

NEW ENERGY FORUM

19 juni 2025 | Groningen

Breaking Barriers



**Hanzehogeschool
Groningen**

University of Applied Sciences

Development of entrepreneurship education: towards tailored support

**share your talent.
move the world.**



Jeroen Loef

Strategic expert

entrepreneurship education

Program

What are we going to do?

Introduction

1. Entrepreneurship Education?
2. Entrepreneurial Mindset Profiles
3. Scaffolding

Dialogue

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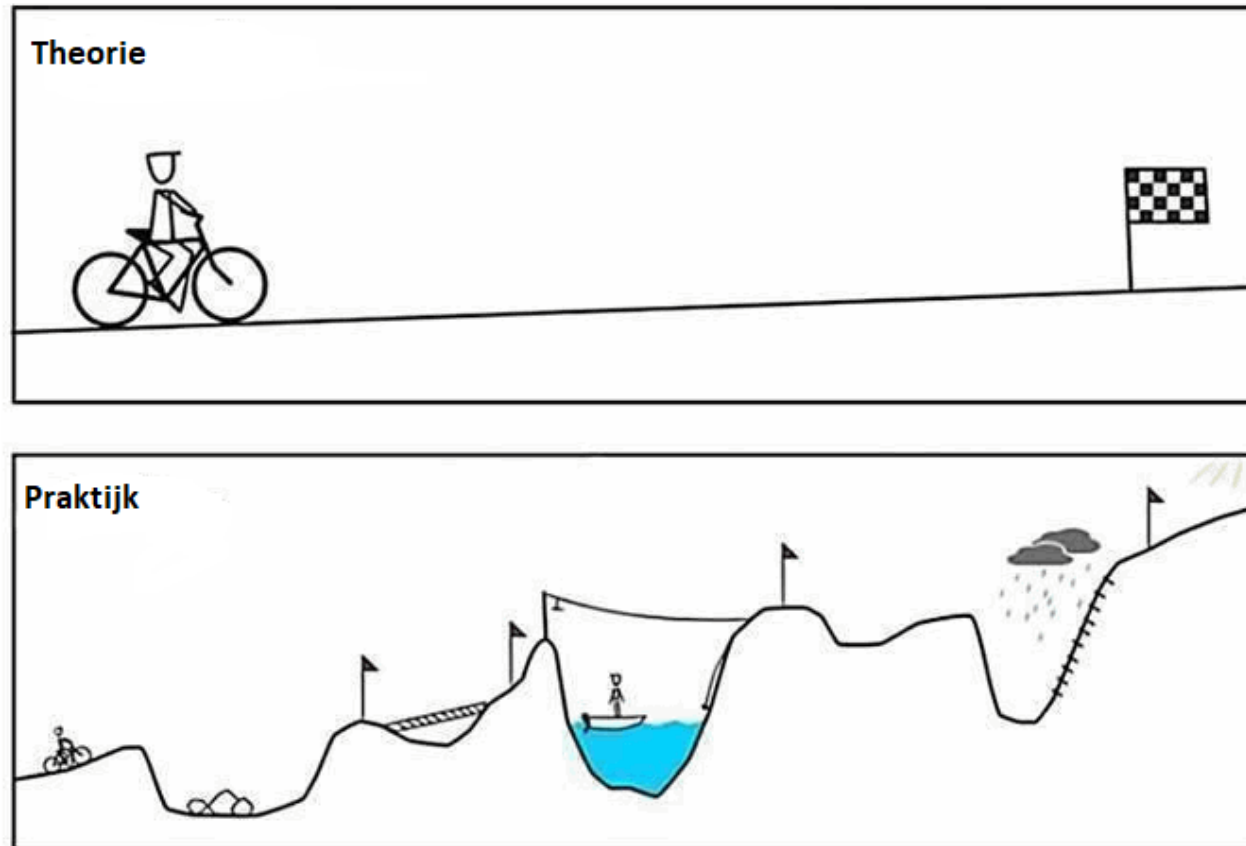


Part 1: Entrepreneurship Education?

Conviction

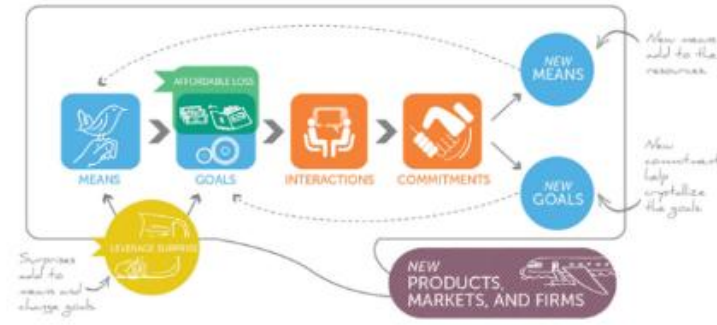
In theory there is no difference between theory and practice.

In practice there is.

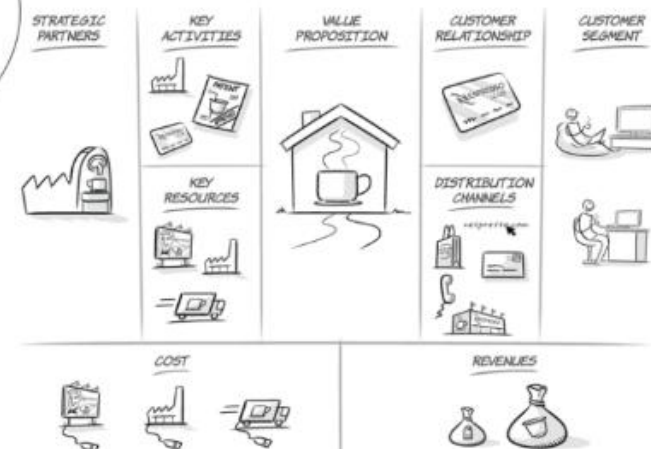
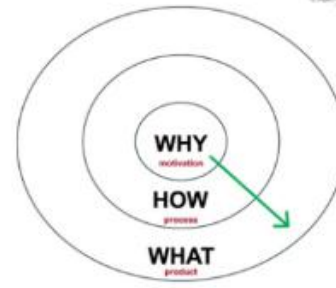
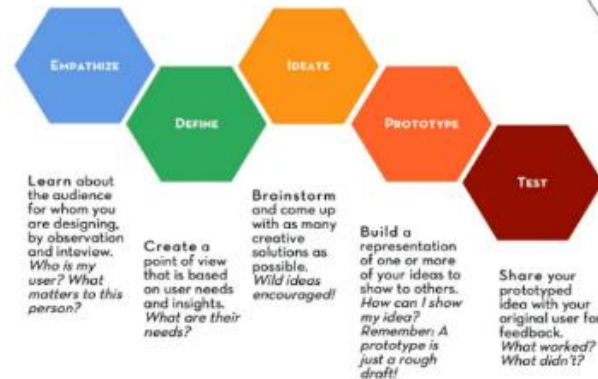


Entrepreneurship Education

Valuecreation for everyone



We are all DESIGNERS!



Entrepreneurial Competence Framework





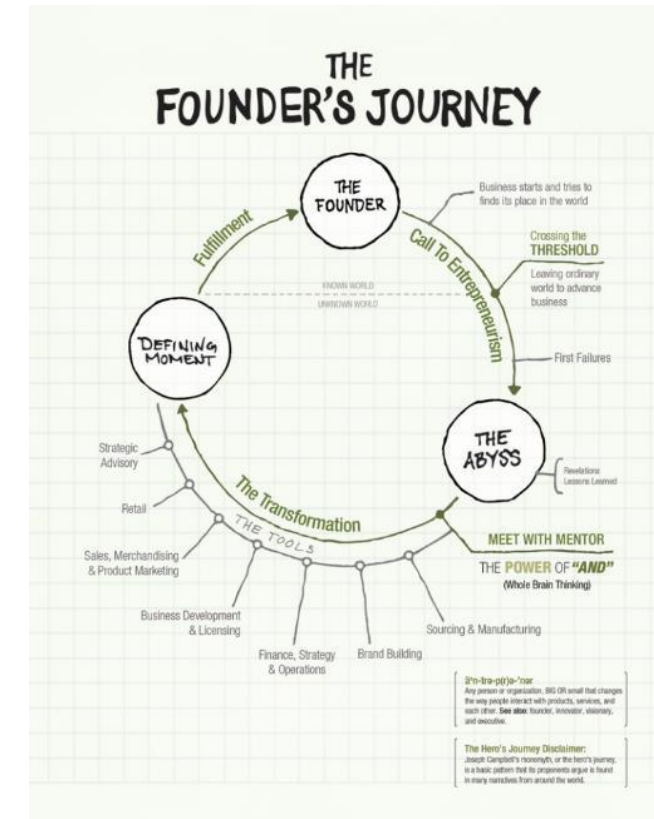
Entrepreneur,

Enterprise & Entrepreneurship

Entrepreneurial Journey

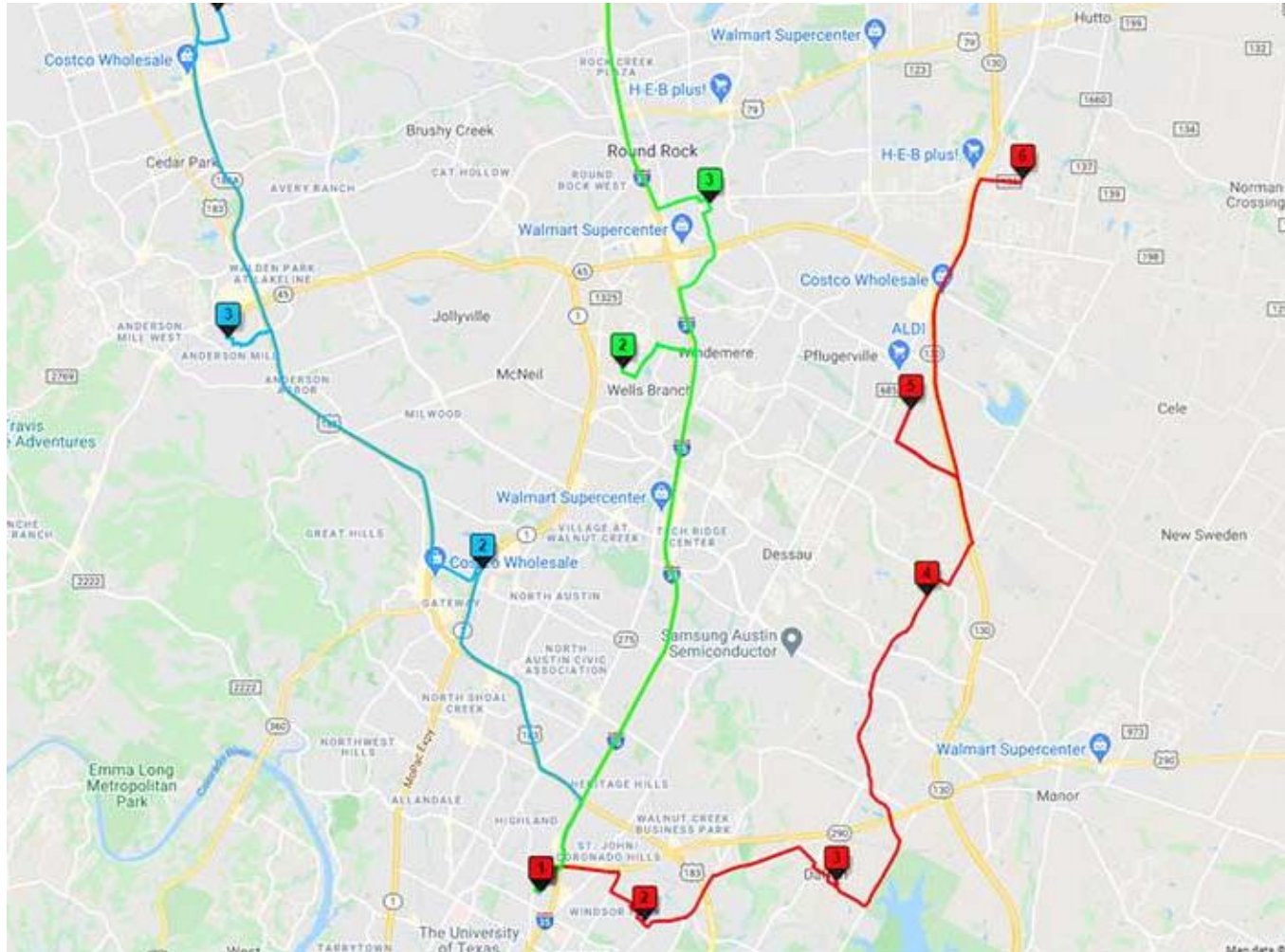
If you want to go fast, go alone.

If you want to go far, go together.

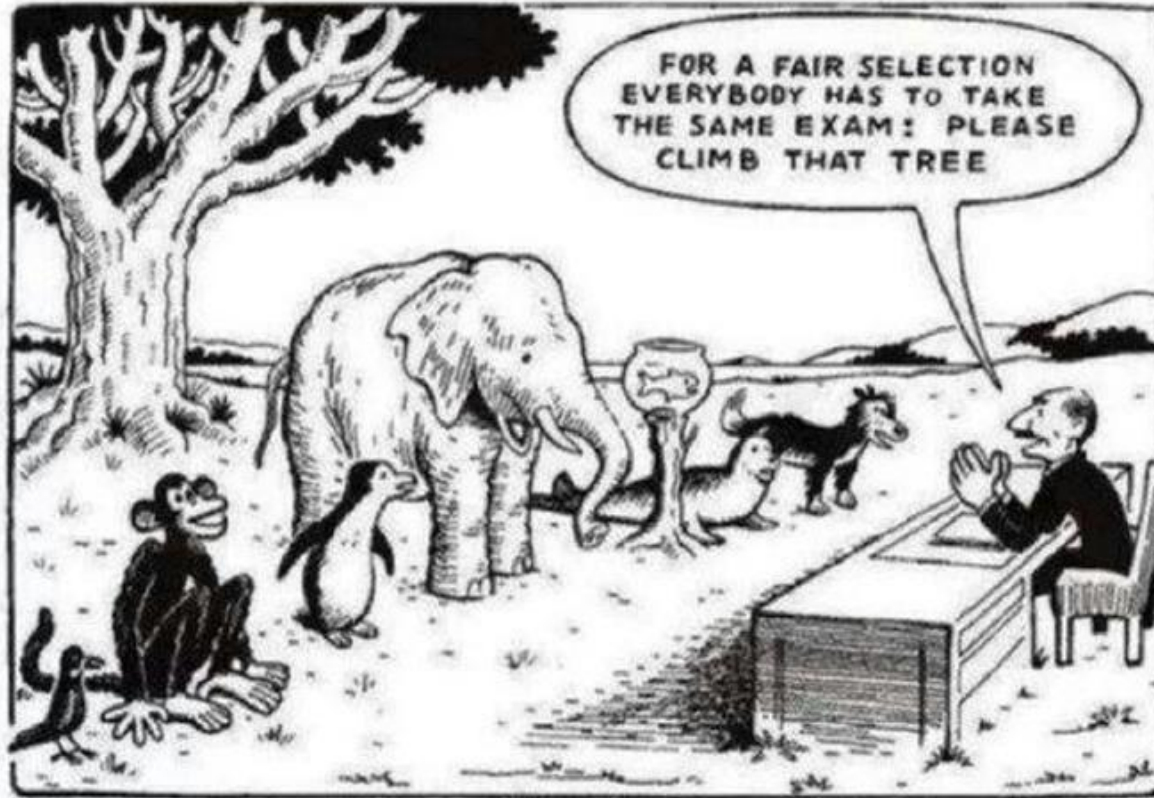


Every destination has multiple routes

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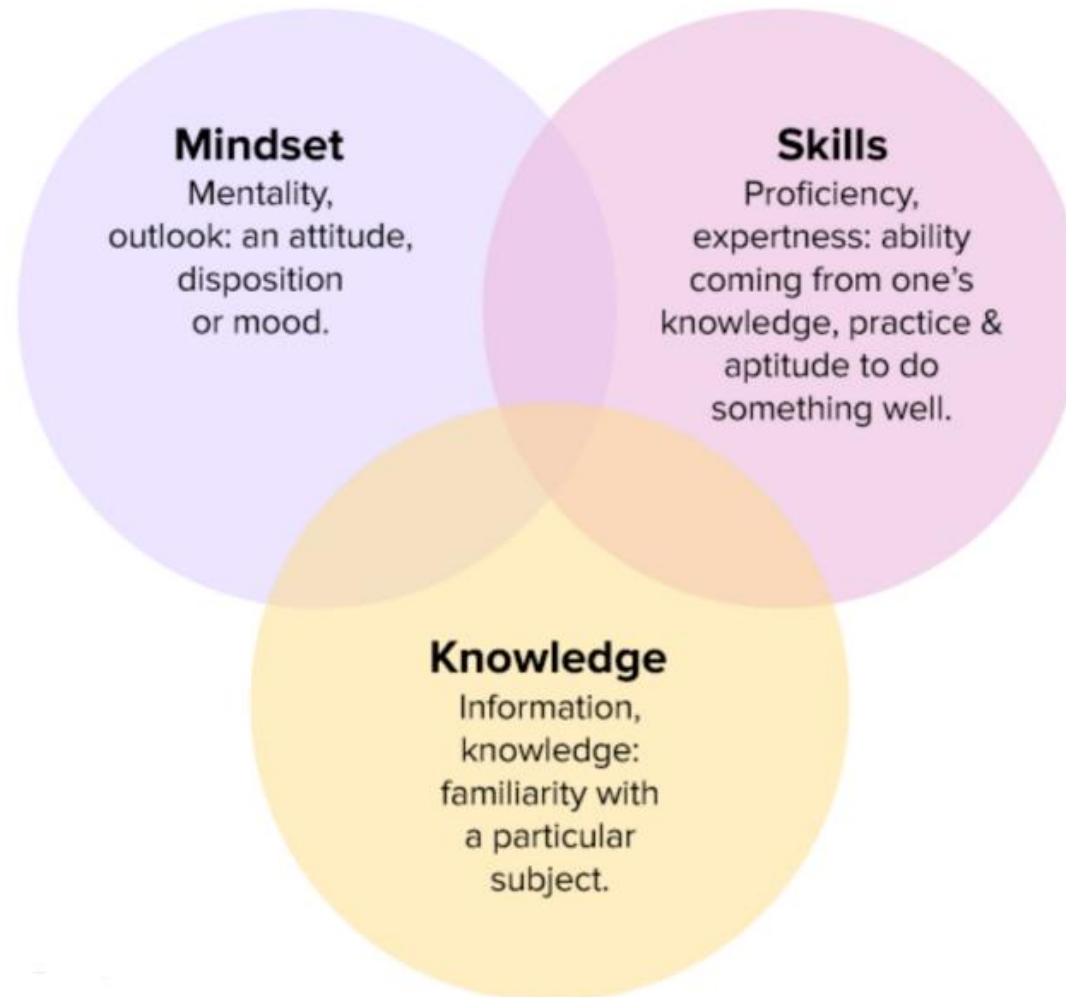
Our Education System



"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

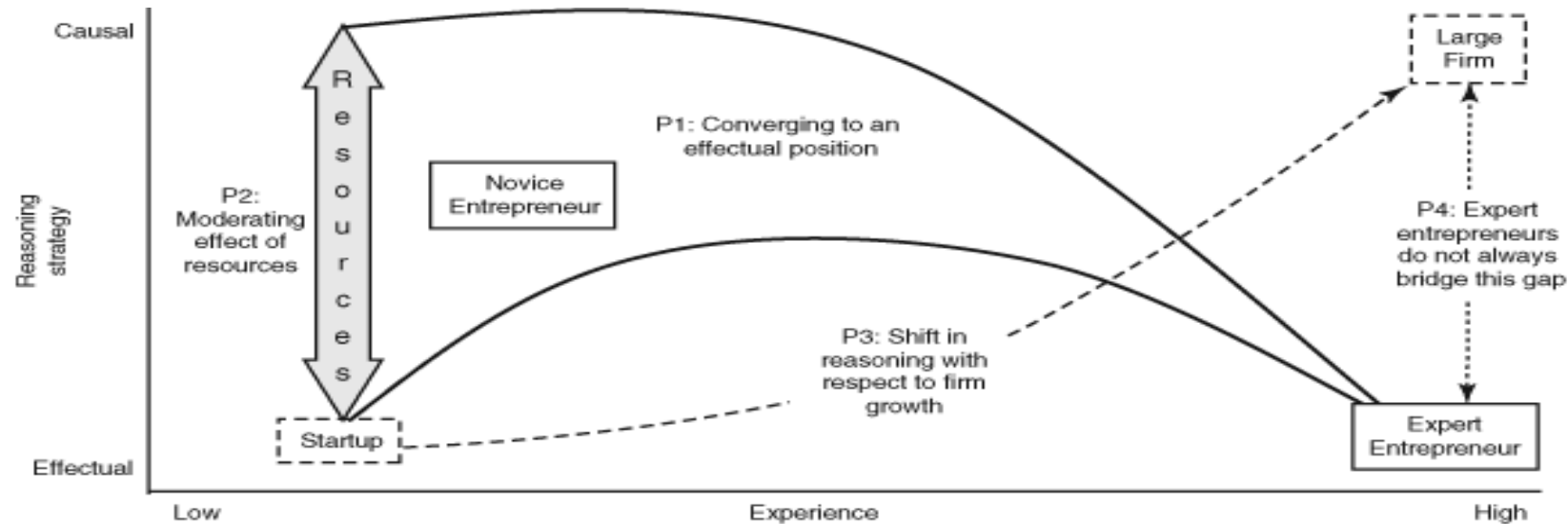
Towards entrepreneurial mindset



Part 2: Entrepreneurial Mindset Profiles

Effectuation: from novice to expert

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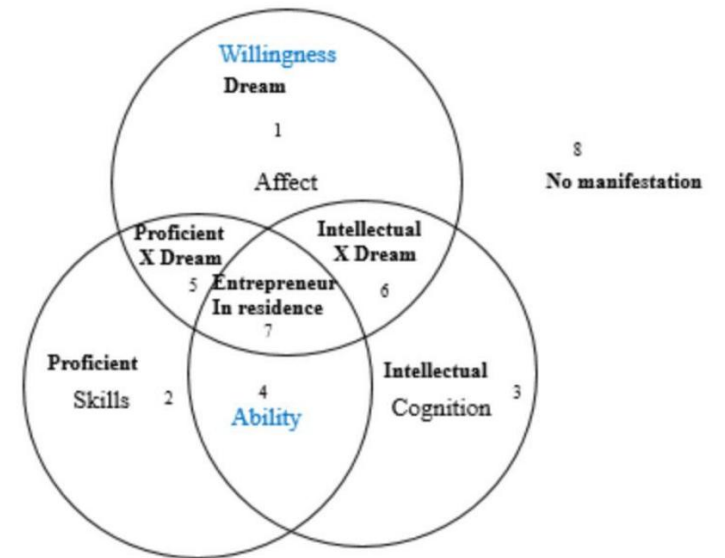
1. Individual differences
2. Access to knowledge
3. Difference between assumptions & experiences
4. Reflection on learning by doing

- a. Motivation
- b. Understanding
- c. Feedback
- d. Repetition
- e. Fitness

Entrepreneurial Mindset (EMS)

*“The **ability** and **willingness** of individuals to rapidly sense, **act**, and mobilize in response to a judgmental decision under uncertainty about a possible opportunity for gain” (Shepherd et al., 2010, p. 62).*

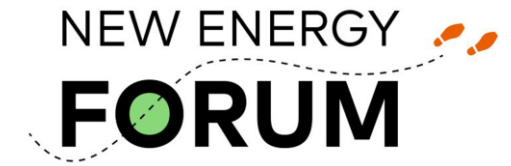
The entrepreneurial mindset consists of trainable aspects willingness, skills and cognitive abilities – dynamic elements that interplay and depend on context (Hattenberg et al., 2021 AoM paper).



Simply put:



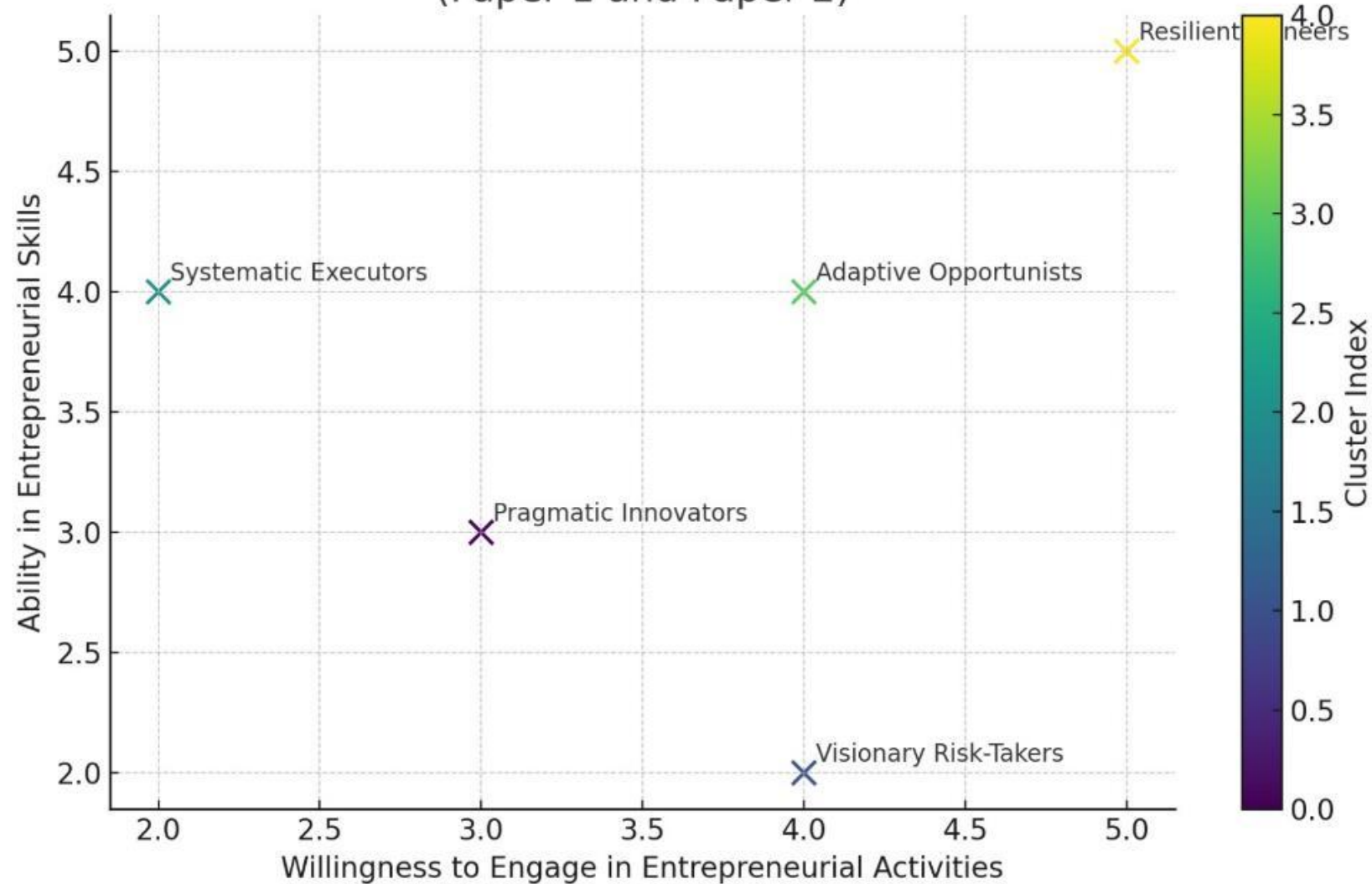
Entrepreneurial Mindset Profile



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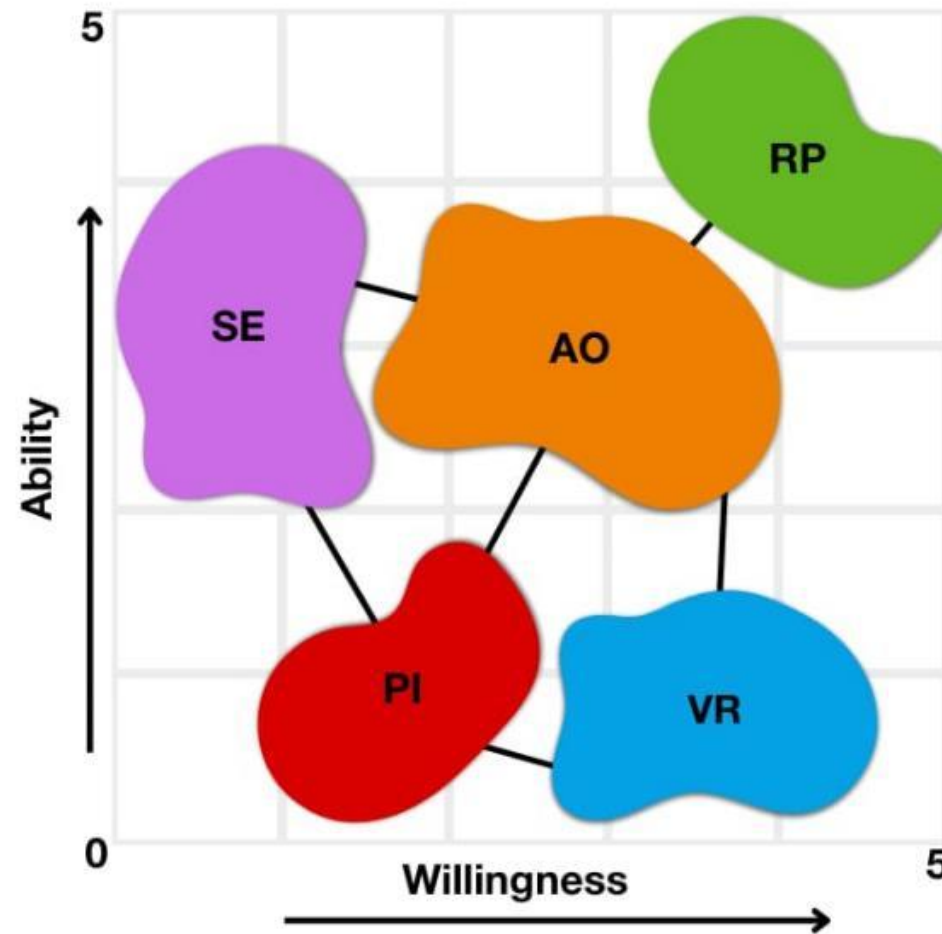
Personality Scales	Skills Scales
<u>Independence</u> The desire to work with a high degree of independence	<u>Future Focus</u> The ability to think beyond the immediate situation and plan for the future.
<u>Preference for Limited Structure</u> A preference for tasks and situations with little formal structure	<u>Idea Generation</u> The ability to generate multiple and novel ideas, and to find multiple approaches for achieving goals
<u>Nonconformity</u> A preference for acting in unique ways; an interest in being perceived as unique	<u>Execution</u> The ability to turn ideas into actionable plans; the ability to implement ideas well
<u>Risk Acceptance</u> A willingness to pursue an idea or a desired goal even when the probability of succeeding is low	<u>Self-Confidence</u> A general belief in one's ability to leverage skills and talents to achieve important goals
<u>Action Orientation</u> A tendency to show initiative, make decisions quickly, and feel impatient for results	<u>Optimism</u> The ability to maintain a generally positive attitude about various aspects of one's life and the world
<u>Passion</u> A tendency to experience one's work as exciting and enjoyable rather than tedious and draining	<u>Persistence</u> The ability to bounce back quickly from disappointment, and to remain persistent in the face of setbacks
<u>Need to Achieve</u> The desire to achieve at a high level	<u>Interpersonal Sensitivity</u> A high level of sensitivity to and concern for the well-being of those with whom one works

Theorized Alignment of Clusters and Profiles (Paper 1 and Paper 2)



Clusters EMS

- Pragmatic innovator
- Visionary Risktaker
- Systematic Executor
- Adaptive Opportunist
- Resilient Pioneer



Archetype	Characteristics	Strengths	Moderate Focus	Weaknesses
Pragmatic Innovators	Structured thinkers proficient in strategic planning and problem-solving	Organized planning, complex problem-solving	Idea generation, future orientation	Risk-averse, preference for conventional methods
Visionary Risk-Takers	Bold individuals who embrace non-traditional paths and readily accept risks	High non-conformity, risk tolerance, action orientation	Passion, idea generation, performance orientation	Lack of structural organization
Systematic Executors	Highly efficient and methodical, excelling in venture implementation and management	Systematic execution, efficiency, strategic planning	Risk tolerance, independence, future orientation	Limited innovation, less emphasis on inspiration or passion
Adaptive Opportunists	Highly adaptable, with a keen sense for identifying and seizing emerging opportunities	Adaptability, market analysis, opportunity recognition	Independence, performance need, idea generation	Lack of structured planning
Resilient Pioneers	Tenacious individuals skilled at sustaining ventures through challenges	Perseverance, resilience, performance optimization	Independence, risk acceptance, future orientation	Less innovation-focused, may lack passion-driven motivation

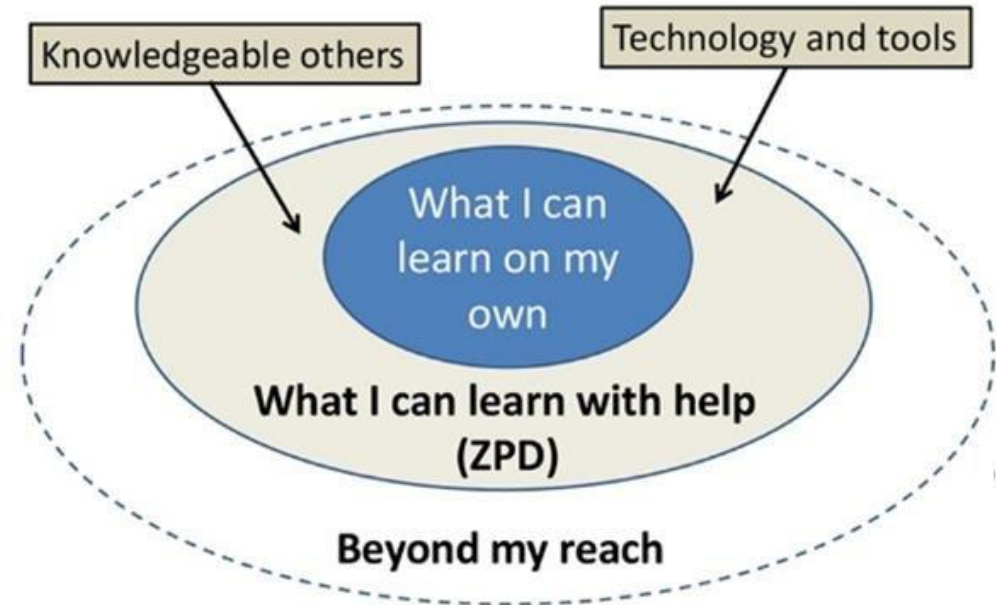
Part 3: Scaffolding

Scaffolding

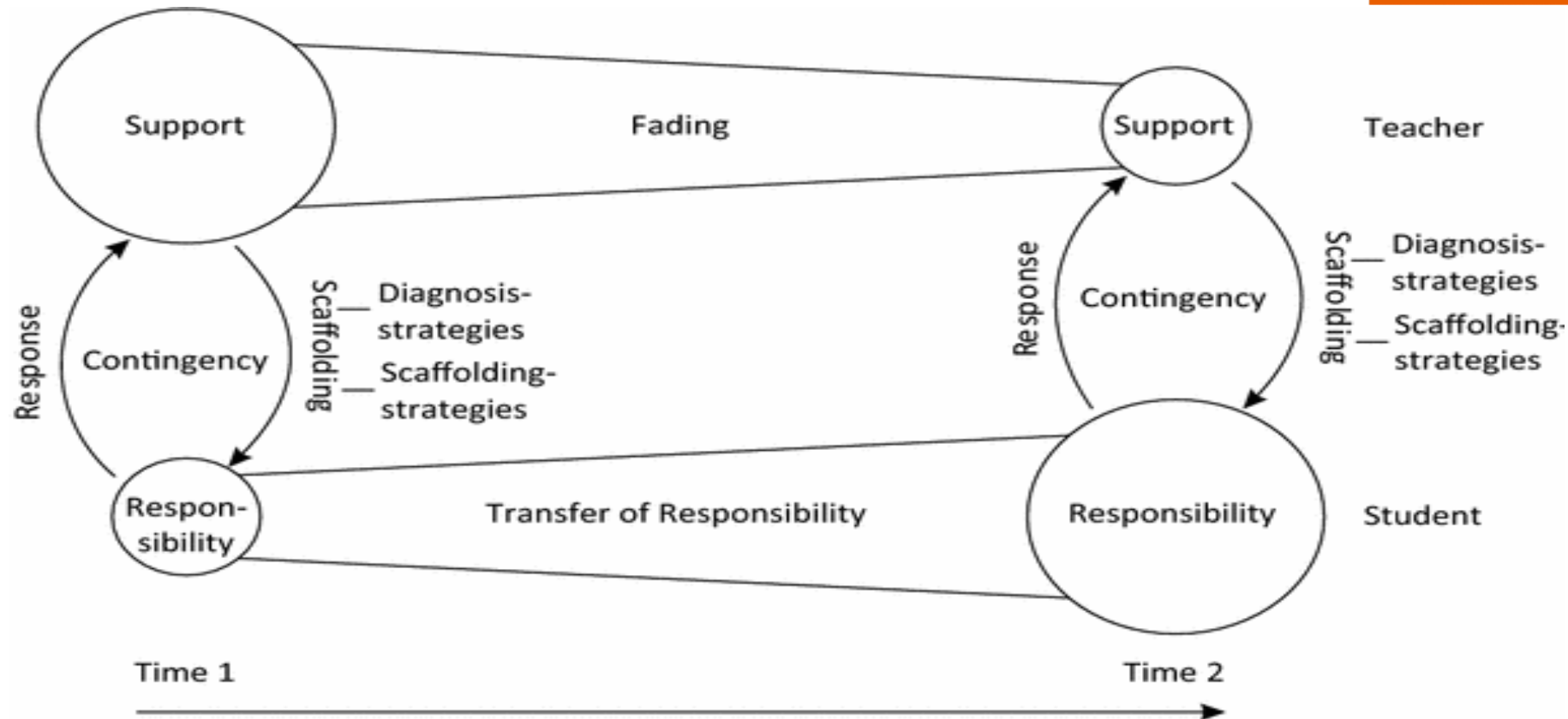
Vygotsky's Theory

The Zone of Proximal Development (ZPD)

- Lower limit: what child achieves independently
- Upper limit: what can be achieved with assistance of able instructor
- Cognitive skills in process of maturing
- Scaffolding: changing level of support over course of teaching session to fit child's current performance level



Measuring scaffolding



Pol, J. V. D., Volman, M., & Beishuizen, J. (2011). Patterns of contingent teaching in teacher–student interaction. *Learning and Instruction*, 21(1), 46-57.

Measuring scaffolding

Feedback	providing information regarding the student's performance to the student him or herself.
Giving hints	providing clues or suggestions but deliberately does not include the full solution
Instructing	the teacher tells the students what to do or explanation of how something must be done and why
Explaining	provision of more detailed information or clarification by the teacher
Modeling	offering behavior for imitation, including demonstrations of particular skills
Questioning	asking students questions that require an active linguistic and cognitive answer.

Pol, J. V. D., Volman, M., & Beishuizen, J. (2011). Patterns of contingent teaching in teacher–student interaction. *Learning and Instruction*, 21(1), 46-57.

Diary studies

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Scaffold Type	Positive Mentions	Negative Mentions	Example Positive	Example Negative
Instructing	48	8	The teacher clearly instructed us on the next steps.	"Even after instructions, I still didn't know what to do."
Explaining	40	12	The explanation finally made it clear to me.	The explanation was confusing rather than clarifying.
Modeling	15	5	I learned by seeing how the teacher did it first.	There was no modeling; I felt left alone.
Feedback	52	6	Feedback on my idea gave me confidence to continue.	Feedback was too general and didn't help me improve.
Questioning	35	9	The questions made me see new possibilities.	Questions sometimes made me doubt instead of thinking deeper.
Giving hints	10	4	Hints pointed me in the right direction without solving it for me.	Hints were too vague when I was stuck.

Thematic coding

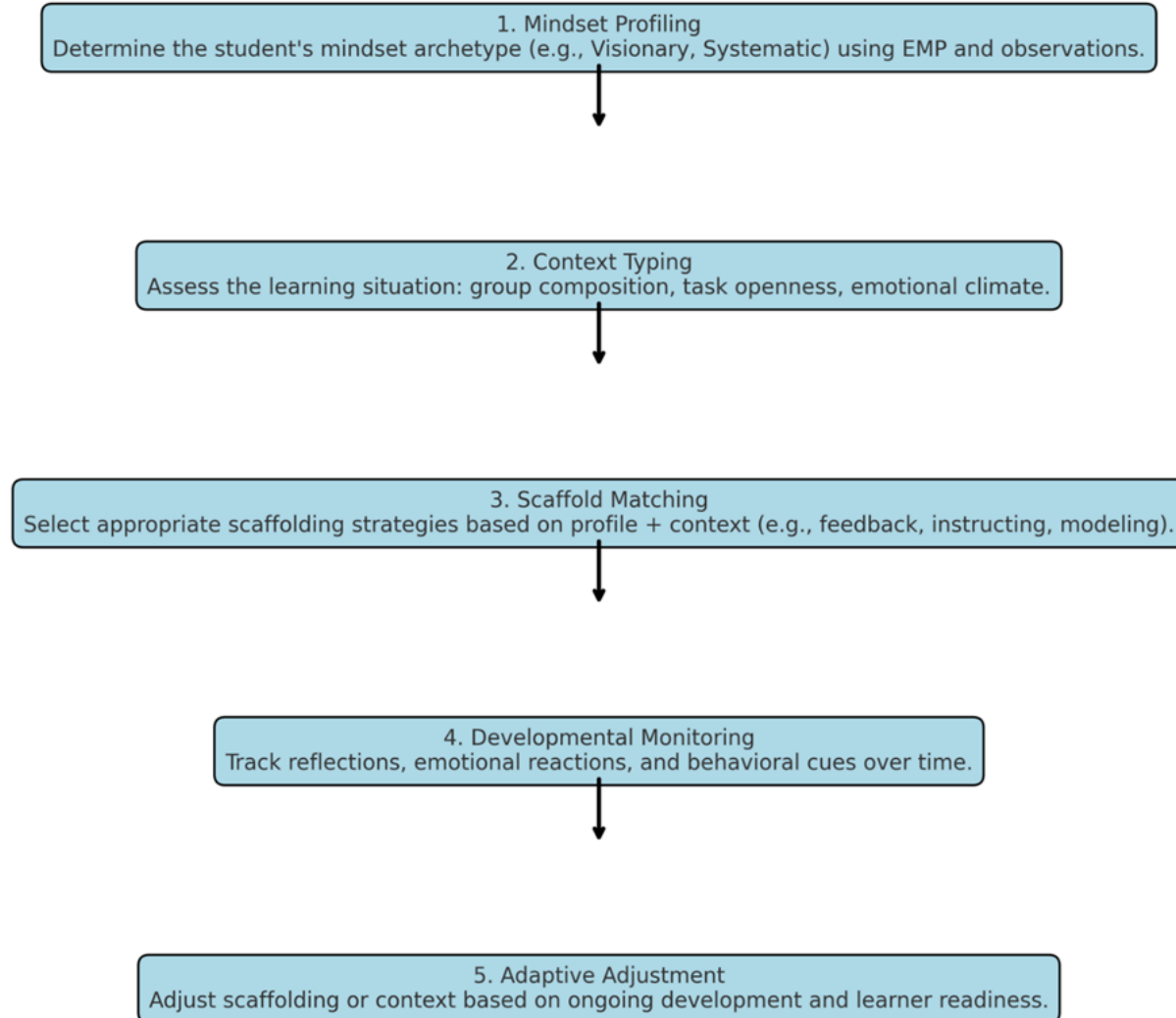
Archetype	Primary Scaffolding	Secondary Scaffolding	Tertiary Scaffolding	Least Effective
Visionary Risk-Takers	Feedback	Questioning	Hints	Overly structured instructing
Pragmatic Innovators	Instructing, Feedback	Explaining, Questioning	Modeling, Hints	Vague hints
Systematic Executors	Advanced Questioning	Challenging Feedback	Instructing	Open-ended questioning
Adaptive Opportunists	Adaptive Feedback	Opportunity Recognition Exercises	Explaining	Rigid modeling
Resilient Pioneers	Performance Coaching	Resilience Building	Feedback	Unstructured tasks

Adaptive Entrepreneurial Development Framework

Scaffold Type	Visionary Risk-Takers	Pragmatic Innovators	Systematic Executors	Adaptive Opportunists	Resilient Pioneers
Instructing	●○○	●●●	●●●	●○○	●●○
Explaining	●●○	●●●	●●○	●●○	●●○
Modeling	●●●	●●○	●○○	●●○	●●○
Feedback	●●●	●●●	●●●	●●○	●●●
Questioning	●●○	●●●	●○○	●●●	●●○
Giving hints	●●○	●○○	●○○	●●●	●●○

Legend: ●●● = Highly effective, ●●○ = Moderately effective, ●○○ = Somewhat effective, blank = neutral/ineffective. (Based on positive/negative diary mentions and qualitative analysis.)

Adaptive Entrepreneurial Development Framework (AEDF)





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What is your profile?



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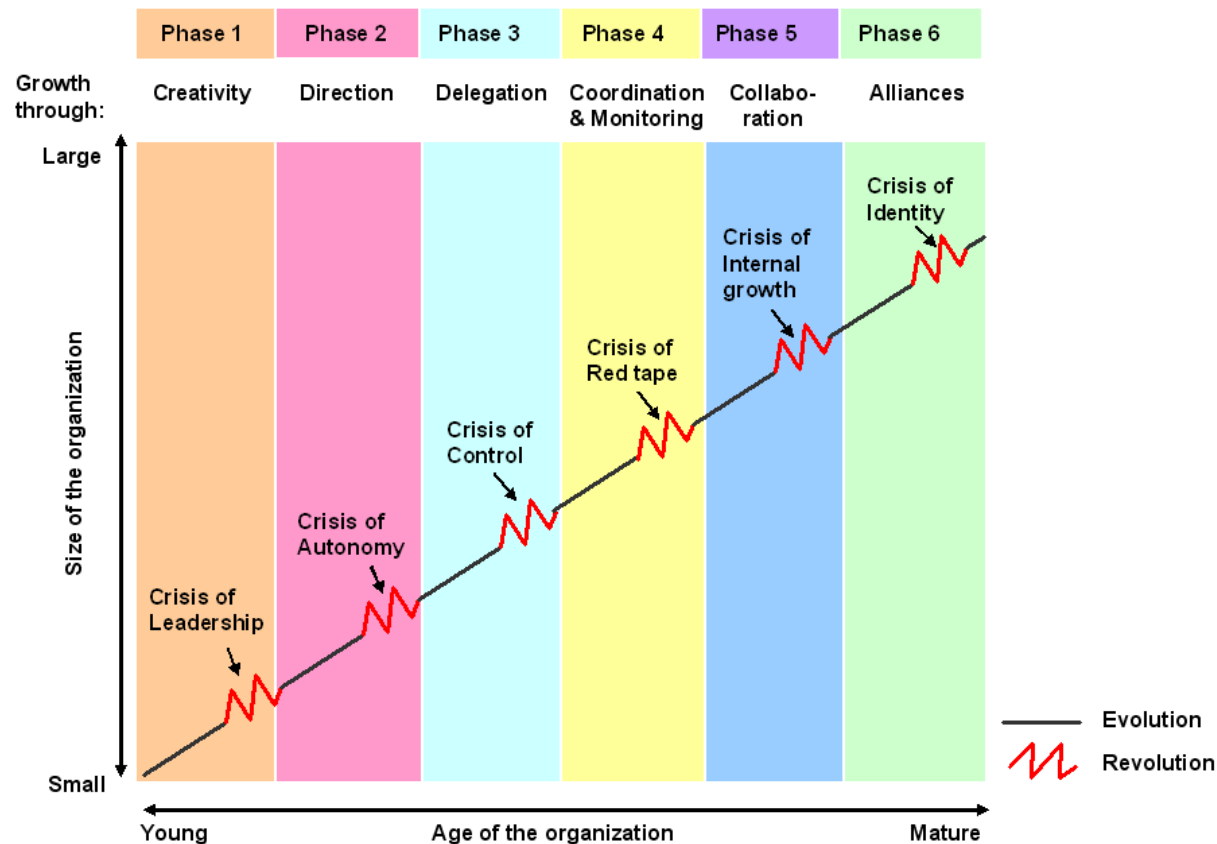
entrepreneurship education

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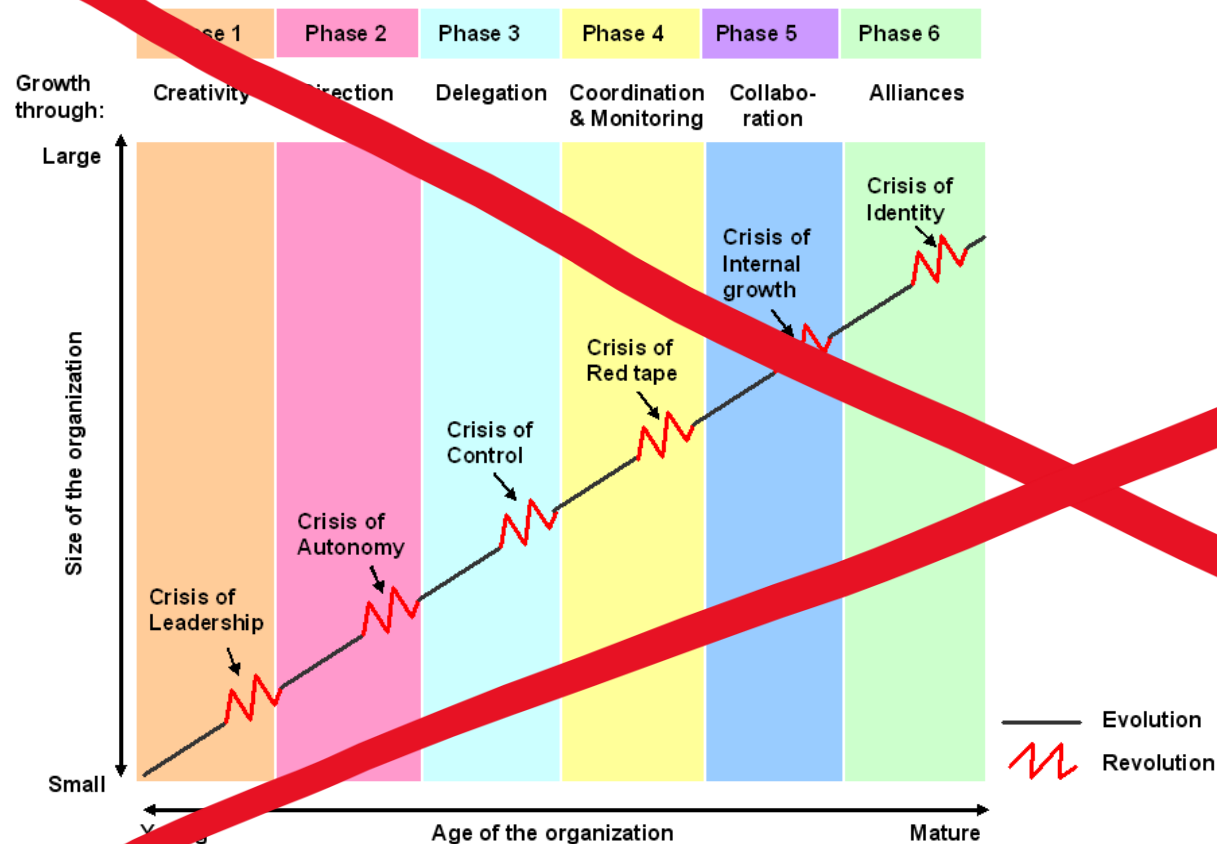
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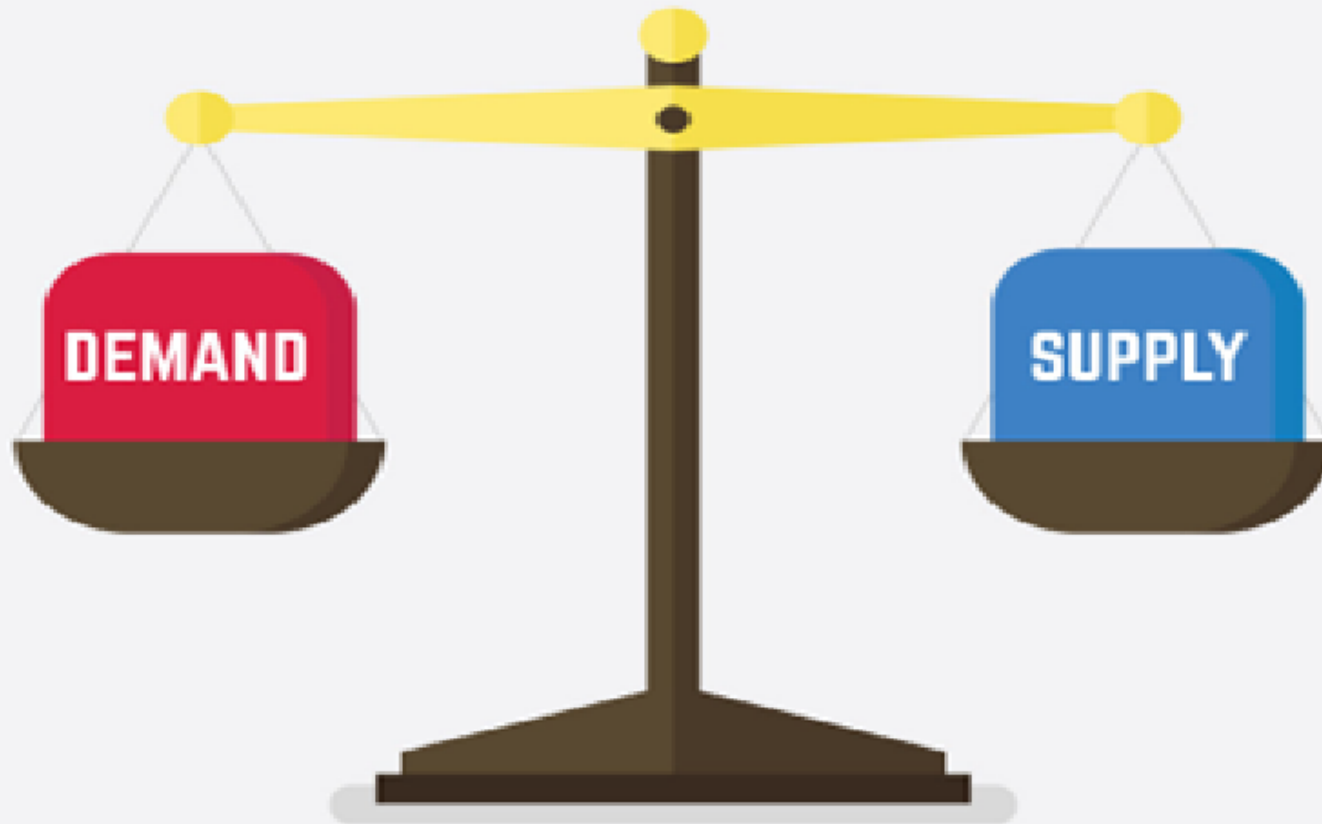


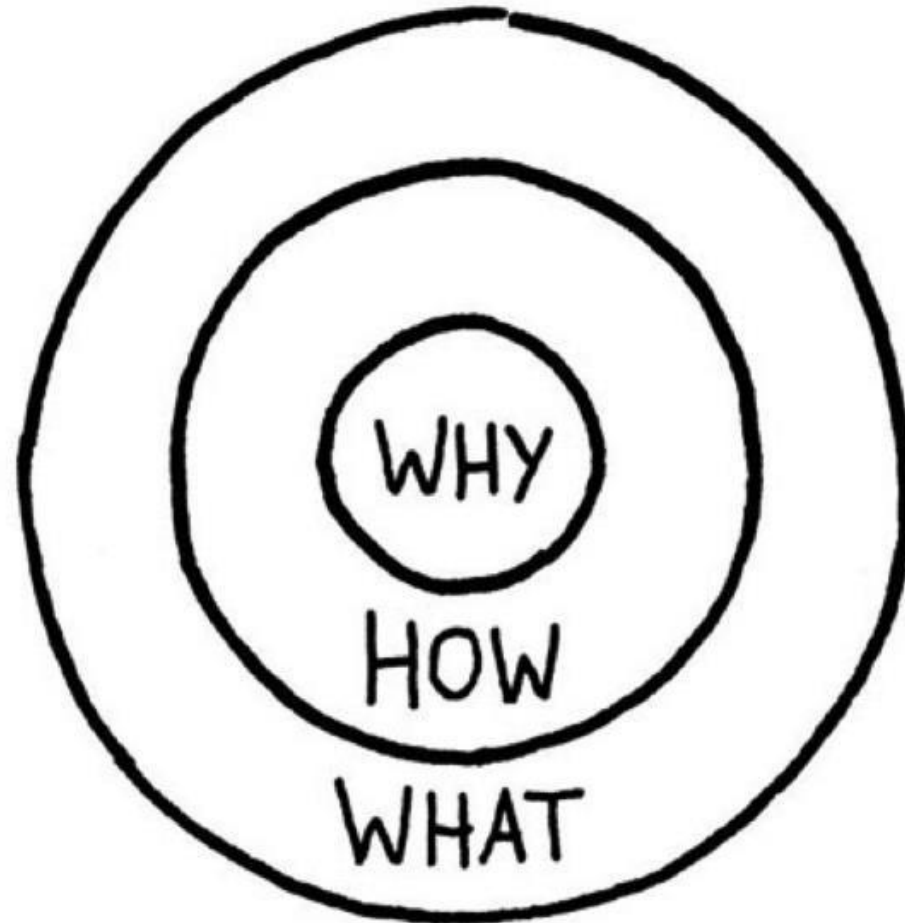
Business Planning

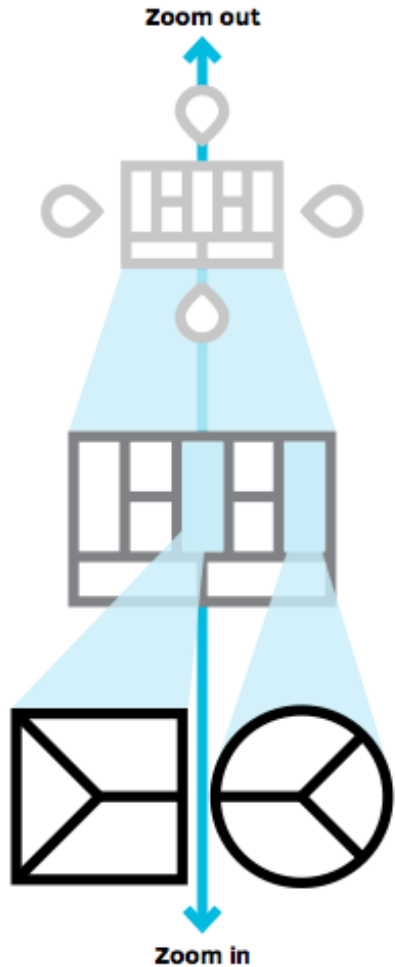


Business Planning







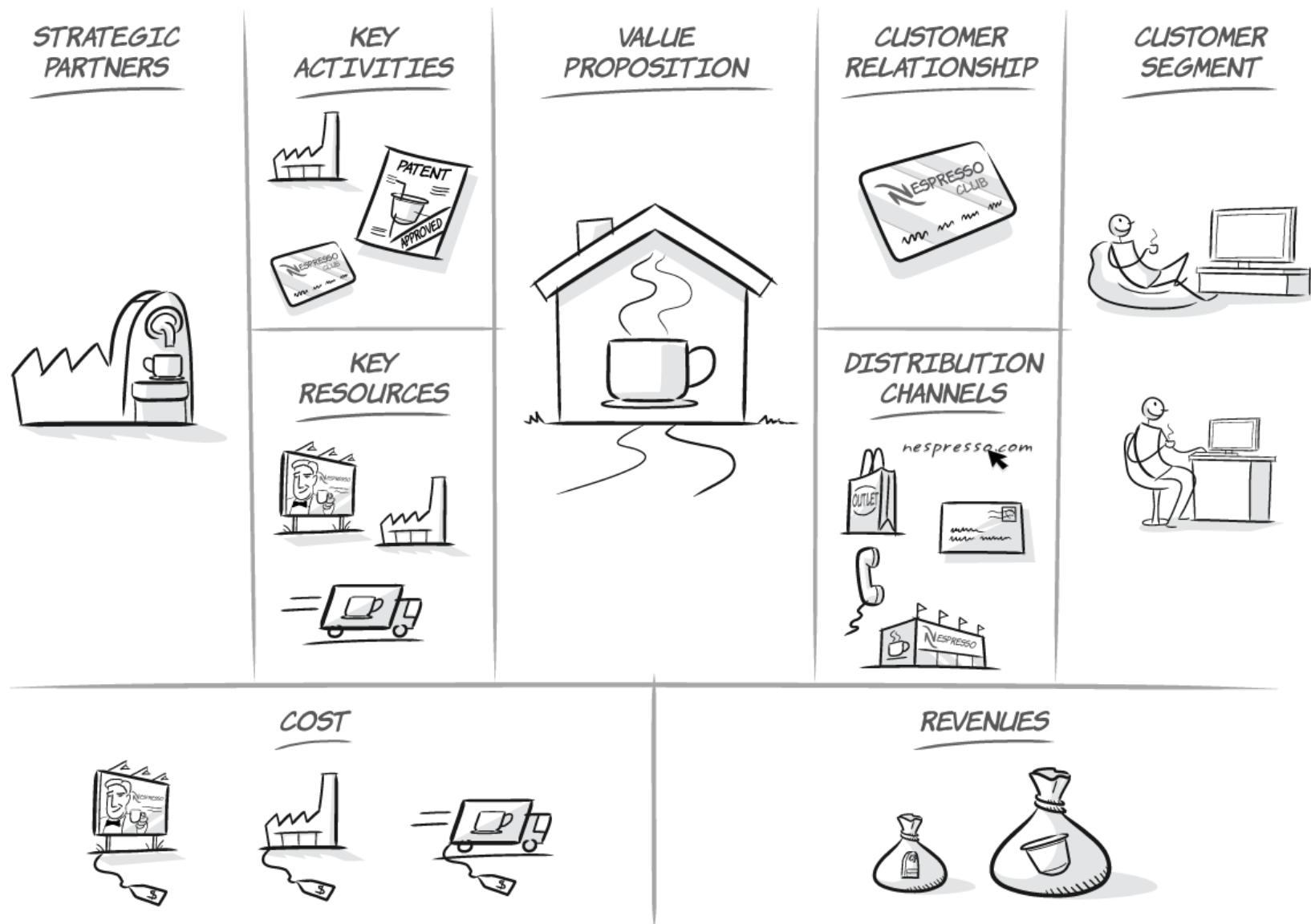


The
Environment Map
helps you *understand the context
in which you create.*

The
Business Model Canvas
helps you
create value for your business.

The
Value Proposition Canvas
helps you
create value for your customer.

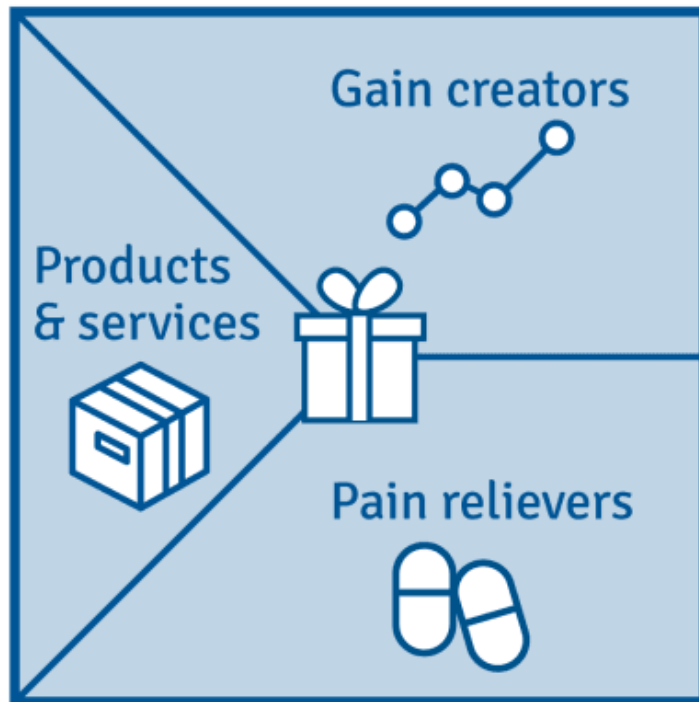
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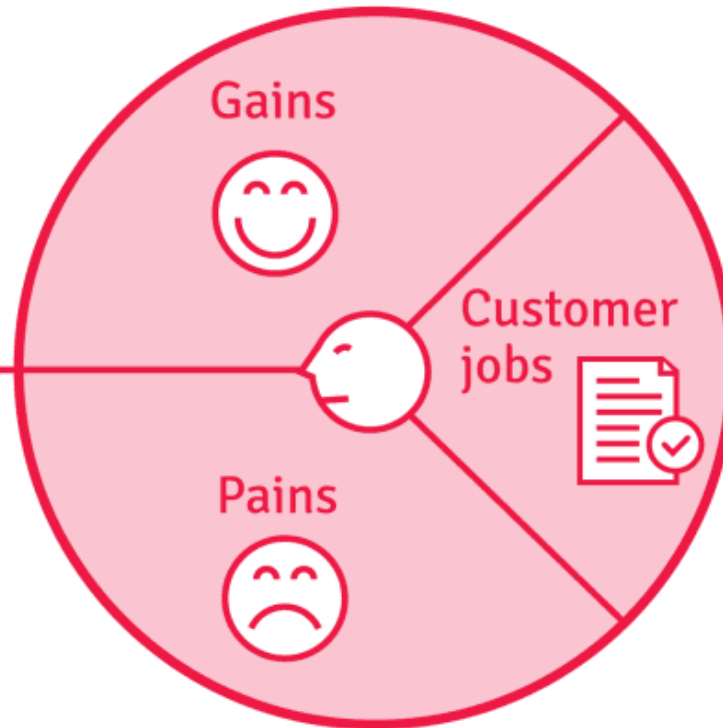
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Value Proposition

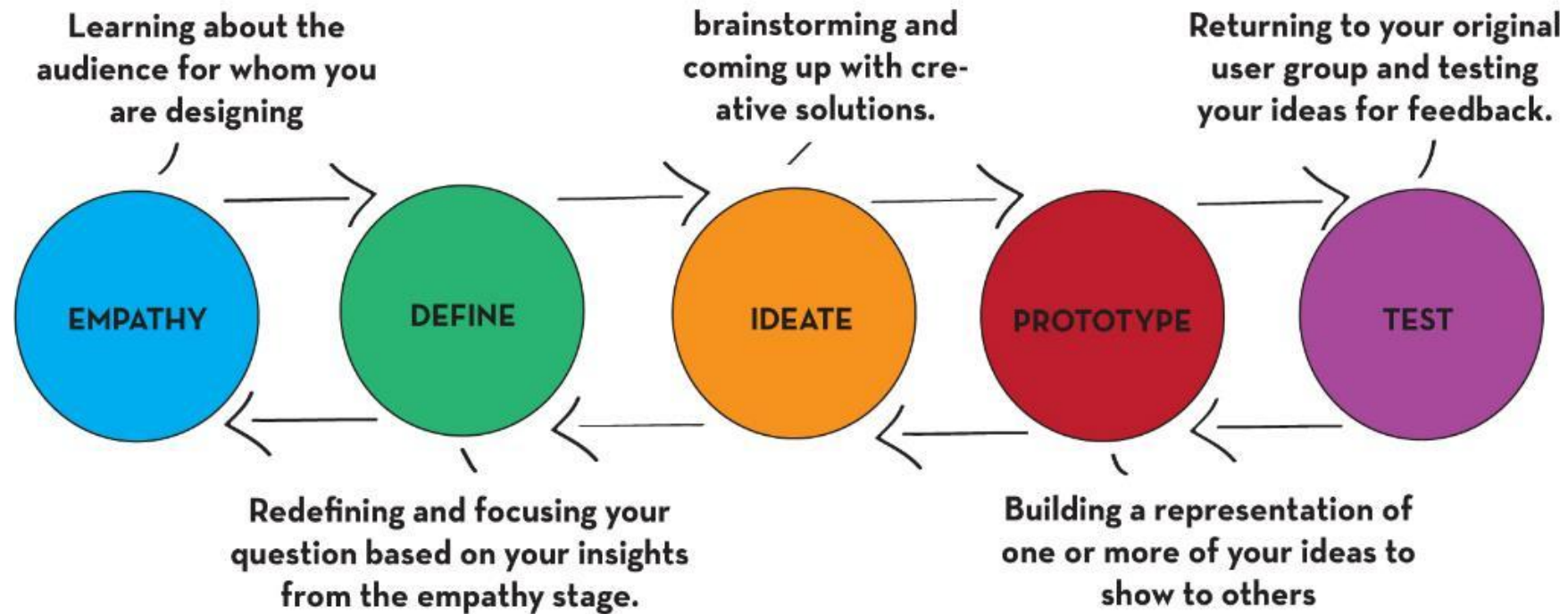


Customer Profile



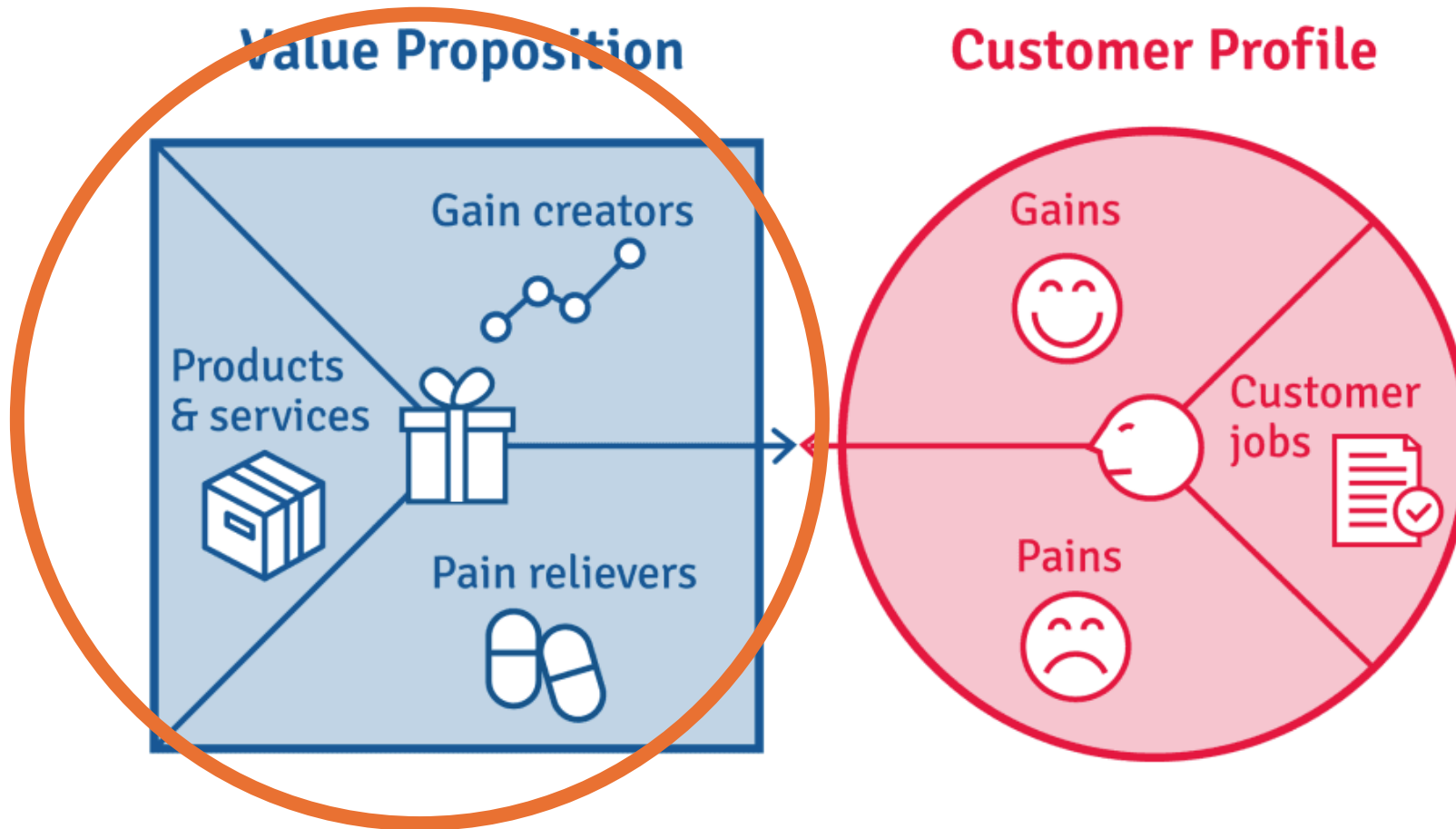
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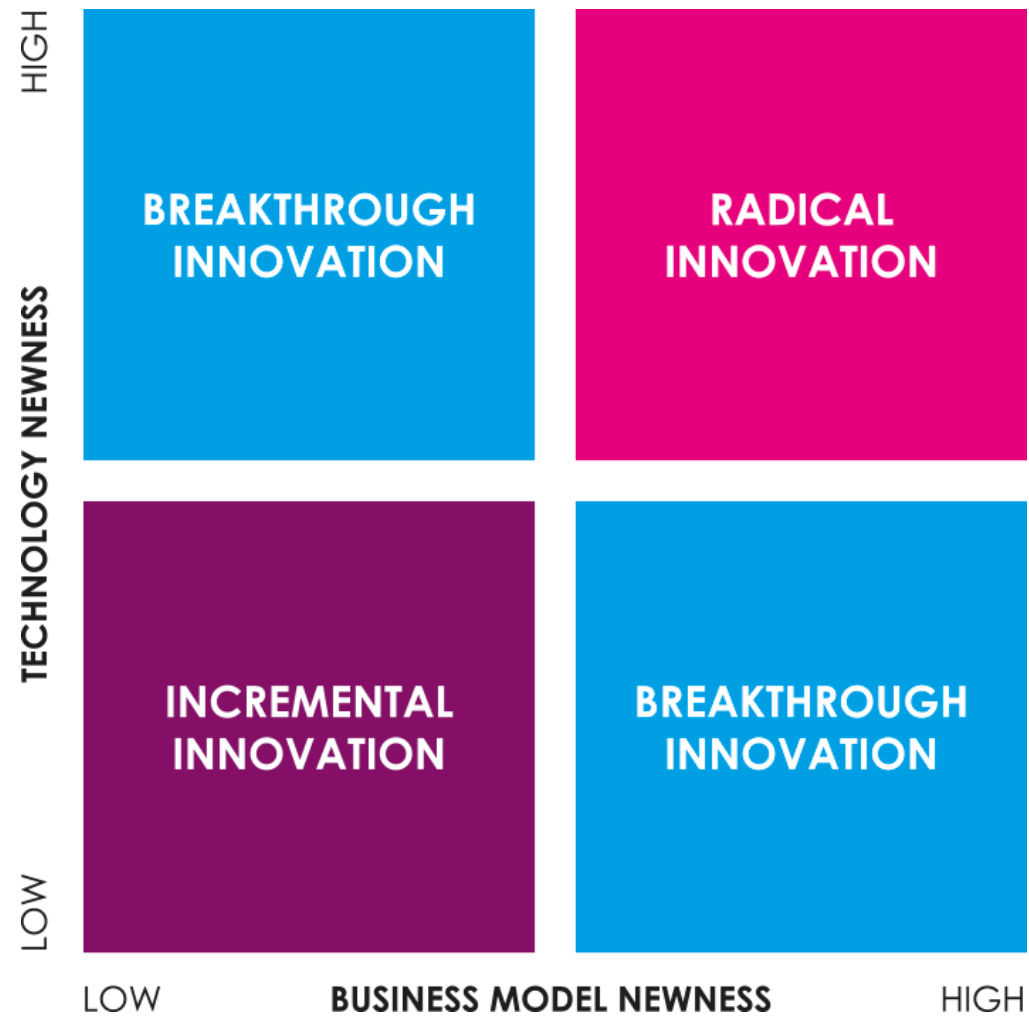


Value Proposition

The core of the business model

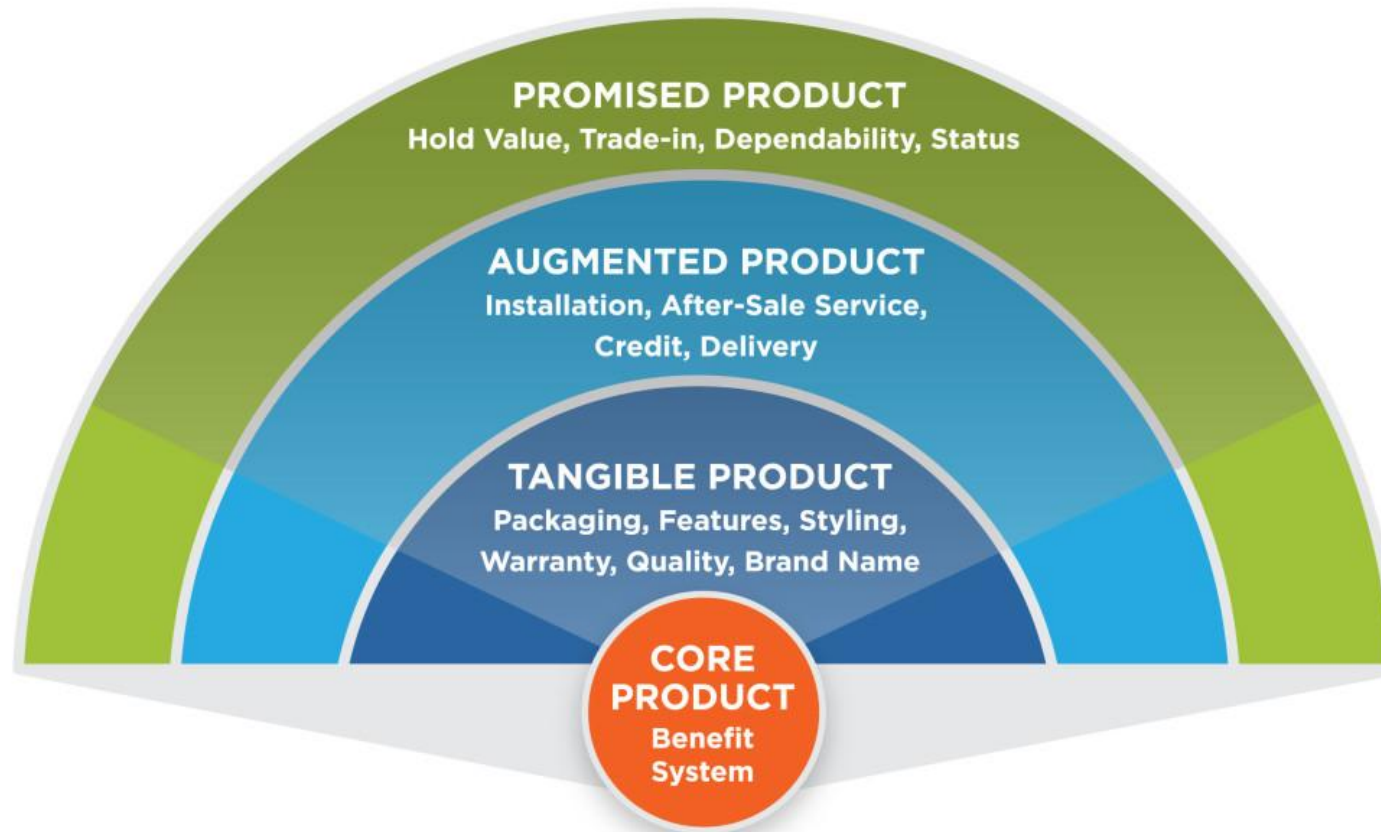


Innovation



Productlevel

What are we innovating?



FOUR LEVELS OF THE PRODUCT

Bicycle bell

Value proposition & Productlevels?

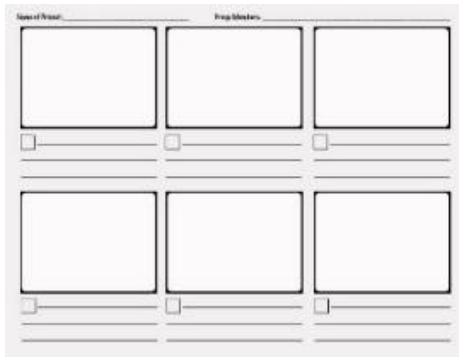
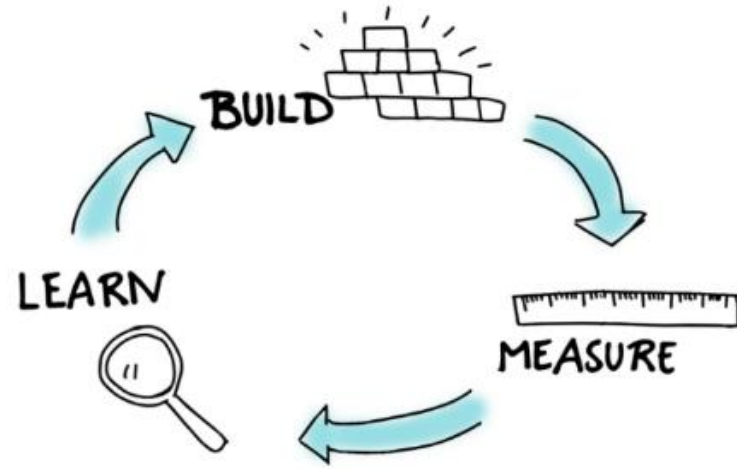


Innovations Bicycle bell

Thinking in value chains.

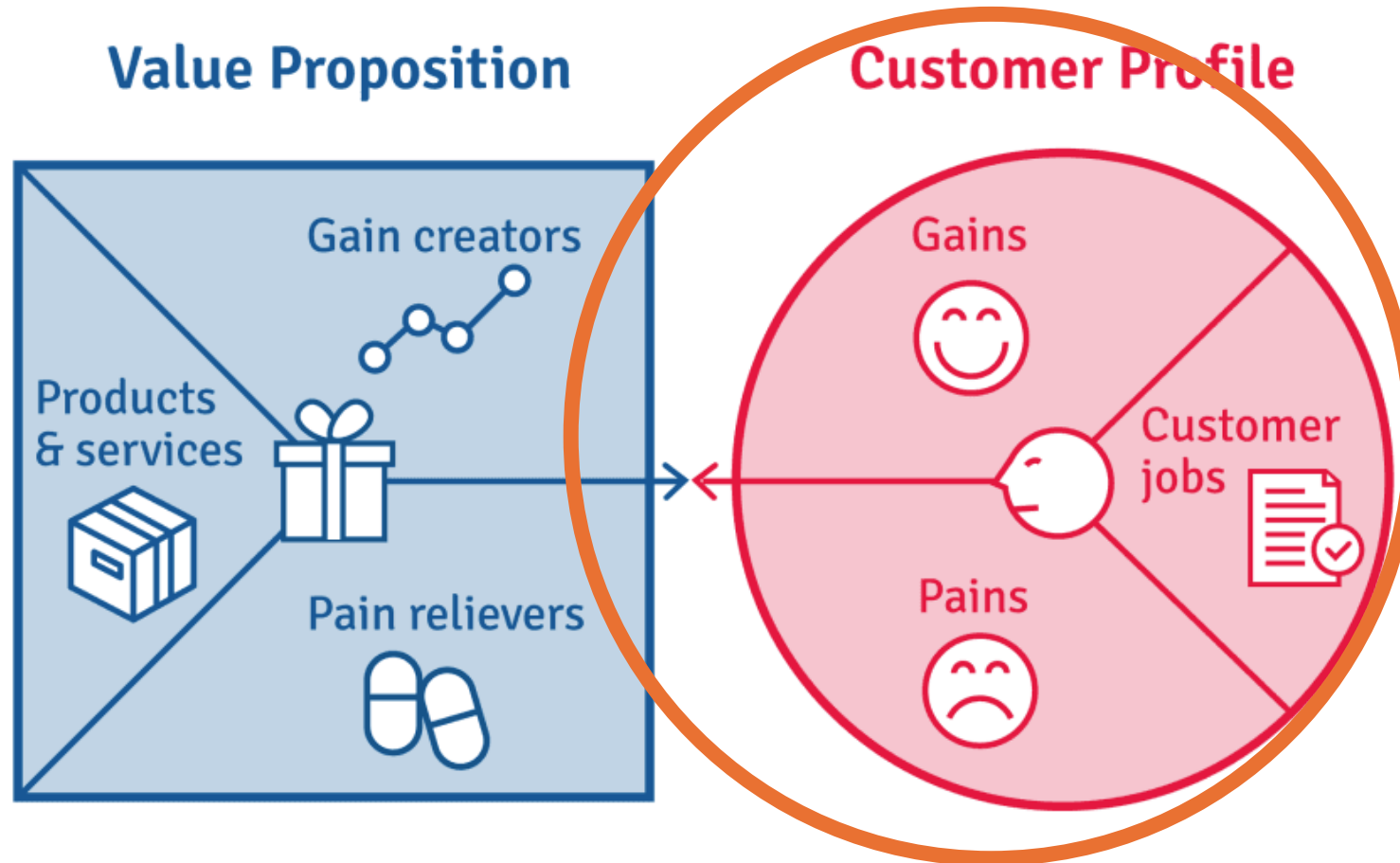


Journey through Prototypes



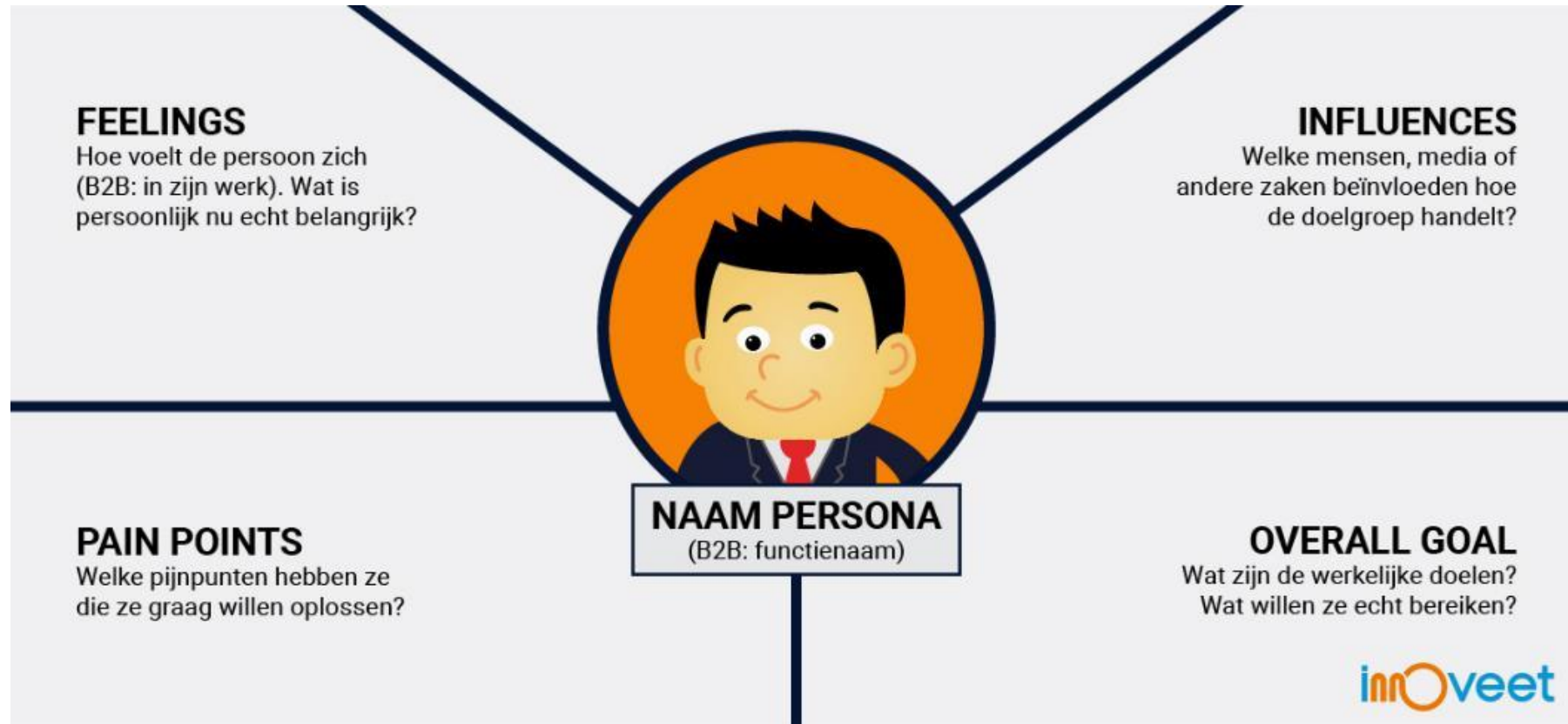
Value Proposition

The core of the business model



Persona

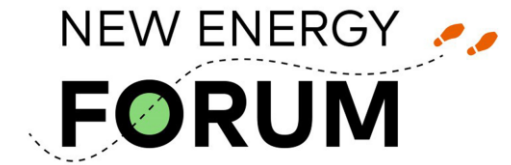
Perfect representation of the targetgroup





Persona vragenlijst

Wat zegt Chat GPT?



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J

Maak een vragenlijst voor persona onderzoek voor een fietsbel.



1. Wat is je geslacht?
2. Wat is je leeftijd?
3. Hoe vaak fiets je per week?
4. Waar fiets je meestal? (stad, platteland, bergen, etc.)
5. Heb je ooit een ongeluk gehad tijdens het fietsen?
6. Welke soorten fietsen heb je in bezit?
7. Heb je ooit een fietsbel gebruikt? Zo ja, welk type?
8. Hoe belangrijk vind je het om andere weggebruikers te waarschuwen met een fietsbel?
9. Hoe belangrijk is veiligheid voor jou tijdens het fietsen?
10. Zou je een fietsbel gebruiken als deze gemakkelijk te installeren was?
11. Zou je bereid zijn om meer te betalen voor een kwalitatief hoogwaardige fietsbel?
12. Hoe belangrijk is het voor jou dat de fietsbel bij het ontwerp van je fiets past?
13. Welke kleuren en materialen zouden jouw voorkeur hebben bij de aanschaf van een fietsbel?
14. Hoe belangrijk vind je het dat de fietsbel luid genoeg is om gehoord te worden door andere weggebruikers?
15. Hoe belangrijk is het voor jou dat de fietsbel duurzaam is en lang meegaat?
16. Hoe belangrijk is het voor jou dat de fietsbel gemakkelijk te gebruiken is?

Regenerate response



J

Licht bronnen van aankoopbeslissing van een fietsbel toe.



Er zijn verschillende factoren die van invloed kunnen zijn op de aankoopbeslissing van een fietsbel, waaronder:



1. Veiligheid: Veiligheid is een belangrijke overweging voor veel fietsers en een fietsbel kan helpen om andere weggebruikers te waarschuwen voor je aanwezigheid. Fietsers willen vaak een fietsbel die luid genoeg is om gehoord te worden en die gemakkelijk te gebruiken is.
2. Prijs: De prijs van de fietsbel kan een belangrijke factor zijn voor veel consumenten. Sommige mensen zijn bereid om meer te betalen voor een kwalitatief hoogwaardige fietsbel, terwijl anderen op zoek zijn naar een goedkopere optie.
3. Duurzaamheid: Voor sommige fietsers kan het belangrijk zijn dat de fietsbel lang meegaat en niet snel kapot gaat. Duurzaamheid kan ook een overweging zijn voor mensen die zich bezighouden met duurzaamheid en het milieu.
4. Ontwerp: Het ontwerp van de fietsbel kan ook van invloed zijn op de aankoopbeslissing van een consument. Sommige mensen willen een fietsbel die bij het ontwerp van hun fiets past, terwijl anderen op zoek zijn naar een uniek ontwerp dat hun persoonlijkheid of stijl weerspiegelt.
5. Gemak: Het gemak van installatie en gebruik kan ook van invloed zijn op de aankoopbeslissing.

Regenerate response



Understand your customer and fit supply
and demand in a value creating way

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The Challenge



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Set up a company with a minimum of four and a maximum of five fellow students.

“Devise, develop, produce and sell an innovative product-market combination with the final consumer as the end user. Report and present about this at HBO level.”

To do this, you must sell shares with a value of 10 euros per share. Maximum share capital of EUR 1,000.

The final profit must be distributed among the shareholders.

You must buy at least one share and sell at least one share.

Any sales channel is allowed, personal selling is mandatory.

Is it improvising?

Interview each other about the connections between the industries.

Make a mind map of the associations you have with both industries.

Identify problems that both industries have.

Look for the aspects that make these industries unique.

Make combinations between these aspects, problems and associations.

Develop the solution into a Value Proposition Canvas/BMC.

Pitch your solutions with a prototype!



Wheel Decide!



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Dialogue

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