


INNOVATIONS IN INDIGENOUS ENTREPRENEURSHIP EDUCATION

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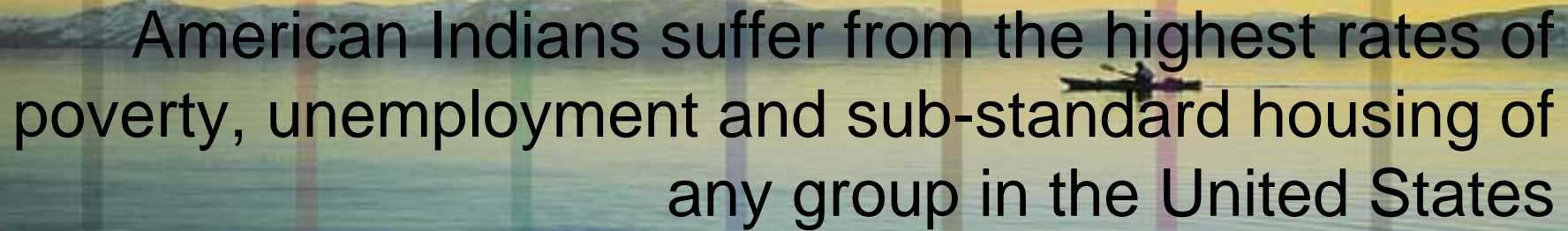
International Indigenous Business and Entrepreneurship Conference
June 19-22, 2006
Albuquerque, New Mexico



Good News ...Bad News


Since the 1980s minority firms as a whole have seen their revenue rise by about 10 percent annually with support from expanded government and corporate supplier diversity programs as well as other initiatives, have created 23 percent more jobs, and have enjoyed an overall growth rate three times higher than that of traditional businesses.

(Boston Consulting Group, 2005)



American Indians suffer from the highest rates of poverty, unemployment and sub-standard housing of any group in the United States

In 2000, Indian reservation unemployment was reported at 50.42% compared to 6.3% in the United States; the poverty rate is 31.6% on reservations and 6.3% for the United States; reservation housing without plumbing is 20% to 1% in the U.S., and housing without phones is 61% compared to 6% in the U.S.



Entrepreneurship Development in Native American Communities

- Majority are tribally owned
- Sales growth rates is DOUBLED the U.S. average
- Business creation is 7 X
- Number since 2000 has increased 84% to 197,300
- Gross income have increased 179% to \$34B



Two Trends

- Tribes are now viewing new business development as a key economic development strategy. (Stockes, 2000).
- Indigenous American Women-owned firms are one of the fastest growing within the Women and Minority entrepreneurial segments.

UIUC - Greater Expectations: the New Academy

Former or present...

modified...

present or future...

Focuses on teaching
Emphasizes on what an educated person should know
Sees the curriculum predominately as a conveyor of well-established knowledge
Emphasizes study in a discipline
Emphasizes individual work
Stresses critical thinking
Promotes objective analysis
Studies majority Western cultures, perspectives and issues
Values learning for learning's sake
Assumes a relatively homogeneous group of students
Considers higher education in isolation from primary and secondary education

UIUC - Greater Expectations: the New Academy

Former or present...

modified...

present or future...

Focuses on teaching	In recognition that what is taught is not always what is learned
Emphasizes on what an educated person should know	In recognition of the explosion of available information
Sees the curriculum predominately as a conveyor of well-established knowledge	In recognition of the world's diverse complexity
Emphasizes study in a discipline	In recognition of the multi-disciplinary approach needed to understand real world problems
Emphasizes individual work	Given the need to work as members of teams in the workplace and in community life
Stresses critical thinking	Given the need for civic engagement in major policy decisions
Promotes objective analysis	In recognition of the need to shape the rapid pace of change
Studies majority Western cultures, perspectives and issues	To respond to the plurality of the modern world, worldwide problems, and interdependence
Values learning for learning's sake	To acknowledge the new role of higher education in U.S. society
Assumes a relatively homogeneous group of students	Given the near-universality of college attendance
Considers higher education in isolation from primary and secondary education	Given the need to build an aligned system to reach greater expectations

UIUC - Greater Expectations: the New Academy

Former or present...

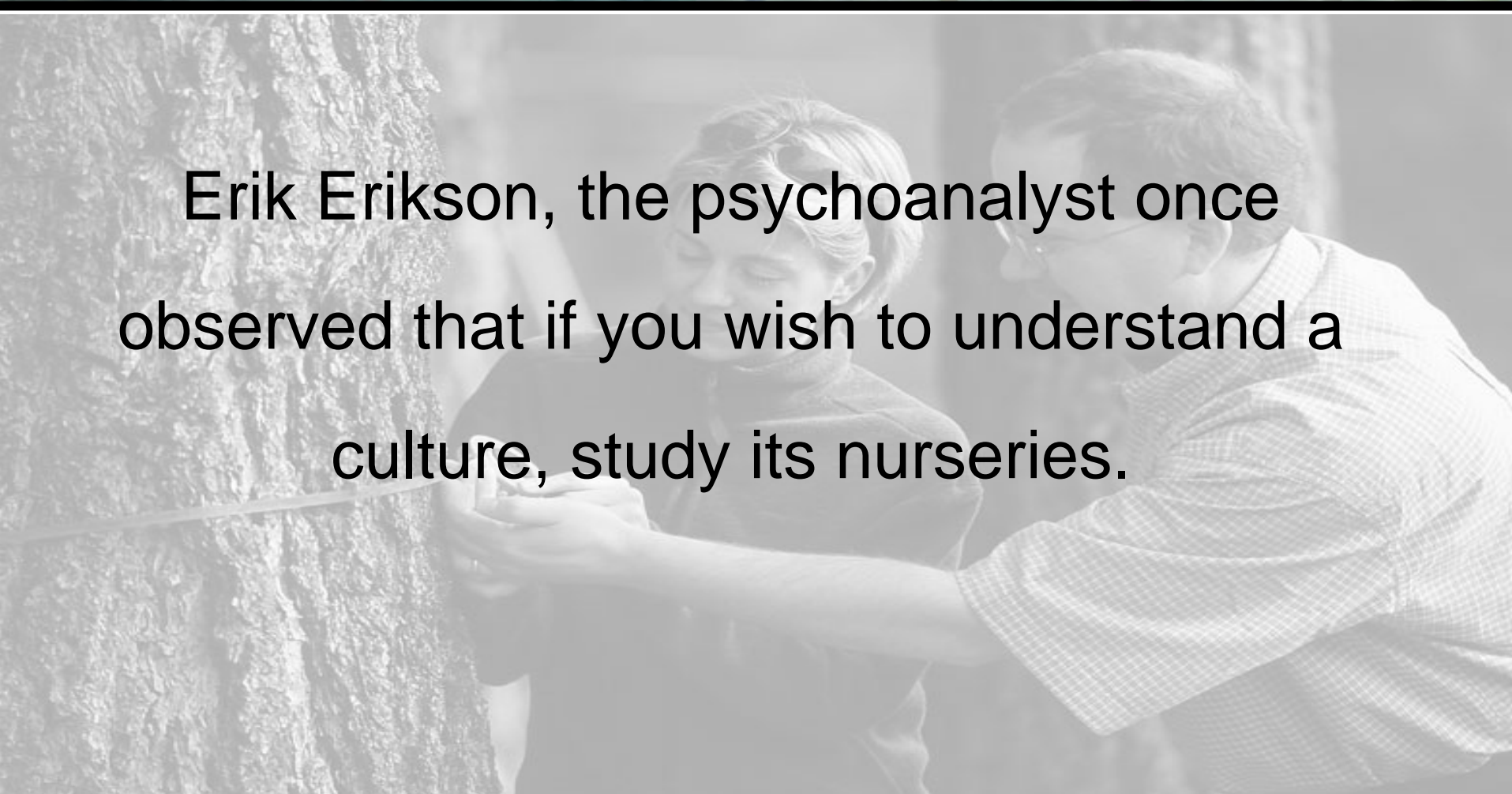
modified...

present or future...


Focuses on teaching	In recognition that what is taught is not always what is learned	ALSO focuses on learning
Emphasizes on what an educated person should know	In recognition of the explosion of available information	ALSO emphasizes where to find needed information, how to evaluate its accuracy, and what students can do with their knowledge
Sees the curriculum predominately as a conveyor of well-established knowledge	In recognition of the world's diverse complexity	ALSO interprets education as an informed probing of ideas and values
Emphasizes study in a discipline	In recognition of the multi-disciplinary approach needed to understand real world problems	ALSO seeks connections within and across disciplines
Emphasizes individual work	Given the need to work as members of teams in the workplace and in community life	ALSO values collaborative work, particularly in diverse contested groups
Stresses critical thinking	Given the need for civic engagement in major policy decisions	ALSO links critical thinking to real-life problems, often involving contested values
Promotes objective analysis	In recognition of the need to shape the rapid pace of change	ALSO develops creativity by valuing personal experience
Studies majority Western cultures, perspectives and issues	To respond to the plurality of the modern world, worldwide problems, and interdependence	ALSO learns about cultural complexity, a range of cultures, and global issues
Values learning for learning's sake	To acknowledge the new role of higher education in U.S. society	ALSO celebrates practical knowledge
Assumes a relatively homogeneous group of students	Given the near-universality of college attendance	Recognizes a diversity of students interests and competencies
Considers higher education in isolation from primary and secondary education	Given the need to build an aligned system to reach greater expectations	Sees college learning as a part of a continuum with, and dependence on the K-12 learning environment



Entrepreneurial Mission



Erik Erikson, the psychoanalyst once observed that if you wish to understand a culture, study its nurseries.



Signature Pedagogies

- The Carnegie Foundation's studies of preparation for the professions – a deep understanding of the critical role of signature pedagogies in shaping the character of future practice and in symbolizing the values and hopes.

Lees Shulman, President Carnegie Foundation

Provide examples of Signature Pedagogies:

Law

Engineering

Design

Medicine

4 ILLUSTRATIONS FOR TODAY!

Conventional vs Entrepreneurial modes of learning

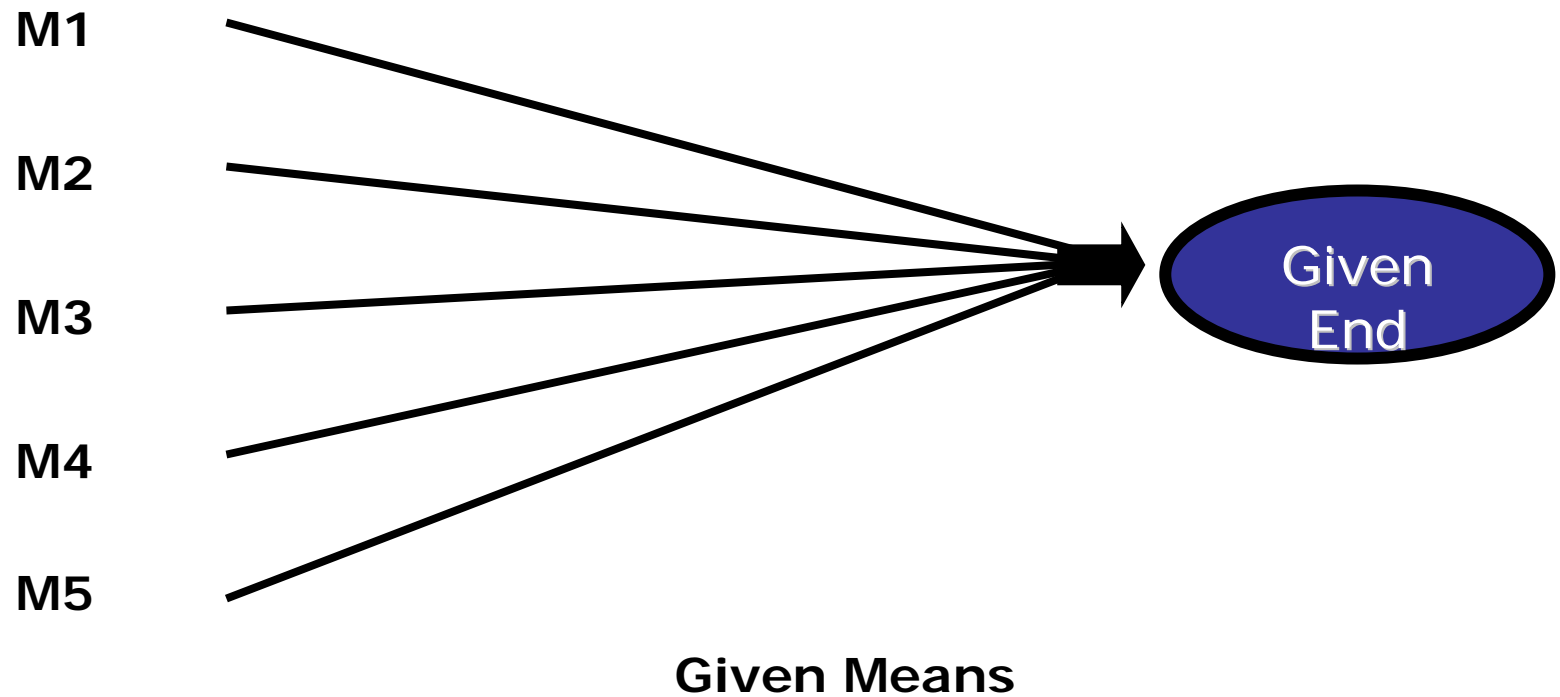
Conventional Modes

- Context
- Teacher-centered
- Teacher is the expert
- “Know-what”
- Passive student [receiving knowledge]
- Emotional detachment
- Programmed sessions
- Imposed learning objectives
- Conceptual theory emphasis
- Subject/functional focus
- Fear mistakes
- Teacher infallible [one-sided learning]

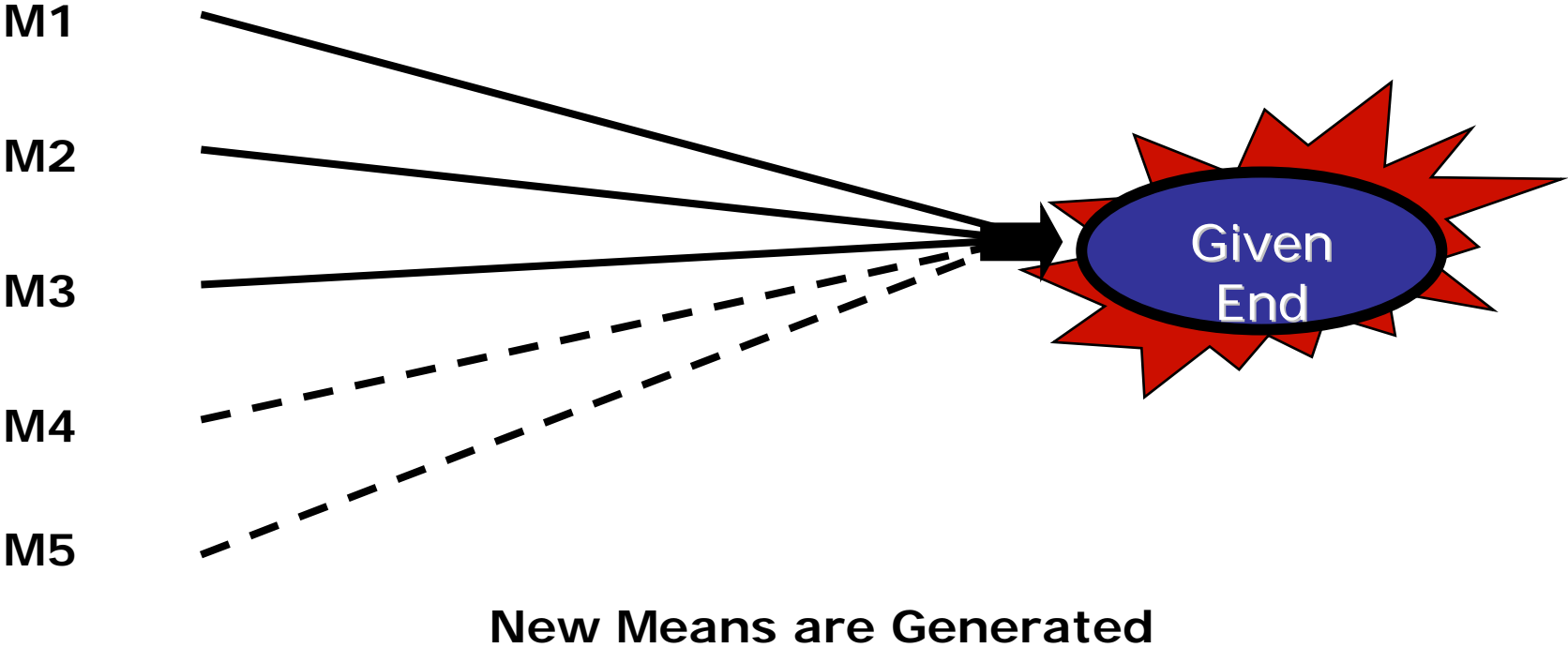
Entrepreneurial Pedagogies

- Process-oriented
- Student-centered
- Teacher as the facilitator
- Know ‘how and who’
- Active learning [generating knowledge]
- Emotional engagement / involvement
- Flexible sessions
- Negotiated learning objectives
- Practical relevance of theory
- Problem / multidisciplinary focus
- Learn from mistakes
- Teacher learns [two-sided learning]

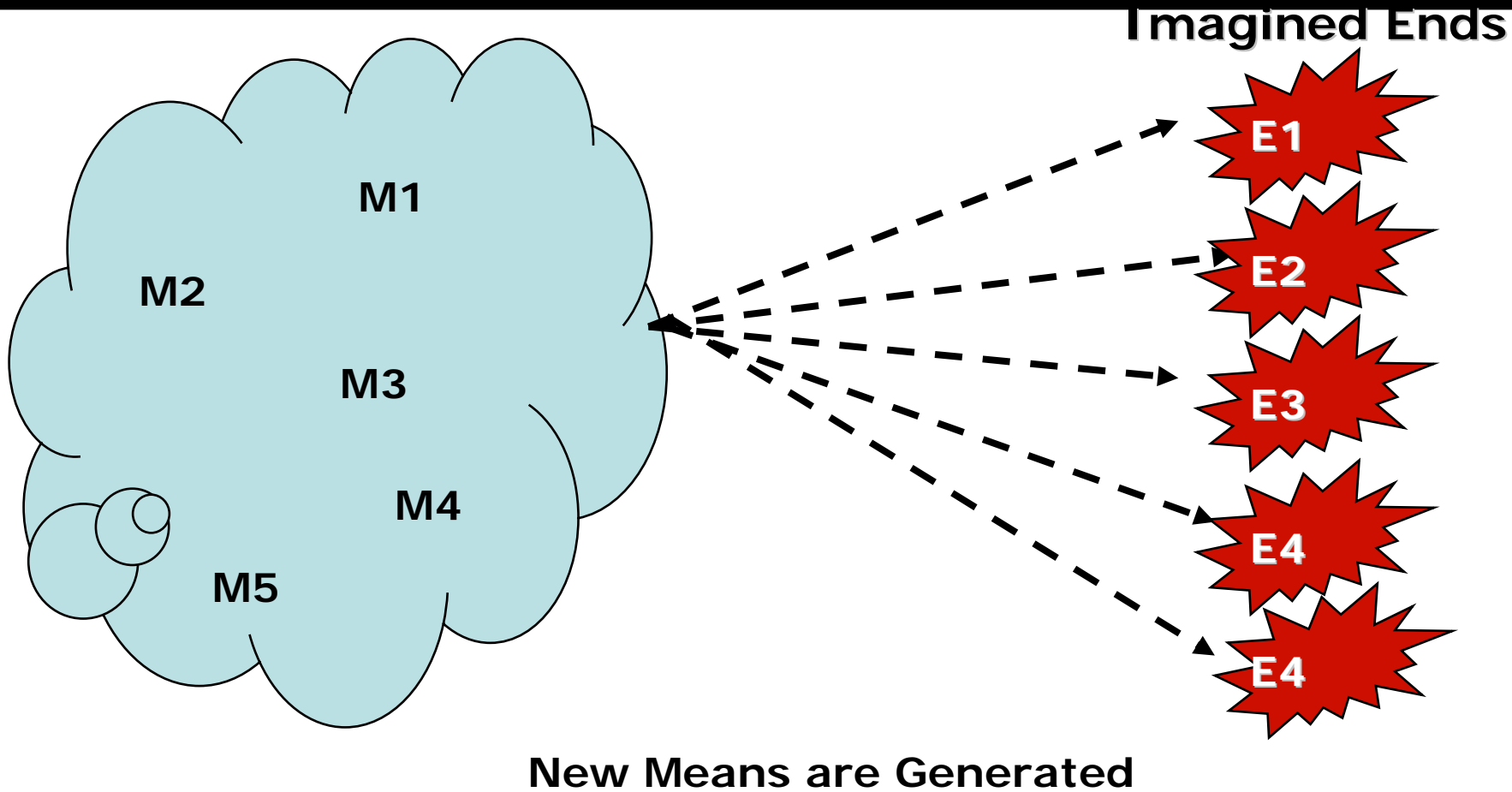
Managerial thinking – Causal reasoning




Strategic Thinking – Creative Causal Reasoning



Entrepreneurial Thinking – Imaging possible new ends using a given set of means



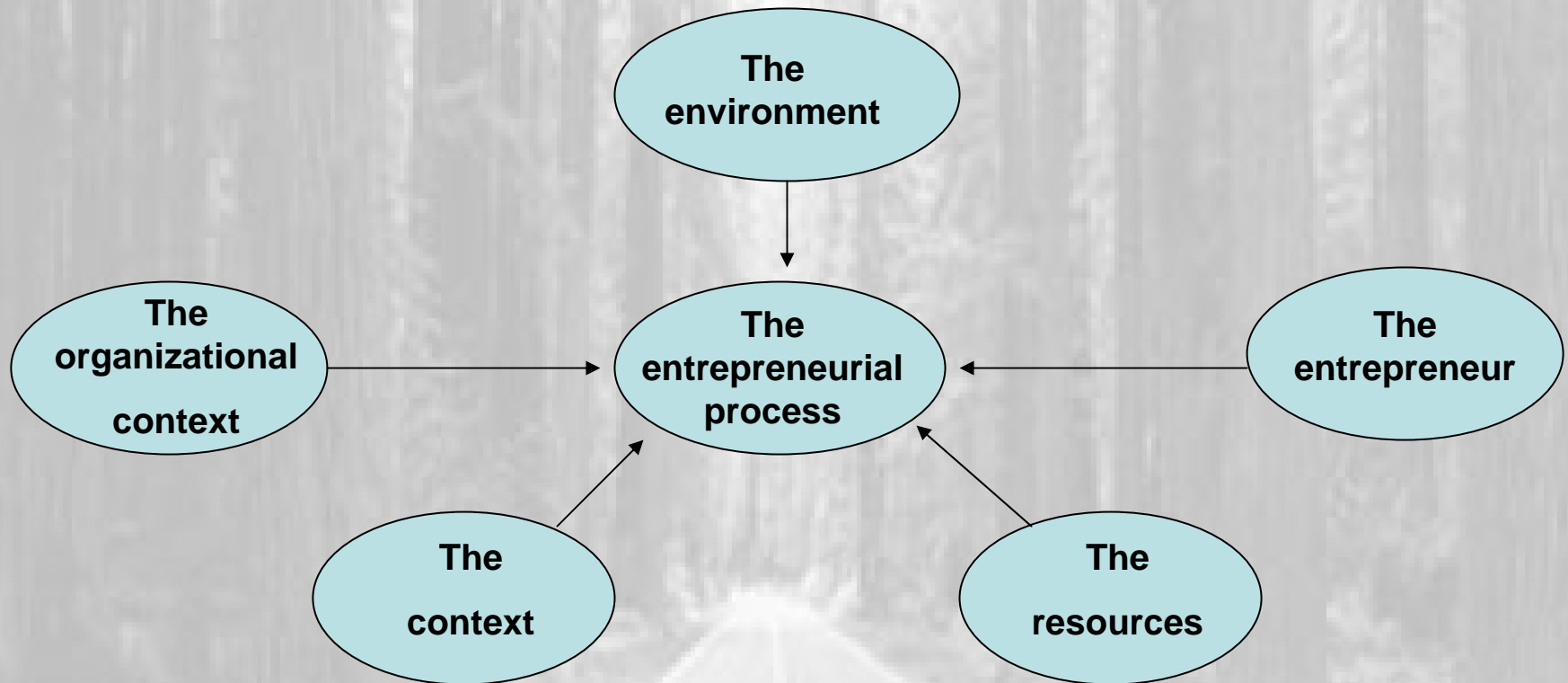


Indigenous Enterprise Development

- Self-efficacy
- Entrepreneurial behavior and thinking
- Identifying and assessing opportunities
- Developing a model (commercial or social)
- Developing entry strategies
- Constructing and defending a business plan
- Finding capital
- Networking, negotiating, and deal-making

(Vesper and Gardner, 2001)

Integrative framework / E Knowledge / 6 Variables

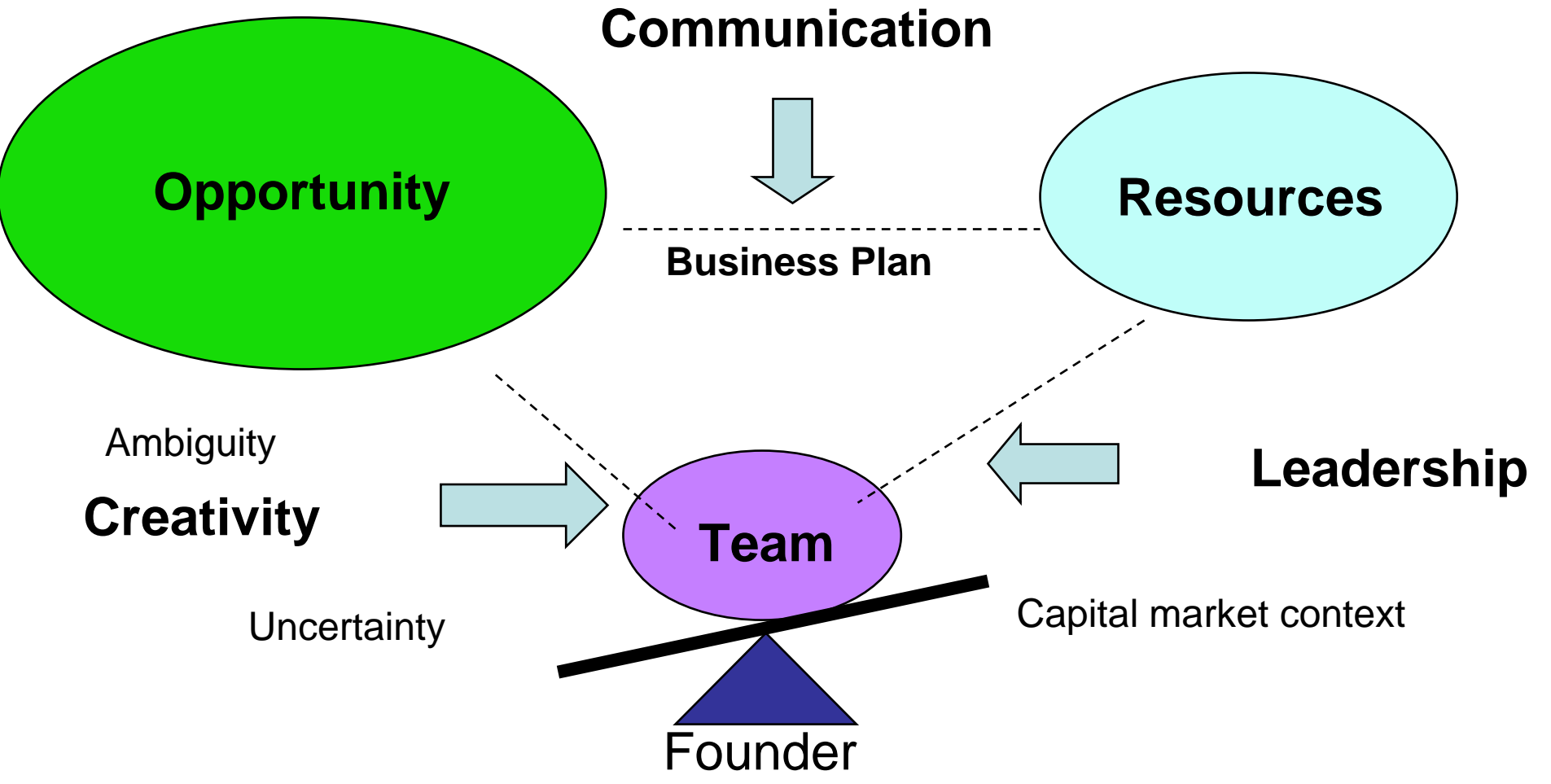


Morris, M.H., Kuratko, D.F., and M.Schindehutte (2001). Towards integration: understanding entrepreneurship through frameworks. *Entrepreneurship and Innovation*, February: 35-49.



E Model:

a case study for viewing the balancing act



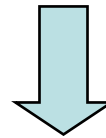
Entrepreneurship Education Pedagogical Model

Opportunity

Industry, Markets,
Customers, Margins,
Competition

Resources

Lawyers,
Bookkeeper,
Personal Services,
CPA



OPBP

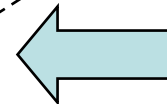
(language and code for
communicating quality of
three driving forces)

Ambiguity

Creativity



Team

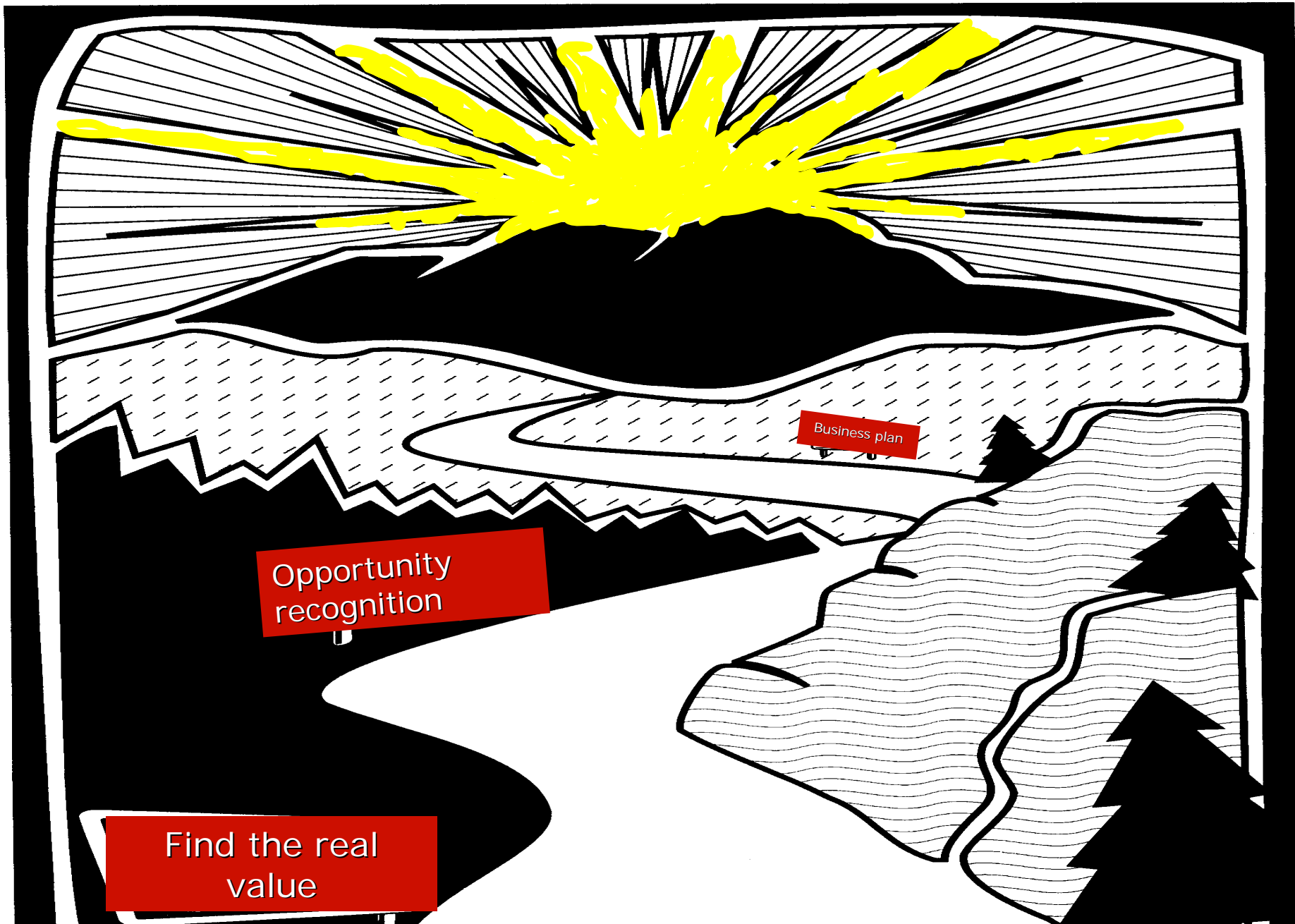


Leadership

Uncertainty

Capital market context

Founder
(juggler)



Find the real
value

Opportunity
recognition

Business plan

Experiential Entrepreneurial Learning

WE TEND TO REMEMBER...

10 % of what we read

20 % of what we hear

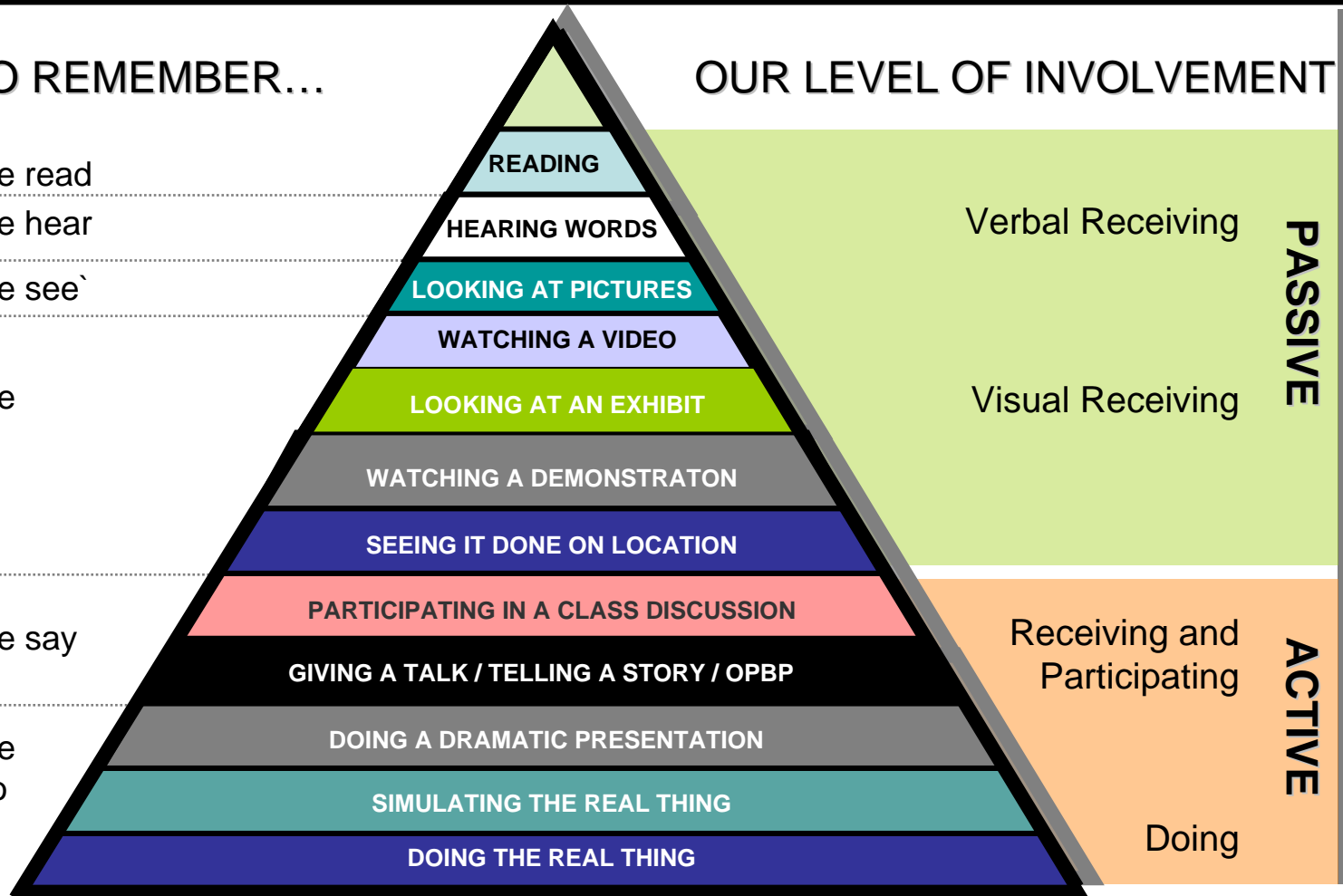
30 % of what we see`

50 % of what we hear and see

70 % of what we say

90 % of what we both say and do

OUR LEVEL OF INVOLVEMENT

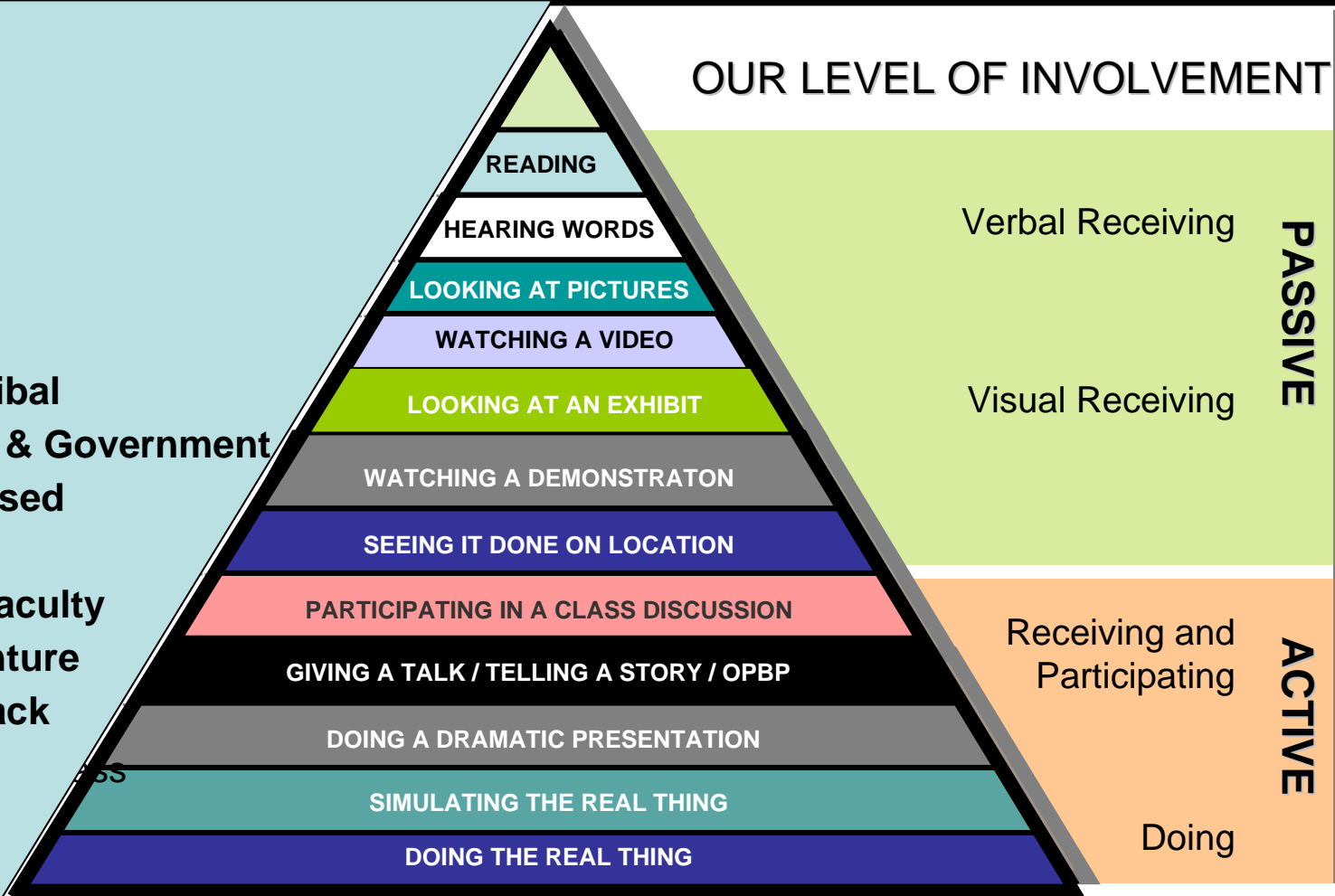


CONE OF LEARNING: Edgar Dale



Experiential CIMC Learning

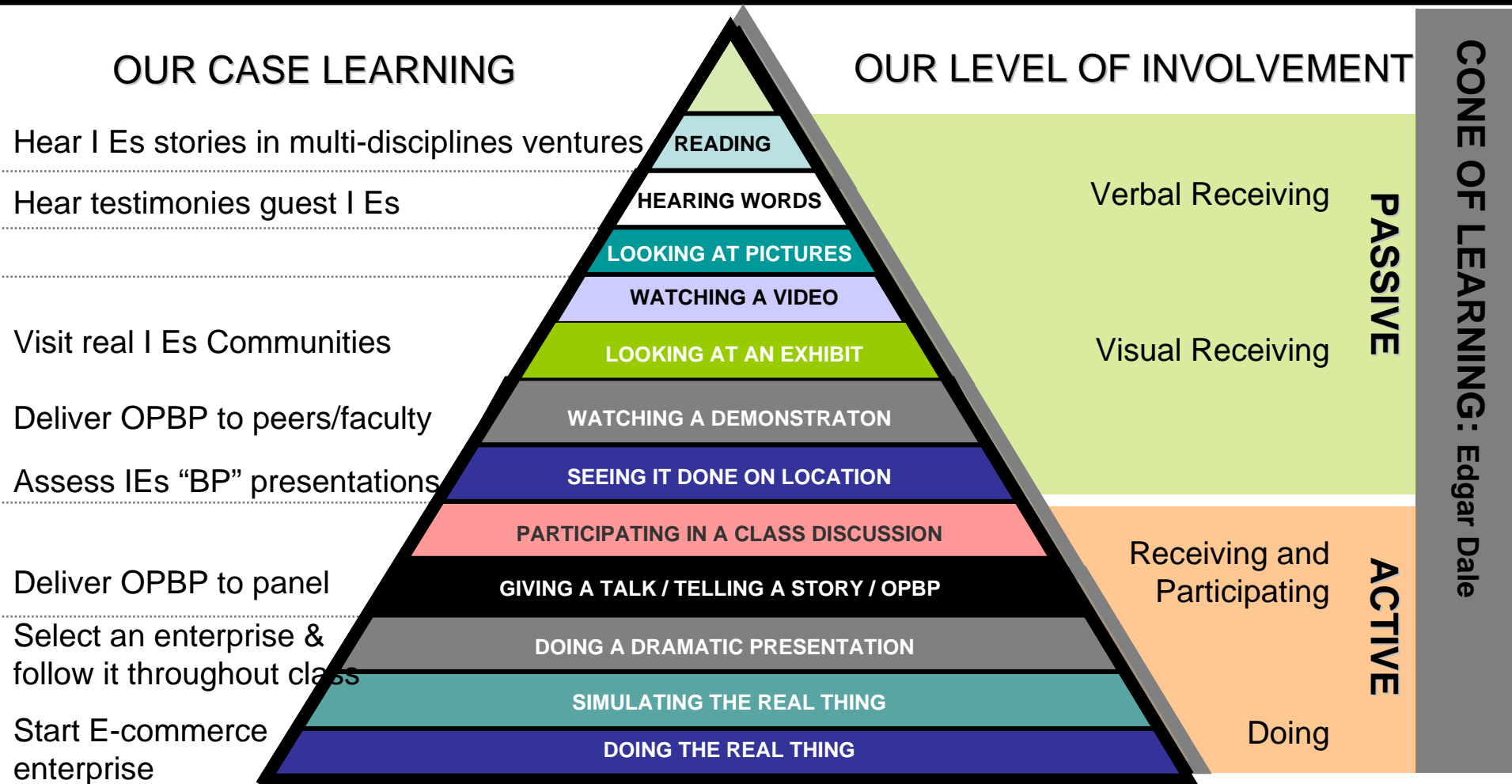
**Culture and Tribal
 Sovereignty & Government
 Community based
 Self-efficacy
 Experienced Faculty
 Defend the venture
 Provide feedback
 Develop a plan
 Living cases**



CONE OF LEARNING: Edgar Dale

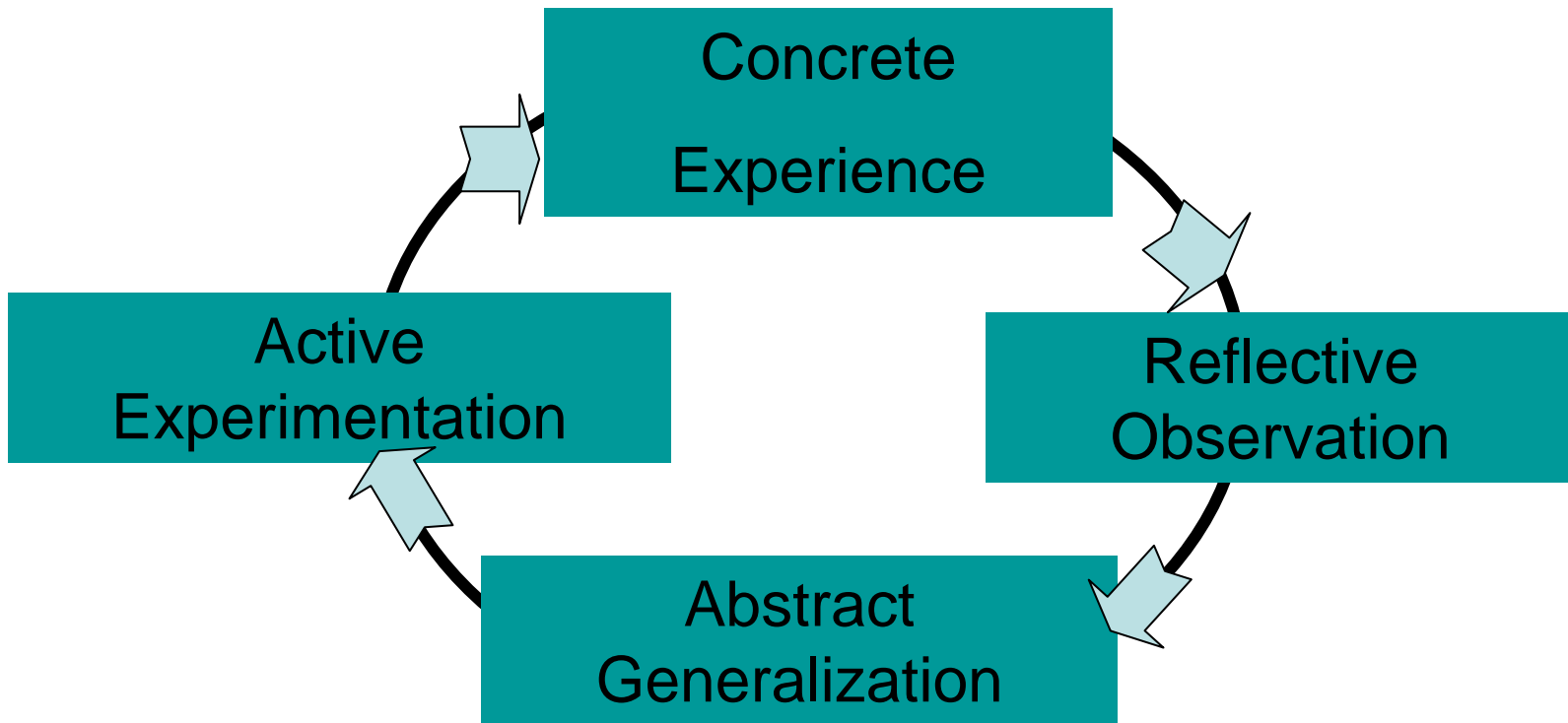


Experiential CIMC Learning



CONE OF LEARNING: Edgar Dale

Kolb's Reflective Learning Cycle



Invite participants to the workshop at

9:00 AM

June 22, 2006

Roadrunner Room