreneurial plan while the other members of the group would try to stifle the suggestion. Roles/members of the players may include employees, students, principals, trustees, supervisors, managers, Chief Executive Officers (CEOs), town councillors, Tribal councillors, or others.

Through this activity, students may identify appropriate employee employer interactions as well as demonstrate how to express appropriately their feelings, reactions, and ideas in specific situations (p. 12-13).

Content adapted to the academic level and/or experience of participants

Thrive in a hive/Intrapreneurship
LEVEL: Introductory

Every growing organization involves departments, various people and varying levels of contribution. There is a definite web and network involved. Within a fully functioning operation there is an open structure that holds each area accountable, has a natural ‘checks and balances’ system and encourages growth. There is an example in nature that shows a fully-functioning productive power system on a large scale: The beehive.

As a loosely coupled system with creative spaces, teamwork and experimentation, the core business/entrepreneur/“queen bee” provides an ongoing learning and economic development framework for fledgling entrepreneurs simultaneously to have an outlet for individual enterprise, creativity and expression as they launched their own business concepts without major financial risks. Often with initially lower outlay and lower financial risks associated, and a support structure that reinforces the notion that failure is education, fledglings are more likely to dream of soaring and, thereby, make tentative steps upward (Coneys, 2003). Participants absorb wisdom and are supported via the income generated from the central proven and viable business or the core entrepreneur.

Many individuals, communities or groups choose to start or re-invent business development from the inside out and the models of collaborative individualism can be adapted to suit community groups in transition or those most comfortable operating in a “family” or culturally supported environment (Coneys 2003). The outcome may be not only new businesses or ventures, but also other innovative activities such as product,
service and process innovations, self-renewal, risk taking, pro-activeness, and competitive aggressiveness (Antonicic and Hirisch, 2001). Through its network of contacts. Incubators vary in the way they deliver their services, in their organizational structure and in the types of clients they serve. Successful completion of a business incubation program increases the likelihood that a start-up company will stay in business for the long term. One factor, in addition to the supportive environment, is proportionately lower overheads than independent ventures normally carry alone (Garven and Associates, 2002). Individual specialists can come together to form an entrepreneurial group inside an organization with their own corporate body—a “super person” (ubermensch) with more time and talent and capable of persuading others to alter their behaviours, thus influencing the creation of new corporate resources.

LEVEL: Intermediary

Defining intrapreneur and intrapreneurship

Most entrepreneurs work independently, many do not. The entrepreneurs who work independently operate with limited contact or cooperation with others and do not seek intricate interdependencies. However, it is a paradox that the seemingly individualized activities of entrepreneurs can sometimes thrive through cooperation and interdependence. The concept of entrepreneurs working collaboratively was given flavour by Limerick and Cunningham (1987) naming this as collaborative individualism; The collaborative entrepreneur within a western corporation was given the label “intrapreneur” by Pinchot (1986). This term was adopted in Burgleman’s 1988 seminal work “Managing the internal corporate venturing process” to describe the entrepreneurial
individual who interacts within their paid work environment—discovering, evaluating and exploiting opportunities and influencing the creation of new corporate resources. Now the term intrapreneur is defined by the *American Heritage Dictionary* as “a person within a corporation who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation” (“Intrapreneur,” n.d., para. 2). The idea of the mature, proactive, transforming individual who acts collaboratively on behalf of the organization and in the service of its values is described in Kanter’s 1995 metaphorical works “When giants learn to dance” and “When 1000 flowers bloom.”

When the intrapreneur is transforming ideas either into new or improved products or services within an existing organization, these collaborative individuals see loosely coupled systems with pooled, rather that reciprocal, interdependencies. Intrapreneurship, where there is often a slow, patient build up around a multiplicity of enterprise attempts, is not a loosely coupled group of people—rather, it is a loosely coupled system of action. The independent activities of the individual are stressed, and the individual is not merged fully into the group. The individual entrepreneur is a member of a team and yet transcends it, and if necessary, transforms it. The individual moves from solitary to solidarity, from independence to interdependence, from individuality vis-a-vis community to individuality a la community. This requires an ability to see the broader picture in which synthesis is achieved. The individual requires a capacity to tolerate conflict and paradoxical stresses between the system, reflecting the centrality of the entrepreneur as well as his or her status. So, in effect, the individual requires an acceptance of his or her own diversity to move fluently from one system of action to
another without losing a sense of identity – for that is what provides continuity for action (Burgelman, 1988).

The terms intrapreneur and intrapreneurship pepper discussions from scholars to CEOs—to the extent that the concept may lead us to presume an emergence of a new social, scientific or economic phenomenon (Hanemark, 1998). Individual entrepreneurs have often joined forces via informal networks and contacts to gain information, assistance, and start-up capital (Pinchot, 1986; Burgelman, 1988; Kanter, 1989). As Robert M. Adams, General Manager of 3M’s New Business Ventures Division declares in 3M’s corporate history book, “We had intrapreneurs for years at 3M, but didn’t know what to call them” (2002). It simply seems new today because from time to time new terms or expressions for old situations rise to common usage in our everyday vocabulary.

Entrepreneurial activities generated through forms of collaboration, cooperation and interdependence, like any other entrepreneurial activities, are characterized by uncertainty and ambiguity. A list of specific traits and behaviours for those who choose to work in this manner remains elusive and ill-defined. As with the independent entrepreneur, a generalities statement can be made that intrapreneurs learn from their failures and successes, using this experience in their next enterprise activity; processing information in an intuitive way (Pinchot, 1986, Burgelman 1988 and Kanter 1989).

LEVEL: Advanced – Thesis (attached)

Section 3. ACTIVITY 1: Introduction to intrapreneurship

Objective:

Students examine for themselves the benefits of working with others through cooperation
and interdependence.

Possible outcomes:

1. Students are inspired and energized about entrepreneurship through cooperation & interdependence.

2. Students gain an initial understanding of a collaborative approach to self employment.

3. Students gain experience in an oral communication style of “talking in circles”

Logistics: 55 minutes

Materials:

Markers
Flip Chart
Set of playing cards Monkey: Elephant: Giraffe & Lion (including Bees as Jokers)
Matrix guide
Talking sticks

Activity stages

(optional icebreaker)

1. Introduction to collaboration and interdependence within entrepreneurship.

The main purpose is to understand intrapreneurship which, simply put, is entrepreneurship practised from within a stable and supportive structure of cooperation and interdependence between participants in a venture. Each participant has a different interest, passion and ability - much like the varied roles and activities that different bees take within a hive.
The beehive is the epitome of efficiency; carefully crafted and constructed in a well designed honeycomb pattern. The hive system has astounded and enchanted the minds of scientists and non scientists - all of us in fact- for centuries. A close look at the workings of a bee colony and the goal of preserving the colony and producing honey, gives an analogy for today’s ideal organization. There is a space and place for many varying roles - including the entrepreneur. Today I want us to use the imagery of the hive to explore our talents, goals and in many ways the interconnectedness that our entrepreneurial projects may take. Instead of thinking of yourself as an entrepreneur working alone or with a partner - we will think of ourselves as entrepreneurs working and “thriving in a hive.”

2. Explanation of activity.

Participants are given cards. Form groups of four with Monkey, Elephant, Giraffe and Lion and sit in a group. Bees as JOKERS are given to any participant NOT in a group of four.

Each participant has a card. There are four “face” cards and four different questions. Move into groups of four so that, in each group, there must be ONE of each of the FOUR face cards with four different questions.

MONKEY * What do you like about the idea of going into business in a group setting?

ELEPHANT * What do you foresee as problems when going into business in a group setting?

GIRAFFE * What roles do bees take in a hive? (Queen, drones, soldiers, scouts, nursemaids)
LION * What skills does the central leadership require?

JOKERS are NOT in a group of four – and these participants are free to roam between groups and participate in any conversation.

Use Matrix chart to show participants how to keep moving within the group until everyone has answered everyone else’s questions. PICTURE HERE

I will guide you though the matrix process (music optional)

In the first round

Monkeys & Elephants sit together; Monkey asks the question, Elephant answers.

Giraffes & Lions sit together; Giraffe asks the question, Lion answers.

Activity.

Second round

Elephants & Giraffes sit together; Elephant asks the question, Giraffe answers.

Lions and Monkeys sit together; Lion asks the question, Monkey answers.

Activity.

Third round

Lions and Elephants sit together; Lion asks the question, Elephant answers.

Giraffes and Monkeys sit together; Giraffe asks the question, Monkey answers.

Activity.

Fourth round

Monkeys and Lions sit together; Monkey asks the question, Lion answers.

Giraffes and Elephants sit together; Giraffe asks the question, Elephant answers.

Activity.
Fifth round

Lions and Giraffes sit together; Lion asks the question, Giraffe answers.

Elephants and Monkeys sit together; Elephant asks the question, Monkey answers.

Activity.

Sixth round

Monkeys & Giraffes sit together; Monkey asks the question, Giraffe answers.

Elephants & Lions sit together; Elephant asks the question, Lion answers.

Activity.

Participants will now share feedback and insights.

Form groups of all Monkeys, all Elephants, all Giraffes & all Lions. Give each group a talking stick. Bees as Jokers to sit with whichever group they choose.

All the Monkeys sit together in a circle, all the Elephants sit together, all the Giraffes sit together and all the Lions sit together. In each circle, one participant at a time holds the talking stick and gives a summary of the answers they heard to the question asked on their card.

Your time to talk is when YOU are holding the talking stick. When the talking stick is passed to you it is your turn to tell the circle all the answers that you received from your small group when you asked the question on your card.

Activity

Group to pick one person to best summarize the ideas heard

One participant from each group is selected to share the “collective wisdom” gathered by this process. Points written down on flip chart for use at another session.
Section 4. Activity 2: Feet Firmly Planted in mid Air

Objective: To encourage students to celebrate their creativity

Possible outcomes:

1. Students are encouraged to think creatively about building entrepreneurial ideas around an existing core business. Thinking of ideas that might “Thrive in a hive” /intrapreneurship.

2. Students are inspired and energized to look inside themselves for the innovation & creativity & energy that are characteristics of entrepreneurship. “If I think I can, I can!” building of self esteem

3. Students gain further understanding of what “thriving in hive” / intrapreneurship means as an approach to self employment.

Logistics: 55 minutes

Materials:

Diamond cards (face and no face cards)

Drum necklaces

Paper clips

Flower forms

Markers

Flip chart

Music CD

Activity stages

(optional icebreaker)
1. Introduction to creativity

Sometimes people believe that they can only think of creative ideas/be successful in entrepreneurship if they have lots of cash, good connections, the “right education” etc. Creativity is within each of us.

2. Explanation of activity

Chairs in groups of six - eight are suggested. Each group is given flower forms, diamond cards, paperclips and drum necklaces (or distribute items prior to each activity if the teacher/facilitator prefers)

Activity a) Diamond cards (5 mins only)

All participants should be holding a low card diamond

In LESSON 1 all participants had “face cards.” This card is yours to stay with you throughout this class. You may have a low card? Imagine that these are diamonds on the soles of your shoes! What does the message in this music mean? (Get answers that everyone has hidden talents, gifts no one else can immediately see etc.)

Activity b) Paper clip (5 minutes only)

All participants should be holding a paper clip.

Now look at your paper clip. Of course we all know it traditional usage. Be creative and use the right side of your brain where creative thought is formed.

I will start by saying

My paperclip is used as ..........an earring

My paperclip is used as ..........a toothpick

Either go around the room or allow participants to call out their ideas
Activity c) Drum necklace (5 minutes only)

All participants should be holding a drum necklace

Look at your drum. Hang the cord over your index finger. Straighten the cord and ensure that the drum is hanging steadily and not moving around. Now tell your brain to tell the nerve ending on your index finger to tell that drum to start swinging from left to right across your body. (let this happen for 30 seconds)

Now stop the sinker from swinging and let it hang steady and not move around.

Now tell your brain to tell the nerve ending on your index finger to tell that drum to start swinging towards your body and away from your body. (let this happen for 30 seconds)

Now stop the drum from swinging and let it hang steady and not move around.

Now tell your brain to tell the nerve ending on your index finger to tell that drum to start swinging round and round in circles. (let this happen for 30 seconds)

This is a gift for you to take out whenever you need to remind yourself of how powerful you are to “make things happen”

Activity: d) Flower shape (15 minutes)

All participants should be in a group of 4 to 6 with a flower shape.

Picture the CORE of a business, for example a restaurant or a garage - and everyone here has the chance to build their own entrepreneurial venture around the CORE. The exercises will help you get your creative juices going to picture the multitude of related ideas that can spring up around each and every existing business. Imagine that a garage, selling just gas, is the CORE business represented here in the centre of this flower. What related ventures might benefit through cooperation and interdependence by establishing
themselves around the gas being sold at the garage? Imagine that each of the petals around the CORE represents these potential ventures. Each group has a different CORE business. HOTEL, GARAGE, SCHOOL GYMNASIUM, GRAIN FARM Think of the resources and space available in your CORE and then think creatively of 8 entrepreneurial ventures that might “fit” around this CORE to each become represented by one of the petals. Each idea must be somewhat related to the CORE business. For example a hair salon may fit around a hotel, but I don’t know if it is so well suited around a garage? Then again all those workers may need a hair cut!

Activity

Participants brainstorm ideas to write on the 8 ‘petals’ of their flower form.

Now you are going to find creative ideas for intrapreneurship.

Activity

Participants share feedback and insights

A participant from each group will, explain their flower form display of intrapreneurship

Section 5. Activity 3: Thrive in a Hive

Objective: To help participants understand the concept of intrapreneurship

Possible Outcomes:

1. Participants are inspired and energized about creatively constructing an interconnected entrepreneurship system.

2. Participants gain an understanding and framework of how to analyze the nature of intrapreneurship and what issues are important to cooperation and interdependence.
3. Participants gain experience in collaboration with team members

**Logistics: 55 minutes**

**Materials:**

Pre-packaged Zoo Kits for every 6 - 8 students.

Coloured table cloth to coordinate with the colour kit of each group.

Display board for each group

Table for each display board for the “judging” segment

Music system and CD

Prizes

NB: This activity is best conducted in a large facility e.g. gymnasium or library if there are in excess of 40 participants.

**Activity stages**

1. **Introduction.** Teams of 6 to 8 established.

   For this activity you will be working as a team - almost like a hive of bees. You will decide how to work together and it is an opportunity for you to create your own business community of cooperation and interdependence.

2. **Explanation of Activity**

   Imagine that as a member of your group, you and everyone else has a paid job to work in a Zoo. In each group there is a CORE zoo animal. The Zoo pays you to look after the zoo animal but in your spare time you are able to be an INTRAprenuer and think creatively about business ventures that can develop around your animal. So if your Zoo animal was a SHEEP, for example, you are paid to keep the SHEEP at the CORE healthy, watered,
sheltered and fed so that visitors to the Zoo pay to come in and look at the Sheep. What business ventures can grow up around a SHEEP?

Gather from the students “obvious” ideas Wool/clothing/meat industry.

Then add the true story of a Zoo that is making money selling Zoo Poo as fuel.

What about “The Sheep & Lamb Bed and Breakfast”? Black sheep T shirts?

3. Distribution of all materials

Distribute the packages of materials used to represent business ideas. Each group has a coloured table cloth. Ensure each group has sufficient space to move around, construct display

Each package contains a Zoo animal (Option: participants choose an animal)

Put this animal on your display board as the CORE. Work together as a group to brainstorm all the creative ideas that might make you money surrounding the theme of your Zoo animal

(Reminder of Lesson 2: Flower form activity)

Activity

This is a time for you to think creatively as intrapreneurs. There is no risk...if your ideas don’t make money – you still have your job looking after the sheep!

Encourage participants to open the packages, find the zoo animal, place it as the CORE on the display board and begin brainstorming creative ideas for Intrapreneurial ventures.

You can work alone on an idea that you think will make money, or in pairs or larger groups. Just work on the ideas that YOU feel passionate about. That’s all that entrepreneurs do!
What the teacher does

Facilitates brainstorming

Distribution of all materials and sets up the workshop.

Each group is sitting at a different coloured table. The pre-packaged `thrive in a hive` kits are distributed to colour coordinate. The materials in the packages provide inspiration & are to be used to represent the proposed new ventures.

Divide into individuals, pairs, triads, foursomes etc. and work on developing the section/s of the displays where you have an interest/passion. That is what entrepreneurs do! You can use anything to represent your ideas Offer suggestions if/when asked by others and collaborate … that’s what intrapreneurs do!

Section 6. ACTIVITY 4: Thrive in a hive (continuation of Lesson 3)

Objectives: Participants see the range of entrepreneurial careers/paths within established organizations

Possible Outcomes:

1. Students cluster a series of related businesses
2. Students make judgments on the feasibility of ventures
3. Understand that entrepreneurship is an organic process of “trail and error” learning

Materials:

Display boards from “zoo” from earlier lesson

Scheduling board, marker and eraser for each group

3 (or more) blank display boards
Activity stages:
Recap of former activities and learning

Activity
Participation with reference to display boards from ACTIVITY 3

Activity
Scheduling

Each group to have scheduling board, marker and eraser

Let’s use the analogy of a racehorse to demonstrate the relationship of cooperation and interdependence between a CORE business and the associated ‘petal’ ventures. It benefits no one to chop up the racehorse into little pieces and give each person a piece. However, if the racehorse in the CORE stays healthy - the “petals” can benefit.

Examples: One person takes the responsibility of feeding and watering the animal, another takes on the task of exercising it, another sees to its medical needs, and one trains it for race day. The CORE continues to ‘own’ the racehorse. It is the ownership of this racehorse that motivates some entrepreneurs to generate the economic activity that can provide economic opportunities to others… A participant in a collaborative project like this may choose to provide exercise services to many other horses, dogs and pet goats whilst developing expertise with racehorses. That becomes his/her personal enterprise, and s/he reaps the full benefit of that labour. That person’s efforts may very well attract customers who are also interested in the services of a horse feed expert and thereby become a customer to two or three of those involved in tending the racehorse. But the racehorse must never be neglected, because it is the CORE racehorse making all the other
enterprises possible. There must always be a clear understanding that the CORE business, i.e. the racehorse, (Queen bee) is there for the benefit of all, and that the effort each individual invests in their business must in some way enhance the performance of the racehorse, (Queen bee) and therefore benefit all other participants. Each business is stronger through the wholehearted participation of each of the others.

Scheduling discussed and board completed to ensure that all participants commit to working at some point to ensure the stability/profitability of the CORE.

**Activity**

Critical thinking re potential careers/paths for entrepreneurship executives/intrapreneurs

If you were in charge of building Intrapreneurship - which of the ideas in front of you would you think have the best chance of growing into self sufficient units? What costs / infrastructure is required? On these blank display boards draw/ illustrate discuss the ideas that might have the best chance to grow. Don’t eliminate any ideas.

Distribute blank display boards markers to each group

**Activity**

Discussion and illustration

Now look a round ALL the projects in the room and determine which ideas in the whole room could be linked? e.g. All the animal rides ideas together.

On these blank display boards, start to talk together and see what might emerge if each of the sections of the Zoo start to collaborate.

Discussion and illustration

**Section 7. ACTIVITY 5: Dance to the beat of your own drum**
Objective: Participants learn through trial and error, realistic goal setting & team building that intrapreneurship/entrepreneurship in a serious of building blocks—and passion and tenacity, learning from mistakes are required.

Possible outcomes

1. Realise value of “trial and error” learning
2. Appreciate that entrepreneurship is a process of steady learning not a “magic bullet”
3. Realistic goal setting
4. Value of multiple talents and perspectives, roles in team approach

Logistics: 55 minutes

A long ‘pitch’ (minimum 6 meters) is required and sufficient space around the pitch to ensure that teams can remain separate and not interfere with ‘play’

Materials:

Markers

Set of roles & scorecard sheets

Bowling/hockey set

Flip chart

Selection of costumes, hats (optional)

Miniature cup as prize

Music CD

This activity works with a minimum of two teams.

Set up a Goal
Teams of 4 to 10 established in allocated space

Allocation of roles, team name etc. playing `pitch` arranged.

Activity stages

1. Introduction

Most things in life take several steps to achieve, finances, health, social, family, philosophy, career etc. We will via this activity see rather than hear how this happens

Introduction to goal setting

Explanation of the `trial run` activity.

Activity and feedback

Explanation of the activity

Activity and feedback

Processing of learning

Group feedback

ACTIVITY

The Captain observes the skill of his or her players from the chair.

Cheerleaders must remain OFF THE PITCH at all times.

The only people allowed on the pitch are the player whose turn it is to play accompanied by the coach from that player’s team. The players will proceed with their coaches when the scoreboard indicates that it is their turn to play.

Each player, when playing can decide `music or no music `to accompany their play.

Here is the music `We will rock you` by Queen.

4. Introduction to goal setting activity: 10 minutes
The goal is the garbage bin placed at the far end of the pitch.

The bowling pins are distributed from 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 at regular intervals.

Each coach is given a hockey stick and ball (Option to share between teams if limited number of sticks and balls)

Players note the order of play recorded by the scorekeepers Example-

<table>
<thead>
<tr>
<th>Team A</th>
<th>Team B</th>
<th>Team C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Team</td>
<td>Name of Team</td>
<td>Name of Team</td>
</tr>
<tr>
<td>Mary</td>
<td>Kevin</td>
<td>Gloria</td>
</tr>
<tr>
<td>Joe</td>
<td>Justin</td>
<td>Carole</td>
</tr>
<tr>
<td>Melissa</td>
<td>Mark</td>
<td>Cathy</td>
</tr>
<tr>
<td>Jason</td>
<td>Amanda</td>
<td>Jordan</td>
</tr>
</tbody>
</table>

The order of play will be Mary followed by Kevin followed by Gloria followed by Joe etc.

Watch for your turn and go on and off the pitch accompanied by your coach.

5. Explanation of the `trial run` activity: 10 minutes

The first round is a practice round. This is for the players to test their ability, the coaches to practice coaching, the mascots to cheer everyone along, the captains to try to think through the best way to win the game and the scorekeepers to remain alert and ensure that the right points are recorded!

If the player hits the ball along the ground with the bat from skittle 1 and the ball hits the garbage can, that team scores 1 point. From skittle 2, 2 points; from skittle 10, 10 points etc.
DON`T LEAVE YOUR PLACE YET. Just call out the number of the skittle that you are going to hit from to attempt to hit the garbage can and score that number of points

(Note to facilitator encourage a rapid response from each player)

Team A

Mary says 6 - Scorekeeper writes this number next to her name

Joe says 10 - Scorekeeper writes this number down

Melissa says 9 - Scorekeeper writes this number down.

Jason says 3 - Scorekeeper writes this number down.

OK scorekeeper what is the total goal for Team A.

Encourage Mascot to lead the applause for the team ask the captain if she or he has confidence in the team

Repeat this process for Teams B and C etc.

6. Activity and feedback 20 minutes

So `let the games begin``

Team A and Mary on to the pitch with your coach. Music or no music? Place your ball on the floor at skittle you have chosen.

The game proceeds as player by player the students move to the skittle they have selected and attempt to hit the garbage can. Each hit or miss is recorded by the scorekeeper.

At the end of this practice round it is inevitable that the teams will have overestimated their achievable goal.

At this point the facilitator should refer, with humour, back to the chart that advised goal setting to start at 1, 2, 3 etc.
Facilitator can read back to the students all the comments that were recorded during this activity e.g. The floor is not level

The garbage can is too far away

I thought this would be easier

So you have had a practice run. Now we goal set in earnest. Here are the rules of business.

Each player will go in the same order but this time they will each have two hits. These can be totally different numbers – for example 4 with the first hit and 3 with the second. In this case the scorekeeper will record that the player will get 7 points.

Or the player might decide to go from 10 with the first hit and 10 from the second hit but ask the scorekeeper only to record that the goal is 10 (not 20) as the player is expecting to hit once and miss once.

You will have 5 minutes as a team huddled together to decide what each of the players will record as there goal.

Now here is the scoring. If your team goes like this

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>7</td>
</tr>
<tr>
<td>Joe</td>
<td>4</td>
</tr>
<tr>
<td>Melissa</td>
<td>10</td>
</tr>
<tr>
<td>Jason</td>
<td>8</td>
</tr>
<tr>
<td>Team total</td>
<td>29</td>
</tr>
</tbody>
</table>

If the A team gets this score of 29 I will DOUBLE their points and so the team total will be 58....and they stay in business
If the A team misses this score of 29 and gets 15 I will TRIPLE what they missed the team total by, i.e. 14 x 3 = 42 and DEDUCT this from the score that they did get i.e. 15 – 42 = minus 27 … and they go out of business

If the A team gets more than 29 (e.g. 39 because Melissa said she would get 10 from hitting 10 once out of 2 attempts but actually hits two attempts out of two and scores 20) I will TRIPLE their additional points i.e. 3 x 10 = 30 and ADD this to their DOUBLE points for achieving the goal of 29 i.e. 29 x 2 = 58 = the bonus points of 30 for a final total of 88. Oh boy are they now in business.

(REPEAT this scoring with at least one further set of possible goals for Team B. Be available to walk between the various teams and answer any and all questions that they may have regarding the scoring.

Everyone back into places. Scorekeepers read out the total for the goal setting for your team.

Again with encouragement and humour comment on the high and or lower goals that are to be achieved.

IF one or more team is still totally unrealistic or even if the goals appear slightly elevated announce that after round 2 i.e. after Carole has played the teams will be allowed to regroup and adjust their goals if it looks as though they are headed for going out of business.

(It may be necessary to allow for a further adjustment after Cathy and therefore give the opportunity for each team to keep lowering their overall goal in order to avoid penalties that produce a negative result)
Processing of learning

Scorekeepers announce the final score. Winner announced. Best morale team etc.

Teams form circles and process the questions: What did we do well? What did we do wrong? What adjustments would we make to our goals if we played again?

Group feedback

What did anyone learn about themselves and their goal setting from this activity

Now what implications does this activity and learning have for working as an entrepreneur?

Section 8. Activity 6: Dance to the Beat of Your Own Drum

Objective: Realize that intrapreneurship/entrepreneurship is similar to a series of steps through a honeycomb maze - and “trail and error’ is an important part of the learning.

Possible outcomes

1. Students learn that collaborative individualism requires cooperation and interdependence

2. Students experience – again (as introduced in Activity 2) that goal setting requires small steps to achieve a large goal.

3. Students understand that backwards and sideways movements are commonplace in the process of achieving goals.

Logistics: 55 minutes

Materials:

Honeycomb tarpaulin kits

One noise maker per kit
Templates for stepping stone routes 1 to 4.

Prizes (optional)

Large space in which to lay out each tarpaulin without obstruction and have sufficient space for students to move around with ease.

Distribute tarpaulin and clapper to groups.

Templates and “rules” explained if supervisory role assigned.

Demonstrate how to step through the honeycomb.(as explaining verbally)

Strictly adhere to “NO SPEAKING” rule.

Repeat the activity (time allowing) with all 4 templates.

Activity stages

1. Introduction

Remember the bowling activity? What were some of the learning points about goal setting and working cooperatively? We are now going to re visit the topic of learning by trial and error. When we start building a business it may be possible to move from smoothly from Step 1 to 2 to 3 to 4 to 5 to 6. However, business - like life - has a way of not always running according to plan.

Groups identified and honeycomb tarpaulin kit assigned.

Explanation of activity

In this activity you will plan together how to cross the honeycomb step by step. The route may be straightforward or have twists and turns along the way. This can be a metaphor for how your plans will twist and turn on the route to building a successful business venture.
Identify one person from your team to move as the supervisor of the river crossing of another rival team.

This person sits on a chair next to a river tarpaulin - one supervisor per tarpaulin. Clapper and set of templates per supervisor NB UNDER NO CIRCUMSTANCES must the templates be viewed by anyone other than the supervisor!

Activity

Line up in your team one person behind the other.

The tarpaulin is the river and the 36 designated blocks are stepping stones

To cross the river you will each be required to cross from stage 1 to 6 without stepping into the water. Every time you choose an incorrect block, the clapper will indicate that you must turn around and return to the back of the queue for your team.

First player chooses a block (from 1 to 6) on row 1. If it is the wrong block you will hear the clapper and return to the back of the queue to await your next turn.

Your team wins when all players have crossed safely across the river.

RULE: ABSOLUTE SILENCE! Team members can sign to each other but absolutely no speaking. IF anyone speaks - whoever is on the honeycomb will have to return to the back of the queue. So look, listen, learn from your own mis-steps and the mis-steps from the person on the honeycomb before you.

Results and processing of learning

Sit down on or around the tarpaulins and discuss with your team members what worked well or did not work in the way you and your team attempted to cross the honeycomb.

(If time permits each group can share their learning with the whole group and similarities
Section 9. Activity 7: Painting the Barn Red

Objective: Participants explore the impact of marketing and branding efforts.

Possible outcomes:
1. Students gain an understanding of the links between their values and those of others.
2. Students gain an understanding of a framework to display their collaborative individualism ideas and niche marketing.
3. Students use art, music and dance to present their creative thoughts on marketing.

Logistics: 55 minutes

A WORD OF CAUTION: A warm iron is required at the membrane construction stage of drum making and a responsible adult should be present to supervise any juveniles!

Materials:
Identical white ping pong ball per group
Plastic lemon per group (Option: fresh lemons)
Drum kits (one per group or up to one per student depending upon budget)
Instruction sheet
Ironing board and iron
Marker pens and craft supplies for decorating drums.
Scissors.

Activity stages
Introduction of the concept of marketing & branding
Distribute the white balls.

Instruct the students to inspect the balls and return them to a central collection point.

No need to elaborate on this point.

Now return to collect a ball and take just 2 minutes to brand your ball. Replace it in the pile. Here’s mine (add a decoration). Select a student to come forward and identify their ball and yours etc.

Explanation of the activity of drum making

In this ‘Thrive in a hive’ activity, the drums will be used to ‘sell’ your hive and its components

This is an example of a drum that has been built to brand and identify xyz hive system. There are 6 sides and it’s predominantly red. Red is the colour that always signifies this hive. There are 6 INTRApreneurs involved in the hive, each interprets the hive on one side of the drum. Add Values statements, what makes your hive unique, how can customers and clients easily recognize you and your hive.

Each drum kit has a comprehensive instruction sheet

Activity

Option Drumming circle. (Further Option: Creative jingle writing including rap if the group are so inclined. Sit group in circle with their completed drums. Indicate that all humans can use various parts of their body as a drum. Demonstrate by slapping arms, thighs etc.

The drumming starts when it starts and ends when it ends. Different members of the hive may beat to different drum beats.
Invite the students to start playing their drum….or not. To start when they want to start and stop when they want to stop. The object is not to follow a leader but to attempt to cooperate and be interdependent as they drum to establish their own unique pattern of drumming.

Listen to each other and lead or follow as deemed appropriate to you as an individual within the hive.

Look at the display of your entrepreneurial venture/s. If time permits, encourage the students to develop a Sales Pitch for “judges.” If drum making has been involved, groups can develop slogans and musical commercials etc. to `sell` their intrapreneurship ideas. The activity can grow in complexity with the enthusiasm and creative input of the participants & teachers/facilitators

AWARD: NB it is CRUCIAL to reward everyone equally and make the point that “who knows which idea will be a money making venture!
Appendix B:

Participant Consent Forms

Letterhead of Education Department of U of R: PARTICIPANT CONSENT FORM

Project Title: If, how and why an understanding by students of the concept of intrapreneurship increases interest in self-employment as a career option

Researcher: Monica Knight
204, 230 Saskatchewan Crescent East
Saskatoon, SK  S7N OK6
[telephone number]

Supervisor: Dr. Cyril Kesten
[telephone number]

Purpose of the Research:
The purpose of this study is to understand the experiences of teachers introducing experiential learning into their Entrepreneurship 30 classes.

Procedures:
The research will ask teacher/participants to complete a pre-workshop questionnaire. It is for data collection. Teacher/participants will only complete the questionnaire after giving consent.

The researcher proposes to conduct qualitative evaluation action research: via a case study. A two-day workshop will take place at the Delta Bessborough Hotel in Saskatoon. Day 1: 11:00 a.m. - 4:00 p.m. / Day 2: 9:00 a.m. - 4:00 p.m.

The researcher will introduce participants to a set of experiential learning exercises. The researcher will then examine what the participants do with these exercises/or not towards teaching Entrepreneurship 30 and what value, if any, is gained. The researcher’s questions are:

a. How do Saskatchewan teachers incorporate (or not) the workshop exercises into their teaching of Entrepreneurship 30?

b. In what ways do teachers adopt and/or adapt experiential exercises to their existing entrepreneurship teaching practice?

c. What effect do the teachers observe in the work/participation of their students though using the exercises?
d. What is the interest in intrapreneurship?

After the workshop, the researcher will conduct two to three on-site visits to Entrepreneurship 30 classes. This will be arranged in conjunction with the teacher/participants. The researcher will observe how the exercises are adopted/adapted or not included.

During the entrepreneurship classes, the researcher and teacher/participant will have the opportunity for a thirty-minute interview (the students will be involved in their experiential exercises). If further tie is required, follow-up telephone calls and Skype can be arranged by mutual consent.

The data will be contained primarily in the verbal and written observations of participants—that will be gathered in a series of interviews after they return to their schools and conduct Entrepreneurship 30. At any stage, participants may ask questions regarding the procedures and goals of the study.

Potential risks:

There are no known or anticipated risks to you by participating in this research.

Potential benefits:

Given the current state of entrepreneurship education, the evolving demands of the market place and our present understanding of how entrepreneurs develop and operate, there is a gap in our knowledge of understanding how experiential learning can positively effect teachers instructional approaches in Entrepreneurship 30 classes. A benefit to teachers may be that via teaching students to "experience by doing" there is an increased understanding of all manifestations of entrepreneurship, specifically intrapreneurship.

Compensation:

The researcher will provide meals throughout the two day workshop (when the experiential exercises will be introduced to the participants). The venue will be in Saskatoon, Saskatchewan. If long distance travel (being travel from outside Saskatoon to the venue) is required, the participants will be compensated at current provincial government rates. The researcher will provide and pay for overnight accommodation at the Delta Bessborough Hotel (or equivalent) for any participants traveling from outside of Saskatoon.

Confidentiality:

Participants will be numbered in all reports to ensure anonymity. All information will be confidential. Information will be stored in computer with password and locked cabinet in a locked office to which no one else has access without supervision by the researcher. Five years after publication of the dissertation, the information will be shredded.
As there will be a group workshop, all participants will be required to sign a confidentiality agreement before commencement.

**Right to Withdraw:**

Your participation is voluntary and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or repercussions of any sort. The researcher will use data that is considered to be useful up to the point of withdrawal.

**Follow up:**

Upon request, teacher/participants may review the information they provide. Upon request, results will be supplied after the completion of the dissertation.

**Questions or concerns:**

Contact the researcher using the information at the top of page 1.

This project has been approved on ethical grounds by the University of Regina Research Ethics Board on (inset date). Any questions regarding your rights as a participant may be addressed to the committee at [telephone number] or [email address]. Out of town participants may call Toll free [telephone number].

**Consent:**

Your signature below indicates that you have read and understand the description provided. The participant has had an opportunity to ask questions and the participant’s questions have been answered. The participant consents to participate in the research project. A copy of this Consent Form has been given to me for my records.

**Name of Participant:**

__________________________

**Signature:**

__________________________

**Date:**

__________________________

**Researcher's Signature:**

__________________________

**Date:**

__________________________

A copy of this consent will be left with you, and a copy will be taken by the researcher.
GROUP AGREEMENT FOR MAINTAINING CONFIDENTIALITY

This form is intended to further ensure confidentiality of data obtained during the course of the study entitled: If, how and why an understanding by students of the concept of intrapreneurship increases interest in self-employment as a career option. All parties involved in this research will be asked to read the following statement and sign their names that they agree to comply.

The participant hereby confirms that s/he will not communicate or in any manner disclose publicly information discussed during the course of the participant workshop. The participant agrees not to talk about material relating to this study with anyone outside of his/her fellow participant group and the researcher.

Name of Participant: ________________________________

Signature: ________________________________

Date: ________________________________

Researcher's Signature: ________________________________

Date: ________________________________
Appendix C: Pre-Workshop Questionnaire

Researcher: Monica L. Knight, Ph.D. Candidate,
Department of Education, University of Regina
Ethics Approval Granted, 2014
If, how and why an understanding by students of the concept of intrapreneurship increases interest in self-employment as a career option.
Thank you for your participation.

PRE-WORKSHOP QUESTIONNAIRE

Date:        ID Code (for researcher only):
Teacher Name:
How long have you taught Entrepreneurship 30?
Did you receive entrepreneurship training when being trained as a teacher? Yes No
If yes, please expand:
Do you have personal experience as an entrepreneur? Yes No
If yes, please expand:
Have you received Entrepreneurship 30 in-service teacher training? Yes No
If yes, please expand:
What written resources do you use in Entrepreneurship 30 classes?
Have you conducted experiential games with outside consultants? Yes No
Have you used your own experiential exercises/games in Entrepreneurship 30? Yes No
If yes, please expand:
What use do you make of outside guests/consultants?

What other resources do you find helpful?

Do your students produce business plans?  Yes  No

Do your students set up mock business ventures?  Yes  No

Do your students attend entrepreneurship camps?  Yes  No

If yes:  Duration:

                     Location:

Did you teach intrapreneurship (entrepreneurship practiced within an existing
organization) in your Entrepreneurship 30 class?  Yes  No

If yes, what resources do you use in addition to the written notes in the curriculum guide?

Other comments you would like to make.
Appendix D: Suggested Artistic Script For Participants

In the role of “sage from the stage,” the teacher’s primary goal is to inform the learners through explicit instruction—that is, telling and lecturing, supplemented by textbooks and demonstrations.

For experiential exercises the teacher as facilitator has two jobs: The first is to artfully set up the proper situations for students to try out and test ideas collaboratively and individually, through questions or problems (Appendix A). The second is to moderate the inquiry and coach the students to probe and find solutions to their own inquiries. Thereafter the teacher guides students in “making meaning.” To do this the teacher must refrain from excessive instruction and instead model and encourage the use of strategies and habits of mind. The facilitator’s job is to bring people in and keep everyone questioning and responding. Over the long term, the teacher/facilitator is needed less and less because students become better at managing the process of collaborative inquiry on their own.
I don't hear him whistling

I said I taught him, I didn't say he could do it.
<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Learner Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Method the Teacher Uses)</td>
<td>(What Students Need to Do)</td>
</tr>
<tr>
<td><strong>Didactic/Direct Instruction</strong></td>
<td><strong>Receive, Take In, Respond</strong></td>
</tr>
<tr>
<td>Demonstration, modelling</td>
<td>Observe, attempt, practice, refine</td>
</tr>
<tr>
<td>Lecture</td>
<td>Listen, watch, take notes, question</td>
</tr>
<tr>
<td>Questions (convergent)</td>
<td>Answer, give responses</td>
</tr>
<tr>
<td><strong>Facilitation of Understanding</strong></td>
<td><strong>Construct, Examine, Extend Meaning</strong></td>
</tr>
<tr>
<td>Concept attainment</td>
<td>Compare, induce, define, generalize</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>Collaborate, support others, teach</td>
</tr>
<tr>
<td>Discussion</td>
<td>Listen, question, consider, explain</td>
</tr>
<tr>
<td>Experimental inquiry</td>
<td>Hypothesize, gather data, analyze</td>
</tr>
<tr>
<td>Graphic representation</td>
<td>Visualize, connect, map relationships</td>
</tr>
<tr>
<td>Guided inquiry</td>
<td>Question, research, conclude,</td>
</tr>
<tr>
<td>Problem-based learning</td>
<td>support</td>
</tr>
<tr>
<td>Questions (open-ended)</td>
<td>Pose/define problems, solve,</td>
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<tr>
<td>Reciprocal teaching</td>
<td>evaluate</td>
</tr>
<tr>
<td>Simulation (e.g., mock trial)</td>
<td>Answer and explain, reflect, rethink</td>
</tr>
<tr>
<td>Socratic seminar</td>
<td>Clarify, question, predict, teach</td>
</tr>
<tr>
<td>Writing process</td>
<td>Examine, consider, challenge, debate</td>
</tr>
<tr>
<td><strong>Coaching</strong></td>
<td>Consider, explain, challenge, justify</td>
</tr>
<tr>
<td>Feedback/conferencing</td>
<td>Brainstorm, organize, draft, revise</td>
</tr>
<tr>
<td>Guided practice</td>
<td>Refine, improve, improve, refine,</td>
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<td></td>
<td>recycle through</td>
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<td></td>
<td><strong>Refine Skills, Deepen Understanding</strong></td>
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<td></td>
<td>Listen, consider, practice, refine</td>
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<tr>
<td></td>
<td>refine</td>
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<tr>
<td></td>
<td>Revise, reflect, refine, recycle</td>
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<td></td>
<td>through</td>
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An opera is a dramatic work combining two elements, a text (called a libretto), and a musical score. It includes musical overtures, preludes, acts and finales with vocal pieces: aria, duet, trio, and quartet.

**THE HUNTED, THE HUNTER & THE HUNT – IN CONCERT**

**OVERTURE:**

Shosholoza! Ladysmith Black Mabaso (Chorus)  
Shosholoza! Drakensburg Boys Choir  
Shosholoza! Soweto Choir

**Act 1: Scene 1: THE HUNTED**

**ARIAS:** The power of one: Teddy Pendegrass

Everyone is creative! Anyone is capable of entrepreneurial activity once he/she has given herself/himself permission to be brave, creative and innovative. Announce to yourself that you are creative. Announce that you are an entrepreneur. Everyone can be an entrepreneur. I can’t prove this. I am a dancer only because I say I am, no one can dispute that I do indeed move my body in rhythm to music. I am an entrepreneur in the same manner–because I say I am.

There is no one ideal condition for creativity. It was first pointed out by economist Peter Kilby (1971) that the search for the source of dynamic entrepreneurial performance has much in common with hunting A. A. Milne’s Heffalump (1926). In one Winnie the Pooh story, the characters go hunting for the mysterious creature, the Heffalump. All the characters claim to know about Heffalumps, although none have ever captured one, and “they disagree on his particularities.” Hence the hunt in the Heffalump metaphor has an endearing and lasting place in contemporary entrepreneurship theory:
The Heffalump is a large and rather important animal. He has been hunted by many individuals using various ingenious trapping devices, but no one so far has succeeded in capturing him. All who claim to have caught sight of him report that he is enormous, but they disagree on his particularities. Not having explored his current habitat with sufficient care, some hunters have used as bait their own favourite dishes and have tried to persuade people that what they have caught was a Heffalump. However, very few are convinced and the search goes on (p. 1).

How does this fable apply to the teaching of entrepreneurship? There are a myriad of interpretations of “entrepreneur” and teachers should resist the temptations to hunt down definitions. As the research field develops, maybe clear sightings will help describe entrepreneurial traits. Meantime I advise concentration on replicating the habitat, the entrepreneurial thinking, that best suits the development of these creatures.

Act 1: Scene 2

The Blind Men and the Elephant John Godfrey Saxe (1816-1887)

It was six men of Indostan to learning much inclined, who went to see the Elephant (though all of them were blind); That each by observation might satisfy his mind.

The First approached the Elephant, and happening to fall against his broad and sturdy side, at once began to bawl: “God bless me! but the Elephant is very like a WALL!”

The Second, feeling of the tusk, cried, “Ho, what have we here; So very 
round and smooth and sharp? To me ‘tis mighty clear this wonder of an
Elephant is very like a SPEAR!”

The Third approached the animal, and happening to take the squirming
trunk within his hands, Thus boldly up and spake: “I see,” quoth he, “the
Elephant is very like a SNAKE!”

The Fourth reached out an eager hand, and felt about the knee “What most
this wondrous beast is like a mighty plain,” quoth he: “‘Tis clear enough
the Elephant is very like a TREE!”

The Fifth, who chanced to touch the ear, said: “E’en the blindest man can
tell what this resembles most; Deny the fact who can. This marvel of an
Elephant is very like a FAN!”

The Sixth no sooner had begun about the beast to grope, than seizing on
the swinging tail that fell within his scope, “I see,” quoth he, “the Elephant
is very like a ROPE!”

And so these men of Indostan disputed loud and long. And so these men
of Indostan disputed loud and long, Each in his own opinion exceeding
stiff and strong, Though each was partly in the right, and all were in the
wrong!

ACT 1: Scene 3: PREPARING FOR THE HUNT

PRELUDE:  Diamonds on the soles of her shoes: Paul Simon

Johnny Clegg and Savuka: Scatterlings of Africa

Willie Nelson: Slow Dancing
Heffalumps stray from the path

Creativity in entrepreneurship can be taught through planning for the hunt. But a good plan alone will not make for success sightings; it is by letting go of plans that life is breathed into the task ahead. It is tempting to try to rein in the herd of creativity, yet too much planning merely traps the mediocre. Don’t confine creativity with a rigid plan. Heffalumps trample fences when hemmed in and then the prospect of a sighting is diminished.

To glimpse the entrepreneurial path of the heffalump, you have to hunt in all terrains. Your creative endeavours can never be thoroughly mapped out ahead of time. Figure out when its time to start and have a rough map of the terrain but be prepared for losing the map. You have to expect a suddenly altered landscape, the change in plan, the accidental spark. See it as a spark of luck rather than a disturbance to your perfect scheme.

You need to graduate in the art of recovery from failure. Glimpses of the heffalump occur as you enhance your tolerance for ambiguity and failure—and make space for adversity. Creativity is about “adjusting sails when the wind changes.” For outdoor weddings, wedding planners have a tent on standby incase it rains. Entrepreneurship skills surface through adversity. Habitually creative people are always lucky and get back on the right path.

Because the heffalump lives outside the box, you first have to get a box!

The creative heffalump is always sleeping inside the box or active outside. In this box
(file or computer) is stored your essence. It makes you tick! It does not have to be a complicated box. It is often just a simple box with your art, everyday snippets of conversation, notes from mentors and about heroes and pictures of nature. Collect inspiration; gather it together with no pressure to create. The list is your strengths, experiences and passions. Your box, like mine, may contain music, dance, tales of joy and despair. It serves no purpose for you to measure the potential of what is inside your box against the contents inside someone else’s. In my box go media clippings and scribbles and drawings and lists of supplies that I might require and resources I have and notes to myself.

The box reveals where the journey of the hunt for the heffalump will start – and continue for a lifetime - although the mode of transportation may change many times. Twyla Tharp (2003) says “learn to respect your box’s strange and disorderly ways. As a repository for half-baked inspirations and unformed aids, the box can seem to be a haphazard tool while you are filling it. But when you want to go back and make sense of your path, every step in there is to be found, and the order emerges if only in hindsight. A box is proof that you have prepared well. If you want to know how any creative project will turn out, your box’s contents are as good a predictor of success or failure as anything I know (p. 90).

The box is not a substitute for creativity. It is not there to be incorporated in a linear plan. It is too raw and merely an index system of your preparation to be innovative. It is a springboard. The better you know yourself, the more you will play to your
strengths. It is a box with a spring lid and you must open it for the gene to appear. Twala Tharp (2003) again “sadly some people never get beyond the box stage in their creative life.” She lists how weeks months years pass with no creative action–tons of research but never enough to start the process. Trapped in the box.

I appear over and over again in my box. All of my entrepreneurial activities are out of my box. I venture outside the box knowing what makes me unique and energized. What always catches my interest? What was always in my box? The box connects to the entrepreneurial venture ahead. When it’s there in the box and I can feel a circle forming around me - I can “think outside the box.”

All of my entrepreneurial ventures stripped down involve the renovating gene appearing. This is how I reveal myself as an entrepreneur. For inspiration for a speech or venture I look through clippings and my 100 current pieces of music and keep an ear on the radio when traveling by car–and add new tracks in the box. Music and dance are always in my box. So too is the story of not liking where I lived as a child. In my entrepreneurial activities I renovate to ensure the full beauty of my surroundings. “What drives me crazy makes me great”–being discontented with my surroundings has been my lifetime’s essence. I renovate: wherever I live. I have renovated properties in Johannesburg, SA, Theatres, Main Streets, old buildings in rural Saskatchewan and Alberta; The 8th floor of the Bessborough Hotel, the Red Barn in Oyen. If I am starting a new entrepreneurial venture my box indicates both the path and my success ahead. I have learned from my experiences–as do all entrepreneurs.

Act 2: ENTER THE HERO
DUETS: Flight of the bumblebee: Rymskykorsachov

*The leader in every herd of heffalumps*

The matriarchal heffalump, the queen bee in a hive, the kingpin, the cock of the walk, the dominant male in the pack – this is the anchor for the group. In intrapreneurship there is always a dominant CORE business. It anchors the young and weak and fledglings and together the group stays strong. IBM, Microsoft, Hewlett Packard all appreciate that keeping the main business focus strong protects new innovation and, in turn, new innovation keeps the group current and relevant. A CORE business/job is not a “maybe that will work/make enough etc. “It is something you know can pay the bills and allow the intrapreneurs to risk in a safer environment. As a loosely coupled system with creative spaces, team work and experimentation, the core business provides an ongoing learning and economic development framework for fledgling entrepreneurs to simultaneously have an outlet for individual enterprise, creativity and expression as they launched their own business concepts without major financial risks.

Umuntu Umgumuntu Ungubantu: A person is a person through other persons.

Picture here of Ubuntu circle

Youtube: Music of Stand by me

While this kind of spirit has been eroded over the past few decades, it still exists in many relationships. You will still get out to sea on occasions with a fledgling venture but the core anchors you and always provides a safe place to land. Working together strengthens the whole.

In the context of an interwoven set of considerations, this time heffalumps can be likened
to a bee colony, wherein the experiences convey the paradox of entrepreneurship—the seemingly lone activity that thrives with cooperation and interdependence.

Using analogies with animals this time of a racehorse in my 2003 book “Dance to the beat of your own drum” …“It benefits no one if I chop up the racehorse into little pieces and give each person a piece. However, if one person takes the responsibility of feeding and watering the animal and another takes in the task of exercising it, another sees to its medical needs, and I train it for race day, then all share in the prize money. Nonetheless I continue to “own” the racehorse. It is my racehorse. It is the ownership of this racehorse that motivates me to generate the economic activity that benefits so many others – and their efforts benefit me.”

With many small/new and untested ideas clustered together around the core ensuring that the overheads are paid – you have produced a hive of intapreneurship. Hives are simply described as groups of start-up entrepreneurs who work around an established core business or “queen bee” who provides low overheads alongside mentorship. With low risks, instead of the high ones associated with entrepreneurship start-up, and a support structure that reinforces the notion that failure is education, fledglings are more likely to dream of soaring and, thereby, make tentative steps upward (Coneys, 2003).

Entrepreneurs don’t look for the one great idea to present on Dragons Den and make their fortune … they try grouping all the little odds and end to form a great idea…and regroup when it looks like a bad idea. I only get great ideas after a few months of living in the choreography of the first steps. I have never had “the great idea” at the
outset. I have followed the passion in my box, failed and regrouped … or got lucky! How
do you get these ideas? Like the bumble bee you can find “nectar” everywhere. Travel,
look in your box, listen and be alert with the focus of the cluster. Ideas appear in many
forms: big ideas, little ideas, crazy ones and sensible ones. Make them all petals grouped
around the core. Sometimes you don’t really have a good idea until you group together
lots of little ideas.

I use spider web analogies when explaining intrapreneurship. There is the
management of the symbolic when I suggest that entrepreneurship/intrapreneurship be
seen, in metaphor, as a web of connectivity. Helgesen (1995) is credited with describing
an architectural web formation for some organizations. This is more circular than
hierarchical. In Helgesen’s metaphor the web’s architect has the role of a spider spinning
new threads of connectivity.

One day a new zoo keeper arrived in town. He was enthusiastic to
maximize the potential of the zoo and decided to manage well by calling
all the animals together and explaining his plan for increased productivity.
The elephant eagle and lion were very keen and cooperative and saw the
merit in the introduction of running, swimming climbing and flying
lessons. The zookeeper explained that if everyone participated and tried
their best, these new skills could be learned and equality would result. The
elephant tried hard to improve his running, but did tend to crowd the
space, He hated climbing lessons, and the instructor said on his report “the
elephant is obstinate and needs remedial classes urgently” the picture
painted by the flying instructor was even worse “the elephant has great potential with his large ears but is obviously scared to get off the ground.”

The eagle was brilliant at flying and was about to be made an instructor but has not been seen since his swimming lesson. The lion had climbed a tree to eat the running instructor. The zookeeper shook his head in disgust, resigned and applied to work in another town at another zoo that he felt had more potential for his wonderful plan.

Act 3 Scene 1: ENTER THE HUNTERS

QUARTET: Kenny Rogers: The Gambler

   Tubthumping: Chumbawumba

   Ladysmith Black Mabaso: Shosholoza! (Chorus)

   Sarah Bereilles: Brave

Heffalump hunters have a memory for patterns

All entrepreneurs find patterns. You can learn to spot patterns. Some have a knack for this more than others. But practice makes us all better. Fractals.


Painted hands

Heffalump hunters learn the rituals of the herd

A ritual according to the Oxford English Dictionary is “a prescribed order of performing religious or other devotional services.” Composers, chefs, painters, writers, athletes, develop routines. Entrepreneurs have rituals. Twala Tharp (2003) has rituals and
guides “Thinking of creativity as a ritual has a transforming effect on the activity” (P. 15). She advises that you must have things you do! What makes it a ritual is that you do it without questioning the need. Dancers warm up… some people go to church every Sunday… “A lot of habitually creative people have preparation rituals linked to the setting in which they choose to start their day. By putting themselves into that environment, they begin their creative day.” (P.16).

All preferred working states, no matter how eccentric, have one thing in common: When you enter into them, they impel you to get started. It is Pavlovian: follow the routine, get the creative payoff. I have rituals and like an athlete I warm up before embarking upon or expanding a business venture. I dance Shosholoza! as a part of my routine. The dance is to prepare the warrior. Rituals have always seduced primitive tribes into believing they could control the uncontrollable. No one faces a creative endeavour without fear. If my dance is sluggish, I am not ready to start a new venture or add complexity to the current one. If I can feel myself moving powerfully I know I have the energy and spirit to face the challenges and uncertainty ahead. If I am strong I can stay self-employed. I dance to Helmut Lotti or Ladysmith Black Mabaso’s Shosholoza! and wait for the creative energy to arise. If it does, then I know I am on track to find a way to succeed …or at least not get hopelessly lost! I say Shosholoza! and my mind moves forward in time with my body. Sometimes a gentle sway sometimes the rhythmic pounding along the rails of a train going fast sometimes the force and strain of pulling heavy carriages up a mountain path. Always movement and the philosophy of Ubuntu. And I dance my displeasure and my joy and triumph. I am a warrior. I have lots of scars.
All good warriors do and wear them as badges of honour. Shosholoza!

Another ritual of mine is to “sleep on” a new venture idea. I write lists …and then let a myriad of ideas percolate until I see a pattern I recognize. Another ritual is to play the Gayatri Mantra when I am in tough terrain. Before starting a performance or keynote presentation I play Johnny Clegg and Jaluka. Many years ago my business mentor taught me his ritual of taking three weeks holidays at a time. One is to unwind, one is to relax and enjoy the holiday …and the third is to allow the creative process to start. This has become a ritual I follow. What is your ritual?

Heffalump hunters are tenacious and loyal.

Heffalumps survive on determination more than dollars! Yogi Berra once for Christmas told his father, I want a baseball, bat and glove. His good father said I will give you one of the three and if you are serious about baseball you will figure out a way to get the other two. All of my ventures have been supposedly “under funded” so I have decorated buildings from nuisance grounds … “Successful people do what unsuccessful people wont do.” Your first task as an entrepreneur is to do something to raise the dollars to then do something! “Do be do be do be do” Sing it! Get a job and use surplus to fund the entrepreneurial venture …you get creativity from the process.

Then all you need is insane commitment! The fable of The Chicken and the Pig is about commitment to a project or cause. When producing a dish made of ham and eggs, the pig provides the ham - which requires his sacrifice and the chicken provides the eggs - which are not difficult for it to produce. Thus the pig is really committed in that dish while the chicken is only involved. You need to “hang out” until you find a project that
inspires you to commit. Without passion and commitment, all the skill in the world won’t
lift you above the mediocre. Without skill, all the passion and commitment in the world
will leave you eager but floundering. Combine the two …that’s the switch that the
heffalump understands. In the grind of total passion and commitment, the heffalump
always uses the touchstone of the stonecutter. This refers to a quote from 19th century
social reformer, Jacob Riis,

When nothing seems to help, I go and look at the stonecutter hammering
away at his rock, perhaps 100 times without so much as a crack showing
in it. Yet at the 101st blow it will split in two, and I know it was not that
blow that did it, but all that had gone on before.

Sometimes, we all get frustrated because we’ve been trying to get a breakthrough
in a certain area of life. We don’t seem to be making any progress. Sometimes, we feel
inadequate because we see the abilities of others and don’t think that we can ever reach
their standard of excellence. But what we see is the end product of years of hard work
and practice. So don’t get demoralized, and remember the stonecutter and keep
hammering away. Sometimes, we look at life and wish that it was easier. If only we got
every job that we applied for, made a sale with every pitch, got the answer we were
looking for with every question we asked or lost weight every time we went to the gym.
It doesn’t work like that. Remember the stonecutter and keep hammering away. Success
doesn’t come to those who try to break the rock and give up after one or two attempts. It
comes to those who keep going until they finally get the breakthrough that they were
after. Entrepreneurs remember the stonecutter and keep hammering away.
SHOSHOLOZA! … and you will get a lucky sighting

Luck is a skill. Gary Player is often quoted; “The more I practice, the luckier I get” Woody Allen says that in show business 80 per cent of success is just showing up. I always get lucky! But until that luck appears I am hammering away cleaning toilets, doing everything and anything - stocking the warehouse, negotiating with vendors, developing products, designing an ad campaign, closing a deal, placating an unhappy customer … doing it myself before I get the dollars and the chance to employ others and delegate.

Twyla Tharp (2003) describes the first time that she worked with Jennifer Tipton, the lighting designer. It was on her very first ballet. There was a moment in the piece when she told Jennifer that the lights would have to be turned off to allow a concealed exit. “No I wont” Jennifer said - “get yourself off stage.” Since then Twyla has never counted on lighting or anything else to do her job for her and she creatively gets her dancers off stage. You always go to Plan B and not sit embarrassed with a spotlight on you. Creative solutions come at that point when you are faced with adversity. And there will be adversity.

*Hunters are prepared to fail many times before they glimpse the heffalump*

Every creative person has to deal with failure because like death and taxes, it’s inescapable. I am not romanticizing this. As a speaker I have often felt naked on stage as a presentation is not understood or appreciated by an audience. Comedians face this every time the audience does not respond well to their jokes. It is humiliating but there is also therapy in failure … I get knocked down but I get up again. Someone said that the trick is
to get up just one more time than you have been knocked down!

Good failures are ones no one sees. (Quote from Barnham) “If it is not a success - tell no one …if it is a success - tell everyone.” First drafts get discarded, Mimi Paul fell down, Michael Jordan misses baskets. I have given terrible speeches! When you fail in public you are forcing yourself to learn a whole new set of skills: skills of survival. Entrepreneurs survive an average of 7 failed ventures! Jerome Robins… “you do your best work after your biggest disasters.” Bobby Jones, the golfer, “I never learned anything from a match I won.” After a certifiable failure I lick my wounds for a while, in a dark mental space of recrimination and embarrassment where poor reviews are painful to bear, but then I get a burst of energy to Shosholoza! My body knows that its time to get back. It says, “Monica, fix it. Do it differently. Be brave again” The good news is that life always gives second chances. Give yourself marks for assessing failure, changing plans, regrouping, changing partners and get full marks for starting again – or giving up on an idea! A math professor at Williams College bases 10 percent of his students’ grades on failure. Mathematics is about new ideas, new formulas, theorems approaches and knowing that the majority will end in dead ends. To encourage his students not to be afraid of testing their quirkiest ideas in public, he rewards rather than punishes them for coming up with the wrong answers. I do that to myself. I have a PhD in failure.

Act 3 Scene 2: **THE HUNT**

**TRIO:** Gayatri Mantra

Dancing in the dark: Bruce Springstein

*Heffalump hunters have to develop the ability to fly*
The Parable of the Trapeze

Turning the Fear of Transformation into the Transformation of Fear
by Danaan Parry

Sometimes I feel that my life is a series of trapeze swings. I’m either
hanging on to a trapeze bar swinging along or, for a few moments in my
life, I’m hurtling across space in between trapeze bars.

Most of the time, I spend my life hanging on for dear life to my trapeze-
bar-of-the-moment. It carries me along at a certain steady rate of swing
and I have the feeling that I’m in control of my life.

I know most of the right questions and even some of the answers.

But every once in a while as I’m merrily (or even not-so-merrily)
swinging along, I look out ahead of me into the distance and what do I
see? I see another trapeze bar swinging toward me. It’s empty and I know,
in that place in me that knows, that this new trapeze bar has my name on
it. It is my next step, my growth, my aliveness coming to get me. In my
heart of hearts I know that, for me to grow, I must release my grip on this
present, well-known bar and move to the new one.

Each time it happens to me I hope (no, I pray) that I won’t have to let go
of my old bar completely before I grab the new one. But in my knowing
place, I know that I must totally release my grasp on my old bar and, for
some moment in time, I must hurtle across space before I can grab onto

Just leap!
the new bar.

Each time, I am filled with terror. It doesn’t matter that in all my previous hurtles across the void of unknowing I have always made it. I am each time afraid that I will miss, that I will be crushed on unseen rocks in the bottomless chasm between bars. I do it anyway. Perhaps this is the essence of what the mystics call the faith experience. No guarantees, no net, no insurance policy, but you do it anyway because somehow to keep hanging on to that old bar is no longer on the list of alternatives. So, for an eternity that can last a microsecond or a thousand lifetimes, I soar across the dark void of “the past is gone, the future is not yet here.”

It’s called “transition.” I have come to believe that this transition is the only place that real change occurs. I mean real change, not the pseudo-change that only lasts until the next time my old buttons get punched.

I have noticed that, in our culture, this transition zone is looked upon as a “no-thing,” a no place between places. Sure, the old trapeze bar was real, and that new one coming towards me, I hope that’s real, too. But the void in between? Is that just a scary, confusing, disorienting nowhere that must be gotten through as fast and as unconsciously as possible?

NO! What a wasted opportunity that would be. I have a sneaking suspicion that the transition zone is the only real thing and the bars are illusions we dream up to avoid the void where the real change, the real growth, occurs for us. Whether or not my hunch is true, it remains that the
transition zones in our lives are incredibly rich places. They should be honored, even savored. Yes, with all the pain and fear and feelings of being out of control that can (but not necessarily) accompany transitions, they are still the most alive, most growth-filled, passionate, expansive moments in our lives.

We cannot discover new oceans unless we have the courage to lose sight of the shore. Anonymous

So, transformation of fear may have nothing to do with making fear go away, but rather with giving ourselves permission to “hang out” in the transition between trapezes. Transforming our need to grab that new bar, any bar, is allowing ourselves to dwell in the only place where change really happens. It can be terrifying. It can also be enlightening in the true sense of the word. Hurtling through the void, we just may learn how to fly.

From the book Warriors of the Heart by Danaan Parry.

Always keep trying something new. Keep being inexperienced! I like being inexperienced. My life is filled with Plan Bs and Cs and D’s. In “A book of five rings” the 16th century swordfighter Miyamoto Musashi counseled

“Never have a favourite weapon. Warriors know they need to enlarge their arsenal of skills in order to avoid becoming predictable to their adversaries”

Having more than one path is no different with entrepreneurial creativity. The stakes are somewhat less than life and death but still risky! Just keep leaping!
Mark Johnson’s complete book: *The Meaning of the Body: Aesthetics of Human Understanding* discusses the ways in which entrepreneurship as well as the teaching of it, could be an art that puts one in touch with the creative processes of the body. His work and that of Twyla Tharp (2003) explains that forms of body-based art can also be aligned with structures of the marketplace. Twyla Tharp finds patterns and then translates the patterns into dance steps. She says, “I work with coins because they’re readily at hand and shuffling them around is a nifty approximation of the bodies I do in the studio.” I say that I “dance in the dark” (Bruce Springsteen) to find patterns. Out of a seeming muddle in the economy and business opportunities, I find patterns and then “have a knack” for problem solving and sleuthing. If I had not gone down the renovating path in this entrepreneurial era, might I have been a decoder in WW2 or worked for MI6 or the FBI as a criminal profiler? I know things. I tell the entrepreneurial story through music and dance and experiential exercises - with the patterns I see and feel. I have to dance the steps of the entrepreneur who knows that inside each muddle is a sense of order. When property prices in USA dropped to rock bottom, I had seen that pattern before in South Africa. It was time for me to buy. The dance steps are my entrepreneurial spirit.

**GRANDE FINALE: THE PRIZE – HUNTING KIT**

Going to the zoo

Dem bones

Shosholoza! Helmut Lotti

**CHORUS: Full cast**
Now you understand the heffalump and its habitat you are ready to hunt. You will, of course, require a hunting kit! What is required is the knowledge of the science of entrepreneurship, gained via a traditional and linear accumulation of hunting skills and knowledge of the terrain. Then you require the first hand experience of the art of the entrepreneurial spirit, thinking and process! Paul Auster in his essay “Why Write” tells the tale of meeting his baseball hero Willie Mays. When asking for his autograph, Mays responded, “Sure kid, sure. You got a pencil?” Needless to say Auster did not have a pencil, nor did his parents … and Mays said “Sorry, kid, Ain’t got no pencil, cant give no autograph.” Auster has always had a pencil since then. Like writers, hunters of the entrepreneurial heffalump build toolkits. To start the hunt of the heffalump I am offering you a basic kit… SEE APPENDIX A … but you will need to add your own artistry guile and cunning if you are to catch a glimpse – and then trap one of these mysterious creatures.