



Kevin Gadd

Annalies Corbin: [00:00:00] So, welcome to today's episode of Learning Unboxed. I'm very excited about our guest today, who is Kevin Gadd. And I would define him as a bit of a serial entrepreneur and a very much go-and-learn kind of guy.

Kevin Gadd: [00:00:17] It's fair.

Annalies Corbin: [00:00:18] And so, we're really excited to to have you. So, thank you for joining us today.

Kevin Gadd: [00:00:24] Great. Thank you for having me.

Annalies Corbin: [00:00:25] So, a little bit for our listeners, Kevin, about your background and the reason that I sort of label you a bit of a serial entrepreneur is that for two decades or more, at this point, have been involved in thinking about entrepreneurship and entrepreneurship in education, whether it'd be high school, post-secondary, and that intersection between teaching, learning, and work. So, we're really excited about you being here to sort of have some of that conversation.

Annalies Corbin: [00:01:00] So, as additional background, Kevin was Commercialization Director of Tech Columbus which is now Rev1 in 2007-2010 where he actually had worked with technology entrepreneurs. He had this background and understanding of the space of startup. And there's so much conversation globally about entrepreneurship education, especially in the last decade.

Annalies Corbin: [00:01:27] And so, I want to talk a little bit about your journey because not only did you spend time helping others be entrepreneurs in that sort of startup space but, also, then, ultimately launching your own program to teach entrepreneurship on both here and abroad. And I had the privilege of getting to meet Kevin at that sort of space, really, where he was taking all of that knowledge and applying it into other settings, other cultures in a really, really sort of dynamic ways that we want to talk about it as we move forward.

Annalies Corbin: [00:01:58] Part of Kevin's journey, then, led him from that to actually working with Apprenti out of Seattle. And we'll talk about that in a bit because that's where he takes all of those skills and translates them into helping others find their next piece of their journey. So, it's very exciting. So, welcome. Thank you, Kevin.

Kevin Gadd: [00:02:15] Thank you very much.

Annalies Corbin: [00:02:17] So, let's start with, what's the big deal about entrepreneurship and its role in education? It's a big, giant buzz. Everybody's creating these pathways around it. So, the real question is, should folks be doing this? And if so, are we even remotely close to getting it right?

Kevin Gadd: [00:02:35] Well, again, thanks for having me. I would also say I would call myself a serial learner. It just so happens that a number of those learning opportunities have come around a new business or helping other people with businesses. But I'm fascinated with learning new things. I get bored very quickly. I had done a number of technology-based startups here in Columbus, starting around '95. And so, I had that experience and some connections that did, eventually, lead me to Tech Columbus or Rev1.

Kevin Gadd: [00:03:10] And, at that time, the national conversation with entrepreneurship was really starting to explode. The state had funded a number of entities across the state with the Third Frontier Program. Tech Columbus was one of those. So, a lot of people begin to think about starting a business. And while that's super great, like anything else, if you just go at anything half-cocked without any education, without any kind of assistance, without any mentorship, you're bound to make mistakes. That's just a fact. Even smart people like me make mistakes, I think, or so I've been told.

Kevin Gadd: [00:03:52] And what we tried to do it took Columbus was provide more of that education to help people understand the process of starting a business and growing the business. And at the same time, the Kauffman Foundation out of Kansas City was doing a lot more research into the growth of entrepreneurship education in colleges and universities specifically. A little bit in the high school but mostly colleges and universities. And so, they produced some really interesting information about the dramatic growth in colleges and universities, right? Colleges and universities need to make money. They need to see what's going on in society. And if more people want entrepreneurship education they're going to supply it, right?

Annalies Corbin: [00:04:34] Right.

Kevin Gadd: [00:04:34] The challenge at that time, and I think it's better now, and we'll talk about that.

Annalies Corbin: [00:04:39] Absolutely.

Kevin Gadd: [00:04:39] But the big challenge and the problem I saw at that point was we were trying to teach entrepreneurship like we would teach math or history. We would get an outdated book, and we would get students in a class, and we might be really forward-thinking, and have some things online for them, or have them do a business plan with a CD rom application. And it was very outdated. And it was very -- It's non-functional, in my opinion, and it didn't match what really happened in the real world. And after working with being an entrepreneur, and having a couple of technology businesses, and then working with hundreds and hundreds of Tech Columbus, I just glaringly saw the difference. The way education was teaching entrepreneurship was nowhere near remotely the same as people were actually doing it.

Annalies Corbin: [00:05:32] Do you think part of that was because of the misunderstanding of where entrepreneurship fits in the world? So, for example, in K12 and even in post-secondary, often, if you find an entrepreneurship course prior to some of this work that's going on, you're going to find it in business school only. You wouldn't see pieces of it in other places, right?

Kevin Gadd: [00:05:56] I think that's a fair statement. I think the other challenge and having -- I've been involved in all the entrepreneurship education and curriculum groups in the United States. And it's certainly got much better, but back then and through this time, the people teaching it weren't entrepreneurs.

Annalies Corbin: [00:06:14] Exactly. They're business school people.

Kevin Gadd: [00:06:16] Business strategy, management, and they wanted to apply big company type processes to startups. They're not even remotely the same.

Annalies Corbin: [00:06:26] Remotely the same, right.

Kevin Gadd: [00:06:27] And some schools started moving in the direction of allowing people like me to be adjuncts and to teach those courses. And that's how I got in. I started working with Fisher College of Business in their entrepreneurship program and a couple of the professors at Ohio State. And we built out curriculum that we thought was much more relevant. The idea should be that you almost should be able to take one or two of these classes and be able to just go and do it, as opposed to needing a four-year degree in entrepreneurship. It seems silly to me. And that's what we tried to do.

Kevin Gadd: [00:07:03] And so, we build out those courses at Ohio State for a couple of years. And then, started taking them nationally to other colleges and universities, and try to poke the people that were having trouble moving in the right direction, the people with entrepreneurship PhDs that didn't have the experience, but we're very, very great researchers, very great thinkers on the subject of entrepreneurship, but just not doers. There has to be an intersection of those two, right? You can't have it all one way or the other.

Kevin Gadd: [00:07:37] And I think we did a good job of that trying to ride in that middle, so that there were some thoughtful pieces to it, some strategically-placed research based things in the courses but more get it done, work through it, grit, get things started, minimally viable products, things like that. So, that was a big change. Since then, it's exploded a lot of changes. There's been a number of other really smart people, really smart entrepreneurs, like Steve Blank that have created some better national conversation about how to do it.

Annalies Corbin: [00:08:13] And also where to apply it and why, and when, and those different pieces. So, how did that experience at the collegiate level, trying to influence existing programs then for you translate into, "Hey, maybe I want to step back and do something a little more deliberate with this"? So, let's talk about how you made that transition and launch to getting towards Venture Highway, and let's talk about that a little bit.

Kevin Gadd: [00:08:39] We had some success at Ohio State with these courses working with Dr. Michael Camp. And we just felt like there were -- Again, Kauffman Foundation proved out that the growth rate of entrepreneurship programs in colleges and universities was very high. Lot of new programs coming online, again, driven by things like Shark Tank.

Annalies Corbin: [00:09:03] Right, exactly.

Kevin Gadd: [00:09:04] Right. When things like Shark Tank show up on TV, it makes it very sexy to be an entrepreneur, and everybody wants that, right. So, there's a lot of growth driven from just things like that, and, obviously, some of the big name companies that are out there. You read about Zuckerberg and Facebook all the time. People, they want to emulate that and want to do that. But, again, we decided that we had to take it on a wider course because we can help more people. I

mean, at the end of the day, the goal is to help more people. I'm a servant leader, I believe, and the things I do try to help other people.

Kevin Gadd: [00:09:42] And I thought we found something pretty cool. It's very difficult to grow and sell into the national higher education institutions. It's just very difficult. You're competing with a lot of big name companies who would really like you to keep buying that textbook as opposed to moving everything online for a cheaper price, and putting everything centralized like we did. So, that was very very difficult, but it was very fulfilling. And then as you said, we ended up taking it overseas. And probably the culmination of that before we closed it and moved on to something else was teaching women entrepreneurs at Dar Al-Hekma University in Saudi Arabia, something that you just never would have thought would have been part of the path, but wow, what a part of the path.

Annalies Corbin: [00:10:31] Yeah. And for our listeners, that's really the space, the time and space where I had the greatest opportunity to observe the work that Kevin was doing, the work with women in entrepreneurship in the Middle East. And so, like you said, wow. And I think that from from standing back and watching some of those pieces what do you feel like as you really take the entrepreneurship program, and you put it into a completely different environment.

Annalies Corbin: [00:11:01] And that's a real key in the transitions with teaching and learning, no matter what topic we're talking about. And it's something that schools and communities, post-secondary, business amenities that all struggle with. How do I take what I've created, what I know works, and what is spectacular, and apply it in to a different environment? And you couldn't have chosen a more different environment, right?

Kevin Gadd: [00:11:29] Right.

Annalies Corbin: [00:11:29] So, to go for a mainstream US in to Jeddah. So tell us about that a little bit.

Kevin Gadd: [00:11:38] Well, I mean, looking back, obviously, it makes perfect sense. Certainly, one of the places that the trajectory could have taken us. And in my opinion, maybe the best place it could have taken us. To do that, we had to take everything that we learned, written, done in class for the previous five, six years, and we had to boil it down to 10 straight days. So, we took a 15 week course that was fairly experiential, but it's spaced out over 15 weeks, right?

Annalies Corbin: [00:12:09] Right. Right.

Kevin Gadd: [00:12:10] And we bought it into 10 days, all day, every day, with these women students at Dar Al-Hekma, English as a second language. It had to be almost 100% experiential. We provided the content that we had written over the years. We provided the platform. So, they had the tools and could use an online business plan builder. But, at the end of the day, any of these courses -- And what you do too, right? At the end of the day, your goal is to make someone want to do it. You want to drive the passion. If they get the head stuff, that's cool. If they get the heart stuff, that's it right there. You want to inspire these students to go and do something else because it's just a class. What you're doing too, right?

Annalies Corbin: [00:12:54] Exactly, yes.

Kevin Gadd: [00:12:55] You are only going to remember so much of the book, or the talk, or whatever, but if you can hit him right here in the heart and get them to want to actually go out and do it. And that's what we did. We could really feel it at the end of these courses. And so, every single day, from bright and early to late, we are working with these students hands on, putting them in

situations that an entrepreneur would have to deal with. And seeing how they react, and helping them react better, and giving those experiences that later when they started their coffee shop, or their bakery, or their nail business, they could fall back on that experience and have some relative education they could work from, right. And we made it fun. We made it fun, fun, fun. At the end of the day we taught that class five times, I think, the past two years, and it was the highest rated course in the history of the college.

Annalies Corbin: [00:13:57] That's awesome.

Kevin Gadd: [00:13:58] And it, consistently, remains that. And we consistently hear from our students, and they tell us the things that they're doing. Again, we may talk about this too, but when you're in this environment, and I'm sure you hear this too, people ask you what kind of success rate you have.

Annalies Corbin: [00:14:20] Oh yeah. How do you measure it, right?

Kevin Gadd: [00:14:22] How many students did you have that started businesses? And I've written on this and spoken on this over the years that that's the wrong, wrong KPI. How many students were inspired? How many students, 10 years down the road, worked and start their own thing, or how many go to work in a small business, and they're just better for it because, now, they understand how a full business works? Those are valid KPIs. They're harder to get, right?

Annalies Corbin: [00:14:49] Right, yeah.

Kevin Gadd: [00:14:49] You can't just get those numbers, but those are much more valid than how many because even in whatever, even in the best colleges, even the absolute best entrepreneurship colleges like Babson, a low number of students actually just finish the course and got start a business. It's just not feasible. You need people, you need ideas, you need money, you need time.

Kevin Gadd: [00:15:13] And so, I felt like in that environment, it just all culminated that in those classes where all the things that we learned and the mistakes we'd made. There was no room for error over there. No room for error. And so, yeah. It worked out really, really well, and we changed a lot of people's lives. And again, at the end of the day, that's what it's all about, right?

Annalies Corbin: [00:15:37] And just, first, some context for our listeners. So, it's somewhat difficult to get a full version of the story while it's happening live, as Kevin and his team were working. But we get the sort of after-component photos that were allowed to be posted and the stuff. You sort to get to watch it. And as you can watch the photos, sort of filter through, over the course of the 10 days, the faces of the participants, so you can really definitely tell it was having an impact, they went from, "I have no idea what I'm doing or why I'm really here."

Kevin Gadd: [00:16:08] Who are these Americans? And why are they in my classroom?

Annalies Corbin: [00:16:10] Right, these American men.

Kevin Gadd: [00:16:12] Right, absolutely.

Annalies Corbin: [00:16:13] Absolutely. That's the other piece we're not even going to touch on really. But by the time you get to the end, you could see the rapture and joy-

Kevin Gadd: [00:16:19] Absolutely.

Annalies Corbin: [00:16:21] ... as these women are presenting. So, the outputs, their ideas. And so, those were really wonderful. And then, we also were fortunate enough that folks involved with the program from Dar Al-Hekma University came to the PAST Innovation Lab. And so, I had the opportunity to talk to them really one-on-one and in person about the impact of the program and the potential of programs like this.

Annalies Corbin: [00:16:44] And that's where I want to go next with this because programs, whether they be entrepreneurship, or astrophysics, or NASCAR driving, makes no difference when they are very, very well done and executed, and they are culturally relevant to the participants. And take that, as you will, what I mean by that for our purposes is that the context in which you're delivering the program has been very well understood, and valued, and modifications made. You had to modify that program more than just from 15 weeks to 10 days. Otherwise, it was never going to resonate-

Kevin Gadd: [00:17:23] Every day.

Annalies Corbin: [00:17:25] ... with those participants.

Kevin Gadd: [00:17:26] Every day, we readjust it-

Annalies Corbin: [00:17:27] Absolutely.

Kevin Gadd: [00:17:27] ... a little bit.

Annalies Corbin: [00:17:28] You have to for the success of great programs. So, when you translate those efforts and those successes back into how you sort of move the consciousness, I guess, if you will, of an industry. So, as you think about that work and the growing push on entrepreneurship. It has to not just be at colleges, and universities, or in startup environment. We have to move that type of very applied comprehensive teaching and learning into our primary education pathway. So, in the US That's K12. Europe, the structure is a little different, so on and so forth. But we have to make that mainstream. We have to make innovative programs mainstream.

Kevin Gadd: [00:18:15] That's what I love about PAST Foundation, right?

Annalies Corbin: [00:18:19] Well, thank you.

Kevin Gadd: [00:18:19] Because if you think about it, because we built out some courses, and we had our course taught at Metro High School for a while. And again, students in that K12 zone, you have to focus on different outcomes, you want them to think innovatively, you want them to think outside the box, you want them to come up with solutions, you want them to come up with multiple solutions, you want them to come up with multiple problems, so that they can then look for solutions. That's the genesis of any business, right?

Annalies Corbin: [00:18:47] Right.

Kevin Gadd: [00:18:47] And what you do, what your students do that I see whenever time I'm over at PAST is they're inquisitive, they're curious, they're trying things, they're not afraid to fail.

Annalies Corbin: [00:18:58] I'm not afraid to fail. It should be a mantra.

Kevin Gadd: [00:19:01] Exactly. And interestingly, that's probably the hardest thing to get over in Saudi, in Saudi Arabia. That was our hardest thing to get over is that there's a culture of fear of

failure. If you fail, you're basically done. You don't get to -- Often, you don't get to redo. And we're not that bad here in the United States with that, but there is certainly this culture of not wanting to fail.

Annalies Corbin: [00:19:27] Sure, sure.

Kevin Gadd: [00:19:27] And I think you and your team do a great job saying it's okay. You've got to do things, you've got to learn. The outcome is learning. The outcome isn't always success. Learning is part of a very valid outcome. So, that's the thing that I think has to happen, has to continue to happen in K12. Again, don't look for KPIs of how many high school students started a business. That's not the thing, but how many have changed their perception of entrepreneurship. How many have changed their perception of solving problems.

Kevin Gadd: [00:20:02] We always did an exercise for these students in Saudi, and in many of my classes at Ohio State as well, where we would start and have them think of different ways to describe an entrepreneur. If you think about it, that word seems kind of stodgy, and big, and long, and hard to spell, even for me, but if you break it down and you ask the students to think about that, like what else, "What other words can come to mind?" Again, in this environment where we have an entrepreneur/businessman in charge of the United States, and people have strong feelings about that, you necessarily don't want to associate that with being an entrepreneur.

Kevin Gadd: [00:20:41] And I think, I have found in some cases that people do that, but if you teach them early that you're a problem solver, you're a solution provider, you're community organizer, you're a leader, you're self-employed, a number of ways to re-describe what an entrepreneur is, their mind opens up and they see, "Oh, okay. I don't have to be like that guy. I don't have to be the typical older white guy, which instantly is me, but I understand that. And you don't want people to think that that's all, that you have to be that to be successful. There are tons of them.

Kevin Gadd: [00:21:31] And that's what I like. I've been strong in the mentoring for many years. And I just think that there's -- as we get more examples and as the K12, the younger students see more and better examples of entrepreneurs that look like them, don't look like me, that's another way that it will get a little more steam. It will get more momentum. And we'll have a better conversation about entrepreneurship, I think, at that level, at the K12 level.

Annalies Corbin: [00:22:01] Absolutely. And I actually think that we can't stress enough the importance of I can't be what I can't see. We have to get people into the pipeline that fit the diversity of the opportunity of potential participants. So, we have to change that piece of the equation. But, likewise, we also have to recognize that we can't do what I don't know. And so, that gets us to that space where we have to provide that applied opportunity. You have to put the teaching and learning into context. Otherwise, it will never translate into meaningful work or careers because I will never be able to figure out how to get there. The pathway is not clear to me.

Annalies Corbin: [00:22:45] I appreciate your comments about PAST and the Innovation Lab. One of the things that, for me, as a personal highlight, if I'm having a tough morning, I'll just wander out into the middle of the innovation space, and just sit there, and absorb. And to your point, I would put the kids who are running through that every day up against some of the best trained teams that are out there and thinking largely because they're fearless. It's an environment in which they've not only been allowed to fail repeatedly, but it's been cherished as an opportunity to learn. Back to your original statement, that you're a learner.

Kevin Gadd: [00:23:25] Just failing with bumpers.

Annalies Corbin: [00:23:27] Yeah, exactly.

Kevin Gadd: [00:23:29] Failing with bumpers, right? It's like when kids learn to bowl. It's the same concept I always looked at, . We're there, those of us that are adults, that have been through it, that have some form of privilege whether it's whatever. We're there to provide those bumpers because if we don't, there's going to be way too many gutter balls. And they don't get out of the gutter ball. So, we're there, you're there to help them and go, "It's okay. It's okay to hit the bumper. You're going to bounce right back. Just keep throwing the ball. Just keep trying, keep learning, keep trying to solve problems, keep finding problems."

Annalies Corbin: [00:23:59] Yeah. And it amazes us along the way because that's the other piece of it. Certainly, for me, I'm blown away on a regular basis, like "Holy moly, I never would've thought of that." It's coming out of these groups of kids. And the other thing that I love about that type of environment and the role that whether you label it entrepreneurship or are anything else as it relates to helping these kids get that skill and that mindset is that not only are they fearless but they will regroup and recombine.

Annalies Corbin: [00:24:29] As an anthropologist, that's the other piece, the other side of the hat that PAST, not only are we creating an environment, so that we can do these types of things. We're creating an environment, so we can do these types things, so we can study and watch these types of things. As an anthropologist and sort of science of humanities sort of approach, we want to be able to watch and to see.

Annalies Corbin: [00:24:52] And one of the things that we watch and we see a lot now is that, natively, these kids are regrouping depending on the problem that they're trying to solve. And so, you can start to watch them over greater and greater exposure to these processes, recognize strengths and weaknesses in each other, and they re-team and re-collaborate in ways that are completely native to them. It's fascinating.

Kevin Gadd: [00:25:14] They have plenty of time.

Annalies Corbin: [00:25:15] Yeah.

Kevin Gadd: [00:25:16] Yeah. they have plenty of time too, right?

Annalies Corbin: [00:25:17] Right.

Kevin Gadd: [00:25:17] So, getting them at that 10, 11, 12th grade zone gives them plenty of time. They don't have to -- When you're 25 or 50, you have a lot less room for error.

Annalies Corbin: [00:25:34] Right, right, absolutely.

Kevin Gadd: [00:25:35] You have more family requirements. We had this a Tech Columbus. We had a lot of people that were adults and trying to start businesses. And we, often, had to have difficult conversations to say, "That's fine. You're going to have to be prepared." Your margin of error is a lot lower. Start the kids younger. Let them work through those laps around the track, as we say. And, hopefully, the goal is to -- One of the goals is to raise the percentage chance of success. That's all you're trying to do. In anything you teach, I'm trying to raise the percentage chance that you will be successful in whatever you want to do.

Kevin Gadd: [00:26:19] And I feel like we've really -- In an entrepreneurship curriculum and education that I've done, I feel like that's been our number one focus, and I feel like we've done a great job of that, and I know PAST has done the same thing for a long time, almost 20 years.

Annalies Corbin: [00:26:36] Almost. Well, let's talk about that transition piece because that takes us to what you're working on now. And so, you are with an organization called Apprenti, which is the nation's first registered IT apprenticeship program. And you were the Ohio-

Kevin Gadd: [00:26:53] Program manager.

Annalies Corbin: [00:26:54] ... Program manager as Apprenti is really working nationally on big kind of scales sort of pieces. And so, in that space, you have the opportunity to take folks who have made it through the K12 system who may have been in a variety of different post-secondary opportunities, military, not trade school, new careers, and so on. So, tell us a little bit about that next iteration because the third piece, I guess, our leg on this stool, if you will, is that work piece. Ultimately, at the end of the day, what we're all collectively working on is trying to get meaningfully folks in to our community, and great work, great thinkers, and contributing to our society. So, what does what does Apprenti look like for you? And how does it naturally translate all of the work you've done before?

Kevin Gadd: [00:27:48] Yeah. Again, it was very a wonderful opportunity that presented itself to me. And I had to take it. So, Apprenti is a startup - so I love that - headquartered at Seattle. And the primary focus of Apprenti is to solve the problem that there's not enough IT, technology, software developer people in the United States. And also, there's not enough people of color, there's not enough women, and there's certainly not enough veterans in that group.

Kevin Gadd: [00:28:24] Again, I get it. The predominance of people in the IT space look like me. I get that, we need to change that. Apprenti was funded by the Department of Labor and in Ohio also by the Ohio Department Job and Family Services. And we are a registered IT apprenticeship program. The Department of Labor took the basic tenets of skilled labor apprenticeship of a training component, an on-the-job training component, and decided to apply that to the problem of not enough IT resources in the United States. Part of our funding comes from H1B Visa money.

Annalies Corbin: [00:29:02] Wow.

Kevin Gadd: [00:29:03] So, when companies bring in IT resources, they pay funding for that. This problem isn't new. I was involved in a very large startup around the year 2000 here in Columbus called Submitorder. We had a problem with IT resources. We didn't have enough of them at that time. The problem though at that point was really, really secluded to just IT companies. The problem now is that every company is-

Annalies Corbin: [00:29:25] Is an IT company, yeah.

Kevin Gadd: [00:29:25] ... an IT company or needs IT people. And it ties very good into the startup community. That's the way I feel because most -- I mean, even non=IT startups have some form of technology, and they need technologists, and there's just not enough of them. And again, our focus is to bring people into that field that are not typically in that field. Less than 5% African-Americans and less than 20% women in technology. So, we work with companies to identify open positions that could be filled by new entrance into the pool, as opposed to, I always say, the companies, they just steal resources back and forth. And that's not making the pool any bigger.

Kevin Gadd: [00:30:14] So, we look for folks. We work with a lot of the nonprofits here in the area. And we try to find folks that want to get into IT that just haven't had a chance to. And then, we pair them up with openings at companies such as Huntington and Chase for right now. And then, we have funds to go get them trained. And we train them at local technology training places like Tech Elevator. And then, put them into one year OJT process.

Kevin Gadd: [00:30:44] Again, it's mentoring. It's holding their hands through the process and, at the end, letting them go. And now, they're in that pool, and they can move every couple of years if they want. But, to me, it's a very natural progression of what I've been doing. It's 100% service-oriented. I really enjoy helping these folks, finding folks that are underemployed, unemployed, wanting to move from IT as a hobby to IT as a career. And not just a job, a career, and helping them to do that process, and be successful. It's wildly exciting, that's for sure.

Annalies Corbin: [00:31:19] So, given the path that you have been on and being fully immersed in many different aspects of entrepreneurship, whether it'd be from the teaching and learning side, from the work side, from the direct participants side, as communities are wrestling with a lot of these same sort of issues that your path has taken you through, what's a giant takeaway or sort of best advice that you would give to some place, recognizing that we have an opportunity here with our workforce, in our emerging workforce, to be and the intersections in between?

Kevin Gadd: [00:32:00] That's a great question. I think, if I could solve that, I would write a book. Having been in this in Columbus for a long time, I can say that there are two things I think that have made Columbus really pop in a lot of the top 10 lists for things like this United States. One is massive ground level support. There's a number of groups, I was involved in them in the mid to late '90s that have continued to grow, and more have popped up. It's people helping people. It's groups talking. It's creating events where people can get together, and they can talk to each other, and talk about starting businesses, and failures, and such. So, that's one. So, there's a lot of ground level support and helping each other out.

Kevin Gadd: [00:32:47] Two is money. When Tech Columbus was started, and in that area, the Third Frontier, Ohio injected a lot of money into the continuum of entrepreneurship. A lot of places think that they can inject a lot of money at just certain points, but you create a lot of these valleys of death where people can't get to the VCs. If you have a lot of VC money, but people can't get there, that's a challenge.

Kevin Gadd: [00:33:13] So, I think those two things, from my perspective, have been what has helped Columbus. In Ohio, we've really focused on having some money throughout the entire continuum. Let people have a little bit of money to try and fail. Let them work with each other and learn, have a lot of these cool events like wake-up startup, and the weekend events, and Black Hack, and all these things that help each other learn and grow on the side. I think those two things.

Kevin Gadd: [00:33:43] And then luck. I guess the third thing would be luck because you just never know having seen ideas that I thought were terrible, make money and ideas that I thought were great fail. Part of it is luck and timing as well. So, it's exciting to be in this city. It's exciting to be in this environment in this city, and for as long as I have been, and you are in this now, producing these students who are going to go out, and they're going to get in that stream. They're going to go to the events. They're going to go to the meetups. They're going to try to do little things. And then, maybe those things become a little bit bigger things. And they're going to go work at companies that two years ago weren't even thought of. They're going to get that here. We're giving them head stuff. They're going to get a little bit more heart stuff and passion to do it themselves. And so, that's very exciting. That's for sure.

Annalies Corbin: [00:34:40] It is exciting. It's an exciting time to be in the middle of so much innovation, and thinking, and caring. So, it has been a pleasure, Kevin.

Kevin Gadd: [00:34:50] Thank you.

Annalies Corbin: [00:34:50] Thank you so much for joining us.

Kevin Gadd: [00:34:52] I appreciate it.

Annalies Corbin: [00:34:53] Join us next time for the next episode of Learning Unboxed. Thank you.