Teaching Entrepreneurship in Any Discipline

By Anestine Theophile LaFond, PhD
What is entrepreneurship?

- Traditionally entrepreneurship refers to starting a new business.
- Today's environment of entrepreneurship permeates into very diverse areas of society.
- Entrepreneurial-thinking people emerge through all sorts of routes and backgrounds.....
What is entrepreneurship?

Entrepreneurial thinking is applied to non-business problems, and it is as relevant to public and volunteer organizations as it is to large corporations and small businesses.

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What is entrepreneurship?

“The campus is where all fields can intersect and cross-pollinate—mathematics and medicine, philosophy and public policy, engineering and the arts—and where all sectors of the real-world economy are represented.”

by Judith Cone, Vice President, Entrepreneurship, Ewing Marion Kauffman Foundation
What is entrepreneurship?

The process of entrepreneurship is complex, iterative, chaotic, and therefore not necessarily linear. As educators, we have the responsibility to develop the discovery, thinking, reasoning, and implementation skills of our students so they may lead, manage, and excel in highly uncertain environments. These skills enhance the likelihood that our students will identify and capture the right opportunity at the right time for the right reasons. (Hiram College).
Entrepreneurship is the process of opportunity discovery, risk evaluation and adding value to situations, projects, activities and organizations.

(Howard University Institute for Entrepreneurship, Leadership and Innovation)
Why is entrepreneurship important?

The key to the success of establishing a culture of entrepreneurship is education, which depends on all the stakeholders, including state, educators, and learners themselves. Apart from the educational impact of the home, the school can be regarded as the place where the most (holistic) profound impact can be brought about in the development of the youth. (South African Journal of Education Copyright © 2007 EASA Vol 27:613–629)
Entrepreneurs bring applications of science and innovative ideas to the forefront,” says Wolfe. “Sure, we need big companies, but it is the small companies thriving on the Internet or in the shadows of the big guys that bring the new ideas into action.” (Jim Wolfe, entrepreneur in residence George Mason University)
The contemporary engineer must be able to communicate effectively orally as well as in writing, be capable of working in multidisciplinary teams, be able to attack problems with a global and multilateral focus, have an entrepreneurial spirit and be sensible to his cultural, social and economic environment. (Miguel A. Torres, Jorge I. Vélez-Arocho, Jaime A. Pabón
Dept. of Mechanical Engineering and College of Business Administration
University of Puerto Rico at Mayagüez)
The important role of education in promoting more entrepreneurial attitudes and behaviors is now widely recognized. European Commission (Directorate-General for Enterprise and Industry Unit E.1: Entrepreneurship)
Entrepreneurship education goes beyond business ownership. Entrepreneurship education benefits everyone by fostering a fundamental understanding of business, free market economies, and the skills and confidence needed for personal and community success.

Entrepreneurial thinkers make better employees; they make better government workers, better public representatives, better leaders, and, of course, better business owners.

The Consortium for Entrepreneurship Education
1601 W Fifth Ave. #199,
Columbus, OH 43212 USA
Cathy Ashmore, Executive Director
Tel 614-486-6538
cashmore@entre-ed.org
Entrepreneurship in the Co-curriculum

“By its very nature, entrepreneurship in college cannot be limited to the classroom. For students drawn to business or engaged in addressing persisting social problems, entrepreneurship's emphasis on implementing new enterprises provides a constructive and practical outlet for their natural idealism and its associated enthusiasm. It can help them see how to solve problems and get things done.”

William Scott Green, Ph.D., Chair, Kauffman Panel on Entrepreneurship Curriculum in Higher Education
Entrepreneurship is among a handful of careers that students can pursue while they are in college. Student entrepreneurs integrate learning with the off-campus world of work, problem solving, and achievement.”

William Scott Green, Ph.D., Chair, Kauffman Panel on Entrepreneurship Curriculum in Higher Education
• Health Sciences: Integrating entrepreneurship in their courses

School of Dentistry:

Dr. W. Winfree:

Incorporated the Planning the Entrepreneurship Venture Online course into Dentistry

Allied Health

Dr. Graham:

seminars and symposium
• How can faculty in the Natural Sciences integrate entrepreneurship in their courses?

  Integrate PEV into course seminars and workshops
  Class activities built on entrepreneurial themes
How have faculty in the Social Sciences integrated entrepreneurship in their courses?

“Dissolving the Dichotomy between Liberal Arts and Entrepreneurship

• Liberal arts and entrepreneurial education share the same critical, forward-thinking orientation: They study and analyze what *is* (e.g., the current state of the economy, social justice, citizenship and community affairs, current business environments, individual and community needs, etc.) and, by identifying and evaluating opportunities for improvement, they consciously contribute to *what will be*. Both liberal arts and entrepreneurship education are characterized by a restless optimism that gives primacy to original, progressive ideas, and, with equal measure,” (Hiram College)
How have faculty in the Humanities integrated entrepreneurship in their courses?

- Elka Stevens
- Tricia Bent-Goodley
- W. Sherman Rogers
- Audrey Byrd
- Denise Saunders
About the Course:
This course is designed to help students across disciplines develop skills that are necessary for effective interpersonal and small group communication. Students will learn to participate in varied communications contexts that involve both formal and more interactive formats.

Activity 1
Objective:
Students will be able to identify leadership traits in individuals who succeed within their discipline.
Action:
Identify a person whom you consider a public leader in your field of interest. Research as much as you need to about that leader. Write down all the qualities that you can identify in the person. **How were these qualities developed?** Can you match the characteristics of your public leader to any of the concepts covered in Chapters 4-6?
COURSE DESCRIPTION:
This course is designed to give an overview of the history of radio, television and film and the political, social and economic impact these media outlets have on our society.

COURSE OBJECTIVES:
On completion of this course, students will know the beginnings and subsequent developments of broadcasting and film; through its myriad technological advances, economic and political ramifications, plus the ethical/legal issues that have affected America in its growth. Also they will be able to acknowledge the contributions of people of color and women who have pioneered in the industry.

(continued)
INDUSTRY PROFILES: One of the great things about a class like this is that we’ll have myriad opportunities to see how what we’re talking about in class is actually playing out in the REAL WORLD! During the course of the semester you are to produce two industry profiles. The first should be a profile of a person/individual in your chosen field that has had a major-impact on that field. The person need not be alive today, nor do you have to interview her/him. What you do have to do is produce a two-page, typed (double-space, 12-point font) profile of that person. In profiling that person you should make sure to address the highlights of their career and what they have contributed to the field.

Your second profile will be of either a company/organization or an innovation/technology that is prominent in your chosen field. Once again, you are to produce a two-page, typed (double-space, 12-point font) profile of that company or innovation/technology. The focus should be on what impact that company or innovation/technology has on the industry in the present day.
What does it mean for a Theatre Department to teach entrepreneurship within its discipline? There are basic skills of venture creation that can be taught across all disciplines. But to teach arts entrepreneurship to artists means to teach them to recognize or create opportunity, manage and direct their careers, and launch their artistic "enterprise."

(http://muse.jhu.edu/journals/theatre_topics/v019/19.2.essig.html)

Volume 19, Number 2, September 2009, Theatre Topics
E-ISSN: 1086-3346 Print ISSN: 1054-8378
DOI: 10.1353/tt.0.0075
Suffusing Entrepreneurship Education throughout the Theatre Curriculum

Linda Essig

(continued)
• “teach students how to manage their careers. **marketing, negotiating contracts, legal and tax issues, and even wellness techniques for sustaining their careers.**
• **A class, or at minimum a workshop, on marketing communication** can convey the importance of clarity of message, of identifying the audience for the message, and of developing an effective strategy for bringing the message to their audience of casting agents, producers, directors, and other potential collaborators or employers.
• **Negotiation** is another important skill for artists undertaking a freelance career. Designers and directors are often in a position to negotiate their own contracts with production companies or independent producers, even when they have the benefit of union or guild membership.
• **A workshop on legal and tax issues** for freelance theatre artists is another unit to include in coursework on career management.
WHERE TO FIND INFORMATION

E:\Free Online Course Materials  MIT OpenCourseWare.mht

An Entrepreneurship Pedagogy Discussion
Heidi M. Neck, Ph.D.
Jeffry A. Timmons Professor of Entrepreneurial Studies Babson College 2009
(Available on ELI and CETLA)
WHERE TO FIND INFORMATION

• E:\USASBE --- United States Association for Small Business and Entrepreneurship.mht

• ENTREPRENEURSHIP IN HIGHER EDUCATION, ESPECIALLY IN NON-BUSINESS STUDIES” (http://europa.eu.int/comm/enterprise/entrepreneurship/support_measures/index.htm)
WHERE TO FIND INFORMATION

• Handbook of Research in Entrepreneurship Education: Contextual Perspectives By Alain Fayolle

• The Art, Science and Philosophy of Entrepreneurship~ A Multi- and Transdisciplinary Perspective ~ Dr. M. Schindehutte, Whitman School of Management, Syracuse University
People Who Make Entrepreneurship Work

Rodney Hessinger is Associate Professor of History and Associate Dean of Hiram College.

• His Entrepreneurship class was a First Year Seminar entitled “Selling Bibles, Ballots, and Bodies: Entrepreneurship in the Early American Republic.” This class tried to explore the ethical dimensions of entrepreneurship by looking at both licit and illicit marketing in a variety of venues such as slave markets, brothels, textile mills, and chapels.
People Who Make Entrepreneurship Work

• **Jason Bricker-Thompson** is the Chaplain and Director of Community Service at Hiram College.

  “His work at Hiram includes interfaith ministry, traditional Chaplaincy responsibilities, and engaging students in issues of social and environmental justice through service learning programs and advocacy.”
WHAT CAN YOU DO

1. Identify the key objectives
2. Research activities that support objectives
3. Integrate into course module
4. Execute in lesson plan
Questions and Discussion
Thank You

Happy Thanksgiving

Anestine Theophile-LaFond
ELI
November 24, 2009