

**Georgia Collaboration for Entrepreneurship Education (GCEE):  
A Conceptual Model to Increase New Ventures, Jobs,  
and Economic Value across the State**

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*The Role and Impact of Public Policy on Entrepreneurial Business Ventures*

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The field of Entrepreneurship is exploding. Around the world programs are being developed to facilitate the creation of new ventures. We propose to make Georgia a leader in this revolution. The ultimate purpose of the GCEE is to view entrepreneurship education, research, and outreach across all units within the University System of Georgia and our partner institutions throughout the University Center as a seamless and boundaryless whole. As designed, the GCEE becomes a prototype of a local model of collaborative entrepreneurship education that could be replicated across states and countries throughout the world. Think globally. Plan regionally. Act locally.

**Georgia Collaboration for Entrepreneurship Education (GCEE):  
A Conceptual Model to Increase New Ventures, Jobs,  
and Economic Value across the State**

"Think Business...Think Entrepreneurship...Think Georgia!"

Faced with declining enrollments, limited resources, and a changing economy, educational institutions across the country are looking for creative ways to collaborate to effectively serve their constituents. Within the University System of Georgia we have seen positive examples of collaboration including our statewide library initiative, Galileo and our new WebMBA. As entrepreneurship educators in state institutions we have visions of what we could do, if only we had the resources. Well, it is time to recognize that through collaboration and sharing of resources focused on a well-defined goal, we can accomplish more together than we can individually.

The objective of this report is to describe a collaborative initiative that could change the way we view entrepreneurship education across the state. The Georgia Collaboration for Entrepreneurship Education (GCEE) as designed could serve as a prototype of a *local model* of collaborative entrepreneurship education that could be replicated across states and countries throughout the world. Implementation of this program could directly lead to an increase in new entrepreneurial ventures, jobs, and economic development across the state.

We start with the premise: Think globally; plan regionally; act locally.

### **History**

Over the last fifteen years several of our faculty have had the opportunity to attend the Symposium for Entrepreneurship Educators, Price-Babson College Fellows Program at Babson College in Babson Park, MA.

The Arthur M. Blank Center for Entrepreneurship and the Price Institute for Entrepreneurial Studies in New York, launched the Price-Babson College Fellows Program (PBCFP) in 1984. Based on the belief that entrepreneurship teaching and research can benefit substantially from a program which insures an intellectual and practical collision between the academic and "real world", the PBCFP's Symposium for Entrepreneurship Educators (SEE) annually invites approximately 25 teams, consisting of a business person with significant entrepreneurial achievement and an educator with professional know-how, to its intensive residential seminar. The aim of this program is to enhance entrepreneurship education by improving the teaching effectiveness and course development skills of successful entrepreneurs and entrepreneurship faculty. Since 1985, SEE has hosted over 800 participants from over 250 colleges and universities worldwide. Babson faculty have seeded successful clones of the PBCFP in Scotland, Slovenia, Poland, and Australia. The program has been so successful that a second West Coast version of SEE will begin in January 2001. At the annual reunion, REFLECT (Reunion of Educators and Fellows Learning Entrepreneurship Curricula & Teaching), alumni return to share their experiences and insights on teaching, developing courses, and building entrepreneurial programs or centers; exchange course syllabi and case studies; and describe

and discuss their exhilaration and frustration in participating in this field.  
(<http://www.babson.edu/entrep/outreach/price.htm>,8/2000)

Recognizing that they can only reach so many participants through their SEE/ REFLECT and the Babson-Kauffman Entrepreneurship Research initiatives, Babson College in a collaborative partnership with the Price Institute for Entrepreneurial Studies, Kauffman Foundation for Entrepreneurial Leadership, University of Colorado, Stanford University, Miami University-Ohio, and the University of California-Berkeley among others, launched its first Lifelong Learning for Entrepreneurship Education Professionals (LLEEP) programs in 1999. LLEEP's vision is "the advancement of entrepreneurship education and scholarship in America." Their mission is "to foster quality, innovation, and relevance in the teaching and research of entrepreneurship and to provide lifelong learning for entrepreneurship educators, both practitioners and academics."

Babson College has been consistently ranked (Business Week, Success Magazine, U.S. News and World Reports, Vesper) as one of the top schools in entrepreneurship education in the world. They have accomplished this goal by developing innovative and ground breaking programs in the field focused on a worldwide audience. We propose to take the precepts of Babson's collaborative programs including the Price-Babson College Fellows Program, the Babson-Kauffman Entrepreneurship Research conference/ National Entrepreneurship Research Consortium, and the regional LLEEP initiative, mix in some innovations of our own, and apply these concepts to entrepreneurship education in Georgia.

## **Rationale**

Interest in entrepreneurship education is exploding as evidenced by the increase in the number of courses, concentrations, and degree programs offered at the undergraduate and graduate levels across the U.S. (*University Entrepreneurship Programs-1999*, Karl H. Vesper & William B. Gartner, Lloyd Greif Center for Entrepreneurial Studies, 1999).

In reviewing writeups of existing programs, we find many individual school initiatives, but can find no *system-wide collaborative effort* across *all* cooperating universities in a state focusing on entrepreneurship education.

These national programs can only involve a limited number of worldwide participants. The programs are relatively expensive (SEE \$3500 per team ,LLEEP=\$1250) and involve travel time and expense that many smaller and less well funded schools across the state cannot afford.

Most academics, across colleges and universities within a system, each operating under differing guidelines for effectiveness, operate relatively independently and insulated during the year working on their own projects. There is currently no formal process to facilitate the gathering of entrepreneurship educators across schools within the state to engage in dialogue, curriculum development, or research on a routine basis. Most of the time entrepreneurship faculty have little contact with other faculty across the state except at national conferences such as the Price Babson College Fellows Program, National Consortium for Entrepreneurship Center Directors, USASBE/ SBIDA, Academy of Management, Kauffman-Babson Research conference . This is particularly true of smaller public and private institutions and those in more remote, less

metropolitan areas with extremely limited resources and economic base to support these activities.

Faced with declining enrollments system-wide, and recognizing the limitation of resources across the state, the University System of Georgia is taking a strategic approach to resource allocation. It is looking for creative, innovative ways to view the system as an integrated whole, rather than discrete units, effectively utilize its current resource base, eliminate duplication across the system, and maximize the potential of its programs to capitalize on life-long learning and future external opportunities.

The State of Georgia is looking to increase its economic base by increasing new venture starts and long-term effectiveness, jobs, and economic value.

This provides a need for the development of a "nexus" program to bring together information and opportunities for interaction across all entrepreneurship programs in the State University System.

## **Purposes**

The ultimate purpose of the **Georgia Collaboration for Entrepreneurship Education (GCEE)** is

- to view entrepreneurship education, research, and outreach across all units within the University System of Georgia (public) and our partners through the University Center of Georgia (private) as a seamless and boundaryless whole, ...
- where assets are employed where they are needed and resources and expertise are shared
- in order to maximize our effectiveness as a system in bringing about an "intellectual and practical 'collision' with the real world",
- such that, we not only educate, but increase entrepreneurial activity in the state, increase jobs, and increase economic value.

The specific purpose of GCEE is to form the **GCEE** to facilitate the development of entrepreneurship programs (academic, research, outreach) across all schools in the University System of Georgia and our partner private institutions through the University Center of Georgia in order to:

- establish Georgia as a nationally (globally) recognized Mecca for entrepreneurship education and practice;
- increase collaboration in entrepreneurship programs, research, and outreach activities across the state;
- increase academic and business community collaborations;
- creatively integrate entrepreneurship into disciplines outside of business (e.g. fine arts, nursing, law, education, engineering, computer sciences, communications, not-for-profits, etc.)
- facilitate effective collaboration across centers within the university system focusing on entrepreneurial and venturing activity (e.g. Family Enterprise Center, Centers for Entrepreneurship, Quality Center, Small Business Development Centers, Franchising, International, Corporate Governance, etc.) to leverage the assets they bring to the educational experience and make them more accessible to both academic and outreach constituents; and,

- work through the administrative issues required to expand the boundaries of our own independent units, such that we could offer more innovative and paradigm-breaking degrees that could be collaboratively developed and jointly conferred.

As we accomplish the goals outlined in both the ultimate and specific areas, we are also developing a local model of collaborative entrepreneurship education that could be replicated across states and countries throughout the world.

**Description of Initiative:** Think Globally, Plan Regionally, Act Locally

In traditional business programs, we have focused on functions required to convert inputs to outputs (e.g. marketing, finance, accounting, operations) and the coordination of the system as a whole, management. As we move toward the 21st century, to remain competitive in the global marketplace and "new economy", the emphasis must shift slightly to the act of new venture/system creation---entrepreneurship.

**Step 1: Form the Georgia Collaboration for Entrepreneurship Education (GCEE)**

The **GCEE** will be made up of both educators, entrepreneurs, university center directors, and students from throughout Georgia.

The **GCEE** is designed to collaboratively assist colleges and universities within Georgia

- develop entrepreneurship curricula;
- increase teacher effectiveness in this important and emerging area,
- develop the teaching skills of entrepreneurs who are interested in engaging in full- or part-time teaching or other academic roles on campus;
- build and nurture a statewide cadre of effective teachers of and researchers in entrepreneurship; and,
- engage students in the "entrepreneurial mindset", arm them with the skills to start new ventures, and ultimately motivate them to actually start organizations which could lead to increased jobs and economic infrastructure for the state.

Each participating school will select three individuals (or more as space permits) to serve on the *virtual* GCEE advisory board. One will be a faculty member who is either a leader in entrepreneurial education or is interested in developing an entrepreneurial program or curricula. The second, a **GCEE Fellow**, will be a practicing entrepreneur who has achieved a substantial level of success in launching, building, and/or harvesting a significant venture and who would now like to teach full- or part-time or actively become involved on campus in entrepreneurship activities. The third critically important participant is a student representative who can serve as a liaison to the student populations of each institution and facilitate information distribution, needs inputs, and integrated student organization activity across the colleges. Also included may be entrepreneurship related Center Directors from each school.

Our *virtual* GCEE advisory board will be asked to collect information from their school on all current and planned entrepreneurship activities (base-line resource audit). These will be coordinated into a state-wide data-base. The first activity of the GCEE will be the establishment of a web site including on-line databases and an interactive bulletin board to encourage a statewide

dialog in the area of entrepreneurship education, research, and outreach. Through listservers we can share syllabi, information on programs, resources available, research interests, program offerings, and student activities.

**Step 2:** Coordinate the first **GCEE** Program,

The **Symposium for Entrepreneurship Educators-georgia (SEEG)** will focus on the basics of developing curricula, teaching, doing research, and outreach in entrepreneurship. In the area of teaching, **SEEG** will be designed to help entrepreneurs "teach what they practice" and to aid faculty in becoming more effective teachers of entrepreneurship---faculty and entrepreneurs learning from each other. It will offer an opportunity for us as a system

- to set goals; audit and evaluate our current offerings and attributable resources in the area;
- evaluate what niche markets for entrepreneurship education exist, where they are located and what schools can best accommodate them in light of their mission/ goals/ skill/ resource/ and program portfolio;
- and do a needs assessment for the future.

It will also give us an opportunity to develop a statewide network, share our experiences and insights on teaching, developing courses, and building entrepreneurial programs and centers; outreach activities; exchange course syllabi; and describe and discuss our exhilaration and depressions in participating in this exciting field.

In the research area, **GCEE-SEEG** will encourage and increase quality research in entrepreneurship. This is accomplished through the exchange of information among individuals doing research into entrepreneurship by providing a forum in which they can present current work and receive comments, enable researchers to learn what others are doing and make it easy to meet new people who are doing work in entrepreneurship and stimulate collaboration statewide. Also, the active participation of this cadre of entrepreneurs across the state who have been bought into the process, and who bring with them a network of entrepreneur contacts, offers us a viable population for research.

**Step 3:** Agendas and Task Forces

**GCEE-SEEG** participants will be organized by task force to work on the development of Entrepreneurship curricula. Potential breakouts might include: undergraduate, graduate, doctoral, executive programs; outreach activities; research agendas and collaboration. Future meetings of **SEEG** will include reports from task forces and review of curriculum proposals in light of each school's mission and focus relative to other programs in the system. Particular attention will be paid to each school's distinctive competencies and program/resource duplication. Innovative proposals for joint programs (including jointly conferred degrees across schools, student organizations), as well as the effective utilization of programs already in place (e.g. University Center, cross registration programs) will be evaluated. Creativity and innovation in developing alternative and hybrid delivery systems that could more effectively bring entrepreneurship education to multiple constituencies and which ultimately promote a *life long learning* emphasis will be encouraged in program design (e.g. tele-courses, video-based instruction, distance learning).

**Step 4:** Submission of curriculum proposals to internal curriculum committees at individual schools.

**GCEE** will act in a liaison capacity across campuses and the Georgia Board of Regents to deal with cross-university approvals, changes in policy required to offer jointly conferred degrees, and cross budgeting, administrative, scheduling, challenges which will arise as we attempt to go outside of the established lines of authority each individual unit within the system has in place.

**Step 5:** Program startup and implementation

**GCEE-SEEG** will continue to hold quarterly symposia and conferences to assess progress in implementation, introduce "new blood" and ideas among **GCEE** participants, encourage and facilitate program implementation and innovation.

### **Plan for Measuring Effectiveness**

Based on our ultimate goal, effectiveness will be benchmarked against the degree of entrepreneurial activity in state, new job creation, and economic value creation.

Our specific goals will be evaluated based upon

- new curriculum development in state;
- joint program activity: teaching, research, outreach;
- entrepreneur involvement in programs;
- collaborative use of resources, pooling of resources for joint projects;
- fundraising efforts across state for new programs in entrepreneurship; and,
- more engaged student populations who create more new ventures.

### **Schedule**

Year 1: Establish buy-in from major institutions, form **GCEE**, create the *virtual* GCEE advisory board; develop the web site/ listserver/ data base; conduct a base line audit of existing entrepreneurship programs/outreach/research/ student activities across the state; conduct the first **SEEG1** conference and quarterly workshops, form task forces, set agendas, develop curriculum proposals, and begin the design of new collaborative programs;

Year 2: **SEEG2** conference and quarterly workshops, get curriculum proposals through committee and administrative "red tape", develop the infrastructure setup for new program initiation, begin marketing, and start new jointly conferred programs;

Year 3: **SEEG3** conference and quarterly workshops, continue new program marketing, introduce new programs to marketplace, debug systems, audit business startups/growth from program activities; benchmark outputs against goals.

### **Critical Issues**

Several critical issues will impact the effectiveness of the GCEE initiative. They include:

- a buy-in to the concept of the GCEE and its focus on collaboration by schools around the state, the University System of Georgia and the University Center;

Our preliminary findings suggest that smaller schools and niche focused schools (technical schools, vocational schools, historically black and women's colleges) with less presence and funding in the entrepreneurship area are most excited about the opportunity to collaborate. Larger schools with existing reputations in the field may exhibit more resistance. These schools usually have a greater resource base to draw from and may not perceive this as helpful to them, and may even see this as competing with their individual programs.

- initial funding.

Initial funding sources could include system wide collaboration grants and state economic development grants.

## Summary

The teaching of entrepreneurship is, in Professor William Bygrave's (Babson College) words, "...the liberal arts of business education. It challenges students to behave both as generalists and specialists, to be creators and creative problem solvers rather than dreamers, to reason conceptually but to implement pragmatically." Entrepreneurship faculty tend to be the ultimate oxymoron: the practical academic.

Entrepreneurship education is broad in scope: it focuses on the total enterprise from inception to harvest, to demise and renewal, both domestically and internationally. Our emphasis in collaboration in development of entrepreneurship curriculum and programs across the state will be on the quality and scope of the curriculum and not merely individual courses. We will evaluate objectively the strengths and weaknesses of all schools in the system, and will attempt to develop programs that build on the specific strengths of each institution. We will start with the fundamental perspective: What is our market and what do they need? What are the concepts, skills, know-how and know-who, information, attitudes, alternatives, and resources that entrepreneurs and entrepreneurial managers need to know? We will seek to instill in our students a dissatisfaction with the status quo and an urge to create and innovate and produce tangible visions of what can be. Our programs will be positioned on the cutting edge, providing leadership in the evolution of the intellectual and practical domains of entrepreneurship. Entrepreneurship is the creation of value through innovation. Programs developed through **GCEE** will reflect this, be especially appropriate in communities served by Georgia's smaller and historically black institutions, and put Georgia on the map for entrepreneurship for the world.

As our first endeavor as a collaborative team, we propose to form the **GCEE**, and to develop fully integrated, academically rigorous, practically applied programs that will result in the creation and/or development of opportunistic ventures. As we accomplish the goals outlined in both the ultimate and specific areas, we are also developing a local model of collaborative entrepreneurship education that could be replicated across states and countries throughout the world. Consider the public policy and economic development implications of this if it works.

Entrepreneurship **is** going to be a global priority in the 21st century. Do we want it to be a priority in Georgia?

*"Think Business...Think Entrepreneurship...Think Georgia!"*

"make Georgia the most 'user-friendly' state government for new and existing small business owners in the country."

Max Cleland

The Office of the Secretary of State  
Small Business Development Task Force  
Final Report and Recommendations

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Dear Sandy,

Enclosed please find our paper for the USASBE/ SBIDA 2001 conference, February, 2001, Orlando, Florida.

Track: The Role and Impact of Public Policy on Entrepreneurial Business Ventures

Our paper is entitled: **Georgia Collaboration for Entrepreneurship Education (GCEE): A Conceptual Model to Increase New Ventures, Jobs and Economic Value across the State**

Sincerely,

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