2018 USASBE ANNUAL CONFERENCE
Los Angeles, California

Lights, Camera, Entrepreneurship!

January 10 - 14
2018
FLOOR PLANS

The Ray Dolby Ballroom / Vantage Annex / Pool Deck
5th Level
47,590 Sq Ft

The Community Rooms
3rd Level
6,471 Sq Ft

Hollywood Ballroom / The Canyons / Preston’s Mezzanine Level
37,966 Sq Ft
Hello USASBE Nation!

Welcome to the 2018 USASBE Annual Conference in the heart of Hollywood, California. This year’s theme of “Lights. Camera. Entrepreneurship.” conjures dramatic images of movement, action, and story – all of which are in play throughout the conference program. This year’s conference will be the first under our new mission:

USASBE is an inclusive community advancing entrepreneurship education through bold teaching, scholarship, and practice.

It’s hard to find a school throughout the U.S. and around the globe that does not have an established entrepreneurship education program or trying to build one. As a result, the demand for a community of learning and networking for entrepreneurship education has never been greater. Whether a long-time member or a new member, you are part of diverse but devoted community. We are:

- Teachers sharing best practices and innovations in entrepreneurship education.
- Scholars advancing entrepreneurship education through cutting-edge research and translating existing entrepreneurship research into teachable content.
- Program directors and practitioners that complement classroom-based entrepreneurship education with practical immersion experiences in the broader entrepreneurship community.

Given our new mission, we have an exciting new conference architecture (cue lights, horns, and timpani) that meets the needs of our expanded, yet inclusive, membership. The new conference structure is modern, relevant, simple and engaging. Conference sessions are designed to inspire new ideas, engage participants in new forms of teaching and learning, provoke scholarly debate, and share compelling practices. To keep it simple, we have three primary tracks.

1. **The Teaching Track** for demonstrating experiential approaches, presenting case studies, sharing teaching modules or courses.
2. **The Research Track** for evidence-based work to advance our understanding of teaching and learning entrepreneurship.
3. **The Programming Track** to share best practices in running centers, incubators, accelerators, competitions, maker spaces, training programs and anything else related to entrepreneurship education outside of the classroom.

As you roam around the conference, look for the Ph.D. students in our redesigned doctoral consortium (led by Luke Pittaway – Ohio University) emphasizing teaching and learning entrepreneurship. We are the only doctoral consortium preparing Ph.D. students to boldly teach entrepreneurship and engage in entrepreneurship education scholarship.

We’re truly excited by every single session, pre-conference workshop, learning journey, and social activity listed in the program. We had a record number of conference submissions, which allowed us to focus on quality and impact. Each session is supportive of the new mission, peer-reviewed, and thoughtfully selected and scheduled by an amazing group of volunteers. Our track chairs, Andac Airikan (Florida Atlantic University), Birton Cowden (University of Massachusetts), Andy Heise (University of Missouri – KC), Dan Holland (Utah State), Matt Marvel (Ball State), Megan Matthews (University of Wisconsin-Whitewater) Chuck Sacco (Drexel University), Ethne Swartz (Farleigh Dickinson University), and Doan Winkel (John Carroll University), have awed us with their dedication, work ethic, and creativity.

A very special and extra important thank you goes to Lois Shelton and our host sponsor, the David Nazarian College of Business & Economics at California State University – Northridge (CSUN). Through Lois’ inspired leadership, she brought the 2018 USASBE conference to Los Angeles. Her work on coordinating the learning journeys, identifying local speakers, coordinating the gala, and attracting sponsors and media has allowed USASBE to offer a unique conference experience. This conference would not be possible without CSUN and the work of Lois Shelton.


Welcome to Hollywood!

Heidi Neck, Ph.D.  
USASBE President  
Babson College

Julienne Shields  
USASBE VP of Conference  
Millikin University
January 11, 2018

Dear Friends,

On behalf of the City of Los Angeles, it is my pleasure to welcome you to the 2018 United States Association for Small Business and Entrepreneurship Annual Conference.

Los Angeles is a global hub for innovation and entrepreneurship. Our city is proud to welcome business leaders and educators from across the country to this conference. I commend the Association for helping to accelerate the economic momentum underway in Los Angeles in a sustainable and inclusive manner.

I send my best wishes for a memorable event and continued success.

Sincerely,

ERIC GARCETTI
Mayor
Dear Colleagues,

On behalf of the International Council for Small Business (ICSB), the Board of Directors and our members around the world, I’m pleased to welcome you to the USASBE 2018 Conference – Lights, Camera, Entrepreneurship.

ICSB and USASBE are two organizations aligned in their mission to promote small business and entrepreneurship. USASBE has been the U.S. Affiliate of the ICSB since 1981, and continues to play a leading role in advancing the discipline of entrepreneurship in the United States and abroad. The theme of this year’s conference speaks directly to the success of the organization in creating a new generation of entrepreneurs through bold teaching, scholarship and research. There is no better place than the USASBE Annual Conference to learn from engaging speakers and connect with colleagues (both new and old) that are having a real impact in the field.

Special congratulations to the USASBE leadership and organizing team, especially President Heidi Neck, Past-President Ted Zoller, President-Elect Mark Shenkel, Julienne Shields, Conference Chair, as well as Patrick Snyder and Bonnie Nolan for their tremendous job organizing this event.

ICSB is proud to announce that the Journal of Small Business Management (JSBM) Special Issue was led by Dr. Jeff Hornsby and a new one being planned with President-Elect Dr. Eric Liguori.

We look forward to an exciting week, meeting many of the delegates, and also visiting the beautiful city of Los Angeles. We hope to see you in Taiwan, June 25-June 29th, 2018 for the 63rd annual ICSB World Conference. Online submission and registration is now available at www.icsb2018.com.

Best regards,

Dr. Robert Lai
ICSB President (2017-18)
January 10, 2018

Greetings from California State University, Northridge!

I am delighted to welcome you to Los Angeles. CSUN is pleased to be the Presenting Sponsor and Host of this year’s United States Association for Small Business and Entrepreneurship Annual Conference. As one of the most vibrant, diverse universities in the country serving nearly 40,000 students, CSUN elevates students and the region. A recent economic and social impact study of the university found that CSUN has an economic impact of nearly $1.9 billion and has created more than 11,700 jobs, raising labor income across the state. The David Nazarian College of Business and Economics at CSUN and USASBE have in common a commitment to business education and entrepreneurial leadership, described by USASBE as “bold teaching, scholarship and practice.”

Since the spring of 2014, the Nazarian College has offered both an MBA Concentration and an undergraduate minor in Entrepreneurship, and we are currently working toward the launch of an undergraduate major in the field. Entrepreneurship is part of the CSUN culture, with nearly 30 percent of students throughout our university involved in their family businesses. Many more aspire to launch their own firms, and CSUN strives to cultivate business creativity among students through experiential learning and competitions like the Nazarian College’s Bull Ring, the university’s own version of “Shark Tank” where student teams have an opportunity to earn awards collectively totaling $60,000 for innovative startup ideas, and CSUN’s JAM competitions for students to showcase their imagination developing either an Augmented Reality or Virtual Reality project.

Bold teaching through real-world experience and concept application is alive at CSUN, and we encourage undergraduates to enter the business world early. I am proud to report that more than 800 undergrads are annually employed or interning at major businesses and entertainment giants such as 20th Century Fox, NBC Universal, Warner Brothers, Merrill Lynch and Morgan Stanley. In addition, our partnership with the Wells Fargo Center for Small Business and Entrepreneurship enables undergraduate student teams to serve as consultants for businesses in the region.

During your visit, I hope you enjoy the sights and sounds of our beautiful region, as well as the creative entrepreneurial environment for which L.A. is known. While you may recognize L.A. as the center of the film industry, you may not know that “Silicon Beach,” located on the west side, is home to more than 500 tech start-ups. L.A. also boasts a variety of unicorns, or start-ups valued in excess of $1 billion, such as Snapchat, The Honest Company and Space X. I hope you make the most of your visit and find time to explore both CSUN and the inspiring entrepreneurial environment of Los Angeles.

Sincerely,

Dianne Harrison, Ph.D.
President
CALL FOR PAPERS, WORKSHOPS AND PANEL SESSIONS:

- Paper or workshop proposal submissions due: February 20, 2018
- Early bird conference registration ends: March 2, 2018
- Full paper or final abstract due: April 3, 2018

Submissions guidelines: LAUNCHDAL.COM/CCSBE-2018
2018 Conference Committee

Julienne Shields ................. Conference Chair
Heidi Neck ................................ USASBE President
Jeff Vanevenhoven ............. Senior Vice President–Programming
Doan Winkel ....................... Competitive Experiential Exercises Co-Chair
Ethne Swartz ...................... Competitive Experiential Exercises Co-Chair
Andy Heise ......................... Competitive Teaching Cases Chair
Andac Arikan ..................... Emerging Teaching Cases Chair

Matt Marvel ......................... Competitive Research Papers Chair & Competitive Provocative Research Panels Chair
Dan Holland ....................... Emerging Research Papers Chair
Chuck Sacco ...................... Programming Exposé Chair
Birton Cowden .................... Programming Challenges, Charrettes, and Workshops Chair
Megan Matthews ............... USASBE Awards Chair
Luke Pittaway .................... Doctoral Consortium Chair
Ted Zoller ......................... Lifetime Awards Chair

We also wish to thank Local Arrangements Committee consisting of Lois Shelton, Ryan Holbrook, Tim Tiemann, Leyla Sade and Qin Sun of the Nazarian College, CSUN California State University–Northridge and Congcong Zheng at San Diego State University. Special thanks to Deborah Cours, Interim Dean, Nazarian College of Business and Economics, CSUN.

World Leaders in Entrepreneurship Education

Rowan University

Rowan University has two undergraduate majors in entrepreneurship (business and engineering), $5M university-based private equity fund, class A dedicated entrepreneurship coworking space, engaged alumni, and world class faculty.

Please join Rowan in celebrating Dr. Eric Liguori's election to the USASBE 2019 Presidency, Professor Kimble Byrd's appointment to the Collegiate Entrepreneurs' Organization Global Board of Directors, and the Fall 2018 addition of Dr. Susana Santos to our growing entrepreneurship faculty.

Join Rowan's Entrepreneurial Ecosystem at rowan.startuptree.co

Part Entrepreneurial Learning Lab, Part Makerspace

Studio 231

now open!
The first predecessor organization of USASBE was the National Council for Small Business Management Development (NCSBMD) in 1955. Its purpose was to provide an integrated gathering point for persons involved in helping small businesses evolve and develop in the United States. Wilfred White, Wendell Metcalf, and Grant Moon were among some of the original founders of the organization. The organization was founded almost simultaneously with the Small Business Administration of the U.S. federal government. Later, Canadian members were added to the rolls.

Annual program meetings were held continuously from the first year. Bids for the annual meeting were taken and were selected at academic institutions. These meetings were held on campuses until 1981-1982. The last meeting on a campus was held in 1981 at Baylor University in Waco, Texas. Since that time, annual meetings have been held in hotels and conference centers nationally and internationally.

During the late 1970s, the Canadian members began to feel that the organization should be changed because the NCSBMD was not a national organization, but was indeed an international organization. Therefore, the name of the organization was changed to the International Council for Small Business (ICSB) in 1978-1979. The first affiliate of the ICSB was the Canadian affiliate in 1979.

In 1981, the U.S. affiliate was founded and was named the U.S. Affiliate of the ICSB; the name was shortly changed to the United States Association for Small Business and Entrepreneurship (USASBE). The first president of the U.S. affiliate was Gerald Hills, who was a member of the faculty at the University of Tennessee (Knoxville). At the same time, Gerald Hills was also the President of the ICSB (the only person to hold both presidential positions simultaneously). Initially, the organizational structure was patterned after the structure of ICSB. Since this time, USASBE has created its own identity, structure, and membership offering.

USASBE is entering its 37th year of existence. During this time, it has been led by hundreds of volunteer board members and supported by thousands of committed entrepreneurship scholars and educators. Through fat and lean years, through national and international crises, and through growth and decline in support for higher education, these boards and members have led an organization that has survived because it has embodied the phenomenon we all study—the entrepreneurial spirit. It has survived and thrived because of the ability of the leadership and members to pivot at crucial times in the organization’s history. The purpose of this story is not to tell the full history (see USASBE.org for complete history) of the organization but rather to focus on a few of the pivot points that have occurred in the more recent history of USASBE.

Our story and our first strategic pivot begins ten years ago. After more than 17 years at the University of Wisconsin-Madison with Joan Gillman serving as Executive Director, it became clear to UW-Madison serving as Executive Director, it became clear to UW-Madison and the USASBE Board that it was time for the organization to relocate. Following a national call for host partners, Florida Atlantic University was chosen as the new home for USASBE and Roger Alderman came on board as the Executive Director in 2006.

The organization was financially strong with a solid membership base but concerns about opportunities for future growth were emerging as the competitive strength of other organizations in the entrepreneurship research and education field was increasing. In 2007, President Geralyn Franklin commissioned development of the 2020 Vision that sought to broaden the focus of USASBE to include a wider range of activities, individuals and organizations. The organization moved into a period of strategic growth. The professional staff of the organization was expanded and investments were made in growth opportunities.

The next strategic pivot was not long in coming, ushered in by the U.S. financial crisis of 2008. The Florida Legislature slashed funding to higher education and USASBE found itself in need of a new home when Florida Atlantic had to cancel its agreement as the organizational host. As has often been the case, when the organization was at its point of greatest need, leaders and members rallied to its aid. Incoming President Jeff Cornwall encouraged Belmont University to offer the organization space for home office operations. Becky Gann was named Executive Director and USASBE set up shop in Nashville. Unfortunately, the organization’s hard times were not over. For most of its existence, the organization was almost solely dependent upon the national conference for operational revenue. In 2009, most universities began slashing travel funding and attendance at the annual conference in Anaheim decreased significantly resulting in large financial losses. Moreover, conference attendance had been undergirded by a critical partnership with the Coleman Foundation for many years. The Foundation provided significant scholarship funding for first time attendees with many individuals first introduced
to the organization and the annual conference through this program. Coleman, as was true with many organizations at the time, had to reconsider its funding priorities and the scholarship program ended. While financially it was a significant blow, there was a silver lining. Behaving as true entrepreneurs, the leadership of USASBE began to refocus the organization on providing value to members beyond the annual conference. Member benefits became the rallying cry and the organization pivoted into a period of strategic maintenance focusing on maintaining existing membership and improving the value derived from the organization.

While the organization was successful in stemming the decline in membership and conference attendance, the financial stress on the organization continued to take a toll necessitating the next strategic pivot. In 2012, with the 5-year commitment to host the organization by Belmont coming to an end, the Board initiated a national call for a new host site. The University of Wisconsin-Whitewater, led by the efforts of Jeff Vanevenhoven and Denise Ehlen, emerged as a new strategic partner for the organization. Patrick Snyder as Executive Director and Bonnie Nolan, Membership Marketing Specialist joined the organization in Whitewater in 2013. In a continued effort to strengthen the financial foundation of the organization and increase conference attendance, the Board returned to the original conference model employed prior to 1982 by seeking a university partner to co-host each conference. Texas Christian University, led by the efforts of board members Ray Smilor and Brad Hancock stepped forward as the first conference co-host for the conference held in Austin Texas. Revenue generating activities became a central focus for the Board and supportive members as the organization entered a period of strategic survival.

Our story of pivotal moments fast forwards to present day (2017-2018). USASBE is on a solid financial and operational foundation built upon the strategic vision and sacrifices of leaders and members who have been a part of this organization for the past 36 years. While we can hope the organization will not face the same kinds of financial crises that began in 2008, the organization today surely faces the most significant competition in its history. Entrepreneurship as a field of inquiry and educational endeavor has proven to be no passing fad. Academic organizations devoted to entrepreneurship, such as the Academy of Management and the Babson College Research conference, did not dominate at the founding of USASBE. Today they do and USASBE has responded—not in a defensive but rather an offensive way. The challenge once again is to pivot and recreate an organization capable of growing and thriving. USASBE has entered into a period of strategic focus.

The question on everyone’s agenda today, from deans of business schools to faculties from all disciplines, from non-profit educational institutions to for-profit training organizations, from politicians to NGOs, unfortunately seems to be how do we benefit from the field. What is the impact of teaching and learning entrepreneurship? What are the best approaches to teaching and learning entrepreneurship? How does our research inform the classroom and/or co-curricular experience and programming? What is best practice in programming? These questions and others require a greater strategic focus.

During the 2016 strategic planning meeting led by President-Elect Heidi Neck, the board and other member-guests worked to reimagine USASBE as the only independent academic organization devoted to entrepreneurship education—a move necessitated by market changes and member needs. The output of that meeting included a new mission and direction for the organization. The new mission was overwhelmingly approved by the membership in November 2016. Today USASBE is an inclusive community advancing entrepreneurship education through bold teaching, scholarship, and practice. USASBE’s history and the commitment of its leaders and members throughout the organization’s history, earns it the right to lead. While the path to strategic focus will not be one without dangers, the one thing that the history of USASBE has taught is that the entrepreneurial leaders and members of USASBE will find a way. The 2018 conference in Los Angeles is the first annual conference operating under the new mission. With a refined focus on entrepreneurship education, USASBE can attract a more diverse membership and be the academic leader in entrepreneurship education. USASBE is prepared for its next chapter. Our entrepreneurial journey continues.
Selection as a USASBE Fellow is the highest recognition that the United States Association for Small Business and Entrepreneurship (USASBE) gives to individuals who have made an outstanding contribution to the development, furtherance and benefit of small and medium businesses. The USASBE Fellows Award recognizes the achievements of those men and women whose passion and burning desire for small business and entrepreneurship is reflected in their teaching, writing, research, training and public service. Since 1986, 71 distinguished educators, researchers, government officials, small business advocates and trade association leaders have been selected as USASBE Fellows.

**THE LONGENECKER FELLOWS ARE:**

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<tr>
<th>Kathy Allen</th>
<th>Alex DeNoble</th>
<th>Jeffrey S. Hornsby</th>
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<td>Fred Fry</td>
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<td>Becky Gann</td>
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<td>Dorothy Moore (dec)</td>
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USASBE OFFICERS FOR 2017

ELECTED OFFICERS
President
Heidi Neck, Babson College
President–Elect
Mark Schenkel, Belmont University
Senior Vice President–Operations and Planning
Eric Liguori, Rowan University
Senior Vice President–Programming
Jeff Vanevenhoven, University of Wisconsin-Whitewater
Senior Vice President–Elect–Programming
Doan Winkel, John Carroll University
Senior Vice President–Finance
Amy Brownlee, The University of Tampa
Vice President–Development
Lois Shelton, California State University, Northridge

Vice President–Marketing and Membership
Craig Watters, Oklahoma State University
Vice President–Publications
Joshua Bendickson, University of Louisiana Lafayette
Vice President–Research
Christoph Winkler, Iona College
Directors–at–Large
Nathalie Duval-Couetil, Purdue University
Wendy Plant, Florida State University
Erin Draper, Clarkson University
Jeff Reid, Georgetown University
Past President
Ted Zoller, University of North Carolina, Chapel Hill

APPOINTED POSITIONS
Sr. Vice President–Conference
Julienne Shields, Millikin University
Secretary
Terri Lonier, School of the Art Institute of Chicago
Historian
Pat Dickson, Wake Forest University
Association Auditor
Sherry Hoskinson, University of Delaware
Exhibitor and Sponsor Liaison
Ernest Cadotte, University of Tennessee/Marketplace Live
CCSBE Liaison
Jay Krysler, Northern Alberta Institute of Technology
Executive Director
Patrick Snyder
Central Office Host School Liaison
Jeff Vanevenhoven, University of Wisconsin-Whitewater
Executive Administrative Assistant
Bonnie Nolan

USASBE OFFICERS FOR 2018

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President
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Past President
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Senior Vice President–Operations and Finance
Amy Brownlee, The University of Tampa
Senior Vice President–Programming
Doan Winkel, John Carroll University
Senior Vice President–Membership
SherRhonda Gibbs, University of Southern Mississippi
Directors–at–Large
Donna DeCarolis, Drexel University
Wendy Plant, Florida State University
Erin Draper, Clarkson University
Jeff Reid, Georgetown University

Vice President–Development
Lois Shelton, California State University, Northridge
Vice President–Research
Luke Pittaway, Ohio University
Vice President–Pedagogy & Learning
Alex Bruton, The Innographer/University of Calgary

APPOINTED POSITIONS
Sr. Vice President–Conference
Rich Gentry, University of Mississippi
Executive Director
Patrick Snyder
Membership Director
Bonnie Nolan
Central Office Host School Liaison
Jeff Vanevenhoven, University of Wisconsin-Whitewater
Exhibitor and Sponsor Liaison
Ernest Cadotte, University of Tennessee/Marketplace Live
Association Auditor
Sherry Hoskinson, 5 Lights Group
Secretary
Thomas Pittz, The University of Tampa
Historian
Pat Dickson, Wake Forest University
Vice President, Events & Programs
Mindy Walls, West Virginia University
Assistant Vice President, Electronic Communications & Social Media
Birton Cowden, University of Massachusetts Amherst
Assistant Vice President, Operations and Financial Management
Julienne Shields, Millikin University
Webmaster
Josh Bendickson, University of Louisiana, Lafayette
CCSBE Liaison
Jay Krysler, Northern Alberta Institute of Technology
NC State has always been home to thinkers and doers. We offer opportunities to take a big, bold idea and run with it.

It takes a complete infrastructure of programs, faculty talent, cutting-edge tools, investor networks and institutional support. And it takes an entrepreneurship community that wants bright ideas to win out.

You’ll find all of those things at NC State.

NC State. Think and do.

entrepreneurship.ncsu.edu
Receive your AACSB scholarly academic status

The Bridge Program requires a non-business Doctorate and offers three areas of specialization:

- **FINANCE & ACCOUNTING**
  Managerial Accounting, International Finance, Financial Management, Accounting Research

- **MARKETING**
  Marketing Management, Digital Marketing, Strategy, Branding

- **MANAGEMENT**
  Organizational Behavior, Entrepreneurship, International Business

WARRINGTON.UFL.EDU/PDB
AWARDS & RECOGNITION

USASBE Lifetime Achievement Awards
John E. Hughes Award for Entrepreneurship Advocacy sponsored by the Coleman Foundation
ANNOUNCED AT THE CONFERENCE.
Max S. Wortman, Jr. Award for Lifetime Achievement in Entrepreneurship
ANNOUNCED AT THE CONFERENCE.

USASBE Leadership Awards
USASBE Entrepreneurship Educator of the Year Award
ANNOUNCED AT THE CONFERENCE.
Ray Smilor Volunteer of the Year Award
ANNOUNCED AT THE CONFERENCE.

USASBE Best Paper Awards
Best Overall Paper Award sponsored by Ohio University
ANNOUNCED AT THE CONFERENCE.
USASBE Best Conceptual Paper Award sponsored by Wake Forest University
Entrepreneurship and Venture Creation: Subprocesses, Subdomains, and Interfaces
Kathryn Kloepfer, Florida Atlantic University
Gary Castrogiovanni, Florida Atlantic University
USASBE Best Empirical Award sponsored by the Ohio State University
Institutional Determinates of the Entrepreneurial Orientation-Performance Relationship across 41 Countries
Galina Shirokova, St. Petersburg University
Graduate School of Management
Tatiana Beliaeva, St. Petersburg University
Graduate School of Management
William Wales, University at Albany–SUNY
Louis Marin, The University of Alabama

USASBE Model Program Award
FINALISTS
California Polytechnic State University
San Luis Obispo
Syracuse University
USASBE Excellence in Pedagogical Innovation Award
FINALISTS
Experiential Entrepreneurship Curriculum–ExEC
Georgetown University

USASBE Best New Scholar Paper Award
Entrepreneurial Leadership: Evolution of an Emerging Paradigm and Directions for Future Research
Parisa Haim Faridian, Florida Atlantic University
Gary Castrogiovanni, Florida Atlantic University

USASBE Entrepreneurship Education Research Paper Award sponsored by EE&P
The Influence of University-based Entrepreneurship Education on the Formation of Entrepreneurial Capabilities
Younggeun Lee, Iowa State University
Patrick M. Kreiser, Iowa State University
Alex H. Wrede, Iowa State University
Sanvisna Kogelen, Iowa State University

USASBE Excellence in Entrepreneurship Education Awards
USASBE Model Emerging Program Award
FINALISTS
Grove City College
The Jim Moran School of Entrepreneurship, Florida State University
USASBE Excellence in Co-Curricular Innovation Award
FINALISTS
North Carolina State University
University of New Hampshire–Peter T. Paul Entrepreneurship Center

DSEF and the Minority and Women Entrepreneurship SIG of USASBE paper awards:
Direct Selling in South Africa: Empowering Women Entrepreneurs
Victoria L. Crittenden, Babson College
William Crittenden, Northeastern University
Haya Ajjan, Elon University
Entrepreneurial Environment and Culture in Direct Selling Entry Decisions Of Hispanic Entrepreneurs: An Acculturation Approach
SherRhonda R. Gibbs, The University of Southern Mississippi
Caroline Glackin, Fayetteville State University
Traci Lynn Jewelry: Maximizing Shining Opportunities
Caroline Glackin, Fayetteville State University
Exploring the Entrepreneurship Ecosystem of Marginalized Direct Sellers: Needs of Military Spouses
Tracey Mays, Minot State University
Art Sherwood, Western Washington University
Lyzona Marshall, Seton Hill University
THANK YOU TO ALL OUR REVIEWERS!

The USASBE conference cannot happen without the many volunteers who review all submissions and provide valuable feedback to each submitter.

Torgeir Aadland, San Diego State University
Mujtaba Ahsan, San Diego State University
Katherine Almeida, Catedra de Emprendedores, University of Salamanca
David Altounian, St. Edward’s University
Antonio Alvarado, St. Edward’s University
Ricardo Alvarez, CETYS Universidad
Susan Andrzejewski, CSU Channel Islands
Pauline Assenza, Western CT State University
Jay Azriel, York College of Pennsylvania
Vernon Bacher, Winona State University
Jennifer Bailey, Babson College
Maria Ballesteros-Sola, CSU Channel Islands
Dennis Barber III, East Carolina University
Art Barnard, University of Wisconsin—Whitewater
Akanksha Bedi, CSUN
Tatiana Beliaeva, St. Petersburg University Graduate School of Management
Robin Bell, University of Worcester
Josh Bendickson, University of Louisiana, Lafayette
John Bennett, St. Leo University
Eden Blair, Bradley University
Adam Jay Bock, University of Wisconsin–Madison
Nyasha Boldon, Syracuse University
Jane Boyland, John & Wales University
Jennifer Bradbury, NFTE
Debbi Brock, Wingate University
Amy Brownlee, The University of Tampa
Pascale Bueno Merino, EM Normandie Business School, Mêtis Lab
Jonathan Butler, Oklahoma State University
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Jennifer Capps, NC State University
Roy Carriker, Drexel University
John Cater, The University of Texas at Tyler
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Gaylen Chandler, Wichita State University
Biagio Ciao, University of Milano-Bicocca
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Morgan Clevenger, Wilkes University
Wil Clouse, Middle Tennessee State University
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Birtin Cowden, University of Massachusetts Amherst
Kevin Cox, Florida Atlantic University
Victoria Crittenden, Babson College
Eduardo Cruz, Universidade Federal Fluminense
Tamiko Cuellar, Pursue Your Purpose LLC
Jamey Darnell, University of South Florida-Manatee
Briony Davis, Corkscrew LTD
Jason D’Mello, Loyola Marymount University
Sydney Doherty, Millikin University
Michael Dominik, Rowan University
Francis Donbesuur, Leeds University
Angelo Dossou-Yovo, York University, Glendon Campus
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SherRhonda Gibbs, University of Southern Mississippi
Caroline Glackin, UNC–Fayetteville State University
Alexander E. Gloss, North Carolina State University
Philip Gonsher, University of Missouri–Kansas City
Carlos Gonzalez, CETYS Universidad
Shalini Gopalkrishnan, Rollins College
David Gorton, Eastern Washington University
Elissa Grossman, University of Southern California
Ben Gruber, University of Missouri–Kansas City
Furkan Amlul, Northern Illinois University
Gustav Hägg, Lund University
Parisa Haim Faridian, Florida Atlantic University
Dominique Halaby, Georgia Southern University
Matthew Hanson, Chapman University
Theresa Harris, Center for Leadership & Entrepreneurial Studies
James Hart, Southern Methodist University
Xiaohong He, Quinnipiac University
George Heinzelman, Arizona State University
Andy Heise, University of Missouri–Kansas City
Carol Heitman-Lucy, Emporia State University
Daniel Holland, Utah State University
Kurt Jacobs, University of Florida
Thomas James, Rose-Hulman Institute of Technology
Yongseok Jang, California State University San Bernardino
Dale Jasinski, Quinnipiac University
Daniel Jensen, University of Central Missouri
Raymond Jones, University of Minnesota Duluth
Renee Just, Catawba College
Jean Kabongo, University of South Florida-Manatee
Ryan Kauth, University of Wisconsin–Green Bay
David Kee, Harding University
Surin Kim, University of Nebraska–Lincoln
Jeannie Kim-Han, California State University, Dominguez Hills
Rita Klapper
Debi Kleiman, Babson College
Kathryn Kloepfer, Florida Atlantic University
Timothy Kovalcik, Millikin University
J. Howard Kucher, Stevenson University
Agneska Kurczewska, University of Lodz
Ted Ladd, Hult International Business School
Giacomo Laffranchini, University of La Verne
Anastacia Laskovaia, St. Petersburg University Graduate School of Management
Antonio Lecuna, Universidad del Desarrollo
Yunngene Lee, Iowa State University
Yuanqing Li, Louisiana State University
Eric Liguori, Dominican University
Chen Liu, Trinity Western University
Teri Lonier, School of the Art Institute of Chicago
Il Luscri, Villanova University
Sandra Malach, Haskayne School of Business, University of Calgary
Pedro Martinez-Estrada, EBC Mexico
Tracey Mays, Minot State University
Marleen McCormick, Butler University
William McDowell, Bradley University
Laura McFeely, Interise
Michael Meeks, Louisiana State University
Esra Memili, University of North Carolina–Greensboro
Ewald Mittelstaedt, Southern Westphalian University of Applied Science
Norbert Morawetz, Hanley Business School
Daniele Morselli, University of Ohio
Daniel Mozghukhin, Russian Association for Entrepreneurship Education
John Mueller, St. Edward’s University
Atthaphon Mumi, University of Massachusetts Lowell
Thomas Norman, California State University, Dominguez Hills
Erik Noyes, Babson College
Obed Nyaribo, Alaska Pacific University
Ozlem Ogunveren Gonul, Drexel University
Jacqueline Orr, University of Southern California
Sergio Palacios, St. Mary’s University
Sheela Pandey, Pennsylvania State University Harrisburg
Sylvia Perez, CETYS Universidad
Jeffrey Petty, University of Lausanne
Kimberly Witzel Pichot, Andrew’s University
Robert Pidduck, University of Oklahoma
Leon Prieto, Clayton State University
Mark Pruett, Eaglebalde
SM Mijanur Rahman, StartUp Bangladesh
Stephanie Raible, University of Minnesota Duluth
Kausar Ramli, University of Leeds
Angela Randolph, Babson College
Marlene Reed, Baylor University
Luis F. Rivera-Galicia, Universidad de Alcalá
Sophia Rodriguez, NFTE
Yuny Rubin, Russian Association for Entrepreneurship Education
Stephen Reuff, Minneapolis College of Art and Design
Chuck Sacco, Drexel University
Damian Salas, Drexel University
Rod Sanchez, New Mexico Highlands University
Susana Santos, University of Florida
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Michelle Spain, Walsh University
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Mike Stull, California State University San Bernardino
Misty Stutsman, Institute for Veterans and Military Families
Sanwar Sunny, University of Missouri–Kansas City
Ethne Swartz, Fairleigh Dickinson University
Joseph Szocik, GCSEN
Craig Talmage, Hobart & William Smith Colleges
Whee-Liang Tan, Singapore Management University
Elisabeth Teal, University of North Georgia
ATul Teckchandani, California State University Fullerton
Silke Tegtmeir, University of Southern Denmark
Siri Tønjesen, American University and NHII
Jacob Thomsen, Lillebælt Academy
Richard Tunstall, University of Leeds
Alyson Vaaler, Texas A&M University
Parker Van Hart, University of Florida
Ryan Van Zee, Dakota Wesleyan University
Mario Vazquez Maguirre, Universidad de Monterrey
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WILLIAM B. GARTNER, Bertarelli Foundation Distinguished Professor of Family Entrepreneurship at Babson College

Gartner is also a Visiting Professor of Entrepreneurship at Linnaeus University in Vaxjo, Sweden. He has served in various academic positions at the University of Virginia, Georgetown University, the University of Southern California, Clemson University, San Francisco State University, ESSEC in Paris, and the Copenhagen Business School. He is the 2005 winner of the Swedish Entrepreneurship Foundation International Award for outstanding contributions to entrepreneurship and small business research. His book: Entrepreneurship as Organizing: Selected Papers of William B. Gartner was recently published in a paperback edition by Edward Elgar.

CHARLES KING, Founder and CEO of MACRO

Charles D. King is founder and CEO of MACRO. Formerly, King was Partner/Agent in the Motion Picture Department at William Morris Endeavor (WME). He was and continues to be the first and only African American to rise from the training program in the Beverly Hills office film and television department in the company’s over 100-year-history to become Partner. His career as an agent spanned over 15 years, during which he was known for his innovative deal making, keen eye for talent and his strategic long-horizon thinking in developing brands for and around his clients. A member of the Academy of Motion Pictures Arts & Sciences, King has been featured in many national media outlets and publications, including The New York Times Magazine, NPR, Essence, The Weekly Variety, Complex and the Los Angeles Times. Fortune Magazine has named him one of the nation’s most influential Latino, Asian or African-Americans in their 2005 Diversity Issue and he was among the Ebony Power 100 List in 2014. King is an active angel investor in synergistic ventures at the nexus between the technology sector and the media content business and sits on the boards of several non-profit organizations, including College Track National Board and UCLA School of Film, Television and Theatre. A graduate of Vanderbilt University and the Howard University School of Law, he resides in Los Angeles with his wife and their two sons.

PETER MCPARTLIN, Executive Vice President, Strategic Planning and Business Operations, Paramount Pictures

Peter McPartlin is the Executive Vice President of Strategic Planning and Business Operations at Paramount Pictures, where he explores, analyzes, and identifies new business opportunities and services, as well as evaluates possible studio investments and methods for improving the studio’s various vendor relationships and business alliances. Prior to Paramount, McPartlin was Chief Operation Officer/Executive Vice President of Business and Legal Affairs at Indian Paintbrush Productions, where he oversaw the day-to-day motion picture business operations, worked on the company’s business and strategic planning and related business operations, as well as its internal matters such as corporate structuring and operations. At Indian Paintbrush, McPartlin worked on projects such as The Grand Budapest Hotel, Me and Earl and the Dying Girl, and Seeking a Friend for the End of the World. McPartlin received his JD from New York University School of Law in 1997 and his BA from the University of Michigan in 1992.

CHRIS SILBERMANN, Managing Partner of ICM Partners

Chris Silbermann is the managing partner of ICM Partners, a global talent and literary agency representing clients in the fields of television, motion pictures, publishing, broadcasting, music, theater, corporate marketing and new media. ICM Partners is one of the predominant agencies in the United States and Europe, with its principal offices in Los Angeles, New York and London. In his leadership role, Mr. Silbermann oversees the careers of many of the most successful showrunners, actors, directors entertainers, and production companies in film and television and provides strategic guidance to corporate clients. Mr. Silbermann joined ICM in 2007. A former President of the Hollywood Radio and Television Society (HRTS), Mr. Silbermann is the Chairman of The Entertainment Industry Foundation (EIF) and also serves on the Board of Trustees for The University of California, Berkeley Foundation. He also serves on the boards of the American Film Institute (AFI) and the California chapter of The Nature Conservancy. He is currently serving on LA 2024, the non-profit organization bidding to bring the 2024 Olympic and Paralympic Games to Los Angeles. Mr. Silbermann graduated from the University of California, Berkeley with a BA in English Literature.
ROY SALTER, Senior Advisor at FTI Consulting

Roy Salter is a Senior Advisor at FTI Consulting and is based in Los Angeles. Mr. Salter is a leader of the Valuation and Financial Advisory Services group. Mr. Salter has extensive experience across a broad range of industries in providing forecasting, strategic advisory and transaction support, fairness and solvency opinions; collateral valuation opinions; as well as purchase price allocation and goodwill impairment opinions as well as portfolio valuations and other types of valuation advice. Mr. Salter joined FTI Consulting with its acquisition of Salter Group in December 2012, a leading independent financial and strategic advisory firm, which he co-founded in January 2003 and that specialized in providing strategic advisory and transaction support, business and intangible asset valuations, financial opinions, financial and strategic analysis, forecasting and other transaction support covering a broad spectrum of industries. Prior to the Salter Group, Mr. Salter served as a principal and managing director at Houlihan Lokey Howard & Zukin, where he established and co-managed the firm’s global industry group practices for 15 years, including entertainment and media, life sciences, telecom-media-technology and diversified industries. While there, Mr. Salter established and co-directed the operating methods associated with the firm’s industry group practices.

DIANA KANDER, Innovation Catalyst and New York Times Best Selling Author

Diana and her family escaped from the Soviet Union when she was 8-years-old. By the time she was an American citizen, she had perfected her skills as a capitalist – selling flea market goods to grade school classmates at a markup. Today, Diana draws on her experience as an entrepreneur and educator to serve as an innovation coach. In this role, she trains executives and Fortune 1000 companies to be more innovative and to inspire employees to think like entrepreneurs. Diana was a Georgetown educated attorney who left her successful law practice to start and sell a number of ventures. Diana spent three years as a Senior Fellow at the Ewing Marion Kauffman Foundation, the largest non-profit in the world dedicated to entrepreneurship and education, and two years as a professor of entrepreneurship in the MBA program at the University of Missouri. Diana is also the author of the New York Times Bestseller All In Startup, a novel outlining lessons for launching successful products through the story of a struggling entrepreneur making his way through the World Series of Poker. The book has been used in over 70 colleges to teach innovation and entrepreneurship.

DAVID NAZARIAN, Chief Executive Officer and Founder of Nimes Capital

Over his 30-year career, David Nazarian has established a consistent track record of identifying opportunities ahead of the pack, actively managing those investments and executing effective monetization strategies across a diverse range of investment classes and underlying industries. Mr. Nazarian's history as a visionary investor and business builder began with his active involvement in his family’s early identification of the potential for wireless communications technology that ultimately became part of Qualcomm, Inc., one of the most successful corporations in the history of the telecommunications industry. Capitalizing on the success of Qualcomm, Mr. Nazarian focused on investment opportunities that could be utilized to diversify his family's holdings. Mr. Nazarian displayed his acumen and investment vision by orchestrating the roll up of aerospace equipment manufacturers during a trough period in a highly cyclical industry; acquiring vast holdings of real estate from the Resolution Trust Corporation in the early 1990s; and strategically investing in the hotel industry following the economic downturn in the early 2000s. Mr. Nazarian started three early-stage venture funds concentrated on wireless communication and broadband infrastructure businesses and backed highly-innovative clean technology companies.
# NAVIGATING THE USASBE CONFERENCE

*Three primary tracks with lots to do, see, and discuss.*

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<thead>
<tr>
<th><strong>TEACHING TRACK</strong></th>
<th><strong>WHAT HAPPENS?</strong></th>
<th><strong>SYMBOL</strong></th>
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<tbody>
<tr>
<td>Experiential Exercises</td>
<td>Exercises performed &amp; audience participates</td>
<td><img src="image" alt="Experiential Exercises" /></td>
</tr>
<tr>
<td>Cases, Courses, Modules</td>
<td>Cases taught, courses described, modules discussed</td>
<td><img src="image" alt="Cases, Courses, Modules" /></td>
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<tr>
<td>Workshops</td>
<td>Longer teaching session that requires complete engagement</td>
<td><img src="image" alt="Workshops" /></td>
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<tr>
<td>Emerging Teaching Exercises</td>
<td>Test and help build new exercises with presenters</td>
<td><img src="image" alt="Emerging Teaching Exercises" /></td>
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<thead>
<tr>
<th><strong>RESEARCH TRACK</strong></th>
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<tbody>
<tr>
<td>Papers</td>
<td>Original research presented</td>
<td><img src="image" alt="Papers" /></td>
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<tr>
<td>Provocative Panels</td>
<td>Debate existing research and move agenda forward</td>
<td><img src="image" alt="Provocative Panels" /></td>
</tr>
<tr>
<td>Workshops</td>
<td>Longer research session that requires complete engagement</td>
<td><img src="image" alt="Workshops" /></td>
</tr>
<tr>
<td>Emerging Research</td>
<td>Ideas are presented, not papers; participants help shape the research</td>
<td><img src="image" alt="Emerging Research" /></td>
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<table>
<thead>
<tr>
<th><strong>PROGRAM TRACK</strong></th>
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<tbody>
<tr>
<td>Exposés</td>
<td>Learn about best practices outside the classroom</td>
<td><img src="image" alt="Exposés" /></td>
</tr>
<tr>
<td>Challenges &amp; Charrettes</td>
<td>Help presenters solve their programming challenges</td>
<td><img src="image" alt="Challenges &amp; Charrettes" /></td>
</tr>
<tr>
<td>Workshops</td>
<td>Longer programming session that requires complete engagement</td>
<td><img src="image" alt="Workshops" /></td>
</tr>
</tbody>
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**The Sandbox**

This “hangout” space is located in the Dolby Ballroom and Exhibition space. Its up-tempo design encourages networking, co-creation and serendipitous collisions. Meet here with colleagues or just come by to collide with like-minded people. Start new conversations or continue conversations from conference sessions.

**The e-Suite**

*Sponsored by Babson College*

This meeting space is located in Solano on the Mezzanine (across from Preston’s). Its low-key design promotes thoughtful, strategic collaboration among co-conspirators. Meet here if you are looking to continue conversations in a quieter, more relaxed environment.
WEDNESDAY, JANUARY 10

### LEARNING JOURNEY DAY

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<tr>
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<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>7:00 AM – 9:00 AM</td>
<td>Registration</td>
<td>Mezzanine Registration Desk</td>
</tr>
<tr>
<td>9:00 AM – 5:00 PM</td>
<td>Corporate Entrepreneurship in the Entertainment Industry – Universal Studios Hollywood</td>
<td>Meet in Hotel Lobby</td>
</tr>
<tr>
<td>11:30 AM – 9:00 PM</td>
<td>Going to the Getty: Getting the Glitz – An Extravaganza of Arts, A Touch of Luxury</td>
<td>Meet in Hotel Lobby</td>
</tr>
<tr>
<td>6:00 PM – 7:30 PM</td>
<td>USASBE Outgoing Board Meeting <em>by invitation only</em></td>
<td>Preston’s</td>
</tr>
<tr>
<td>7:45 PM – 9:00 PM</td>
<td>USASBE Outgoing &amp; Incoming Board Dinner <em>by invitation only</em></td>
<td>Preston’s</td>
</tr>
</tbody>
</table>

### LEARNING JOURNEYS

Learning Journeys require pre-registration and an accompanying fee of $125-$135.

**WEDNESDAY 9:00AM – 5:00PM  
UNIVERSAL STUDIOS HOLLYWOOD**

Corporate Entrepreneurship in the Entertainment Industry
See how movies and TV shows are made in a real working movie studio. Enjoy thrilling theme park rides and shows, featuring the Wizarding World of Harry Potter, the Simpsons, the Minions, Jurassic Park, and more. Explore City Walk – a three block entertainment, dining and shopping promenade within the theme park.

**WEDNESDAY 11:30AM – 9:00PM  
GETTY CENTER**

Going to the Getty: Getting the Glitz – An Extravaganza of Arts, A Touch of Luxury
Spend a day at the Getty Center and Skirball Cultural Center – a $1.3 billion complex on a 24-acre campus overlooking Los Angeles. The area is renowned for its art, architecture, shops, and manicured gardens. See how entrepreneurs cater to high-end customers during dinner in Beverly Hills and shopping/sightseeing on Rodeo Drive.

**WEDNESDAY 6:00PM – 7:30PM  
PRESTON’S**

USASBE Outgoing Board Meeting *by invitation only*

**WEDNESDAY 7:45PM – 9:00PM  
PRESTON’S**

USASBE Outgoing & Incoming Board Dinner *by invitation only*

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PRE-CONFERENCE WORKSHOPS

THURSDAY 8:00 AM – 4:00 PM  ELYSIAN PARK

Alex Bruton
This engaging sleeves-rolled-up workshop is aimed at innovators and educators who foster big ideas and accelerate innovation. We’ll take a hands-on future-looking tour of practical approaches such as Idea Design, Idea Modeling, Idea Sprints, Idea Pressure Testing, Ideation and Innovation Challenges, Work Embedded Education, and Accelerated Experience Gaining. We’ll show how to connect the dots to other leading edge approaches, such as design thinking, lean startup, the business model canvas, and jobs to be done. Instructors, professors, center directors, and corporate leaders should attend and expect to go home with the tools and playbooks required to design businesses where the best ideas win. Take a sneak peek and check out this video of an innovation leader speaking about his experience with some of the tools: https://www.straightupbusiness.institute/for-teams/#testimonials
The National Association for Community College Entrepreneurship (NACCE), Santa Monica College faculty, the Michelson Foundation, CCC Doing What Matters Maker 3 Initiative, and the Entrepreneurial Leadership Initiative (ELI) present an experiential hands-on learning experience: *Entrepreneurial Innovation in Community College, University, and Philanthropic Partnerships (requires pre-registration)*

NACCE is pleased to offer an interactive hands-on workshop designed for university and community college faculty and administrators. In the past year, NACCE re-granted over $500,000 to member colleges to engage in entrepreneurship communities of practice with 60 community colleges. NACCE has commitments to re-grant an additional $2 million in awards in 2018 – 2020. NACCE uses ecosystem mapping tools to help communities leverage assets for economic development. The mapping effort is part of the California’s Maker 3 Innovation grant for which NACCE provides technical assistance. Open source tools, best practices and case studies will be shared. This model can provide inspiration for other regions of the country. NACCE is also partnering with the Michelson Foundation and Santa Monica College to offer intellectual property curriculum in community college courses. These resources are available to universities and colleges.

**THURSDAY 8:00 AM – 12:00 PM**

**DOLBY BALLROOM-SALON 5**

**“Modeling the Lean Startup” (requires pre-registration)**

Kelly Shaver

A core principle of the lean startup method is experimentation. Rather than letting the perfect be the enemy of the good, a lean startup is characterized by putting out a minimally viable product (MVP) that is then market tested and revised accordingly in an iterative process. Yet in our teaching, we do not often emulate this model. We may try new examples in classes, use readings we have not used before, or change important elements of our pedagogy from one semester to the next. But only very rarely do we actually assess what differences these changes might make in the knowledge, skills, and abilities of our students. Standard experimental methods imported from social psychology show how this can be done. They allow us as instructors to model the behavior we invite students to try. Moreover, the results from experimental methods can provide a window on the effectiveness of various classroom procedures to satisfy increasing institutional demands for accountability before our students graduate and use the knowledge from our courses to create new independent businesses.

**THURSDAY 9:00AM – 10:30 AM**

**SILVER LAKE**

EE&P Editor’s Meeting (by invitation only)

**THURSDAY 1:00 PM – 5:00 PM**

**DOLBY BALLROOM-SALON 5**

**“Designing the Future of Entrepreneurship Education Research”**

Eric Liguori, Moraima De Hoyos Ruperto, Heidi Neck, Siri Terjesen, & Christoph Winkler

Your input and personal experiences as scholars, teachers and practitioners will be essential to help us accomplish our goals. In detail, we are going to apply a design thinking process, to (1) map our entrepreneurship education ecosystem through expert input and personal stories, (2) identify the key actors and their needs within that ecosystem, (3) convert these needs into opportunities, and (4) frame the most important research questions that we need to answer to advance our field through actionable research. Process and outcomes of this session will be translated into a call to action for our community as part of a paper that we are planning to publish following the USASBE Conference.

**THURSDAY 1:00 PM – 5:00 PM**

**ECHO PARK**

Teaching without a Textbook (requires pre-registration)

Justin Wilcox

Learn techniques to engage your entire entrepreneurship class by replacing lectures, and textbooks, with experiential exercises. Discover the key to assessing students, and how to set their expectations, in a non-traditional academic environment. Plus you’ll leave the session with at least three new hands-on exercises you can integrate into your course this semester.

**THURSDAY 5:00 PM – 5:30 PM**

**NICHOLS**

Forum Member Meeting (by invitation only)

**THURSDAY 5:30 PM**

**LOEWS POOLSIDE**

New and Forum Member Reception Sponsored by Drexel University (by invitation only)

**THURSDAY 6:30 PM**

**LOEWS POOLSIDE**

Welcome Reception Sponsored by David Nazarian College, California State University, Northridge

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### Conference Day 1

**FRIDAY, JANUARY 12**

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<tr>
<td>7:00 AM – 5:00 PM</td>
<td>Registration</td>
<td>Mezzanine Registration Desk</td>
</tr>
<tr>
<td>8:00 AM – 9:00 AM</td>
<td>Conference Welcome with Heidi Neck and Plenary Breakfast featuring Dr. William B. Gartner <em>Sponsored by The University of Texas Dallas</em></td>
<td>Dolby Ballroom</td>
</tr>
</tbody>
</table>
| 9:15 AM – 11:15 AM | Programming Workshops  
THEME: Mindset, Culture & Social Innovation | Franklin Hills                                |
|              | Programming Exposé  
THEME: New Possibilities & Compelling Practices | Elysian Park                                  |
|              | Programming Exposé  
THEME: Whiteboard to Real World | Trousdale Estates                              |
|              | Competitive Provocative Research Panels  
THEME: The Landscape of Family Business | Nichols                                       |
|              | Competitive Research Papers  
THEME: Venture Creation, Leadership & Technology | Beachwood                                     |
|              | Competitive Research Papers  
THEME: Competencies & Competitions | Doheny                                        |
|              | Emerging Research Papers  
THEME: Learning & Doing Entrepreneurship | Laurel                                        |
|              | Emerging Research Papers  
THEME: Family, Rural, and Finance…Oh My! | Runyon                                        |
|              | Competitive Experiential Exercises  
THEME: Methods and Madness | Echo Park                                     |
|              | 3E Competition                                                        | Mt. Olympus                                   |
|              | Competitive Experiential Exercises  
THEME: Ideation & Prototyping | Los Feliz                                     |
|              | Competitive Teaching Cases, Modules, & Courses  
THEME: Social & Creative Entrepreneurship | Silver Lake                                   |
|              | Emerging Teaching Exercises  
THEME: Ideas, Ideas, and More Ideas! | Whitley Heights                               |
<p>| 11:15 AM – 12:00 PM | Award Competition: USASBE Emerging Program | Dolby Ballroom–Salon 5                       |
|              | Award Competition: USASBE Excellence in Co-Curricular Innovation       | Dolby Ballroom–Salon 6                       |
|              | Visit Exhibitors, Explore the Visual Map Wall                        | Dolby Ballroom–Salon 3                       |
|              | Collide in the Sandbox                                                 | Dolby Ballroom–Salon 4                       |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>11:15 AM – 11:45 PM</td>
<td>Meetup with colleagues in the e-Suite <em>Sponsored by Babson College</em></td>
<td>Solano–Mezzanine Floor</td>
</tr>
<tr>
<td>11:45 PM – 1:30 PM</td>
<td>Lifetime Achievement Awards Luncheon <em>Sponsored by The Coleman Foundation and Panel on Entrepreneurship in the Entertainment Industry Featuring Roy Salter, FTI Consulting; Charles D. King, CEO Macro Ventures; Chris Silberman, CEO ICM Partners Talent Agency; Peter McPartlin, CSO Paramount Studios</em></td>
<td>Dolby Ballroom</td>
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<tr>
<td>1:45 PM – 3:45 PM</td>
<td><strong>Programming Challenges &amp; Charrettes</strong>&lt;br&gt;THEME: Building Out Programming</td>
<td>Elysian Park</td>
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<td></td>
<td><strong>Programming Exposé</strong>&lt;br&gt;THEME: Externally-facing Entrepreneurship Programs</td>
<td>Trousdale Estates</td>
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<td><strong>Competitive Provocative Research Panels</strong>&lt;br&gt;THEME: Women Entrepreneurs</td>
<td>Nichols</td>
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<td><strong>Competitive Research Papers</strong>&lt;br&gt;THEME: Family Business</td>
<td>Beachwood</td>
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<td><strong>Competitive Research Papers</strong>&lt;br&gt;THEME: Pedagogy &amp; Learning</td>
<td>Doheny</td>
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<td><strong>Emerging Research Papers</strong>&lt;br&gt;THEME: International Issues</td>
<td>Laurel</td>
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<td><strong>Emerging Research Papers</strong>&lt;br&gt;THEME: Experiential Learning</td>
<td>Runyon</td>
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<td><strong>Competitive Experiential Exercises</strong>&lt;br&gt;THEME: From Improvisation to Intellectual Property</td>
<td>Echo Park</td>
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<td></td>
<td><strong>Competitive Experiential Exercises</strong>&lt;br&gt;THEME: Observation &amp; Prototyping</td>
<td>Los Feliz</td>
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<td></td>
<td><strong>Competitive Teaching Cases, Modules &amp; Courses</strong>&lt;br&gt;THEME: Really Cool Teaching Cases</td>
<td>Silver Lake</td>
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<tr>
<td></td>
<td><strong>Emerging Teaching Exercises</strong>&lt;br&gt;THEME: New Class Offerings to Improve Experiential Learning</td>
<td>Whitley Heights</td>
</tr>
<tr>
<td>4:30 PM – 6:00 PM</td>
<td>Special Interest Group (SIG) Business Meetings</td>
<td>See Insert for Locations</td>
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<tr>
<td>5:00 PM – 6:30 PM</td>
<td>Meet the Editors Workshop</td>
<td>Mt. Olympus</td>
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<tr>
<td>6:00 PM – 8:30 PM</td>
<td>USASBE, Sponsor, Exhibitor, SIG, and Facilitators Reception <em>(by invitation only)</em>&lt;br&gt;<em>Sponsored by University Southern California, Marshall School of Business</em></td>
<td>Vantage</td>
</tr>
<tr>
<td>7:30 PM – 10:00 PM</td>
<td>Longenecker Fellows Dinner</td>
<td>Preston’s</td>
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</table>
Welcome to the Conference with Heidi Neck & Plenary Breakfast featuring Dr. William B. Gartner


William B Gartner is the Bertarelli Foundation Distinguished Professor of Family Entrepreneurship at Babson College. He is also a Visiting Professor of Entrepreneurship at Linneaeus University in Vaxjo, Sweden. He has served in various academic positions at the University of Virginia, Georgetown University, the University of Southern California, Clemson University, San Francisco State University, ESSEC in Paris, and Copenhagen Business School. He is the 2005 winner of the Swedish Entrepreneurship Foundation International Award for outstanding contributions to entrepreneurship and small business research. His book: Entrepreneurship as Organizing: Selected Papers of William B. Gartner was recently published in a paperback edition by Edward Elgar.
The *Journal of Ethics & Entrepreneurship (JEE)* is continuously seeking excellent work for publication. We hope that you and/or a colleague at your school/organization would be interested in submitting a manuscript for consideration in a future issue!

*JEE* publishes interdisciplinary manuscripts (empirical, theoretical and conceptual). *JEE* is 1 of only 5 journals partnered with the United States Association of Small Business and Entrepreneurship (USASBE).

Manuscripts considered for *JEE* are double-blind reviewed and the process takes fewer than 60 days for an initial decision. There are no submission fees or any cost whatsoever to be published in *JEE*. *JEE* is listed in Cabell’s Directory of Publishing Opportunities.

Please email your manuscript to jee@gardner-webb.edu. I look forward to receiving a manuscript from you!

JEE articles are discoverable on EBSCO Business Source Complete, ProQuest's ABI/INFORM Complete, Gale and other research databases.

*JEE* is funded in its entirety by the multimillion dollar John and Linda Godbold School of Business Endowment at Gardner-Webb University.

### Entrepreneurial Ethics (EE)
- Entrepreneurs versus non-entrepreneurs
- Ethical decision making of entrepreneurs
- Ethical dilemmas in entrepreneurship
- Technological change and ethics
- Formation of ethical infrastructure in new ventures
- Stakeholder theory of entrepreneurship

### Social Entrepreneurship (SE)
- Defining social entrepreneurship
- Ethical concerns in social ventures
- Measurement of social venture ‘performance’
- Empowerment of disenfranchised entrepreneurs
- Social ventures versus traditional ventures
- Role of ‘purpose’ in new ventures

### Entrepreneurship and Society (ES)
- Entrepreneurship and economic theory
- Entrepreneurship and macroeconomic development
- Other societal roles of entrepreneurship
- Entrepreneurs as social change agents
- Detrimental impact of ‘creative destruction’
- Ethics of opportunity exploitation
PROGRAM TRACK: PROGRAMMING EXPOSÉ

**THEME:** Whiteboard to Real World

This session focuses on student-based startups and activities outside the classroom. See how the whiteboard meets the real world.

**Fostering Entrepreneurial Ecosystems through an Entrepreneurship Clinic Model** (#33)
*Lewis Sheats*, North Carolina State University
*Gabriel Gonzalez*, North Carolina State University
*Jon Carr*, North Carolina State University
*Jeff Pollack*, North Carolina State University

**Practical Realities – The Babson Summer Venture Program** (#68)
*Debi Kleiman*, Babson College

**Solution Scholars** (#77)
*Liza Soydan*, Visionario Research
*Beverly K. Brockman*, University of Tennessee at Chattanooga

**A Standard Set of Tools for Student Startup Onboarding – The Starter Pack** (#106)
*Chuck Sacco*, Drexel University

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RESEARCH TRACK: COMPETITIVE PROVOCATIVE RESEARCH PANELS

**THEME:** The Landscape of Family Business

**Family Firms’ Heterogeneity** (#500)
In response to a call for a panel on best research practices applicable to teaching family businesses within the domain of Entrepreneurship education, we have drawn several prominent family business scholars with a recognized expertise in studying family business topics through different theoretical lenses, a variety of research designs, and in different contexts that enlighten entrepreneurship education. Specific topics to be highlighted include: landscape and uniqueness of family business, family dynamics, culture, relationships, relational governance, succession, growth, analytics, and sustainability practices. This workshop will be especially interesting to scholars who are engaging in family business research and teaching Entrepreneurship.

**Panel Organizers**
*Esra Memili*, University of North Carolina – Greensboro
*Hanqing Chevy Fang*, Missouri University of Science and Technology
*Giacomo Laffranchini*, University of La Verne

**Panelists**
*Heterogeneity among Family Firms*
*Esra Memili*, University of North Carolina – Greensboro

*Publicly Traded Family Firms*
*Clay Dibrell*, University of Mississippi
*Richard Gentry*, University of Mississippi

*Innovation with Limited Resources*
*Lorraine Uhlaner*, EDHEC Business School

*Analytics of Economic and Non-Economic Goals and Outcomes*
*Danny Holt*, Mississippi State University
*Hanqing Chevy Fang*, Missouri University of Science and Technology

*Relationships and Relational Governance*
*Roland Kidwell*, Florida Atlantic University

*Changing Roles of Women in Family Firms*
*Jim Cater*, University of Texas Tyler

*Succession and Growth Plans*
*Ana Gonzalez*, Grand Valley State University
*Carol Wittmeyer*, St. Bonaventure University

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RESEARCH TRACK: COMPETITIVE RESEARCH PAPERS

**THEME:** Venture Creation, Leadership & Technology

**Entrepreneurial Leadership: Evolution of an Emerging Paradigm and Directions for Future Research** (#40)
*Parisa Haim Faridian*, Florida Atlantic University
*Gary Castrogiovanni*, Florida Atlantic University

This study surveys the literature on entrepreneurial leadership in an effort to advance the field of inquiry by integrating divergent perspectives and clarifying the current conceptual ambiguity surrounding conceptualizing, defining, measuring, and theorizing this construct. To offer directions for advancing the field, we identify and synthesize three main foci of entrepreneurial leadership (opportunity recognition, mobilization of resources, and value creation) that guide theory building and definitional consistency.

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In 2012, California State University, Northridge (CSUN), long known as a leading teaching institution, made the decision to set innovation and entrepreneurship as a priority and began a concerted effort to create new resources and a vibrant community for campus innovators. Moving at an accelerated pace, CSUN’s David Nazarian College of Business and Economics has made significant progress through multiple ventures. The overall goal of the CSUN entrepreneurial ecosystem extends beyond any specific discipline; its aim is to include all members of the university and teach them how to transform a concept that they are passionate about, into something of sustainable consequence.

- Paul Jennings Endowed Professorship of Entrepreneurship
- CSUN Innovation Incubator (Cii) & Summer Accelerator
- Entrepreneurship Minor open to all majors
- Bull Ring and Fast Pitch competitions - Awarding over $40,000 annually
- NSF iCorps grant to support customer discovery of student ventures
- Wells Fargo Center for Small Business and Entrepreneurship
- SBI Project of the Year Award Winner for the last 7 years
- CSUN Innovates! Campus-wide community of innovators
Entrepreneurship and Venture Creation: Subprocesses, Subdomains, and Interfaces (#42)
Kathryn Kloepfer, Florida Atlantic University
Gary Castrogiovanni, Florida Atlantic University
Debate transpires on what exactly constitutes entrepreneurship and how to define the field appropriately. Thus, we examined a wide range of entrepreneurship research in order to make sense of how various topics examined fit together to comprise the field. Entrepreneurship can be best characterized as a process of venture creation, made up of various subprocesses, subdomains, and interfaces. We examine differences across selected subdomains, and key research issues in some common interfaces.

Setting the Stage for Relationships between Small and Medium Enterprises (SMEs) (#150)
Furkan Amil Gur, Northern Illinois University
Thomas Greckhamer, Louisiana State University
This study answers two research questions: 1) What characteristics of an organizational field do owner-managers of SME’s interpret to be central for shaping relations with other firms? 2) What are the key characteristics of interfirm relations for competition, cooperation, and coopetition? This is important because prior research has neglected managers’ interpretations of key determinants linked to different kinds of interfirm relations.

How Do Founders Construct Biotech Companies? (#267)
Biagio Ciao, University of Milan–Bicocca
This paper tracks the entrepreneurial process underpinning biotech firms’ construction. The process model shows that information collection, industry analysis, and resources analysis generate a research and development target. Understanding the process model could help aspiring founders know which steps they have to take. Moreover, the findings show two important features that biotech founders hold before starting the business: a network made by other biotech organizations and past scientific experiences.

Alliance Capability and Technology Commercialization (#320)
Mary Beth Rousseau, Georgia Southern University
Devkamal Dutta, University of New Hampshire
The purpose of this research was to examine whether alliance partnerships have a beneficial impact on technology commercialization through open innovation efforts. Utilizing insights based on Teece’s (1986, 2006) appropriability framework, we examine the impact of prior alliance partnership experience on commercialization of innovation outside firm boundaries. The results of our study offer several practical insights for both corporate entrepreneurship education and practice, especially in getting our students prepared for working in corporate entrepreneurship and corporate venturing in large company settings.
entrepreneurial capabilities. While the prevalence of entrepreneurship education is related to a definite area of the entrepreneurial process. This paper also finds that teams with entrepreneurship students score higher than teams without entrepreneurship students. The results indicate that teams with entrepreneurship students score higher than teams without entrepreneurship students on almost all dimensions. However, there are some areas in which our students were comparatively weaker. We show how our findings have helped us meet the requirements of accrediting agencies while at the same time helping us to improve instruction and curricula in the program. Using a New Venture Competition to Provide External Assessment of a University Entrepreneurship Program (#140)
Gaylen Chandler, Wichita State University
J. Christian Broberg, Wichita State University

We use a university new venture competition to assess the learning of students in an entrepreneurship major. All of our graduating entrepreneurship majors are required as part of the capstone course to participate in a University wide new venture competition. As part of the competition we collected judges scores in 2014 and 2016. The scores of teams that include our students are compared to the scores of teams that do not include our students. The results indicate that teams with entrepreneurship students score higher than teams without entrepreneurship students on almost all dimensions. However, there are some areas in which our students were comparatively weaker. We show how our findings have helped us meet the requirements of accrediting agencies while at the same time helping us to improve instruction and curricula in the program.

Competitive Competencies as Learning Outcomes in Entrepreneurship Education (#187)
Yury Rubin, Russian Association for Entrepreneurship Education
Mikhail Lednev, Moscow University for Industry and Finance “Synergy”
Daniel Mozzhukhin, Russian Association for Entrepreneurship Education

This paper is devoted to competitive competencies in entrepreneurship as learning outcomes in entrepreneurship education programs. These competencies are crucial for an entrepreneur’s success, but have still been insufficiently explored. This paper reviews existing approaches to competition while examining the classification of competitive competencies relevant to entrepreneurship, which fall into various groups. Each group of competencies is related to a definite area of the entrepreneurial process. This paper also proposes a matrix of competitive competencies that would be appropriate for a bachelor’s degree program in entrepreneurship education.

The Influence of University-based Entrepreneurship Education on the Formation of Entrepreneurial Capabilities (#237)
Youngjeun Lee, Iowa State University
Patrick M. Kreiser, Iowa State University
Alex H. Wrede, Iowa State University
Sanvisna Kogelen, Iowa State University

We examine the influence of university-based education on students’ entrepreneurial capabilities. While the prevalence of entrepreneurship education is dramatically increasing, the education that business and engineering students receive throughout their academic experience wields a direct influence on several entrepreneurial capabilities. The purpose of this study is to measure these educational influences on three specific entrepreneurial capabilities—networking skill, proactiveness, and self-confidence. Moreover, we aim to raise awareness for faculty and students in these various programs as they form networks and optimize the knowledge obtained throughout their education. We test the hypotheses using data collected from 927 university students. Advice for these students and their respective educational departments is further discussed.
Challenging Issues Facing Family Businesses in the 21st Century (#57)
Morgan Clevenger, Wilkes University

The Impact of Successor’s Desire to Innovate on Family Business Successorship and Transgenerational Entrepreneurship (#76)
Carol Heitman-Lucy, Emporia State University

Employee Dismissals: Best Practices for Small Businesses (#90)
Akanksha Bedi, Mark Skowronski, Ramapo College

Millennial Members in Family Businesses: Characteristics for Managerial Effectiveness (#162)
Marilyn Young, The University of Texas – Tyler
John Cater, The University of Texas – Tyler

Developing a Model for Rural Entrepreneurship (#308)
Surin Kim, University of Nebraska – Lincoln

Exploring the Potential of Initial Coin Offerings in Venture Finance (#191)
Antonio Alvarado, St. Edward’s University
Keith F. Ward, St. Edward’s University

FRIDAY 9:15 AM – 11:15 AM ECHO PARK

TEACHING TRACK: COMPETITIVE EXPERIENTIAL EXERCISES

Embodying the ‘Superhero’ Within as a Mechanism for Developing a Creative and Entrepreneurial Mindset (#108)
Emma Fleck, Susquehanna University

I ask students to embody their own ‘superhero’ through imaginative play, the use of costumes, masks and icons. Inspired by children, who demonstrate their ability to imagine new possibilities and dream beyond their resource limitations, this activity utilizes the concept of superheroes as a manifestation of that time. Students are given the opportunity to explore the concept of creativity and its fundamental role in the entrepreneurial process and reflect upon how creativity can be used for problem solving in their entrepreneurial journey.
Uncovering the Unexpected: Using Nearby Novelty to Increase Creativity (#153)
Lynnette Claire, University of Puget Sound
Classroom exercises in creativity abound, yet sometimes we need to get out of the classroom to increase creativity. Neuroscientist Gregory Berns (2010) reports that our brains want to follow existing neural pathways, shunning novelty due to its high processing costs. To reprogram our brains and get us back into a creative mode, we need new stimuli, which can be new information or an unfamiliar environment. The more the new stimuli diverges from our existing environment, the better. I use novel environments to increase creativity, as part of my opportunity recognition pedagogy, but novel environments may be used as workspaces to improve creative problem solving related to marketing, execution, or financing.

Creative Rewiring: A Mixed-Methods Exercise to Ideate Unexpected Solutions for Big Problems (#341)
Ricardo Alvarez, CETYS Universidad
Practicing creative thinking is necessary for entrepreneurs to help them develop the skills to ideate while iterating with customers. Working in four member teams, participants are challenged to come up with novel solutions to really big problems, by connecting random unrelated ideas through creative thinking mixed-methods. Team members need to arrange and play with the cards in whatever possible ways to induce idea generation (challenge). They must write down as many innovative concepts as possible (brainstorming) and finally, after dialoguing around the different proposals, they must agree on one that resonates the most (harvesting). The exercise concludes with a final 1-minute presentation of each team to the class, showing their combinations and final solution.

FRIDAY 9:15 AM – 11:15 AM
3E COMPETITION
The 3E-Learning Project, a joint USASBE and Center for Entrepreneurial Excellence (CxEE) at the George Washington University (GWU), strives to establish more and better use of entrepreneurial experiential learning exercises and games used as teaching tools to assist educators in teaching entrepreneurship, small business, and new venture development. The 3E competition brings together the top 10 best entrepreneurial experiential exercises accepted to the USASBE conference to compete for 3E bragging rights as well as a small honoraria. The 3E-Learning Project is led by George Solomon of GWU.

JUDGES:
Eric Liguori, Rowan University
Ayman El Tarabishy, George Washington University
Richard Donnelly, George Washington University
George Solomon, George Washington University

FRIDAY 9:15 AM – 11:15 AM
TEACHING TRACK: COMPETITIVE EXPERIENTIAL EXERCISES
THEME: Ideation & Prototyping
Demoing Interviews & MVPs (#171)
Justin Wilcox, TeachingEntrepreneurship.org
Doan Winkel, John Carroll University
Learn how to demo a live customer interview to your students, and use that interview to build an MVP before their eyes.

EUREKA! Finding Inspiration in the Everyday (#208)
Briony Davies, Corkscrew Ltd
Neil Finnie, Corkscrew Ltd
Andreu Gual i Falco, Corkscrew Ltd
‘Eureka’ demonstrates to students how it is possible to generate new business ideas by combining two existing concepts. For many students, the pressure of feeling that they ‘don’t have any ideas’ or ‘aren’t creative’ is a barrier for them exploring the world of Entrepreneurship. By pairing the students up and providing each team with a starting point this pressure can be alleviated. The pairs pick out two nouns from a hat; for example, Dog + Boat. The students work in groups of two because research shows that in professional environments, it is more common for new ideas to be generated in groups rather than individually (Maier, 1970). They then use the two nouns as a springboard to ideate. Two stages of the exercise are demonstrated.
The Creative Canvas addresses three key limitations of the BMC faced by students in creative disciplines. First, business terminology is often confusing and intimidating to students in the arts. Second, art projects are not always entrepreneurial products or services. Third, students often seek to establish a personal creative practice instead of a company, with success metrics that differ from an entrepreneurial firm. A new canvas area highlighting next action steps guides students in making progress and establishing accountability.

Everything You Always Wanted to Ask About B-Corps, But Were Afraid to Ask (#148)
Maria Ballesteros-Sola, California State University – Channel Islands
The B-Corp movement recently celebrated its 10th year anniversary since the first B Corp Certification was granted in 2007. Currently, there are more than 2,200 B-Corps in 50 countries and more than 66,000 business have taken the B Impact Assessment. Entrepreneurship professors are the gateway to the next generation of talent; therefore, we can play a significant role on the expansion of the B-Corp Movement as we expose our students to companies that are using business as a force for good. My workshop aims to introduce the B-Corp generation of talent; therefore, we can play a significant role on the expansion of the B-Corp Movement as we expose our students to companies that are using business as a force for good. My workshop aims to introduce the B-Corp certification, the B-Impact Assessment as well as the global B-Corp movement.

Financing Innovation (#155)
Stephen Ruffe, Minneapolis College of Art and Design
A challenge facing many students pursuing degrees in art and design is that they have minimal experience and little interest in math and finance. Piloted in Fall 2016, Financing Innovation is a newly developed course designed to equip artists and designers with the financial literacy skills they need. The course guides students in telling both the narrative and financial story of their creative projects, identify appropriate funding sources, and present their ideas, much as they would as a working artist or entrepreneur. While this course is now required for students majoring in entrepreneurial studies, 40% of the students taking the course come from other majors.

Visionalization of Ideas (#17)
Shalini Gopalkrishnan, Rollins College
Conducting Design Sprints in an Undergraduate Entrepreneurship Class (#83)
Atul Teckchandani, California State University, Fullerton
Connecting Market Sizing to Business Intelligence Resources (#120)
Terence O’Neill, Michigan State University
Alison Vaaler, Texas A&M University

Seeding Entrepreneurial Problems and Opportunities: 24 Hours (#159)
Michael Dominik, Rowan University
Using Virtual Reality to Improve Observation and Idea Generation in an Entry Level Entrepreneurship Course (#206)
Bradley George, Babson College
Turning the Negative Thoughts into Positive Action: a Lightning Fast Ideation Exercise (#253)
David Gorton, Eastern Washington University
Bruce Teague, Eastern Washington University

USASBE Excellence in Co-Curricular Innovation Award
The USASBE Excellence in Co-Curricular Innovation Award celebrates the critical role of co-curricular programming in the overall entrepreneurship education ecosystem. This award category encourages and recognizes innovative, co-curricular programs that feature creativity, quality, sustainability, and impact. Nominees illustrate best practice and are a model for others. All conference participants are welcome to attend these final presentations.

Finalists:
North Carolina State University
University of New Hampshire – Peter T. Paul Entrepreneurship Center
INNOVATE. INSPIRE. CREATE.
Entrepreneurship at The University of Tampa

UT’s nationally renowned Lowth Entrepreneurship Center cultivates innovative, qualified business leaders with the skills to make their visions a reality. The Center offers graduate, undergraduate and executive training programs in entrepreneurship, with a focus on real-world experiences. The Spartan Accelerator provides student startups with intensive mentoring and resources, while the UT Incubator connects early-stage community businesses with advisors and investors. Faculty members are devoted teachers, researchers and experienced business professionals with international connections.

UT’s Lowth Entrepreneurship Center is proud to be:
- Recipient of the NASDAQ Center of Entrepreneurial Excellence award by GCEC in 2017
- Named the 2016 Model Undergraduate Entrepreneurship Program by USASBE
- Recipient of the 2015 Award for Excellence in Entrepreneurship Teaching and Pedagogical Innovation by GCEC
- Global headquarters of CEO

M.S. in Entrepreneurship
MBA with Concentration in Entrepreneurship
B.S. in Entrepreneurship
B.S. in International Business and Entrepreneurship

UT’s Sykes College of Business is accredited at the undergraduate and graduate levels by AACSB International.

Learn more at www.ut.edu/entrepreneurcenter or call (813) 257-3227.
USASBE Emerging Program Award
The USASBE Emerging Program Award recognizes the development efforts of nascent entrepreneurship programs that show early signs of innovation, boldness, and student impact. Programs nominated for this award are young (in existence for three years or less) or have gone through a major revision during the same time period. This award category recognizes the start (or restart) of a curricular program. All conference participants are welcome to these final presentations.

FINALISTS:
The Jim Moran School of Entrepreneurship, Florida State University
Grove City College

FRIDA Y 11:15 AM – 12:00 PM
Visit Exhibitors, Explore the Visual Map Wall
Collide in the Sandbox
Meetup with colleagues in the e-Suite
Sponsored by Babson College
SOLANO – MEZZANINE FLOOR

FRIDA Y 11:45 – 1:30 PM
LUNCHEON
ENTERTAINMENT INDUSTRY PANEL

Charles King is founder and CEO of MACRO. Formerly, King was Partner/Agent in the Motion Picture Department at William Morris Endeavor (WME). He was and continues to be the first and only African American to rise from the training program in the Beverly Hills office film and television department in the company’s over 100-year-history to become Partner. His career as an agent spanned over 15 years, during which he was known for his innovative deal making, keen eye for talent and his strategic long-horizon thinking in developing brands for and around his clients.

Chris Silberman is the managing partner of ICM Partners, a global talent and literary agency representing clients in the fields of television, motion pictures, publishing, broadcasting, music, theater, corporate marketing and new media. ICM Partners is one of the predominant agencies in the United States and Europe, with its principal offices in Los Angeles, New York and London. In his leadership role, Mr. Silberman oversees the careers of many of the most successful showrunners, actors, directors entertainers, and production companies in film and television and provides strategic guidance to corporate clients.

Peter McPartlin is the Executive Vice President of Strategic Planning and Business Operations at Paramount Pictures, where he explores, analyzes, and identifies new business opportunities and services, as well as evaluates possible studio investments and methods for improving the studio’s various vendor relationships and business alliances. Prior to Paramount, McPartlin was Chief Operations Officer/Executive Vice President of Business and Legal Affairs at Indian Paintbrush Productions, where he worked on projects such as The Grand Budapest Hotel, Me and Earl and the Dying Girl, and Seeking a Friend for the End of the World.
The purpose of the Direct Selling Education Foundation is to engage, equip and empower educators to provide students with an accurate understanding of the direct selling industry as a powerful go-to-market strategy, distribution model and entrepreneurial option, and to teach the correct principles of direct selling.

We partner with professors and educators who are interested in including direct selling as a topic in their various curricula. We provide resources for educators and classrooms alike to streamline this process. We also sponsor and support various events, project and initiatives, like Campus Events, to further support our overall mission.
SESSION 2
FRIDAY 1:45 PM – 2:45 PM  MT. OLYMPUS
RESEARCH TRACK: SPECIAL ISSUE ON ENTREPRENEURIAL ECOSYSTEMS: JOURNAL OF ENTERPRISING COMMUNITIES
Eric Liguori, Rowan University
Julian Lange, Babson College
Diana Hechavarria, University of South Florida
Christoph Winkler, Iona College
USASBE’s Public Policy Special Interest Group and the Journal of Enterprising Communities partnered to develop and facilitate a special issue on entrepreneurial ecosystems. This invite-only special session brings together the authors whose scholarship is under publication consideration for the special issue to meet with the guest editorial team. The following authors will be participating: Nadine Levratto, Denis Carré, Edgar Soto, Edgar Maiz-Vasquez, Tharuma Rajan Pillai, Amiruddin Ahamat, Thomas Pittz, Giles Hertz, Aileen Huang-Saad, Nathalie Duval-Couetil, Jongho Park, Bastian Thomsen, Olav Muurink, Talitha Best, Margaret Cowell, Sarah Lyon-Hill, Scott Tate, Isaac Wasswa Katono, David Prilaid, Gert Human, Jeffrey Muldoon, Antonina Bauman, Keith Graham Debbage, Shaylee Bowen, Helen MacLennan, Lorrie McGovern, Angela Garrett, Hannes Velt, Lasse Torkkeli, Sami Saarenketo, Mathew Manimala, Princy Thomas, and P.K. Thomas.

FRIDAY 1:45 PM – 3:45 PM  ELYSIAN PARK
PROGRAM TRACK: PROGRAMMING CHALLENGES & CHARRETTE
THEME: Building Out Programming
Attendees help presenters tackle programming challenges. There is no set playbook when it comes to growing and developing entrepreneurship programs. This Challenges & Charrettes session is a presentation and discussion around the issues of building programs. Listen to stories, identify similarities among the presentations and in scenarios in which the audience has been involved, and ideate on possible pathways for solutions. Challenges & Charrettes sessions are often great places to identify solution-driven, co-conspirators in other programs. Take advantage of the USASBE lounge spaces to continue discussions following the session.

G. University-based Angel Investment Groups: Discussion on Methods, Challenges and Opportunities (#55)
Chuck Sacco, Drexel University
Building a School of Entrepreneurship in Rural America (#103)
Dennis Barber III, East Carolina University
Michael Harris, East Carolina University
William McDowell, Bradley University
Eden Blair, Bradley University
How to Best Address Potential Liabilities and Risks Arising out of Entrepreneurship Competitions (#104)
Robert Malach, University of Calgary
Sandra Malach, University of Calgary
Creating an Innovation Center (#137)
Melissa Wright, The University of Scranton
Geraldine Loveless, The University of Scranton
Stabilizing and Growing an Entrepreneurship Center (#192)
Matthew Hanson, Chapman University
Providing Sustainable Mentorship (#276)
Sydney Doherty, Millikin University
Estefano Martinez, Millikin University
Julienne Shields, Millikin University

FRIDAY 1:45 PM – 3:45 PM  TROUSDALE ESTATES
PROGRAM TRACK: PROGRAMMING EXPO
THEME: Externally-facing Entrepreneurship Programs
This session focuses on programs and courses that engage an external audience outside the university. Come to this session to hear about successfully deployed entrepreneurship education innovations that you can leverage in your entrepreneurship program and center. The session will highlight real-world examples and provide you with success metrics and ideas about transferability.

Creating an Awards Program to Increase Community Awareness and Engagement for Your Entrepreneurship Program (#174)
Mike Stull, California State University – San Bernardino
Susie Pryor, California State University – San Bernardino
Stacey Allis, California State University – San Bernardino

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LMU LA
Loyola Marymount University
Los Angeles
The “Valley of Death” in Entrepreneurship Education: Distinguishing Between Innovation and Entrepreneurship (#289)
Cesar Bandera, New Jersey Institute of Technology

Cross Campus Engagement for Programming for Veterans (#329)
Alexander Mckelvie, Syracuse University
Misty Stutsman, Institute for Veterans and Military Families

Teaching Entrepreneurship through Israel: The Startup Nation (#316)
Jason Bronowizt, Arizona State University
Steve Gray, InnovationNation Tours

**FRIDAY 1:45 PM – 3:45 PM**

**NICHOLS**

**RESEARCH TRACK: COMPETITIVE PROVOCATIVE RESEARCH PANELS**

**THEME: Women Entrepreneurs**

Women Entrepreneurs and Early Stage Venture Funding/Financing (#124)
Candida Brush, Babson College
SherRhonda Gibbs, University of Southern Mississippi
Wendy Plant, Florida State University

There is robust evidence that women entrepreneurs face greater hurdles in attracting early-stage financing especially from sources such as venture capital and bank financing. This session will provide an overview of current research, consider best practices used by women entrepreneurs to acquire start-up financing, and present tools faculty can use to support and better prepare women and minority entrepreneurs.

**FRIDAY 1:45 PM – 3:45 PM**

**BEACHWOOD**

**RESEARCH TRACK: COMPETITIVE RESEARCH PAPERS**

**THEME: Family Business**

Familial or Structured? The Impact of Culture on the Human Resource Practices of Hispanic and Non-Hispanic Family Firms (#84)
John Cater, The University of Texas – Tyler
Kevin James, The University of Texas – Tyler
Kerri Camp, The University of Texas – Tyler
Roland Kidwell, Florida Atlantic University

At 17 percent of the U.S. population, Hispanics are the largest ethnic minority in the U.S. and are of growing importance to the country’s economy. In spite of growing interest from researchers, significant gaps remain in our understanding of Hispanic family firms and their HR practices. We apply cultural dimensions theory to the growing research base on Hispanic family firms, highlighting collectivism, familism, short term orientation, high power distance, and ‘simpatia’ (pleasant social relationships).

Turnaround in Family Firms: A Review of the Literature and Research Agenda (#89)
Giacomo Laffranchini, University of La Verne
Si Hyun Kim, University of La Verne
John Hadjimarcou, The University of Texas – El Paso

Turnaround is a multi-stage process that firms need to deploy when their survival is threatened and they need to return to growth. The available knowledge on the topic of family business turnaround is scant, scattered across multiple disciplines, and often based upon anecdotal evidence. Therefore, we propose a systematic review of the extant literature to chart current knowledge and reveal important gaps in that knowledge. Our contribution aims to propose several compelling theory-driven research questions. These future research avenues may actually stimulate a more rigorous process of knowledge development in this all-important area of business.

For Better or For Worse: Spousal New Venture Employment, Founder Passion, and Founder Burnout (#280)
Jonathan Butler, Oklahoma State University
Imran Syed, Ball State University

If employing a spouse in a new venture is a double-edged sword with a potential positive or negative relationship with the entrepreneur’s well-being, how is an entrepreneur able to determine when and if that decision may be beneficial? Hobfoll’s (1989) Conservation of Resources (COR) theory and Family Systems Theory (FST) (Broderick, 1993) provide a helpful theoretical lens. Results indicate that entrepreneurs with a passion for founding who employ their spouse are significantly less likely to experience stress yet are significantly more likely to experience burnout. Conversely, the entrepreneurs with higher levels of a passion for developing who employ their spouse are significantly less likely to experience burnout.

**CONTINUED ON PAGE 44**
Looking for a **fun and engaging** way to teach Entrepreneurship?

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<th>Feature</th>
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<td>Easy to set up and manage</td>
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<td><em>Strategic highlights</em>&lt;br&gt;<em>Automatic coaching assistant</em></td>
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Insider or Outsider? A Dilemma of Adopting Professional Management in Family Business (#290)
Xi Yang, University of Texas Rio Grande Valley
Yuanqing Li, Dominican University

Professional management is an important and widely studied topic because of the significant impact it has on family business performance. Adopting outside professional management is necessary for most family firms to sustain development. According to the family business literature, a professional management team should be brought in once the family firm evolves into a certain stage (De Massis et al., 2008; Karaevli, 2007). However, whether it is necessary and beneficial for the family business to select a CEO from outside rather than inside succession remains unclear. This study explores when and why family firms should appoint outside professional management in family business.

Entrepreneurship Education Through Experience (#80)
Rodney D’Souza, Northern Kentucky University

This paper examines the education-entrepreneurial intentions relationship and the effects of experiential entrepreneurship education on that relationship. Relying on the theory of planned behavior and the theory of human behavior, we develop and test hypotheses to enhance the knowledge in the field of entrepreneurship education. Our goal in this study is to discover ways to in which experiential education in entrepreneurship can positively affect the attitudes and intentions of students, and to further the base of knowledge in the link between these education programs and intentions. Results suggest that problem based experiential learning does indeed impact how students think about entrepreneurship as a career and their perceived level of control.

Eduardo Cruz, Universidade Federal Fluminense
Yan Barbosa, Universidade Federal Fluminense
Roberto Falcão, Pontifícia Universidade Católica – Rio de Janeiro
Rafael Mancebo, Pontifícia Universidade Católica – Rio de Janeiro

This study analyzes the use of board games on teaching practices of entrepreneurship and financial education, encompassing five aspects presented in the academic literature: action, empathy, creation, experimentation and reflection. We conducted three classes of ‘Investment Analysis’ using the Monopoly board game as a teaching tool. It was measured every twenty minutes resulting in three profiles of players, namely conservative, moderate and aggressive investors. The paper contributes to entrepreneurship education with its insights about entrepreneurial behaviors and the use of board games as a cost-effective and motivating tool for learning.

Entrepreneurship Education and the Entrepreneurial University – What Places Have We Created and What is Happening in the Space? (#92)
John Thompson, University of Huddersfield
Leigh Morland, University of Huddersfield
Jonathan Scott, University of Northumbria

In this paper we extend the exploration of experiential entrepreneurship education in relation to a student-led perspective of an entrepreneurial university in order to put forward new conceptual models. We review experiential learning opportunities in United Kingdom (UK) Universities, drawing on various case examples where students experience relevant opportunities and risks, identifying evidence of excellent practice. However, we conclude that these initiatives lack depth and breadth of coverage of the whole student population. The implications of doing more are then explored in the context of: students (learners), faculty (resources) and Universities in respect of space and place themes.

Create the right mindset
Looking for a rigorous science-based approach to fostering the future entrepreneurial success of your students?
One based on solid metrics and real world business outcomes?
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Lifestyle Entrepreneurs 2.0: Implications for Learning and New Venture Development (#129)
Robert Pidduck, University of Oklahoma
G.T Lumpkin, University of Oklahoma

Creation and Discovery View of Entrepreneurial Opportunities: Antecedents and Consequences (#138)
Francis Donbesuur, Leeds University
Nathaniel Boso, Leeds University
Magnus Hultman, Leeds University
Ghasem Zaefarian, Leeds University

Immigrant Entrepreneurship Longevity: Case Study of Kenyan immigrant entrepreneurs in a Midwest City (#154)
Obed Nyaribo, Alaska Pacific University
Fred Machana, Capella University

Innovation in Social Enterprises in India: To What Extent are “Jugaad” Principles Adopted? (#177)
Udita Chadha, University of Southern California

Exporting Notwithstanding Institutional Voids: Comparing Women Entrepreneurs and Men Entrepreneurs in Developing and Emerging Countries (#189)
Marleen McCormick, Butler University

Rural Entrepreneurship, Spatial Economics and Business Networks: A Study of Cassava and Palm Oil Producers in the DR Congo (#294)
Jean Kabongo, University of South Florida – Sarasota-Manatee

THEME: Experiential Learning
Attendees help presenters further develop their research concepts. This session of emerging research concepts focuses on various ways of incorporating experiential learning and/or places in which to incorporate experiential activities. There are some outlying topics included in this session with elements of intellectual property, technology, and outcomes of experiential learning, but we think outliers are really cool!
Challenges to Implementing Experiential Entrepreneurship Education in China (#105)
Robin Bell, University of Worcester

The Hidden Interplay of Pedagogy and Andragogy in Entrepreneurship Education (#165)
Gustav Hägg, Lund University
Agnieszka Kurczewska, University of Lodz

Video-Clip Talk in Entrepreneurship Education – A Tool for Deeper Learning and Effective Qualitative Assessment (#186)
Birgitte Wraae, Technische Universität Berlin
Christa Tigerstedt, Arcada University of Applied Sciences

The Future of Entrepreneurship Education: A Look into the Potential for AI, ML, VR, AR, and Simulation (#204)
Michael Meeks, Louisiana State University

Who Owns That Great Idea? Ownership of the Intellectual Property of Faculty and Students (#251)
Lynn M Forsythe, California State University – Fresno
Lizhu Y. Davis, California State University – Fresno
John M. Mueller, St. Edward’s University

Learning by Doing: Does Working at a School-based Enterprise Lead to Self-employment? (#264)
Jessica Simon, Babson College
Angela Randolph, Babson College

The Emotional Rollercoaster of an Entrepreneurial Startup Weekend Event (#302)
Cynthia Sherman, California State University – Channel Islands
Emi Makino, Tokyo University of Science

Entrepreneurial Immersion: Quantifying Efficacy Indicators for Experiential Education (#322)
Jason D’Mello, LMU
Justin Wolske, Casework
Paul Zak, Neuroeconomic Studies

FRIDAY 1:45 PM – 3:45 PM  FRANKLIN HILLS
JSBM Editorial Board Meeting (by invitation only)

FRIDAY 1:45 PM – 3:45 PM  ECHO PARK

TEACHING TRACK: COMPETITIVE EXPERIENTIAL EXERCISES

THEME: From Improvisation to Intellectual Property

Image Insights: Identifying Entrepreneurial Opportunities Beyond Innovation Marketplace (#53)
Adam Jay Bock, University of Wisconsin – Madison

Unpredictable innovation selection is an essential lesson for entrepreneurship students. The non-equifinality of innovation and entrepreneurial processes may appear obvious in hindsight, but it is best learned through personal experience. This easy and fun classroom game simulates an innovation marketplace. Students generate a topic-specific innovation and participate in a marketplace of ideas. The activity demonstrates why the best innovations are not guaranteed market entry or success, emphasizing the human and social nature of entrepreneurial action.

First Glance (#95)
Jennifer Capps, North Carolina State University

One of the biggest challenges that many student entrepreneurial teams face is opportunity identification. Students often default to the things that they know best or the path of least resistance. The Image Insights activity helps students go deeper by viewing their world through new perspectives and pushing beyond the first wave of possible answers. Through the use of randomly assigned photographs, student teams identify the variety of entrepreneurial ventures that impact our daily lives while gaining experience in seeing how others have identified and addressed pains and problems.

Developing Business Plans for Patents at a Brazilian University: The Case of Universidade Federal Fluminense (#123)
Gabriel Cavalheiro, Universidade Federal Fluminense
Mariana Cavalheiro, SENAC

This article presents the experience of Universidade Federal Fluminense (UFF) in providing a course to undergraduate management students addressing a combination of intellectual property (IP) and strategy as a means of training students to develop business plans for patents. The experiential exercise proposed by this study contributes to enhance IP management capabilities of undergraduate students by simulating decision-making regarding market size, user requirements, product pricing, competitors, substitute products, time-to-market, product production arrangements, and strategic use of the terms of a patent.

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The Improvisational Entrepreneur (#272)
Lakshmi Balachandra, Babson College
Pursuing entrepreneurship implies a seemingly endless path of unknown events, risk taking, and uncertainty that requires entrepreneurs to improvise. The exercises in this session offer educators the means to learn the framework for performing improvisation so that students can learn a means for agility in the face of the unexpected and critical moments in starting and running a business. These exercises can be used to teach the how of improvisation for entrepreneurship students that has remained predominantly a theoretical consideration.

FRIDAY 1:45 PM – 3:45 PM
LOS FELIZ
TEACHING TRACK: COMPETITIVE EXPERIENTIAL EXERCISES
THEME: Observation & Prototyping

It’s Not Just For Kids Anymore: Rapid Prototyping with Play Doh (#261)
Eden Blair, Bradley University
This exercise, created for a sophomore Entrepreneurial Creativity course, is designed to help students better understand the rapid prototyping technique.

Prototyping involves a quick succession of models that help entrepreneurs present ideas to customers and test the team’s assumptions about what the customer wants. In this exercise, students are given a challenge and must create a series of prototypes using Play Doh or modeling clay. Students then must show these prototypes to customers and get their reaction. Taking their customers’ feedback, they will create new prototypes that improve on the old ones. They will then discuss what they learned with the rest of the class.

Observation 101 (#325)
Elissa Grossman, University of Southern California
Observation 101 is an activity designed for student practice of freshly learned observational research skills, prior to students implementing similar research approaches for their own new venture ideas. Observation 101 has at its core a fundamental “catch”: the problem posed by the prompt is not the correct problem to solve. If students understand the importance of disconfirmatory data and dispassionate data analysis, they are likely to catch the falsity of the prompt and make highly effective recommendations.

CONTINUED ON PAGE 50
VentureWell is on a mission to cultivate a pipeline of inventors, innovators, and entrepreneurs driven to solve the world’s biggest challenges and to create lasting impact.

We foster collaboration among the best minds from research labs, classrooms, and beyond to advance innovation and entrepreneurship education and to provide unique opportunities for STEM students and researchers to fully realize their potential to improve the world.

Since our founding in 1995, we’ve directly supported or trained over 4,500 science and technology inventors and innovators, and nurtured thousands of their startups reaching millions of people in over 50 countries with ground-breaking technological advancements in fields such as biomedicine and healthcare, sustainable energy and materials, and solutions for low-resource settings.

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Fumbling in the Dark: Empathy-Building in Entrepreneurship Education (#287)
Erik Noyes, Babson College
This session engages entrepreneurship educators in a hands-on, action-oriented exercise focused on empathy-building. The pedagogical focus is on the relationships between empathy, opportunity identification, and value-creation possibilities. Entrepreneurship education has adopted aspects of human-centered collaborative design methodology (i.e., design thinking), but it has not generally grappled with the high and unattainable bar of building empathy with a target audience. This session has been run with powerful results in undergraduate and graduate entrepreneurship programs.

FRIDAY 1:45 PM – 3:45 PM
SILVER LAKE
TEACHING TRACK: COMPETITIVE TEACHING CASES, MODULES & COURSES
THEME: Really Cool Teaching Cases
Hydrosafe: Emma’s Investment Issues (#134)
Torgeir Aadland, Norwegian University of Science and Technology
Roger Sørheim, Norwegian University of Science and Technology
Dag Håkon Haneberg, Norwegian University of Science and Technology

The HydroSafe case revolves around the different considerations early stage entrepreneurs need to think about when seeking external capital. When in discussions with different investors, one needs to explore the timing, the assets being brought into the company in addition to capital, but also the different steps before the technological risks are minimized. The case also focuses on internal team differences when it comes to preferences and discussions of different funding options.

Traci Lynn Jewelry: Maximizing Shining Opportunities (#139)
Caroline Glackin, Fayetteville State University

Effectuation versus causation, how do entrepreneurs operate? This case explores the opportunity identification, assessment, and decision-making of an energetic, African American, female founder and CEO in the rarely-researched direct selling channel. Dr. Traci Lynn Burton, founded her company at 24 during 1989 with an investment of $200. In 2008, in its second incarnation, Traci Lynn Jewelry became a direct selling company and has taken bold steps. The company was a direct selling leader and was preparing to launch a new product line. The case aids undergraduate students in understanding effectuation and causation, opportunity identification and assessment, and direct selling.

CONTINUED ON PAGE 52
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Keeping it in the Family: Succession Planning for the Next Generation (#207)
Sydney Mitton, University of Windsor
Francine Schlosser, University of Windsor
Jody Merritt, University of Windsor

Samantha is a recent graduate from the School of Business at the University of Canada. She has completed two co-op work terms at her father’s office, with the plan of working there full time. Roger is a Financial Advisor at Assante Wealth Management. Roger’s current client base has an average age of 65. With Samantha looking to take over his book of business in the next few years when he retires, she wonders who will even be left to become her client. She must develop a plan to retain his current client base, as well as attract new clients. Samantha must also consider differences in her client management style, including the use of technology.

FRIDA Y 1:45 PM – 3:45 PM
WHITLEY HEIGHTS
TEACHING TRACK: EMERGING TEACHING EXERCISES
THEME: New Class Offerings to Improve Experiential Learning
Attendees help presenters further develop their teaching ideas. This session of emerging teaching exercises focuses on ideas and concepts for new projects for courses, or ways to revamp courses through experiential activities. Participants should be inspired to think creatively about engaging multiple kinds of students with experiential learning.

Comparative Entrepreneurship: A New and Creative Educational Initiative to Both Global and Domestic Entrepreneurship (#46)
John Buzza, Monmouth University

Enterprise Innovation and Growth: A Consulting Course (#48)
David Kee, Harding University

Engaging Freshmen in Entrepreneurship (#279)
Speros Margetis, The University of Tampa
Kevin Moore, The University of Tampa

The 10x10 Startup Challenge (#293)
David Ochi, University of California – Irvine

Incorporating Podcasts into Curricula Regarding Entrepreneurship Theory: Promises, Concerns, and Strategies (#100)
Craig Talmage, Hobart & William Smith Colleges
Romi Kher, Baruch College, City University of New York

Elements of a Successful New Venture Exercise (#230)
Kimberly Pichot, Andrews University
Liz Muhlenbeck, Andrews University

FRIDA Y 2:45 PM – 3:45 PM
DOLBY BALLROOM–SALON 6
USASBE Model Program Award
The USASBE Model Program Award recognizes colleges and universities that provide comprehensive, bold, high quality educational programs that train future generations of entrepreneurs. The program must have an established record of accomplishment for a minimum of three years. This award category recognizes the comprehensiveness of a curricular program. All conference participants are welcome to attend these final presentations.

FINALISTS:
California Polytechnic State University – San Luis Obispo
Syracuse University

Evaluate LivePlan for Free at: liveplan.com/educators
**FRI 4:30 PM – 6:00 PM**

SIG Meetings

Special Interest Groups (SIG) are affinity groups to encourage networking among like-minded colleagues. Each SIG relates to a different interest area in entrepreneurship. Feel free to join a meeting even if you are not an “official” member of a SIG. Go where your interests guide you to connect, collaborate and have fun!

**FRI 5:00 PM – 6:30 PM**

Meet the Editors Workshop

A “meet the editors” session unlike other “meet the editors” sessions. We promise there will be no talking heads on stage. Instead, expect short journal overviews, lots of personal conversation, insight into what it takes to publish in elite outlets, and feedback on any manuscript idea you’ve been wondering if a given journal would be interested in. Editors and Associate Editors from Entrepreneurship Education and Pedagogy, Journal of Small Business Management, Entrepreneurship Theory & Practice, Academy of Management Learning and Education, Journal of Small Business and Entrepreneurship, Journal of Ethics and Entrepreneurship, International Journal of Entrepreneurial Behavior and Research, and others, will be present to speak with conference attendees.

**FRI 6:00 PM – 7:30 PM**

USASBE, Sponsor, Exhibitor, SIG, and Facilitators Reception
(by invitation only)

**FRI 7:30 PM – 10:00 PM**

Longenecker Fellows Dinner (by invitation only)
# 2018 USASBE Annual Conference

**Los Angeles, California**  
**January 10-14, 2018**

## Saturday, January 13

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<td>8:00 AM – 9:00 AM</td>
<td>Plenary Breakfast featuring Diana Kander. DSEF Awards will also be presented. <strong>Sponsored by DSEF and Texas Christian University</strong></td>
<td>Dolby Ballroom</td>
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<td>9:15 AM – 11:15 AM</td>
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<td>Competitive Provocative Research Panels, <strong>THEME: Tech Commercialization</strong></td>
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<td>9:15 AM – 11:30 AM</td>
<td>Marketplace Simulations’ Entrepreneurial Challenge</td>
<td>Mt. Olympus</td>
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<td>11:15 AM – 11:45 PM</td>
<td>Visit Exhibitors, Explore the Visual Map Wall, Collide in the Sandbox, Meetup with colleagues in the e-Suite <strong>Sponsored by Babson College</strong></td>
<td>Dolby Ballroom–Salon 3, Dolby Ballroom–Salon 4, Solano–Mezzanine Floor</td>
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<td>Luncheon Plenary with Presenting Host Sponsor David Nazarian, Nimes Capital.</td>
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<td>USASBE Fellows Induction Ceremony <em>Sponsored by Baylor University</em></td>
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<td><strong>Competitive Provocative Research Panels</strong></td>
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<td>THEME: Future of Entrepreneurship Programs</td>
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<td>THEME: Financing &amp; Cognitive Process</td>
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<td><strong>JSBM Special Issue Track #2</strong></td>
<td>Dolby Ballroom–Salon 5</td>
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<td><strong>Emerging Research Papers</strong></td>
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<td>THEME: Social Entrepreneurship</td>
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<td>THEME: Cross-disciplinary Engagement</td>
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<td><strong>Entrepreneurship Research Journal Special Issue Developmental Paper Workshop</strong></td>
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<td><strong>Competitive Experiential Exercises</strong></td>
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<td>THEME: Mindset &amp; Ideation</td>
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<td><strong>Competitive Experiential Exercises</strong></td>
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<td>THEME: Voice to Vision</td>
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<td><strong>3E Competition: Winners Demonstrations</strong></td>
<td>Dolby Ballroom–Salon 6</td>
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<td><strong>Competitive Teaching Cases, Modules &amp; Courses</strong></td>
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<td>THEME: Innovative Entrepreneurship Courses</td>
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<td><strong>Competitive Teaching Cases, Modules &amp; Courses</strong></td>
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<td>THEME: Course Modules</td>
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<td><strong>Emerging Teaching Exercises</strong></td>
<td>Whitley Heights</td>
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<td>THEME: Using Non-traditional Tools to Enhance Entrepreneurial Learning</td>
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<td>3:15 PM – 4:15 PM</td>
<td><strong>Collide in the Sandbox</strong></td>
<td>Dolby Ballroom–Salon 4</td>
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<td>Meetup with colleagues in the e-Suite <em>Sponsored by Babson College</em></td>
<td>Solano–Mezzanine Floor</td>
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<td>4:15 PM – 5:00 PM</td>
<td><strong>Rest Break</strong></td>
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<td>5:00 PM – 5:30 PM</td>
<td>Board Busses to California State University Northridge for Entrepreneurship Education <strong>USASBE Excellence Awards Program and Gala</strong></td>
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<td>6:00 PM – 10:00 PM</td>
<td>USASBE Excellence in Entrepreneurship Awards Program &amp; Gala Reception</td>
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<td>Buses return back to Loews Hotel starting at 9:00 and continue until 10:00.</td>
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SATURDAY 7:00 AM – 8:00 AM  ROOM TBD
Past Presidents’ Breakfast

SATURDAY 8:00 AM – 9:00 AM  DOLBY BALLROOM
Plenary Breakfast featuring Diana Kander, Innovation Catalyst and New York Times bestselling author. DSEF Awards will also be presented.

Presentation Title: “The Expert Mindset”
Diana Kander and her family escaped from the Soviet Union when she was 8-years-old. By the time she was an American citizen, she had perfected her skills as a capitalist – selling flea market goods to grade school classmates at a markup. Today, Diana draws on her experience as an entrepreneur and educator to serve as an innovation coach. In this role, she trains executives and Fortune 1000 companies to be more innovative and to inspire employees to think like entrepreneurs. After the sale of her last company, Diana spent three years as a Senior Fellow at the Ewing Marion Kauffman Foundation and two years as a professor of entrepreneurship in the MBA program at the University of Missouri. Diana is also the author of the New York Times Bestseller All In Startup, a novel outlining lessons for launching successful products through the story of a struggling entrepreneur making his way through the World Series of Poker.

SESSION 3

SATURDAY 9:15 AM – 11:15 AM  ELYSIAN PARK

PROGRAM TRACK: PROGRAMMING CHALLENGES & CHARREETES

THEME: Questions in Curriculum
Attendees help presenters tackle programming challenges. This session focuses on curricular and co-curricular challenges. Students are our primary focus, but they can be extremely busy. How do we align our programs or build the curriculum to make the most of the limited time that everyone has?

Launch! Class (#58)
Morgan Clevenger, Wilkes University

Extracurricular Program Activities Integrated with Entrepreneurship Curriculum (#199)
Daniel Jensen, University of Central Missouri
Mary McCord, University of Central Missouri
Keira Solon, University of Central Missouri

Scaling Experiential Learning (#200)
Dale Jasinski, Quinnipiac University
Steve Dunn, University of Wisconsin – Oshkosh

When Students are Too Busy for Class: Experimenting with an Entrepreneurship Co-Curricular Certificate (#252)
Eden Blair, Bradley University
William McDowell, Bradley University

How to Effectively and Efficiently Manage an Interdisciplinary Entrepreneurship Initiative (#181)
Georgann Joufas, Colorado Mesa University

SATURDAY 9:15 AM – 11:15 AM  FRANKLIN HILLS

PROGRAM TRACK: PROGRAMMING WORKSHOPS

THEME: Challenges Facing Entrepreneurship Centers
Workshop attendees engage in discussion about the viability of a popular component in many entrepreneurship centers – the competition. But there are also challenges with lack of age, gender and ethnic diversity. How can centers recreate themselves while producing effective, sustainable outcomes?

WORKSHOP LEADERS:
Romi Kher, CUNY Baruch College
ERJ Guest Editor
Ramona Zachary, CUNY Baruch College
ERJ Editor

Should Business Competitions be an Integral Part of the Experiential Education and Training of Students? (#127)
Michael Fountain, University of South Florida
Estevan Serrano, University of South Florida
James Taylor, University of South Florida

Sustainable Leadership of Centres (#343)
Gupreet Jagpal, London South Bank University
Misty Stutsman, Institute for Veterans and Military Families
II Luscri, Villanova University
Alexces Bartley, Oklahoma State University

SATURDAY 9:15 AM – 11:15 AM  TROUSDALE ESTATES

PROGRAM TRACK: PROGRAMMING EXPOSÉ

THEME: Internally-facing Entrepreneurship Programs
This session focuses on programs and solutions that engage with an internal university audience. Come to this session to hear about successfully deployed entrepreneurship education innovations that you can leverage in your entrepreneurship program and center. The session will highlight real-world examples and provide you with success metrics and ideas about transferability.

A Data Management Program for Experiential Education (#269)
Peter Cortle, StartupTree

Enhancing Student Employability through the Process of Business Startup (#214)
Briony Davies, Corkscrew Ltd
Neil Finnie, Corkscrew Ltd
Andreu Gual i Falco, Corkscrew Ltd

Bridging the Gap Between Idea to Action (#281)
Estefano Martinez, Millikin University
Julienne Shields, Millikin University
Sydney Doherty, Millikin University

University of Wisconsin – Whitewater, Launch Pad (Student Startup Accelerator) (#323)
David Gee, University of Wisconsin – Whitewater
Navigating the Challenges of University Technology Commercialization: A New Perspective (#118)
Pai-Ling Yin, University of Southern California
Kathleen Allen, University of Southern California
A potentially rich source of innovation is not benefitting society because it is getting lost in the university technology commercialization process. What can we teach students about that process to help them improve the translation of technology into sustainable ventures? This panel provides a venue for entrepreneurship educators and scholars to highlight and discuss the challenges to technology commercialization and their potential solutions. The panel’s objective is to offer a new framework and tools that can be shared in the classroom to help student-entrepreneurs develop the skills they need to better leverage university technology in their new venture endeavors.

Income Inequality and Entrepreneurship (#86)
Antonio Lecuna, Universidad del Desarrollo
The paper offers an empirical analysis of the effects of entrepreneurship on inequality using panel data from 54 countries. It concludes that the effects of high-end and low-end entrepreneurship are different. Entrepreneurship concentrates wealth. Because of the plausible link between entrepreneurship and increasing income inequalities, it is a nice fit for any scholar that desires to balance the debatable consequences of entrepreneurship. For example, in all of my classes, I dedicate one session to “the dark side of entrepreneurship.”

Institutional Determinants of the Entrepreneurial Orientation-Performance Relationship across 41 Countries (#210)
Galina Shirokova, St. Petersburg University Graduate School of Management
Tatiana Belayeva, St. Petersburg University Graduate School of Management
William Wales, University at Albany – SUNY
Louis Marino, The University of Alabama
We theorize and empirically examine how different elements of a country’s institutional environment moderate the EO-performance relationship. Our data draws upon a large-scale cross-country study of student entrepreneurship (GUESSS) conducted in 2016 (limited to 6389 active start-up founders) spread across 41 countries. The broad implication of our findings is that key institutional differences do indeed affect the EO-performance relationship across countries.

Ecosystem Interrupted: How Waste, Culture, and Corruption are Stifling Economic Development and Entrepreneurship in Eastern Kentucky (#263)
David Snow, University of Pikeville
Justin Prater, University of Pikeville
Entrepreneurship Ecosystem studies abound, as this is currently a popular topic. It is important to understand the elements necessary to facilitate entrepreneurship and its contribution to society. However, this research examines the phenomenon from the perspective of why it is so difficult for Eastern Kentucky to develop an effective entrepreneurship ecosystem, despite all of the efforts and resources brought to bear over the past fifty years. Statistics and peer-reviewed research were used to establish the results. The findings indicate corruption, waste, and a non-entrepreneurial culture are major factors, with deficiencies in all the domains of an entrepreneurship ecosystem.

Entrepreneurial Ecosystems and the Key Socio-Economic Predictors: Non-Farm Proprietorship Employment by U.S. Metropolitan Area (#340)
Keith Debbage, University of North Carolina – Greensboro
Shaylee Bowen, University of North Carolina – Greensboro
We argue that MSAs with disproportionately high shares of entrepreneurs are systematically linked to specific attributes of the regional entrepreneurial ecosystem. We utilize non-farm proprietorship (NFP) employment data as a proxy for entrepreneurship based on Bureau of Economic Analysis data. The analysis revealed that the relative share of NFP employment by MSA is best explained by a high % of financial services employment, median age, % Hispanic, and median home value. These predictors capture both last resort self-employment (e.g., low-skilled, immigrant populations and aging populations) and a self-employment of opportunity (e.g., access to capital).
A How-to Guide for Understanding, Publishing, and Building a Career in Entrepreneurship Education (#4)
Josh Bendickson, University of Louisiana – Lafayette
K. Mark Weaver
Shelby Solomon, Roger Williams University
Chase Edwards, University of Louisiana – Lafayette
We offer descriptive statistics and content guidance for reading, writing, publishing, and pursuing a career in entrepreneurship education, particularly for doctoral students and doctoral candidates. Our hope is that this manuscript has helpful and direct implications on soon-to-be entrepreneurship educators as they navigate academia.

Causal Processes in Entrepreneurship: Study Design and Analysis for Examining Mediation (#96)
Alice Wieland, University of Nevada Reno
Dan Hsu, Appalachian State University
Mediation is the examination and measurement of a theoretically causal claim. In this work we introduce the reader to the latest thinking on mediation as a research method, providing three distinct contributions: (1) examining the state of entrepreneurship research using mediational processes, reviewing exemplar studies, (2) examples of experimental designs that establish a causal chain empirically, introducing an economical design in terms of sample size required, and (3) introducing data analysis techniques for testing mediation.

Leadership and Entrepreneurial Outcome: Is there a Connection? (#254)
Theresa Harris, Center for Leadership & Entrepreneurial Studies
This study examined leadership in two sample groups of small businesses, successful and unsuccessful firms, and found inability to motivate employees, poor understanding and lack of attention to leadership, and lack of relationship building skills to be among the critical leadership challenges small businesses face. Yet small business leaders did not perceive leadership to be of any significant value to the daily operation of their businesses since leadership was more task specific instead of focused on building a more sustainable organization for the future.

Design Thinking and Entrepreneurship Education: Where are we? What should be next? (#324)
Hessam Sarooghi, Butler University
Sanwar Sunny, University of Missouri – Kansas City
Jeffrey Hornsby, University of Missouri – Kansas City
Stephanie Fernhaber, Butler University
Although multiple tools and frameworks exist for teaching entrepreneurship across a broad base of activities, the theoretical tenets that underlie such design-based approaches to frame and solve problems are lacking within the entrepreneurship education literature. This study explores the current state of the use of such methodologies in teaching entrepreneurship across the United States and discusses the role of various stakeholders in creating an alignment-based model of entrepreneurship education infused with principles of design thinking.

Entrepreneurship’s Potential in Counteracting Totalitarianism – Strengthening Identity Building in Entrepreneurship Education (#110)
Silke Tegtmeier, University of Southern Denmark
Verena Meyer, Leuphana University of Lüneburg
Stefanie Pakura, University of Hamburg
Agnieszka Kurczewska, University of Lodz
Nyasha Boldon, Syracuse University
Rosalinda Maury, Syracuse University
Gender, Ethnicity, and Entrepreneurial Training (#303)
Crystal Scott, University of Michigan – Dearborn
Marcus Harris, Lawrence Technological University

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SigmaNuTauEntHonorSociety@gmail.com

Visit us at:
SigmaNuTau.org
Motherhood and Entrepreneurship: Two Sides of the Same Coin? (#306)
Ayanna Frederick, University of Trinidad and Tobago

The Role of Gender for Women Entrepreneurship Faculty (#311)
Sara Cochran, University of Missouri

Inquiry, Insight & Innovation: A Meta-Analysis of the Relationship of Gendered Innovation-Related Behaviors (#312)
Susan Andrzejewski, California State University – Channel Islands

SATURDAY 9:15 AM – 11:15 AM
RESEARCH TRACK: EMERGING RESEARCH PAPERS
THEME: Cognitive Processes
Attendees help presenters further develop their research concepts. This session of emerging research concepts focuses on issues of cognitive processes related to entrepreneurial mindset, team development for founding teams, and the mental calisthenics of failure. Participants in this session are certain to have deep conversations about what is happening throughout the world of entrepreneurship education.

A Social Cognitive Careers Perspective on Born Globals (#131)
Robert Pidduck, University of Oklahoma
Margaret Shaffer, University of Oklahoma

Why Entrepreneurial Mindset Matters in Youth: The Relationship Between Entrepreneurial Mindset, Self-Efficacy, and Business Knowledge (#149)
Thomas Gold, Network for Teaching Entrepreneurship (NFTE)
Sophia Rodriguez, Network for Teaching Entrepreneurship (NFTE)

Composition of Explorative and Exploitative Roles in New Venture Founding Teams (#152)
Parisa Haim Faridian, Florida Atlantic University
Gary Castrogiavanni, Florida Atlantic University
Kevin Cox, Florida Atlantic University

Use of Mentorship and Peer Mentorship in Nascent Entrepreneurs: An Exploratory Study (#169)
Nastaran Simarasl, California State Polytechnic University – Pomona
Congcong Zheng, San Diego State University

COLLABORATE, COMMUNICATE, ENGAGE.
Understanding Entrepreneurship Students’ Perceptions of Success and Failure to Develop an Effective Entrepreneurship Curriculum (#218)

Ozlem Ogutveren Gonul, Drexel University
Barrie Litzky, Drexel University
Analyzing the impact of institutional freedom on an entrepreneur’s response towards market signals? (#221)

Indu Khurana, Hampden-Sydney College
Gregory Dempster, Hampden-Sydney College
Mind the Experience, Enhance the Learning (#229)

Jeffrey Petty, University of Lausanne
Motivations, Competencies, and Sustainable Activities: How Entrepreneurs Innovate in the Cali-Baja Region (#338)

Sylvia Perez, CETYS Universidad

SATURDAY 9:15 AM – 11:15 AM ECHO PARK

THEME: COMPETITIVE EXPERIENTIAL EXERCISES

Bringing Entrepreneurship Concepts to Life through Gamification (#112)

Craig Armstrong, University of Alabama
Adam Bock, University of Wisconsin – Madison
Gamification is the application of game-design elements and game principles in non-game contexts. Gamification in learning environments tends to improve student engagement, flow, and learning. This session proposes to provide a dynamic setting in which facilitators and participants team up to create games for the entrepreneurship classroom that are based on our domain’s seminal research contributions and concepts.

Venture Finance Ecosystem: A Game about Motivations and Incentives (#259)

Benjamin Williams, University of Missouri – Kansas City
This exercise teaches participants about the different roles played in the venture finance ecosystem and the motivations and incentives for each party. Students are asked to take the role of entrepreneur, banker, venture capitalist, or angel investor and are each given objectives. In order to meet those objectives, participants must find other parties and successfully create deals that are mutually beneficial.

Boat Production Simulation (#331)

Debbi Brock, Wingate University
The boat making simulation prepares students to understand what it’s like to design, create, and sell a new product. Participants will engage in their own “learning by doing” through building their own boats and going through the process of teaching the simulation. Participants will not only play the simulation but also be aware of the steps to administer the simulation. The simulation can be used to highlight various factors related to operating a successful business.

Persona Ideation & 3 Ideas (#194)

James Hart, Southern Methodist University
This experiential exercise, Persona Ideation & 3 Ideas will demonstrate the efficacy of customer-centric creation and offer a technique in ideation. This feedback can then be used in the entrepreneur’s process of adapting their concepts to meet market demand. If the entrepreneur considers and implements the customer’s feedback, they increase their likelihood of entrepreneurial success and reduce risk, as one is creating with their customer/s in mind.

SATURDAY 9:15 AM – 11:15 AM LOS FELIZ

THEME: COMPETITIVE EXPERIENTIAL EXERCISES

The Entrepreneurial Experience: Start a Small Business (#142)

Ryan Van Zee, Dakota Wesleyan University
Students learn entrepreneurship through the act and practice of starting a small business with free available technology instead of capital. They will develop their business from the ground up. This approach allows students, on limited budgets, to experience business ownership, and thus, learn the dynamics of entrepreneurship. During this session we will teach participants this process.

Starting a Company in 50 Minutes (#225)

Thomas James, Rose-Hulman Institute of Technology
When teaching entrepreneurship, it may seem logical to introduce theory before practice. However, consider the approach taken by Yoa (2006) where engineering students complete a laboratory exercise prior to learning the material, rather than as validation of classroom theory. Reversing the order of theory and practice is often a good way to engage students in self-learning, especially entrepreneurial students that are motivated and impatient to get started on a business idea.

SATURDAY 9:15 AM – 11:15 AM SILVER LAKE

THEME: More Cool Teaching Cases

The Fabergé Big Egg Hunt (#91)

John Thompson, University of Huddersfield
John Day, University of Huddersfield
Students examine the position in which the ‘new’ Fabergé found itself in 2008, the history behind it and the possibilities going forward. They then must consider why the company opted to sponsor the two Big Egg Hunts and whether they might be deemed successful. Depending on this outcome and conclusion is the decision: ‘What next?’ The case operates at two levels – firstly, the decision about whether sponsoring a particular public art event makes sense in itself; and secondly, how that helps to resolve longer term and more complicated considerations about market positioning within a complex, competitive and global industry.

To B or Not to B?: The Journey of Coding Autism Toward The B-Corp Certification (#262)

Maria Ballesteros-Sola, California State University – Channel Islands
Yvette Trejo, California State University – Channel Islands
Morgan Stickney, California State University – Channel Islands
This real and undisguised case is based on Coding Autism, a start-up founded in April 2016 in Westlake Village (California). The case features the decision process followed by its founder, Oliver Thornton, regarding the decision to seek B-Corp certification. This certification recognizes for-profit organizations for meeting the “highest standards of verified social and environmental performance, public transparency and legal accountability” (bcorporation.net). The case describes the social entrepreneur and the start-up, the social issue (unemployment among young adults within the Autistic spectrum), as well as the rationale to become a certified B-Corp. This case encourages students to explore the advantages and disadvantages of seeking the B-Corp certification, shedding light on a question relevant for students, scholars and practitioners.
Beyond Wireless (#278)
Donna Stoddard, Babson College
Wiljeana Glover, Babson College
Beyond Wireless (BW), which is headquartered in Johannesburg, South Africa, is a company that monitors the temperature of a product as it moves through its supply chain, or “cold chain.” At the time of the case, BW’s technology has been applied to monitor the temperature of refrigerators and freezers that house vaccines and other temperature sensitive pharmaceuticals at clinics in 54 countries, but most of its installations were in Africa. Vaccines save lives, yet when the temperature of vaccines vary too much the efficacy of the vaccine is threatened. BE utilizes IoT technology and the cellular network in Africa to deliver its service to customers. The company motto is “Saving Lives, one degree at a time.”

SUNDAY 1:00 PM – 3:30 PM
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THEME: Teams and Peer Learning Exercises
Attendees help presenters further develop their teaching ideas. This session of emerging teaching exercises focuses on experiential activities for teams and peer-to-peer learning. The experience of founders as teams, and in teams for innovation are key components of this session. There are some outlying topics related to online learning and cultural awareness but these promise to add vibrancy to the conversation!

Teaching Entrepreneurial Skills for Educators (#184)
Jacob Thomsen, Lillebelt Academy, University of Applied Sciences
Birgitte Wraae, Technische Universität Berlin

Peer Learning and Non-Disposable Assignments in Entrepreneurship Education (#107)
Jennifer Capps, North Carolina State University

The Importance of Cultural Awareness and Values in an Innovative Social Enterprise in Sub-Saharan Africa (#141)
Darla Donaldson, California Baptist University
Joel Bigley, California Baptist University
Andrew Herrity, California Baptist University
Keanon Alderson, California Baptist University

Forming Teams Around Problems and Solutions: Immediate Peer Feedback (#158)
Michael Dominik, Rowan University

Online Learning Excellence (#238)
Katia Passerini, St. John’s University
George Solomon, George Washington University
Dr. Ayman Tarabishy, George Washington University

SUNDAY 9:00 AM – 11:30 AM

MARKETPLACE SIMULATIONS’ ENTREPRENEURSHIP CHALLENGE
How strong is your entrepreneurial spirit? Are you competitive? Do you love a good game? Can you win at business? Test your entrepreneurial, competitive, gaming, and business skills in Marketplace Simulations’ Entrepreneurship Challenge. You will have 2 hours to successfully launch a new venture through its first year of operation.
Ernie Cadotte, Marketplace Live & University of Tennessee

SATURDAY 9:15 AM – 11:30 AM

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SUNDAY 1:00 PM – 3:30 PM

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Ernie Cadotte, Marketplace Live & University of Tennessee
to learn how to improvise on stage offers applicable concepts and valuable lessons for entrepreneurship students. Entrepreneurship educators can incorporate training based on the framework of performing improvisation to teach entrepreneurial self-efficacy.

Working With the Poor as a Way to Teach Entrepreneurship: An Empowerment-based Program

Susana C. Santos, University of Florida
Michael H. Morris, University of Florida
Xaver Neumeyer, University of North Dakota

We propose an empowerment-based entrepreneurship education approach that includes two sets of actors: students and low-income entrepreneurs. For the students, we suggest that entrepreneurship education can be best achieved through programs that focus on adverse contexts. For the low-income entrepreneurs, we posit that the creation and growth of their own business can be fostered through training programs and consulting with faculty and students. The interaction between the students and low-income entrepreneurs unleashes a mutual learning cycle that enhances individual’s opportunity horizon, self-efficacy and the entrepreneurial competencies. This program also contributes to poverty alleviation through the creation of small businesses.
The process is immediately repeated using a slightly more complex venture idea. The goal is for each team to complete a minimum of five Lean Canvases.

**SATURDAY 11:15 AM – 11:45 AM**

Visit Exhibitors, Explore the Visual Map Wall

**DOLBY BALLROOM, SALON 3**

Collide in the Sandbox

**DOLBY BALLROOM, SALON 4**

Meetup with colleagues in the e-Suite

*Sponsored by Babson College*

**SOLANO – MEZZANINE FLOOR**

**SATURDAY 11:45 AM – 1:30 PM**


Over his 30-year career, David Nazarian has established a consistent track record of identifying opportunities ahead of the pack, actively managing those investments and executing effective monetization strategies across a diverse range of investment classes and underlying industries. Mr. Nazarian’s history as a visionary investor and business builder began with his active involvement in his family’s early identification of the potential for wireless communications technology that ultimately became part of Qualcomm, Inc., one of the most successful corporations in the history of the telecommunications industry.

**SESSION 4**

**SATURDAY 1:15 PM – 3:15 PM**

**ELYSIAN PARK**

*PROGRAM TRACK: PROGRAMMING CHALLENGES & CHARRETTE*

**THEME:** Are We Doing Things Correctly?

Attendees help presenters tackle programming challenges. Whether the problem is measuring outcomes of existing program or nurturing creativity to combat poor outcomes, engage in discussion about tackling that nagging questions surrounding effectiveness.

US Entrepreneurship Education….Missing the Mark for Greater Societal Impact (#52)

Roy Carriker, Drexel University

Measuring and Reporting Entrepreneurial Competencies (#223)

Dale Jasinski, Quinnipiac University

Steve Dunn, University of Wisconsin – Oshkosh

Bridging the Gap between Theory and Practice in Entrepreneurship Teaching (#243)

Tamiko Cuellar, Pursue Your Purpose LLC

Nurturing Rural Youth Entrepreneurs (#310)

Surin Kim, University of Nebraska – Lincoln

Navigating Effectiveness among Professors – Experienced and New: A Dean’s Perspective (#501)

Najiba Benabess, Millikin University

**SATURDAY 1:15 PM – 3:15 PM**

**TROUSDALE ESTATES**

*PROGRAM TRACK: PROGRAMMING EXPOÉ*

**THEME:** Externally-facing Entrepreneurship Programs

New Mexico Innovation Laboratory: Bringing Technical Concepts to Reality (#144)

Rod Sanchez, New Mexico Highlands University

Maximizing Impacts through the Centralization of Services (#151)

Dominique Halaby, Georgia Southern University

Community-Focused Entrepreneurial Centers Attached to Academic Institutions (#300)

Ebony Miller-Wesley, Rochester Institute of Technology

**SATURDAY 1:15 PM – 3:15 PM**

**BEACHWOOD**

*TEACHING TRACK: EMERGING TEACHING EXERCISES*

**THEME:** Teaching Tools

Attendees help presenters further develop their teaching ideas. This session of emerging teaching exercises focuses on tools that can be utilized in the classroom. Participants may enjoy thinking about new and unique ways to utilize the tools within their own context and share those with other participants.

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SATURDAY 1:15 PM – 3:15 PM
NICHOLS

RESEARCH TRACK: COMPETITIVE PROVOCATIVE RESEARCH PAPERS
THEME: Future of Entrepreneurship Programs

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From Here to Eternity—What is next for Entrepreneurship Programs? (#130)
Wil Clouse, Middle Tennessee State University
Joe Aniello, Francis Marion University
Terry Goodin, Middle Tennessee State University
Andy Burkemper, Coker College
Charles Stowe, Independent Consultant
Noel McDowell, Independent Consultant
Susan Peters, University of North Carolina, Pembroke

This session will raise some critical issues related to the current status of Entrepreneurship Education and will address some questions of “what is next” for the field of entrepreneurship education. Pioneers in the field will discuss some major issues related to the beginning of entrepreneurship and millennials will present their views for the future.

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Science and Swagger to Overcome Uncertainty: Hypothesis Testing, Self-Efficacy, and Firm Performance (#50)
Ted Ladd, Hult International Business School
Patricia Hind, Hult International Business School
Joanne Lawrence, Hult International Business School

The Lean Startup Method asks entrepreneurs to create and test hypotheses using evidence from potential customers to reveal and resolve uncertainty, which could otherwise undermine entrepreneurial motivation, action, and performance. We collected data via survey on the actions and cognition of 1,727 participants in an international business pitch competition. We found that all four entrepreneurial actions – hypothesis creation, testing, confirmation, and rejection – drive venture performance, where more action is better. Conducting interviews with potential customers is not directly related to venture success. The two constructs of self-efficacy are somewhat consistent antecedents of these entrepreneurial actions.

Ownership Dynamics within Founder Teams: The Role of External Financing (#67)
Dan Vo, Hartwick College
Thomas Hellmann, Oxford University and National Bureau of Economic Research
Paul Schure, University of Victoria
Chloe Tergiman, Pennsylvania State University

The paper examines how founders within a start-up team dynamically re-adjust their relative ownership stakes. It identifies a trade-off between efficiency and fairness, both at the time of founding, and as the venture develops. The analysis shows that relative founder stakes are more likely to change in the presence of external investors. Larger rounds, and lower valuations are also associated with more founder ownership changes. Founder teams that emphasize fairness at the start, initially splitting their equity holdings equally, are subsequently less likely to modify their relative ownership arrangements.

You Seem Legit: How Social Business Models Affect Legitimacy Perceptions and Subsequent Consumer Responses (#239)
Jason Lortie, Florida Gulf Coast University
Kevin Cox, Florida Atlantic University
Lee Jarvis, Grenoble Ecole de Management

Research on social entrepreneurship has routinely investigated the individual social entrepreneur and their firm. However, little is known about how consumers react to social business models. This is problematic given the axiomatic understanding of
social entrepreneurship as the support of social goals via revenue generating sales of products and/or services. We draw on legitimacy theory to answer the question of how consumers react to different social business models when compared to each other and for-profit models. Our empirical analysis, which utilizes a unique experiential design in which we manipulated the business model a consumer was exposed to via different pseudo e-commerce websites, supports our theory that social business models increase the legitimacy perceptions of the consumer that in turn alters consumers’ reactions to the business.

Higher Likeability? Likely Funded! How Likability Matters in Achieving Entrepreneurial Success (#291)
Yuanqing Li, Dominican University
Sibin Wu, University of Texas Rio Grande Valley
Xi Yang, University of Texas Rio Grande Valley

In this study, we investigate the importance of likeability, investigate what factors that make entrepreneurs likeable and offer implications for the most influential likeability factors that entrepreneurs should be aware of. Our findings suggest that entrepreneurs should demonstrate their credibility (trustworthiness and expertise) as well as similarity in front of their target audiences. Most importantly, they should pay attention to delivering an informative, humorous and less storytelling message to their potential funders.

SATURDAY 1:15 PM – 3:15 PM DOLBY BALLROOM – SALON 5

JSBM SPECIAL ISSUE TRACK #2
The Journal of Small Business Management (JSBM) is doing a special issue based on the new mission of USASBE. The special issue theme is Advancing Entrepreneurship Education Through Bold Teaching, Scholarship, and Practice. The call for papers focused on the domain of entrepreneurship education, with a strong interest in a variety of methodological approaches and spanning interests in teaching, research, and practice. The papers presented here have been selected to be revised and resubmitted for the special issue to be published in 2018.

The Learning Process in Technology Entrepreneurship Education: Insights from an Engineering Degree
Kari Kleine, University of Southern Denmark
Ferran Giones, University of Southern Denmark
Silke Tegtmeier, University of Southern Denmark

The purpose of this paper is to uncover the contribution of different pedagogical approaches and learning paradigms to the achievement of intended learning outcomes in technology entrepreneurship education. We propose a model for the learning process in technology entrepreneurship and base this model on findings from an in-depth case study of an engineering degree that emphasizes technology entrepreneurship.

What’s Gender Got to Do With It? The Experiences of U.S. Women Entrepreneurship Students
Sara Cochran, University of Missouri – Columbia

This paper seeks to advance our understanding of gendered experiences women students have while participating in a university entrepreneurship program. This qualitative study sought to shed light on some of the unanswered questions about women’s experiences by interviewing women entrepreneurship students and their faculty members at a university site. The data were analyzed through the lens of Joan Acker’s (1990, 1992) theory of gendered organizations. From these data, themes were identified that can in turn help enrich entrepreneurship programs in the future.

Assessing the Impact of Enterprise Education in Three Leading Swedish Compulsory Schools
Martin Lackéus, Chalmers University of Technology
Carin Sävetun, Me Analytics AB

This study represents a rare attempt to investigate the impact of enterprise education through studying a Swedish policy initiative. 83 students were followed longitudinally for one semester in three leading compulsory education schools. An innovative research design was used based on experience sampling and interviews. Findings show that instances of entrepreneurial teaching in the three schools were rare. Teaching was predominantly traditional, resulting in very few instances of students developing entrepreneurial competencies. Swedish policy pressure for enterprise education has thus had a rather weak impact. The study develops a methodological innovation capable of identifying and developing effective enterprise education.

SATURDAY 1:15 PM – 3:15 PM LAUREL

RESEARCH TRACK: EMERGING RESEARCH PAPERS
THEME: Social Entrepreneurship

Attendees help presenters further develop their research concepts. This session of emerging research concepts focuses on issues and concerns of social

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We walk attendees through three exercises we have developed for our experiential entrepreneurship curriculum (www.teachingentrepreneurship.org): 1) emotionally intelligent innovation. Audience completes a survey illustrating that we all make emotional, not logical, decisions. We demonstrate why customer problems are more important to focus on than entrepreneurs’ products. 2) Products vs Problems. Attendees complete an exercise they can use with students that leverages the principles above. 3) Idea generation. Attendees complete an exercise they can use with students to generate business ideas in a unique way.

Walking the Talk: Role Modeling an Entrepreneurial Mindset for Students (#326)
Elissa Grossman, University of Southern California
Doan Winkel, John Carroll University
We address the perils and promises of inertia in entrepreneurship education. We take as a starting point the view that not all entrepreneurship educators are entrepreneurial entrepreneurship educators — and, thus, that opportunities exist to improve existing practice. Attendees will be asked to evaluate their own teaching, consider ways to role model the entrepreneurial thinking supportive of enhanced student outcomes, and develop an entrepreneurial intervention that might “shake things up.”
Entrepreneurial Branding in the Classroom (#66)
Christina Tupper, North Carolina A&T State University
Entrepreneurial branding is a unique process where an entrepreneur has to do a lot with very little. This exercise is intended to help students understand what makes a good brand, the entrepreneurial branding process, and help them practice creating and evaluating brands. Participants are given an inexpensive food item and must rebrand the food item into something else besides food following the entrepreneurial branding process.

The Mirror: Rapidly Iterating a More Powerful Elevator Pitch (#119)
John Laurie, Baylor University
Kendall Artz, Baylor University
The Mirror exercise is designed to develop students’ ability to create and deliver an effective elevator pitch. While students often believe their idea “sounds great in their head,” listeners may understand less than half of what the student is trying to communicate. One frequent suggestion for developing an effective elevator pitch is to practice as much as possible. However, practice is of little help when students are unclear as to exactly what the audience is getting out of the pitch. The Mirror exercise is designed to rapidly refine students’ ability to powerfully communicate their business idea. The exercise utilizes a 4-step feedback loop process of pitch development, delivery, feedback, revision, and redelivery.

Practice of Entrepreneurship (#190)
Norbert Morawetz, Henley Business School
Practice of Entrepreneurship (PoE) is a highly experiential course that aims to introduce students to the practical challenges and dilemmas faced by first-time founders. How do you split the equity with co-founders to ensure long-term success of the company, and how do you select a good co-founder? How do you maintain control of the boardroom and what are the pitfalls to avoid when raising finance? How to manage growth and early stage employees? None of these questions are straightforward as founders navigate the startup process, but they all have long-term and often cumulative consequences. By exposing students to these dilemmas through a series of connected, experiential classes, this module aims to bring the practice of entrepreneurship to life and equip students with the right skills to successfully start a new venture.
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SATURDAY 1:15 PM – 3:15 PM  SILVER LAKE
TEACHING TRACK: COMPETITIVE TEACHING CASES, MODULES, & COURSES
THEME: Course Modules
An Approach to Introducing University-based Researchers to Entrepreneurship (#78)
Chuck Sacco, Drexel University
The Commercialization Seminar for Academic Innovators is an educational program that was designed and launched for university-based researchers who want to learn about entrepreneurship and launching new ventures. Attendees are provided with information about the program’s focus, design, implementation, impact and challenges.

Sunny Skies and Shipwrecks: Practical Guidance on Using Patent and Infrastructure Data to Support Entrepreneurship (#244)
Mark Pruett, Eagleblade
How can I teach students to find and use data on patents and other intellectual property? The objective of this hands-on workshop is to give faculty experience with online research tools to quickly gather patent and other intellectual property (IP) data needed to understand an industry’s research and development (R&D) output and infrastructure. Information regarding R&D output and infrastructure is easy to access and use online, yet it appears less often than we would hope for in entrepreneurship curricula and syllabi, business plan projects, faculty research, or entrepreneurship center services and activities.

Guerilla Marketing Challenge: Bringing Home the Bacon (#301)
David Ochi, University of California-Irvine
Students are often taught general marketing concepts, but not frequently asked to apply those to sometimes uncomfortable guerrilla marketing practices. This exercise is designed to be a one-week assignment that challenges students to reach out with guerrilla marketing efforts to encourage the charity in others. In this exercise, students are challenged to find donors of canned goods. Students are challenged to gather the charity of their peers. The rules challenge students to contact many donors and to encourage donors to be generous while learning guerrilla marketing skills. All cans are donated to the local food bank.

SATURDAY 1:15 PM – 3:15 PM  WHITLEY HEIGHTS
TEACHING TRACK: EMERGING TEACHING EXERCISES
THEME: Using Non-traditional Tools to Enhance Entrepreneurial Learning
Attendees help presenters further develop their teaching ideas. This session of emerging teaching exercises focuses on the use of elements such as podcasts, music, digital media, and technology for the purpose of engaging students in experiential learning. Special needs populations are also included in this session. Dynamic discourse can be anticipated in this session.

Achieving and Demonstrating International Entrepreneurship Learning Through the Creation of Digital Artifacts (#126)
Jane Boyland, Johnson & Wales University

Music Videos to Facilitate Entrepreneurship Topic Discussions: Engaging Students to Enhance the Experiential Learning Experience (#160)
Vernon Bacher, Winona State University

Circle-Learning: Special Entrepreneurs Moms of Special Needs Kids (#168)
Katherine Almeida, Catedra de Emprendedores, University of Salamanca / Kourage Life, Inc.
Brizeida Hernandez, Catedra de Emprendedores, University of Salamanca
Jose Carlos Sanchez, Catedra de Emprendedores, University of Salamanca

Electronic Business Models in Action: Experiential E-Commerce Activity in an Entrepreneurial Mindset Course (#297)
Sergio Palacios, St. Mary’s University
Learning in Motion (#334)
Drew Foley, California State University – Northridge
Silvina Paciencia Bamrungpong, California State University – Northridge

SATURDAY 3:15 PM – 4:15 PM
Visit Exhibitors, Explore the Visual Map Wall
DOLBY BALLROOM, SALON 3
Collide in the Sandbox
DOLBY BALLROOM, SALON 4
Meetup with colleagues in the e-Suite
SOLANO – MEZZANINE FLOOR
Sponsored by Babson College

SATURDAY 4:15 PM – 5:00 PM
Rest Break

SATURDAY 5:00 PM – 5:30 PM
Board buses to California State University Northridge for USASBE Excellence Awards Program and Gala

SATURDAY 6:00 PM – 10:30 PM
USASBE Excellence in Entrepreneurship Awards Program & Gala Reception at the Soraya
Headline your own personal red carpet experience at the spectacular Younes & Soraya Nazarian Performing Arts Center. Mingle with the “stars” and feast on sumptuous fare while enjoying the smooth sounds of members of the world-renown CSUN Jazz “A” Band. Plus, be enthralled as a very special guest showcases their initiatives and adventures in entrepreneurship.

BUSES RETURN BACK TO LOEWS HOTEL STARTING AT 9:00 AND CONTINUE UNTIL 10:30.
Our priority at the Center for Entrepreneurship at Wake Forest University is to educate and inspire entrepreneurial leaders through engaged teaching, coaching and mentoring within a robust and vibrant entrepreneurial culture. We graduate students who have experienced the entrepreneurial life cycle. They will move from idea to concept, venture to scale and then to harvest.

The Center for Entrepreneurship offers a minor in Entrepreneurship and co-curricular programs such as The Idea Sandbox (students develop problem solving skills and solve real world issues under faculty direction), Deacon Springboard (students develop valuable ideas into concepts) and Startup Lab (our most fervent students develop concepts into ventures via access to mentors and robust seed capital).

By 2025, our vision is for the Wake Forest Center for Entrepreneurship to be a model by which other liberal arts entrepreneurship programs are measured.
## SUNDAY, JANUARY 14, 2018  CONFERENCE DAY 3

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<td>10:30 AM – 12:30 PM</td>
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<td><strong>THEME: Teaching Tools</strong></td>
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**SESSION 5**

**SUNDAY 9:00 AM – 10:00 AM**

2019 USASBE Conference Design Session (invite only)

**SUNDAY 10:30 AM – 12:30 PM**

USASBE Incoming Board Meeting (invite only)

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**SESSION 5**

**SUNDAY 9:15 AM – 11:15 AM**

**ELYSIAN PARK**

**PROGRAM TRACK: PROGRAMMING CHALLENGES & CHARRETTES**

**THEME:** Developing Campus Ecosystems

Attendees help presenters tackle programming challenges. This session of challenges & charrettes is filled with broad ideas of expanding the entrepreneurial culture throughout the campus and community. The diversity of campus communities brings out some complicated and juicy challenges.

**SUNDAY 9:15 AM – 11:15 AM**

**WHITLEY HEIGHTS**

**TEACHING EMERGING EXERCISES**

**THEME:** Teaching Tools

New Packaging for E-Programs and Centers: Student Programs as Outreach and Marketing (#74)

Parker Van Hart, University of Florida

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FOR ENTREPRENEURSHIP EDUCATION – U.S. News & World Report, 1994–2017 #1

FOR ENTREPRENEURSHIP RESEARCH – Journal of Small Business Management, 2018 #7

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THE BABSON COLLABORATIVE »
Join the Babson Collaborative to increase your education institution’s capability and capacity for developing entrepreneurship education.
Breaking Down Cross-Campus Barriers (#136)
Melissa Wright, University of Scranton
Geraldine Loveless, University of Scranton

Strategies to Create an Entrepreneurial Ecosystem on a College Campus: Slow and Steady or Full Speed Ahead? (#146)
Kevin James, St. John’s University
George Solomon, George Washington University
Carmine Gibaldi, St. John’s University
Katia Passerini, St. John’s University

Creating an Engaged and Inclusive Multidisciplinary Entrepreneurship Club (#147)
Jennifer Gerometta, Iona College
Alison Munsch, Iona College
Christoph Winkler, Iona College

How to Effectively and Efficiently Manage an Interdisciplinary Entrepreneurship Initiative (#181)
Georgann Jouflas, Colorado Mesa University

Translation of Research into Teaching Workshop: Entrepreneurial Intentions Exercise Development and Design (#255)
Marco van Gelderen, Vrije Universiteit Amsterdam
Erik Noyes, Babson College

This session aims to develop educational exercises—and, if possible, experiential ones—directly leveraging research and findings about intentions (Azjen, 1991). Participants will brainstorm about exercises, initially in teams of three, later with the entire group. Hopefully, this will result in useful practices that can then be taken to the classroom, piloted out, refined, and perhaps even published in the new journal, Entrepreneurship Education & Pedagogy (pending peer review and if it meets its criteria); the two moderators of this workshop are the editors of the Learning Innovations section.

#Gamified (#22)
Matt Callegari, Idea Jab
Alex Laughlin, Idea Jab

#Gamified events are an electrifying new take on traditional ideation competitions that immerses participants in an ultra-fun experiential learning experience. The action-packed gameplay keeps attendees engaged as they compete and collaborate to generate the best new ideas each round. From the 20 ft. tall LED lightning bolt decorations, the confetti cannons and the Disney inspired special effects our events will leave your members with an unforgettable experience that will inspire them to innovate in their own classrooms, energize them to try new and bold teaching methods, and empower them to believe in their own ideas and their own entrepreneurial powers!

Direct Selling in South Africa: Empowering Women Entrepreneurs (#102)
Victoria Crittenden, Babson College
William Crittenden, Northeastern University
Haja Ajjan, Elon University

The current study attempted to capture cyberfeminism and the empowering benefits of ICT adoption by exploring the relationships among ICT use, self-efficacy, social capital, and multidimensional aspects of women empowerment. Results from a survey of women entrepreneurs engaged in the South African direct selling marketplace suggest that ICT use can expand and enhance network ties among women and, in turn, lead to greater empowerment. Thus, enabling and encouraging ICT use among women entrepreneurs in the direct selling channel will likely lead not only to greater financial security for these women but also positive change across various aspects of society.
The Mediating Role of Female Migration on Social Entrepreneurship Activity (#179)

Jacqueline Orr, University of Southern California
Jill Kickul, University of Southern California
Lisa Gundry, DePaul University
Mark Griffiths, University of Southern California

This study investigates several macro-level factors that stimulate or impede the emergence of social entrepreneurship. It reveals that several crucial macro-level variables appear to be related to social entrepreneurship. Unlike previous studies, we employ enhanced variables designed to capture local perceptions as well as secondary data inputs. Results reveal that a country’s governance and female migration are related to the level of social entrepreneurial activity. Positive female migration serves as an important mediating role between governance and increased levels of social entrepreneurial activity. Implications for understanding the role of macro-level factors on social entrepreneurship and the study’s limitations are discussed.

Women's Business Ownership and Women's Entrepreneurship through the Lens of U.S. Federal Policies (#201)

Sheela Pandey, Pennsylvania State University – Harrisburg
Alejandro Amezcua, Syracuse University

The two nations with the most intense policy efforts for promoting women’s entrepreneurship are the U.S. and Canada. Yet, there has been little academic research reported on which policies influence women’s business ownership and women’s entrepreneurship in the U.S. and how. This study makes a start towards addressing this research gap by conducting a qualitative and quantitative examination of Federal Statutes from 1951-2011.

How Women’s Leadership Roles Affect Their Leadership Styles in Family Firms (#122)

John Cater, University of Texas – Tyler
Marilyn Young, University of Texas – Tyler

Women now hold the position of CEO in 24 percent of family firms in the U.S. and this number is expected to rise as women increasingly occupy top management positions. In this study, we apply stewardship theory and challenge the theory of the invisible woman in family firms. e develop a model of evolving leadership roles and leadership styles, relating the leadership roles of Rising Stars, Team Players, Steel Magnolias, and Dominant CEOs to the corresponding leadership styles of developing, collaborative, nurturing, and directive.

SUNDAY 9:15 AM – 11:15 AM

RESEARCH TRACK: EMERGING RESEARCH PAPERS
THEME: Developmental Research
Attendees help presenters further develop their research concepts. This session of emerging research concepts is broad and diverse. These papers are farther along than other paper topics in the emerging research paper track, so participants may anticipate deeper discussions and more in depth examination of methodology.

The Impact of Community Involvement on Environmentally Friendly Behavior in Small Business (#69)

Jeremy Alan Woods, California State University – Bakersfield
David Olson, California State University – Bakersfield
John Stark, California State University – Bakersfield
Derek Stotler, California State University – Bakersfield

Mexican-American Founder Narratives at High-Growth Firms on the South Texas – Mexican Border (#98)

John Sargent, University of Texas Rio Grande Valley

Teaching a Sense of Initiative and Entrepreneurship with Constructive Alignment in Tertiary Non-business Contexts (#113)

Daniele Morselli, University of Ohio

Entrepreneurial Education and Competencies: What Needles Are We Moving? (#193)

Rodney D’Souza, Northern Kentucky University
Mark Schenkel, Belmont University

Moral Organizations and Immoral Entrepreneurs (#198)

Yongseok Jang, California State University – San Bernardino
Jing Zhang, California State University – San Bernardino

Exploring the Entrepreneurship Ecosystem of Marginalized Direct Sellers: Needs of Military Spouses (#282)

Tracey Mays, Minot State University
Art Sherwood, Western Washington University
Lyzona Marshall, Seton Hill University

Entrepreneurial Environment and Culture in Direct Selling Entry Decisions of Hispanic Entrepreneurs: an Acculturation Approach (#337)

SherRhonda Gibbs, University of Southern Mississippi
Caroline Glackin, Fayetteville State University

SUNDAY 9:15 AM – 11:15 AM

RESEARCH TRACK: EMERGING RESEARCH PAPERS
THEME: Entrepreneurial Resources in Corporate Environments
Attendees help presenters further develop their research concepts. This session of emerging research concepts focuses on corporations as they strive to integrate entrepreneurial thinking and practices into their organizations to grow and compete.

Sustainability and Entrepreneurship: Intent Meets Opportunity (#203)

Steve Dunn, University of Wisconsin – Oshkosh
Dale Jasinski, Quinnipiac University

Corporate Governance of Entrepreneurial Firms: A Systematic Review and Research Agenda (#234)

Hezun Li, American University, Central University of Finance and Economics
Timurs Umans, Kristianstad University
Siri Terjesen, American University


Kurt Jacobs, University of Florida
Jennifer Cainas, University of South Florida

Formalize This! The Speed and Transition of Informal to Formal Managerial Control Systems (MCS) in Nascent Firms (#257)

Kurt Jacobs, University of Florida
Jennifer Cainas, University of Florida
Entrepreneurial Network Development: Across Entrepreneurs and Across Borders (#283)
Mujtaba Ahsan, San Diego State University
Alex DeNoble, San Diego State University
Congcong Zheng, San Diego State University
Ricardo Alvarez, CETYS Universidad

SUNDAY 9:15 AM – 11:15 AM  DOLBY BALLROOM – SALON 5

JSBM SPECIAL ISSUE TRACK #3
The Journal of Small Business Management (JSBM) is doing a special issue based on the new mission of USASBE. The special issue theme is Advancing Entrepreneurship Education Through Bold Teaching, Scholarship, and Practice. The call for papers focused on the domain of entrepreneurship education, with a strong interest in a variety of methodological approaches and spanning interests in teaching, research, and practice. The papers presented here have been selected to be revised and resubmitted for the special issue to be published in 2018.

Want More Tech Entrepreneurs? Get out of the Classroom! The Empirical Importance of Local E-Ecosystems to Entrepreneurship Education
Elaine Rideout, North Carolina State University
Millions are spent on Entrepreneurship education (E-ed) but does E-ed really work to create economic growth and jobs? This study reviewed the E-ed literature for empirical evidence of economic impacts (new products, services, and businesses created) then attempted to redress research deficiencies in a methodologically robust longitudinal study of 4,000 alumni. Controlling for personal, contextual and educational antecedents, the study found that entrepreneurship education doesn’t always work to create real-world entrepreneurs. Alumni entrepreneurship happened only when E-ed involved cultivating skillsets and mindsets embedded within local entrepreneurial ecosystem contexts. Significantly, student self-selection into E-ed courses did not change the results.

The Role of Entrepreneurship Education on Entrepreneurial Intention: A Longitudinal Study
Abdul Ali, Babson College
Caroline Daniels, Babson College
Drawing on Theory of Planned Behavior and model of the Entrepreneurial Event, we investigate the impact of entrepreneurship education on entrepreneurial intention. Using data from two longitudinal studies involving two cohorts of students, we consistently show that entrepreneurial intention changes over time, indicating that single cross sectional studies may draw a biased conclusion in this regard. Further, we found that student business goals influence the relationship between entrepreneurship education and entrepreneurial intent, suggesting that educators need to pay special attention to students with social goals to manage their expectations. We draw implications for research scholars and for entrepreneurship educators.

The Causes and Consequences of Student Retention in a MOOC on Entrepreneurial Ecosystems
Ted Ladd, Hult International Business School & Case Western Reserve University
Michael Goldberg, Case Western Reserve University
Lori Kendall, Case Western Reserve University
Student retention in a massive open online course (MOOC) about entrepreneurial ecosystems improves post-course outcomes. Based on data from 37,000 students, this paper prioritizes the methods of interaction in the MOOC that drove retention and quantifies the impact of retention on post-course career activities, including founding new businesses, raising investment, growing personal networks, and impacting local communities. This study also reveals the influences of entrepreneurial orientation (EO) and intention (EI) on retention and student outcomes, independently and in comparison to course completion. The results are useful to students, teachers, and researchers who the explore impact of MOOCs.

Entrepreneurship Education: When Less Is More
Niklas Elert, Institutet for Naringslivsforskning
Karolin Sjöö, Growth Analysis
Karl Wennberg, Linkopings Universitet
We examine the effects of a large government-sponsored entrepreneurship education program aimed at university students. Results suggest a weak positive effect of the program’s limited training interventions (e.g., workshops, inspirational lectures, etc.) on entrepreneurial entry and income but no similar effect can be discerned for the more all-encompassing university courses.
Longer university courses seemed to only modestly increase self-efficacy and entrepreneurial intentions but not entrepreneurial entry. Our interpretation is that less may be more when it comes to entrepreneurship education: small interventions can be more beneficial than large interventions in promoting entrepreneurship. Implications for theory, education, and policy are discussed.

**SUNDAY 9:15 AM – 10:45 AM**

**DOLBY BALLROOM - SALON 6**

**TEACHING & WRITING WORKSHOP: TAKEAWAYS-DRIVEN CASES**

Noam Wasserman, University of Southern California

Done well, classes that use case-study discussions and other student-centric learning approaches are able to put students in the shoes of the entrepreneurs they aspire to become. This enables students to develop pattern recognition, strengthen decision-making capabilities, craft action plans, and build skills in having difficult conversations. Too often, though, we fall far short of this potential impact. Sometimes it’s because the case studies we use are interesting stories but lack important, new lessons, or because we don’t create teaching plans that drive home the important, new lessons that are there. In this session, we will delve into a Takeaways-Driven Process for crafting case studies with strong takeaways (when it makes sense for us to write our own cases) and to developing takeaways-driven teaching plans (whether for our own cases or for ones written by others).

**SUNDAY 9:15 AM – 11:15 AM**

**LOS FELIZ**

**TEACHING TRACK: COMPETITIVE EXPERIENTIAL EXERCISES**

**THEME:** Team Dynamics

**Overcoming Interdisciplinary Entrepreneurial Team Challenges (#94)**

Jennifer Capps, North Carolina State University

Homogenous teams struggle with communication and leadership, but mix them up into interdisciplinary teams and they seem to speak completely different languages. This activity, designed to showcase differences in leadership and communication styles, works especially well at getting newly formed entrepreneurial teams to work through communication challenges early in their process, thus creating a smoother team environment. Through the use of multi-colored, interconnecting elements, interdisciplinary entrepreneurial teams must test their leadership, listening, following, feedback, observation and interactive communication skills while completing the task at hand. This lively and vibrant hands on opportunity allows entrepreneurial thinkers and their teams to make mistakes and learn while having fun.
College students are used to being put in "teams" to accomplish class projects, but, when asked, many will volunteer that these experiences are usually less than pleasant. There always seems to be a “free rider” or “social loafer” who affects team performance in a negative way. This can be even more stressful to students when the stakes are high, as in a class where a team or group of students are encouraged to come up with innovative solutions to problems that they care about, and where there is a requirement to “pitch” this solution in front of those who will judge the overall feasibility or effectiveness of their efforts. Students usually approach this challenge with enthusiasm, but also with trepidation based on their likely prior experience with dysfunctional teams. “Teaching” about team development concepts, assigning leadership or facilitator roles, encouraging accountability among team members can help, but students are most often reluctant to address dysfunctionality when it actually occurs. Faculty or team facilitators can lessen this concern, if they learn to employ tools and a process that actually helps teams perform under pressure.

Some entrepreneurs will try to be all things to all people. However, this way lies burnout. Burnout must be avoided, as all stakeholders are impacted when an entrepreneur can no longer go forward. Simultaneously, many would-be entrepreneurs do not create their entrepreneurial visions as they feel they do not have the requisite talents, skills or knowledge necessary for success. However, both of these matters can be addressed and overcome by amassing a team of people who do have the necessary skills to build a potentially viable and sustainable business. Generally speaking, people like to do what they do well. Super Hero Powers and Kryptonite teaches students how to do just this.
For entrepreneurs and aspiring entrepreneurs, UNC Center for Entrepreneurship at Kenan-Flagler delivers the most comprehensive, hands-on and lifelong entrepreneurial education anywhere through its unique Learn, Launch, Lead (L3) framework, which consistently produces successful impact-oriented serial entrepreneurs.

LEARN
- Broad curriculum for founders, funders and growth executives
- More than 80% of business undergrads and 90% of MBAs enrolled in our classes
- 2,300+ students involved in four student run clubs
- First entrepreneurial maker space & residential community at UNC

LAUNCH
- 13,000 ft² of co-working space available to students and community members
- Top 5 ranked business accelerator program by UBI Global
- Over $20 million raised by recent ventures
- Connects local startups to Chapel Hill’s community of entrepreneurs & experts

LEAD
- The Adams Apprenticeship is a first-of-its-kind mentor program for high potential entrepreneurs
- The Adams Apprenticeship has a growing network of more than 250 successful entrepreneurial alumni
- Entrepreneurs Lab course examines strategies of national and international thought leaders in entrepreneurship
The UW-Whitewater College of Business and Economics is an inclusive, collaborative and entrepreneurial learning community dedicated to sharing values, knowledge and skills to prepare current and future business professionals to contribute successfully and responsibly in a global business environment.