DIMENSIONS OF ENTREPRENEURSHIP CURRICULUM

Personality/ Character (Be)	Functional Knowledge (Know)	Business Process Knowledge & Skill	Business Skill
		(Know/Do)	(Do)
E-personality profile • Inquisitive • Creative • Discerning • Optimistic • Action-oriented • Tenacious • Courageous • Resourceful • Persuasive • Servant-leader • Adaptable • Unflappable • Resilient **Character Traits** • Empathetic • Loving • Honest • Trustworthy • Dependable • Responsible • Diligent • Disciplined • Self-aware • Faithful • Generous • Kind • Thankful • Humble • Joyful • Peaceful	**Worldview** • Purpose of business • Life purpose discovery • Right way to do business **Business Systems** • Business as a system • Determinants of success **Communication** • Listen to understand others • Engage, inform, persuade to act **Planning** • Strategic planning process • Project management **Problem Solving** • Formulate problem • Gather & analyze data • Evaluate, choose, adjust **Marketing** • Target market • Unique value proposition • Competitive Strategy • Marketing mix **Fulfillment** • Make/buy & supply chain mgt • Organize & run operations • Inventory & service models • Employee & customer care **Finance** • Manage for profits • Manage cash • Finance growth **Accounting & Control** • Metrics & control systems • Registering & reporting	**Know & Do** **Find Business Opportunities** • Find idea & recognize as opportunity • Evaluate feasibility • Develop business model w SROI **Assemble Resources** • Recruit a team & strategic partners • Acquire capital, equipment, expertise **Orchestrate the Startup** • Manage start up as "event" • Get Customers • Deliver product/service • Manage cash **Know** **Systematize Operations** • Implement procedures & processes • Manage processes for results **Build Capacity for growth** • Develop people & delegate • Build pool of knowledge & expertise • Develop external relationships **Maintain Alignment with Market** • Continuously improve product/svc • Continuously fine tune message and customer relationship. **Manage and Mitigate Risk** • Concept of risk & how to measure • Show wisdom in legal and interpersonal dealings. • Anticipate and prepare for challenges and threats.	**Environmental Scanning** • Observe surroundings • Intentional conversation • Read/scan publications & Internet **Research, analysis/critical thinking** • Design research to answer question • Gather & organize data • Analyze data, comparing, contrasting, finding patterns • Support conclusions w logic & data • Apply these standards to others' conclusions before accepting them **Creativity & Synthesis** • Apply out-of-box thinking to observations & analysis • Combine seemingly unrelated facts into new concept, product, or svc **People Skills** • Listen w empathy • Negotiate win-win • Sell your idea, product or service • Motivate: encourage & cast vision • Resolve conflict • Contribute as team member • Lead with servant's heart **Self- Management** • Evaluate yourself honestly • Set goals & priorities • Manage your time • Record & monitor your progress **Presentation—writing & speaking** • Inform • Challenge to think • Persuade to act • Use data & visuals effectively

Notes:

1. This table is intended to be comprehensive but not exhaustive. It covers the key ingredients a successful entrepreneur should master.

2. In order to fit all of the information into a single page, we abbreviated descriptions and omitted detail. Our aim was to give the big picture. The curriculum provides the details, which, hopefully, flow from this overall picture.

3. While the curriculum addresses every entry in the table to some extent, it does not purport to produce mastery of every item in the table. That requires a life-long commitment to learning and practice.

4. The table was constructed in alignment with our holistic philosophy of entrepreneurial education. We are preparing the whole person—heart, head and hands—to **Be**, **Know**, and **Do**. The heart is the internal guidance system that decides what is worth pursuing and the right and wrong way to pursue it. The head is the intellectual store of knowledge about anything that is relevant to the business. The hands represent the skills that enable the entrepreneur to put his ideas into action.

5. The eight program objectives for the curriculum (below) focus our instructional design on developing character (**Be**), facilitating acquisition of knowledge (**Know**), and providing experiences that develop the needed skills (**Do**).
   5.1. Articulate an ethical worldview of business & entrepreneurship and explain your calling to business as an entrepreneur.
   5.2. Describe the character and competence of an ethical entrepreneur and articulate a plan to continually learn and grow in both.
   5.3. Become a purposeful observer who identifies viable business opportunities before others notice them.
   5.4. Design a business with a unique value proposition whose parts work together to achieve the goals of the business.
   5.5. Demonstrate your ability to win customers based on your value proposition and to satisfy them before, during and after the sale.
   5.6. Set up a system to measure mission-relevant (e.g., triple bottom line) results and to control the processes necessary to achieve those results.
   5.7. Demonstrate your understanding of the people skills required to successfully launch and grow a business (through class discussions) and demonstrate basic competency in these skills (through action-learning assignments).
   5.8. Demonstrate the persuasion, tenacity and resourcefulness of an entrepreneur by completing action-learning assignments and launching a business.

6. We cannot remake someone's character in three months. In order to achieve the character outcomes, we look for people who already demonstrate many of the personality and character traits in the "**Be**" list, who would like to develop others that they don't current represent, and are open to teaching on the ones they either haven't considered or on which they have contrary views. To help learners acquire honorable character, we provide projects and exercises that test these character and personality traits.

7. Our instructional design is a "learner-centered" rather than an "instructor-centered" model. The budding entrepreneurs develop their hearts, heads, and hands through a carefully designed set of action learning experiences. Instructors provide a framework which gives context to what the learners discover. If there were no time constraints, instructors wouldn't present knowledge to the learners, but would guide the learners to discover the knowledge on their own. But with time constraints, our program will "prime the pump" by presenting some basic concepts and principles which the learners apply in exercises and projects.

8. The third column of the table is divided into two parts: "**Know & Do**" and just "**Know.**" Because this column deals with business processes, and the bottom half of the column deals with processes that happen once a business has been running for some time, we did not attempt to develop the hands-on skills for those processes. We simply expose the students to knowledge about what is coming. However, we do not abandon the learners once they complete the first course. We nurture them in their business start ups and provide "just-in-time" advanced training to help them with the challenges of growth.