

Bringing It Home: Designing Re-Entry for STEM Education Abroad Programs

HANDOUT 7 — Innovation and Entrepreneurial Pathway Canvas: Part I

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PURPOSE

In Session 6, you identified and prioritized an opportunity grounded in community knowledge, context, unmet needs, and potential value. This session moves from recognizing an opportunity to thinking entrepreneurially about how value might be created.

Entrepreneurial thinking is broader than starting a business. It involves recognizing opportunities, understanding who could benefit, considering how value might be created, and exploring different pathways for action.

An opportunity may lead to a startup—but it may also lead to research, public service, community innovation, industry collaboration, intrapreneurship, social enterprise, or educational innovation.

Opportunity - Beneficiaries - Value Creation - Entrepreneurial Thinking - Potential Pathways

PART I. BRING FORWARD YOUR OPPORTUNITY

Return to your Prioritized Innovation Opportunity Statement from Session 6.

Our Opportunity

- What community knowledge, asset, or contextual insight is central to this opportunity?
- What unmet need or possibility does it address?



This is a program of the U.S. Department of State with funding provided by the U.S. Government, administered by World Learning.



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PART II. WHO COULD BENEFIT?

Who is most directly affected by or could benefit from this opportunity?

Who else has knowledge, interests, resources, influence, or a potential role?

- ☐ Community members
- ☐ Students
- ☐ Educators
- ☐ Employers/industry
- ☐ Researchers
- ☐ Government/public agencies
- ☐ Nonprofit organizations
- ☐ Entrepreneurs/businesses
- ☐ Professional organizations
- ☐ Other _____

Which stakeholder perspective would be important before moving forward? Why?

PART III. WHAT VALUE COULD BE CREATED?

Value does not have to be primarily financial.

Potential Forms of Value: Select the forms of value most relevant to your opportunity.

- ☐ **Community/Social** — improved well-being, access, or quality of life
- ☐ **Educational** — improved learning, skills, preparation, or educational access
- ☐ **Workforce** — strengthened competencies, employment, or workforce capacity
- ☐ **Economic** — income, employment, productivity, or economic opportunity
- ☐ **Technological** — improved products, processes, systems, or technical capabilities
- ☐ **Research** — new knowledge, evidence, methods, or research questions
- ☐ **Environmental** — sustainability or environmental improvement
- ☐ **Public Value** — improved policy, public services, or institutional capacity
- ☐ **Other** _____

Our Primary Value

- The most important value this opportunity could create is:
- For whom?
- Why would this value matter?

PART IV. APPLY AN ENTREPRENEURIAL THINKING LENS

Consider the opportunity using the following questions.

Entrepreneurial Thinking Lens	Our Analysis
Opportunity: What possibility exists?	
Beneficiaries: Who could benefit?	
Value: What value could be created?	
Resources: What existing knowledge, assets, relationships, or resources could be leveraged?	
Stakeholders: Who would need to be involved?	
Uncertainty: What do we still need to learn or test?	

Community-Centered Check

How would the pathway leverage community knowledge and assets rather than impose an external solution?

PART V. EXPLORE MULTIPLE PATHWAYS

The same opportunity may be pursued through **different pathways**. Do not assume that creating a startup is necessarily the best approach. For each pathway, consider whether it could provide a meaningful way to create value.

Potential Pathway	How Might This Pathway Address the Opportunity?	Potential?
Startup		☐
Social Enterprise		☐
Research		☐

Community Innovation		☐
Public Service		☐
Intrapreneurship		☐
Industry Collaboration		☐
Educational Innovation		☐
Other: _____		☐

Compare Your Options

Select **two pathways** that appear especially promising.

Pathway 1: _____

Why might it fit?

Pathway 2: _____

Why might it fit?

PART VI. CONNECT ENTREPRENEURIAL THINKING TO STEM WORKFORCE READINESS

Entrepreneurial thinking can strengthen workforce preparation even when students do not become entrepreneurs.

What competencies would students practice by exploring this opportunity? Select the three most important.

- ☐ Opportunity recognition
- ☐ Problem solving
- ☐ Creativity/innovation
- ☐ Resourcefulness
- ☐ Communication
- ☐ Teamwork/collaboration
- ☐ Adaptability
- ☐ Leadership/initiative
- ☐ Stakeholder engagement
- ☐ Decision making under uncertainty
- ☐ Ethical reasoning
- ☐ Other _____

How could these competencies be valuable in a STEM career?

Beyond Entrepreneurship

How could entrepreneurial thinking complement:

- Career/workforce preparation?
- Research or disciplinary learning?
- Community or public service?

PART VII. DRAFT YOUR ENTREPRENEURIAL OPPORTUNITY CONCEPT

Breakout-Room Synthesis

As a group, bring your analysis together.

Our Entrepreneurial Opportunity Concept

Opportunity

We identified an opportunity to:

Beneficiaries

The primary beneficiaries/stakeholders are:

Value Creation

The opportunity could create value by:

Community Foundation

It builds on the following community knowledge, assets, or priorities:

Potential Pathways

The most promising pathways currently appear to be:

- 1.
- 2.

Workforce Connection

Exploring this opportunity develops or demonstrates:

PART VIII. CHECK YOUR CONCEPT

Before finalizing your draft, ask:

- ☐ Is the **opportunity** clearly defined?
- ☐ Are the **beneficiaries/stakeholders** identifiable?
- ☐ Is the potential **value creation** clear?
- ☐ Does the concept build on **community knowledge and assets**?
- ☐ Have we considered **more than one pathway**?
- ☐ Is there a clear connection to **STEM learning or workforce competencies**?
- ☐ Have we avoided assuming that a **startup is the only pathway**?
- ☐ Have we avoided developing the full solution too early?

PART IX. PLENARY SYNTHESIS

1. Our Entrepreneurial Opportunity Concept

2. Two potential pathways we identified

Pathway 1: _____

Pathway 2: _____

SESSION 7 DELIVERABLE

Draft Entrepreneurial Opportunity Concept