

Threshold Concept #1	Entrepreneurship is a Practice
In Practice	<p>Practitioners understand that entrepreneurship is a practice that anyone can use in any context to create new value. It is a way of doing things, a way of thinking and practicing or a way of seeing the world, that manifests as creation of value in response to opportunities and challenges.</p> <p>Practitioners know that entrepreneurship is not a badge or a status or a goal, it is not something you 'achieve' or an exclusive club to join.</p> <p>Practitioners understand that things can be approached or completed in 'more' or 'less' entrepreneurial ways and that these ways can be learnt, developed, and enhanced through use and practice.</p>
Examples of students "getting it"	<p>Willing to apply entrepreneurial thinking to any/all tasks and contexts rather than specific venture-creation tasks.</p> <p>Willing to self-identify as an entrepreneur in a manner that is neither arrogant nor naïve.</p> <p>Seeking and finding examples of entrepreneurship well beyond the 'business' or 'Startup' context from whom they can draw inspiration and examples of practice.</p> <p>Taking a reflective approach to their own practice and seeking to evolve their own practice through conscious thought.</p>
Examples of students "not quite getting it"	<p>Being overly status- or output-focused in discussions of entrepreneurship.</p> <p>Only seeing 'business' or 'start-up' examples and exemplars as legitimate sources of guidance, feedback, or inspiration.</p> <p>Only using entrepreneurial approaches in specific venture-creation-type contexts.</p>
Threshold Concept #2	Your Context is Your Opportunity to Create Value
In Practice	<p>Practitioners habitually and constantly create and recognise opportunities within their own context to create value.</p> <p>Practitioners are habitually resourceful and make use of what they find to realise and exploit opportunities to create value.</p> <p>Practitioners are curious about the world, passionate about what interests them and tend towards making connections that develop their passions into intentions.</p>
Examples of students "getting it"	<p>Coming up with lots of possibilities inspired, motivated, and connected to their own past, present and future contexts.</p>

	<p>Seeing how just about anything can be improved.</p> <p>Constantly “collecting” contacts, expanding both their networks and knowledge base to enrich their resource profile.</p> <p>Interested in and curious about how things they encounter might connect back to their own ideas.</p> <p>Finding new and creating new ways of doing things, turning situations to their advantage.</p> <p>Seeing ways in which connections could be made between the ideas of other people to create value – joining the dots.</p>
Examples of students “not quite getting it”	<p>Producing lots of ideas but instantly following them with reasons why they “can’t” work.</p> <p>Dreaming, fantasising about opportunities that are disconnected from themselves “pie in the sky” – or would only be possible if unchangeable factors were changed.</p> <p>Overly willing to accept the status quo.</p>
Threshold Concept #3	Value is Defined by Others
In Practice	<p>Practitioners are aware of their positionality and seek to understand the positions of others to establish or validate the value of their ideas.</p> <p>Practitioners understand only other people can define the value of what they have created, and others demonstrate the value they place on what is being offered by being prepared to give something tangible or intangible in exchange for it (money, time, goodwill etc).</p>
Examples of students “getting it”	<p>Seeking to create opportunities to interact with potential customers stakeholders to seek opinion, validation, feedback, ideas and build partnership relationships.</p> <p>Mindful that value is only created when stakeholders validate it. Seeing beyond data to insight – knowing what stakeholders want before the stakeholder can articulate it themselves.</p> <p>Being aware of their own assumptions regarding others and actively seeking to test them.</p>
Examples of students “not quite getting it”	<p>Working in isolation from the target beneficiary because “they won’t understand.”</p> <p>Being reluctant to share ideas or test them out for fear of rejection or imitation.</p>

	Rejecting feedback that is in opposition to their personal viewpoint without seeking to understand or nuance that feedback.
Threshold Concept #4	Iterative Experimentation
In Practice	<p>Iterative experimentation is a way of understanding the role of trial and error in establishing what provides value to the stakeholder.</p> <p>Embracing small failures as a means of maximising opportunities to learn from mistakes as well as success. Like the process of scientific experimentation where an experiment generates data, iterative experimentation in this context is less emotive and outcomes are not deemed necessarily to be “successes” or “failures”. Just as any outcome of a well-designed experiment is useful to a scientist.</p> <p>Practitioners never risk what they are not prepared to lose, so they are prepared to lose less but perhaps more often.</p> <p>It involves having a flexible and adaptable approach – practitioners are quick to change direction when feedback indicates that is what is needed.</p>
Examples of students “getting it”	<p>Constantly looking to put things into practice and try things out, well before they are “ready”. Seeing all outcomes (positive and negative) as useful.</p> <p>Adopting a reflective and reflexive approach, with well-developed self-awareness, willing to review actions and actively seek feedback from others.</p> <p>Not getting disheartened when plans do not work out.</p> <p>Quickly appreciating the need to pivot their approach, always thinking “What next? What next? What next?”</p> <p>Learning easily from experience, does not make the same mistake twice.</p> <p>Loves learning, are aware of what and when they are learning. Embarks on new experiences sometimes purely to learn from them.</p>
Examples of students “not quite getting it”	<p>Planning one big bang launch, ploughing lots of personal resource into something before testing it out.</p> <p>Persisting with a complex plan that is evidently not working.</p> <p>Trying, failing, and giving up.</p> <p>Repeating the same mistake, being “deaf” to feedback.</p> <p>Demonstrating a lack of self-awareness and reluctance to reflect or take on feedback.</p>

	Being disinterested, lacking curiosity
Threshold Concept #5	Recognise Your Agency
In Practice	<p>Practitioners recognise that they always have some agency to create value, or that it is at least beneficial to assume that they do and should take ownership of their actions.</p> <p>Practitioners know that their intention must be translated into action to create value, but that can be small steps towards a distant goal – a journey of a thousand miles begins with a single step.</p>
Examples of students “getting it”	<p>Being willing to think big but act small.</p> <p>Not being deterred by the size or scale of the task, willing to make small steps and gather resource and information to start the work.</p> <p>Asking for challenge and feedback.</p>
Examples of students “not quite getting it”	<p>Giving up in the face of big or complex challenges.</p> <p>Seeking excuses such as the scale of the challenge or the lack of resource available for not attempting or completing the challenges. Complaining that others had easier tasks or better or more resource.</p> <p>Needing constant reassurance, asking for direction, and needing lots of help with decision making, unwilling to shoulder responsibility for actions themselves but seeking to spread ownership in anticipation of sharing blame should outcomes be negative.</p>
Threshold Concept #6	Take Action
In Practice	<p>Practitioners know that intention must be translated into action for value to be created. Intention PLUS will is all-important to create or exploit an opportunity for value.</p> <p>Practitioners know that actions need not be big,</p> <p>Practitioners are good decision makers, understanding and evaluating what is necessary to create value, what is optional, and what is likely unnecessary to establish value.</p> <p>Practitioners understand that inaction is an action that conserves resource. They appreciate that sometimes the right thing to do is to say no or to do nothing.</p>
Examples of students “getting it”	<p>Being willing to take small steps towards distant goals.</p> <p>Being willing to try things as a means to discover things.</p>

	<p>Engaging in research, validation, prototyping with the intention of trying to discover something.</p> <p>Using systems approaches and identifying even small steps to unpick big and complex challenges.</p> <p>Knowing when to say no to offers and options that are evaluated as having little value or as being a distraction to their current projects. Having the courage to say no and to choose not to take action when appropriate.</p>
Examples of students “not quite getting it”	<p>Getting stuck in a process of generating but never testing ideas.</p> <p>Being reluctant to research, to validate or invalidate their ideas, resisting prototyping.</p> <p>Deferring activity or creating excuses for why activity has not or cannot take place.</p> <p>Taking on too much, becoming distracted and losing focus.</p>
Threshold Concept #7	Knowledge is Always Partial and Often Ambiguous
In Practice	<p>Practitioners accept that they do not, and likely cannot, have all the data they would like to make decisions and they are always working with an incomplete picture.</p> <p>Practitioners understand that you can still act even if the situation is not perfect, ideal, or even favourable – but that the process of taking action is likely to lead to new situations, learnings, and ultimately opportunities.</p> <p>Practitioners are likely to regard ambiguity and the risk of failure as a barrier to others and thus an opportunity to themselves to break new ground.</p> <p>Practitioners know that knowledge is always partial and often ambiguous and can act despite this.</p>
Examples of students “getting it”	<p>Constantly looking to put things into practice and try things out, well before they are “ready”. Seeing all outcomes (positive and negative) as useful.</p> <p>Does not get disheartened when plans do not work out, seeks to ‘learn’ rather than to ‘know’.</p> <p>Happy to work with what they have and focusing on that, rather than what they are missing.</p>
Examples of students “not quite getting it”	Seeking perfect circumstances/knowledge before committing to action.

	<p>Creating excuses of imperfect circumstances as a means to defer action or explain inaction.</p> <p>Being reluctant to accept responsibility for failing to engage in activity that might lead to ideas being invalidated.</p>
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