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The Entrepreneurial President: Proceedings from the Conference “The Entrepreneurial President”

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The Entrepreneurial President: Proceedings from the Conference “The Entrepreneurial President”

Abstract

[Excerpt] Each year, the Institute for Community College Development offers a leadership program on critical issues for community colleges. In August 2005, the issue was entrepreneurship. *The Entrepreneurial College* was a great success, but when it ended, the participants agreed that “if entrepreneurship education is going to succeed at community colleges, *presidents* need to hear this message.” Therefore, we held a similar program for CEOs, *The Entrepreneurial President*, in February 2006.

What follows are highlights of the presentations and small group discussions from the CEO conference, with some additional materials from the August 2005 program. In this time of increased competition for scarce resources, entrepreneurial community colleges will have an edge. We hope you will use the ideas in this publication, generated by your colleagues, to support entrepreneurship on your campus. The possibilities are limitless, from certificate and degree programs, to business incubators, to “Entrepreneurship Halls of Fame.” The rewards include improved economic opportunities for the community, new donors for campus initiatives, and increased enrollment.

Keywords

ILR, Cornell, ICCD, leadership program, critical issue, community college, entrepreneurship, CEO, president

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Institute for Community College Development
A SUNY and Cornell University Partnership

The Entrepreneurial President

Proceedings from the conference "The Entrepreneurial President"

Institute for Community College Development
February 12-14, 2006

The Institute for Community College Development A SUNY and Cornell University Partnership

The Institute for Community College Development (ICCD) provides professional development opportunities for current and future community college leaders. Programs for faculty, administrators and trustees are offered at Cornell or in collaboration with community colleges around the country. The Institute offers customized programs for individual colleges, systems and professional organizations.

ICCD also sponsors and disseminates research that will inform leadership decision-making. It awards applied research grants to community college practitioners.

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Proceedings from the conference

“The Entrepreneurial President”

edited by Barbara Viniar and Martha Stettinius

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I would like to thank all the presenters, particularly Andy Scibelli and Tommy Goodrow, for helping us to organize the programs, the Institute staff – Lee Riddell, Patrick Feely, Martha Stettinius and Kate Milligan Friend – for embracing entrepreneurship, and our Ewing Marion Kauffman Foundation program officer, Nancie Thomas, for her responsiveness. The Foundation has been generous in its support of this and other entrepreneurship projects at the Institute.

For information about other programs offered by ICCD, or to download additional copies of this publication, please visit our web site, www.iccd.cornell.edu.

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Institute for Community College Development

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Ithaca NY, June 2006

Drivers Of Change: What Presidents Say About Entrepreneurship

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If change were simple, perhaps college leaders would be less apprehensive about the uncertain and chaotic environment that surrounds their institutions. Given that funding support from the states continues to decline while student enrollment increases, colleges are faced with the reality that business-as-usual may not fulfill their missions adequately. In this environment, change represents the linchpin of organizational vitality, as maintaining the status-quo becomes not just passé, but unsafe. Community college leaders must recognize that everything gives way to change, and that from great currents of uncertainty are born invention and innovation.

Some community college leaders are looking to entrepreneurship as one solution to help overcome these challenges. In society, entrepreneurship is vital to the stability of the economy, significantly contributing to jobs and innovations. With increasing competition in a global environment, there are many new frontiers to explore and opportunities to help reshape society and build a better future for all. Community college leaders perform best when considering new responses, using their entrepreneurial muscle to navigate change through the uncertain and uncharted territory that lies ahead.

Although we recognize the importance of entrepreneurial leadership, the reality is that community college leaders throughout the nation are still practicing traditional modes of management, unaware of the breadth and depth of change that must take place to transform their institutions into centers of innovation.

For the past three years, I have been studying community college entrepreneurship and the role that leaders play in building and sustaining a culture of innovation.

For the purposes of this presentation, I have selected four of the most critical aspects of en-

trepreneurial leadership from this research, each one representing a driving force for change in the community college.

1. Leaders formulate a vision for the future.

Entrepreneurial leaders begin transforming their colleges by formulating and articulating a clear vision that is focused on a new way of doing business. Understanding the necessity of responsible risk-taking, and armed with practical business sense, these leaders facilitate productive and creative decision-making, aligning goals and strategies to their vision.

Guided by this vision, successful leaders cultivate change that is transformative and sustainable; they have the capacity to define the college's role in the world beyond its walls. Their clear vision for the future is realized through determination, persistence and a desire to be accountable to the community and to the students. Although their vision may set them on a new course, the final destination – student success – does not change.

“Community colleges are the most mutable institutions in higher education and are well-positioned for change – this is their greatest strength.”

Dr. Barbara R. Jones-Kavalier, Associate Vice President for Student Services, Tacoma Community College, Tacoma, Washington, is the co-editor of The Entrepreneurial Community College with Dr. John Roueche • bkavalier@tacomacc.edu

2. Community college leaders must infuse the entrepreneurial spirit throughout the organization.

Leadership is the most important aspect in creating an entrepreneurial college. Leaders must have the ability to cultivate a climate where innovations will emerge and thrive. Therefore, the college president, as well as other leaders throughout the institution, should be selected, recognized and advanced based on some key leadership characteristics and abilities commensurate with a new vision focused on entrepreneurship. Some of these characteristics include:

- Courage to challenge old assumptions and beliefs by taking acceptable risks
- Ability to engage in creative problem solving needed to identify new paradigms
- Keen business sense combined with flexible and responsive management strategies

3. Leaders must create organizational structures and processes that help to transform culture and sustain innovation.

Simply possessing all the characteristics commensurate with innovative leadership, or having a vision focused on the future, is not enough. Community college leaders who recognize that organizational changes must be made in order to create an environment that supports entrepreneurial activity are better suited to succeed. Minor modifications will not enable a college to overcome the challenges within its environment. Although it is important that leaders demonstrate an appreciation for the history and traditions of their institutions, they must gently reshape organizational structures and processes so that the culture can survive change and experience undisturbed momentum.

4. Entrepreneurial leaders should seek opportunities to promote entrepreneurship by engaging in the ongoing pursuit of strategic alliances and innovative strategies.

Community college leaders must be successful at forming relationships with the internal and external community. Pursuing innovative strategies plays a key role in transforming the institution, and in building programs and services which supplement funding and resources, contributing to the college's mission. A plethora of examples exists of community colleges that have implemented strategies to promote entrepreneurship through partnerships and innovations. Some of these methods include:

- Ongoing research of new markets and of existing competition
- Development of new programs and services which have the capacity to generate additional funding or to expand resources
- Creation of employee recognition and reward systems related to the identification and implementation of innovative strategies
- Recruiting and hiring world-class employees who share the entrepreneurial vision

Community colleges are the most mutable institutions in higher education and are well-positioned for change – this is their greatest strength. Fueling the exploration of new ideas and concepts, leadership becomes critical to creating an environment that is able to respond effectively, and with great flexibility, to the challenges evident in these uncertain times. With an inventive spirit and recognizing the institution's potential for generating funds and expanding resources, today's community college leaders have the opportunity to overcome great adversity, to demonstrate entrepreneurship, and to become the drivers of change.

Entrepreneurship and the Community College Niche

Community colleges are well positioned to take a leadership role in the burgeoning field of entrepreneurship. This is due in large part to the significant role that most already play in workforce and economic development, their long-standing relationships with the K-12 system, the certificate and associate degrees in business, technical, and occupational programs they offer, and in many cases, leaders who are visionary innovators.

One compelling reason to consider entering into this arena is a recent statistic that indicates that 70% of high school seniors want to own their

“70% of high school seniors want to own their own business and 86% want to further explore entrepreneurship.”

own business and 86% want to further explore entrepreneurship (it was 10% in 1998). The implications related to enrollment are self evident.

The potential for entrepreneurial programs extends beyond the business curriculum, although that is generally a good place to begin. However, the menu of opportunities is vast.

- “Entrepreneurship across the curriculum” allows students in programs such as health care or art to take courses that will enlighten them about starting their own business.
- K-12 programs are a great way to introduce young people (as early as the third grade!) to the concepts of entrepreneurship. Summer institutes for K-12 students, for example, permit a short term, focused introduction to operating a business.

- Non-credit programs open to the community, in a topic such as business plan preparation, support regional economic development.
- Establishing a small business incubator with strong support services enhances the probability of success for start-ups. The business and job creation that results demonstrates value added to legislators.
- A student incubator, focused on college and even high school students with a desire and demonstrated commitment to establishing a business, fosters an entrepreneurial attitude and can even lead to successful start-ups.
- A Hall of Fame honoring local entrepreneurs is an easy way to earn friends who will support future entrepreneurship initiatives with either gifts or expertise. Induction events can raise awareness of the college’s programs.

These are just a few examples of ways community colleges can establish a niche for themselves in the exciting field of entrepreneurship.



Above: The Andrew M. Scibelli Enterprise Center at STCC. Right: The Western Massachusetts Entrepreneurship Hall of Fame. Photos by Dennis C. Driscoll

In addition to programs such as these there are other, less obvious, benefits that are directly related to fundraising. For example, successful entrepreneurs in the community, often difficult to engage in traditional ways, tend to become excited about the prospect of working with and supporting the college in these endeavors.

To date a significant number of community colleges have developed entrepreneurial offerings. Many are just beginning the journey, but the interest is growing exponentially. The presence of nearly forty presidents at this conference is testimony to that growth. They will return to their campuses with valuable information and tools to foster entrepreneurship education and an entrepreneurial culture.

In working with various colleges it has become clear to me that people involved in this topic have several traits in common. They are passionate, innovative, risk-taking visionaries who are highly energized by the work they are doing.

These “pied pipers” of entrepreneurship create an entrepreneurial campus culture by hiring and encouraging other high performers, the type to whom you need to say “whoa,” not “giddy-up.” With leaders like these, community colleges will create a niche for themselves that enhances their responsiveness to students and the community. Entrepreneurship education in all its dimensions will rival all other emerging fields over the next decade as the most attractive and popular program a community college can offer.

People involved in entrepreneurship are “passionate, innovative, risk-taking visionaries who are highly energized by the work they are doing.”

Dr. Andrew M. Scibelli, President Emeritus of Springfield Technical Community College, Springfield, Massachusetts, leads a consulting firm specializing in entrepreneurship at community colleges • scibelli@stcc.edu



Entrepreneurship: Models and Resources

While the range of entrepreneurship programs at Springfield Technical Community College may seem daunting to colleges that are new to the field, they were accomplished with relatively small investments of staff and funding. An entrepreneurship initiative can be launched by allocating as little as 2-5% of individual/collective staff time, which will not conflict with their other job responsibilities. An initial investment of \$5,000 is generally sufficient to get the ball rolling and secure the kinds of small programmatic successes that lead to bigger funding opportunities down the road.

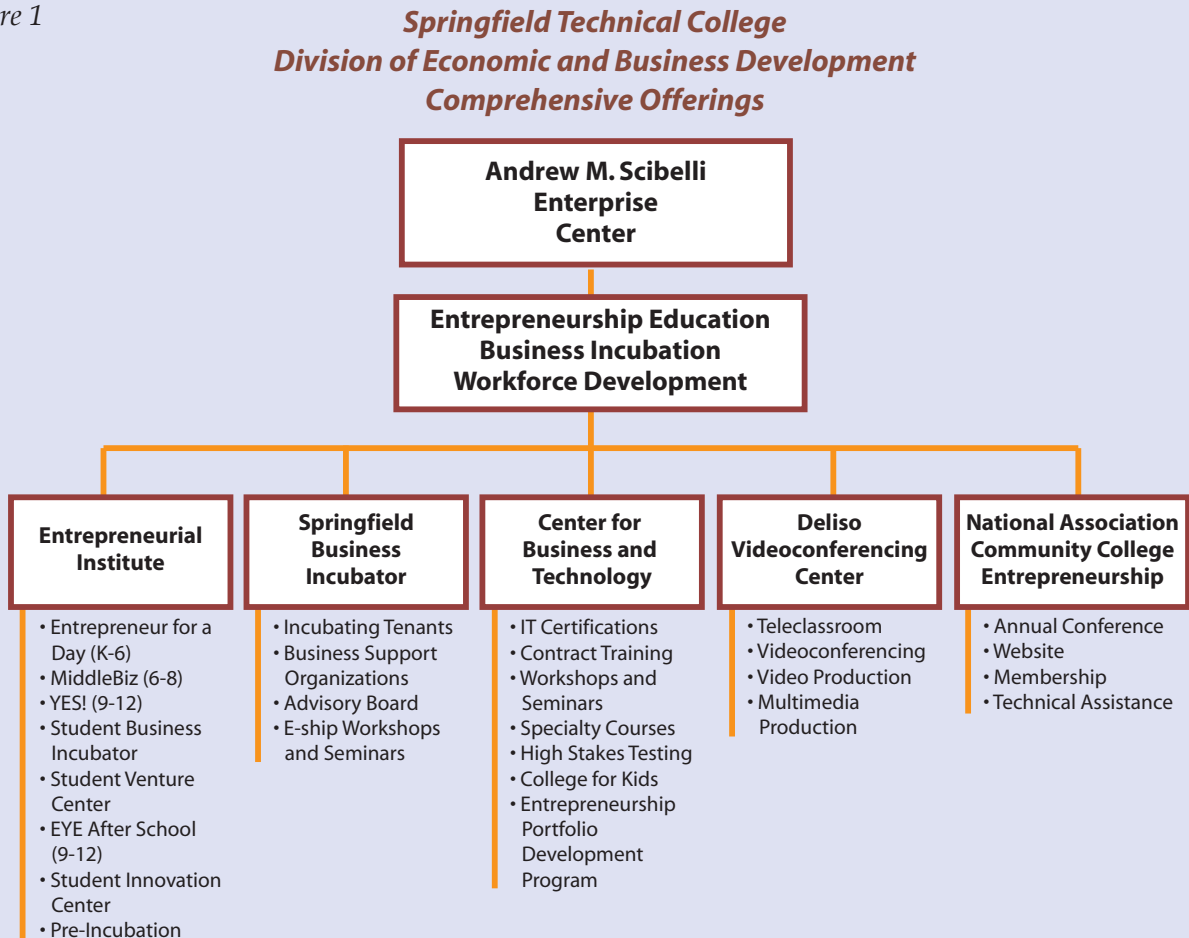
The comprehensive offerings at STCC (Figure 1) represent a mature model, one that has evolved over more than ten years. Campuses can select and adapt those programs that suit their campus culture, their regional economies, and their avail-

able resources. All community colleges can participate in developing entrepreneurship programs that will enhance their college's student learning experiences and enrich their campus with an entrepreneurial spirit. The additional funding opportunities that a community college will attract as a result are numerous, because entrepreneurship creates excitement among philanthropic donors and foundations.

The fact that entrepreneurship education and student business incubation programs have flourished at STCC for the past ten years offers solid proof that community colleges can expand their role in economic development. Entrepreneurship education should be a key driver in any economic development effort because it leads directly to new venture creations and job creation. When community colleges take the lead in developing

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Figure 1



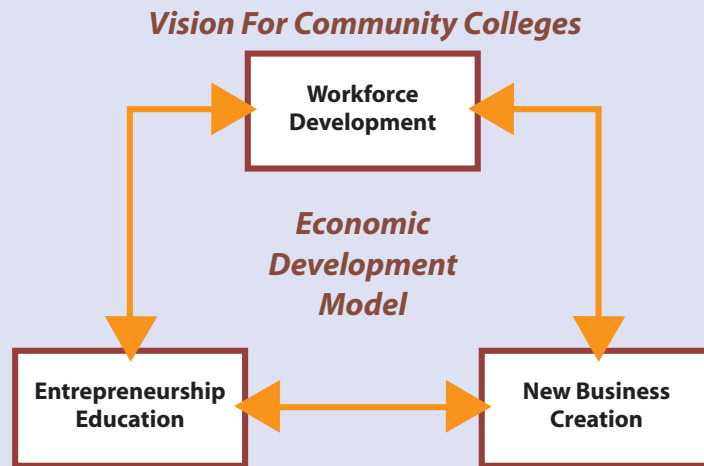


Figure 2

present and future entrepreneurs, they are ensuring the success of their community in a powerful manner.

Entrepreneurial training is a valuable addition to the workforce development kit of any community college, which already includes an array of credit and credit-free training programs that meet the needs of business and industry. However, the time has come for us to think more broadly, and position community colleges as essential not just to training the workforce, but to the overall economic vitality of the regions they serve. As illustrated in Figure 2, workforce development, entrepreneurship education, and new business creation are each components of a larger economic development strategy. Given the imperatives of global competition, launching entrepreneurship education and business incubation programs that lead to wealth creation and jobs should be a community college economic development priority.

At STCC, learners can avail themselves of both credit and credit-free courses and programs. Each responds to different needs. The vice presidents of academic affairs and economic development work together to expand opportunities for degree or certificate seeking students, small busi-

nesspeople and lifelong learners. The amount of value added that can be achieved by a partnership between the academic affairs and continuing education/workforce development divisions is unlimited. At STCC, the seemingly inevitable conflict between credit courses and credit-free courses has dissipated over the years as each division recognized the benefits of collaboration. When the divisions pool their resources and expertise, they create a more competitive service to offer external constituents and afford the students on their campus a more diverse learning experience. More revenues are raised to support the college's mission by leveraging its assets. While bringing divergent groups together is at times a challenge, the benefits and rewards for a community college seeking to build entrepreneurship are too great to forgo.

Mr. Thomas A. Goodrow, Vice President, Division of Economic and Business Development, Springfield Technical Community College, Springfield, Massachusetts, is the founder of the National Association for Community College Entrepreneurship, www.nacce.com, which fosters development of entrepreneurship education and student business incubation programs at community colleges • tgoodrow@stcc.edu

The field of entrepreneurship education is growing exponentially. As community college leaders, you are in an ideal position to meet the increasing demands among traditional undergraduates, aspiring small business owners, and the established companies in your area. I begin with these propositions:

- There is a social and economic imperative for entrepreneurship education.
- Entrepreneurship education programs at four year colleges are growing at an unsustainable rate and not fulfilling demand.
- Community colleges are best positioned to fill the gap.
- The pathway to entrepreneurship education is multifaceted.

Over the last 30 years, the number of entrepreneurship courses being offered on college campuses has grown from a select few to almost 3000. Universities are having trouble filling the 600 endowed chairs that have been created, often due to the clash between the culture of entrepreneurship and the more traditional approach of the university. The opportunities are waiting for community college leaders to seize.

Entrepreneurship education is a good fit with the economic development mission of community colleges. In Porter's cluster hub framework for regional development, a region is defined by a set of firms and support infrastructure working together to achieve prosperity. I would amend that definition to "a set of firms and support infrastructure led by community colleges to achieve prosperity."

Community colleges understand and teach the nature of specific opportunities. They understand and teach the entire business model, not just technology. They create and foster networks. Finally, they enhance human capital at many lev-

els, but especially in workforce development and entrepreneurial leadership.

How do we define entrepreneurship for the purpose of entrepreneurship education? A breakthrough in management education occurred when we refocused our attention on the nature of opportunity versus the allocation of scarce resources and arrived at this definition:

Pursuing an opportunity regardless of the resources currently available.

The Babson "definitional (r)evolution" led us to a more complete definition, suggesting that entrepreneurship is the foundation of management education:

"A way of thinking and acting that is opportunity obsessed, holistic in approach and leadership balanced...for the purpose of value creation and capture."

The paradigms of management and management education have shifted to accommodate the new realities of entrepreneurship:

OLD PARADIGM

Resource allocation model

General management

Cost-oriented

Embraces stability

Bound by resources

Local focus

NEW PARADIGM

Opportunity-driven model

Entrepreneurial leadership

Growth-oriented

Embraces innovation and risk

Bound by creativity

Global awareness

Community colleges have very much embraced the new paradigm.

Entrepreneurship is a full contact sport. Entrepreneurship education adds value by orchestrating the "collision" between the essential entrepre-

neurial qualities of spontaneity and opportunism and the equally essential discipline and processes required to succeed.

“Community colleges understand and teach the nature of specific opportunities.”

There are a variety of strategies to start entrepreneurship education on your campus. The stealth mode is effective in overcoming resistance from faculty or administrators. Student groups and alumni are your natural allies. Cultivate demand among these constituents and let them be the advocates on campus. Hide the first course in existing disciplines, such as a course on entrepreneurial finance within your accounting program. You may even borrow faculty from related disciplines to teach these courses initially.

You may prefer to stay focused and succinct, with courses such as “the e-team” and “new venture resources.” You may choose to start with a survey course that evolves into a program, or move more quickly into a broader foundation of courses. Finally, if you sense receptivity and/or have the resources, you may elect to use a bold assault strategy throughout the institution and your distributed networks.

Beyond establishing a curriculum, there are a wide variety of outreach and collaboration strategies:

Entrepreneurial exchanges

Case writing consortia

Hatchery spaces

Incubator relationships

Seed funds

Business plan competitions (“The International Community College Business Plan Competition”)

Angel investment club initiatives

Any of these can be adapted in size and scope to meet your needs.

According to Professor Jeffrey Timmons, my entrepreneurship colleague at Babson, “the best way to predict the future is to create it.”

Dr. Stephen Spinelli, Jr., Vice Provost for Entrepreneurship and Global Management, Babson College, Babson Park, Massachusetts, co-founded Jiffy Lube International and founded and served as chairman and CEO of American Oil Change Corporation • spinelli@babson.edu

“The best way to predict the future is to create it.”

–Jeffrey Timmons

Leveraging Resources

An important part of being a community college entrepreneur is leveraging resources. As public support declines, other revenue sources become more important to enable you to fulfill your mission. Leveraging the fiscal, programmatic and human resources on your campus creates opportunities for scholarships, new or expanded facilities, and innovative academic programs. The Monroe Community College Foundation has a long and successful history of leveraging resources. Sixty-seven percent of our gifts come from corporations and corporate foundations.

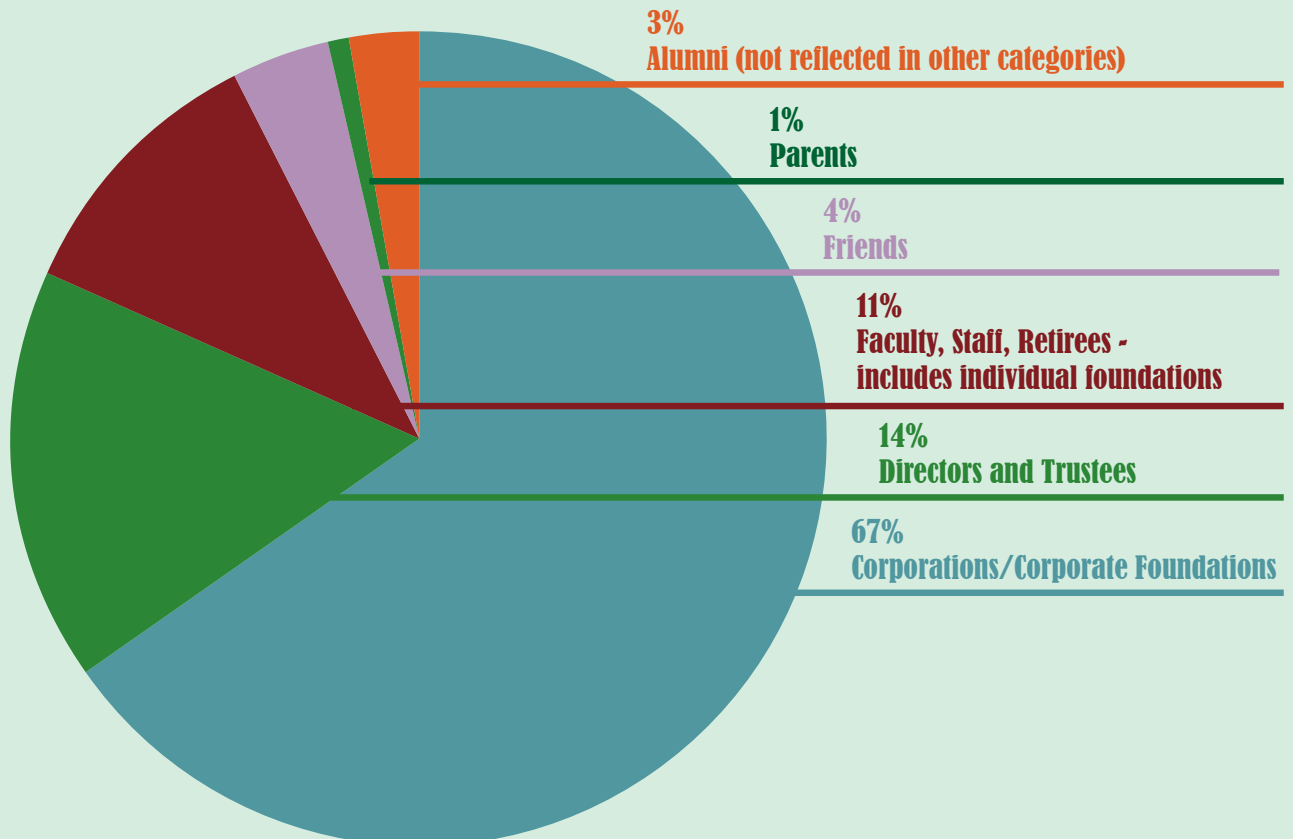
Many corporations have replaced traditional corporate philanthropy with corporate social investing. In his 1998 book, *Corporate Social Investing*, Curt Weeden introduced a model which has become a resource for business executives. The

model has been endorsed by Paul Newman, who has given over \$90 million in profits from Newman's Own, and Peter Lynch, former CEO of Fidelity's Magellan Investment Fund. Weeden suggests that corporations identify a business reason for every corporate social investment and obtain as much business as is allowable. They should commit at least 2.5% of their budgets to social investments, but should limit these to 501(c)(3) non-profit organizations. Finally, CEOs should provide the leadership for these efforts and should make a strong public statement to their employees and other stakeholders that endorses social investing.

Entrepreneurs in particular are focused on social investment. To attract entrepreneurs as donors it is critical to plan longer lead times and research their family and business interests. Entrepreneurs

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Monroe Community College Foundation Sources of Gifts in 2004



see themselves as partners, rather than mere donors, so position your request as an investment that will produce long-term benefits.

Entrepreneurs do not like meetings, long reports, paperwork or layers of bureaucracy. Your proposal should be succinct, informative and provide multiple options. Timing your proposal to coincide with business events such as sales, consolidations or stock executions may increase your prospects. Be prepared to accept private stock, negotiable securities or real estate, since entrepreneurs are often short on cash but long on assets.

Before approaching any potential corporate donors, you need to ask yourself a series of questions: Are you prepared to extend recognition? Do you have programs that mesh with their interests? Are your students/faculty/projected programs appealing to them? Do you have other potentially valuable assets for a business backer/naming? In order to ask for corporate support, you must be offering something worthwhile in return. Between 1994 and 2004, the number of 501 (c)(3) non profit organizations grew from just under 600,000 to over 1 million. This 70% increase means increased competition for corporate dollars, making it even more important to be well prepared.

Once you are prepared to leverage resources, you can consider the following as prospects:

- Businesses your institution frequents**
- Companies whose employees you train**
- Vendors**
- Corporate directors and trustees**
- Executives whose families you educate**
- Companies who hire students**
- Companies that sell products to students**
- Businesses whose activities correspond to your programs**

While most of these will be local businesses, they may be national or multinational businesses

with plants or headquarters in your community or with mutual interests. Do your research and decide which of your programs best corresponds to the potential donor's agenda. Check for existing relationships you can leverage. Be prepared to discuss a variety of ways in which that company can assist you, such as with gifts and grants, material, expertise, facilities, or promotion and publicity. Always be prepared with alternatives

“Entrepreneurs do not like meetings, long reports, paperwork or layers of bureaucracy.”

and remember to tell prospective donors they are aligning with a good cause, reaching new markets and getting access to your leadership. Getting the first gift makes you eligible for future gifts. It gives you credibility to engage other departments in the same company, and the ability to encourage other companies to provide support.

As a college president, you are the principal architect and advocate for leveraging resources. Demonstrate to prospective donors that their support will make your community better, your economy stronger, and that it is in their own best interest to support you.

Ms. Brenda Babitz, President, MCC Foundation, and Chief Advancement Officer, Monroe Community College, Rochester, New York, specializes in working with boards of directors to enhance productivity and effectiveness • bbabitz@monroecc.edu

Taking it Home: Innovative Instructional Material for Your Campus

The Ewing Marion Kauffman Foundation of Kansas City is the largest foundation in the country with entrepreneurship as its primary focus area. In both the fields of education and entrepreneurship, the Foundation's entrepreneurship team is developing partnerships with national organizations, supporting research and gathering national data, and has completed the formation of a multidisciplinary panel of distinguished scholars who will provide recommendations for a comprehensive approach to teaching entrepreneurship in higher education.

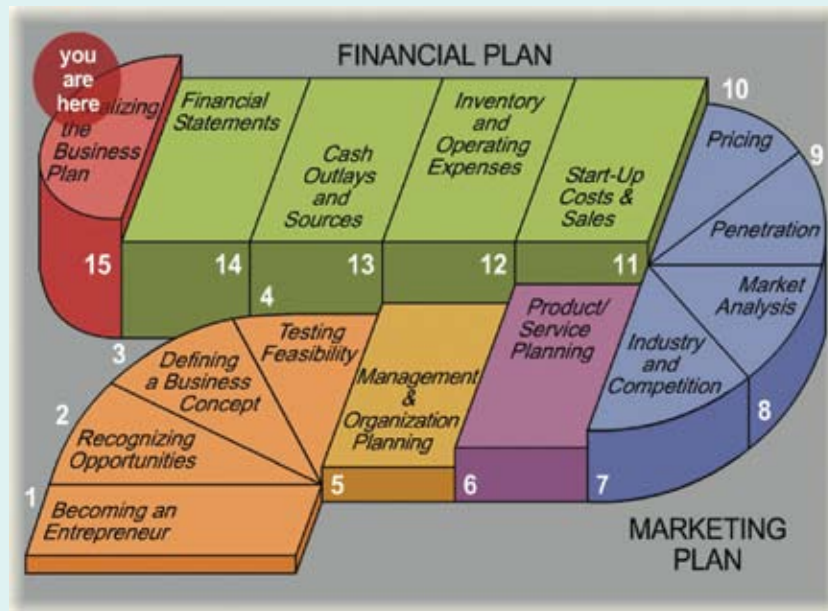
The current focus of the Foundation is in the following initiatives: Research in entrepreneurship, led by Vice President Bob Litan; Technology innovation and advancement, led by Vice President Lesa Mitchell; and Entrepreneurship & knowledge management, led by Vice President Judith Cone.

place. Students know they have to build a wide range of interdisciplinary skills that give them maximum flexibility and preparation for the future. Entrepreneurship is one such skill. Students want to learn how to recognize opportunity, harness the resources to exploit that opportunity, exercise their creativity, create sustainable solutions, take the inherent risks, and participate in the rewards.

It is recognized that community colleges, in particular, are well positioned to meet the demands of their students and their community. To help further entrepreneurship education in community colleges, the Foundation introduced the first comprehensive blended e-learning course material in entrepreneurship developed specifically for community colleges, titled Planning the Entrepreneurial Venture™ (PEV). This course material and delivery method offers a dynamic and

engaging experience to students seeking the entrepreneurial knowledge and skills required for venture creation.

Research substantiates the benefits of blended learning. By blending the approach among a variety of meeting types and delivery methods, each student can become fully engaged in at least some course activities. Those colleges using PEV as their course material indicate that students are more likely to complete a blended



Over the past thirteen years, the Foundation has invested in community college entrepreneurship education. Entrepreneurship is one of the most important aspects of our economy and students understand that. They no longer believe they can take a job with a large corporation and expect that they will spend their careers in one

e-learning course. Community colleges have also stated that this delivery method enables them to reach markets they had not previously, such as rural markets.

PEV is blended e-learning course material designed to teach students how to research, develop, and write detailed start-up business plans, which

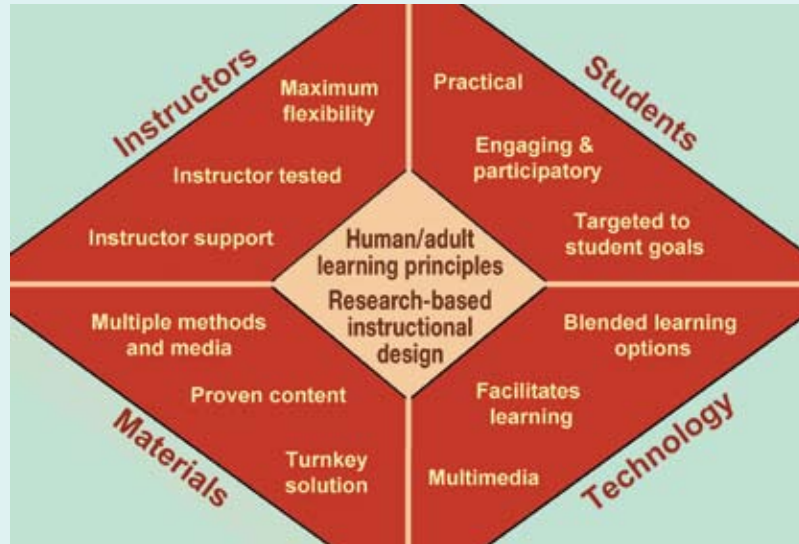
can be used to create successful businesses. The blended e-learning environment provides an interactive experience that combines the flexibility of Internet-based e-learning with the benefits of face-to-face instruction. The delivery method incorporates visual, auditory, and kinesthetic learning modalities. The blending of rich online content with the classroom environment enables students to effectively learn and practice the knowledge and skills required to successfully plan a new business.

In PEV, students experience all aspects of a new venture from determining their personal vision to conducting market analysis, to testing financial feasibility, drawing from the whole spectrum of business and management. The material demonstrates why good planning leads to successful business performance. Students gain insight into how the various pieces of the business's puzzle fit together and why the different aspects need to be managed in harmony for the venture to operate successfully.

The course centers on the business planning process – opportunity recognition, business concept development, feasibility testing, and the business plan. The business plan for a new venture includes four major sections: Management and Organization Plan, Product/Service Plan, Marketing Plan, and Financial Plan. Students, through personal discovery, gain the knowledge, skills, concepts, and strategies relevant for start-up and early stage entrepreneurs. The practical, hands-on approach encourages students to immerse themselves in the vision, research, and planning aspects of a new venture.

The learning model is designed to introduce students to concepts, give them an opportunity to

practice those concepts, and then apply the knowledge to their venture. The learning is supported by a variety of tools and resources designed to teach and reinforce key learning points.



- Online content. The e-learning text provides core information supported with examples, analogies, tips, reality checks, and insights from real entrepreneurs. Students progress through each chapter in a linear fashion or explore those aspects that attract their attention.
- Real entrepreneurs. The Overview introduces students to five entrepreneurs who offer insights, tips, and mentorship throughout the course. Each chapter automatically opens with an audio clip featuring one of these entrepreneurs.
- Online activities. The interactive online activities reinforce major concepts as students apply what they are learning to entrepreneurial ventures. Students receive immediate feedback and explanations as they work through the activities. Many of these online activities follow the Backyard Solutions storyline in which an entrepreneur assesses and develops his business idea.
- Assignments. The course material includes

both a business plan template and a financial planning template. The assignments guide students through the business planning process and provide a question/answer and step-by-step approach to writing their plans.

- Scenario worksheets. Woven throughout the course are 19 Sparkle and Gleam Scenarios which reinforce concepts presented in each

“The blended e-learning environment provides an interactive experience that combines the flexibility of Internet-based e-learning with the benefits of face-to-face instruction.”

chapter. The scenarios follow Carmen on her entrepreneurial journey.

- Exercises. The exercises are individual or group activities that give students practice in the business planning process.
- Case studies. Case studies are additional exercises in which students can apply their new knowledge and skills. The case studies zero in on the key concepts presented throughout the chapters.
- More Info. The More Info items enhance the course material and include links to audio and video clips, Web sites, research periodicals, and online articles. Entrepreneurial books are also listed.
- Assessments. When students complete a chapter, they can check their understanding of the material by answering 10 multiple choice

questions. Each incorrect response receives an explanation with the appropriate answer.

Again, it is important to the Foundation that students across campus have access to entrepreneurship education. The Foundation has partnered with the University of Illinois to conduct a follow-up survey of 1,193 public community colleges (Note: The number may vary from other listings because of the manner “systems” have been handled.) to collect data in areas such as number of entrepreneurship courses in and outside the business department, number of entrepreneurship certificate offerings, whether entrepreneurship courses are required of non-business majors, whether the college has a Small Business Development Center affiliation, whether the college has a small business outreach program, course numbers, and catalog offerings. The previous survey was conducted in 2002.

Ms. Tina Sterling, marketing and entrepreneurship strategist, leads the Ewing Marion Kauffman Foundation’s initiative to research and disseminate the first blended e-learning entrepreneurship course materials designed for two-year colleges • www.kauffman.org • tmsterling@att.net

Small Groups: Entrepreneurial Leadership

The purpose of this small group was to examine the nature of entrepreneurial leadership, and to determine what organizational structure supports entrepreneurial thinking.

What are the characteristics of an entrepreneurial community college president?

Entrepreneurial presidents share the characteristics of any good leader: integrity; passion; open-mindedness; flexibility; and creativity. They are also driven, risk-taking, goal-oriented, have infectious enthusiasm, and are resilient in the face of failure.

Entrepreneurial presidents look for hidden opportunities. They often like people who are different, and are not afraid to challenge the status quo. They are active in national organizations and bring

an international perspective to their work. They encourage entrepreneurial thinking in others.

What steps should presidents take to ensure that their campus culture reflects entrepreneurial thinking?

Presidents need to clearly articulate a collective vision of entrepreneurship and ensure that the college's mission statement reflects entrepreneurial values and goals. The mission drives the programs, which drive the budget.

Entrepreneurial presidents work with their boards to make sure they are comfortable with entrepreneurship and that the board's policies support change and openness.

Strategic hiring and reward systems are essential to creating an entrepreneurial culture.

Bureaucratic	Entrepreneurial
College is the driver	Community partnership
Hierarchical, top-down	Flat, participatory
Ensures faculty loads	Rewards innovation
Fighting for slices of the pie	Leveraging resources; finding new partners and donors
Rules	Flexibility
Barriers and hoops	New opportunities
Mechanistic	Organic
Long lead times	Short lead times
Static plans	Dynamic plans
Low levels of accountability	High levels of accountability
Staff-oriented	Student-oriented
Maintaining job security	Taking risks
Like to meet	Like to do
Incremental changes	Leaps
Across the board salary adjustments	Performance pay, flexible reward system
Status quo	Change
Retaliation	Protection from sniping
Technology used as control of process	Technology opens up opportunities
"Hardening of the Categories"	Fluid team projects
Reactive	Proactive
Product-driven	Market-driven

Presidents should hire, empower and reward innovators. They should seek new hires who are tolerant of ambiguity but pay attention to detail. Presidents and their senior staff must “walk the talk,” creating an environment that supports risk taking by making it part of promotion and tenure decisions. In an entrepreneurial culture, the outcomes for entrepreneurial thinking are viewed as equal to the outcomes for academic achievement.

Presidents should operate from existing strengths, identify resources and champions, and provide opportunities for professional development. They should identify and remove administrative or structural barriers. Using “pilots” to implement new programs is a valuable technique. The college’s continuing education division can be used for research and development, piloting entrepreneurship courses and programs on a small scale before campus-wide implementation.

Contrast bureaucratic and entrepreneurial organizations.

Although different, traditional and entrepreneurial structures are likely to exist simultaneously, like electrons and neutrons within an atom or a picture with a frame. The traditional, bureaucratic approach of established rules, policies and procedures is the background against which the entrepreneurial, project/relational approach emerges. The entrepreneurial approach is defined by organic structures, centers of influence and work groups, and dotted line relationships.

What organizational structure will support entrepreneurial thinking and action?

Organizational structures that support entrepreneurial thinking and action avoid the silos typical of many colleges. Flat, horizontal designs support cross pollination and collaboration. Structural boundaries should be fluid both internally and externally.

Who are the key players who must encourage and support entrepreneurial thinking?

Entrepreneurial thinking requires the support of a wide range of stakeholders, whose roles will vary at different stages of institutional development. The commitment and visible support of the board, president and senior staff are critical at all times. Other campus leaders, both formal and informal should be enlisted as champions early in the process. Champions must have power, connections, determination, and commitment to the long haul.

Key tenured faculty will be critical to curriculum development. PR and marketing staff will help publicize entrepreneurial programs and their positive impact on students and the community. To change hiring policies and reward systems, HR staff and union leadership need to be involved. Alumni, particularly those who are entrepreneurs themselves, can be catalysts for change on campus. Local employers who have relationships with the college can help develop and sponsor programs. Local and state legislators are especially interested in the economic impact of entrepreneurship education.

How do you get key players to buy in?

Buy-in takes time. Presidents must play an ongoing role, leading by example and personally acknowledging and rewarding entrepreneurship. They should demonstrate that calculated risks are encouraged, and failure is not punished. In addition to hiring strategically, presidents should take

“Alumni, particularly those who are entrepreneurs themselves, can be catalysts for change on campus.”

advantage of other expertise, such as the Service Core Of Retired Executives. Communication lines in both directions should stay open, and presidents should take advantage of opportunities to publish and to give presentations about entrepreneurship ventures on campus. Initiatives should be encouraged across the academic disciplines and across the campus. Entrepreneurship and related professional organizations can provide opportunities for professional development.

Student buy-in can be fostered by Students in Free Enterprise (SIFE) chapters, which are low cost and provide excellent opportunities for public relations.

How can entrepreneurial leadership influence fundraising and economic development?

Community colleges use a variety of entrepreneurial ventures to generate revenues, build alliances and improve the economy and social services of their communities:

- Leasing facilities for offices, conferences and special events
- Leasing land
- Testing centers
- Counseling centers
- Partnerships with community agencies such as libraries, fitness centers, child care centers, and YMCAs
- Partnerships with other colleges and universities – co-located “university centers”
- Customized training
- Services that are discipline-specific, such as water testing and speech therapy
- Student-run agencies
- Dormitories built and managed by outside providers
- Business incubators, research centers

- Geek squads

Several colleges have obtained sponsors for specific programs from donors with a vested interest, such as a bank supported finance program, a pharmaceutical supported bio-tech program, and a hospital supported nursing program.

Creative mechanisms for revenue generation include separate development corporations and 501(c)(3)s.

Entrepreneurial presidents recognize the need to expand their focus from direct fundraising to “creating wealth.” They seek new donors and partners and find creative ways to acknowledge their contributions.

“Reward people with entrepreneurial thinking—even people who have tried and failed.”

Andrew Scibelli

Business Incubation and Economic Development

The purpose of this small group was to determine the requirements for establishing and sustaining a business incubator and/or a student business incubator. Participants were asked to consider community needs and projected outcomes relative to the economic impact on the community, as well as the role the college would play as a center for entrepreneurship.

What role would an advisory board play and who would you invite to serve on it?

Successful entrepreneurs, financial experts, representatives of banking, alumni, students, faculty, and high-school faculty would be invited by the president, who would meet with the board regularly. The board would engage in strategic planning, financing, developing accountability measures and monitoring progress. Board members could also serve as mentors to new entrepreneurs.

How would you structure your incubator to provide support to fledgling businesses?

Support would include space, telephone, fax, and copiers. To assist with financing, the center would use advisory board members and other experts to provide financial advice and assist fledgling businesses in accessing funding. A loan fund would be established. Regular contact with successful entrepreneurs would be built in. Workshops on business plans, marketing and related topics would be offered. Rent would be minimal, but there would be a finite lease and tenants would have to demonstrate an exit strategy. However, prior tenants would still have access to selected services.

How would you link the incubation activities with related academic programs?

- Establish ties with the curriculum committee
- Award credit for incubator activities
- Require an internship tied an to academic program
- Involve SIFE (Students in Free Enterprise)
- Promote “natural” linkages with Consumer Education or Economic Development Center
- Create an incentive for faculty to “mentor” students in the incubator
- Encourage presentations by faculty at the incubator, and presentations by entrepreneurs in classes
- Provide examples of entrepreneurs in every discipline

How would you measure success?

Measures should be established at the center’s inception and be part of a long range plan.

They would include the number of businesses and jobs created, the impact on the local economy, the ability of the center to sustain itself financially, the degree to which entrepreneurship spreads across the curriculum, and the impact on enrollment. Even if their businesses fail, or they elect not to start a business, graduates will be successful in their chosen field.

How would you ensure that your incubator model is sustainable?

- Conduct a capital campaign
- Create a “kick-back club”
- Require a defined percentage of profits after 5 years
- Offer services on a fee-for-service basis, or revenue generating programs for a broader audience

How would you treat a K-12 incubator differently and what kind of relationship might this foster with local schools?

Students and their projects should be more closely aligned with an academic program, and their time in the incubator should be shorter.

Relationships with K-12 can be strengthened by inviting high school faculty to serve on advisory boards, having college faculty associated with the incubator teach courses or modules in the high schools, having student entrepreneurs visit K-12 classes, and inviting K-12 students to visit the incubator.

A business plan contest can generate awareness and encourage students to enroll in entrepreneurship courses.

Community colleges should work with the specialized schools and “academies” within schools that now exist in many districts.

“Faculty may be advocates for entrepreneurship education based on their personal interest, need for renewal, willingness to work across disciplines, and passion for serving students.”

The purpose of this group was to examine the reasons for establishing an entrepreneurship curriculum and the action steps and personnel necessary to implement a curriculum. Participants were asked to outline potential content and develop a preliminary marketing plan, as well as to identify possible barriers.

How is an entrepreneurship curriculum relevant to your college and community?

In the community, changing economic realities and regional job losses have increased interest in entrepreneurship. People employed in technology, agriculture, the arts, and skilled trades with little or no business background are interested in business ownership.

On campus, a new entrepreneurship program represents continuous improvement of the business curriculum and possibly others across the campus. An entrepreneurship curriculum provides opportunities for public relations and fundraising and may be the basis for the college emerging as the premier entrepreneurial center in its region.

What courses should be included in certificate and associate degree programs? What non-credit courses should be offered?

Courses for entrepreneurship programs at certificate, associate’s and bachelor’s levels, plus non-credit offerings:

- Are need / community-based
- Provide “one-stop” efficiency, responsiveness
- Are customized, flexible, adaptive
- Use ahead-of-the-curve content
- Use innovative models: integrated work-and-learn, modular, technology-based, open entry/exit
- Are dynamic, continuously improved

- Have defined, measurable learning outcomes
- Possible course areas: English, public speaking, sales, marketing, logic/philosophy, accounting, finance, ethics, microeconomics
- Could include, early in the program, internships/field experiences with business owners, and later, a lab/capstone experience

How can your college promote and market entrepreneurship education on your campus to students, faculty, and community leaders? Identify possible barriers or constraints.

Faculty may be advocates for entrepreneurship education based on their personal interest, need for renewal, willingness to work across disciplines, and passion for serving students. Other faculty may create obstacles due to territorialism, resistance to change, and lack of preparation in the field. Union contracts and other personnel policies may also be constraints to developing new programs.

What are the action steps for creating a Center for Entrepreneurship?

First, it is important to define the purpose and priorities of the center. A community needs assessment will signal intent to the community and build support. Creating a center will use the same process as building an entrepreneurial culture, but with champions at a higher level of influence, and more financial support. It is not necessary to reinvent the wheel; programs like those of Springfield Technical Community College can be adapted.

How can you develop partnerships with other two or four year institutions?

Partnerships should build on existing relationships. Faculty at other institutions can be invited to serve on an advisory board and be involved in program development and curriculum review.

Jointly sponsored conferences, or joint presentations at professional conferences, can strengthen relationships among individual faculty or departments. New or enhanced articulation agreements should be created, as well as “guest student” and reverse transfer programs.

Participants

The Entrepreneurial President, February 12-14, 2006

Marty Smith, Anne Arundel Community College, Maryland
Peter Burnham, Brookdale Community College, New Jersey
Dennis Golladay, Cayuga Community College, New York
Kathy Drumm, Central Piedmont Community College, North Carolina
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Susanne Bruyère, Employment & Disability Institute - Cornell University, New York
Jane Karas, Flathead Valley Community College, Montana
Maureen Crowley, Florida Keys Community College, Florida
Lydia Estenoz, Florida Keys Community College, Florida
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G. Jeremiah Ryan, Raritan Valley Community College, New Jersey
Brenda Hellyer, San Jacinto College, Texas
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Charles Grant, San Jacinto College North Campus, Texas
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Dan Terhune, Spartanburg Technical College, South Carolina
Donald Katt, State University of New York Ulster, New York
Carl Haynes, Tompkins Cortland Community College, New York
Charlotte Hatfield, Washington State Community College, Ohio
Marjorie Glusker, Westchester Community College, New York

The Entrepreneurial College, August 3-5, 2005

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Jon Fuller, Cuyahoga Community College, Ohio
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Claudia Levi, Edmonds Community College, Washington
Prashanta Samanta, Finger Lakes Community College, New York
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Ann Alexander, Grand Rapids Community College, Michigan
Mary Ann van Arsdale, Harrisburg Area Community College, Pennsylvania
Ruth Hopkins, Institute for Community College Development, New York
Mary Lou Bertrand, Jefferson Community College, New York
Arlene Cronin, Jefferson Community College, New York
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