Research question:

- Whether and how opportunity identification capability can be trained.

Implications:

- Does training matter? Should we invest our time?
Research on effectiveness of entrepreneurship education and training (EET):

- Empirical results are contradictory
- Some suggest that EET is simply a waste of resources
- Lack a coherent theoretical foundation to guide the design of EET contents
- Fail to elaborate the mechanisms through which EET influence entrepreneurial behaviors, cognitions, and opportunity identification capabilities
Key Objectives of Study

Can opportunity identification be trained?

What are the most important elements to be included in the training?

Adapt training to cater to different groups of individuals: how?

Attention-Based Model

Environmental Changes (New Trends)

Attention Allocation Attention Capacity

Noticed Changes (Potential Opportunity)

Evaluation of Feasibility and desirability

First-person Opportunity Identified

Training

Transient attention to notice environmental changes

Sustained attention to form opportunity belief
Day 1

- Design Thinking
- Idea Generation
- Idea Development
- 1-week break between day 1 and day 2

Day 2

- Idea Evaluation
- Effecution
- Value Proposition Canvas

Training Directing
Attn to Env

Training Directing
Attn to Sustaining Efforts

Feedback seeking

Quantity of new opportunities

Cognitive engagement

Progress of identified opportunities

H1

H2

H2

H4

H3

H4

H5
**Method:**

1. Experimental design with randomized assignment of training group and control group.

2. Two full-day training with one week apart. After each phase of the training, participants were asked to complete surveys.

3. 159 aspiring entrepreneurs (out of 370 registered but did not finish the training)
Impact of the training

- Tracked the performance of training group and control group participants over 5 surveys.

- Examined the impact of training by comparing the performance between the participants in the training group and control group.

After day 1, training immediately increases number of new opportunities identified

After the first day of the training, training participants identified higher number of new opportunities than control group participants.
After day 2, training immediately increases development of identified opportunities

After day 2 training, the training participants developed more opportunities than those in the control group.

t-test: p<.05
the number refers to the quantity of opportunities that participants are developing

Results:

- Transient Attention Stage Training: 0.38**
- Quantity of new opportunities: 0.25**
- Feedback seeking: 0.43* 0.56**
- Cognitive engagement: 0.36**
- Progress of identified opportunities: 0.35**
Contributions

• Whether and how opportunity identification capability can be enhanced through training.

• Elaborate the specific mechanisms that underlie the effectiveness of training.