

Developments in Economics Education – Conference 2013 – University of Exeter

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Entrepreneurship & Synergetic

THE DORTMUNDER ENTREPRENEURSHIP MODEL

THE GERMAN EDUCATION DEBATE

- When do we refer to a person as educated?
- The answer is not, that a person is educated if a certain knowledge or competence has been acquired. It is rather more:

***People who assume responsibility for
themselves and for others!***

- Incidentally, there is no equivalent English translation for the German word “Bildung”, Bildung enables people to assume responsibility, for themselves and other.

ASSUME RESPONSIBILITY: BUT HOW?

- Synthesizes the Entrepreneurship debates*, about what makes an Entrepreneur entrepreneurial -regardless which attempt like traits, behavior, education, action-orientation, etc. is favoured-, a frequently associated attitude with an Entrepreneur is:

*The willingness to assume responsibility for themselves
instead of relying on the society or the state*

→ *Entrepreneurship Education* could be an approach to enable people to assume responsibility

*Compare for example Cantillon, 1755; Knight, 1923; Schumpeter 1934; Kirzner, 1978; Sarasvathy, 2001

ENTREPRENEURSHIP EDUCATION

- It does not matter whether one takes over the responsibility as Entrepreneur, manager, employee, bureaucrat or even consumer.
- We take over many roles in the everyday life and only comprehensively meet the requirement if we are “gebildet”.
- The specific knowledge one has to acquire in order to be seen as educated is strongly dependent from the present time, the country, the region and the industry sector one works in etc.
- Hence, educational activities would be obsolete, if this attitude -assume responsibility- would be innate.
- It is therefore necessary to have educational activities that follow the concept of an Entrepreneurship Education like the Entrepreneurship School.

ENTREPRENEURSHIP EDUCATION

- The objective is to reach out and familiarize a broad public with Entrepreneurship, because the entrepreneurial attitude is seen as an important asset for a successful and satisfied life.
- Therefore all educational activities, which aim to raise the motivation towards or generate this specific attitude, should be enhanced.
- Nevertheless, it is not predictable whether or not a founding process of a new company emerges.
- Though such measures establish a climate of entrepreneurial thinking and acting – after all that is the basis for a successful founding process.
- There is no linear-causal way to a founding process, entrepreneurship education or enabling people to assume responsibility.

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- Linear-causal of a founding process



- The traditional believe of how a founding process works - and therefrom Entrepreneurship Education- is a Linear-Causal Process*
- But research proofed that a founding processes are comparable to complex systems and can be more seen as recursive processes

* Sarasvathy, 2008

ENTREPRENEURSHIP EDUCATION

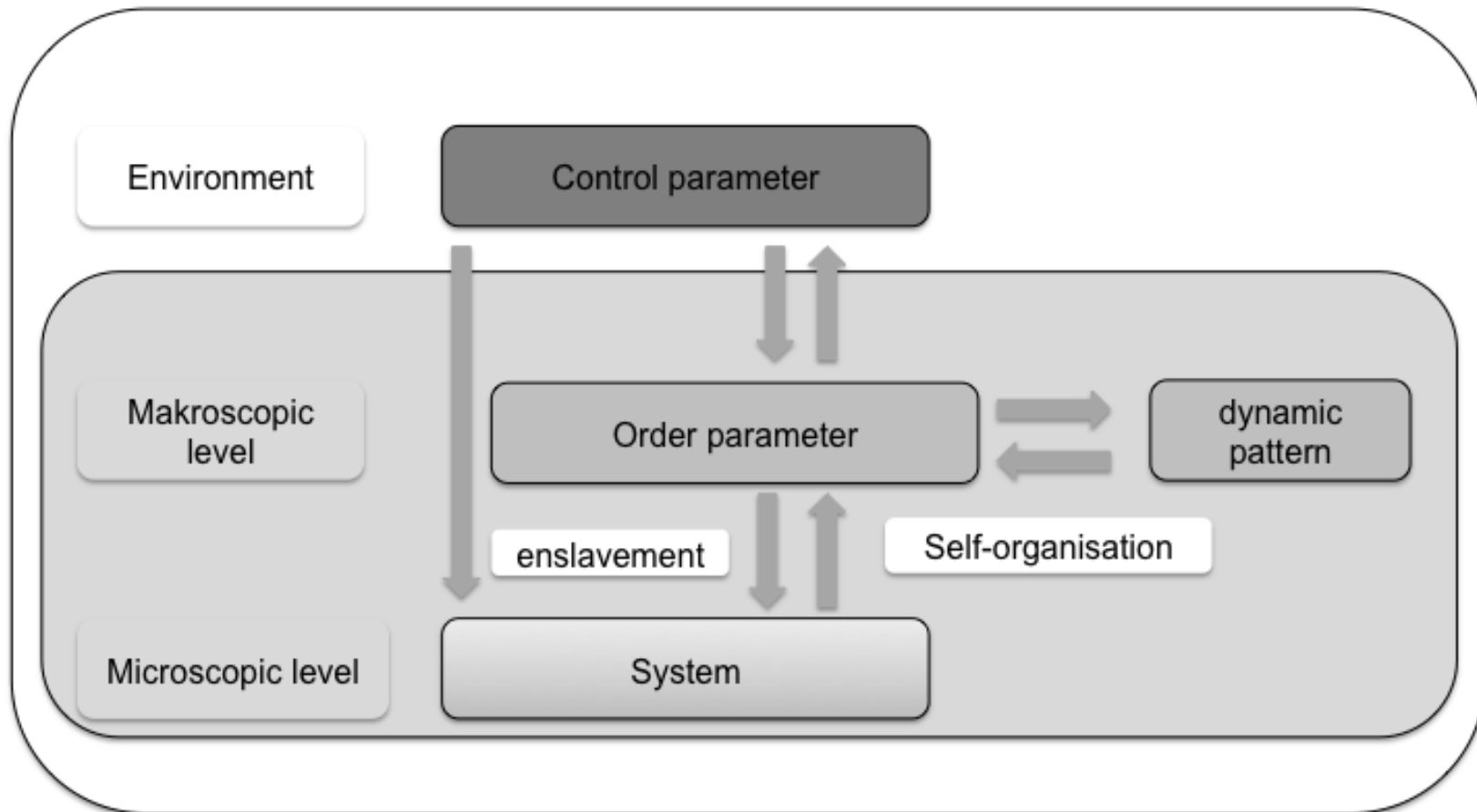
- Sarasvathy offers an approach that is opposing the mechanical-linear worldview in the Entrepreneurship Research* (Sarasvathy (2001)).
- Saßmannshausen sums up the vital aspects of her Effectuation-Approach:
 - Recognition of the significance of the unexpected
 - Rejection of the determinacy
 - The therewith involved decreasing belief in feasibility and the recognition of external and not predictable events, as well as
 - Surrender of the dominating orientation along the statistical average.
(Straßmannshausen (2012): 196)
- But...

ENTREPRENERUSHIP EDUCATION

- ...the Effectuation-Approach is missing a convincing quantifiable model, which explains this entrepreneurial approach, verifies it empirically as well as provides a sufficient strategy for successful Entrepreneurship-Education Model in the sense of homomorphism between content and learning approach.

→ *A potential solution to this problem is indicated in the theory of self-organization of Synergetic*

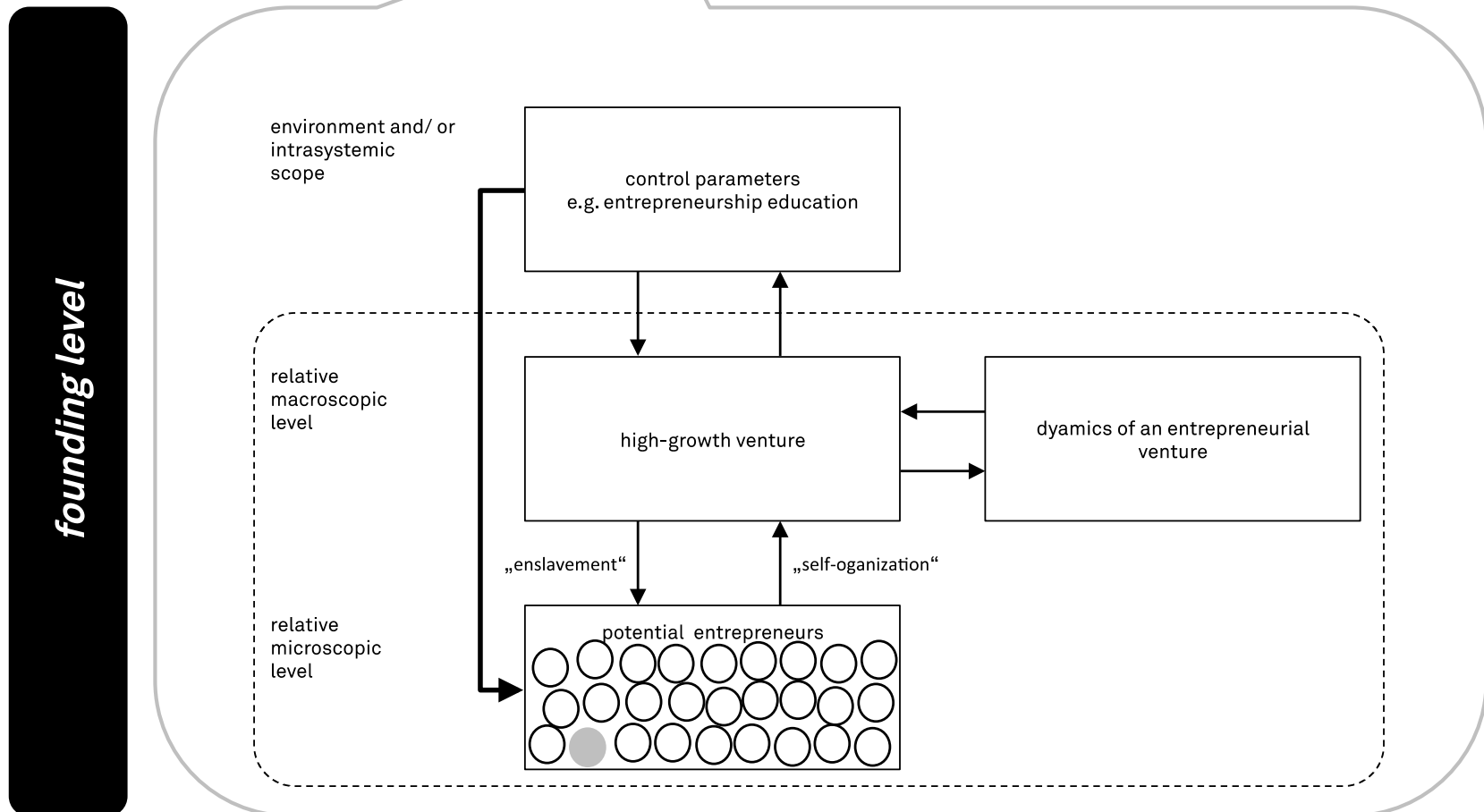
Synergetic-Model



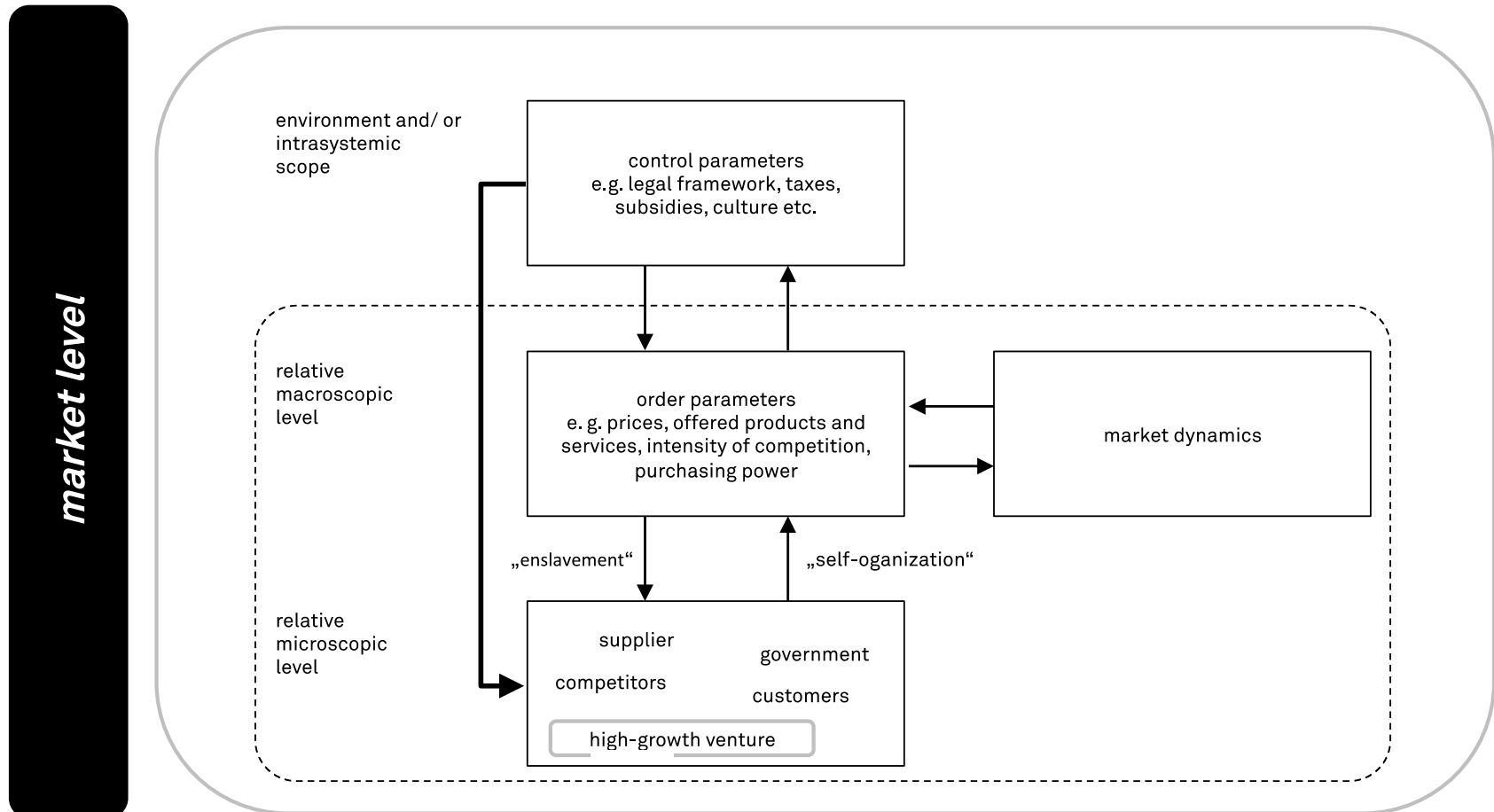
THE DORTMUNDER ENTREPRENEURSHIP MODEL

- To reach the aim, to enable people to assume responsibility, the Effectuation-Approach, and the Synergetic-Model, The Dortmunder Entrepreneurship Model accrues.
- The model offers opportunities to understand, how Entrepreneurship Education can be conducted.
- The model is divided into three parts,
 - the founding level,
 - the market level and
 - the individual level.

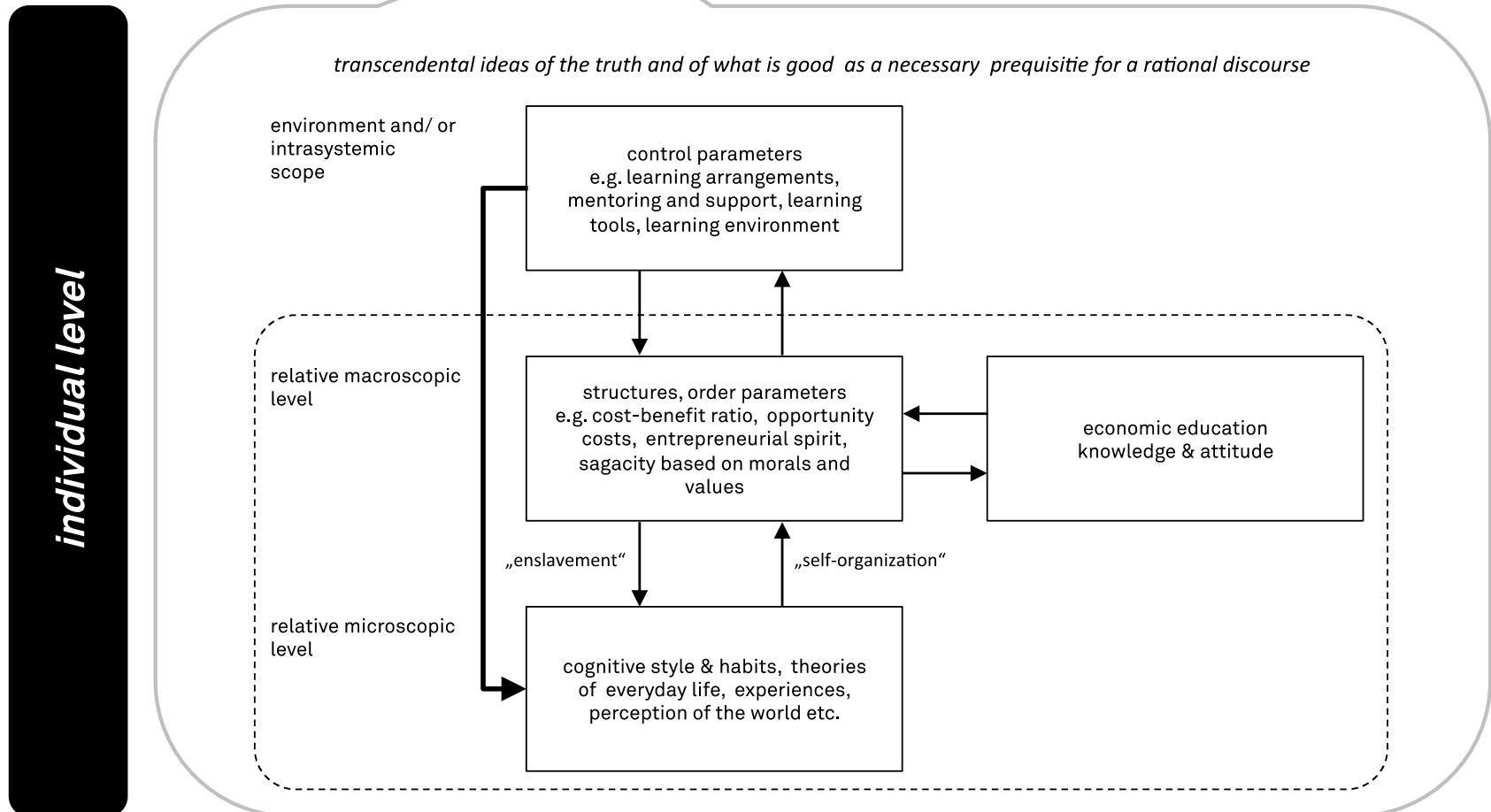
Founding level



Market level



Individual level

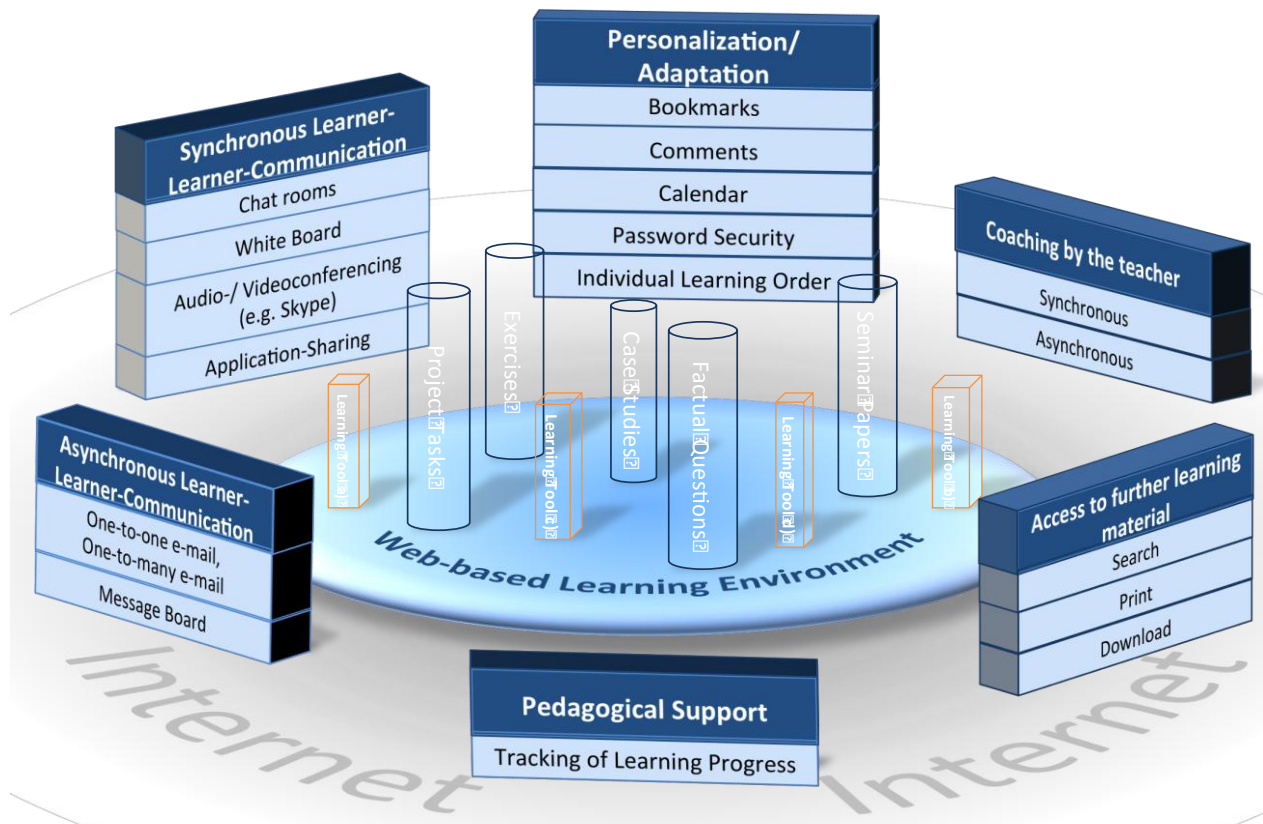


THE ENTREPRENEURSHIP SCHOOL

- The implementation and realisation process of The Dortmund Entrepreneurship Model is conducted through the Entrepreneurship School
- The Entrepreneurship School offers the framework and act as control parameter through
 - learning arrangements,
 - mentoring and support,
 - learning tools and
 - learning environments.
- This different control parameters are organised in three different cornerstones of the School's educational portfolio.

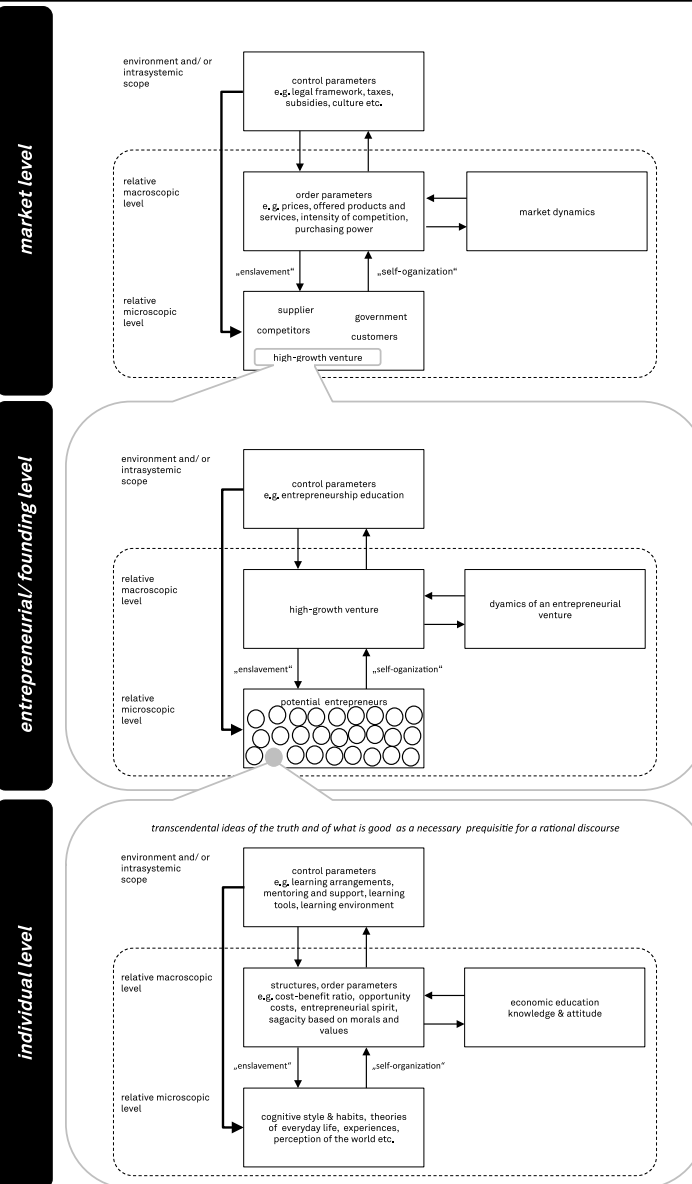
THE ENTREPRENEURSHIP SCHOOL

Control Parameters



THE ENTREPRENEURSHIP SCHOOL

- Modular Education
 - Education is held during the lecture period and consists of lectures, seminars and tutorials.
- Summer School
 - It is a five-day compact seminar.
 - Apart from theoretical introductions, the students are given the chance to test their knowledge in a internet-/computerbased business game.
- Individual Education
 - An individually tailored program for external (i.e. non-university) parties.
 - It can be booked as a compact seminar, a single event or as a recurring series.
 - This program caters to employees and companies who want to promote corporate entrepreneurship or people planning to become self-employed.



- Many things remain to be done, as, for example the development and evaluation of more courses that are based on synergetis resp. on the theory of self-organisation.
- Of course, further research of the underlying theories has to be carried out, too.
- By realising aspects of the ‘theory of complex systems’ (here: synergetics) in the field of entrepreneurship education an interesting and helpful step is made towards the development of concepts that are more suitable than traditional ones.
- In a century where ‘entrepreneurial thinking’ is more than a catchword, new concepts like these are urgently required.

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Thank you very much for your attention!

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