

**KANSAS STATE**  
**UNIVERSITY**

College of Business Administration  
Center for the Advancement of Entrepreneurship

# Trends in Entrepreneurship Education

# Welcome

## Agenda

About you

Trends

K-State Resources

Activity

# About You...

## Common Challenges You Face

Developing an entrepreneurial spirit

Different levels and abilities of students

Helping students find value in the material (Making it personal)

Connecting students to markets

Financials

Activities / Projects that students enjoy

Not enough interest

# About You...

## Level of Experience

0.0% - Expert - I consider myself well-versed in the topic

44% - Competent - I have limited experience but hope to learn more

38% - Proficient - I have experience but would not consider myself an expert

19% - Novice - I am coming to learn more and get my feet wet

# About You...

## Assignments You've Used

87% Business Plan

67% Primary Market Research

53% Interview an entrepreneur

53% Multiple Choice Exams

27% Opportunity Identification exercises

20% Feasibility plan

13% Entrepreneurship Book Review

# About You...

## Resources You Use

45% - Textbook

18% - Websites

12% - Youth Entrepreneurs

# Trends in Entrepreneurship Education

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Experiential...Get out of the classroom

From Sage on the Stage to Guide on the Side...utilize outside experts

The Breadth of Entrepreneurship...corporate and social

Riding the Wave...proliferation of online resources

**Experiential...Get out of the classroom**

# Experiential

## Example Projects

Feasibility Analysis

Business Model Canvas

Entrepreneurial Business Analysis

Competitions

# Experiential

## Feasibility Analysis

Assessing the *feasibility* of a business

Result: Go / No Go Decision

Grade based on quality of analysis NOT idea

# Experiential

## Feasibility Analysis

Business Description

Market Research

Primary & Secondary

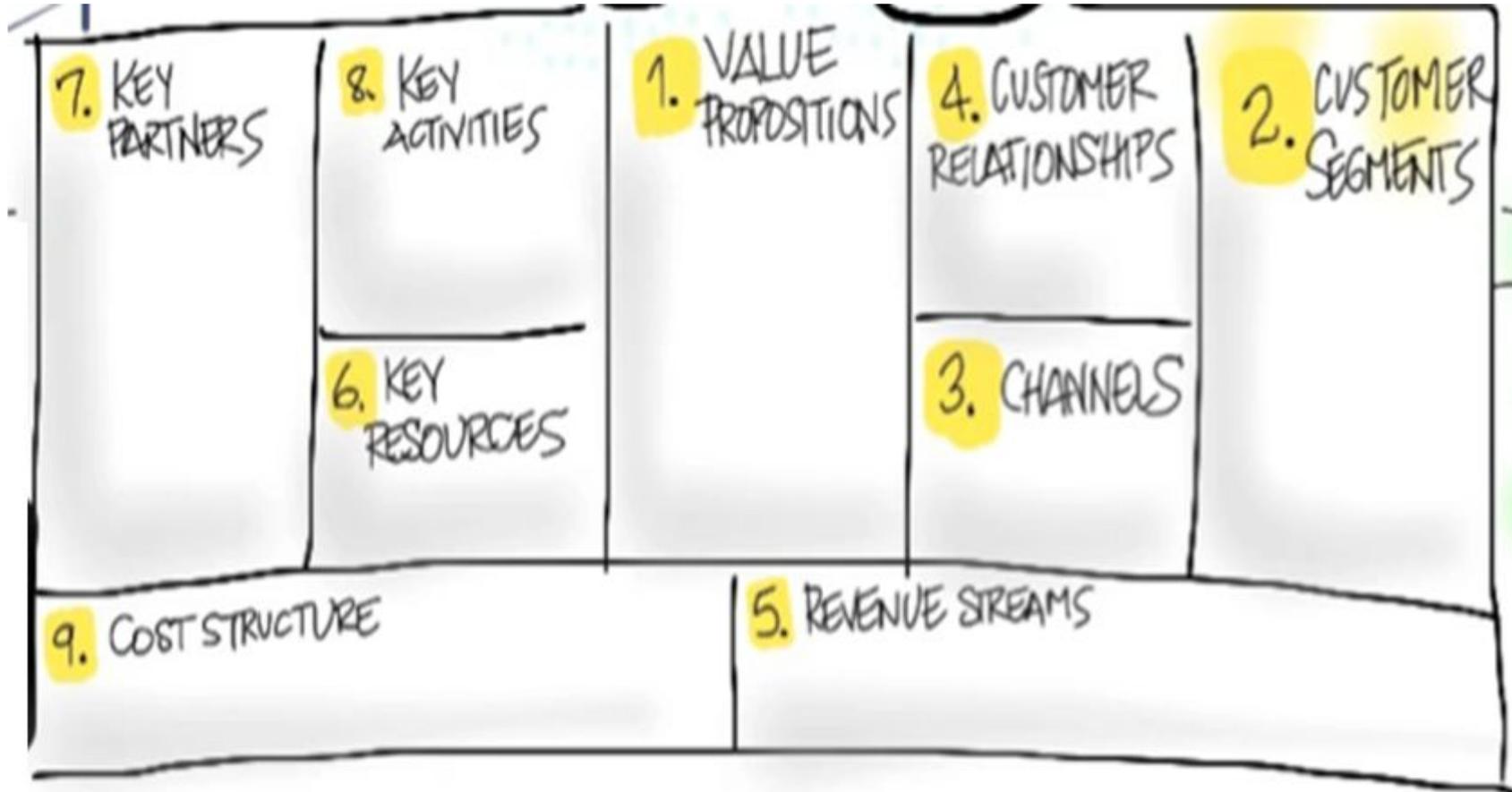
Competition

Manufacturing / Production (if applicable)

Management Team

Financial Plan

# Business Model Canvas



# Experiential

## Entrepreneurial Business Analysis

Used to get students exposed to real businesses and owners

Clearly defined scope of engagement

Student delivers analysis and/or recommendations

# Experiential

## Competitions

Gets students excited about their ideas

Engages outside business leaders

Opportunity to promote students

“Spine Sweat” Course

Kansas Entrepreneurship Challenge

# From Sage on the Stage to Guide on the Side

# Guide on the Side

## Examples

Mentors & Guest Speakers

Entrepreneur Interview

Case Study

# Guide on the Side

## Mentors & Guest Speakers

- Utilize Chambers, Eco Devo, Civic Organizations, etc
- Invite to help mentors student ideas, judge competitions
- The Entrepreneurial Experience

# Guide on the Side

## Entrepreneur Interview

- Personally interview an entrepreneur and write a typed 2 – 4 page report describing the career of the entrepreneur. Use peer grading.
- In-person interviews are ideal however phone (or video, i.e. Skype) interviews may be accepted as well.

\* - Can be used to identify mentors, guest speakers, judges, etc.

## Stanford Networking Assignment

# Guide on the Side

## Case Study

### How This 'Shark Tank' Contestant Found Love -- and Wealth -- By Spray Painting His Dog



In 2009, when the aspiring entrepreneur Abe Geary was contemplating how he might propose to then-girlfriend, Anne, a bold notion suddenly dawned on him: "Who can argue with a dog?"

So Geary enlisted his brother's white boxer, Jemma, and hightailed it to Los Angeles International Airport, where Anne was scheduled to arrive from England. "I actually wanted to find a puppy," Geary told Entrepreneur.com, "but my brother's dog turned out to be good enough." Then, in what would later become a life-altering gesture, he spray painted the words "Marry me?" in pink and purple letters across Jemma's side.

When Anne debarked, the dog turned around to reveal Geary's message -- and the rest, as they say, is history.

Though this was not only the beginning of an enduring love story, it turns out, but the genesis of a burgeoning business venture that is today known as PetPaint.

### How a Hammock-Maker Helps Campers Go Green



Hot, stuffy and uncomfortable wasn't exactly how Seth Haber wanted to feel during his camping excursions. But the weekend outdoorsman, who in 2001 moved from Rhode Island to Boulder to take advantage of Colorado's abundant recreation opportunities, found the traditional setup of a tent and sleeping pad uncomfortable. He decided to create a better way for weary trekkers to get some rest.

After a year of experimenting with various fabrics and designs, Haber launched [Trek Light Gear](#), a line of hammocks. Made from the durable nylon used for parachutes, the hammocks provide comfort for not only campers but the environment; unlike tents, they don't crush plants or leave worn spots on the ground. Though lightweight, the material is very strong--Haber says a typical [Trek Light](#) hammock can support up to 400 pounds.

Once the design was set, Haber spent weekends hawking his wares at festivals and consumer shows. By 2005, with sales heating up, he tanked his desk job at

# The Breadth of Entrepreneurship

# Breadth of Entrepreneurship

## Examples

Corporate entrepreneurship

Social entrepreneurship

*An entrepreneur recognizes and pursues opportunity without regard to resources controlled.*

# Breadth of Entrepreneurship

## Corporate entrepreneurship

- Utilizing entrepreneurial tools and skillsets to advance existing organizations
  - Corporate examples: Google, 3M, Atlassian
- Assignment: Entrepreneurial Business Analysis

# Breadth of Entrepreneurship

## Social entrepreneurship

- A business that pursues a social mission above a profit mission
  - Examples: Toms Shoes, Grameen Bank
- Assignment: feasibility plan, entrepreneur interview, business analysis

# Proliferation of Online Resources

# Proliferation of Online Resources

## Examples

### Blogs:

<http://blog.samaltman.com/>

<http://sethgodin.typepad.com/>

### Magazines:

[entrepreneur.com](http://entrepreneur.com)

[inc.com](http://inc.com)

### Websites:

[entrepreneurship.org/Founders-School/](http://entrepreneurship.org/Founders-School/)

Steps to Success (Kansas Commerce)

[ksu.edu/entrepreneurship](http://ksu.edu/entrepreneurship)

# Relevant K-State Initiatives

ENTRE 101: Online Noncredit Certificate in Entrepreneurship

High School Entrepreneurship Educators Summit

High School Entrepreneurship Educator of the Year

Butler Family Scholarship

The background is a solid blue color. Five light bulbs are hanging from the top by thin black cords. One bulb on the right side is glowing bright yellow, while the other four are dimly lit in a light blue color. The glowing bulb has a soft white glow around it.

# Kansas Entrepreneurship Challenge

*April 17, 2017*

[ksechallenge.com](http://ksechallenge.com)

# Activity

**Chad Jackson**  
**cjackson@k-state.edu**

**Example Entrepreneurship Assignments and Activities****A Personal Career Strategy Analysis Paper**

A Personal Career Strategy Paper should analyze your career goals and objectives, your projected future professional strengths and weaknesses, and then develop a career strategy for you to follow that will lead to the achievement of your professional goals and objectives. As part of this analysis, you will conduct in-depth interviews with three individuals who have pursued careers similar to that which you plan to pursue – one who is just starting their career, one who has reached the mid-point in their career and one who has reached the peak of their career.

**Entrepreneurship Book Review**

An Entrepreneurship Book Review involves the analysis and critique of an interesting book in the areas of Entrepreneurship, New Ventures, Small Business, or Family Business. Your Review must include an Executive Summary of the book, descriptions of Other Reviews of the book (or, if there are none, a discussion of where you searched for such Reviews), a Chapter Outline of the book, a Detailed Outline of Each Chapter in the book, an analysis of the Author's Background & Experience that discusses why this Individual was qualified to write this book, and your own assessment of the Contributions made by the book.

**An Entrepreneurial Networking Key Contact File**

An Entrepreneurial Networking Key Contact File involves the identification and evaluation of four individuals who could be helpful resources should you chose to pursue a career in Entrepreneurship. One individual should be included from each of the areas that most Entrepreneurs will need to work with, i.e., (1) An Accountant, (2) A Banker, (3) A Business Consultant, and (4) A Lawyer. A separate one-page summary is required for each individual interviewed that lists their name, address, telephone, and e-mail, as well as their education and their professional experience.

**A New Venture Feasibility Analysis**

A New Venture Feasibility Analysis involves an assessment of whether a specific new venture idea represents an opportunity that could be successfully commercialized. This assessment should include the identification of specific target customers for the venture, the major benefits the venture would provide to these customers, the competitive advantages it would have over its primary competitors, the way it would manufacture and distribute its products, and the money it would need to implement its idea. Primary and secondary market research should be included in the assessment. The quality of the idea is less important than the quality of the research and feasibility decision.

### **Entrepreneurial Business Analysis**

An Entrepreneurial Business Analysis starts with the identification of a small business that is operating in an industry in which you are interested. Once you have identified such a business, you **MUST** get permission of the owner to do an analysis of the overall marketing, production, R&D. and financial strategies that the business has followed that are responsible for its successes and/or failures. You must give a copy of your analysis and recommendations to both your teacher and the small business owner.

### **Identifying Opportunities Exercise**

Break students up into pairs to interview each other about their wallets. They are to ask each other what they like and do not like about them paying special attention to how they store and use them for purchasing. After the interview process each person designs a new wallet for the other person based on what they said. The design materials include nothing more than paper, tape, markers, scissors, paper clips, etc. They can also use whatever else they find in the room. This takes 30 minutes. After they are done they sell it to their customer.

### **Entrepreneur Interview**

- Personally interview an entrepreneur and write a typed 2 – 4 page double spaced Word document or PDF (12 point font, 1 inch margins) describing the career of the entrepreneur.
- In-person interviews are ideal however phone (or video, i.e. Skype) interviews may be accepted as well. Email only interviews are not permitted.
- *Specific Topics* the paper *must* include:
  - Background: Who is the entrepreneur, and how did you identify him/her? What is his/her background (family, education, prior work experience)?
  - Venture: What is his/her business (or businesses)?
  - Opportunity Identification: How did the entrepreneur identify the business opportunity? If it's a family business that was inherited/purchased, how did he/she know that the business was sustainable and something he/she wanted to do? Did he/she test different ideas before settling on this opportunity? What process did the entrepreneur use to develop the business?
  - Personal Skills/Attributes: What skills/attributes of the individual entrepreneur and his/her team (if applicable) were critical to their success, or, if applicable, detrimental to their success?
  - Advice: Ask the entrepreneur if he/she could give you one piece of advice, what would it be? (Consider including this as a direct quote.)

- Reflection: What have you learned from speaking with the entrepreneur? Tie this reflection to a class concept/material, and consider commenting on whether or not you would invest in his/her venture, and/or work for him/her.
- Note: Your paper submission should not be a simple Q&A transcript of the interview, but rather, needs to be written in your own words (except for direct quotes) and in paragraph format. Papers that earn all of the points for this assignment will be those that are not simply a biography of the entrepreneur, but instead contain personal reflections and tie-ins to class concepts throughout the paper (not only in the Reflection section).

**Additional Information:**

If you intend to pursue and/or are pursuing a venture, consider locating an entrepreneur in a similar market area. Your knowledge about the business will help conversations evolve organically and enhance the learning experience. Otherwise, feel free to choose another industry of interest to you. The goal of this interaction is to provide you with insight that cannot be obtained from classroom experience alone. *Plan ahead*; schedule the interview early in the semester. Entrepreneurs are busy people and working around schedules will be challenging. You are encouraged to consider interviewing an entrepreneur you know. I recommend sending an initial email and following up with a phone call.

**Sample Interview Questions:**

1. What is your background (family, education, work experience)?
2. What was the first business you ever started, and why did you start it?
3. How did you identify this venture as a business opportunity?
4. How did you begin the daunting task of starting a business?
5. Who has been your biggest inspiration?
6. What skills do you (and/or others on your team) have that you think contribute positively to your entrepreneurial pursuits?
7. If you could give me one piece of advice as a new entrepreneur, what would it be?

*Use these questions as a foundation for your interview, but please don't be hindered by them. You may find that your conversation goes beyond some of these basic questions.*

Sample Email:

Dear Mr./Ms. \_\_\_\_\_,

My name is \_\_\_\_\_ and I'm taking an Introduction to Entrepreneurship course this semester at Kansas State University. I'm very interested in the topic of entrepreneurship and would really appreciate it if I could spend about 30 minutes with you in person or on the phone discussing your entrepreneurial experience. I'd like to learn from you and write a paper about you for my class based on our discussion. If you could spare 30 minutes of your time, and this is something of interest to you, please don't hesitate to reach out to me anytime via email or phone (###-###-####). I truly believe that entrepreneurship is the engine of our economy and look forward to learning firsthand about your personal contributions to the field of entrepreneurship.

Thank you for your consideration.

Your First and Last Name Here

*Be sure to thank the entrepreneur multiple times for taking time to talk to you AND make sure you emphasize that you really are interested in learning from his/her personal experience as opposed to "just doing this for class credit". Consider following-up after the interview with a hand written thank you note, or, at a minimum, an email thanking him/her for his/her time. Little things count in business.*

### **Picture Exercise**

The purpose of this exercise is to get students to expand their minds creatively. The instructor states to the students that he/she wants them to write down 15 words in 15 seconds based on their perceptions of a picture on the overhead (the picture can be of anything). After they have finished, we discuss the words that came to their minds. Then the instructor tells the students that our responses based on our experiences in life. This is an individual exercise.

After this exercise, the instructor asks the students to take out another sheet of paper and divide it into three columns. In the first column, students are told to write down 15 words on anything that comes to their minds when they are shown the same picture again. Then we discuss the difference in the words between the first time they looked at the picture and the second. This is also an individual exercise.

The instructor then shows the class two more different pictures and has them write down 15 words in 15 seconds for each picture. It can be any picture with a variety of things in the background. This is an individual exercise.

Students are then placed in teams of four. Each team is required to select a total of five words from each picture out of all of their words combined that they wrote down for that picture. They will have up to 60 words for each picture but are to choose only five. The students are to do the same thing for the second picture and the third picture. This is a team exercise.

Next the students are required to take the 15 words that they have selected and come up with the best business concept for a new business. The idea should represent a potential opportunity in the market. This is a team exercise.

### **The Obituary Exercise**

In the space below, require students to write their own obituary. Tell them what would you would want written about you when you pass away many, many years from now. Tell them to write whatever comes to mind, even if it feels like stream-of-consciousness and use words, phrases, and sentences. Emphasize that students can re-visit this exercise again in the future, so do not try to perfect their answer now. I tell students to think big, be creative, and integrate their dreams and ambitions.

Questions they should ask themselves as they do this exercise:

- What and/or who did you impact or change? Why?
- What character traits and values did you consistently demonstrate over your life? At your core, who were you?
- Who did you care for? How did you impact or change this person/these people?
- What were major accomplishments in your life? At the ages of 40, 50, 60, 70?
- What did you show interest in? What were you passionate or enthusiastic about?
- What was your legacy?

### **Dumb Idea Exercise**

Generate the stupidest idea you can...give it to another team and they have to turn that idea into something wonderful.

### **Social Entrepreneurship Brainstorming**

Students are divided into small teams and given three sheets of paper per team. The teams are first give 30 seconds to write down as many social challenges (ex. Hunger, poverty, sexual discrimination, bullying) as they can. Then they are given 30 seconds to write down as many geographic locations

(Kansas City, Manhattan, New York, France) as they can. Finally, they are given 30 seconds to write down as many target market categories (age, race, ethnicity, income level, sex, education level) they can.

The instructor then goes to each group and circles one item from each list and tells the team they must come up with an idea to solve the social challenge, in that location, for that target market. Each team is given 15 minutes to come up with the idea and then pitches it to the rest of the class.

### **Painstorming**

Sometimes entrepreneurs spend a lot of time solving problems that, even if solved—don't generate significant value to the customer. One way to avoid this failure mode is to first focus on the problem/opportunity itself to make sure that, if solved, it will alleviate a real pain for the customer. [This is based on IDEO's process.](#)

AEIOU observation guidelines may also be helpful for students:

- Activities – what are people doing?
- Environment – how are people using the environment? What's the role of the environment?
- Interactions – Do you see any routines? Do you observe special interactions between people? Between people and objects?
- Objects – What's there – and is it being used or not? Describe engagement with objects.
- Users – Who are the users you are observing? What are their roles? Are there any extreme users? This step is done in class and takes approximately 20 minutes.

Assign each student the task of going out into the world to listen for and observe frustration. The assignment deliverable is a 5-10 minute video of a people performing everyday tasks (done with no staging and without getting in trouble). The student must write down potential solutions / opportunities where an innovative solution may generate value. In class, students watch the collection of videos together and identify additional needs or opportunities that the student who made the video may have missed. Grade students on how many needs or opportunities they identified in their own video, and how many needs or opportunities they identified in others' videos that the owner missed.

Example: One student took a video of a man raking leaves. Problems he observed included sub-optimal ergonomics of the rake, wind interference and inefficiency of leaf collection bags. While the class watched the student's video, another student noticed that the end of the man's roof drainage pipe protruded into his driveway several feet, and as a result was crushed from being run over by his car. Other students followed this train of thought and began discussing the man's clogged gutters and

other pain points unrelated to the apparent theme of the video. This demonstrates how a discussion that was originally about leaves in a yard turned into downspouts and water management. Getting students to see this when the obvious focus was on the person cleaning up leaves was exactly the objective of the exercise.

### **Card Sorting Exercise**

To conduct this exercise, two decks of playing cards are needed for each team. Students are grouped into teams of 4-5 students per team. Each team is asked to choose a representative to meet outside the classroom in three minutes. Give each representative a box of playing cards you sorted (as below).

Instructions to group representatives: "The purpose of the task is as follows. Your team has two separate decks of cards which I want you to sort into suits and display 'ace-high' (i.e., aces facing up on the top of the piles) followed by king, queen, etc., down to the two, which should be at the bottom of each pile. There should be a total of \_\_\_\_ (2x the number of teams) piles at the end of the activity. You need to tell me that the task is correct and complete when you are finished. Please return to the room and wait until I say start before briefing your team."

Running the Exercise: Once all of the representatives have sat down with their respective teams, announce that they may begin briefing their team. At some point – usually after ten minutes have passed – teams will begin to notify the instructor that they have sorted their decks. We recommend that instructors look through the deck and, if it is not sorted correctly, simply say "no" and walk away. We advise against elaborating further so as to perpetuate the ambiguity of the situation. Analogously, when students ask questions about the exercise (e.g., "Are we allowed to share cards?"), we recommend saying "I cannot answer any questions" and walking away. We also recommend maintaining the sense of competition by periodically saying, "It has been x minutes. Let me know when you are finished and complete."

Eventually students will start to realize that the cards they are missing are in the possession of another team and that the duplicates they possess are desired by other teams. As students realize that it is impossible to sort the cards without interacting with other teams, the classroom culture shifts from one of competition to one of cooperation. We recommend that instructors let the exercise continue till either all the cards are sorted or the students do not look like they are going to make steady progress towards having the cards sorted. In our experience, the exercise should run for 20-30 minutes.

### Post-Exercise Discussion

While the exercise is relatively quick, the discussion can often take much longer as the cardsorting exercise can be used to examine a wide variety of entrepreneurship, leadership, and/or organizational behavior topics. Below are some potential discussion topics that result from this exercise:

- Building Relationships / Using Networks
  - Prompt: How did you go about getting people from other teams to agree to give or trade cards with you? What do you think made some people more likely to agree to give or trade cards than others?
- Competition vs. Cooperation
  - Prompt: How were you dependent on others to get the task done?
- Leadership
  - Prompts: What did you need to get this done more quickly? Did the initially selected representatives assume the role of leaders? What type of leadership was exhibited?
- Opportunity Assessment
  - Prompt: How did you go about figuring out how the exercise really worked?
- Organizational Structure
  - Prompts: Why was it so difficult to communicate with other groups? How can we make this easier?
- Resilience & Tenacity/Perseverance
  - Prompt: How do you handle the ambiguity inherent in this exercise?
- Resource leveraging
  - Prompt: How did your team go about trying to get the cards that were needed to completely sort your two decks?
- Team Roles
  - Prompts: What was your role on the team? What were the roles of each of your team members? Who made the most significant contribution and why?

### Instructions for Sorting the Cards

1. Make sure all the decks being used are complete (i.e., each deck has 52 cards, 13 cards per suit) and remove the jokers. If decks with different designs are used, it is ok to create decks that are a mix of both designs (i.e., in a single deck of 52 cards, some have a blue-colored backing and some have a red-colored backing).
2. At random, remove four cards from each deck and put them into a single pile – called the “mixed-up deck”. This results in each deck from step #1 having exactly 48 cards.
3. Shuffle the mixed-up deck.

4. From the (now-shuffled) mixed-up deck, take four cards at a time and add them to the decks from step #1. Each deck should once again have 52 cards.
5. Shuffle each deck. Consider turning some of the cards in each deck upside down. If decks with two different designs are used, ensure that each deck has cards with each design. For instance, each deck should have some combination of cards with a blue-colored backing and some with a red-colored backing.
6. Separate out two decks for each team and combine into one pile. Place the pile in a small box.

### **Persona Ideation & 3 Ideas**

Many students struggle to come up with entrepreneurial concepts. This game, through the interview process, provides an experiential exercise that involves students interviewing each other with self-identifying questions. The answers the interviewer gets from this process stimulates their imagination, leading them to come up with potentially viable and valuable concepts in a relatively short period of time.

#### How to Play:

Students are divided into pairs and assigned either A or B and are asked to interview each other by asking the following questions:

1. What do you love to think about when you have free time?
2. What problems do you see in your community or the world?
3. What keeps you up at night?
4. What websites do you frequent?
5. What apps are your favorites (if any)?
6. What do you want to be doing in 10 years?
7. How would your friends describe you?
8. What are you studying and why?
9. Name three things you are passionate about.
10. If you could make your life easier, how would you do that?
11. What do you like to do with friends during free time?
12. If I gave you \$100, what would you do with it?
13. What kind of person do you aspire to be?
14. What daily life problems are you most annoyed by?
15. If you could make one simple change people's lives, what would that be?

Once the students have interviewed each other, each student creates 3 original entrepreneurial concepts with their partner in mind, based on the information they have gathered through the

interviewing process. Ideas can be for-profit or nonprofit. Students then share the ideas they have created for each other with each other.

A is then asked to privately fill out a form, rating each of B's three ideas (and B does the same for A's) on whether they:

- Did not like the idea their partner created for them
- Like the idea
- Passionately liked the idea

The teacher then polls each student and asks how many of the ideas created for them they "liked" then how many they "passionately liked". Note: Having the students privately fill out the evaluation form of their partner's ideas helps avoid some measure of dishonesty in student feedback.

## Entrepreneurship Case Studies

### How This 'Shark Tank' Contestant Found Love -- and Wealth -- By Spray Painting His Dog



In 2009, when the aspiring entrepreneur Abe Geary was contemplating how he might propose to then-girlfriend, Anne, a bold notion suddenly dawned on him: 'Who can argue with a dog?'

So Geary enlisted his brother's white boxer, Jemma, and hightailed it to Los Angeles International Airport, where Anne was scheduled to arrive from England. "I actually wanted to find a puppy," Geary told Entrepreneur.com, "but my brother's dog turned out to be good enough." Then, in what would later become a life-altering gesture, he spray painted the words "Marry me?" in pink and purple letters across Jemma's side.

When Anne debarked, the dog turned around to reveal Geary's message -- and the rest, as they say, is history.

Though this was not only the beginning of an enduring love story, it turns out, but the genesis of a burgeoning business venture that is today known as PetPaint.

The proposal set off a "lightbulb moment," Geary says. Other painting products on the market were difficult to apply and stubborn to remove; this wasn't. After tapping suppliers and perfecting the dog-safe, vet-approved formula over the next two years, PetPaint had its soft launch in 2012.

Not even the activist organization PETA -- with whom Geary conferred before launching the product -- had a word of complaint about its easily washable and non-staining formula, he said.

The nascent venture gradually gained traction in the pet world, Geary said, as well as the halloween party industry. PetPaint leashed sales of \$5,000 in 2012, which grew exponentially to revenues of \$200,000 last year -- no doubt spurred on by an appearance Geary made on *Shark Tank* last October. Though he declined the offer he was made, the appearance helped him get his product into Petsmart stores nationwide. "This year, we've already done \$95,000 in sales," he said, "and it's only February."

On its website, each furspray is priced at \$9.99. They are available in an array of eight total shades, including Poodle Pink and Beagle Blue. PetPaint also vends stencils for \$4.99 a piece.

While Geary's invention is self-admittedly niche, the countless ways in which PetPaint is being used today never cease to hearten or surprise him, he said.

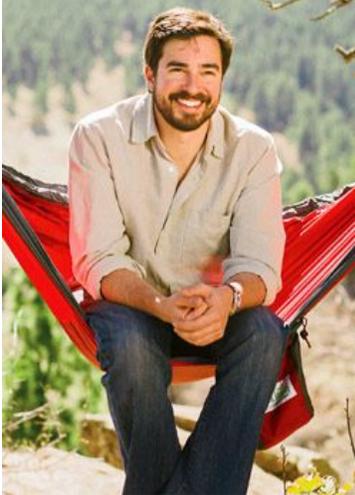
"People have used PetPaint for Pride parades and Mardi Gras parades," he explains. "And at shelters, rescue dogs can be marked with PetPaint to denote whether or not they've been fixed. It can also be used to dress up less attractive dogs in order to help them get adopted more easily."

At the precipice of a budding color grooming industry and with its origins steeped in romantic lure, Geary predicts that in 2014 his venture will continue wagging all the way to the bank.

"We want to make PetPaint a household name in the pet industry," he said, "and I think that's a reality."

Source: entrepreneur.com; February 13, 2014

## How a Hammock-Maker Helps Campers Go Green



Hot, stuffy and uncomfortable wasn't exactly how Seth Haber wanted to feel during his camping excursions. But the weekend outdoorsman, who in 2001 moved from Rhode Island to Boulder to take advantage of Colorado's abundant recreation opportunities, found the traditional setup of a tent and sleeping pad uncomfortable. He decided to create a better way for weary trekkers to get some rest.

After a year of experimenting with various fabrics and designs, Haber launched [Trek Light Gear](#), a line of hammocks. Made from the durable nylon used for parachutes, the hammocks provide comfort for not only campers but the environment; unlike tents, they don't crush plants or leave worn spots on the ground. Though lightweight, the material is very strong--Haber says a typical Trek Light hammock can support up to 400 pounds.

Once the design was set, Haber spent weekends hawking his wares at festivals and consumer shows. By 2005, with sales heating up, he tanked his desk job at a medical company. Haber won't disclose sales figures but confirms the company is growing. He has hired a full-time staffer, and in February moved Trek Light's headquarters out of his living room and into a commercial space.

As he immersed himself in Trek Light, Haber sought ways to incorporate more sustainable practices. Inspired by the "buy one, give one" movement, he decided to work with environmental nonprofits to plant a tree for each hammock sold. And, troubled by the waste from his company's manufacturing process, he created Eco Totes, a line of reusable bags made from leftover hammock fabric.

Haber continues to launch additional product lines, with accompanying charitable components generated from sales. Later this year, Trek Light will offer tarp accessories to benefit clean water organizations; mosquito nets to support malaria organizations; and a lightweight backpack to raise funds for education charities. Sales of a recently introduced special-edition yellow hammock support cancer research.

Haber says his company has planted "thousands of trees" already, and he expects that number to grow significantly if the wholesale agreements he has in the works come to fruition. Haber sees the tie-ins he has implemented as essential to the company's existence.

"That, to me, is what all business should be about: finding success personally and creating good for others around you," he says.

14 percent of Americans (ages 7 and older) went camping in 2010.

40 percent of camping participants have an annual household income of at least \$75,000.

Despite the economic downturn, 61 percent of campers say they spent as much on sports and recreation in 2010 as they did in 2009.

Source: 2011 Special Report on Camping from The Outdoor Foundation, Coleman and Kampgrounds of America

This story appears in the [June 2012](#) issue of [Entrepreneur](#).

## Beyond the Food Truck: 10 Unique Mobile Businesses

The costs associated with setting up a brick-and-mortar retail location can be daunting for first-time entrepreneurs. And while ecommerce sites have lower overhead, some business owners might not want to miss out on meeting their customers face-to-face and watching them experience their products first hand.

Stacey Steffe, president of the [American Mobile Retail Association](#), a trade organization for mobile retailers, estimates that there are hundreds across the U.S. Since she founded the AMRA in late 2011, the organization has grown from 5 members in California to 70 throughout the country.

The average cost to start a mobile retail truck is about \$20,000, depending on the amount of rehabbing and DIY entrepreneurs are willing to do, says Steffe. This sounds pricey, but is often a fraction of the costs required to renovate a traditional retail space.

Mobile retail also offers flexibility in everything from product lines to connecting with customers. From designer shoes sold out of an Airstream trailer in Austin, Texas, to knitting supplies stocked in a converted Little Debbie snack truck in Southern California, we have gathered a sample of the many creative ways entrepreneurs are using the open road (and nearby parking lots) to sell their wares and services.

### ARTichoke Apparel Bus



Sisters Kate and Lizzy Escher of Cape Cod, Mass., launched their [silk screen apparel company](#) in 2010, selling men's and women's clothing designed by local artists online and at local art fairs. In 2012, they took their business mobile by transforming a former bus into a funky boutique on wheels. Their "apparel bus" travels mostly around Cape Cod, and customers can find the next location by following the company on [Twitter](#).

### Bootleg Airstream

Stylist Sarah Ellison Lewis of Austin, Texas, founded her [shoe store in a trailer](#) in 2011. Her shop, called Bootleg Airstream, offers an eclectic footwear collection that has included vintage Chanel pumps and new, gilded oxfords from Jill Sander. Lewis sells these and more from her artful black and white striped trailer every sunny weekend on Austin's South Congress Shopping district.



### Yarnover Truck



Friends Maridee Nelson and Barbra Pushies met in a knitting group in 2010 and while both shared a passion for knitting, they were intimidated by the financial commitment needed to open a brick-and-mortar yarn store. Instead they opened the [Yarnover Truck](#) in a converted Little Debbie snack mobile in the summer of 2012. They now sell yarn and knitting supplies at street fairs, art and music festivals, and farmers markets throughout Southern California.

### The Flower Truck

Jenifer Kaplan turned a 1970s Dodge ice cream truck into a [mobile flower shop](#) in 2011. The truck can be spotted on streets and special events around the Los Angeles area selling everything from gerbera daisies to lilies. Customers can select and arrange their own fresh flowers complete with vases, and can find the truck's location on [Twitter](#).



### Celebrities Boutique



Nneka Green-Ingram, a former New York City bus driver, sold budget-priced accessories on a Harlem sidewalk for four years before buying and gut-renovating a former [Frito Lay delivery truck](#) in 2012. She now fills it with rhinestone-studded sunglasses, statement necklaces and body jewelry inspired by celebrity fashion trends, all ranging from \$5-\$30. Regulars can find her parked at on the same block of 125th Street in Harlem Thursdays through

Sundays.

### Third Man Records Rolling Record Store

The Third Man Rolling Record Store is the mobile outpost of the indie brick and mortar [record shop and recording studio](#) founded by Jack White of The White Stripes in Nashville, Tenn., in 2009. The truck debuted two years later, at Austin's South by Southwest, and serves as mobile music store and pop-up performance venue. The big yellow truck travels the country visiting record stores and music festivals such as Coachella. Music fans can follow the rolling record store on [Twitter](#) for locations and scheduled appearances.



### Bath Petals



Thanks to mother-daughter team Patricia Filaseta and Julie Warnock, what was once a city maintenance vehicle is now a mobile beauty supply truck they call “Aromatherapy On the Go.” It comes complete with a bubble machine and a sea salt soufflé bar, where customers can test out the company’s all-natural salts and scrubs. The bus is an extension of the [online business](#) the duo started in 2001 and sets up shop at art shows and food festivals in the Los Angeles area where the company is based.

### Wanderlust



Housed in a 1969 mint green trailer, this Portland, Ore.-based mobile vintage clothing store looks the part. Vanessa and Dan Lurie added wood paneling and retro scalloped trim and opened in September 2010. While Wanderlust has since expanded and added a brick-and-mortar shop, the [kitschy mobile boutique](#) still appears across the country at art fairs and events.

### Bark Bathe & Beyond

This [mobile dog grooming business](#) has been pampering pups in affluent suburbs of New York City since 2006. Owner Richard Caporizzo converted a van into a self-contained, state-of-the-art doggie spa with its own generator, two 50-gallon water tanks and an electronic grooming table. Caporizzo and his son Matthew Vernon make house calls to trim, bathe and blow dry dogs at their owner’s homes.



### Street Car Cigars



With laws banning smoking in many bars and restaurants, cigar smokers could have trouble lighting up. Husband and wife Ron and Wendy Riedi of Allentown, Pa., set out to solve that problem with [Street Car Cigars](#), a mobile cigar lounge set in a 1973 Airstream trailer. The couple added leather seats, humidors, wood paneling and five televisions for airing major sports games. The lounge, which also sells cigars, is available to rent privately and has been used for tailgating and corporate events.

Source: entrepreneur.com