



LEUPHANA
UNIVERSITÄT LÜNEBURG




BUILDING THE ENTREPRENEURIAL MINDSET

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S T E P

STUDENT TRAINING FOR ENTREPRENEURIAL PROMOTION

- 
- A grayscale photograph of a group of people, likely students or trainees, in a classroom or training session. They are seated and looking towards the right side of the frame. The image is semi-transparent, allowing text to be overlaid on it.
- 12-week training course
 - Modules from business administration, entrepreneurship, and psychology
 - Theoretical basis: action regulation theory (Frese & Zapf, 1994)
 - Action-based entrepreneurship training
 - Action principles
 - Action learning



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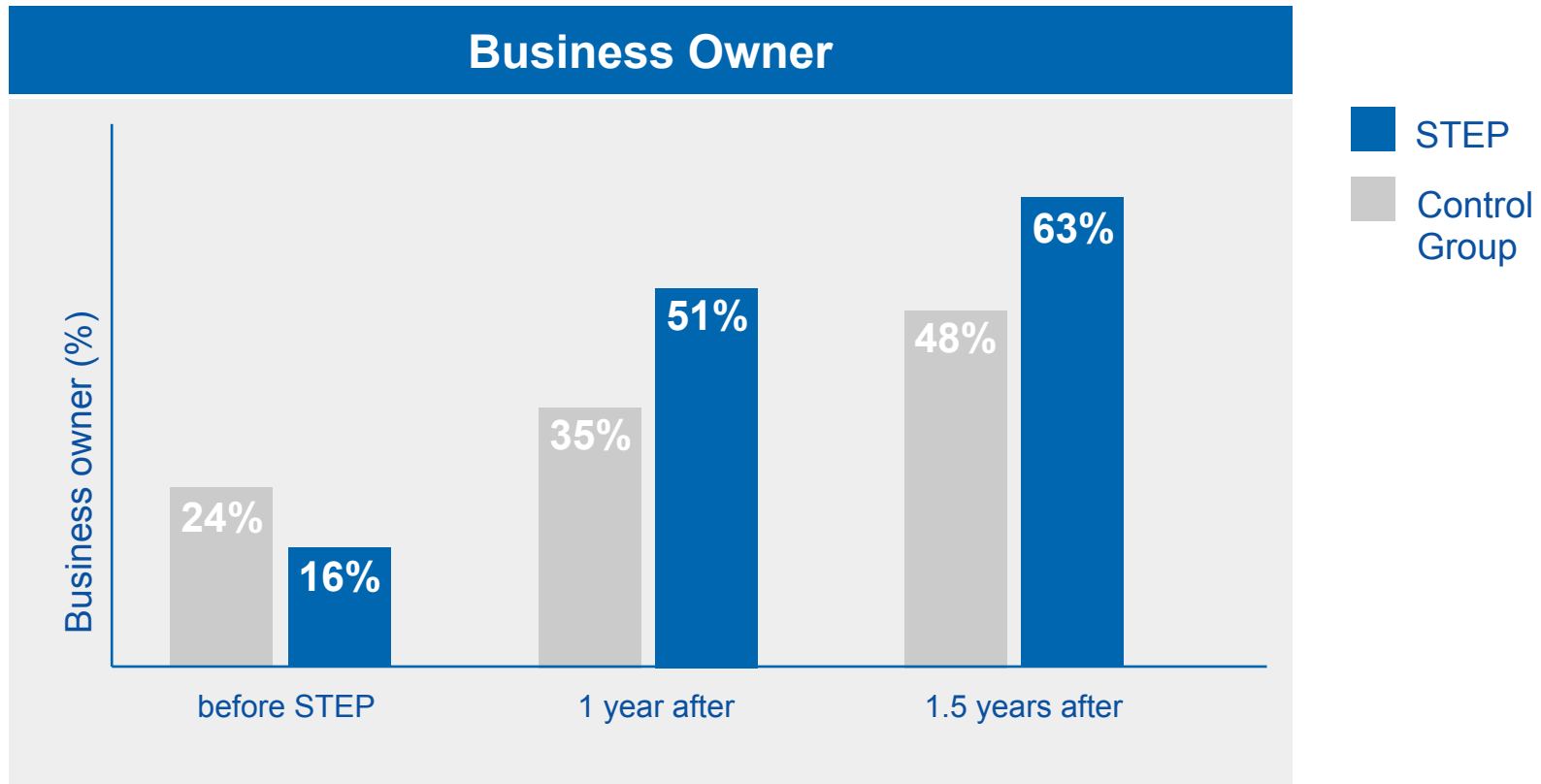
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Impact of STEP on business creation

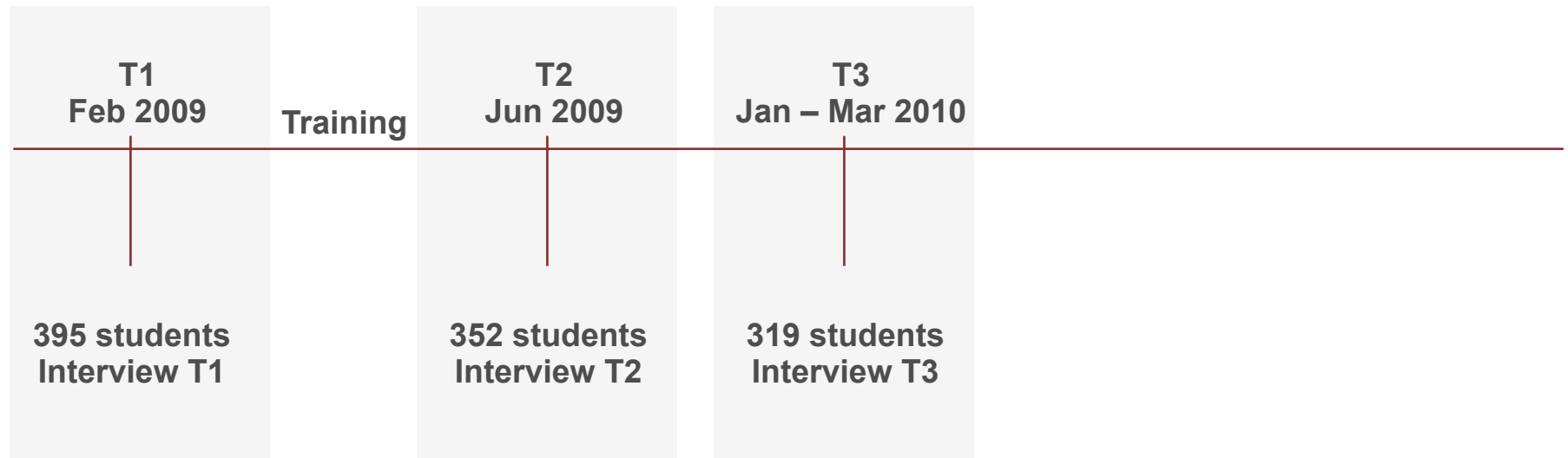


- “I was very shy and it was a big challenge for me approaching people. I thought I won’t be able to deal with all those challenges you are facing when you are an entrepreneur.”
- “The training opened my eyes, it was a turning point in my life. I don’t think any longer that entrepreneurship is a challenge that I cannot overcome”
- “I am not shy anymore, I go to people, I talk to people. I know how to use the people around me. And I have no problems approaching those people.”
- 24 months after the training, Janet has started an information technology consultancy that developed computer software and designed webpages for companies.



Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)

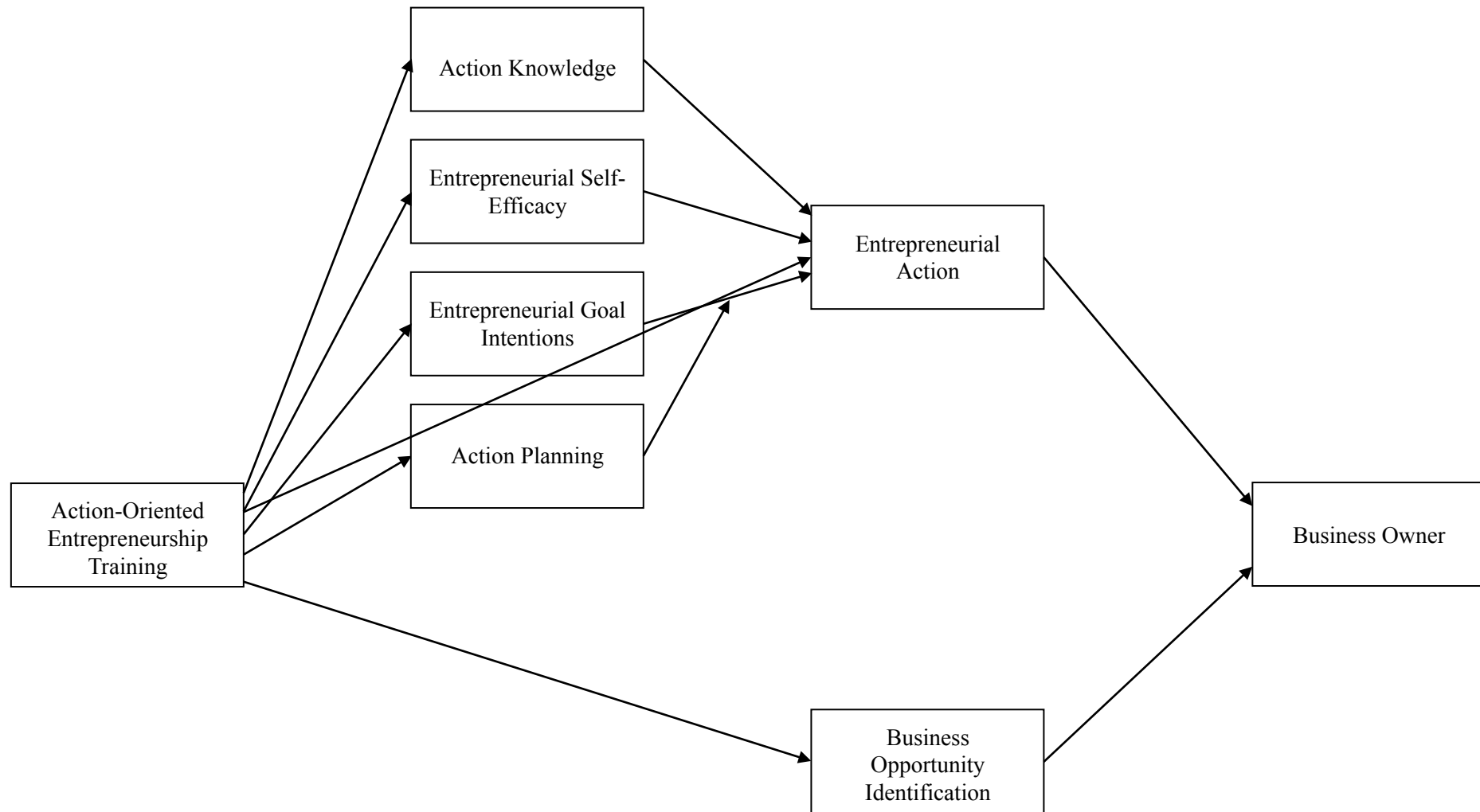


- Randomized control group design: 197 students in training group and 198 students in control group
- Training and control group equivalent before the training



Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)





Impact of STEP on business creation

(Frese, Gielnik, & Mensmann, 2016)

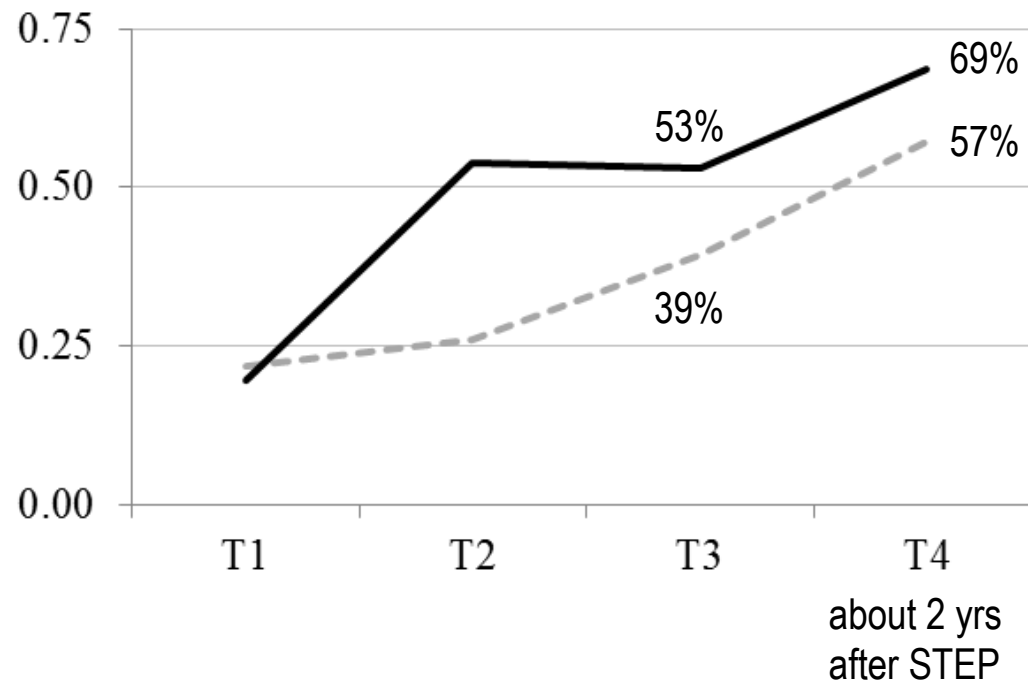
Table 2. Overview of the Student Training for Entrepreneurial Promotion (STEP) Interventions That Have Been Implemented and Evaluated in Developing Countries

Year	Country	Institution	Number of training participants	Increase in number of startups compared to control group (1 year after intervention)
2009	Uganda	University	208	50.1%
2011	Liberia	University	171	29.1%
2011	Uganda	University	62	NA
2012	Uganda	University	209	44.9%
2012	Liberia	University	92	NA
2012	Kenya	University	216	29.6%
2013	Uganda	Vocational school	122	NA
2013	Tanzania	University	220	109.7%
2013	Rwanda	University	206	300.9%
2013	Uganda	University	202	23.2%
2013	Kenya	University	208	12.3%
2014	Tanzania	University	224	29.9%
2014	Uganda	University	180	(in progress)
2014	Kenya	University	188	(in progress)
2015	Rwanda	University	216	(in progress)
Total / Average			2,724	70.0%



Entrepreneurship training: Long-term effects on business creation

- Meta-analysis based on 10,657 observations
- Increase in number of business owners by 21%

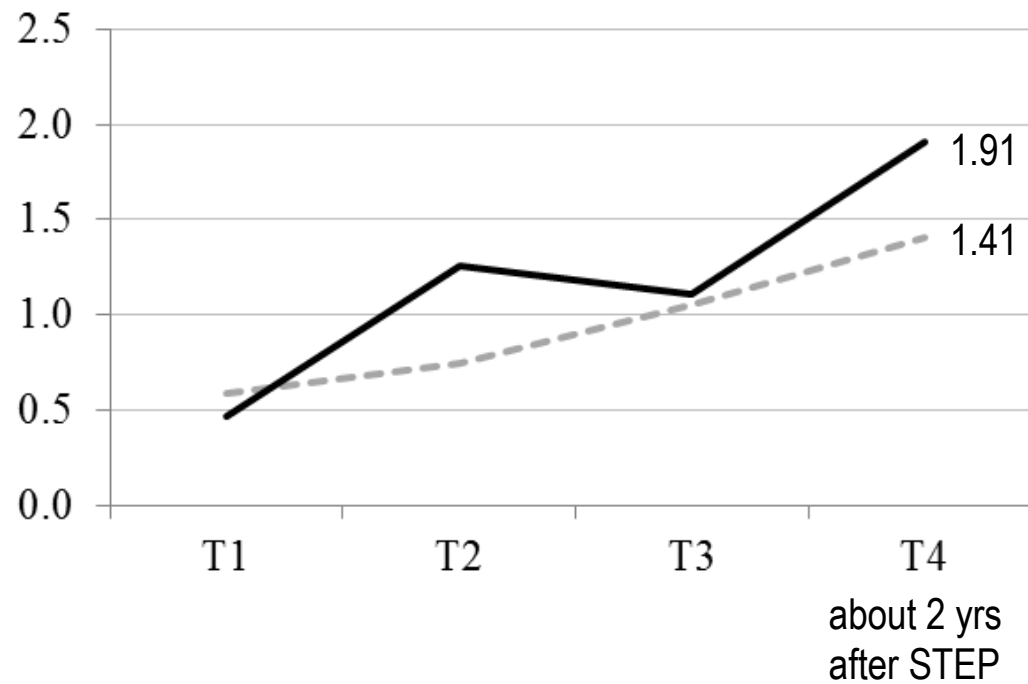


Post (2016)



Entrepreneurship training: Long-term effects on job creation

- Meta-analysis based on 10,657 observations
- Increase in number of employees by 35%



Post (2016)



Impact of STEP on entrepreneurship and students' entrepreneurial mindset

- Theoretical and practical implications
- Comprehensive set of action-regulatory factors explains why entrepreneurship training has an effect
- Long-term effects on business creation and job creation



Acknowledgements

- Co-authors from Uganda, who contributed to developing the training
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- Michael Frese, Kim Marie Bischoff, and colleagues and students, who contributed to conducting the evaluation studies

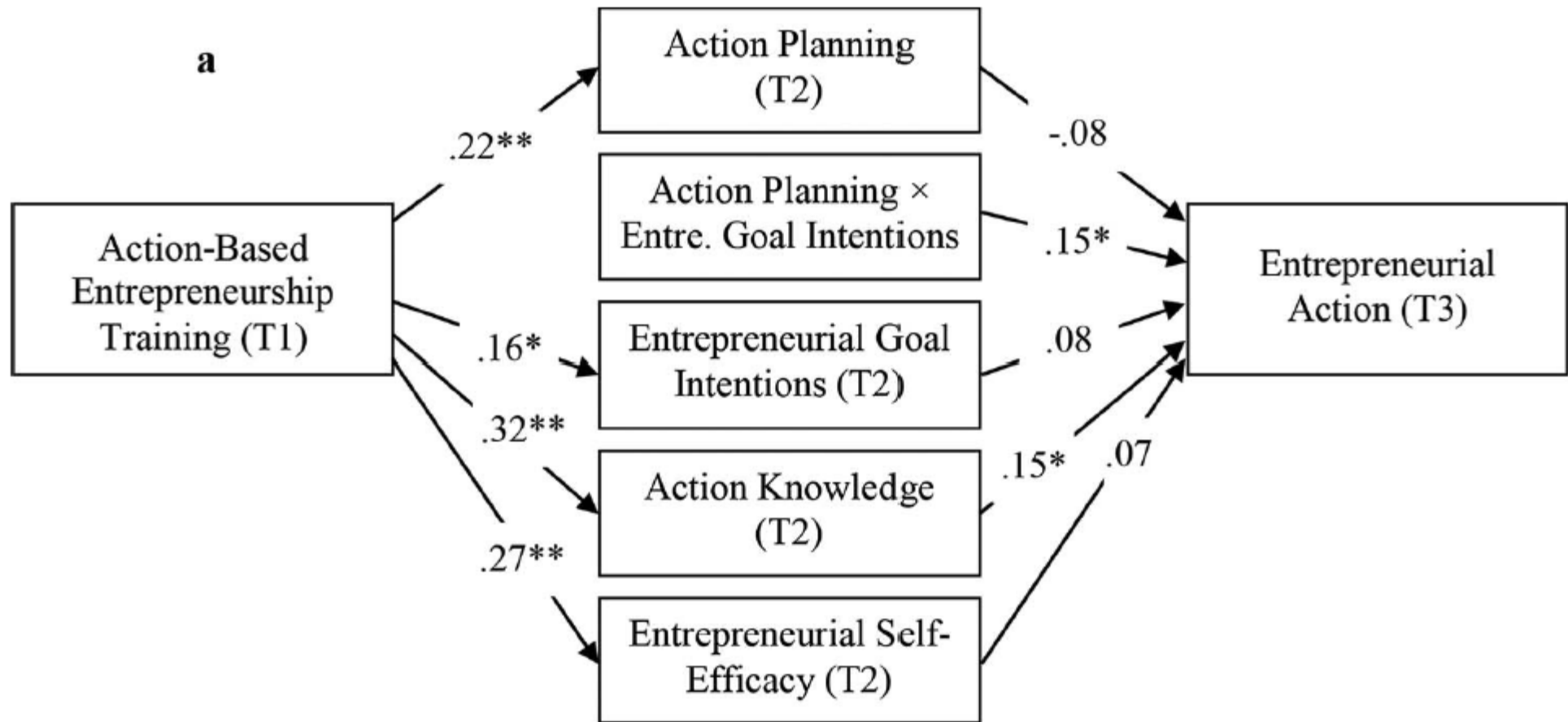


Back-up



Study I: Action-regulatory pathways to business start-up

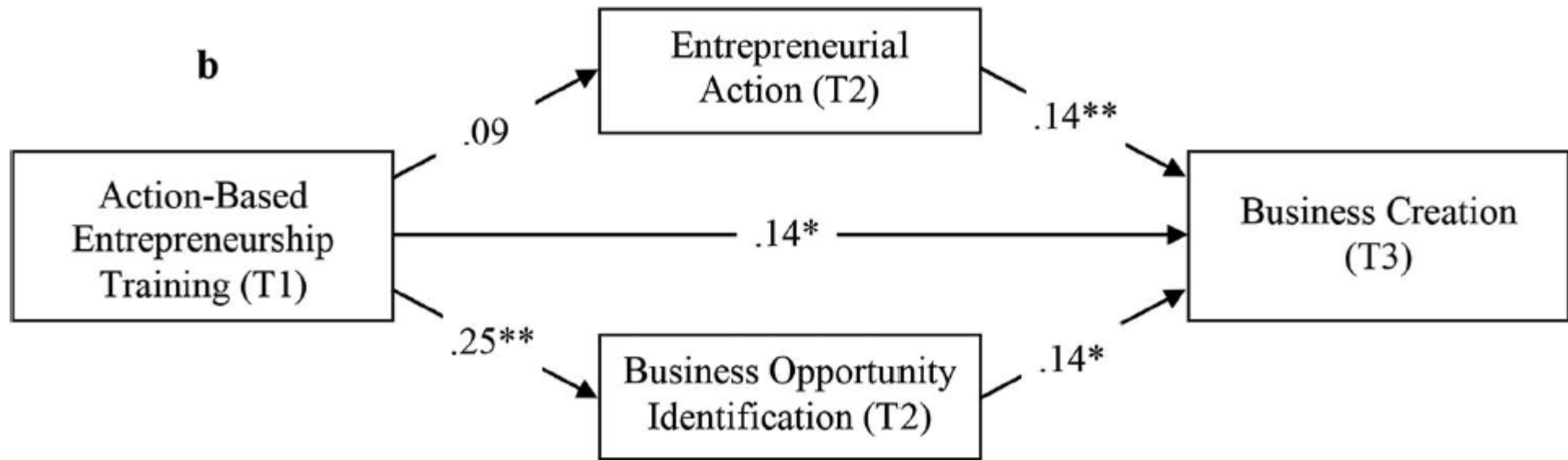
(Gielnik et al., 2015, AMLE)





Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)





Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)

Action knowledge (Kraiger et al., 1993)

Scenario: 3D-printer

“What would be your next steps if you decided the idea might be worth pursuing?”

Rating: 35 start-up activities (Reynolds, 2007)

ICC: T1 and T2 = .88

Entrepreneurial self-efficacy (Bandura, 1989)

“How confident are you that you can [...]?”

12 items (Cronbach' Alpha: T1 and T2 > .93)



Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)

Entrepreneurial goal intentions (Ajzen, 1991)

“Within the next six months, do you intend to [...]?”

5 items (Cronbach' Alpha: T1 and T2 > .77)

Entrepreneurial planning (Frese et al., 2007)

“Tell us more about your intention to start a business. What are you planning to do, what are your next steps?”

Rating: 35 start-up activities (Reynolds, 2007)

ICC: T1 and T2 > .87



Study I: Action-regulatory pathways to business start-up

(Gielnik et al., 2015, AMLE)

Entrepreneurial action (Frese et al., 2007)

“Tell us more about your intention to start a business. So far, what did you do to get the business up and running?”

Rating: 35 start-up activities (Reynolds, 2007)

ICC: T1, T2, and T3 > .90

Business opportunity identification (Ucbasaran et al., 2008)

“How many opportunities have you identified in the last 3 months?”

3 items (Cronbach' Alpha: T1 and T2 > .67)