

## **Creativity: A Key to Successful Corporate Entrepreneurship**

J. Michael Alford, The Citadel

### Abstract

A considerable body of literature recognizes the role of creativity in generating corporate entrepreneurship activities in the firm. This paper draws upon that research to identify established efforts at generating creativity in the organization and some of the strong points and drawbacks in the current methodology. Recommendations are made in regard to methods of generating and sustaining creativity in the organization.

## **Shifting Innovative Research Issues in Individual and Corporate Entrepreneurship**

Max S. Wortman, Iowa State University  
Howard E. Van Auken, Iowa State University  
Gerald E. Hills, University of Illinois – Chicago  
Ermeric Solymossy, Western Illinois University

### Abstract

This symposium attempts to determine innovative shifts in research issues when perceived from functional areas of business (finance, marketing, management, and international) rather than specific individual divisional specialties within USASBE. These panelists will attempt to establish the parameters of significant research in these functional areas of entrepreneurship. Some of these areas are very new and some have been either neglected or which have not seen the first research studies begun. The symposium will review the status of research in: (1) new venture financing; (2) neotraditional marketing in entrepreneurship; (3) diversity entrepreneurship; and (4) interactive international entrepreneurship. Gaps in the research and potential research methods will be identified.

**Achieving Financial Viability by Creating a Convergence  
of Entrepreneurship and the Arts.**

Tim Klaus, Illinois State University  
Doug Gathers, Illinois State University  
Funding provided by the Coleman Foundation, Inc.

Abstract

Artists often start and run their own businesses without receiving training to develop their entrepreneurial thought-processes in order to achieve the financial viability necessary to sustain their business operations. Over the past two years, a two-class Entrepreneurship sequence has been developed at Illinois State University in order to meet this need of the College of Fine Arts students. The workshop will focus on four elements of the Entrepreneurship sequence for College of Fine Arts students. First, the needs of the Fine Arts students will be identified, along with the methodology used to determine these needs. The workshop will then focus on the creation of curriculum for the classes in order to help the students achieve financial viability. Next, the workshop will summarize the evaluations taken after the first class offering and review changes made to better meet the students' needs. Finally, the workshop will conclude by describing the current state of the classes and offer suggestions for those considering reaching traditionally unreached audiences with Entrepreneurship Education.

**Integrating Human and Organizational Development Students  
With Engineering Students Through Entrepreneurship Education –  
Learning Theory and Policy Issues**

R. Wilburn Clouse, Vanderbilt University  
Paul King, Vanderbilt University  
Terry Goodin, Vanderbilt University

Abstract

This session will describe a multi-disciplinary approach to teaching entrepreneurship to a diverse group of students, i.e. Engineering and Human and Organizational Development students. A course has been designed to provide them with an overall understanding of entrepreneurship and to prepare them for developing a mindset for thinking creatively. Traditional disciplinary boundaries are broken, as students are freed to innovate and to think creatively about future ventures. The course is targeted at students who would like to create their own business and they are given the opportunity to develop a business plan from one of their own ideas. Students from entirely different programs, like Human and Organizational Development and Engineering, are encouraged to work collaboratively on joint projects. Opportunities to share their ideas with other entrepreneurs are made possible. In part, entrepreneurship is defined as a “state of mind, an artful, insightful and innovative mentality”, rather than a business management or administration concept. It is a way of perceiving and exploiting opportunity wherever it is found. Students are given the opportunity to explore markets for their own ideas and to conceptualize a business enterprise for such markets. A wide variety of teaching strategies are used, including lecturettes, video clips, guided discussions, peer group learning, telephone/video conferencing, outside entrepreneurial speakers, online searches and comprehensive web-based interactions. Online presentation of materials is available, and heavy emphasis is placed upon the use of technology in the learning environment. Learning concepts developed by Clouse and Goodin related to “just in time” teaching and “whole-part-whole” techniques are used.

## **Moving Entrepreneurship Beyond Traditional Settings: Educating Educators on Entrepreneurial Management Skills**

Jeffrey R. Cornwall, University of St. Thomas  
Robert J. Brown, University of St. Thomas  
Baron Perlman, University of Wisconsin-Oshkosh

### Abstract

Entrepreneurial management skills are being used in an ever-increasing number of diverse organizational settings. This panel will discuss the application of entrepreneurial management skills to educational organizations. The panel will address start-up educational organizations (e.g. charter schools, new private schools), existing educational organizations (i.e., existing K-12 public and private schools), and Colleges and Universities. The panelists have all published books that guide the issues that must be addressed in educating educational administrators and leaders in effective application of entrepreneurial management tools and techniques within their unique settings. The panel a) examines the application of entrepreneurship to a variety of educational settings from kindergarten through higher education; b) explores the management skills needed by managers and leaders of these educational organizations; c) offers the opportunity to examine how entrepreneurship education can and should be applied to other non-traditional settings.

## Trends in the Market for Entrepreneurship Faculty, 1989-2001

Todd A. Finkle, The University of Akron  
David Deeds, Case Western Reserve University

### Abstract

This workshop examines the trends in the market for entrepreneurship faculty from 1989/90 - 2000/01. We examined the change in the number, level and priority of entrepreneurship positions and candidates. In order to examine the trends in the market for entrepreneurship education (e.g., positions, candidates, etc.), we used the *Academy of Management Placement Roster*, *The Chronicle of Higher Education*, and job postings that came through the mail and the Internet. The numbers indicate that the field has grown significantly. During the period of this study the number of entrepreneurship candidates increased by 91% while the number of positions increased 777%. In terms of numbers, the total growth of positions has increased from 26 in 89/90 to a peak of 228 in 99/00, while dropping back to 197 in 00/01. During the same time frame, the total growth of candidates has grown from 35 to 67. Overall, the number of positions outweighed the total number of candidates by 130 in 00/01, for a ratio of almost 3:1. The results of this study indicate that the market for entrepreneurship faculty is a seller's market, which started in 97/98. The data shows that the vast majority of the recent positions have been either non-tenure track or untenured assistant professorships. Furthermore, schools continue to be hesitant to tenure faculty in entrepreneurship or create departments of entrepreneurship. If the field expects to become accepted and fully institutionalized these hurdles need to be overcome. Schools must be willing to tenure entrepreneurship faculty. The findings provide hard evidence to support that demand for entrepreneurship faculty, particularly senior faculty (Associate and Full Professors and Endowed Chairs), has grown dramatically. The findings are quite positive for entrepreneurship scholars seeking employment. The findings should also encourage Ph.D. students who are interested in making entrepreneurship as their career choice. The findings represent a wake-up call for schools that are considering entrepreneurship in their curriculum. Entrepreneurship is no longer a limited offering at a few schools, but rather, represents an established component of the curriculum at most institutions. In the current environment, schools that make little or no effort to commit to entrepreneurship are rapidly falling behind, and given the shortage of senior entrepreneurship faculty, may find it extremely difficult to catch up.

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## **Integrating Ethics into Entrepreneurship Education**

Sue McCloskey, St. Thomas University

### Abstract

The workshop presenters submit a classroom model that approaches the discussion of ethical business behavior by a) presenting students with analytical tools for decision-making; b) providing a different perspective to material previously presented; c) creating an environment of introspection, reflection and discussion. It is argued that the ethical situations and issues students will face have as many variables as there are industries and individuals who start businesses. No “one size fits all.” Consequently, the classroom model is heavily tilted toward self-discovery and discussion about the kinds of events and decision-making requirements that frequently can occur. The workshop will include an overview of the need for integrating ethics into entrepreneurship curriculum by sharing lecture notes and materials that have been pilot tested in the classroom. Sample issues include: What is ethics?; Do ethics matter?; What differences arise between entrepreneurial ventures and established corporations in the adoption of an ethical perspective? In addition, the workshop will explore the use of the case study as pedagogy for teaching issues regarding ethical decision-making. Attention will be devoted to the distinction between an ethical point of view vs. ethical algorithm, and a proposed case study. Further, the workshop includes a demonstration of the C.A.T (Case Study Analysis Template) as an approach to an ethics case study which includes: 1) four avenues of ethical reasoning, and 2) a five step analysis sequence.

## **Entrepreneurship for Engineering and Science Students: Where We Are and Where We Are Going**

Michael H. Morris, University of Hawaii  
Tom Byers, Stanford University  
Minet Schindehutte, Miami University

### Abstract

One of the most rapidly growing areas in entrepreneurship education involves the interface between entrepreneurship and such technical fields as the engineering disciplines, chemistry, physics, biology, and computer science. Especially in a technology ages, these disciplines represent vital sources of entrepreneurs with high potential business concepts. Moreover, students from these disciplines play an increasingly prominent role in start-ups of all sorts. While business schools have made some progress in developing curricula that serves the needs of students in science and technology, many of the most exciting developments are occurring outside the business school. In this workshop, three perspectives on the teaching of entrepreneurship to technical students will be presented. The first of these is a “top down” examination of the state of entrepreneurship education in the leading engineering schools, including insights from the annual Roundtable on Entrepreneurship Education for Engineers held at Stanford University. The second perspective explores thinking and learning styles common among business students and technical students, identifies gaps, and discusses how they might be addressed. The final perspective involves a “bottom up” look at the construction of a course on entrepreneurship for engineers and scientists, including the unique organizational and pedagogical challenges both in putting together and delivering the course.

## Sharing the Teaching Wealth: A Clearing House for Best Teaching Practices

Robert M. Peterson, University of Portland  
Sandra Sowell-Scott, Temple University  
Anatoly Zhuplev and Charles Vance, Loyola Marymount University  
Steven J. Maranville, University of Houston-Downtown  
Robert W. Warren , University of Manitoba  
Denise Woodbury , Weber State University  
Peter Hackbert, Sierra Nevada College

### Abstract

This session showcases state-of-the-art teaching exercises, lessons, and strategies that are found in today's entrepreneurship courses. The ultimate goal is to have entrepreneurial scholars walk away with something they can use in the classroom. Professors attending the USASBE conference in Reno present their best teaching practices. Each person takes approximately 8-10 minutes to explain his/her pedagogical concept and answer any clarifying questions. The best paper, (i.e., best teaching idea) will receive a cash award and potential publication of his/her teaching practice in the *Journal of Entrepreneurial Education*. Evaluative criteria for the presentations include: 1) Value of the education outcome ("the lesson learned"); 2) Ease of implementation (can other professors implement your idea); 3) Documentation of teaching exercise (give the audience what it takes to perform the task); 4) Student excitement and retention of intended knowledge (i.e., outcomes). The Grand Prize winner will receive \$100. All those who are selected to present their teaching idea(s) will receive a subscription to the *Journal of Entrepreneurial Education*. Funding for these prizes comes from the Center for Entrepreneurship-University of Portland.

## **Weathering The Storm: How Family Firms Survive Critical Events**

Clark H. Hammond, University of South Dakota

### Abstract

Disasters, both natural and human-caused, are occurring with increased frequency and intensity the world over. The emotional and economic toll on individuals, families, governments, and businesses is burdensome, and the process of recovery is long and hard. The impact on family-owned businesses can be devastating, yet many survive, even flourish “after the storm.” This session will highlight five family businesses in an upper Midwest community, and their response to what has been described as the “Flood of the Millennium.” Their road to survival sheds light on the keys to unlocking the challenges of rebuilding the dream. We will explore how the availability of resources, and the strength of community, business, and family relationships play key roles in the recovery process. A checklist to determine the level of preparation and risk-exposure of family firms in the face of natural disasters will be reviewed. The main purpose of this discussion is to provide insights and practical tools for surviving critical events to those working with or within family businesses by learning from the experience of others. Although the session participants will be educators and advisors, the session will be presented as if the audience were family business members. By “putting ourselves in their shoes,” it is hoped that this discussion will stimulate deeper questions, strengthening our ability to assist business-owning families.

## **The Economic Contributions of Family Businesses and Their Effects on Communities**

Ramona K. Z. Heck, Baruch College  
Edward G. Rogoff, Baruch College  
Myung-Soo Lee, Baruch College  
Kathryn Stafford, The Ohio State University

### Abstract

The economic importance of family businesses to our economy, as well as our society, is only exceeded by the family unit itself. If no family, then no family business. Today as always in our nation's history, families and family businesses are everywhere, from the streets of our largest cities to the most rural country side. The purpose of this research panel is to offer new evidence that family businesses make substantial contributions to the national economy in three major ways: 1) gross revenue, 2) number of jobs, and 3) household income and wealth accumulation. This new evidence shows that family businesses are vital economic engines that drive the U.S. economy. The panel session will briefly examine research findings and discuss related public policy issues. The panel session will be separated into five segments. The first segment will examine prevalence of family business relative to various definitions and characteristics. The second segment will document gross revenues of family businesses and their impacts on the economy. The third segment will examine the number of jobs/employees and their influence nationally and in particular areas. The fourth segment will examine the effects of family businesses on household income and wealth accumulation. The fifth and final segment will offer a discussion of public policy issues and recognition in line with this new evidence.

**Teaching A Family Business Course: Who's Teaching What,  
Where—and How You Can Join Them**

Sandra King, California State Polytechnic University, Pomona  
Joyce Brockhaus, Saint Louis University  
Stan Mandel, Panelist, Wake Forest University  
Ji-Hee Kim, Saint Louis University

Abstract

This workshop addresses designing and teaching a course in Family Business; the presentation is based on a review of syllabi that has been accumulated by the chair of the workshop. The chair will review the contents of the syllabi based on six areas. They are: major themes, exercises conducted, video and or audio's used, handouts, assignments required, and required text. Following a review of the syllabi received, the chair will ask the two panelists to give an overview of their own courses in family business and how they have designed their courses. After a discussion from the workshop panelist, we will conclude with a working session in which all of the individuals attending the workshop can address course design issues for themselves and others.

## **Collaborative Business: The New Growth Opportunity for Family-Owned Businesses**

Jeffrey Shuman, Bentley College  
Cofounder and CEO  
The Rhythm of Business, Inc.  
Newton, MA

### **Abstract**

As a result of the shift in the balance of power in business relationships to customers, we are in an era of collaborative business. Collaborative business is relationship-based as opposed to transaction-based and every aspect of business is impacted - from what constitutes a business entity and the products and services it offers, to the jobs we perform each day and how we create value and improve company performance. The foundation of collaborative business lies not in the tools that produce and transfer information and products but in the underlying human relationships that are ultimately responsible for every activity that takes place in a collaboration. However, while transaction-based interactions are easily analyzed and controlled, businesses have found that human relationships are not as easily categorized. This lack of an analytical mechanism puts collaborative relationships at risk. This workshop describes an iterative methodology for effectively analyzing the underlying human relationships in business, so that a family-owned company can correctly evaluate which relationships have the greatest strategic value. Since the repertoire of skills that business owners' need for success in today's collaborative business environment is fundamentally different than the skill set that was required in the product-centric business environment we are leaving behind, workshop participants will learn how family-owned businesses are uniquely positioned to capitalize on the transformation in how business gets done. Specific benefits for participants include: a. An understanding of what collaborative business is and how to implement it in the context of a customer-centric business environment; b. An understanding of the elements and language of collaboration; c. An understanding of how and when to apply collaborative tools and techniques; d. An understanding of how to effectively allocate resources to those relationships that provide the greatest strategic value.

## **Students As Entrepreneurs**

Kevin Colleran, Babson College  
Seth Ginsberg, Founder & President CreakyJoints.com

### Abstract

In recent years many full time students have decided to catch hold of the entrepreneurial bug and try their luck in the real world by recognizing business opportunities and launching business ventures while continuing to pursue a full time education. Many of these young people were forced to gain a lifetime of experience in just a few years while riding on the technology and 'Dot Com' roller coaster. These student entrepreneurs were challenged with balancing two work loads, two lifestyles, two separate existences in order to maintain both a full time educational experience while also planning, creating, and developing their own personal corporate empire. Kevin Colleran and Seth Ginsberg, two undergraduate students at Babson College, each played the role of Student/CEO to grow their companies and be part of an entrepreneurial revolution. Both Mr. Colleran and Mr. Ginsberg went about their entrepreneurial endeavors in completely different ways, within completely different industries, and with completely different goals, however, each of them shared in the struggles, triumphs, and lessons that go hand in hand with being an entrepreneur. They have learned many of life's lessons outside of the classroom, in a real world environment, and before their twentieth birthdays. This session serves as a story telling time, in which two very different people who faced very different battles will share their stories and adventures to convey the lessons and experiences of living a double life as college student and entrepreneur.

## **Information Needs and Information Seeking Behavior of Entrepreneurs**

Thaddeus McEwen, North Carolina A&T State University

### Abstract

Much of the process of creating and growing businesses involves seeking and interpreting information. Relevant information improves the accuracy of decisions and leads to venture success. Seeking and interpreting information help entrepreneurs deal with a variety of strategic, administrative, and operational problems. (Chrisman,1989). As the business increase in size and complexity, entrepreneurs face a number of unique problems, such as, business planning, production scheduling, and employee training and development. Often, entrepreneurs lack the expertise as well as the support of functional specialist to deal with these challenges. Therefore, there is need for knowledge and experience beyond that possessed by the entrepreneur. Adequate and accurate information also help entrepreneurs detect changes or events in the environment that may affect the company. Information scanning, "is like a radar that informs the entrepreneur about conditions he/she is likely to encounter." In addition, gathering and interpreting information is also related to entrepreneurial learning. Information increases entrepreneurs' knowledge and expertise. The entrepreneur is a key resource in the business and the quality of the entrepreneur as a resource is dependent upon their knowledge. The specific objectives of this interactive workshop are to: a) discuss information as a resource in the entrepreneurial process; b) outline sources of entrepreneurial information--sources from which entrepreneurs receive information and the methods used to access the information; c) discuss the usefulness of information received in terms of quality, accuracy, accessibility, relevant to business needs, etc.; d) identify the most effective methods for disseminating information to entrepreneurs; and e) stimulate discussion on how to effectively communicate with entrepreneurs and its implication for entrepreneurship education and training. The workshop will help participants better understand entrepreneurs' information needs and preferences and become more efficient and effective in providing information to entrepreneurs.

## **Knowledge Management for Entrepreneurs**

Nina McGarry, The George Washington University  
Leslie Schneier, The World Bank  
Michael D. Kull, AMPLIFI  
Souha Ezzedeen, The George Washington University  
Ted Rosen, The George Washington University  
Michael Stankosky, The George Washington University

### Abstract

Larger organizations have wrestled with the concept of knowledge management for many years. Many organizations pay tremendous consulting fees to organizations to help understand, define, implement, and educate on knowledge management within the organization. However, a great breadth of discussion surrounds the concept and impact of knowledge management. What is so unique about knowledge management? How are companies implementing knowledge management? Are there knowledge management specialists? Should a company hire a knowledge management specialist? These are some of the confounding questions surrounding knowledge management.

Organization researchers have labeled all workers as knowledge workers. If we accept this definition, we should become alarmed to learn that 50% of knowledge workers time is spent looking for information. And further, 7-20% of employee's time is spent replicating information for others. Less than 20% of knowledge available in a company is actually consumed. In the world of small business and entrepreneurship, these reported numbers can have significant affect on operations and remaining competitive. The panel of experts is comprised of industrial organizational psychologist, human resources, engineers, and organizational behaviorist to explore the dimensions of knowledge management for entrepreneurs and small business personnel. The selection of panelists will report on current research and their research in their area of expertise as it relates to knowledge management for entrepreneurs. Participants in this panel discussion will walk away from the discussion with a wider exposure to the issues associated with knowledge management and with direction for future research in the study of knowledge management for entrepreneurs.

## **A Model Partnership: Building the First International Enterprise Zone**

Charles Toftoy, George Washington University

Jack Stone, George Washington University

John W. Rollins, George Washington

### Abstract

This workshop examines how teams of students from George Washington University's Entrepreneurship Program (GW) are working with small inner city businesses in Washington DC to assist in the successful launch of the nation's first International Enterprise Zone. The Workshop will also solicit ideas, commentary and discussions of similar activities from the workshop attendees. The methodology presented has been used successfully by the George Washington University Entrepreneurship Program in assisting more than 1,700 Washington-area businesses and can serve as a model as well as a point of departure for discussing similar programs used by other business schools. More recently, GW's Entrepreneurship Program has focused its students and businesses in the proposed International Enterprise Zone (IEZ) in the central area of Washington DC. Student teams have consulted with over 70 businesses in this particular IEZ area over the past eight years. This community is culturally very international and diverse. The population is approximately one-third Hispanic, one-third African American, and one third Asian and White, with 122 different cultures and subcultures represented within the International Enterprise Zone. GW is partnering with a community development organization (Las Americas Avenue Development Corporation), which is centrally located within the IEZ and has solid community contacts and excellent information about businesses in the target community.

## **Teaching Entrepreneurship Internationally: Preparation, Delivery, and Follow-up Issues**

Emeric Solymossy, Western Illinois University - Quad Cities  
Shawn Carraher, Texas A & M University – Commerce  
Jeff Shay, University of Montana

### Abstract

In spite of their differing areas of expertise, varying skill sets, and an array of diverse institutional requirements, educators share a fundamental understanding of the processes and challenges of preparing to teach a course or a seminar. Increasingly, however, faculty members are presented with opportunities to present instruction in different settings, sometimes in foreign countries to mixed audiences. This workshop will focus on the differences between preparing and delivering instruction at one's home institution and one that is offered not only off-site, but also out of country. The panel members will draw upon their experiences to discuss potential pitfalls, problems and alternatives under various scenarios. To maintain focus and also to ensure take-away value for attendees, four areas will be explored: (1) the type of instruction being provided, (2) logistics such as location, availability of materials and levels of technology, (3) culture and language considerations, and (4) audience (student) composition, educational foundation, background, and expectations. Participation is encouraged for individuals that do, or plan to teach in foreign settings as well as for individuals that are involved in the coordination of education and training programs. Although a simple international-instruction rubric is not possible, focused preparation and a clear understanding of the issues are absolutely essential for success. This workshop will present attendees with questions to ask and alternatives to pursue – helping to improve the delivery of entrepreneurial education internationally.

**Programs to Develop, Improve and/or Strengthen the Curriculum for  
Entrepreneurship (with an e-commerce focus) Education at Historically Black  
Colleges and Universities (HBCUs):**

Mohammad Bhuiyan, Clark Atlanta University  
Dr. Gary Cadenhead, The University of Texas at Austin  
Dr. Herbert Conley, University of Delaware  
Dr. Everett Cordy, Albany State University  
Dr. David Anyiwo, Bowie State University  
Dr. Michael Morris, University of Hawaii

Abstract

This workshop focuses on the entrepreneurship program/course/curriculum development that would be particularly effective for the African American students and to be entrepreneurs. It will entail an open panel discussion forum with all interested persons to gather as many suggestions as possible and also to identify resources and experts who would be interested to provide any possible assistance to this initiative. The outcome of the workshop is expected to produce a preliminary draft document that would provide systematic guidelines to all HBCUs to develop their own entrepreneurship curricula. It is also expected that the workshop will generate enough contributions to produce a research paper for publication. The School of Business, Clark Atlanta University, Atlanta, Georgia along with fifteen other Historically Black Colleges and Universities have been participating in an ongoing effort to develop such guidelines, with support from the Kauffman Foundation.

**Fostering the Ventures of Minority and Women Entrepreneurs  
Via University Interventions**

Jerad Boyd, SIFE World Headquarters  
Sherrie Taylor, Texas Women's University  
Dianne Welsh, John Carroll University  
Denise Woodbury, Weber State University

Abstract

Across the last decade, the number of women- and minority-owned entrepreneurs has increased rapidly, and at a rate significantly higher than other entrepreneurial ventures. These budding entrepreneurs need information and training on the management of business. This panel will address a variety of ways in which students can educate and train these entrepreneurs, through campus-based student groups like Students in Free Enterprise (SIFE).

## **Designing Undergraduate Women's Entrepreneurship Education: Encouraging Entrepreneurial Success through Knowledge, Skills, and Experience**

Susan G. Duffy, The George Washington University  
Janet L. Nixdorff, The George Washington University  
Souha Ezzedeen, The George Washington University  
Debra Filtzer, Springboard Enterprises  
Amy Millman, Springboard Enterprises  
Erik K. Winslow, The George Washington University

### Abstract

The objective of this workshop is to solicit, synthesize and manage knowledge in the area of women's entrepreneurship education. The workshop consists of two interactive activities. The first activity is a presentation of a pedagogy design for undergraduate women's entrepreneurship education. Participants are invited to share ideas and engage in discussion regarding an innovative two-semester cohort learning experience that offers undergraduate women from all academic disciplines opportunities to gain knowledge and skills required for the successful leadership of entrepreneurial ventures. The second activity is a panel discussion within which three individuals, representing both theoretical and practical perspectives, will exchange ideas with workshop participants on issues uniquely related to women's entrepreneurship and women's entrepreneurship education.

## **Minority Businesses and Public Policy**

Robert Fairlie, University of California, Santa Cruz  
Alicia Robb, Federal Reserve Board of Governors

### Abstract

During the late 1970s and 1980s there was tremendous growth in the value of federal, state, and local government contracts reserved for minority-owned businesses. The purpose of these set-aside programs is to develop minority enterprise, counter the effects of past discrimination, and reduce unemployment among minorities. Recently, the constitutionality of government-sponsored set-aside programs has been seriously questioned with the 1989 *Richmond v. J.A. Croson Co.* and 1995 *Adarand Constructors Inc. v. Peña* U.S. Supreme Court decisions. Surprisingly, very little is known about the actual effects of government-sponsored set-aside programs on minority-owned business and their long-run viability. The first study will examine whether there has been any growth in the number of minority-owned business and whether this growth can be attributed to government sponsored procurement programs. Related to the set-aside controversy, many policy makers assert that entrepreneurship is a viable route to economic advancement for women and minorities. As a result, a host of additional government programs exist that encourage entrepreneurship by women and minorities. The implementation of these programs is usually based on two premises: first, that business ownership is a means to achieve upward mobility, and second, that these groups face unusually high obstacles in forming and operating businesses. The second study looks at how women and minority entrepreneurs fare in relation to their white male counterparts. By linking previously unavailable longitudinal microdata on business survival to microdata from Census surveys on women- and minority-owned businesses, this study compares how business survival varies by owner demographics and tests specific hypotheses about why these differences occur.

## **Issues In Minority Entrepreneurship: Identifying Best Practices By American Indian Tribes**

Dr. A. Eugene Hileman, Northeastern State University  
Dr. John Altman, Kauffman Center for Entrepreneurial Leadership  
Dr. Pat Edmister, Phillips Graduate Institute  
Dr. Charles Gourd, Institute for American Indian Entrepreneurship  
Dr. Ted Legatski, Northeastern State University

### Abstract

American Indian entrepreneurship has been virtually ignored by researchers. Yet, tribal entrepreneurship differs from other minority entrepreneurship in a number of significant ways, and is subject to a number of unique constraints. Tribal entrepreneurship activities can also take multiple forms, including enterprises in either the public or the private sectors, enterprises operated directly by the Tribal government and ones operated as separate entities owned primarily by the Tribe, as well as joint ventures that allow non-Tribal members to benefit from the tax and other advantages available in Indian Country. This workshop includes a discussion of the following topics: a) How might a Tribal entrepreneurship model differ from that for other minority ventures?; b) What constitutes a best practice in Tribal public sector ventures and private sector ventures?; c) What constitutes a best practice in Tribal support for private entrepreneurship?; d) Once identified, how can, or should, a “best practice” be appropriately measured?; e) What is the prescriptive value of identifying best practices in American Indian Entrepreneurship?; f) How might differences in best practices affect the usual methods and models in entrepreneurship education?; g) How might the study of American Indian entrepreneurship be informed by findings from other areas, such as women and other minority groups, family business, social entrepreneurship, and developmental entrepreneurship?; h) how might the study of American Indian entrepreneurship inform those other areas?

## **Small Business And The Internet: What Technologies Are Being Used And With What Results?**

Nancy M. Levenburg, Grand Valley State University  
Thomas V. Schwarz, Grand Valley State University  
Bruce D. Phillips, National Federation of Independent Businesses (NFIB)

### **Abstract**

This panel discussion builds on 1998 – 2001 studies and three previous USASBE presentations that focused on the impact of the Internet and technological change on U.S. small businesses. Findings from the most recent studies conducted by the NFIB Education Foundation and Grand Valley State University will be summarized, compared, and contrasted. In general, findings suggest that the majority of small businesses use the Internet for such business-related activities as e-mail with suppliers and customers and gathering business-related information. Nearly two-thirds of small firms with Internet access have a business Web site, which appears to be more beneficial in terms of gaining additional customers than in generating income directly. Small business Web sites most often generate income indirectly. They tend to use their Web sites for promotional purposes – providing information and encouraging customers to make further contact with the company. Actual transactions, however, typically occur in the small firm’s place of business or by phone, fax, or e-mail. In cases, however, in which the transaction is made via the Web site (e-commerce), the buyers are most frequently either consumers or non-business entities – not business-to-business (B2B) sales. While expenditures for Internet marketing, for the most part, are rather low, current data suggests that companies are beginning to shift advertising dollars from non-Internet to Internet advertising, indicating increasingly favorable attitudes towards the “usefulness” of the Internet for accomplishing marketing objectives. Thus, moneys spent on a Web site or Internet marketing seem to be justified by perceptions of increased sales.

**The Most Troublesome Small Business Issues:  
Interactive Discussion with Three Small Business Presidents**

Charles Toftoy, George Washington University

Stephanie Kruse, KPS/3

John Larsen, Port of Subs, Inc.

Rob Nemeth, Reno Typographers

Abstract

Small business owners confront a vast array of potential problems in day to day business as well as in long-term strategic management. Many of these potential problems become reality and can be lift-threatening to the business if not resolved. This WORKSHOP will address the most relevant problem areas faced by a panel of presidents from three of the Top 25 small businesses in the Reno area. Panelists will select three to five of the most pertinent problems from a list of 75 problems faced by small businesses. This list has been extracted from the most recent survey conducted by the National Federation of Independent Businesses (NFIB) entitled, "Small Business Problems and Priorities." After the panelist presentations, participants will break into discussion groups that will offer immediate feedback to the panel regarding the problem areas.

## **A Working Model for Start-up Low to Moderate Income Business Incubator and Cottage Industry Microenterprise Ventures: A Notion of What It will Take**

William Ziegler, Bethune-Cookman College  
David Caslan, Bethune-Cookman College  
Weldon Blake, Bethune-Cookman College  
Clifford Barnes, Bethune-Cookman College  
Aubrey Long, Bethune-Cookman College

### Abstract

Providing an understanding, indeed a mindset, of what one must consider and do, in order to consider entrepreneurship leading to profitable growth targeted to low to moderate individuals, requires a reinforcing, fundamental pragmatic approach ranging from a “gut-check” understanding oneself to gaining an understanding of the factors necessary to develop a business plan. Since developing and delivering the content material for the Small Business Development Seminar Series, the professors in the Institute of Applied Business Strategies within the Division of Business at Bethune-Cookman College, Daytona Beach, Florida, over 450 graduates of the six week series have been awarded certificates of completion since its inception in 1997. Of those 450 graduates most of which are minority and women, 100 are currently in business – a 22% success ratio. The Mid-Florida Housing Partnership, Inc., and the City of Daytona Beach sponsor the seminar series. Graduation from the series is a prerequisite for up to 90% loan guarantees. Essential to the program is our goal of continuous improvement regarding the effectiveness of the components of our model. The model includes a microenterprise feasibility assessment; starting-up and /or restarting a business...it’s your business; your plans...you are in charge; financing and business strategy; accounting and legal aspects to consider; successful implementation; monitoring and control. Therefore, the purpose of this entrepreneurship education workshop is to gain insight and direction from an expert community to improve selected components of our working model, including aspects of both program content and delivery.

## Perceptions and Reflections of the Early Days of USASBE

Max S. Wortman, Jr., Iowa State University  
Gerald Hills, University of Illinois, Chicago  
Joan Gillman, University of Wisconsin, Madison  
Lloyd Fernald, University of Central Florida

### Abstract

The topics of this session will include how USASBE became the second affiliate of the ICSB, the first and second USASBE offices, the first foundation financial support of USASBE, the first annual program of USASBE, the first strategic plan of USASBE, and the internationalization of the ICSB.