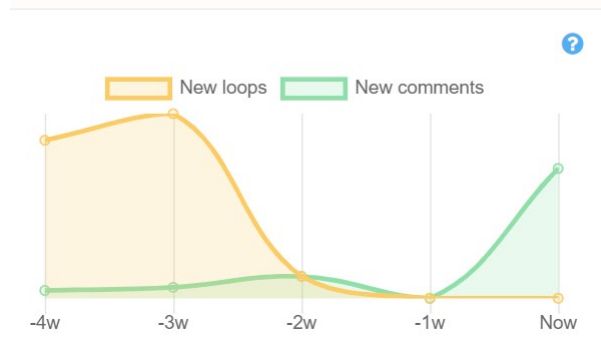
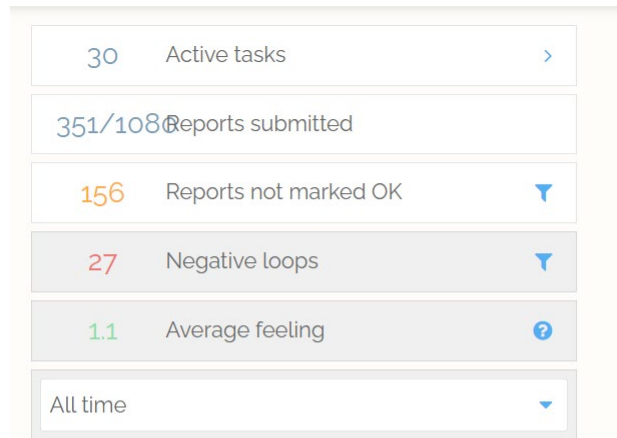


S-PERSON INTERACTION WORKSHOP - SPRING

WHAT HAVE YOU BEEN UP TO, AND WHAT CAN WE
LEARN FROM THIS?

Martin Lackéus, researcher at
Chalmers University of Technology, Sweden



FIRST, LET'S RECAP

MY MAIN PURPOSE WITH THIS MODULE

- Help you become skilled initiators of **explorative conversations** with lots of experts, potential partners or potential customers
- Your aim is to connect on a deep level with other human beings
- The best: **In-person** synchronous oral communication in a meeting room
- Second best: **Video-based** synchronous oral communication
- Third best: **Phone-based** synchronous oral communication

30 INTERACTION CHALLENGES IN LOOPME.io

- N1: Discuss your unique value proposition with an S-person
- N2: Communicate with an S-person through social media
- N1: Present your visionary dream to an S-person
- N2: Use video to communicate with an S-person
- N1: Educate a potential customer in the field

NOVELTY

- V1: Test five hypotheses on five potential customer S-persons
- V1: Build a prototype and get good feedback from an S-person
- V2: Get a deal for a product / service / pilot delivery signed
- V1: Conduct a listen-in interview with an S-person
- V2: Talk to a potential and established competitor
- V2: Sell a pilot project to a paying S-person
- V1: Tell a compelling story to an S-person
- V2: Deliver real value to an S-person
- V2: Talk to one hundred S-persons
- V1: Explore the value chain
- V2: Send an invoice

LEARNING

- L2: Re-call five S-persons in one day
- L1: Scan the world and strike up a dialog
- L1: Quantify and validate the value you can create
- L1: Ask an S-person for something and get rejected
- L1: Discuss price issues with a potential customer
- L1: Discuss value creation in your industry with an alumni
- L1: Discuss with two other teams around S-person interaction
- L1: Experience an emotional setback related to an S-person



VALUE FOR OTHERS

- A1: Be quite personal with an S-person
- A2: Immerse yourself in a deep tech lab
- A1: Get something for free from an S-person
- A2: Pitch to a REAL investor asking for REAL money
- A1: Pitch something you care deeply about to an S-person
- A2: Ignore feedback from an S-person based on conviction

AGENCY

TODAY'S FOCUS:

YOU WILL BE MY CO-RESEARCHERS.

A neo-Humboldtian approach to teaching for meaningful learning at the university

Sarah Robinson, Aarhus University, Denmark

Wes Shumar, Drexel University, USA

Martin Lackéus, Chalmers University of Technology, Sweden

"The paper explores a modern version of Humboldt University's emphasis on research being a co-creative endeavour between teachers and students."

"When teachers lead a co-creative endeavor with their students to develop new knowledge in the teacher's field of expertise, it imbues the students with a strong feeling of meaningfulness."

"This allows the students to become more engaged and motivated, thus triggering deeper learning"



TODAY'S FOCUS:

YOU WILL BE MY CO-RESEARCHERS.

Today's research for us to co-explore:

Purpose: Explore how people become more entrepreneurial.

RQ1: What do people learn from being given action-reflection challenges to interact externally?



TODAY'S FOCUS:

YOU WILL BE MY CO-RESEARCHERS.

Today's research for us to co-explore:

Purpose: Explore how people become more entrepreneurial.

RQ1: What do people learn from being given action-reflection challenges to interact externally?

RQ1a: What is the unique contribution (if any) of these action-reflection challenges, in terms of unique difference this format makes for learning?

RQ1b: What is the unique contribution (if any) of the written reflection part followed by feedback / discussion?

RQ1c: What do students learn from more difficult such challenges?

RQ1d: What more action-reflection challenges can we come up with?

RQ1e: What is the role of emotions in the development of entrepreneurial competencies?



I'VE PREPARED THREE NEW
REFLECTION TASKS IN
LOOPME FOR YOU TO
RESPOND TO TODAY

AS YOU ANSWER THESE,
YOU WILL HELP ME
PRODUCE HIGH-QUALITY
DATA ON THE RQs

The screenshot shows the LoopMe interface with the following elements:

- Navigation Bar:** LoopMe, FEED, GROUPS, LIBRARY, SUPPORT.
- Breadcrumbs:** LoopMe / EBD 22-23 ES Study / Tasks / Manage.
- Menu:** Home, Tasks, Tags, Members, Analytics.
- Question 1 (RQ1a+b):** "What is the unique contribution of action-reflection challenges?"
 - Buttons: Hidden, Published, Archived, Edit, Delete.
 - Text: "Go back to your reflections upon the 10 challenges you picked. Read your reflections again briefly. Then, reflect upon what you learned from the 30 action-reflection challenges. Why did you learn this? Try to articulate the unique contribution of these action-reflection challenges - what would you NOT have done - learned if you had not been given these challenges? What insights would you NOT have developed? What IS the difference with this particular pedagogical set-up?"
 - Follow up question: "What is the unique contribution of the WRITTEN reflection part followed by feedback / discussion?"
- Question 2 (RQ1c+d):** "What do people learn from more difficult challenges?"
 - Buttons: Hidden, Published, Archived, Edit, Delete.
 - Text: "Reflect upon the following research question. Motivate / explain your answers - WHY do you think that is the case?"
 - Text: "What do people learn from more difficult action-reflection challenges?"
 - Text: "Could be ignoring feedback, talking to competitors, immersing yourself in a deep-tech lab, talking to 100 people, delivering REAL value, pitching for REAL money, getting a deal, re-calling people, selling a pilot project, sending an invoice."
 - Text: "Relate these activities to further development of competencies such as (but not only) increased self-confidence, increased perseverance, ability to acquire resources, ability to cope with uncertainty, vision ability."
 - Text: "Please feel free to state your point(s) by exemplifying from your entrepreneurial practice."
 - Follow up question: "Please propose a new action-reflection challenge that is difficult"
- Question 3 (RQ1e):** "What role did emotions play for your learning?"
 - Buttons: Hidden, Published, Archived, Edit, Delete.
 - Text: "Think about all the challenges completed here, and all the reflection you did upon them (written and orally). Then pick a couple of perspectives from the below questions and reflect upon them deeply."
 - Text: "What role did positive emotions play for your learning?"
 - Text: "What role did negative emotions play for your learning?"
 - Text: "What role did successes and winning play for your learning?"
 - Text: "What role did setbacks and failures play for your learning?"
 - Text: "What role did emotional intelligence play for your learning?"
 - Text: "What role did healthy venting play for your learning?"
 - Text: "What role did coping with emotions play for your learning?"

TODAY'S PROGRAMME

- 9-9.45 What is the **unique contribution** of action-reflection challenges?
- 10-10.45 What do we learn from more **difficult** challenges?
- 11-11.45 What is the role of **emotions** here?

TODAY'S PROGRAMME

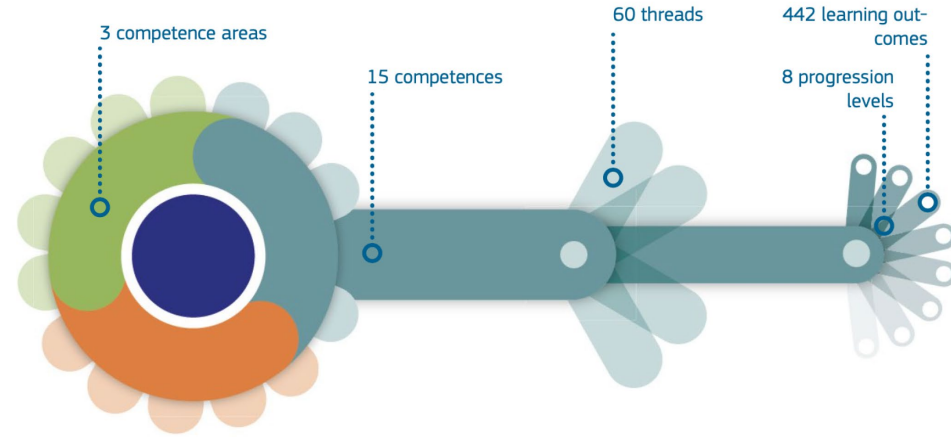
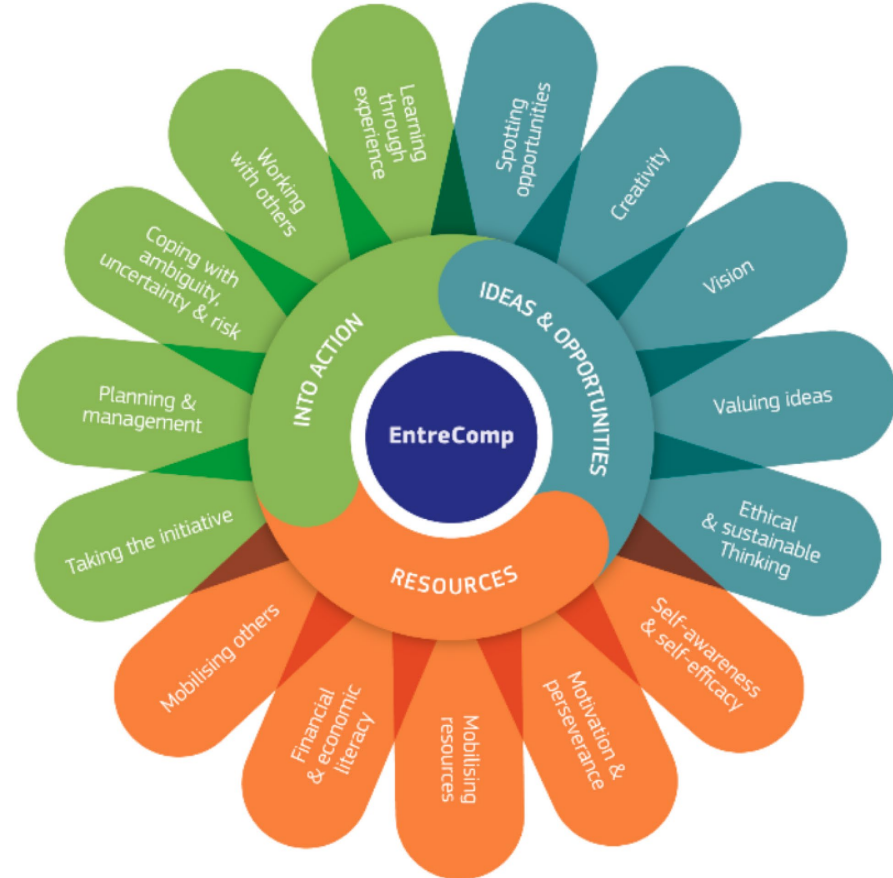
9-9.45 What is the **unique contribution** of action-reflection challenges?

10-10.45 What do we learn from more **difficult** challenges?

11-11.45 What is the role of **emotions** here?

WHAT ENTREPRENEURIAL STUFF CAN WE LEARN?

Rațiu, A., Maniu, I., & Pop, E.-L. (2023). EntreComp Framework: A Bibliometric Review and Research Trends. *Sustainability*, 15(2), 1285.



I WANT TO MOBILISE

I WANT TO CREATE VALUE

I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

WHAT ENTREPRENEURIAL STUFF CAN WE LEARN?

Table 2. Entrepreneurial competencies. Framework outlining some key entrepreneurial competencies and their relation to cognitive and non-cognitive competencies. Adapted from (Lackeus, 2014).

	Main theme	Sub themes	Primary source	Interpretation used in this report
Cognitive competencies	Knowledge	Mental models	(Kraiger et al., 1993)	Knowledge about how to get things done without resources, Risk and probability models.
		Declarative knowledge	(Kraiger et al., 1993)	Basics of entrepreneurship, value creation, idea generation, opportunities, accounting, finance, technology, marketing, risk, etc.
		Self-insight	(Kraiger et al., 1993)	Knowledge of personal fit with being an entrepreneur / being entrepreneurial.
	Skills	Marketing skills	(Fisher et al., 2008)	Conducting market research, Assessing the marketplace, Marketing products and services, Persuasion, Getting people excited about your ideas, Dealing with customers, Communicating a vision.
		Resource skills	(Fisher et al., 2008)	Creating a business plan, Creating a financial plan, Obtaining financing, Securing access to resources
		Opportunity skills	(Fisher et al., 2008)	Recognizing and acting on business opportunities and other kinds of opportunities, Product / service / concept development skills
		Interpersonal skills	(Fisher et al., 2008)	Leadership, Motivating others, Managing people, Listening, Resolving conflict, Socializing
		Learning skills	(Fisher et al., 2008)	Active learning, Adapting to new situations, coping with uncertainty
		Strategic skills	(Fisher et al., 2008)	Setting priorities (goal setting) and focusing on goals, Defining a vision, Developing a strategy, Identifying strategic partners
Non-cognitive competencies	Attitudes	Entrepreneurial passion	(Fisher et al., 2008)	"I want". Need for achievement.
		Self-efficacy	(Fisher et al., 2008)	"I can". Belief in one's ability to perform certain tasks successfully.
		Entrepreneurial identity	(Krueger, 2005, Murnieks, 2007)	"I am / I value". Deep beliefs, Role identity, Values.
		Proactiveness	(Sánchez, 2011, Murnieks, 2007)	"I do". Action-oriented, Initiator, Proactive.
		Uncertainty / ambiguity tolerance	(Sánchez, 2011, Murnieks, 2007)	"I dare". Comfortable with uncertainty and ambiguity, Adaptable, Open to surprises.
		Innovativeness	(Krueger, 2005, Murnieks, 2007)	"I create". Novel thoughts / actions, Unpredictable, Radical change, Innovative, Visionary, Creative, Rule breaker.
		Perseverance	(Markman et al., 2005, Cotton, 1991)	"I overcome". Ability to overcome adverse circumstances.

Lackeus, M. (2015). *Entrepreneurship in Education - What, Why, When, How*. OECD Publishing: Paris: Background paper for OECD-LEED

EBD 22-23 ES Study			Tagged outcomes																																		
	# of challenges completed	Emotion average (from -2 to +2)																																			
			- Disappointed in myself	- Disappointed in others	- Expected a different outcome	- Out of comfort zone	- Team conflict	- Early adopter/innovator	- Laggard	- Majority (early/late)	- Dissatisfaction person	- Power person	- Receptivity person	- External S-person	- Internal S-person	- A: Better at initiative-taking	- A: Improved planning skills	- A: Improved teamwork skills	- A: Learned to learn more	- I: Better at spotting opportunities	- I: Better at valuing ideas	- I: Improved sustainability thinking	- I: Improved vision ability	- I: Increased creativity	- R: Better at coping w uncertainty	- R: Better at finances	- R: Better at mobilising others	- R: Better at getting resources	- R: Increased my perseverance	- R: Increased self-awareness	- R: Increased self-confidence	- R: More motivated					
V2: Get a deal for a product / service / pilot delivery signed	4	1.75	-	-	25%	25%	-	50%	-	-	-	-	50%	-	50%	-	-	-	-	25%	-	-	-	-	-	25%	25%	-	-	-	-	-	-	50%			
A2: Pitch to a REAL investor asking for REAL money	6	1.67	-	-	-	50%	17%	-	-	-	-	17%	-	33%	17%	-	-	-	33%	-	-	-	-	17%	33%	17%	17%	17%	-	33%	100%	33%					
V1: Test five hypotheses on five potential customer S-persons	3	1.67	-	-	33%	33%	-	33%	-	-	-	-	-	100%	33%	33%	-	33%	67%	33%	100%	-	-	67%	-	-	-	-	33%	-	-	100%					
V1: Tell a compelling story to an S-person	11	1.55	-	-	18%	27%	-	-	-	-	9%	18%	-	36%	-	27%	9%	-	27%	27%	18%	-	9%	27%	-	-	9%	18%	-	18%	45%	64%					
L1: Discuss value creation in your industry with a CSE alumni	24	1.50	-	-	4%	4%	-	4%	-	4%	-	4%	-	8%	8%	-	-	-	29%	-	4%	13%	4%	50%	38%	25%	13%	21%	21%	25%	8%	17%	17%	4%	13%	25%	63%
L2: Re-call five S-persons in one day	2	1.50	-	-	-	-	-	50%	-	-	-	-	-	-	-	-	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50%	50%			
N1: Discuss your unique value proposition with an S-person	2	1.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	100%	50%	50%		
A1: Get something for free from an S-person	23	1.48	-	-	4%	9%	-	17%	-	-	4%	9%	9%	52%	13%	30%	-	9%	4%	35%	-	4%	4%	9%	-	-	13%	57%	4%	-	26%	43%					
V2: Talk to one hundred S-persons	13	1.46	8%	8%	15%	38%	8%	-	-	-	-	-	8%	54%	31%	31%	15%	8%	23%	31%	-	-	15%	8%	31%	-	-	23%	46%	15%	38%	38%					
N1: Present your visionary dream to an S-person	11	1.36	-	-	-	18%	-	27%	-	-	-	9%	27%	45%	27%	27%	-	18%	9%	27%	9%	9%	55%	27%	-	-	18%	18%	18%	-	27%	55%					
V2: Deliver real value to an S-person	11	1.36	-	-	-	9%	-	9%	-	-	9%	36%	9%	27%	27%	36%	-	-	9%	9%	18%	-	27%	9%	-	-	36%	18%	18%	9%	45%	45%					
L1: Quantify and validate the value you can create	12	1.33	-	-	8%	8%	-	25%	-	-	8%	33%	-	8%	-	17%	-	8%	17%	42%	50%	8%	-	-	17%	-	-	8%	-	25%	33%						
V2: Talk to a potential and established competitor	25	1.32	-	-	16%	36%	4%	12%	-	4%	4%	24%	4%	56%	-	8%	-	16%	16%	44%	24%	-	12%	24%	28%	4%	12%	4%	8%	24%	16%	32%					
A1: Be quite personal with an S-person	23	1.30	-	4%	4%	22%	-	-	-	4%	4%	13%	48%	26%	9%	-	4%	13%	13%	13%	13%	4%	4%	13%	-	13%	17%	9%	39%	22%	39%						
V1: Explore the value chain	23	1.30	-	-	17%	9%	-	-	-	4%	4%	26%	65%	-	13%	17%	9%	30%	22%	13%	17%	13%	26%	-	-	39%	9%	9%	26%	43%							
A2: Immerse yourself in a deep tech lab	17	1.29	-	-	-	59%	-	-	-	-	-	-	6%	12%	12%	18%	-	6%	53%	18%	-	18%	18%	12%	29%	6%	12%	6%	12%	29%	29%						
V1: Build a prototype and get good feedback from an S-person	5	1.20	-	-	-	-	-	20%	-	-	-	-	20%	40%	60%	-	-	40%	-	40%	-	40%	80%	-	-	-	-	20%	-	-	40%						
A1: Pitch something you care deeply about to an S-person	17	1.18	-	-	12%	29%	-	-	-	-	12%	-	47%	6%	18%	6%	-	12%	18%	18%	6%	6%	6%	18%	-	-	18%	6%	18%	59%	29%						
L1: Scan the world and strike up a dialog	15	1.13	-	-	13%	20%	-	7%	-	7%	-	20%	53%	27%	13%	-	7%	27%	33%	40%	-	7%	7%	-	-	7%	7%	13%	13%	20%	53%						
L1: Discuss price issues with a potential customer	15	1.00	-	13%	7%	20%	-	20%	-	7%	-	13%	-	47%	7%	13%	-	7%	13%	27%	-	-	-	20%	13%	-	7%	7%	13%	13%	13%						
N1: Educate a potential customer in the field	8	0.75	-	-	13%	13%	-	13%	-	-	-	-	-	63%	-	38%	-	-	25%	13%	25%	-	-	-	13%	-	-	-	-	25%	25%	38%					
V1: Conduct a listen-in interview with an S-person	2	0.50	-	-	-	50%	-	-	-	-	-	-	-	100%	-	50%	-	50%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-				
A2: Ignore feedback from an S-person based on personal conviction	26	0.42	4%	12%	19%	15%	-	8%	12%	4%	4%	15%	-	46%	19%	8%	4%	8%	15%	12%	19%	4%	4%	4%	19%	4%	4%	-	27%	15%	50%	12%					
V2: Send an invoice	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
L1: Ask an S-person for something and get rejected	19	-0.16	21%	37%	63%	26%	-	-	5%	-	5%	5%	5%	47%	16%	5%	-	5%	21%	5%	-	-	-	11%	11%	-	11%	37%	11%	16%	21%						
L1: Experience an emotional setback related to an S-person	19	-0.37	11%	16%	68%	11%	5%	-	-	-	5%	11%	-	37%	11%	5%	-	5%	11%	-	5%	-	-	11%	16%	-	-	11%	37%	-	5%						
V2: Sell a pilot project to a paying S-person	2	-1.00	-	-	50%	50%	-	-	-	-	-	-	-	50%	-	-	-	-	-	-	-	-	-	50%	-	-	-	-	-	-	-	-	-				
338	1,06		8	17	55	71	4	28	4	8	8	36	27	162	42	51	12	21	73	72	58	18	39	44	48	8	24	52	44	51	95	121					
			2%	5%	16%	21%	1%	8%	1%	2%	2%	11%	8%	48%	12%	15%	4%	6%	22%	21%	17%	5%	10%	13%	14%	2%	7%	15%	13%	15%	28%	36%					

SOME INSIGHTFUL QUOTES FROM YOU ALL

DELIVER REAL VALUE

We've started to be seen as **the people with the most knowledge** about this segment. This has resulted in more and more people engaging with us

[Do] not underestimate yourself

Because if you don't believe in it yourself, why should anyone else?

We delivered on our first paying project!!!! In the end, he said, "I have never thought about this before" which is the exact indication we needed to prove that we delivered real value for him! **Rackham 100%**, I followed this theory from start to finish and it works.

we came up with a business case [that is] **very radical** to what the organization is used to. We pitched the idea to XXX who appreciated and **valued it greatly**.

This felt amazing to me. We created a situation that fulfilled the often **elusive criteria of win-win**.

PITCH FOR REAL MONEY

We successfully secured **the type of pitch this time was quite different** an investment (...). It was a great feeling, and it was due to our **extensive efforts** in market validation

Per Hultens' words echoed in my head. **"Always ask for more money"**. (...) We had already agreed to raise the bar from 120k to 200k but now I stepped well above that. I felt that the situation demanded I raise it, just to get the investor's interest.

We were all **nervous** beforehand but the setting was quite okay and we got lots of encouragement from our business coach.

They were positive to our idea but put pressure on us explaining that we needed to be more precise in **what differentiates us** from our competitors.

BEING IN A DEEP TECH LAB

It's surprising to realize that **one can learn about anything** It looked **more "normal"** than I would have expected. we felt a bit like a 'fraud'

not only get out of the building, but also **get into the right building**

I realized that I needed to deepen my **vocabulary**, since a major amount of the terms he used was something I did not understand.

At the lab, I believe we really **embraced uncertainty**

it was safe to say that we were **well out of our comfort zone**

it gave the confidence of knowing that we might know more than we think (...) this increased my motivation through giving me a **feeling of competence**

SOME INSIGHTFUL QUOTES FROM YOU ALL

GET A DEAL SIGNED

made me feel **more confident** in our solution and the feeling that we were getting somewhere.

A LOI that's not properly worded can lead to misunderstandings

This experience taught me the importance of **perseverance** and **adaptability** in the negotiation process.

you should not give up if you do not get what you want right away (...) you need to **be calm** and let the customer decide the pace

SELL A PILOT PROJECT

We learned a lot about setting and **defending a price** for a project

During the autumn, we managed to contact 49 potential customers and have meetings with 19 of them. **3 of these meetings** ended up in serious sales meetings

TALK TO 100 PEOPLE

Email is great to see how many are interested but if you have a specific store in mind it would be **better to call**.

we have likely **reached data saturation**, meaning that we have gathered a sufficient amount of data to understand the needs, desires, and pain points of potential customers.

we could consider ourselves **expert** in this very small nisch of the industry. (...) I've learned how to **get any person comfortable** with my presence and questions (...) I enjoy going outside of my comfort zone (...) The concept of "psychological safety" really applies to this situation

What I have learned (...) is to not see reaching out as something difficult [but] something that **happens naturally when being curious** and trying to move the project forward.

More external contact is always better. I'd like to summarize this in a famous quote by a Swedish guitarist: 'How can less be more? More Is More, Less Is Less. The Idea That Less Is More Is Illogical' - Yngwie Malmsten

it is not always a winner game when sending out emails, but is much more efficient to **make cold calls**.

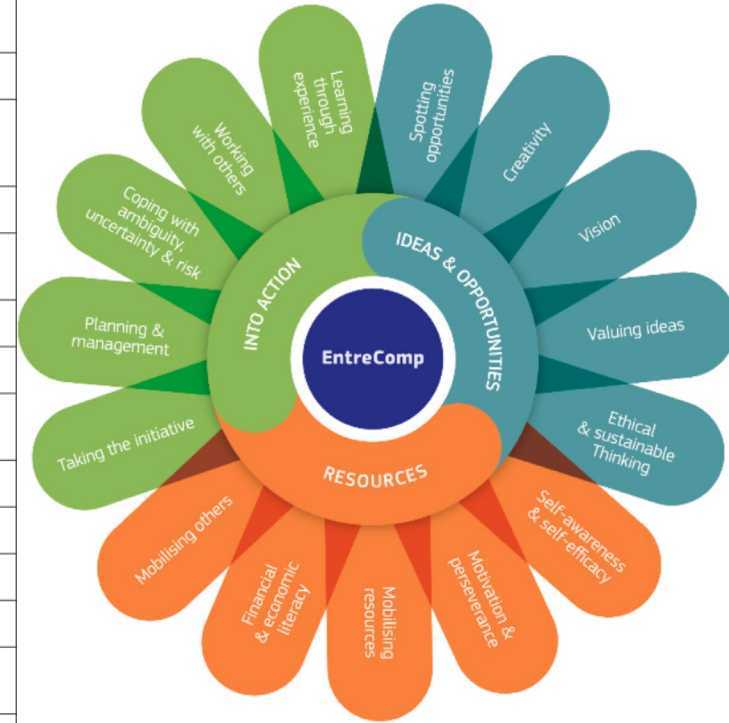
sometimes this task can be tougher in CORP settings rather than TECH - **breaches of NDAs** could have direct consequences on the individual

We got the information from UX experts that when we test usability in a prototype **it only takes 5 test persons** to understand 85 % of all the required adjustments.

WHAT DID WE LEARN FROM THESE CHALLENGES?

- Go back to your reflections, read them again. What did you learn? Why?
- Discuss in groups – What did we learn here, and why?
- Then reflect individually in the new Loopme task "RQ1a+b" I created for you

	Main theme	Sub themes
Cognitive competencies	Knowledge	Mental models
		Declarative knowledge
		Self-insight
	Skills	Marketing skills
		Resource skills
		Opportunity skills
Interpersonal skills		
Learning skills		
Strategic skills		
Non-cognitive competencies	Attitudes	Entrepreneurial passion
		Self-efficacy
		Entrepreneurial identity
	Proactiveness	
	Uncertainty / ambiguity tolerance	
	Innovativeness	
	Perseverance	



TODAY'S PROGRAMME

9-9.45 What is the **unique contribution** of action-reflection challenges?

10-10.45 What do we learn from more **difficult** challenges?

11-11.45 What is the role of **emotions** here?

WHAT WE LEARNED FROM THE HARD CHALLENGES

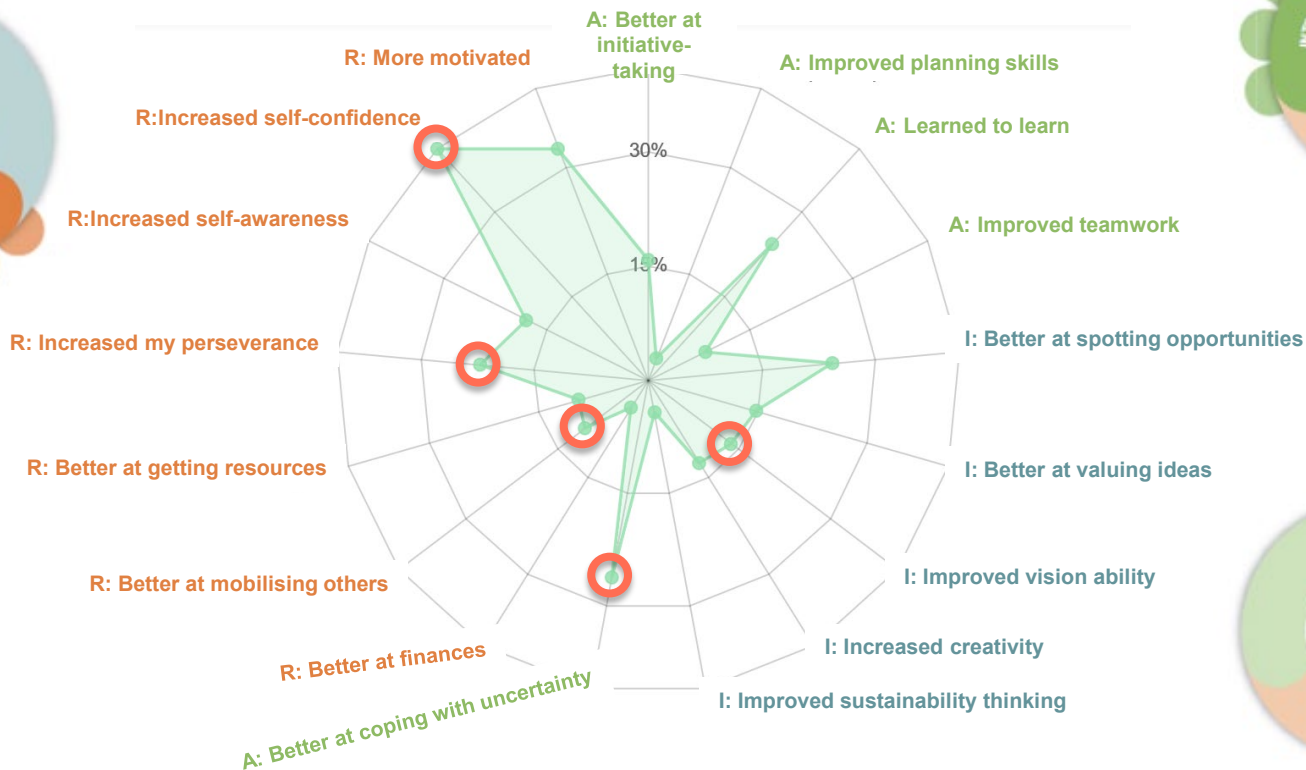
EBD 22-23 ES Study

Challenges		# of completed challenges	Emotion average (from -2 to +2)	Tagged outcomes																	
				A: Better at initiative-taking	A: Improved planning skills	A: improved teamwork skills	A: Learned to learn more	I: Better at spotting opportunities	I: Better at valuing ideas	I: improved sustainability thinking	I: Improved vision ability	I: Increased creativity	R: Better at coping w uncertainty	R: Better at finances	R: Better at mobilising others	R: Better att getting resources	R: Increased my perseverance	R: Increased self-awareness	R: Increased self-confidence	R: More motivated	
A2: Ignore feedback from an S-person based on personal conviction	26	0,42	8%	4%	8%	15%	12%	19%	4%	4%	4%	19%	4%	4%	-	27%	15%	50%	12%		
V2: Talk to a potential and established competitor	25	1,32	8%	-	16%	16%	44%	24%	-	12%	24%	28%	4%	12%	4%	8%	24%	16%	32%		
A2: Immerse yourself in a deep tech lab	17	1,29	18%	-	6%	53%	18%	-	18%	18%	12%	29%	-	6%	12%	6%	12%	29%	29%		
V2: Talk to one hundred S-persons	13	1,46	31%	15%	8%	23%	31%	-	-	15%	8%	31%	-	-	23%	46%	15%	38%	38%		
V2: Deliver real value to an S-person	11	1,36	36%	-	-	9%	9%	18%	-	27%	9%	-	-	36%	18%	18%	9%	45%	45%		
A2: Pitch to a REAL investor asking for REAL money	6	1,67	-	-	-	33%	-	-	-	-	17%	33%	17%	17%	17%	-	33%	100%	33%		
V2: Get a deal for a product / service / pilot delivery signed	4	1,75	-	-	-	-	25%	-	-	-	-	25%	25%	-	-	25%	-	-	50%		
L2: Re-call five S-persons in one day	2	1,50	-	-	-	-	-	50%	-	50%	-	-	-	-	-	100%	-	50%	50%		
V2: Sell a pilot project to a paying S-person	2	-1,00	-	-	-	-	-	-	-	-	-	50%	-	-	-	-	-	-	-		
V2: Send an invoice	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total # of challenges completed	106	1,11																			
			15	3	8	23	23	14	4	13	12	25	4	10	9	21	17	39	31		
			14%	3%	8%	22%	22%	13%	4%	12%	11%	24%	4%	9%	8%	20%	16%	37%	29%		

WHAT WE LEARNED FROM THE EASIER CHALLENGES



WHAT WE LEARNED FROM THE HARD CHALLENGES



HOW DID WE LEARN...

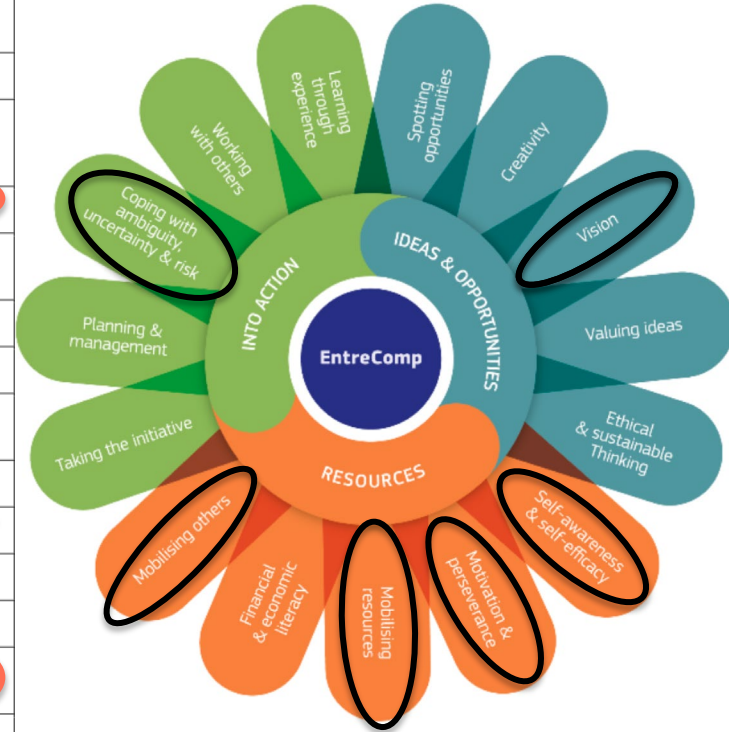
- ...increased self-confidence?
- ...perseverance?
- ...resource acquisition?
- ...coping with uncertainty?
- ...vision ability?

- Why did the more difficult challenges trigger this more?

- Discuss in groups

- Then reflect individually in the new Loopme task "RQ1a" I created for you

	Main theme	Sub themes
Cognitive competencies	Knowledge	Mental models
		Declarative knowledge
		Self-insight
	Skills	Marketing skills
		Resource skills
		Opportunity skills
		Interpersonal skills
		Learning skills
		Strategic skills
		Attitudes
Self-efficacy		
Entrepreneurial identity		
Proactiveness		
Uncertainty / ambiguity tolerance		
Innovativeness		
Perseverance		
Non-cognitive competencies		



TODAY'S PROGRAMME

9-9.45 What is the **unique contribution** of action-reflection challenges?

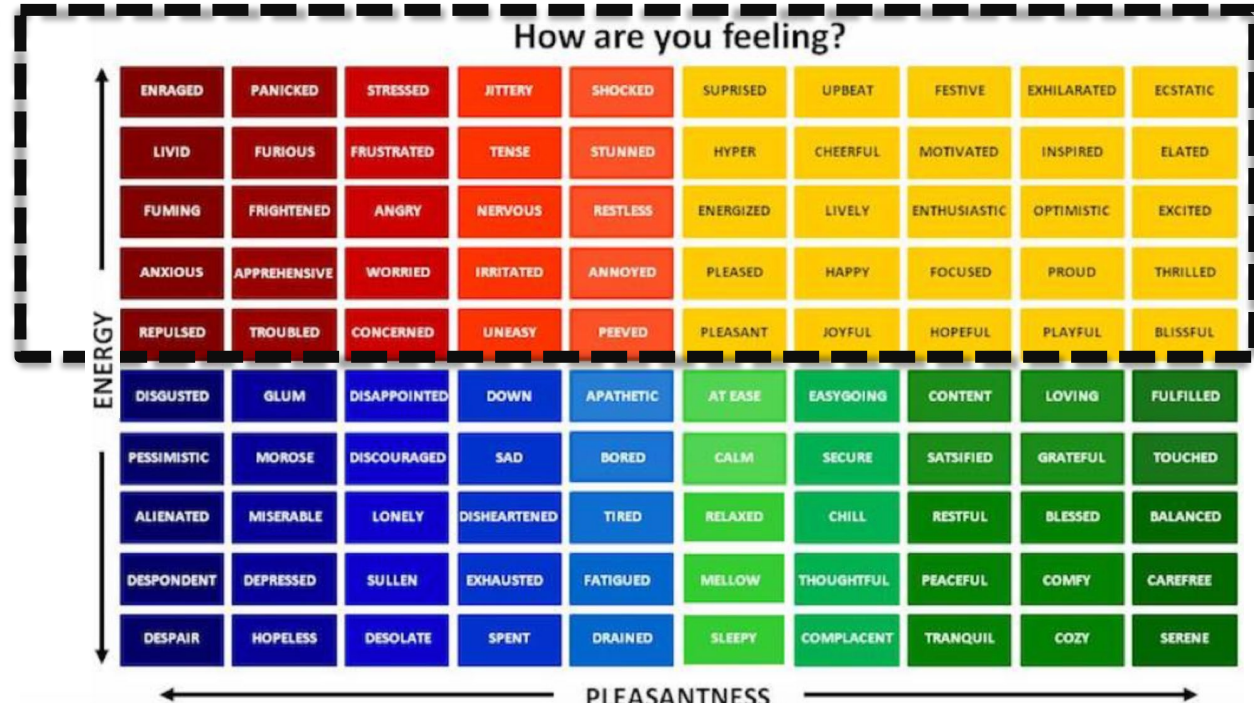
10-10.45 What do we learn from more **difficult** challenges?

11-11.45 What is the role of **emotions** here?

HOW ENTREPRENEURIAL COMPETENCIES ARE DEVELOPED

Emotional learning events...	...that trigger developed competencies.	Inner thoughts among students (stylized quotes)
Interacting with outside world	Self-efficacy Initiative-taking Marketing skills	"They actually wanted to talk to <i>me</i> " "I must act now" "I want to make a good impression"
Value creation for others	Passion/motivation Subject matter knowledge Identity	"This was fun!" "I want this to work" "I want to be more like this"
Teamwork	Self-insight	"I'm different from him/her"
Applying new knowledge in practice	Subject matter knowledge	"Now I understand and remember"
Uncertainty in learning environment	Uncertainty tolerance Perseverance	"This is not so scary after all" "I'll try again until I succeed"
Feedback and support from external people	Passion/motivation Self-efficacy	"They actually liked us!" "I could actually succeed in this!"

ENTREPRENEURSHIP IS A HIGH-ENERGY ACTIVITY



ENTREPRENEURSHIP IS AN EMOTIONAL ROLLER-COASTER

SOME STUDENT REACTIONS TO THE REAL-LIFE ENTREPRENEURIAL EXPERIENCE

Arpiainen, R.-L., Lackeus, M., Täks, M., & Tynjälä, P. (2013). The sources and dynamics of emotions in entrepreneurship education. *Trames*, 17(4), 331-346.

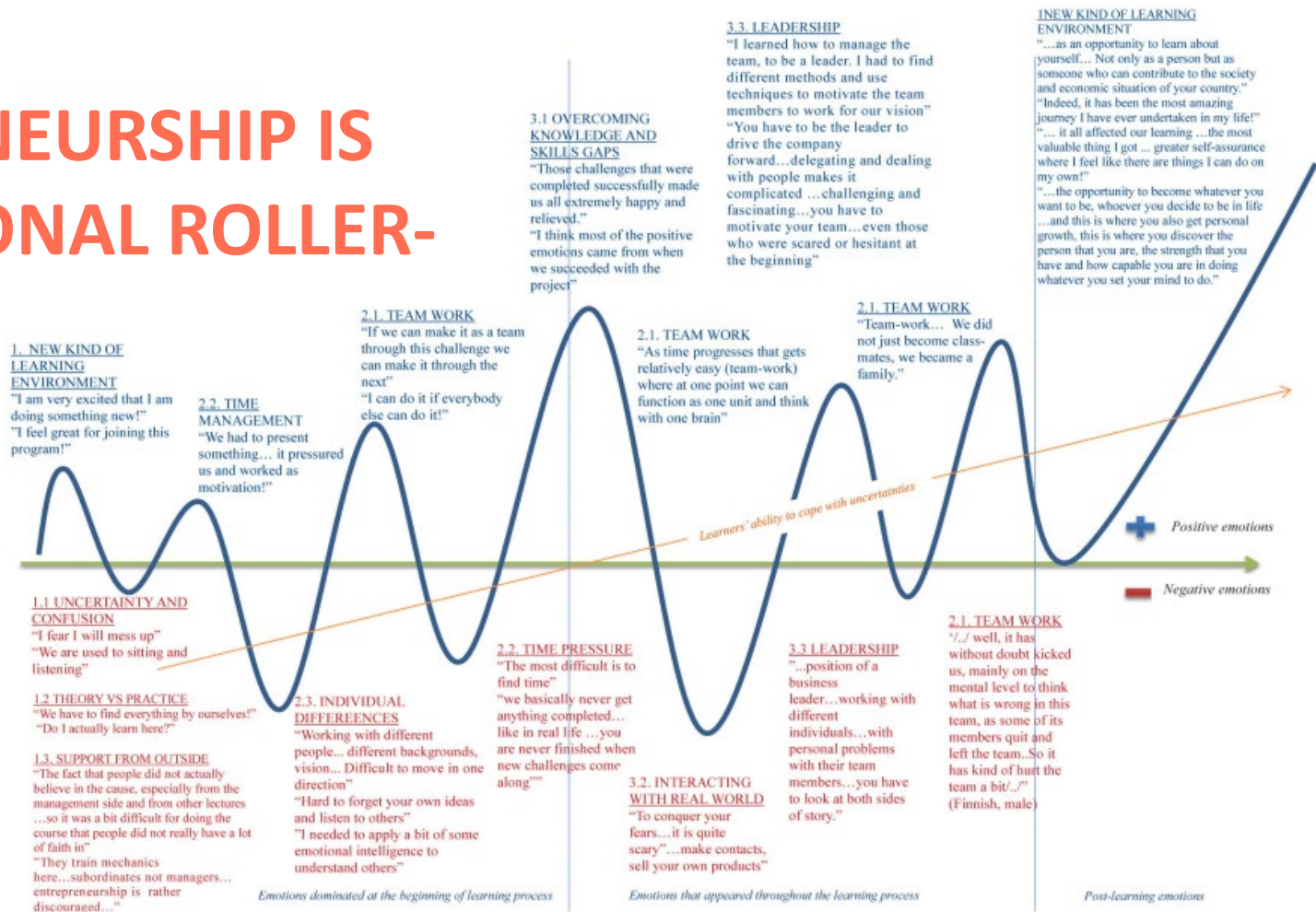
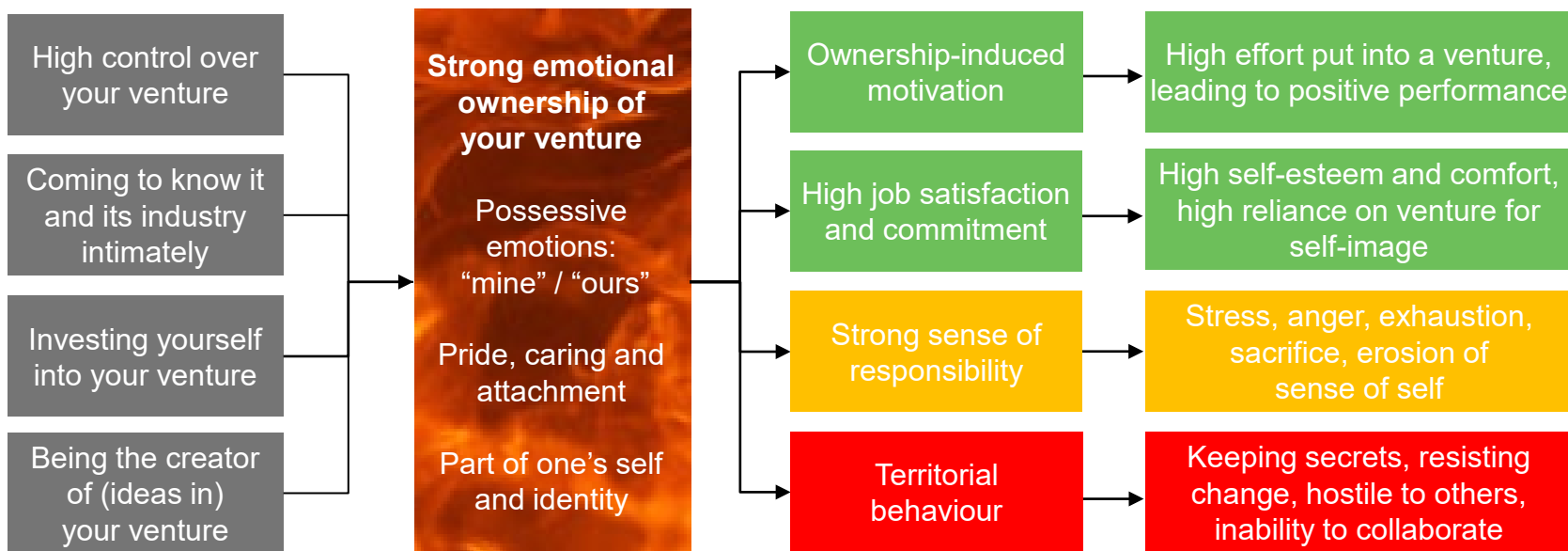


Figure 1. The waves of emotions.

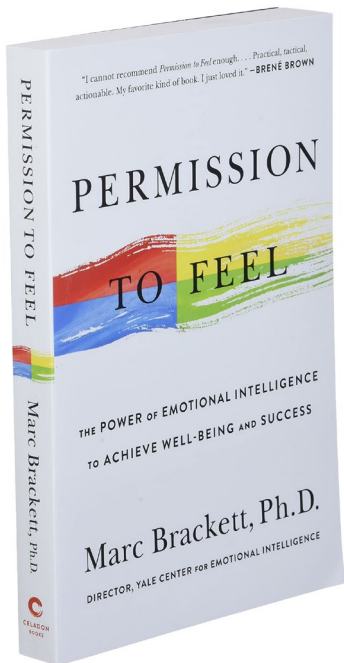
IS YOUR VENTURE A PART OF YOU?

THIS CAN BE BOTH GOOD AND BAD



EMOTIONAL INTELLIGENCE IN PRACTICE

THE RULER APPROACH, BY MARC BRACKETT



R

ecognizing emotions in self and others

U

nderstanding the causes and consequences of emotions

L

abeling emotions accurately

E

xpressing emotions appropriately

R

egulating emotions effectively

REGULATING EMOTIONS EFFECTIVELY

HEALTHY VENTING VS. EMOTIONAL DUMPING

**HEALTHY
VENTING**



VS

**EMOTIONAL
DUMPING**



Does not blame others

-

Sticks to one topic

-

Does not self-victimise

-

Works on a solution together

-

Open to constructive feedback

-

Does not repeat the same issue
over and over

-

Does not take up unnecessary time

-

Listens and acknowledges
other's perspective

Blames others

-

Overwhelms with multiple topics

-

Plays the victim

-

Not open to finding a solution

Defensive to constructive feedback

-

Repeats the same issue over and
over with no concern

-

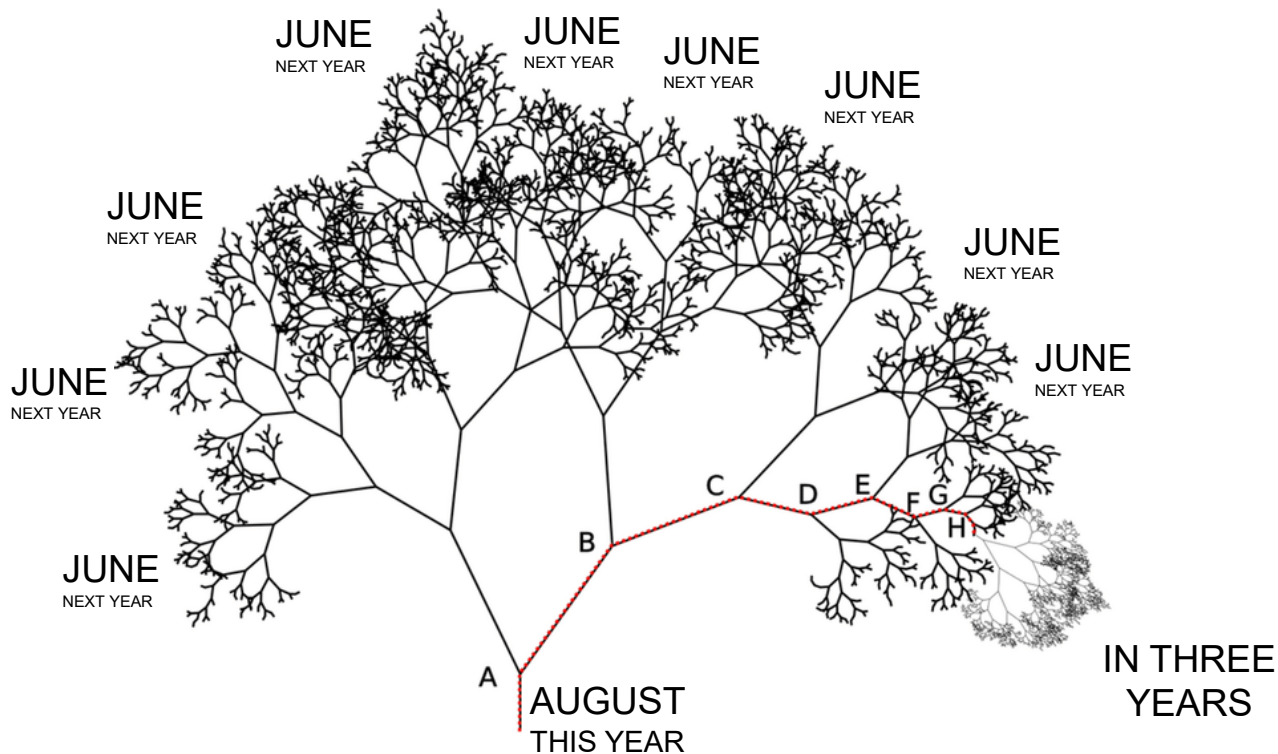
Inconsiderate of time

-

Does not respect or listen to
others perspective

HOW TO COPE WITH ALL THE WORRY?

UNCERTAINTY AS A KEY DRIVER OF PEOPLE'S WORRY



Cuppen, E., Nikolic, I., Kwakkel, J., & Quist, J. (2021). Participatory multi-modelling as the creation of a boundary object ecology: the case of future energy infrastructures in the Rotterdam Port Industrial Cluster. *Sustainability Science*, 16(3), 901-918.

HOW TO COPE WITH ALL THE WORRY?

THE MINDFULNESS APPROACH

MINDFULNESS AS A WAY TO COPE WITH UNCERTAINTY

Levinthal, D., & Rerup, C. (2006). Crossing an apparent chasm: Bridging mindful and less-mindful perspectives on organizational learning. *Organization Science*, 17(4), 502-513.

”ability to contain and manage real-time unexpected events in an adaptive, **flexible** fashion.”

Lackéus, M. (2014). An emotion based approach to assessing entrepreneurial education. *International Journal of Management Education*, 12(3), 374-396.

“after some time and exposure a **calmness** in the middle of the storm is being built up.”

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological well-being. *Journal of personality and social psychology*, 84(4), 822.

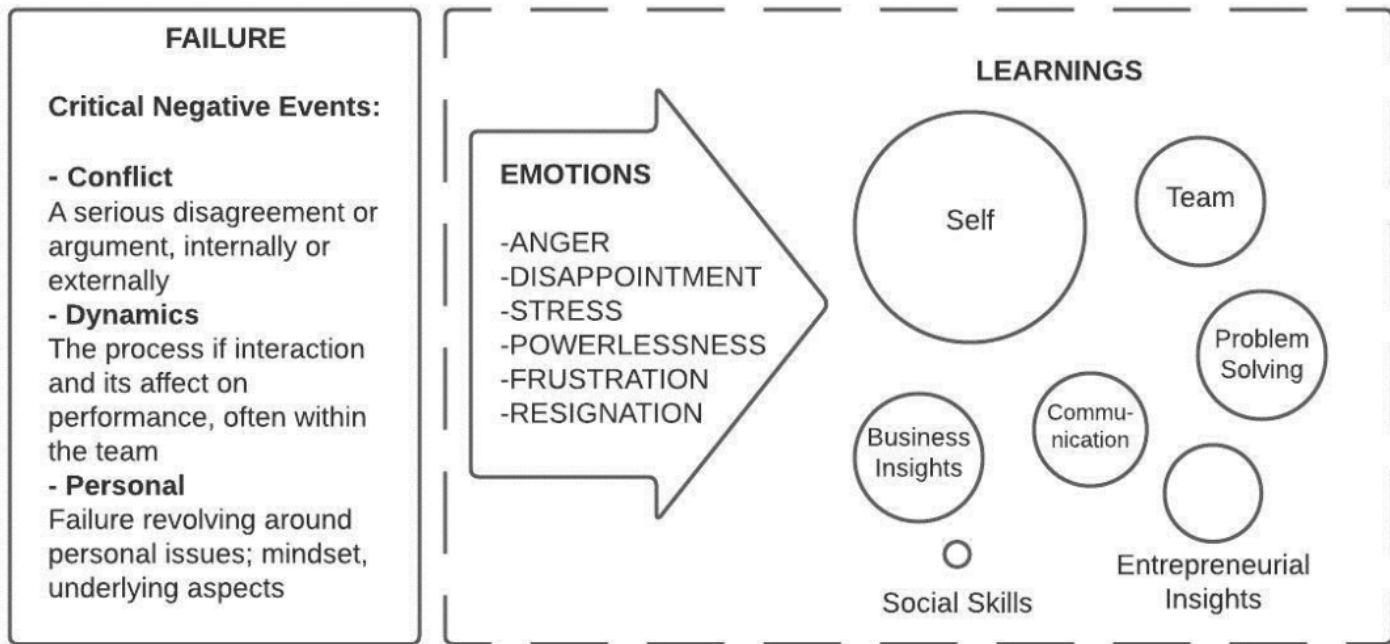
“disengaging individuals from automatic thoughts, habits, and unhealthy behavior patterns, [leading to] well-being enhancement”

-> **MINDFULNESS HELPS YOU STAY SANE, FLEXIBLE AND CALM AMIDST CHAOS.**

HOW TO COPE WITH ALL THE WORRY?

SEE FAILURE AS AN IMPORTANT SOURCE OF DEEP LEARNING

DISJUNCTURE



Entrepreneurial failure and learning

Business development in Navari and Cactus
at Chalmers School of Entrepreneurship
Master's thesis in the Master's Programme Entrepreneurship and Business Design

AXEL BLOMÉ
WILLIAM SIMSON

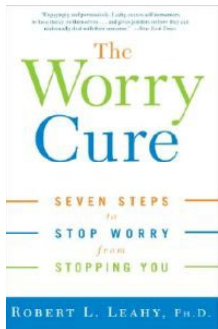
DEPARTMENT OF TECHNOLOGY MANAGEMENT AND ECONOMICS
DIVISION OF ENTREPRENEURSHIP AND STRATEGY
CHALMERS UNIVERSITY OF TECHNOLOGY
Gothenburg, Sweden 2021
www.chalmers.se

Blomé, A., & Simson, W. (2021).
Entrepreneurial Failure and Learning
- The role of affect in learning from
failure and its impact on nascent
entrepreneurs Chalmers University
of Technology]. Gothenburg.

HOW TO COPE WITH ALL THE WORRY?

20 WAYS TO COPE WITH FEAR OF FAILURE

1. I didn't fail, my behavior failed.
2. I can learn from my failure.
3. I can be challenged by my failure.
4. I can try harder.
5. Maybe it wasn't a failure.
6. I can focus on other behaviors that can succeed.
7. I can focus on what I can control.
8. It wasn't essential to succeed at that.
9. There were some behaviors that did pay off.
10. Everyone fails at something.
11. Maybe no one noticed.
12. Did I have the right goal?
13. Failure is not fatal.
14. Were my standards too high?
15. Did I do better than before?
16. I can still do everything I always did, even though this failed.
17. Failing at something means I tried. Not trying is worse.
18. I've just begun.
19. Tomorrow is another success.
20. Tomorrow is today.



WHAT ROLE DID EMOTIONS PLAY FOR OUR LEARNING...

- What role did **positive** emotions play for your learning?
- What role did **negative** emotions play for your learning?

- What role did **successes and winning** play for your learning?
- What role did **setbacks and failures** play for your learning?

- What role did **emotional intelligence** play for your learning?
- What role did **healthy venting** play for your learning?
- What role did **coping with emotions** play for your learning?

- Discuss in groups

- Then reflect individually in the new Loopme task "RQ1e" I created for you