

The world before and the world after

Addition to An Entrepreneurship Education Resource
- experiences from the **PACE**[®] project

EXTRA INTERVENTION

This particular intervention can advantageously be used between step 3 and step 4 in the existing process model. You can also use it independently or between other steps depending on what is meaningful for the particular course or module.

EXTRA INTERVENTION:**THE WORLD BEFORE
AND THE WORLD AFTER****EXERCISE: DESCRIBING THE PRESENT AND THE POTENTIAL**

A prerequisite of this intervention is that students have already worked thoroughly with identifying, describing and analyzing the disharmonies in their own everyday practice. Furthermore, the students need to have explored how and to which extent others experience their anomaly.

Once the thorough analysis of the anomaly is completed, it is tempting to proceed immediately to the creation of an entrepreneurial solution to the anomaly, e.g. by means of various creative techniques. Hence, the traditional logic typically looks like this:

The world before → creative solution
→ the world after

The disadvantage of this logic is the risk of missing important direction in the creative solution. In this intervention we therefore ask students to postpone the creative solution in order to work on describing “the world before” and “the world after” the creative solution – without actually knowing what this solution might be. The logic therefore looks like this:

The world before → creative solution
← the world after

This is in accordance with the ideas of the progenitor of entrepreneurship theory, Joseph Schumpeter, who describes the competences of the entrepreneur as “ ... the capacity of seeing things in a way which afterwards proves to be true, even though it cannot be established at the moment,” (Schumpeter 1934, p.85) Accordingly, Schumpeter’s entrepreneur does not imagine the solution but rather potential new forms of practices and new styles in the world.

Instead of constructing a creative solution, we thus try to imagine and describe the world as we wish it to be, once the anomaly is solved. The advantage is that this is even a simpler task than constructing a creative solution, since the task of describing “the world after” is a mere act of description.

The challenge is to describe “the world after” in terms of new forms of practices and to construct a detailed description of how people would act differently in “the world after”. The idea is to make a detailed description of the new behavior and the new forms of practices through a focus on which routines and habits have changed, and what the new routines and habits would look like.

Reference: Schumpeter, J. A. (1934). The theory of economic development: an inquiry into profits, capital, credit, interest, and the business cycle, New Brunswick, NJ: Transaction Publishers.

PROCESS:**Part 1: Conversation exercise on the world before and the world after**

Interview each other in groups of two (duration approximately 2 x 15 minutes).

- Explain your personal everyday practice relating to the general anomaly that you are working with. Your dialogue partner supports by asking appreciative questions
- Explain your personal everyday practice in a world without the general anomaly. Your conversation partner supports by asking appreciative questions.
- Switch roles.

A potential debrief could advantageously deal with the difficulties related to describing in details “the world after” as other things than negation – or as anything but absence of the relevant anomaly.

Part 2: Written exercise on the world before and the world after

The written exercise also falls into two parts – a description of the world before and a description of the world after.

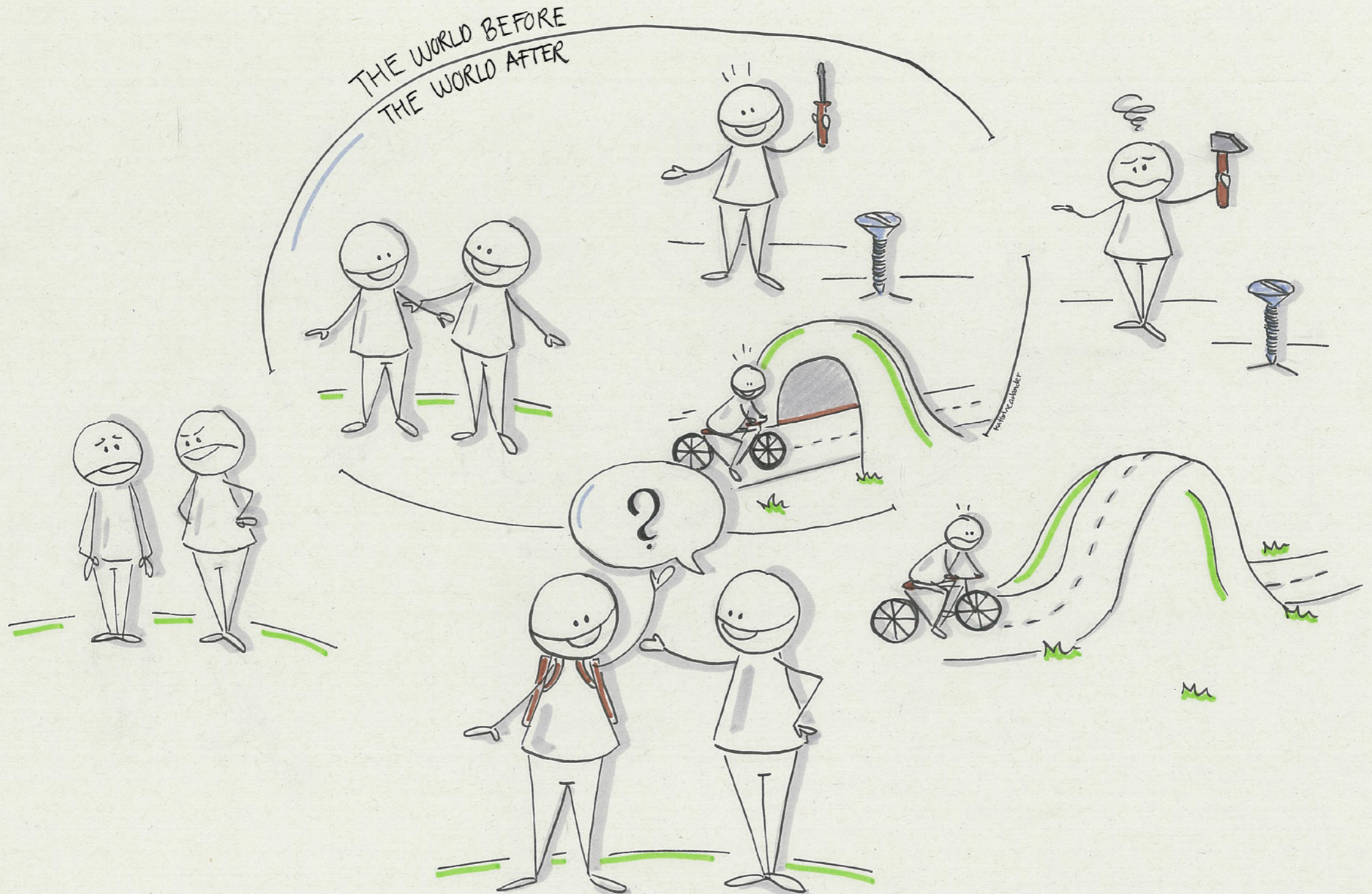
1. Describe “the world before”. How does your disclosive space currently look? Which forms of practices (routines and habits) exist?

- Who lives here? (agents)
- What do they use? (things and artefact)
- Where do practices take place? (space and localities)
- When do practices take place? (time)
- How do they behave? (actions)
- Which patterns do people repeat? (routines)
- Which new discoveries do you come across now that you did not see during your first qualification?
- Why do people keep behaving this way? (dominant style)

2. Imagine what the world looks like after launching your entrepreneurial initiative – without knowing yet what the entrepreneurial initiative or creative solution is. Which new forms of practice have now come into play? How are people acting differently in terms of behavioural routines and habits?

- Who lives there? (agents)
- What do they use? (things and artefact)
- Where do practices take place? (space and localities)
- When do practices take place? (time)
- Which routines have changed?
- What would the new routines be?
- What kind of new meaning understanding would make the new behaviour coherent? (dominant style)

**EXTRA INTERVENTION:
THE WORLD BEFORE
AND THE WORLD AFTER**



EXERCISE:
Describing the present and the potential