
Index

- abstract conceptualization 193
- abstraction 6
- Academy for Entrepreneurial Leadership 73–94
 - administrators 75–8, 87–8
 - faculty 78–82, 87–8
 - implications of initial diagnostics 83–4
 - strategy 88–94
 - student-focused diagnostics 84–8
- Academy of Management 1, 51, 219
- accountability 22–3
- Accreditation Board for Engineering and Technology (ABET) 110
- accumulating body of work 62–3
- action 22–3, 64–5, 65–7
- active experimentation 193
- active learning 40, 43, 48, 103, 122–34
 - project-oriented 129–34
 - in teaching entrepreneurial skills 122–5
 - teaching strategies promoting 125–6
 - team-based 126–9
- activities plan 83
- Adams, J.L. 114
- adaptable textbook project 129–31
- administrators 75–8, 87–8
- aesthetics 26, 30, 30–31
- agreements 199–200
- Ajzen, I. 205–7
- Albert, P. 162
- Aldrich, H.E. 6, 7
- alienation 17
- American Management Association 177
- analysis 19
- analysis of variance 183, 186, 190
- Anderson, A. 42
- Andriani, P. 100
- anti-vocationalism 63
- application 48, 65
- applied in orientation 82
- approval for interdisciplinary programs 143–4
- aquaculture industry 133
- Aqualutions LLC 131–4
- Argyris, C. 124
- Aristotle 138
- Arizona University 191–202
- art, and experience 138
- arts education
 - key issues 26–8
 - units 28–9
 - see also* liberal arts
- arts entrepreneurship 25–33
- assessment
 - constructivistic education 40, 51, 55, 57
 - CPME programme 155–6, 159
 - MBS in IEM 103–4
- associate deans 141
- Association of American Colleges and Universities (AAC&U) 113, 218, 223, 224
- assumptions 47–8
- Attila the Hun 220
- attitude toward a behaviour 205–7
- Audretsch, D.B. 192, 196, 197, 198
- Ausubel, D. 123
- authentic leadership 221–2
- authentic questions 39, 40, 48–9, 55, 57
- authenticity 23–33
 - and arts entrepreneurship 25–33
- Autio, E. 204, 205
- autonomy 46

- Baillie, A.S. 177–8
- Bandura, A. 37, 44, 172
- Barney, J. 45
- Baron, R. 45, 51
- barriers to entrepreneurship 79–80
- Baum, R. 44
- Baumol, W. 18
- Béchar, J.P. 147
- Beckman, G.D. 25
- Beethoven, L. von 31
- Begley, T.M. 204
- behaviour 29
 - attitude toward a behaviour 205–7
- behaviouristic education 35–6, 37, 41
- beliefs, deep 45
- Belgium 150
- Bernstein, P. 228
- Bhattacharyya, K. 227
- bias 68
- big ideas 39–40, 55, 57
- Binks, M. 103
- biotech company startup 131–4
- Birch, D. 163
- Birdthistle, N. 98
- Block, P. 118
- Bloom, B.S. 149
- board of trustees 141
- Boise State University 55
- Bolman, L.G. 220–21

- Bologna Reform 152
- boot camps 111, 113
 - project-based learning 117–19
- boredom 66
- Bosma, N. 2
- Botstein, L. 217
- Brooks, J. 39, 46, 54–5, 56–7
- Brooks, M. 39, 46, 54–5, 56–7
- Brush, C.G. 137
- budget cuts 226–7
- ‘Building a Better Textbook’ seminar course 129–31
- ‘Building a Biotechnology Company’ seminar course 131–4
- Bunch, J. 50
- Burke, W.W. 112
- Burns, J.M. 216, 220
- business 15, 63, 64
- business and entrepreneurship units 29–30
- business plans 52–3, 184, 186–7
- business schools 2–3, 4, 5
 - and arts entrepreneurship 28–9, 31–2, 32–3
 - students and simulation game seminars 180–88
- business startups
 - biotech company 131–4
 - impact of CPME programme 160–62
 - overview of 184, 185
 - problems of 184, 187
- Camden/Parkside Project 112
- Campbell, J. 24
- Campus Compact 223
- capital infusion 110
- Capra, F. 226
- career management 80–82
- career plans 84–5
- Carnegie Foundation for the Advancement of Teaching 113
- Carsrud, A. 54
- case-based learning 125, 126
- case studies 49, 177
- catch-up effect 211
- change
 - intellectual entrepreneurship as change agent 22
 - organizational 5–6, 21, 50
 - simulation game seminars and change processes 179–80
 - social 86, 201
- Chanin, M. 177
- Chen, C.C. 204
- Cherwitz, R. 22, 23
- Citadel, The 220
- civic engagement 222–3
 - synergies with leadership and entrepreneurship 215–16, 225–30
- Clark, B.R. 227, 229
- coaching 40, 55, 57, 198
- cognitive diversity 35, 45–6
- cognitive infrastructure 41
- cognitive legitimacy 6
- collaboration 22–3, 50
 - business and enterprise units and arts programs 29–30
 - interdisciplinarity 147–8, 153–6, 157–8, 159
- College of Charleston 143, 222, 226
- commercialization of technology 55–7
- communication 83
- community assessments 56
- community engagement 48–9, 173
- community of scholars 67–8
- conceptual model of interdisciplinary teaching 147–9
- conceptual skills 97
- concrete experience 193
- conflicting values 67–8
- connectors/builders 82
- constructivist education 8, 35–59, 122–4
 - building a constructivist classroom 46
 - examples of constructivist classrooms 48–9, 54–7
 - future directions 51–3
 - inherent in entrepreneurship education 36
 - key principles 39–41
 - learning and 37–9
 - operationalizing 46–51
 - simulation game seminars 178–80
- contagion effect 7
- content dissemination 124
- content focus 100, 101–2
- context 228
- contradictions 47
- controlling 184, 186–7
- co-option 68–70
- Corbridge, S. 16
- Corning, P. 225
- Council of Public Liberal Arts Colleges 217
- course/program proposals 143–4
- course registration numbers (CRNs) 144
- Covey, S.R. 225
- CPME programme 150–63, 164
 - entrepreneurial impact 160–62
 - integration and collaboration aspects 153–6
 - students’ satisfaction 158–9
 - synthesis aspects 156–8
- creative destruction 17
- creative leadership 220

- creativity 16, 114
 creators/innovators 82
 critical analysis 171–2
 critical development experiences 38, 43
 cross-functional teams 142
 culture 62
 entrepreneurship as a discipline 63
 organizational 79, 221
 curriculum as fixed agenda 48
- Darwin, T. 22
 De Bono, E. 114
Dead Poets Society 64
 Deal, T.E. 220–21
 deans 141
 decision making 83
 Deckert, M. 139
 deep beliefs 45
 deep learning 47–8, 123–4
 Dees, J.G. 224–5
 delayed effects 160–61, 204
 delivery stage 88, 89, 91–2, 92–3
 design stage 88, 89, 90–91, 92–3
 determine stage 88, 89, 92–3
 development
 as freedom 15–16
 technology commercialization and economic
 development 55–7
 Dewey, J. 123, 133, 193
 diagnosis
 Academy for Entrepreneurial Leadership
 74–88
 4-D framework 88, 89, 90, 92–3
 dialogue 47
 Dickson, P.R. 206
 didactic teaching 98, 99, 122, 123, 124
 Dilts, J.C. 205
 directed discussion 125, 126
 disciplines, academic 3–4, 62–5
 liberal disciplines 63–5
 project-based learning in 116–17
 discovery 22–3
 discovery teaching 103
 discussion, directed 125, 126
 doctrine 62
 documentary filmmaking companies 170
 documentary project 9, 49, 166–75
 double-loop learning 124, 178
 Drucker, P. 18, 220, 225
- earned income policy 227
 Echelon Mall Evaluation Project 112
 economic development 55–7
 economic interrelationships 184, 185
 economic literacy 78
- educational entertainment company 127–8
 educational reform 65–7
 educational theory 36
 evolution of 41
 empowerment 61, 64
 engagement of learner 47–8, 67
 English, J. 194
 enlightenment 25
 enterprising learning mode 98, 99
 enthusiastic optimists 82
 Entrepreneur Film Festival 9, 166, 169, 172,
 173–4
 entrepreneur job shadow and documentary
 project 9, 49, 166–75
 entrepreneurial campuses 229–30
 entrepreneurial experience 97, 184, 185
 entrepreneurial family background 186, 190,
 209–10
 Entrepreneurial Forum of Southern New
 Jersey (EFSNJ) 112
 entrepreneurial intention 205
 evaluation of entrepreneurship education
 208–9
 influence of initial level of intention 208,
 210–11, 212
 informed intent 43–4
 entrepreneurial mindset 98, 216
 entrepreneurial pathways 192
 entrepreneurial perspective 146
 entrepreneurial theory 29, 30
 entrepreneurial university 8, 107–21
 entrepreneurship 223–5
 centrality in higher education 7–8, 15–20
 conceptions of 27, 29
 defining 5, 21–2, 137
 and Academy for Entrepreneurial
 Leadership 76–7
 and arts entrepreneurship 26, 27, 33
 as a liberal art 8, 60–70
 in liberal arts and sciences 9, 137–45
 perception issues 4
 process 15
 synergies with leadership and civic
 engagement 215–16, 225–30
 tipping point for synergistic collaboration
 with liberal education 228–9
 entrepreneurship and innovation (E&I) general
 education course 113–15
 entrepreneurship inventory 80
 entrepreneurship/law exchange 9–10, 191–202
 broader applications 200–201
 exchange design and structure 194–5
 learning environment 195–7
 outcomes and considerations 197–200
 student experiential cycle 193

- environment
 - changing work environment 95–8
 - learning environment for entrepreneurship/
 - law exchange 195–7
 - MBS in IEM 104
- equipment availability 170–71
- Ericsson, K. 45
- European Commission 98
- evaluation 9, 10, 78, 203–14
 - CPME 160–62
 - experiments 207–11
 - interdisciplinary programs 144
 - methodology 205–7
- Ewing Marion Kauffman Foundation 55, 73, 223, 224
- exchange *see* entrepreneurship/law exchange
- experience 138, 193
 - entrepreneurial 97, 184, 185
- Experiential Classroom Program, Syracuse 50
- experiential exercises 49, 50–51
- experiential learning 35, 69, 100–101, 103, 178, 193–4
 - entrepreneurship/law exchange 191–202
- Expert Group on Future Skills Needs (EGFSN) 96, 98, 103
- expert script 45
- experts 36, 38
- explicit knowledge 100
- external learning 100–101

- facilitation of learning 124–5
- facilitators 198–9
- faculty
 - Academy for Entrepreneurial Leadership 78–82, 87–8
 - career management 80–82
 - characteristics 81–2
 - faculty needs assessment 78–80
 - boot camp approach to project-based learning 117–19
- failure, fear of 132
- family, entrepreneurs among 186, 190, 209–10
- Fayolle, A. 205
- feasibility studies 56, 194
- Feldman, H.D. 178
- Fermi problems 50
- Fiet, J. 45
- film editing 170, 172
 - software 171
- film festival 9, 166, 169, 172, 173–4
- film project 9, 49, 166–75
- finance 195
- Fiol, C.M. 6, 7
- fish disease diagnostic kit 131–4
- Fishbein, M. 205

- flexibility 95–8
- Florida 226
- followers 220
- formal agreements 199–200
- 4-D model 74, 88–94
 - dynamics 92–4
- Fowler, S.M. 205
- Franke, N. 205
- freedom 15–16, 17
- freshmen 86–7
- Friedman, T. 2

- Gaglio, C. 44, 51
- Galloway, L. 95, 98
- GAP programme 54–5
- Garavan, T. 43
- Gardner, J. 220
- Gartner, W. 29
- Gasset, J.O. y 24–5
- Gelb, M.J. 114
- Gendron, G. 42
- general education 218
 - entrepreneurship and innovation (E&I) course 113–15
- generic skills 97–8
- Gibb, A. 98, 99, 103, 104
- Gladwell, M. 228
- Global Entrepreneurship Monitor (GEM) 2
- globalization 2
- Gosen, J. 177, 182
- graduate students 84–6
- Grant, R.M. 100
- ‘Great Art’ 26–7, 30–31
- Greene, P. 147, 162
- Greenspan, A. 229–30
- Grégoire, D. 147
- Grenoble entrepreneurship education programme 207–11
- group projects 50

- Haddon Heights Business and Professional Association 112
- Hale, J. 118
- Hall, R. 100
- halo effect 182
- Halonen, J.S. 122
- Hanke, R. 53
- Hannon, P. 103
- Hans, J. 4
- Hans-Lindner-Institut 182
- Hanslick, E. 30–31
- Harding, R. 2
- ‘Harnessing Life’s Molecular Machines’ seminar course 126–9
- Harrison, R. 40, 43

- Harrison Township Economic Development Council 113
- Hartelius, J. 22
- Heider, F. 137
- Henry, C. 104
- heterogeneity of entrepreneurship education 203
- Heylemans, A. 160
- higher education, centrality of entrepreneurship in 7–8, 15–20
- Hisrich, R.D. 137
- Hitt, M.A. 197, 216
- Hodgetts, R.M. 137
- holistic approach 28
- Honig, B. 194
- Human Resource Education (HRE) program 88
- human resources leadership style 220–21
- Hynes, B. 99, 100
- Hytti, U. 99
- Idaho National Lab (INL) 55
- ideas 15
big 39–40, 55, 57
- Illinois University *see* Academy for Entrepreneurial Leadership
- implementation 15
- indicators 204
- individual, the 29
- information and communications technology (ICT) skills 97
- informed intent 43–4
- initial level of intention 208, 210–11, 212
- initiative 46
- initiators 82
- Inland Northwest Research Alliance (INRA) 55
- innovation 225
creating synergies needed for 225–6
entrepreneurial campuses 229–30
skills 97
- inputs 99, 100, 101
- institutions
interdisciplinarity 141–4
legitimacy and underlying institutional issues 5–6
- instructor effects 53
- integration 147–8, 153–6, 157
- integrative learning 103
- intellectual entrepreneurship (IE) 8, 21–34
and arts entrepreneurship 25–33
authenticity 23–5
as change agent 22
in context 30–32
core pillars of 22–3
- intellectual property rights 199
- intention 205
entrepreneurial *see* entrepreneurial intention
- interdisciplinarity 9, 18, 69, 98–9, 146–65
conceptual model of interdisciplinary teaching 147–9
entrepreneurship in the liberal arts and sciences 9, 141–4
film project 173–4
UCL 149–63
- international business 222
- international entrepreneurship management thesis 102
- investors, understanding 184, 187
- Ireland 8, 95–106
changing work environment 95–8
MBS in IEM programme 95–7, 101–5
- Jack, S. 42
- Jimenez, J.E. 205
- job shadow and documentary project 9, 49, 166–75
- Johannisson, B. 204
- Jones, C. 194
- Journal of Leadership Studies* 219
- Katz, J.A. 89
- Kauffman, E.M. 220–21
- Kauffman Foundation *see* Ewing Marion Kauffman Foundation
- Kentucky 226
- Kirby, D. 103
- Kirzner, I. 18
- knowledge
evolution of 37–8
expanding in every field 4
organization and interdisciplinary teaching 148, 154, 157
process approach to entrepreneurship education 100
- knowledge economy 191–2, 196, 197, 198
- Kolb, D.A. 172, 193
- Kolbert, E. 17
- Kolvereid, L. 207, 208
- Krueger, N. 36, 38, 41, 43, 206
- Kuhn, R. 131–4
- Kuhn, T. 38
- Kuratko, D.F. 137, 146
- land 110
- law *see* entrepreneurship/law exchange
- law firm, mock 195
- leadership 219–22
synergies with entrepreneurship and civic engagement 215–16, 225–30

Leadership Quarterly 219

- learning
 - and constructivistic education 37–9
 - deep 47–8, 123–4
 - double-loop 124, 178
 - effects of simulation game seminars 180–88, 190
 - entrepreneurial learning in practice 41–6
 - lifelong 173–4
 - process approach to entrepreneurship education 100–101
 - shallow 123–4
 - teaching and 47–8
- learning cycle 39, 47, 193
- learning organizations 221, 226–8
- lectures 103
- legitimacy 1–7
 - building 6–7
 - interdisciplinary programmes 142
 - problems 1–4
 - underlying institutional issues 5–6
- Leitch, C. 40, 43
- Leskes, A. 218, 219
- Li, E.Y. 177–8
- liberal arts 3
 - conflicting values between academics and entrepreneurs 67–8
 - co-option 68–70
 - disciplines 63–5
 - entrepreneurship in 9, 137–45
 - entrepreneurship as a liberal art 8, 60–70
 - exchange model 201
 - purpose of liberal arts education 60–61, 137
 - simulation game seminars and arts students 180–88
- liberal education 9, 10, 216–19
 - and leadership 222
 - and social entrepreneurship 224–5
 - synergies between leadership, civic engagement and entrepreneurship 215–16, 225–30
 - tipping point for synergistic collaboration with entrepreneurship 228–9
- liberation 61, 64
- lifelong learning 173–4
- Limerick University 95–7, 101–5
- Limoges entrepreneurship education programme 207–11
- Lincoln, A. 220
- linearity 52
- Litan, R. 18
- living cases 49
- loose coupling 74
- Louvain School of Management (LSM) 150
- Luther, M. 31
- Lüthje, C. 205
- Lyon entrepreneurship education programme 207–11
- Ma, H. 29
- MacFarlane, J. 194
- Machiavelli, N. 220, 228
- machine production 17
- management consulting projects 116
- management skills 97
- Marion, S. 162
- Marion Laboratories 220
- market 15, 16–17
- marketing 184, 187, 195
- Mars, M.M. 192
- Marx, K. 17
- Maslow, A. 141
- Master of Business Studies in International Entrepreneurship Management (MBS in IEM) 95–7, 101–5
- masters' theses 101–2, 152, 154, 155
- materialism 17, 21, 22, 63–4
- matrix organizations 142
- mavens 228
- media support 170
- mental models 123–4
- mentors 198
- mercantilism 139
- messengers 228
- metaphors 47
- methodologies 62–3
- Meyer, G.D. 2
- Michaelsen, L.K. 125
- Mises, L. von 18
- Mitchell, R. 51
- Mitton, D. 50
- mock law firm 195
- mock scientific advisory boards 200
- molecular machines 126–9
- Monroy, T. 42
- moral imperative 27–8
- Morse, E. 51
- Moses 220
- motivation 41
 - fear of failure 132
 - for forming new initiatives and programmes 108–9
- multidisciplinary education 147
- multi-experiencers 82
- music 30–31
- 'My Venture Launch' course, William and Mary 143
- Naisbitt, J. 2
- Nanjing Auto Group 143

- nascent entrepreneurs 96
nascent gazelle entrepreneurs 54–5
National Institute for Technology and Liberal Education (NITLE) 170
‘Nature and Foundations of Entrepreneurship’ course 18–19
needs assessment survey 78–80
New Jersey Economic Development Authority 110
new venture development model 107–21
Noel, T.W. 205
non-conforming students 70
non-disclosure agreements 200
non-profit organizations 170
non-traditional activities 82
- objectives
 Academy for Entrepreneurial Leadership 90, 91
 achieving 64
 CPME programme 151
 entrepreneurship education programmes 163
O’Cinneide, B. 43
October Sky 64
O’del, J. 32
O’Gorman, C. 99
Okudan, G.E. 117
One Flew Over the Cuckoo’s Nest 64
open-ended questions 47
opportunity recognition 41, 114
organizational change 5–6, 21, 50
organizational culture 79, 221
organizational structure 83, 141–2
outputs 99, 100, 104
Overstreet, H.A. 133
- passivity 66
Peer Review 192
people-related skills 97
perceived behavioural control 205–7
performing arts 28, 69–70
Perkins, D. 36, 39, 50, 51
Peterman, N. 44
Piaget, J. 39, 123, 193
planning process 8, 73–94
Plato 139
political context 52–3
portfolios 51
Portland State University 223
Powell, C. 220
Powell, J.M. 140
practical work experience 97, 184, 185
practice 69–70
practicums 194, 195
Prawat, R. 39, 47–8
- pre-professional education 138, 139–40
president, university 141
previous entrepreneurial exposure 44, 208, 209–10
primary concepts 39–40
primary sources 46
prior knowledge 183–4, 186, 190
problem-based learning (PBL) 42, 43, 103, 116, 125, 126
 real-life problems 46–7, 154, 156
 problem solving 114
 problems of starting up 184, 187
 process approach to entrepreneurship education 99–105
 MBS in IEM 101–5
 process skills 56
 process-olios 51
 professionalization 42
 programme design 8
 Academy for Entrepreneurial Leadership 83–4
 project-based learning 126
 CPME programme 154, 156
 Rowan University 108–9, 115–19
 science-oriented projects 129–34
 project-based skills 97
 publications 142–3
 pure research 19
- questions
 authentic 39, 40, 48–9, 55, 57
 open-ended 47
- Rabiger, M. 172
Ramaley, J. 218, 219
Rasmussen, E.A. 117
raw data 46
Ray, D. 3, 215, 224, 225
real-life problems/projects 46–7, 154, 156
realism in simulation games 177
ReelGrrls 170
reflection 47, 169, 171
reflective observation 193
reflective practitioners 42
Rege Colet, N. 147–8, 149, 153, 156–7
registration system 144
research 67
 Academy for Entrepreneurial Leadership and 90–91
 pure 19
 resistance to change 5–6
 resolution 39
 resources, marshalling 109–11
 Richmond University 219
 risk 172, 228

- Robertson, M. 103
 Rothblatt, S. 217, 219
 Rowan University 107–21
 Center for Innovation and Entrepreneurship (CIE) 111, 119
 creation of a general education course 113–15
 developing an implementation plan 111–12
 entrepreneurial focus 107–8
 motivations for new initiatives and programmes 108–9
 new product extensions 112–19
 project-based learning 108–9, 115–19
 resource issues 109–11
 Technology Center and Business Incubator 111, 113
 Rutgers-Camden 108
 Rzasas, S.E. 117
- Schaffer, R.H. 118
 Schein, E.H. 221
 Schön, D.A. 124
 Schramm, C. 15, 18, 192
 Schumpeter, J. 16, 17, 18, 163
 science-oriented teams and projects 8, 122–34
 adaptable textbook project 129–31
 biotech company startup 131–4
 molecular machines 126–9
 sciences 49
 entrepreneurship in 9, 137–45
 exchange model 201
 mock scientific advisory boards 200
 science students and simulation game seminars 180–88
- Scott, L. 29
 Seawright, K. 51
 selection bias 161–2
 self-agency 60
 self-efficacy 41, 172–3, 205
 and skills 44–5
 self-employment 113
 self-expression 66–7
 self-interest 141
 Sen, A. 15–16
 Senge, P. 226
 service learning projects 116
 sex/gender 184, 185, 186, 190
 shallow learning 123–4
 Shane, S. 108, 137
 Shaver, K. 29, 137
 simulation game seminars 9, 176–90
 constructivist teaching with 178–80
 evaluation method 181–3
 hypotheses 180–81
 learners' characteristics and perceived learning effects 183–7, 190
 skill sets 27, 28–9
 skills
 active learning and teaching entrepreneurial skills 122–5
 liberal education and 217
 needs of graduates in Ireland 95–106
 and self-efficacy 44–5
 softer 191–2
 Small Business Institute (SBI) programme 88
 small and medium-sized enterprises (SMEs) 95, 103, 146
 Smith, B. 51
 Smith, R. 225
 snowboarder ski lift attachment 109
 social change 86, 201
 social entrepreneurship 40, 86, 87–8, 201, 224–5
 social learning theory 37
 socio-political legitimacy 6–7
 softer skills 191–2
 Sopartec 150
 Sorheim, R. 117
 South Carolina 226
 South Jersey 108
 South Jersey Technology Park (SJTP) 108, 110, 113
 specialized projects 56
 spiritual substance 31
 State, ideal 139
 stay abroad 209–10
 stereotypes 67–8
 stickiness factor 228
 stimulated academic heartland 227
 strategic planning 89, 90–91
 strategic/visionary characteristics 82
 strategy 184, 185, 187
 Academy for Entrepreneurial Leadership 88–94
 Strauss, L. 217
 structure, organizational 83, 141–2
 student associations 209–10
 student-centredness 69
 students
 Academy for Entrepreneurial Leadership diagnostic 84–8
 satisfaction with CPME 158–9
 students as co-investigators model 50
 subjective norms 205–7
 Sullivan, C. 23
 Summer, C.E. 3
 Superconducting Super Collider (SSC) 19

- supervision 198–9
 support programmes 152
 symbolic behaviours 6
 synergies 215–16, 225–30
 synthesis 147–8, 156–8
- tacit knowledge 100
 Tacoma job shadow and documentary project
 166–75
 Tan, J. 29
 targets in business 184, 187
 teaching
 focus 100, 102–4
 and learning 47–8
 strategies to promote active learning
 125–6
 TEAMS programme 55–7
 teamworking 142, 156
 interdisciplinary education 156, 162
 simulation game seminars 179, 184, 185
 team-based learning 125–6, 126–9
 technical challenges 170
 technology commercialization 55–7
 technology intensity 162
 technology mentor programme 199
 Teresa, Mother 220
 Terry, R.W. 221–2
 Texas University ‘Idea to Product’ 52
 textbook project 129–31
 theory of planned behaviour (TPB) 205–7
 think-tanks 142
 thinking 36–7
 thinking-centred learning 36, 39
 Thomas, D. 227
 Thompson, C.C. 114
 tipping point 228–9
 Tomlinson, G. 24
 Tompson, G.H. 177
 Tompson, H.B. 177
 TOPSIM Start-up 179, 181–2
 training 152, 176
 transforming leadership 220
 trial and error 179
 triangulation 40, 55, 57
 typologies of entrepreneurs 161
- Université Catholique de Louvain (UCL) 147,
 149–64
 CPME programme *see* CPME programme
 and entrepreneurship 149–50
 University of California at Los Angeles
 (UCLA) 54–5
 University of Illinois at Urbana Champaign
 (UIUC) *see* Academy for Entrepreneurial
 Leadership
- value creation 64–5
 values, conflicting 67–8
 Varela, R. 205
 Venkataraman, S. 137
 venture concepts 194
 venture development seminar 194–5
 Victoria University 45
 vision 64–5
 VIVES 150
 vocational education 63
 voluntary participation 186, 190
 Von Oech, R. 114
- Wacholtz, L 32
 Walloon Region, Belgium 150
 Walumbwa, F.O. 222
 Warwick University, UK 227
 Washbush, J. 177, 182
 Washington, G. 220
 Weber, M. 17
 Weeks, W. 129
 Weick, K. 74
 West, G.P. 2, 177
 Wideman, H. 177
 William and Mary College ‘My Venture
 Launch’ course 143
 Wilson, E.V. 177
 Wolfe, J. 177, 178
 Wonderdog Media 170
 work environment, changing 95–8
 work processes 148, 154, 157
- Yager, R. 50
- Zacharakis, A. 2

