



DESIGNING ENTREPRENEURS

A THESIS BY DEAN CLANCY
2013-2014 INTEGRATIVE PROJECT
PENNY W. STAMPS SCHOOL OF ART & DESIGN
UNIVERSITY OF MICHIGAN

INTRODUCTION

Today, a child who is given the opportunity to explore and recreate a trade of their own becomes a child who recreates themselves, a child who generates their own self-worth and pride, ultimately a child who will succeed in every day life and become a positive asset to society. Through my research and my own personal experiences it is apparent that introducing creative entrepreneurial ideologies to adolescents remains an integral tool to developing personal opportunities that lead to success. In response to promoting measures in which youth can participate to address and manifest such traits I have developed a program that can be spread to any interested educator. The goal of my Integrative Project is to provide teachers with the opportunity to develop their own hands-on education program that reinforces their student's creativity and entrepreneurial skills. I chose to delve into and deliver the effects of a hands-on student based program because it can create multidisciplinary learning opportunities by the nature in which it runs. It requires a students critical thinking through design techniques and product development, basic business and marketing skills not typically taught in school curriculums and craftsmanship skills in which students can build on through creative pride and aspirations.

I will create my Integrative Project by articulating and sharing methods that I have developed personally through an ongoing screen-printing business/educational program that I co-founded at Detroit Community High School in the fall of 2012. The deliverable for my project is to develop a workshop guide and website that will provide

teachers with in-depth knowledge and understanding toward starting such an educational screen-printing program throughout their schools. Amongst providing logistical information on how to develop printing equipment, techniques, and projects I will also provide professional insight to education, business and marketing techniques that can be taught to participating students.

I believe that the successful execution of this creative-business program should provide students with the tools to succeed daily and later in life. Through my experience, thus far, I feel it is my responsibility to articulate the idea and developmental steps of this type of program for any student who wants to learn, and hope to provide teachers with the necessary tools and insight to start this beneficial program in their own schools. Over the duration of this document I will further break down the importance of how entrepreneurial education helps students to personally flourish in situations pertaining to modern-day problem solving and how understanding the practicalities of entrepreneurship at a young age helps impact future life opportunities. Creating a collaborative and interactive means of teaching youth how to run their own entrepreneurial business programs efficiently teaches skills and yields experiences that they can draw upon for further personal success and assessment of day-to-day situations.

CREATIVE WORK

For the creative work being placed into my workshop guide *Designing Entrepreneurs: How to start an educational screen printing business in your school* and its counterpart website *DesigningEntrepreneurs.org*, I have documented,

researched, and developed materials that I believe to be comprehensible and legible for educators to base their own program off of. Throughout the contents of the workshop guide I will reference credible sources on the impacting nature of entrepreneurial education and hands-on teaching strategies. I will also include references for additional information/ literature pertaining to higher education and design strategies. This will allow readers to gain a larger understanding of why a program like this can make such a difference in the lives and skillful development of youth. By providing strong text, images, professional insight, and further recourses I feel I will be able to easily communicate to the consumer how to execute their program in a successful manner. Below is listed chronologically the sections of the workshop guide, I have broken down the material in brief on what is covered.

WORKSHOP GUIDE

INTRODUCTION

The introduction of the workshop guide is to serve as a key to the importance of how these programs are beneficial to youth by serving as an educational model and creative outlet. It goes into the effectiveness of hands on learning and how it segues into a means of developing firmly based skills within the lives of youth. Articulates the idea of how a screen-printing business can serve as an ideal host to establishing practical and creative skills. Address the need and importance of programs like this within academic institutions and depict the skills taught to and comprehended by students.

GETTING STARTED/ BASIC PRINCIPLES. (BUILDING AND PRINTING)

This section of the workshop guide is to establish a foundation on which to build the program upon. This portion of the guide allows the interested party to gain insight and information on how to construct low budget equipment in a comprehensible manner. It will also provide information on material use, cost, and application as well as references to resources for the products.

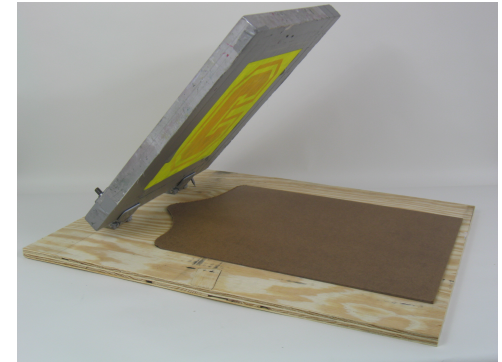


IMAGE PREPARATION/ DIFFERENT TECHNIQUES

This section of the guide is to introduce methods of developing the appropriate images to expose screens and procure prints with. It will address basic Photoshop and Gimp functions, multiple layer components, and hands on stencil printing. These, I have found, are excellent methods in getting



students to start thinking like designers, and allow them to understand different processes of creative development.

WORKSHOPS (IN ORDER: LOGO, TYPOGRAPHY, LETTER DEVELOPMENT, RESUME/PORTFOLIO, WEB PRESENCE/ DEVELOPMENT, PHOTOGRAPHY, CONTENT/THEME, STENCILS, MORE PHOTOSHOP, ALTERNATE PRODUCTS TO PRINT)

This portion is the foremost impactful aspect of the guide and idea behind the program. The teachings of these workshops work hand and hand to develop the program's success and, most importantly, develop skills within the students that apply to themselves and their own aspirations in life. These are all workshops that chronologically feed into each other and are able to be revisited throughout a program's existence. I carefully chose these workshops because they not only feed into each other but also deliver a means of establishing computer skills and entrepreneurial skills.

BUSINESS BASICS

The business aspects covered in this book are to serve as a functional basis on which the program runs, teaching students the importance of budgeting and delivering services on a formal level. These are to be taught on a day-to-day throughout the duration of the program's existence. This section will also cover basic copyright laws and sales strategies, giving students exposure to the importance of business organization. Teaching this over time allows students to start taking on more and more responsibilities within the program and gives them practical understanding toward finance and consumer relations. An early

understanding of basic business skills give students a leg up in life and set a foundation on which they can expand their skills and ideas.

MARKETING BASICS

A large portion of teaching basic marketing skills directly coincides with the workshops covered earlier in the guide. This is a practical aspect to the program's teachings that I have found students to view as fun and progressively intriguing the more they learn. As a creative "business" a lot of the marketing comes from documentation and the personal aesthetic that the students have created in the workshops. Teaching students to put their work out online and creating a web-presence showing their creativity gives back a sort of positive reinforcement to their creative self-esteem. Allowing them to oversee and manage their web-presence builds a great platform for their willingness to market themselves and to be apart of the world outside of school. This also builds a greater understanding of communicating ideas and computer skills. One's ability to market themselves is one of the most important tools to lead to success later in life. Gaining adequate exposure for oneself shows consumers or employers that one maintains the ability to not only gain necessary attention of others but also show what skills they have to offer as an individual.

ADVANCED/ ALTERNATE PRINTING TECHNIQUES

As the program gains momentum so will the skill sets of the students, this portion of the guide will allow them to look at different ways in which they can take on more difficult and diverse forms of printing. The techniques covered in this section will provide a means of exploration

toward craft and will create an understanding of how students can expand upon their prior knowledge and techniques surrounding printing. Providing information on further creative options gives students more pride in their work and serves as a means in which they won't find standard printing methods mundane.

SOURCES/ CITATIONS

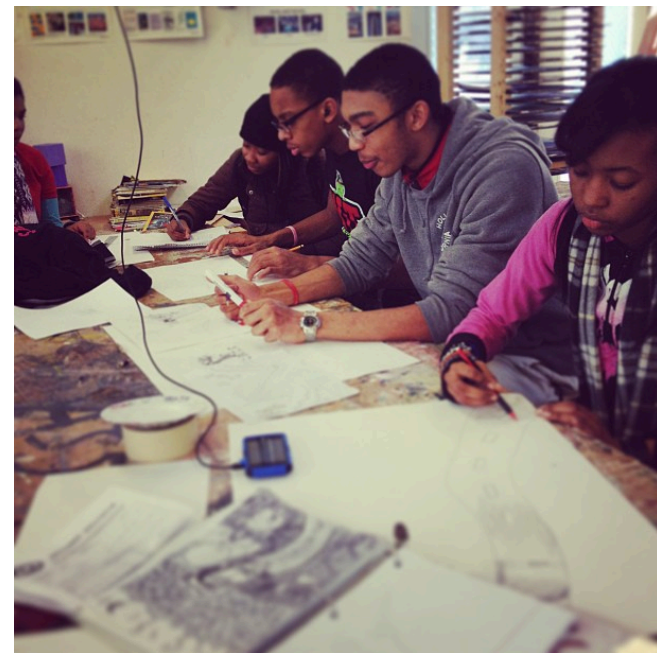
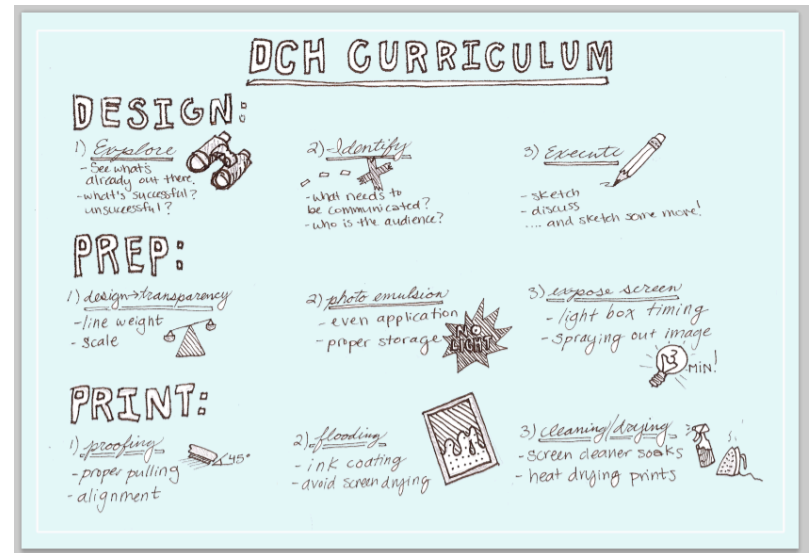
This section will categorize and provide the additional sources referenced and used to develop the contents of the workshop guide. This will also provide a means of reference for the reader and allow them to seek alternate information involved with my guide.

INDEX/ABOUT THE AUTHOR

The index will include a chronological reference to the material covered in the book. The "About the Author" page will shed light on my experience with my own program and serve as a platform to convey my own work and credibility surrounding the program and guide at hand.

WEBSITE

The website is to include image sources free for commercial use, receipt and invoice templates, links to material distributors, small tutorial videos, and a free downloadable pdf. of the workshop guide. The website will also include a forum for people to critique and share information about their programs, as well as a contact page and links about my existing program DCH Apparel.



CONTEXTUAL DISCUSSION

Growing up I attended Catholic school from pre-school to high school graduation. Generally most, if not all, Catholic schools are privately funded institutions usually sparse on funding for extra-curricular programs offered at schools that are publically funded. However, what my schools' lacked in certain opportunities they made up in other ways. Throughout my education there was always a very heavy influence on giving back to others through helping them succeed in life. For some that meant making sure they had food to eat and feed their families, or fundraising for cancer treatments, or even helping them repair a damaged house for them to live in. Whatever the means or tasks would be, they all eventually became responsibilities personally delegated by my self-awareness to others and my own moral intellect. Finding joy in helping others eventually led me to raise the question 'What do my peers and people like me need in our own lives to succeed?'

From there I began volunteering with two County funded organizations that promoted youth development opportunities by offering creative outlets catering to local high school students. We would hold countywide youth art shows, concerts, forums, portfolio workshops, and even block parties featuring college recruiters and other youth organizations. The opportunities we provided the participating youth were blatantly beneficial to their lives and helped many, including me, get into college. I worked with these organizations for four years, starting as a volunteer at age sixteen, to an intern at seventeen, to

program director at nineteen until I left a year later to put more emphasis on my college education. My time spent there was one of the proudest and most influential times of my life and made me realize how important it is to provide youth with opportunities of growth and access to enable and help them to achieve their aspirations in life.

After my work with these organizations I stayed active in charitable and humanitarian work either through outreach courses offered at my college or on my own time. In the fall of 2012 I took a course, *Change by Design*, taught by professor Nick Tobier at the University of Michigan Penny W. Stamps School of Art & Design. It was an outreach course that creatively collaborated on projects with University students and students from Detroit Community High School in Brightmoor, Detroit, one of the most desolate and crime ridden areas in Michigan.

Although the school's surroundings are unfavorable, Detroit Community High School functions

as a charter school allowing students from all over the Detroit area to attend. Ultimately, creating one of the most exceptional and diverse group of students I have ever had the pleasure of working with.



The primary objective of my course's curriculum was to develop a project that the students at Detroit Community High School could benefit from by engaging them in a way that they were able to learn a new skill and benefit from that certain skill. Subsequently I wanted to develop a project that not only fit the project brief but also allowed me to use my past experiences to really impact the lives of students I was working with. One of my favorite phrases being, "Give a man a fish and feed him for a day; teach a man to fish and he will eat for a lifetime," was a notion I pondered when figuring out how to impact the students the most. How exactly would I teach them to fish? Something I found that almost all the students took pride in and were actively intrigued by was their clothing and how it represented their own personal and cultural identities. From this I saw an opportunity to teach the students how to design and produce merchandise for their own clothing brand that they would run as a small business, teaching them basic design, marketing, business, and entrepreneurial skills. Thus, DCH Apparel was born.



Meeting twice a week during the school year and four times a week during the summer I was able to teach the students basic design principals, Photoshop skills, budgeting basics, web presence and marketing skills, and most importantly the skill of developing original screen-

printed products that we could sell for profit. Starting off we would screen-print using a piece of plywood with two jiffy clamps that we would attach a screen to for printing images onto tee shirts, and as we gained more momentum as a program we applied for, and won, a local community grant called Detroit SOUP in November of 2012. The money won allowed us to purchase a professional screen-printing set up, and our victory gained us significant exposure to markets, media, and clientele



outside of Detroit Community High School. Since then we have been featured on MSNBC and BBC, have had dozens of commissions, won another grant, and have gained international recognition by receiving clothing orders from Australia, Switzerland, Norway, and Canada. The pride and exposure our success has given the students who help run this program has dramatically impacted the way they view the program. It is no longer an educational after-school program to them, but their own business that represents them and feeds their willingness to learn entrepreneurial and design skills to further the business' success.

The beauty of this is that the success of our business/program solely coincides with personal success of

the students' understanding toward business, design, and entrepreneurship, all skills that will help shape their own personal success later in life. My goal now is to develop and provide an informational guide and web resource for other interested schools and teachers intrigued by the prospect of starting their own entrepreneurial clothing brand. The purpose of providing this resource is to further the impact of entrepreneurial education by helping students to personally flourish in situations pertaining to modern-day problem solving and day-to-day opportunities in life. Creating a collaborative and interactive means of teaching youth how to run their own entrepreneurial business programs efficiently teaches skills and yields experiences that they can draw upon for further personal success and assessment of day-to-day situations.

Studies have shown that students who engage themselves with methods of entrepreneurial education tend to develop a psychologically heightened sense for decision-making, self-efficiency, self-awareness, problem solving, and social interaction. ("Encouraging Future Innovation: Youth Entrepreneurship Education") These are all traits that positively impact academic performance, course-material retention, independent reading, higher test scores, and higher life aspirations. Apart from these benefits, students are much more apt to develop teamwork skills, social networking skills, and financial responsibilities that give them a leg up in the competitive world of modern-day business. (Hair, Moore, Hunter, and Williams Kaye)

Past and current programs that set to develop entrepreneurial mindsets in youth have been proven to increase student performances dramatically in school and in social situations. In a 2001 study, after carefully monitoring the impact of several youth programs, students who had participated in these hands-on programs increased their levels of:

- Teamwork
- Leadership
- Money management
- Taking-calculated risks
- Creativity
- Innovation
- Motivation
- Ability to recognize and assess opportunity
- Problem solving
- Technology skills
- Marshaling of resources

More so this study proved that these improvements were not seen in participants outside of the programs. (Cleveland, and Cleveland) (Rasheed) This is an eye awakening realization to the benefits for academic institutions to facilitate programs that instill entrepreneurial mentalities. To the students who benefit from such opportunities, I truly am amazed by their development, however what about the majority of students who aren't given such opportunities? In such a competitive and progressive society, are the students who lack these opportunities really given the skillsets that they need to succeed?

Apart from the generations before us, new market trends regarding technology, design, engineering, medicine, and all

other modern-day fields are changing and evolving at rapid rates each year. Unlike the slower growing societal infrastructures past generations were educated to enter, school systems today still maintain guidelines and curriculums that prep students to operate at levels of seemingly outdated productivity. This occurs with current systems failing to instill adequate responses and adaptation to the ever-evolving world around us.

Frederick M. Hess, director of education policy studies at the American Enterprise Institute, addresses this notion through emphasizing the demand for new education systems to accept that “change is the new constant.” He furthers his stance by explaining the six principals of an ideal Entrepreneurial School System; **1- Responsive:** responding to ever-changing patterns in the world and how they correspond to the needs of students’ families and communities; **2- No monopolies or oligopolies:** such systems lack openness and cannot work on a acceptable level by often developing unsuitable and unchangeable restrictions; **3-Customer-oriented:** schools need to address the unique needs of the students, and address the needs of the community and businesses that they will later belong to; **4-Performance driven:** schools need to address not only effectiveness but also efficiency, setting goals and using resources that can be assessed and altered to best fit the needs for progress; **5-Constant learning:** maintaining an open education model that emphasizes constant improvement on all levels of past and present performances to better understand future objectives;

6-Culture of meritocracy: rewarding whomever best displays proficiencies that produce results, so that those measures can be furthered through practice. (Hess, 39-42)

Entertaining the impact that these principals may seem rather radical in the face of the education system today, however if you take into account the current pressure for curriculums to further emphasize technology, design, economics, and science in the face of constant change then these principals prove to be more effective in instilling the necessary responsiveness and productivity to keep up with modern-day society. Apart from the importance of keeping our education system up with the times, these principals backed with a more pragmatic curriculum set the groundwork for creative intellect and innovation that will produce students who are aware of the systems which fuel our economies, policies, and social cultures. Students exposed to efforts of social entrepreneurship are integral assets to maintaining the framework on which society builds itself. (Hess, 44) Professor Greg Dees of Duke University’s School of Business states “social entrepreneurs adopt a mission to create and sustain social value (not just private value), and that they exhibit heightened accountability to the constituencies served and for outcomes created.” (Dees.)

In a 2010 survey given to 1,000 high school students by Junior Achievement USA, 84% of the students realized the impact of entrepreneurial education and thought that entrepreneurial skills should be taught in school curriculums. (“Empowering Entrepreneurship Success”) However, fewer than 25% of high school students are

offered opportunities to business and entrepreneurial education within their schools' academic settings before the time of graduation. ("Social Impact") With the obvious benefits that entrepreneurial education has to offer youth, programs that exist to cater to developing entrepreneurial skills are in a high and necessary demand. Apart from these lack of opportunities that U.S. students face, the United States ranks as the 17th out of 40 countries in national a placement for education. (Ryan.) Several European countries that have implemented entrepreneurial education into their education systems including Finland, Belgium, Denmark, Estonia, Norway, and the United Kingdom all rank higher than the United States. ("Entrepreneurship Education at School in Europe")

Separate from America's need to emphasize entrepreneurship with youth, America has much to gain from such emphasis. By educating U.S. adolescents to acquire entrepreneurship skills helps to ensure that America is producing students that can strive in a capitalistic culture, helping to stimulate business creation and sustainability as well as our national economy. The overall impacts of programs, such as the one I have developed and many others, that emphasize the practicalities of entrepreneurial development currently serve as a testament to the positive effects and successful nature by which students utilize their newly acquired skills. I believe that providing a means in which I can further spread these types of opportunities is a morel obligation of mine and I feel that America's education systems will soon

realize the importance of offering and emphasizing entrepreneurial education within the lives of youth.

CONCLUSION

In summation to the topics discussed and the intent of my Integrative Project I conclude that the importance of my project is to serve as an adequate tool in which educators can build an entrepreneurial education model to improve the lives of participating students. By framing and conveying the collaborative and hands-on dynamics of running a student run screen-printing business, my project will serve as much more than a simple means of starting an after-school program, but rather serve as a means of higher education ideally resulting in a higher way of life.



SOURCES

Bronte-Tinkew, Jacinta, and Kristin Moore. "Logic Models and Outcomes for Youth in the Transition to Adulthood." *childtrends.org*. Child Trends, Inc., 19 Apr 2005. Web. 6 Jan 2014.
<<http://www.childtrends.org/wpcontent/uploads/2013/08/2005-13LogicModelsTransitiontoAdulthood.pdf>>.

United States. Department of Labor. *Encouraging Future Innovation: Youth Entrepreneurship Education*. Washington D.C.: U.S. Department of Labor, Web. <<http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm>>.

Hair, Elizabeth C., Kristen Moore, David Hunter, and Jackie Williams Kaye. "Youth Development Outcomes Compendium." *childtrends.org*. Edna McConnell Clark Foundation, Web. 6 Jan 2014.
<<http://childtrends.org/wp-content/uploads/2001/10/2001-13YouthOutcomesCompendium.pdf>>.

"Benefits of Entrepreneurship Education." *National Content Standards for Entrepreneurship Education*. Consortium for Entrepreneurship Education. Web. 6 Jan 2014. <http://www.entre-ed.org/Standards_Toolkit/benefits.htm>.

"Empowering Entrepreneurship Success." *juniorachievement.org*. Junior Achievement USA, n.d. Web. 6 Jan 2014.
<<https://www.juniorachievement.org/documents/20009/36541/2010-Teens-and-Entrepreneurship-Survey.pdf/03a2f2fd-ff25-4a34-bdd7-def00da17bd5>>.

"Social Impact." *Independent Youth: Developing Youth into Business Leaders of Tomorrow*. Independent Youth, n.d. Web. 6 Jan 2014.
<<http://independentyouth.org/who-we-are/social-impact/>>.

Hatak, Isabella, Elisabeth Reiner. "Entrepreneurship Education in Secondary Schools." Vienna University of Economics and Business. Web. 6 Jan 2014.
http://www.wu.ac.at/ricc/en/forschung/researchreports/researchreport2011_1

"Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes" Education, Audiovisual and Culture Executive Agency, n.d. Web 6 Jan 2014.
http://eacea.ec.europa.eu/education%20/Eurydice/documents/thematic_reports/135EN.pdf

Ryan, Julia. "American Schools vs. the World: Expensive, Unequal, Bad at Math." *Theatlantic.com*. The Atlantic Monthly Group, n.d. Web 6 Jan 2014.
<http://www.theatlantic.com/education/archive/2013/12/american-schools-vs-the-world-expensive-unequal-bad-at-math/281983/>

Cleveland, John, and Josh Cleveland. "Youth Entrepreneurship: Theory, Practice and Field Development." Integral Assets Consulting, Inc., Sept 2006. Web. 7 Mar 2014.
<<http://extension.missouri.edu/ceed/reports/YouthEntrepreneurshipKelloggFoundation2007.pdf>>.

Rasheed, Howard S. "Developing Entrepreneurial Potential in Youth: The Effects of Entrepreneurial Education and Venture Creation." University of South Florida, 20 Dec 2000. Web. 8 Mar 2014.
<<http://www.sbaer.uca.edu/research/usasbe/2001/pdf/PAPERS/Volume2/063.pdf>>.

Hess, Frederick M. "Educational Entrepreneurship: Realities, Challenges, Possibilities." Cambridge, MA: Harvard Education Press, 2011. 39-42, 44. Print.

Dees, J. Gregory. "The Meaning of 'Social Entrepreneurship'" Durham, NC: Fuqua School of Business at Duke University, 1998)
www.fuqua.duke.edu/centers/case/documents/dees_SE.pdf