

ASSESSING THE IMPACT OF A MANDELA  
WASHINGTON FELLOWSHIP INSTITUTE FOR  
ENTREPRENEURS FROM SUB-SAHARAN AFRICA: A  
PHENOMENOLOGICAL STUDY

By

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Abstract: Sub-Saharan Africa (SSA) is the youngest, poorest, and fastest growing continent in the world. As scholars study why the development of Africa has been slow compared to the rest of the world, a lack of investment in human capital development emerges as a prevalent reason. Regarding agriculture, in particular, resources supporting technological innovations that do not fit SSA's needs could be invested to develop its human capital.

Oklahoma State University was awarded a grant resulting in a six-week long entrepreneurship education program (EEP) that trained 25 entrepreneurs from 17 SSA countries, many of whom had an agricultural business context. Approaches to entrepreneurship education is a well-debated topic in the entrepreneurship literature, and how to best evaluate these education programs also has been contested. Due to the lack of consensus on how to capture the true impact of an EEP, the researcher used qualitative methods to conduct a phenomenological study (Moustakas, 1994). Twelve of the Institute's participants were interviewed via online technologies about nine months after the program's end. After the interviews, each transcript was analyzed through the procedure of Epoche, phenomenological reduction, and imaginative variation, from which specific participants' quotes were highlighted. As a result, four themes and seven sub-themes as well as an *essence* of the phenomenon emerged.

The emergent themes were *improvements, changes, and challenges to their business models* (three sub-themes); *self improvement and empowerment* (two sub-themes); *social change* (two sub-themes); and *lessons learned from fellow Africans*. These themes and sub-themes coalesced to form the phenomenon's *essence: Building the capacity of socially responsible entrepreneurs for a new Africa*.

Future research should assess the impact of formal business knowledge, e.g., concepts and theories, has on the decision making and long-term success of participants who may have gained such during an EEP. Additional research should also seek to identify which implicit or observational learning experiences create significant impressions that motivate training participants to become change makers, including their practicing of social entrepreneurship. It is also recommended that providers of EEPs continue to stress rigor and an ethos of accomplishment as well as provide opportunities for service-learning through their programs.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
U.S. International Development .....	3
Development Goals.....	6
Economic Development and Africa.....	7
The Context: Sub-Saharan Africa (SSA), including Its Agriculture and Food Production Needs, Related Limitations, and Entrepreneurial Opportunities.....	9
Problem Statement .....	16
Study's Purpose and Research Questions .....	16
Scope and Limitations of the Study .....	18
Assumptions.....	18
Definition of Terms.....	19
II. REVIEW OF LITERATURE.....	23
Introduction.....	23
Globalization, Agriculture, and Entrepreneurship .....	23
Entrepreneurship Education.....	30
Evaluating Entrepreneurship Education .....	36
Effectiveness of Entrepreneurship Education and Its Study as a Phenomenon.....	45
Conceptual Framework.....	49
Theoretical Framework.....	51
Summary.....	53
III. METHODOLOGY .....	56
Introduction.....	56
IRB Approval.....	56
Problem Statement .....	57
Study's Purpose and Research Questions .....	57
Interpretivist Theoretical Perspective and Constructionist Epistemology.....	59
Phenomenology.....	60
Ensuring High Quality Qualitative Research.....	65
Researcher's Reflexivity.....	66
The Mandela Washington Fellowship Institute Experience .....	68

Chapter	Page
Solicitation of Study Participants.....	70
Instrumentation and Data Collection .....	70
Data Analysis .....	73
Summary .....	79
<b>IV. FINDINGS.....</b>	<b>82</b>
Introduction.....	82
Study’s Purpose and Research Questions .....	82
Discussion of Themes and Sub-Themes .....	83
Theme #1 Improvements, Changes, and Challenges to Their Business Models ...	87
Theme #2 Self Improvement and Empowerment .....	98
Theme #3 Social Change .....	105
Theme #4 Lessons Learned from Fellow Africans.....	111
Findings as Related to the Study’s Research Questions .....	115
Research Question #1 .....	115
Research Question #2 .....	116
Research Question #3 .....	116
Research Question #4 .....	117
Research Question #5 .....	117
Research Question #6 .....	118
Research Question #7 .....	119
<b>V. SUMMARY OF THE STUDY, CONCLUSIONS, IMPLICATIONS AND DISCUSSION, AND RECOMMENDATIONS.....</b>	<b>120</b>
Introduction.....	120
Summary of the Study .....	120
Problem Statement .....	120
Study’s Purpose and Research Questions .....	121
Review of Literature .....	123
Conceptual Framework.....	125
Theoretical Framework.....	126
Phenomenology.....	127
Instrumentation and Data Collection .....	128
Data Analysis .....	129
Essence.....	130
Conclusions.....	121
The Institute’s Logic Model: Achievement of Anticipated Outcomes and Impacts .....	133

Chapter	Page
Conclusions.....	130
Social Entrepreneurship as Praxis.....	136
African Identity.....	140
Implications and Discussion .....	141
Recommendations.....	143
Recommendations for Future Research.....	144
Recommendations for Practice .....	147
REFERENCES .....	150
APPENDICES .....	170

## LIST OF TABLES

Table	Page
1 Selected Personal Characteristics of the Study's Participants .....	65
2 Emergent Themes and Sub-themes.....	85
3 Prevalence of Themes .....	87
4 Select Fellows' Financial Data .....	90
5 Select Recommendations for Future Research and Future Practice by Theme .....	145

## LIST OF FIGURES

Figure	Page
1 Ajzen's theory of planned behavior .....	52



## CHAPTER I

### INTRODUCTION

The United States of America's Department of State sponsors a program called the Young African Leaders Initiative (YALI). YALI's stated goal is "to support young African leaders as they spearhead the socio-economic transformation of Africa as well as enhance peace and security across the continent" (YALI Regional Leadership Center, n.d., para. 35). The Mandela Washington Fellowship (MWF) is *the flagship program of YALI*, as it brings selected *Fellows* to the campuses of different universities across the United States in search of education and networking opportunities in one of three areas: Civic Leadership, Public Management, and Business and Entrepreneurship (U.S. Department of State, n.d.a).

Faculty members of Oklahoma State University (OSU) in Stillwater, Oklahoma proposed an Institute for the MWF's business and entrepreneurship track that was funded. The Institute was hosted by a collaborative effort between the Department of Agricultural Education, Communications, and Leadership of the Division of Agricultural Sciences and Natural Resources (DASNR) and the Riata Center for Entrepreneurship of the Spears School of Business. Accompanying the grant was a logic model that identified

the short-term, medium-term, and long-term goals for the Institute's impact (see Appendix A).

The Institute included 25 young entrepreneurs from 17 Sub-Saharan African (SSA) countries: Angola, Benin, Botswana, Cameroon, Democratic Republic of Congo, Ghana, Equatorial Guinea, Lesotho, Kenya, Malawi, Mauritius (an island state), Nigeria, Rwanda, Tanzania, The Gambia, Uganda, and Zimbabwe. The collaborators secured funding for the Institute from the International Research and Exchanges Board (IREX) as supported by the U.S. Department of State (see Appendix B). OSU played no role in recruiting the Institute's participants; all decisions on selection and placement were made by IREX. IREX did, however, attempt to match the Fellows' entrepreneurial and business interests with the strengths and assets of the University.

The Institute, the event that was the focus of this study, was located in Stillwater, Oklahoma, at OSU. Stillwater was a city of approximately 50,000 residents at the time of the Institute, including university students (United States Census Bureau, n.d.). It is the largest city and county seat of Payne county, which is in North-central Oklahoma, and is about 66 miles northeast of Oklahoma City, the State capital and largest city in Oklahoma. Stillwater is also about 70 miles from Tulsa, the second largest city in Oklahoma and another regional center of commerce. This was OSU's first MWF Institute, although the University and, in particular, the team of faculty for the project had hosted several similar programs that were also funded by the U.S. Department of State (George et al., 2014; Maroney, 2015; Taylor, 2017, 2018).

An important aspect of the Fellowship experience was the balance between the formal instruction of business skills and entrepreneurship, and exposing the Fellows to

U.S. culture, norms, and values. The virtues of teaching about culture and values have been studied by scholars, including Veen (2003) and Carr (2000) who defined and described the purpose of citizen education and values education. Carr (2000), for example, noted the presence of values education in Western nations often was a part of public education and requirements for citizenship. Although the MWF was not a program that named values education as a main goal (U.S. Department of State, n.d.b), immersion into a different culture is an experience that may be the only way to improve individuals' insights into issues that exist within their own cultures (Gay & Kirkland, 2003). As individuals build meaning through their perceptions, they search to understand which essential qualities of a phenomenon play a role in the creation of such meaning for those who live it (Moustakas, 1994). Examining the impacts of an entrepreneurship education program (EEP), as was the purpose of this study, could provide findings about improving approaches to business development (Henry, Hill, & Leitch, 2005b). And exploring a cultural immersion experience may yield an understanding of the participants' attitudes on citizenship and community membership (Gay & Kirkland, 2003). The MWF Institute was a program that linked these aspects into one phenomenon worthy of study.

### **U.S. International Development**

The United States' role as an investor in international development first became a significant part of its foreign policy position and agenda under the administration of President Harry S. Truman (Raczkoski & Edwards, in press). In Truman's inaugural address, he outlined the "four major courses of action" (Woolley & Peters, n.d., 1949, para. 34) for his presidency. Based on American initiative and international collaboration, it was intended that these actions would bring hope and prosperity to the entire world.

Bringing economic security and improving the quality of life in developing countries would provide global security and a new trust in peace. To that aim, the fourth point of his address presented the need for the United States to share its scientific advances and industrial progress with developing countries. At that time, the citizens of most developing nations were living in conditions that did not resemble the modern world, hunger and disease were imminent threats, and economic opportunities were limited. But, according to Truman, it did not have to be that way.

For the first time in history, humanity possesses the knowledge and skill to relieve the suffering of these people: . . . I believe that we should make available to peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life. And, in cooperation with other nations, we should foster capital investment in areas needing development. (Woolley & Peters, n.d., para. 49, 51)

Truman's fourth point of his inaugural address became central to the U.S. Government's efforts abroad, as it was the foundation for the Point Four Program, the first U.S.-funded foreign aid program that attempted to combine foreign aid, as designed similar to private investment, and specific forms of technical assistance (Raczkoski & Edwards, in press).

Thereafter, the United States has been a consistent actor in international development. The Point Four Program, after several iterations and administrative realignments, became the USAID in 1961 (Raczkoski & Edwards, in press; United States Agency for International Development, 2018b).

USAID works in over 100 countries to: Promote broadly shared economic prosperity; Strengthen democracy and good governance; Protect human rights; Improve global health; Advance food security and agriculture; Improve environmental sustainability; Further education; Help societies prevent and recover from conflicts; and Provide humanitarian assistance in the wake of natural and man-made disasters.

(United States Agency for International Development, 2018a)

During President Barack Obama's administration, the Young African Leaders Initiative (YALI) was created as a program to support the development of human capital through leadership development in SSA, and within YALI exists the MWF. It is worth emphasizing that the U.S. Department of State calls the MWF *the flagship program of YALI* (U.S. Department of State, n.d.b). During the 2017 Fellowship period, 38 different institutions received 25 Fellows each to participate in a six-week Institute in one of three areas: Civic Leadership, Public Management, or Business and Entrepreneurship. Two institutions had two cohort groups of 25 each. The Institutes provided participants instruction and learning opportunities appropriate for their respective focus areas, networking opportunities, as well as leadership development and service activities.

OSU has a special relationship working with the U.S. Department of State in regard to foreign assistance projects. Beginning with a former president, Dr. Henry G. Bennett, who was appointed by President Truman in 1950 to be an Assistant Secretary of State. Before his appointment, Dr. Bennett was the President of Oklahoma Agricultural and Mechanical College, which became OSU in 1957 (Norris, n.d.). His main charge as an Assistant Secretary of State was to lead the Point Four Program and U.S. foreign aid

projects. Bennett focused the Point Four Program on agricultural technological innovations and development, and his approach was to “utilize[e] team specialists from American Colleges and Universities to teach the people of other countries how to improve food production, housing, health, and education ‘with the tools at hand’” (Dr. Henry G. Bennett, para. 4). Dr. Bennett died while on assignment for the Point Four Program due to an airplane crash in Iran (Dr. Henry G. Bennett, para. 5), but the involvement of OSU in such approaches to international development continued.

### **Development Goals**

When discussing international development the standard that most initiatives attempt to work toward are guided by the United Nations’ Sustainable Development Goals (SDGs). The United Nations (U.N.) outlined 17 development goals that humankind should achieve by 2030, including the aims of “No Poverty,” “Decent Work and Economic Growth,” “Industry, Innovation, and Infrastructure,” and “Sustainable Cities and Communities” (U.N., 2017). These aims could be addressed by improving business and entrepreneurship opportunities for people in need of such. Dire statistics and realities, such as almost 800 million people living on less than \$1.90 per day, and a huge proportion of those people live in SSA, as well as more than 2.5 billion people not having consistent access to electricity (U.N., 2017), still need to be overcome. These goals, among others, are often a part of international development programs that feature business management and entrepreneurship. Such entrepreneurship training aims to not only help potential entrepreneurs employ themselves, but also to grow their business ventures to employ others, improve their nations’ economies, and lift people out of poverty. Entrepreneurs also innovate by definition (Schumpeter, Opie, & Elliot, 1983),

and the modern issues that surround challenges such as *sustainability* in regard to creating businesses likely to have long-term success in a changing world represents a huge marketplace for new ideas, products, and services.

### **Economic Development and Africa**

The African Development Bank (ADB) similar to the UN's SDGs also lists "Human and Social Development" (ADB Group, 2016, p. 17) as one of its primary goals. Due to the world's population growth, this has never been a more pressing need; in 2009, the number of undernourished people worldwide increased to an all-time high (Food and Agriculture Organization of the U.N., 2009). The ADB continues to pursue a "Human Capital Strategy, with its vision to harness the potential of a billion Africans by building skills, creating jobs, and promoting equal opportunities" (ADB Group, 2016, p. 17). In the past, these efforts were part of a 10-year plan, but, in 2016, the need for increased investment in economic development grew. In 2016, African economic growth was 2.2%, the lowest it had been in more than 10 years, and the largest commodity exporting countries saw significant drops in growth (ADB Group, 2016). The largest African economy, Nigeria, contracted 1.5% and South Sudan's economy contracted 13.1% (ADB Group, 2016). Moreover, in 2015, it was reported that poor people in Africa numbered 400 million, 50 million more than in 1990, and youth unemployment continued to grow (ADB Group, 2016).

A major problem with the economies of many SSA states are their unemployment rates. South Africa, an economic power in Africa and one of the more developed countries, still suffers from a 27.6% unemployment rate which ranks it 199th of 217 nations worldwide (Central Intelligence Agency, 2018). This unemployment rate

continues to grow despite the economic advantages South Africa holds. Kenya is another economic power in Africa, and its position makes Kenya one of the most important countries in all of East Africa. Yet, Kenya's unemployment rate is even worse than South Africa's at 40%, as estimated in 2013, and ranking it 212th of the world's 217 countries. Below Kenya, four of the bottom five nations demonstrating the world's highest unemployment rates are also African nations: Senegal at 48%, a 2007 estimate, ranked 214th; Djibouti at 60%, a 2017 estimate, ranked 216th in the world; Burkina Faso at 77%, a 2004 estimate; and Zimbabwe with the worst unemployment rate in the world at 95%, as estimated in 2014 (Central Intelligence Agency, 2018).

Another statistic that captures the economic problems of SSA is the distribution of family income, as measured by the Gini Index, which quantifies equality of income distribution – the lower the number, the more equal the distribution (Central Intelligence Agency, 2018). Finland is last on this list, i.e., it has the highest income equality, and countries such as Sweden, Slovakia, and Belgium are also among this group, with index scores in the low 20s (Central Intelligence Agency, 2018). However, at the top of the list, i.e., exhibiting the highest inequality, are a number of SSA countries. For the world's most recent rankings, Lesotho was ranked highest in the world at 63.2, although the estimate was made in 1995, followed by South Africa estimated at 62.5 in 2013; and Botswana ranked 5th highest, as estimated at 60.5 in 2009 (Central Intelligence Agency, 2018). Undoubtedly, economic opportunities, including access as well as training and development of human capital, still eludes many who aspire for such in the nations of SSA. Through topical presentations, site visits, enterprise shadowing experiences, and



other learning opportunities, OSU's 2017 MWF Institute sought to address this need (see Appendix C) by building the capacity of its participants, i.e., *Fellows*.

**The Context: Sub-Saharan Africa (SSA), including Its Agriculture and Food Production Needs, Related Limitations, and Entrepreneurial Opportunities**

Africa's struggles in agriculture are well-recorded historically and continue into the modern day (Berry, 1984; Diao, Hazell, & Thurlow, 2010; Eicher, 1982). For example, cereal production more than doubled from 1961 to 2001, but the vast majority of Africa's arable land lacks sufficient fertility despite the Green Revolution (Toenniessen, Adesina, & DeVries, 2008), which led to significant increases in productivity in much of Latin America and Asia. Increases in food production worldwide will likely slow as constraints to food production, such as arable land, availability of water and fertilizer, and sufficient labor, will continue to increase, while the world's population is expected to exceed 9 billion around 2050 (Godfray et al., 2010).

Although the increasing world population would result in higher demand for food and fiber, it is not necessarily a good thing for the agrarian economies of SSA due to the difficult choice that their farmers now face: to balance the need for food with the need to protect the environment (Reardon, Barrett, Kelly, & Savadogo, 1999). To this point, Reardon et al. (1999) defined the term *sustainable agricultural intensification (SAI)*:

- (i) an environmental criterion: the technology protects or enhances the farm resource base and thus maintains or improves land productivity; and
- (ii) an economic criterion: the technology meets the farmer's production goals (his/her 'reservation' food and/or cash productivity levels) and is profitable. (Reardon et al., 1999)

Reardon et al. (1999) further stated that the lack of capital spent to protect Africa's soil usually combines with a level of farming intensity leading to soil degradation, and for intensification to become sustainable it requires much more investment in capital such as fertilizers and improved seed, providers of which could be agricultural entrepreneurs or purveyors of agribusiness.

Kydd, Dorward, Morrison, and Cadisch (2007) addressed poverty with the view that gaining productivity from capital investments in agricultural production would reduce the number of impoverished people. This is not only to ensure sufficient food for the endless generations to come, but for farmers to protect the potential food production capacity that their land holds today. The choice of not intensifying responsibly means "declining per capita agricultural productivity" (Reardon et al., 1999, p. 24) and "hence the interlinked crises of rural poverty" (p. 24). The negative effects from long-term falling production could heavily impact the African continent's economy because the average SSA country relies on agriculture for 20% to 40% of its Gross Domestic Product (Kydd et al., 2007). Perhaps Toenniessen et al. (2008) captured the importance of agriculture best when they stated:

[B]ecause agriculture has yet to become an engine of economic growth in Africa, urbanization is occurring without a reduction in poverty . . . the low performance of agriculture in Africa is at the heart of its food insecurity and slow economic growth. (p. 234)

Kydd et al. (2007) called SSA's agricultural production disappointing, citing negative and low per capita growth during the previous 30 years. Even more disappointing is the approach that many SSA nations have taken to increasing their

agricultural yields. According to the FAO and the World Bank in 2000 (as cited in Kydd et al., 2007), African farmers are committing more and more land to cereal production, e.g., corn (maize), millet, rice, and sorghum, while the rest of the world is decreasing its total acreage of cereal production due to increased yields from technological advancements. Toenniessen et al. (2008) reported that African cereal yields were a quarter of the rest of the world's averages, and the low yields diverged from the other continents where cereal production continues to increase while farming fewer acres. Toenniessen et al. (2008) also cited Africa's expansion of land area dedicated to cereal production as the only way the continent could keep up with its population growth.

In 2017, the U.N., reported that Africa's population had increased to 1.3 billion people, the largest population growth of any region, and that Africa is on pace to have 40% of the world's population by 2100 (U.N., Department of Economic and Social Affairs, Population Division, 2017). Toenniessen et al. (2008) also contended that because of the challenges associated with this growth, i.e., "[f]eeding most of the poor and vulnerable populations in Africa, while preserving the natural resource base and the environment, [such] is one of the most pressing development challenges of the 21st century" (p. 234).

Godfray et al. (2010) did not offer one specific solution to this problem because it is complicated and "highly site specific" (p. 813), but technological and socio-economic changes of the last 30 years have dramatically altered the views of scholars who now recommend further research and course changes, instead of practices usually associated with the Green Revolution. The Green Revolution's farming techniques reflected the SAI measures that Reardon et al. (1999) described. Moreover, Binswanger and Pingali (1988)

contended the failure of the Green Revolution's farming techniques in Africa was due to an abundance of land, whereas such farming practices were designed for land scarcity. On the contrary, it was not necessary to protect the land and practice soil conservation because land is an abundant resource in much of SSA.

Toenniessen et al. (2008) and Binswanger and Pingali (1988) also discussed how the technological research in crop development had failed to revolutionize African agriculture due to a misunderstanding of what factors were holding Africa back. For example, Binswanger and Pingali (1988) described how "farmers are more likely to be attracted by stress-avoiding technologies, new crops, and higher-quality varieties" (p. 60). They also recommended that scientists who wanted innovations to be adopted should focus on creating crop varieties not requiring fertilizers or irrigation to boost yields, even though they recognized this presented limitations (Binswanger & Pingali, 1988). Binswanger and Pingali (1988), however, acknowledged that nations with dense and growing populations, such as Kenya or Uganda where the populations were growing and land was becoming more valuable, would be the countries standing to benefit the most from this research. The agricultural research that propelled the Green Revolution came "almost a century too early" (Binswanger & Pingali, 1988, p. 160) for these countries as land was not yet the scarce resource it was in many of the Asian countries that found the Green Revolution to be an effective approach to achieving food security and lifting their economies.

Toenniessen et al. (2008) built on Binswanger's and Pingali's idea that the Green Revolution needed to be repurposed for Africa's use by pointing out *red herrings* in statistics that make it seem as though its agriculture had been revolutionized by

technology. In one example, SSA's cereal production had increased to 77 million tons in 2001 from the 31 million tons produced in 1961 – however, more than 90% of the increased production was due to newly accrued or opened farmland (Toenniessen et al., 2008) rather than the increased use of technological innovation.

Moreover, Gebregziabher (2015) found that entrepreneurship had not been a focus within extension programs compared to their efforts to increase the adoption of technology and an overall focus on production efficiency and increased output. The International Fund for Agricultural Development (IFAD) [2011] addressed this choice to repeatedly focus on technological advancements instead of changes in farmers' behaviors by listing what had been holding back developing rural economies and what ought to occur.

So too are 'business as usual' approaches to agriculture, which do not yet adequately address issues of productivity and market orientation in tandem with issues of sustainability. Yet more profoundly, what is lacking in all these conventional approaches is a full appreciation of both the risks and opportunities that affect the livelihoods of poor rural women and men, how both are changing today, and how mitigating or better managing risk is crucial for opportunities to flourish and for poor rural people to benefit. (IFAD, 2011, p. 220)

Recognition of these opportunities beyond traditional or conventional approaches to agricultural production, including non-farming enterprises (NFEs), is vital. For instance, Alemu and Adesina (2017) found that many farmers continue to focus on farming well past the profitable point of diminishing marginal returns. This decision is

not an obvious one; rather it requires some knowledge of farm management to select the economically optimal production point, and to implement actions to recover the farmer's lost potential income. According to Alemu and Adesina (2017), only factors such as having a strong female presence in the household or a smaller amount of land will increase the likelihood that farmers become involved in NFEs on their own. Many of these farmers only produce for subsistence and fail to bring crops to the market, yet they do not focus on other enterprises to make an income (Alemu & Adesina, 2017). Their awareness regarding NFEs is very low. Not only is the knowledge of needs and markets outside of agriculture low, but also within – despite agriculture being the primary livelihood for those in the rural areas of SSA (Alemu & Adesina, 2017).

Jaleta and Gebremedhin (2012) focused on market orientation – the knowledge a person has about the market to which he or she has some relation – and its relationship with market participation. They found that in Ethiopia agriculture market participation was impossible without market orientation, but the presence of market orientation did not guarantee market participation (Jaleta & Gebremedhin, 2012). Ethiopian extension activity was given credit for the areas of high *market orientation*, but the areas did not immediately have high rates of *market participation*. Although increases in market orientation were vital to boosting the entrepreneurial activity, more resources were needed to increase low participation rates; this was the case even though Ethiopia is a large investor in extension compared to many other SSA countries (Gebrehiwot, 2015).

Jaleta and Gebremedhin (2012) also recommended specific efforts to increase market participation. According to Alemu and Adesina (2017), without such it leads to the lack of markets, a problem well-cited throughout the literature. For example,

Toenniessen et al. (2008) found that the Rockefeller Foundation, which was previously focused entirely on technological changes and scientific research, eventually had to turn to projects intended to address the business problems preventing farmers' improved yields from lifting them out of poverty. This led Toenniessen et al. (2008) to conclude that economic growth, even from increased productivity from technological improvement, is slowed if markets for selling the crops remain unavailable to producers.

Kelly, Adesina, and Gordon (2003) wanted to find how to increase demand for additional agricultural inputs in Africa through the private sector. However, they found that countries focused on providing inputs or the financing of agriculture often experienced increased production for which little demand existed and were not as successful as those nations who stressed developing infrastructure and public goods (Kelly et al., 2003). Bronzini and Piselli (2006) concluded that the factor productivity between human capital and infrastructure was similar, but the increasing impact of human capital had the strongest magnitude on productivity in Italy, albeit a developed country.

Adekunle and Fatunbi (2014) blamed the way agricultural research and development was done for the notably low productivity of African agriculture. They advocated for a new initiative involving a farming platform that collectivized different farms and treated the farmers as stakeholders, which would give them more ability to become aware of markets and opportunities surrounding them (Adekunle & Fatunbi, 2014). Further, Trienekens' (2011) analysis of value chains noted that past studies focused on efficiency of the intramarket relationships, but did not consider the conditions in which some of these value chains existed, and, hence, the prior knowledge that those in

such contexts possessed. This led Trienekens (2011) to conclude that a sector's environment is a major advantage or disadvantage, and, therefore, one of the most important factors was the ability to add value to raw products, i.e., a vibrant value chain, to earn a profit, as the result of recognizing new opportunities. Such opportunities could provide space for entrepreneurship and the growth of entrepreneurial enterprises, especially in developing markets such as the nations of SSA.

### **Problem Statement**

During the summer of 2017, OSU hosted a business and entrepreneurship Institute of the MWF. Within this Institute, 25 entrepreneurs ("Fellows") from 17 SSA countries experienced a curriculum of entrepreneurship topics, enterprise shadowing opportunities, and networking encounters, including many in the context of agriculture. Some of the Fellows, however, did not have an agricultural background or did not know their businesses could be considered agricultural enterprises. In addition, some Fellows came from already thriving businesses and others small startups. The Institute was intended to assist the Fellows in furthering their current entrepreneurial ventures regardless of the sector and also make them aware of agriculturally related opportunities to consider pursuing in the future. How the impact of this entrepreneurship education program (EEP) [see Appendix C] was affected by factors such as the educational and cultural diversity of the Fellows, the setting of the program, and the education programming was worthy of investigation. Therefore, a follow up study was needed to assess the MWF Institute's impact after its participants had returned home.



## **Study's Purpose and Research Questions**

The purpose of this study is to examine the impact of OSU's MWF Institute on selected Fellows in regard to how they practiced entrepreneurship in new ways after returning to their home countries. The Fellows could be divided in many ways: those whose business ventures involved agricultural or allied sector enterprises and those who did not, the primary language of their home country, the size of their businesses, and so forth. For those who were not directly involved in agricultural or allied sector enterprises before the Institute, whether and how they were engaged in such after returning home was also an interest of the researcher. This study, therefore, sought to assess the effectiveness of the Institute's programming so that leaders of future Institutes are better informed on how to design their programs and policymakers have information about the anticipated impacts of similar programs for future decision making. Seven research questions guided this study:

1. What were the Fellows' views regarding the Institute's impact on their business and entrepreneurship practices after returning home?
2. Did the Fellows' views on the Institute's impact differ depending on their types of business and entrepreneurial ventures?
3. What new entrepreneurship skills or practices had the Fellows implemented after returning home?
4. What expanded or new entrepreneurial ventures had the Fellows undertaken after having returned home?
5. What new entrepreneurial opportunities or plans did the Fellows envision in the future?

6. What barriers did the Fellows perceive may prevent them from achieving their future entrepreneurial goals?
7. What were the Fellows' views on the most important or significant outcomes resulting from their participation in the Institute?

### **Scope and Limitations of the Study**

1. The generalizability of this study is limited to the specific Fellows who participated in OSU's 2017 MWF Institute, as funded by a grant from the United States Department of State and facilitated by IREX.
2. The scope of this study was limited to 12 of the 25 Fellows who took part in the study's interviews.
3. The researcher acted as an instrument for data collection, therefore, the results of this study are limited to his analysis and interpretation of the findings.
4. The chance of error existed when transcribing data due to the poor audio quality of some interview recordings.
5. The respondents were able to articulate their thoughts and opinions despite English not being the primary language for many of them.

### **Assumptions**

This study relied on collecting individual interviews as its primary source of qualitative data. The researcher assumed all interview participants responded truthfully to the questions asked, to follow up inquiries, and to requests for verification of accuracy of transcribed interviews by member checking, and that the participants' reflections were accurate representations of their attitudes, intentions, and behaviors.

## **Definition of Terms**

1. **Culture:** “[A]s the shared set of (implicit and explicit) values, ideas, concepts, and rules of behaviour that allow a social group to function and perpetuate itself” (Hudelson, 2004, p. 345).
2. **Entrepreneur:** An individual that accepts risk or implements innovation when creating a new enterprise (Knight, 1957; Schumpeter et al., 1983).
3. **Entrepreneurship:** The act of business creation while embodying these two core values that an individual must possess to succeed in business and creating new enterprises; i.e., to be risk averse as described by Knight (1957), and to be innovative as proffered by Schumpeter et al. (1983).
4. **Entrepreneurship education:** A program dedicated to the development of specific personal qualities and skills that will increase the likelihood of long-term success in a new enterprise (Fayolle, Gailly, & Lassas-Clerc, 2006).
5. **Fellow:** An individual who was selected to participate in the Mandela Washington Fellowship Institute hosted by OSU during the summer of 2017.
6. **Globalization:**  

A set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by an increasingly networked global telecommunications system. (Gibson-Graham, 1996, as cited in Stromquist & Monkman, 2014, p. 1)

7. **Green Revolution:**

The Green Revolution was the technological response to a world-wide food shortage which became threatening in the period after WWII. The Green Revolution transformed farming practice in many regions of the tropics and sub-tropics where the principal food crops were rice, wheat, and maize. (Fitzgerald-Moore & Parai, 1996, p. 1)

8. **Human capital:** Schultz (1961) defined human capital as the human skills and abilities that can be developed to make an economic difference.
9. **Innovation:** “[A]n idea, practice, or object that is perceived as new by an individual or other unit of adoption” (Rogers, 2003, p. 12).
10. **Institute:** An approximately six-week long training program in leadership and academics at a U.S. university or college, including topics on business and entrepreneurship (U.S. Department of State, n.d.b).
11. **International development:** To “achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion” (U.N., n.d., para. 1).
12. **International Research and Exchanges Board (IREX):** “A nonprofit organization committed to global development and education, IREX has focused on people and communities since 1968” (IREX, 2018, para. 17). IREX was the organizer and facilitator of the Mandela Washington Fellowship (MWF) program and an implementer for the U.S. Department of State’s Young African Fellowship Initiative (YALI).
13. **Job Shadowing:** Experiences that

offer students exposure to the workplace in an occupational area of interest and reinforces the link between classroom learning, work requirements, and the need for postsecondary education. Students witness the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. (National Council for Community and Education Partnerships, 2013, p. 5)

14. **Liberal Trade Theory:** An explanation of trade and international activity, stressing the causal importance of state-society relations as shaped by domestic institutions (for example, the “democratic peace”), by economic interdependence (for example, endogenous tariff theory), and by ideas about national, political, and socioeconomic public goods provision (for example, theories about the relationship between nationalism and conflict). (Moravcsik, 1997, p. 514)
15. **Networking:** “Individuals’ attempts to develop and maintain relationships with others who have the potential to assist them in their work or career” (Forret & Dougherty, 2001 p. 284).
16. **Norms:** “The customary rules that govern behavior in groups and societies” (Bicchieri & Muldoon, 2011, para. 1).
17. **Phenomenology:** A method of qualitative research that investigates the meaning of a lived experience of a group to identify the “core essence of human experience as described by research participants” (Bloomberg & Volpe, 2012, p. 10).
18. **Risk:** A choice to take advantage of a speculative difference between economic goods and the expenses due to the inputs of production (Knight, 1957).

19. **Rural:** Land spaces in which less than 1000 people reside per square mile (USDA, 2017).
20. **Small to Medium Enterprises (SMEs):** Companies with less than 500 employees are considered SMEs (Knight, 2000).
21. **Sub-Saharan Africa (SSA):** The countries at least partially geographically South of the Sahara Desert are considered SSA nations (U.N. Statistics Division, 2003).
22. **Sustainable Development Goals (SDGs):** Seventeen goals that aim to implement the vision of “a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence” (U.N., 2015, p. 7).
23. **U.S. Department of State:** “The Department of State advises the President and leads the nation in foreign policy issues. The State Department negotiates treaties and agreements with foreign entities, and represents the United States at the United Nations” (U.S. Department of State, n.d., para 1).

## CHAPTER II

### REVIEW OF LITERATURE

#### **Introduction**

The researcher conducted a review of literature as relevant to the phenomenon studied. The literature reviewed included the topics of globalization, agriculture, and entrepreneurship, entrepreneurship education, evaluating entrepreneurship education, and effectiveness of entrepreneurship education and its study as a phenomenon. The researcher also discussed the conceptual and theoretical frameworks that underpinned the study in this chapter.

#### **Globalization, Agriculture, and Entrepreneurship**

Globalization plays an extremely complex role in the development and existence of value chains or streams by putting stress on existing markets and providing alternatives to the major market centers found in many developing or lesser developed countries (Adekunle & Fatunbi, 2014; Gebrehiwot, 2015). Moreover, Swinnen and Maertens (2007) asserted that some globalization factors have affected food chains in all states, not only in developing countries. Other factors, such as the change in liberal trade theory, have made it more likely for developing countries to send food products to more

developed nations (Moravcsik, 1997; Swinnen & Maertens, 2007). Globalization and the large demands of the most developed states are imposing their regulatory expectations on food standards, including food safety and variety, all of which may not be compatible with the local markets or food demands, as well as the risks that smallholder producers in developing economies often take (IFAD, 2011; International Food Policy Research Institute, 2002; Swinnen & Maertens, 2007).

An important part of the food and fiber value chain and agricultural economy as a whole is the development of the non-agricultural rural economy. Even though this sector is dependent on agricultural success for growth (IFAD, 2011), it is also important for the growth of agriculture because it can develop local markets by raising incomes which may be the first step to increasing the agricultural yields for such markets (IFAD, 2011; Kelly et al., 2003), i.e., a circular relationship exists between the two forces. Lanjouw and Lanjouw (2001) said that the role played by the rural non-farm sector is not understood in the development of the overall economy, and, although the non-agrarian population has the option to become urban, arguments ensue that it is more productive for them to pursue rural enterprises instead. Yet due to the lack of focus on developing rural firms, little “financial management information system [exists] that is relevant to small business and training” (Gladwin et al., 1989, p. 1313), and the lack of entrepreneurs – aspirants and current business owners – learning these important skills holds back rural economies, including those of SSA.

Therefore, an established need is apparent for entrepreneurship training in the rural parts of SSA, where little focus on widespread entrepreneurship education has occurred. However, some success has been reported for the entrepreneurship education



and training attempted. Alemu and Adesina (2017) found that closer proximity to an extension agent drastically raised the odds of farmers being involved in NFEs due to the agents advising households to diversify their incomes. Proximity to regional centers of commerce also increased the likelihood of rural households pursuing NFEs (Alemu & Adesina, 2017). As the states of SSA continue to urbanize, that will be a double-edged sword; an increased urban area will exist with which more farmers can interact, including the selling of their goods, but increased urbanization stands to make many farmers and rural people more isolated than ever before (International Food Policy Research Institute, 2002).

Because the MWF participants were all from countries of SSA, it is important to examine the literature on the unique challenges that entrepreneurship has there versus the usual challenges entrepreneurs face across the globe. Kiggundu (2002) described who the successful African entrepreneur is by using the literature to identify characteristics of those who succeeded. As cited in Kiggundu (2002), Benedict found that successful entrepreneurs came from patriarchal families that relied on the fathers for sustenance while they held all of the power in their families. According to Kallon (as cited in Kiggundu, 2002), a successful entrepreneur in Sierra Leone was on average 46.2 years old, had 5.4 children, and 4.5 dependents within the household. In addition, Benedict (as cited in Kiggundu, 2002) concluded that African entrepreneurs could not reach success without these four key strategies to entrepreneurship education: “producing useable knowledge . . . producing better research” (p. 251), scaling up, and mainstreaming entrepreneurship.

Although entrepreneurship education through extension has been sparse in SSA, other efforts to provide entrepreneurship education have occurred (Jaleta & Gebremedhin, 2012). A wide array of different approaches to entrepreneurship education have had different goals. Kabongo and Okpara (2010) analyzed the course catalogs of different African universities from online sources to determine how much entrepreneurship and entrepreneurial tools were being taught. They found that 88% offered some kind of entrepreneurship course, 38% of which were younger institutions; teaching schools were more likely to have entrepreneurship courses than research institutions; and, for the purpose of their study, small business management was accepted as an entrepreneurship course (Kabongo & Okpara, 2010).

Campos et al. (2017) tested whether or not a “psychology-based personal initiative training approach, which teaches a proactive mindset and focuses on entrepreneurial behaviors, could have more success” (p. 1287). Campos et al. (2017) did so because of the exceptional difficulty for entrepreneurs in developing countries to grow their enterprises, and evidence suggested that better business management skills had proven as important for small firms as large businesses. The researchers used a survey questionnaire with 109 Ugandan small enterprise owners to capture the change in *personal initiative* (Campos et al., 2017), i.e., a mindset good for entrepreneurial activity because it equipped them to overcome challenges. Their results indicated that the psychological training not only raised the participants’ likelihoods to perform more innovation activities but also a statistically significant increase existed in the potential for doing such over traditional entrepreneurial training (Campos et al., 2017). Campos et al. (2017) also found that this training was extremely efficient due to its low cost and the

investment was returned in less than one year, and the researchers estimated returns on investment over 10 years ranging from “140% to 393%” (p. 1290).

Harper and Soon, Harrison and Freidrich, and Trulsson provided evidence that an entrepreneur’s success was based on the level of entrepreneurial skills that he or she possessed, which could be learned at a university level (as cited in Kiggundu, 2002). Kiggundu (2002) highlighted the special challenges that African entrepreneurs faced, such as keeping entrepreneurship *mainstream* so that people are practicing entrepreneurial skills often that can be readily applied. Another challenge Kiggundu (2002) addressed was whether enterprises could reach economies of scale, because entrepreneurs of SSA face significant challenges on every level of business. This further exasperates an already complex business environment, including the financial structures of many countries, which do not support entrepreneurship, and, thereby, focuses too much on lone entrepreneurs to lift their economies. Kiggundu (2002) even commented on how at a national level many countries viewed taking a business to the next level as *an act of greed* – not an accomplishment for which the individual was celebrated, but rather someone to eye warily who is attempting to make more money, perhaps at the expense of others.

Elsewhere in Africa, in Tanzania, weekly entrepreneurship training was offered to entrepreneurs at microloan meetings, the curriculum of which focused on “‘entrepreneurship and entrepreneurial character,’ ‘improving customer service,’ ‘managing people in your business’ and ‘marketing strategies’” (Berge, Bjorvatn, & Tungodden, 2015, p. 711). Berge et al. (2015) found a positive effect on male entrepreneurs’ sales and profits, especially long-term; but they reported no overall

significant effect of the program on the female entrepreneurs who participated. Their subjective evaluation showed a significant increase in the happiness of the male entrepreneurs but an actual net negative impact on the females' happiness (Berge et al., 2015). To explain the gender difference regarding impact, Berge et al. (2015) said:

It seems reasonable to assume that domestic obligations, lack of influence over business decisions, and crowding-out effects make the female entrepreneurs less able to implement business knowledge from the training program or benefit from long-term credit. Moreover, we find no indication of business training empowering the female entrepreneurs or easing the external constraints that limit their business growth. (p. 720)

Although they noted an interesting disparity in gender, Berge et al. (2015) also found that combining business training along with a grant had a large impact on improving business performance regardless of gender. Doing only one intervention was significantly less impactful on the entrepreneur because such did not build their human capital while also improving the entrepreneurs' long-term financial stability. However, the job training was successful and entrepreneurs learned to do a better job of identifying business opportunities, according to Berge et al. (2015).

Mano, Iddrisu, Yoshino, and Sonobe (2012) studied an "elementary management training program for MSE (micro or small enterprises) entrepreneurs in an industrial cluster" (p. 459), and a statistically significant increase existed in the likelihood of the entrepreneurs' enterprises surviving compared to the average MSE. Mano et al. (2012) study found the total profit of firms increased despite no improvement in revenue, which corresponded with the program's emphasis on

production innovation. In addition, Mano et al. (2012) discussed similar entrepreneurship education programs that also only had changes for the economic statistic that corresponded with the training's emphasis, e.g., attention to increasing revenue through sales but no change in the enterprise's margin of profit. These results supported Bruhn's, Karlan's, and Schoar's (2013) research, which found similar results when they provided managerial education by consultants to operators of SMEs in Mexico.

Hunt (1983) analyzed an entrepreneurship education program in Lesotho that was run by a private volunteer organization (PVO). The program was able to offer its courses in Sesotho, the native and national language, and the education was conducted in a classroom setting; much of the curriculum was lecture and discussion, and questioning of the instructors was encouraged (Hunt, 1983). The focus of the course was on the practical aspects of entrepreneurship and running a small business (Hunt, 1983).

The program was evaluated through a questionnaire, which measured "the student's sense of how well the course was taught, what he or she understood of the material presented, and what in the course substance and presentation need[ed] changing . . ." (Hunt, 1983, p. 20). This evaluation . . . mainly focused on the students' overall approval of the course – the faculty scored highly and the entire course was viewed favorably, with the participants very pleased about its content, difficulty, and relevance. Two impacts from the course included an increased likelihood that the participants would be more willing to use their own resources in the future and they were predisposed to call on the school for advice. The school also experienced much

higher attendance in other courses afterward by the students who had completed the course evaluated, and the participants seemed eager to share their positive experiences by bringing others with them to classes (Hunt, 1983).

In addition, Hunt (1983) concluded that globalization should play a role in entrepreneurship education because participants could be taught to think from a global perspective. His other conclusions ranged from being aware of the psychological relationship between the teachers and students to the important role that cost benefit analysis should play in any entrepreneurship training program (Hunt, 1983). These are all ways the literature has discussed using entrepreneurship to help remedy the problems facing SSA's agriculture sector, and the evolving global context that subsumes all related issues. However, to better understand potential ways to improve the welfare of developing countries, entrepreneurship educational training for such needs to be investigated more thoroughly.

### **Entrepreneurship Education**

Due to the entrepreneurship development focus of OSU's 2017 MWF Institute, it was essential to define exactly what *entrepreneurship* is and what it means to be an *entrepreneur*. These are widely discussed topics in the literature, and the creation of definitions is likely to determine much of the future research about entrepreneurship; as a consequence, such, definitions have attracted a lot of attention from scholars in economics and other disciplines (Henry, Hill, & Leitch, 2005a). However, an examination of the literature revealed significant differences about which attributes predispose an individual to become an entrepreneur and the characteristics key to an entrepreneur's success.

Knight (1957) proffered the idea that an entrepreneur is an individual who is less risk-averse, and earns his profit by investing in *uncertainty*. Therefore, the entrepreneur's greatest skill is not only the ability to estimate the risk associated with a potential endeavor, but also the competence to understand his or her own acumen at approximating such. Knight (1957) is cited often in the literature on entrepreneurship and his view continues to be debated.

LeRoy and Singell (1987) clarified that Knight's essential position, i.e., being able to calculate risk and compare the profits surpassing not only the undertaking's tangible costs, but also its opportunity cost, is what determines if the risk is worth it. Bewley (1989) created what he called *Knightian Decision Theory*. By using Knight's work, Bewley (1989) explained that under this model all innovation should only occur from the lone individual because firms and investors have too much to lose by attempting innovation if the individual entrepreneurs are the only actors who stand to gain.

This view of entrepreneurship is very different than what Schumpeter et al. (1983) pointed out as the core of entrepreneurship, i.e., *innovation*. As Croitoru (2012) explained, Schumpeter et al. (1983) defined innovation as a *skill*, and labeled it as the third factor of production along with land and labor. Schumpeter et al. (1983) also disagreed with one premise from Bewley (1989), because they called new firms the *innovators* and stressed innovation for more mature firms. This is key because the theories (Knight, 1957; Schumpeter et al., 1983), at least to some extent, invalidate each other by explicating a defining skill to characterize what is meant by *entrepreneurship* and to be an *entrepreneur*.

In Schumpeter et al. (1983) view, if the innovation is good enough to fill a significant need, then the amount of risk is little, and the strength of the innovation should determine its success and mitigate or check perceptions of uncertainty. On the other hand, the Knightian view, as described by Bewley (1989), is that creating innovation is not the skill that determines success. Rather, it is the ability to calculate whether the uncertainty makes it a good or right time to enter the marketplace.

OSU's 2017 MWF Institute's definition of entrepreneurship is important because it determined how the behaviors, attitudes, and skills of entrepreneurs were communicated through its teachings, site visits, and other learning experiences (see Appendix D). Uncertainty in business was a major theme and many experienced entrepreneurs shared tips on identifying when to abandon a business venture. But another of the Institute's main messages was to show the entrepreneurs new opportunities and help the participants recognize their creativity. Because of the wide array of faculty, staff, and guest lecturers that led portions of the Institute, an attempt was made to offer different scholarly and professional viewpoints on a broad array of topics about entrepreneurship. By presenting a variety of perspectives, the Institute sought to provide each entrepreneur Fellow with a definition or operating theory of entrepreneurship that they appreciated, understood, and could embrace. Fayolle et al (2006) captured the Institute's approach when they defined an entrepreneurship education program (EEP):

In the context of this study we define EEP in a wide sense as any pedagogical programme or process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities.

It is therefore not exclusively focused on the immediate creation of new



businesses. Hence this definition covers a wide variety of situations, aims, methods and teaching approaches. (p. 702)

Therefore, in the context of an international development or capacity-building project, teaching entrepreneurship skills as an aspect of human capital creation is a worthwhile goal important to the development of economies and nations. Scholars have emphasized this need due to the modern context. For instance, Venkatraman (1996), as cited in Fiet (2001a), in a personal correspondence, explained that “[t]his new interest [in entrepreneurship] is more than just a fad and accurately reflects an emerging economic environment created by a confluence of changes in the corporate world, new technology and emerging world markets” (p. 102). The MWF Institute reflected one way the world has changed, i.e., globalization and the interconnectedness of individuals, by bringing African entrepreneurs to the United States and focusing on opportunities to build business relationships across borders. Henry et al. (2005a) also commented that current trends were snowballing the rate of globalization and due to the world’s increased interconnectivity people will encounter risks or uncertainties from across the globe that they would have never perceived or encountered before.

In Knight’s (2000) study of SMEs, he accepted that SMEs were gaining prominence in the international marketplace. Dess, Lumpkin, and Covin (1997) influenced Knight’s (2000) analysis, when they determined that the practice of *quality leadership* in entrepreneurial orientation was the most important characteristic of such enterprises operating in intensive globalized environments. This would appear to support the growing need for entrepreneurship skills as globalization continues. The literature also made the case that as long as entrepreneurship has value as a desirable attribute, so,

too, will EEPs. To this point, Henry et al. (2005b) cited seven studies that argued the importance of evaluating EEPs. Moreover, how EEPs are implemented and evaluated has been a topic of discussion among scholars (Henry et al., 2005b).

However, this begs the question that if entrepreneurship is based on creativity and risk assessment intuition, can entrepreneurship even be taught, much less evaluated as measured by outcomes associated with education and training programs? Because Schumpeter et al. (1983) implicitly linked creativity with entrepreneurship, creativity is where the discussion of implementing an EEP may start.

Creativity itself is a difficult skill or aptitude to define and is unique to each individual. The literature links the definition of entrepreneurship from a trainer's or program implementer's perspective for determining what entrepreneurial training should entail. This does not mean, however, that only two approaches exist to educating entrepreneurs. As cited in Henry et al. (2005b), Gorman, Hanlon, and King expressed how many different strategies for teaching entrepreneurship existed in the scholarly literature. Henry et al. (2005a) also related this expression to Fiet's (2001a) position, i.e., the wide variety of entrepreneurship literature is indicative of the lack of homogeneity on what are the most important questions facing entrepreneurship. Further, Brazeal and Herbert (1999) agreed that the lack of consensus within the entrepreneurship discipline was evident as well as vital to the discussion occurring because it was still very formative as a field of study.

But to build a better entrepreneur in Schumpeter et al. (1983) image, an EEP should use techniques that focus on expanding the creative powers of its participants. A substantial amount of the literature, e.g., Bull and Willard (1993), supports Schumpeter et

al. (1983) views. McCabe (as cited in Henry et al., 2005a) also focused on creativity as the key to entrepreneurship; he argued that teaching what many others deemed helpful and necessary business advice would actually impede creativity. In addition, Shepherd and Douglas (1997) rejected methods of education such as case study, simulation, and problem solving that caused students to search for correct answers instead of creative answers. But Fiet (2001b) discussed that some entrepreneurship scholars think entrepreneurship cannot be taught, rather entrepreneurial success relies on accurately predicting the future and no proven way exists to share that ability when so much of it seems to imply the power of intuition or even luck. The only way to convey these abilities to students is to share the theories based around them, as usually done in a formal classroom setting (Fiet 2001b).

Yet, even though plenty of agreement exists on the role creativity should play in entrepreneurship education, many differing perspectives can be found on whether creativity can be taught. For example, Timmons et al. (as cited in Henry et al., 2005a) rejected that the only way to learn entrepreneurial skills was through personal, hands-on experiences. In addition, Garavan and O’Cinneide (1994) accepted a clear need for entrepreneurship education, but contended that the literature had not yet established *what should be taught*. Henry et al. (2005a) described Timmons’ and Stevenson’s project that studied 100 entrepreneurs receiving management training at Harvard University, and concluded entrepreneurship is a skill that cannot be learned, because it is always growing from experience. Garavan and O’Cinneide (1994) perhaps had the harshest critique, that, even though EEPs often attempt learning goals such as teaching determination, drive, aggressiveness, and change seeking, what actually occurs is more of a business planning

course, because how to treat these qualities in traditional settings of instruction is not well understood.

Nevertheless, some scholars have insisted that unlocking a person's creative potential is a skill that can be taught, i.e., notwithstanding much of the contradictory literature referenced by Henry et al. (2005) rejecting the value of classroom or formal instruction in regard to imbuing entrepreneurial creativity. For example, Shepherd and Douglas (1997) asserted that entrepreneurship can be taught if the curriculum takes students outside of the classroom and into the field. Moreover, Cox (as cited in Henry et al., 2005a) expressed that entrepreneurship should be taught in stages; at the advanced levels students need to interact with professional entrepreneurs to be challenged to immerse themselves in entrepreneurship. Clearly, to be successful at training aspiring entrepreneurs, real-life interaction with established practitioners is considered important experience for those who are learning about entrepreneurship. Now that an understanding of entrepreneurship and education for it has been explored, the next step is to examine the ways such has been evaluated.

### **Evaluating Entrepreneurship Education**

A MWF Institute was a *public project* funded by U.S. taxpayers, and whether public or private, all programs should be evaluated for their effectiveness. Henry et al. (2005b) stated that “the case for evaluation has already been made in the literature” (p. 158) when it comes to entrepreneurship education. However, the constant demand for projects such as an Institute to be worthy of taxpayer funding is an additional requirement that also necessitates evaluation. The problem is how Westhead, Storey, and Martin (2001) characterized the large disagreements about how to best measure effectiveness in

education programs. Hill and O’Cinneide (as cited in Henry et al., 2005a) maintained that EEPs as a whole were not evaluated often enough, a paucity of evaluation studies existed in the scholarly literature, and what could be found was too focused on short-term results. Gibb (1997) discussed how vital entrepreneurial knowledge was to a small business, but how difficult it is to acquire. Wyckham (as cited in Henry et al., 2005a) stated three ways to evaluate these types of programs: through student skills measured by examination, student evaluations, and background information on the participants. This view, however, did not take into account any cost-benefit analysis or the role of opportunity cost.

Béchar and Grégoire (2005) conducted content analysis of 103 peer-reviewed articles that focused on tertiary education methods in entrepreneurship and then categorized the strategies based on Bertrand’s seven theories of education (as cited by Béchar & Grégoire, 2005). The findings of Béchar and Grégoire (2005) showed that entrepreneurial education involves four of Bertrand’s seven posits – and foremost the study of *social theories* as focused on what society does and does not offer (as cited by Béchar & Grégoire, 2005). From these results, Béchar and Grégoire (2005) raised questions about gaps in the literature on entrepreneurship education, i.e., entire needs not being considered or examined. Further, Mitchell et al. (2002) reviewed a sample of entrepreneurial awareness projects done by students and none suggested how their studies could affect the education on entrepreneurship.

Vesper and Garter (1997) explored how university entrepreneurship programs were ranked according to survey responses from deans of business colleges across the world. The top five most valued criteria were “[C]ourses offered, Faculty publications, Impact on community, Exploits of alumni, and Innovation” (p. 412). This gave a clear list

of what features of entrepreneurship education were emphasized in universities across the world, but many of these criteria are not often recommended as appropriate evaluation metrics and which criteria and what qualities determined the adequacy of an EEP were unclear (Verper & Garter, 1997). Fayolle et al. (2006) used the theory of planned behavior, as espoused by Ajzen (1991), to evaluate entrepreneurship programs by focusing on changing perspectives regarding the norms within entrepreneurship as the best indicators of future change in the behaviors of entrepreneurs. The theory of planned behavior argues that attitudes are the best predictors of an individual's intentions and, thereafter, his or her future actions (Ajzen, 1991).

Fayolle and Gailly (2015) measured the impact an educational program had on participants' views by controlling different factors such as the curriculum. Hynes (1996) indicated that teachers can evaluate the effectiveness of entrepreneurship programs by grading the participants on an entrepreneurial project, but most evaluation frequently comes from the satisfaction of students in a course. Neither of these studies fulfilled Vesper's and Gartner's (1997) ranking of desirable characteristics of an entrepreneurial education experience. Vesper's and Gartner's (1997) findings were rankings based on the preferences of those who created EEPs, the deans of business colleges, and some of those preferences came from the results of past entrepreneurship education experiences. Hynes' (1996) and Fayolle et al. (2006) results also tailored the evaluation system of progress to the starting point of each participant; however, the evaluation process of the respective programs' effects were so personal or idiosyncratic, generalizing the results was problematic.

Other research better fitted Knight's (1957) definition of entrepreneurship that stressed the willingness to calculate and accept risk associated with entrepreneurial endeavors. Moreover, Sexton and Upton (1987) used the *Jackson Personality Index* to evaluate the differences between students who studied entrepreneurship compared to business students in other disciplines and non-business students. They found major differences:

Autonomy (self-determined, undominated); Change (ability to adapt readily to changes in environment); Conformity (self-reliance and independence); Energy Level (active and persevering); Harm Avoidance (little concern for physical harm); Interpersonal Affect (emotional aloofness); Risk-Taking (willingness to be exposed to situations with uncertain outcomes); Social Adroitness (subtlety and persuasiveness); and Succorance (low need for support or sympathy). (Sexton & Upton, 1987, p. 36)

By profiling entrepreneurial students' personality types, Sexton and Upton (1987) used Gage's and Berliner's model of adapting education based on the psychological needs of the students; in this case, assuring the course was very unstructured with broad questions, and that students faced a variety of social barriers to overcome. This psychological factor fills one of the needs that Béchard and Grégoire (2005) indicated was absent in the entrepreneurship literature, and these findings offered a new way to adapt the curriculum used in education for entrepreneurship.

Fairlie and Holleran (2012) also investigated what role personality and psychology may play when building curriculum for programs promoting

entrepreneurship by examining the Growing America through Entrepreneurship program hosted by the U.S. Department of Labor and Small Business Administration that gave free entrepreneurial training to 4,000 U.S. citizens. This program randomly selected participants which eliminated the possibility that individuals with certain personality types might have purposely sought out such. Fairlie and Holleran (2012) examined the impact the training had on participants based on comparing their personality types to the results from their survey. They found that individuals who were naturally more risk tolerant perceived gaining greater benefit from the entrepreneurial training. Examining the same project, Benus et al. (2008) found that the entrepreneurship program had a small but definite and positive impact on participants' business ownership and the inverse on jobs based on wages.

In 1994, the Shell Corporation hosted the *Shell Technology Enterprise Programme (STEP)* in which 1000 students were placed in SMEs across the United Kingdom, in response to the national government's efforts to boost students' awareness of job opportunities found in small-and-medium-size businesses (as cited in Westhead et al., 2001). Shell's approach was essentially a job shadowing program with these goals for student participants:

gain experience in industry through a task-orientated assignment in an SME. apply classroom-based learning to the solution of problems in the world of work; develop relevant enterprise and interpersonal competencies; contribute to business development; improve employment prospects on graduation; earn income during the vacation; and contribute



to their curriculum vitae and record of achievement. (Westhead et al., 2001, p. 166)

Westhead et al. (2001) found that the program did not have a significant impact on the participants joining SMEs due to most students already having full-time jobs. It was found, however, that *STEP* students did report acquiring increased entrepreneurial characteristics (Westhead et al., 2001). *STEP* students entered the job market earlier than non-participants and obtained full-time jobs at a higher rate than usual. Westhead et al. (2001) also concluded the results implied that because the program's participants gained additional skills they were more likely to find full-time jobs. Further, Westhead et al. (2001) said it is "very tempting and reasonable" (p. 179) to repeat the procedure *STEP* used with an expectation of similar results.

In another study, Cowling (2009) found the opposite; in his investigation, school-based, entrepreneurship education was correlated with an increase in job creation, much more than with job shadowing experiences. Cowling (2009) also found that government-supported entrepreneurship programs created greater exporting intensity. These programs and courses had different approaches to teaching entrepreneurship, and, accordingly, their outcomes were measured using different metrics.

Curran and Stanworth (1989) asserted that a consensus existed in the literature that the goal of all entrepreneurship education should be the creation and success of new entrepreneurial ventures. McMullan and Long (1987) made the case that entrepreneurship's success as a discipline must be measured by the successes of its students' entrepreneurial ventures and the effect such has on the economy, instead of being measured by the number of students who graduate. Lee and Wong (2006) cited

several scholars (Sternberg & Wennekers, 2005; Wong et al., 2005) who tried to measure entrepreneurship through assessments such as quantity of new businesses, new jobs, type of ventures, and economic growth. This literature (Sternberg & Wennekers, 2005; Wong et al., 2005) indicated that entrepreneurship education has been measured in a plethora of ways, all with methods that claimed to be relatively replicable as well as reporting broad and unbiased results using econometric statistics or survey findings, e.g., Fairlie and Holleran (2012) as well as Vesper and Garter (1997). However, none focused on capturing what made the learning experiences unique and idiosyncratic, or how that may have affected the acquisition of entrepreneurial skills by the programs' participants.

McKenzie and Woodruff (2013) conducted a comprehensive review of different entrepreneurship program evaluations from across the developing world. One key issue they highlighted was no single agreed-upon way existed to evaluate EEPs. Examining sample sizes large enough to provide sufficient statistical power associated with a program's outcome had to be balanced against the increased effectiveness of using smaller class sizes; in addition, measuring impact over time was difficult and most studies only measured short-term impact but concluded long-term effects (McKenzie & Woodruff, 2013). Further, working with entrepreneurs of developing countries frequently added another difficulty because economic measures such as reporting profits may not have been possible due to lack of adequate financial records.

McKenzie and Woodruff (2013) analyzed a lot of the literature on entrepreneurship and did not determine a single metric for entrepreneurship education that was significantly and reliably impactful. As a result, McKenzie and Woodruff (2013) recommended several changes to the evaluation of entrepreneurship education, especially

using econometrics, and they mentioned elements needed in studies going forward, for example, “1. Analyzing much larger samples or more homogeneous firms” (p. 79). Moreover, investigations have usually ranged in the hundreds of people studied, but to improve the generalizability of findings the studies need to contain samples “of several thousand or more” (McKenzie & Woodruff, 2013, p. 78). The larger observations would increase the statistical power of these economic experiments and carry additional influence. In addition, such an approach may allow the training of a more diverse population that could illuminate what differences are likely to cause effects to vary within a given population.

Further, studying populations of entrepreneurs not so focused on one industry would be an important contribution because lack of heterogeneity is a common problem in these large studies of entrepreneurship education (McKenzie & Woodruff, 2013), i.e., “2. Using better measurement of outcomes” (McKenzie & Woodruff, 2013, p. 79). In addition, metrics such as profit have not been a good indicator for measuring the impact of entrepreneurship education because little evidence exists on how training transforms a firm’s production. But other financial measurements could offer insight into what long-term impacts training may have more than only an immediate change in profits perhaps due to an array of factors. And analyzing resource management stands to offer data about the true benefit training had on technological advances, and, therefore, the long-term production trends (McKenzie & Woodruff, 2013):

3. Designing experiments to measure spillover: These experiments could include greater use of global positioning system data to measure local spillovers (Gibson & McKenzie, 2007) and randomization of the intensity

of training at the local market level to determine whether effects differ when all firms competing in a local area are trained versus when only some of them are trained, building on the work of Calderon et al. (2012). (p. 79)

McKenzie and Woodruff (2013) also indicated the need to “4. [m]easur[e] trajectories of outcomes over longer periods” (p. 79). It is much easier to measure the impact of entrepreneurship education in the relatively near term, immediately following an experiment, or around a year after an intervention; however; measuring after a substantial period of time may provide a more accurate view of the role entrepreneurship education plays long-term (McKenzie & Woodruff, 2013). And “5. Testing which elements of content matter” (McKenzie & Woodruff, 2013, p. 80).

Using criteria recommended by McKenzie and Woodruff (2013), such as having larger samples and more diverse populations, means that testing the different types of entrepreneurship education, including focusing on personality types and risk-taking behavior or unlocking creativity, may have greater impact compared to deciding what was the best effect and for which part of the population. Finally, McKenzie and Woodruff (2013) stressed “6. Understanding market failures and building market-based solutions” (p. 80), and that factors such as incomplete information or problems in location were key to comprehending any study. Market development depends on these kinds of outcomes and if studies are to provide accurate models for policy development, the factors must be considered (McKenzie & Woodruff, 2013). These six elements (McKenzie & Woodruff, 2013) were described as critical to implement for creating a solid addition to the entrepreneurship education literature going forward, with implications for application by

practitioners. Their recommendations illuminate that the methods of studying entrepreneurship education to date have been inadequate for capturing the breadth and depth of its impact.

### **Effectiveness of Entrepreneurship Education and Its Study as a Phenomenon**

Most all of the entrepreneurship education metrics have significant weaknesses that limit the usefulness of the results from any evaluation of such programs and make it difficult for the methods to be widely adopted, as McKenzie and Woodruff (2013) explained. However, a scholarly precedent exists for using techniques that fall outside of the usual evaluative approaches (Campos et al., 2017):

In addition to methodological issues such as a lack of statistical power in many existing randomized controlled trials, two possible explanations for this lack of impact are (i) that traditional [entrepreneurship] training does not result in a large enough change in the business practices that it aims to teach and (ii) that it is not teaching the right set of skills (11). One promising approach to improving these outcomes has been to incorporate insights from other fields into the standard accounting and economics-based approach. (p. 1287)

To this aim, a common research method in psychology, sociology, and other social sciences, including education, is *phenomenology*. Phenomenology was developed by Edmund Husserl who used transcendentalist values to stand outside of the perspective of the scholarly norm to develop a rigorous scientific approach to study subjective experience (Moustakas, 1994). According to Kockelmans (as cited in Moustakas, 1994), Husserl knew that *open-mindedness* was not only vital to the understanding of

phenomenology by the reader, but also for researchers to make discoveries the process must be free of theoretical prejudices.

According to Kockelmans, phenomenology traces its origin to the Enlightenment when John Locke distinguished his view of two types of knowledge, *particular knowledge and general knowledge*, and that particular knowledge is *true knowledge* as based on an individual's experience (as cited in Moustakas, 1994). Immanuel Kant also said all knowledge comes from experience and subjective sources, and one of the sources of experience is *sense*, which is knowledge from "phenomena empirically given in perception" (Moustakas, 1994, p. 44). Phenomenology, therefore, strives to capture the meaning of an experience. Further, Moustakas (1994) stated: "Meaning is at the heart of a transcendental phenomenology of science" (p. 56).

In phenomenological studies, the investigator searches perceptive reality through reflection with the subject to gain *essential descriptions* of an experience. Moreover, Farber (as cited in Moustakas, 1994) described five functions of phenomenology:

1. It is the first method of knowledge because it begins with the things themselves, which are the final court of appeal for all we know. It is a logical approach because it seeks to identify presuppositions and 'put them out of play.'
2. It is not concerned with matters of fact but seeks to determine meanings.
3. It deals both with real essences and with 'possible' essences.
4. It offers direct insight into the essence of things, growing out of the self-givenness of objects and reflective description.

5. It seeks to obtain knowledge through a state of pure subjectivity while retaining the values of thinking and reflecting. (p. 49)

This makes the *essence* gathered from the phenomenological procedure the “ultimate in understanding experience” (Moustakas, 1994, p. 51). Many question the technique due to its qualitative nature, but Moustakas (1994) asserted that “[i]nner perception is dependable and verifiable” (p. 50), and credible due to Brentano (1973) who stated that the results are certain because presentation and real object alike “exist within our consciousness” (as cited in Moustakas, 1994, p. 50).

Seymour (2006) argued against all of the different fields of study that turn their backs on the philosophy of science and qualitative data due to the lack of concrete results gained from such. He espoused Heidegger’s philosophy that we all live in an existence as instruments and tools that work in our everyday lives to evaluate and perform studies involving an array of phenomena, which could include entrepreneurship (Seymour, 2006). Moreover, humanity’s foundation of existence in the world is based on our *care* for what others do and our *care* for others watching us (Seymour, 2006). This *care* from our interactions with others is on what our entire understanding of the world is based: “The essence of humanity is being-in-the world (Dasein) with our ‘substance,’ not spirit or a synthesis of body and soul, but *existence*” (Seymour, 2006, p. 145). This approach’s intersection with qualitative research employs a *hermeneutic phenomenology* as its method, which combines capturing the *essence of the ordinariness of phenomena* with its philosophical meaning. For instance, much of the entrepreneurship literature focuses on the entrepreneur’s business practices, i.e., his or her choices in action, and with what the entrepreneur is concerned.

Seymour (2006) provided several potential research questions if using *hermeneutic phenomenology* as a method, which undergird this study's research questions:

- (a) How is the entrepreneur attuned to their world?
- (b) What are the possibilities the entrepreneur projects?
- (c) How does the entrepreneur articulate and share their understandings?
- and (d) How is the entrepreneur entangled in their present entities and routines? (p. 149)

*Hermeneutic phenomenology* is not limited to only reflection on past events, but rather what von Herrmann (as cited in Seymour, 2006) described as looking forward while understanding the essence from the experience and creating meaning based on this essence. If using *hermeneutic phenomenology* as a research method, the researcher should *triangulate* the data to concise its meaning until yielding an *essence*, and, although similar to other phenomenological approaches, the researcher is able to go even further and explore participants' perceptions regarding how and why such may have changed over time (Seymour, 2006).

Berglund (2007) used a phenomenological approach to study entrepreneurship because it takes into account the entire complexity of human actions and interactions. The study of entrepreneurship can focus on cognitive research through phenomenology, enabling an examination of the importance of personality traits to entrepreneurial success, as expressed by Baron and Mitchell et al. (as cited in Berglund, 2007). In addition, Cope and Watts (2000) used phenomenology to gain a whole new depth of understanding on "the parallel processes of personal development and organizational growth within small businesses, focusing primarily on the role of critical incidents within the wider process of



entrepreneurial learning” (p. 109). They selected six small enterprise owners and focused on “exploring critical incidents” (Cope & Watts, 2000, p. 111), and how those related to business development during their unstructured interviews with each entrepreneur. Cope and Watts (2000) concluded, however, that the *critical incidents* are understood through the entrepreneurs’ perceptions, and were not events which could be consistently repeated so that others were stimulated or prepared to become more entrepreneurial.

### **Conceptual Framework**

Human capital theory is the conceptual framework that supported this study as well as much of the entrepreneurship education literature. Schultz (1961) pioneered the theory of human capital when he discussed how much fiscal investment goes toward the development of human skills and abilities that make economic difference. Schultz (1961) cited the development of human capital as the differentiating factor between Western economies’ growth rates and that of traditional economies. Most of modern consumption in the West is the buying of products or services derived from human capital. Blaug (1976) described human capital as “the idea that people spend on themselves in diverse ways, not for the sake of present enjoyments, but for the sake of future pecuniary and nonpecuniary returns” (p. 829).

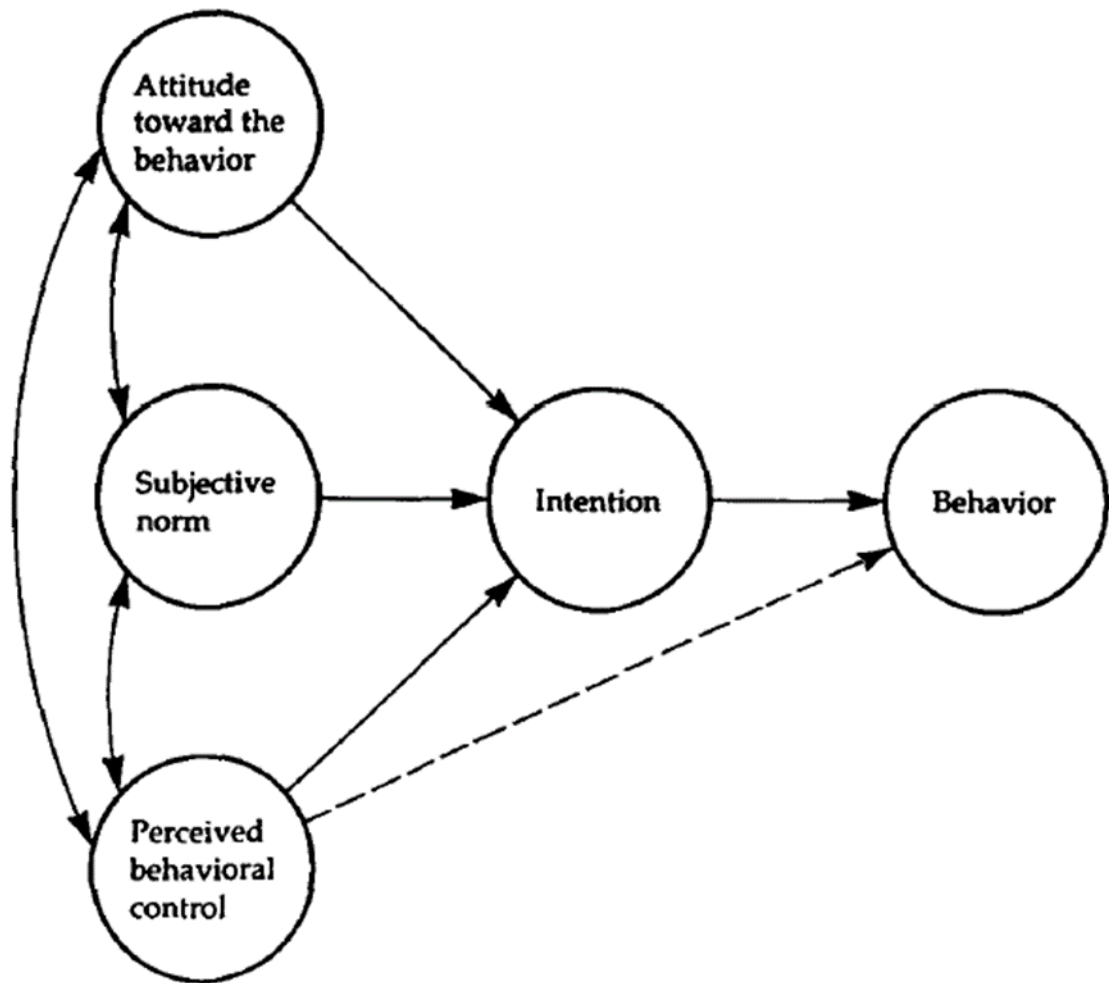
Welch (1975) stated that the key to human capital theory is “the presumption that labor skills or market perceptions of skill are both durable and malleable” (p. 63). Blaug (1976) expanded on assorted factors, such as education and training, medical care, migration, and job searching, that were not consumption in a country’s economy, but rather investments, i.e., investments focused on optimizing the production and malleability of human capital. These forces and behaviors are all necessary

augmentations to further develop the capacities of human workers, which is what makes such *investments in human capital*. According to Becker (1994), the creation of human capital is as important to pursuing cultural and nonmonetary incentives as it is to monetary motives. Becker (1994) further explained that the process of developing human capital can transform the very nature of a person, training can transform the principles by which someone lives and his or her points of views. Benhabib and Spiegel (1994) found that “human capital influences the growth of total factor productivity” (p. 166) of entire countries by increasing the nations’ rates of technological innovation and their speeds of technology adoption.

Along with human capital comes the term *social capital*, which is defined as the assets developed by human relationships that can be leveraged for economic gain (Woolcock, 2001). The presence of social capital has a strong relationship with the degree to which communities and members within those communities have economic advantages or disadvantages. Individuals with less social capital have fewer opportunities involving human networking to get assistance to develop their human capital and, thereafter, move up in economic status (Woolcock, 2001). De Carolis and Saporito (2006) put forward a model that suggested the interaction of individuals from different societies, often with different forms of social capital, is the basis for entrepreneurship. Therefore, improving human capital leads to better and more productive societies. The MWF 2017 Institute at OSU exemplified an attempt to do that by expanding the entrepreneurial capabilities of its 25 participants from 17 SSA countries.

## Theoretical Framework

Human acquiring skillsets can be improved by individuals' adopting certain thought processes and acquiring learning that includes new behaviors. This is supported by Ajzen's (1991) theory of planned behavior (TPB) [see Figure 1]. Ajzen (1991) described a model to explain what creates a *reasoned action* (1991), and, according to him, actions are shaped by three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. How a behavior is perceived can determine the likelihood of an individual adopting it and his or her *salient beliefs* about such, including behavioral beliefs which are assumed to influence attitudes toward the behavior, normative beliefs which constitute the underlying determinants of subjective norms, and control beliefs which provide the basis for an individual's perceptions of behavioral control (Ajzen, 1991, p. 189).



*Figure 1.* Ajzen's theory of planned behavior. An individual's intention to act, and, ultimately, her or his behavior, are indicated by three factors: attitudes toward a behavior, perceived societal pressure, and perceived behavioral control surrounding a behavior. Adapted from "The Theory of Planned Behavior," by I. Ajzen, 1991, *Organizational Behavior and Human Decision Processes*, 50(2), p. 182. Copyright 1991 by Academia Press, Inc.

How important each factor is to an individual when deciding which intentions are likely to become actualized behaviors would be dependent on his or her thought process (Ajzen, 1991). Ajzen's (1991) model explained that by individual's using their experiences and perceptions to form beliefs and opinions about a particular behavior, such attitudes can be interpreted as leading to intentions regarding future actions, and, therefore, implying likely behaviors. Ajzen (1991) highlighted Van Ryn's and Vinokur's (1990) attempt to study what effects training has on individuals after this decision making process because it antecedes action. Further, Ajzen (1991) asserted that interventions, i.e., experiences, could be focused on changing specific factors within an individual's thought processes; this internal adjustment builds on itself, and eventually leads to changes in behavior. Therefore, Ajzen's theory of planned behavior illustrates how the 25 participants from OSU's 2017 MWF Institute perceived their transfer of learning and ideas to create change in their respective entrepreneurial endeavors, including resulting impacts in the Fellows' local communities.

### **Summary**

Entrepreneurship is a relatively young field of study that has many different definitions, but Fayolle et al. (2006) definition is broad and respects that entrepreneurship is partly based on creativity and risk management. Other scholars, e.g., Henry et al. (2005b), have considered whether entrepreneurial skills may be entirely due to an individual's innate characteristics and life experience, meaning such is not replicable through training and education. Some scholars (Bull & Willard, 1993; Davies & Gibb, 1991; Shepherd & Douglas, 1997; Young & Sexton, 1997) have theorized that classroom education on topics such as creativity actually

stifle the entrepreneurial process, because they are, by definition, attempting to teach something that has not been thought of before. Moreover, the very nature of the educational act is restrictive in regard to an individual's experimentation with creativity and innovation.

Entrepreneurship education, however, has been practiced and studied as educators strive to diffuse the innovation and the positive economic impacts that may come with having more entrepreneurs in communities and nations. As stated earlier, the literature provides evidence in favor of entrepreneurship education, but many educational approaches have faced a persistent problem for the discipline, i.e., a lack of one definition of entrepreneurship (Brazeal & Herbert, 1999; Fayolle et al., 2006; Knight, 1957; Schumpeter et al., 1983). In addition, most entrepreneurship education programs have had different goals, were conducted in a variety of ways, and their results were often measured differently if not idiosyncratically (Brazeal & Herbert 1999; Fiet, 2001b).

Africa's agricultural development has not been as successful as Asia's or Latin America's, especially in regard to benefitting from the Green Revolution despite the continent having the largest growing need in the world for more food production. Many scholars perceived that Africa's greatest shortcoming in regard to benefiting from the Green Revolution was research-based (Toenniessen et al., 2008). Toenniessen et al. (2008) discussed how the challenges that differentiated Africa from other regions that more successfully implemented aspects of the Green Revolution in their agricultural production systems were not properly identified (Binswanger & Pingali 1988; Godfray et al., 2010; IFAD, 2011). To overcome this,

many observers think Africa's agricultural producers should be more business-oriented, especially in regard to the creation of SMEs (Adekunle & Fatunbi, 2014; Bronzini 2006; Bruhn et al., 2013), including attempts to innovate, and allowing the marketplace to dictate which opportunities are worthy of investment by entrepreneurs.

Nevertheless, entrepreneurship education faces a series of challenges, and a tendency exists to adopt or borrow from other disciplines (Brazeal & Herbert 1999; Fiet, 2001b; McKenzie & Woodruff, 2013). By adopting phenomenology as the approach to this research study, it may be possible to capture the *true essence* of the participants' shared experiences and related changes in entrepreneurial behaviors as a result of their participation in a MWF Institute, as provided by OSU during the summer of 2017. Phenomenology has been used as an investigatory approach for assessing EEPs in the past (Berglund, 2007; Seymour, 2007), and it allowed for an examination of the MWF training program on an individual level and in a unique way that may hold transferrable lessons for informing future policies and practices as well as other research studies.

## CHAPTER III

### METHODOLOGY

#### **Introduction**

The study's methodology is outlined and explained in this chapter, including the investigation's IRB approval, problem statement, purpose and research questions, the researcher's perspective and epistemology, explanation of phenomenology, ensuring high quality qualitative research, researcher reflexivity, the 2017 MWF Institute experience, solicitation of participants, a description of instrumentation and data collection, as well as the procedures for analysis of the collected data. The researcher's process was guided by Tracy's (2010) *Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research*, including the constructs of worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence.

#### **IRB Approval**

OSU follows the mandate of federal law that all research involving human subjects be approved by its Institutional Review Board (IRB). The researcher submitted an application to the University's IRB. The IRB reviewed the proposal and deemed that it met the board's standards for research involving human subjects. The proposal was approved on March 8, 2018 and assigned the reference number AG-18-15 (see Appendix E).



## **Problem Statement**

During the summer of 2017, OSU hosted a business and entrepreneurship Institute of the Mandela Washington Fellowship (MWF). Within this Institute, 25 entrepreneurs (“Fellows”) from 17 Sub-Saharan African countries experienced a curriculum of entrepreneurship topics, enterprise shadowing opportunities, and networking encounters, including many in the context of agriculture. Some of the Fellows, however, did not have an agricultural background or did not know their businesses could be considered agricultural enterprises. In addition, some, Fellows came from already thriving businesses and others small startups. The Institute was intended to assist the Fellows in furthering their current entrepreneurial ventures regardless of the sector and also make them aware of agriculturally related opportunities to consider pursuing in the future. How the impact of this entrepreneurship education program (EEP) [see Appendix A] was affected by factors such as the educational and cultural diversity of the Fellows, the setting of the program, and the education programming was worthy of investigation. Therefore, a follow up study was needed to assess the MWF Institute’s impact after its participants had returned home.

## **Study’s Purpose and Research Questions**

The purpose of this study is to examine the impact of OSU’s MWF Institute on selected Fellows in regard to how they practiced entrepreneurship in new ways after returning to their home countries. The Fellows could be divided in many ways: those whose business ventures involved agricultural or allied sector enterprises and those who did not, the primary language of their home country, the size of their businesses, and so forth. For those who were not directly involved in agricultural or allied sector enterprises

before the Institute, whether and how they were engaged in such after returning home was also an interest of the researcher. This study, therefore, sought to assess the effectiveness of the Institute's programming so that leaders of future Institutes are better informed on how to design their programs and policymakers have information about the anticipated impacts of similar programs for future decision making. Seven research questions guided this study:

1. What were the Fellows' views regarding the Institute's impact on their business and entrepreneurship practices after returning home?
2. Did the Fellows' views on the Institute's impact differ depending on their types of business and entrepreneurial ventures?
3. What new entrepreneurship skills or practices had the Fellows implemented after returning home?
4. What expanded or new entrepreneurial ventures had the Fellows undertaken after having returned home?
5. What new entrepreneurial opportunities or plans did the Fellows envision in the future?
6. What barriers did the Fellows perceive may prevent them from achieving their future entrepreneurial goals?
7. What were the Fellows' views on the most important or significant outcomes resulting from their participation in the Institute?

## **Interpretivist Theoretical Perspective and Constructionist Epistemology**

This study used an interpretive paradigm, which, according to Gioia and Pitre (1990), follows a more *constructivist view*. For this study, the researcher collected data through personal interviews of the Institute participants after they had returned to their home countries and continued their business enterprises and ventures. In addition, he memoed throughout the study (Birks, Chapman, & Francis, 2008) and constructed a structural description as an exercise to find meaning in the data. The researcher also followed constructionist epistemology during this study. According to Schwandt (1994), the constructionist perspective is that an individual's understanding of the world is a reflection of his or her interpretation of the meaning of phenomena encountered by the individual. According to Patton (2015), perceptions of reality and assumptions about the experiences of individuals, in this case the study's participants and the researcher, were informed by culture, history, and social situation. Crotty (1998) defined social constructionism as "emphasiz[ing] the hold our culture has on us: it shapes the way in which we see things (even the way we feel things!) and gives us a quite definite view of the world" (p. 58). Gioia and Pitre (1990) expanded on that by stating social constructionists are focused on the relationship between organizations and human actions, and the influence and constraining powers of each. Gioia and Pitre (1990) also explained that the role of the interpretive researcher is to collect data that preserved the unique representations the participants share.

Further, according to Patton (2015), the researcher's role is to "capture diverse understandings and multiple realities about people's definitions and experiences of the situation" (p. 122). For this study, the *people* were the entrepreneurs who participated in

the MWF Institute hosted by OSU during the summer of 2017. In addition, Moustakas (1994) described the researcher's role as "the human scientist [who] determines the underlying structures of the situation in which the experience occurs" (p. 13). The constructionist epistemological viewpoint along with the interpretivist theoretical perspective informed the researcher's worldview regarding the phenomenon he studied.

### **Phenomenology**

The researcher employed a qualitative research method to describe the Fellowship. The decision to use qualitative research was based on the Institute being an experience, and, according to Eisner (2017), this type of *empirical inquiry* is entrenched in the unique characteristics of the experience. The ability to actually live in the experience is not simple. The tools that we use to take in those characteristics are our five senses, but humans have to learn to use their senses to experience as much of the reality as possible (Eisner, 2017). Qualitative inquiry is a way to derive meaning from and interpret what is captured through human expression (Eisner, 2017). As tools, our senses are able to gather data that otherwise may not have been readily accessible, and studying the opinions and thoughts shared illuminates understanding past experiences likely very difficult to access while a phenomenon is occurring. Qualitative research captures and analyzes these different forms of data.

When selecting a qualitative method, phenomenology has been described as way to glean an understanding of the meaning created by the different perceptions of individuals who shared a life experience (Sokolowski, 2000). An event experienced in reality is a phenomenon, and Moustakas (1994) described such as "the building blocks of human science and the basis for all knowledge" (p. 26). This understanding only comes

from the analysis of individuals' experiences, through which the phenomenon is understood by a researcher who was able to realize the essence of such an event (Starks & Brown, 2007).

In this study, I, the researcher, considered Moustakas' (1994) nine principles of transcendental phenomenology, which are fundamental to the method. 1. Phenomenology is concerned with the isolated and unbiased appearance of things. 2. The completeness, examined thoroughly and diversely, is a goal of phenomenology. 3. Understanding the meaning derived from perceptions creates an *essence* of the experience and leads to other forms of thought. 4. Phenomenology illustrates the unbiased experience. 5. Underlying phenomenology are essential questions of life and the findings come from our own passion for the question. 6. My own perception was a part of the whole experience, and the whole experience was a part of my perception, and if either were to change, the experience would change with it. 7. Phenomenology is an investigation of true reality but every individual begins with opinions, derived from their perceptions. 8. Because the research instrument was me, my thoughts were also regarded as data. 9. The utmost thought must be invested in the research question, because every detail will affect the interpretation of the question, and, therefore, the related findings.

Phenomenology allows the researcher to step outside of any one study participant's own perspective to identify the underlying themes that affected the group's formation of meaning. Because the Institute was an educational program intended to influence its participants' future behaviors, understanding better their takeaways from the experience as themes could shape Institute leaders' choices when faced with programming decisions for similar projects in the future. Recommendations could come

from interpreting and applying the *essence* of the phenomenon experienced, i.e., the truest understanding which is only formed by separation from any one individual's perception (Moustakas 1994).

The critical hinge of any scientific study is the research instrument, therefore, the importance of the researcher to phenomenological inquiry cannot be overstated. As the research instrument, this study's investigator did his best to be aware of his own perceptions as well as biases, and to bracket such (Moustakas 1994) to minimize potential effects on the interpretation of the phenomenon (Moustakas 1994). Patton (2015) also stated that because the researcher is the instrument in qualitative research, he or she must possess empathetic neutrality. Empathetic neutrality is exhibited by researchers when they are "completely focused on the interaction with the person or people being interviewed" (Patton, 2015, p. 60) and have "a stance of being non-judgmental" (Patton, 2015, p. 59). The researcher addressed his reflexivity later in this chapter.

For high quality phenomenological investigations, the researcher has a duty to prepare an interview protocol (see Appendix F) that is an "informal, interactive process and utilizes open-ended comments and questions . . . aimed at evoking a comprehensive account of the person's phenomenon experienced" (Moustakas, 1994, p. 114). Further, to make these accounts useful, the researcher must "integrate and synthesize interview responses from throughout the interview[s] into a coherent story" (Patton, 2015, p. 443). To do this, the researcher follows a multi-step or *triangulated process*, as described by Moustakas (1994), to ensure sufficient rigor within the study. These procedures, the *Epoche*, *phenomenological reduction*, and *imaginative variation*, all work together in a final process of synthesizing the data to create the study's findings.

Staying aligned with the interpretivist position, the researcher's main responsibility in this study was to create meaning using a process of data analysis that captured the uniqueness of the specific phenomenon studied by developing a deep understanding of the participants' experiences. The researcher probed how the study's participants changed their entrepreneurial enterprises after returning home, how they looked back on the Institute's programming, and how they viewed specific topics such as entrepreneurship and agriculture while facing barriers and challenges. By gathering the widest range of perspectives, a true meaning, well-separated from any individual, could be drawn from this study. To do this, the researcher followed a form of *maximal variation sampling*, which Creswell and Clark (2017) defined as the selection of diverse individuals to capture varied perceptions. To maximize this diversity of perceptions, four criteria were considered to guide participant selection for this study:

1. Gender: The Institute had 25 participants from 17 different countries, 12 women and 13 men.
2. Nationality: Once a Fellow was selected, no other participants with the same nationality and same gender were chosen.
3. Place of residence and work: It was noted whether the participants lived and worked in an urban or rural setting. This was considered along with whether the participant worked in agriculture or a related field.
4. Region of Africa: Whether a Fellow's country was considered part of West, East, or Southern Africa was also a selection criterion.

Using these criteria, the researcher used random generation to select 12 Fellows to participate in the study. Of the 25, two participants were excluded from the random

selection procedure: one person due to being interviewed by the researcher for a previous research project, which served as a pilot study to this investigation, and the other because his country, Mauritius, an island state in the Indian Ocean, is not part of SSA proper. After those Fellows were excluded, the remaining Fellows were divided by gender. Each gender was designated six slots to be interviewed, and random generation filled the roster.

The random generator ranked all participants entered, so if two Fellows from the same country were both within the top six, the second Fellow was discounted and the next highest ranking person filled that spot. After all of the participants were drawn, they were examined to ensure a satisfactory range of different geographic locations were represented, as well as a diversity of entrepreneurial enterprises. As a result of the selection procedure, the Fellows drawn for interviews represented a mixture of different enterprises, rural versus urban locations, countries, and genders. In this study, the 12 Fellows interviewed were intended to represent all 25 participants in OSU's Institute as part of the MWF held during the summer of 2017 (see Table 1).



Table 1. *Selected Personal Characteristics of the Study's Participants*

Participant Pseudonym	Gender	Age	Region of Home Country in SSA	Agriculturally related Enterprise
Fellow 1	F	35	Southern	Yes
Fellow 2	M	35	West	Yes
Fellow 3	F	31	West	No
Fellow 4	F	28	Southern	Yes
Fellow 5	F	29	Southern	Yes
Fellow 6	F	30	West	Yes
Fellow 7	F	30	East	Yes
Fellow 8	M	28	West	Yes
Fellow 9	M	32	East	No
Fellow 10	M	27	East	Yes
Fellow 11	M	30	West	Yes
Fellow 12	M	28	East	No

*Note.* “F” = female; “M” = male

### **Ensuring High Quality Qualitative Research**

Qualitative research should be measured against established criteria such as the eight qualities created by Tracy (2010). The Institute was a *worthy topic* due to the significant efforts, resources, and U.S. tax dollars invested in such programs. Adhering to the methods of phenomenology, as described by Moustakas (1994) and other scholars (Sokolowski, 2000), provided the necessary *rigor* for the study. To illustrate *sincerity*, the

researcher acknowledged his biases and was forthcoming with the data collection protocol. The study's *credibility* was rooted in its member checking, and supported by the themes developed as based on quotes from the interviews, and by reasoning through a rigorous process that led to the study's *essence*. The study aimed to find *resonance* through explicating commonalities with other programs that may lead to considering impacts previously unreported or discounted. The study aimed to make a *significant contribution* to the literature through the creation of themes rooted in theory that may hold transferability for others. The study used and explained *ethics* at every stage of the process. Finally, the investigation strove for *meaningful coherence* by the researcher spending significant effort considering the interconnectivity of different aspects of the study to assure it resulted in a single, harmonious whole.

### **Researcher's Reflexivity**

While conducting a phenomenology, the researcher is the instrument used to collect data (Moustakas, 1994). Therefore, the researcher's reflexivity is a step that is taken to make known what kind of instrument is being employed, i.e., *who is the researcher*. According to Creswell and Miller (2000), researcher reflexivity is a validity procedure by which researchers "self-disclose their assumptions, beliefs, and biases" (p. 127). Creswell and Miller (2000) explained that this is vital to the research process because it brings credibility by not misleading the reader on where the researcher's views stand, and also increases the likelihood of eliminating an investigator's biases from a study. It is critical that the researcher examine cultural, historical, and social forces that likely impact how he or she views the world, especially in regard to the phenomenon studied.

To disclose the researcher's background, I am a British immigrant who was raised for a large part of my childhood in a suburb of Dallas, Texas, but also spent time abroad during early childhood. I became a naturalized U.S. citizen in 2016. I had no agricultural experience during my childhood, nor did I have any direct interactions with entrepreneurship in my early youth. I earned an undergraduate degree from OSU in political science and economics and graduated in December of 2016. Now, I am studying international agriculture with an emphasis on agricultural economics in pursuit of a master's of science degree. I chose to pursue this degree due to my long-term interest in international development and the developing world. I have a long-standing interest in SSA that materialized itself mostly through informal ways such as reading and media consumption, and some light involvement during high school. In addition, I completed the course Politics of Africa while an undergraduate student at OSU.

During the Institute, although I was a paid staff member of the Institute's team, I also participated in many of the Fellows' learning experiences and exercises as well as cultural interactions. I forged many friendships with the Institute's participants and I maintain ongoing relationships with the Fellows through social media. Due to my extensive friendships and program involvement with many of the Fellows, I formed opinions and drew conclusions based on my experiences with them, including the 12 interviewees. By *bracketing* my thoughts, I recorded my biases and pre-conceived notions on each participant in a very individualized and personal matter. Moustakas (1994) recommended this practice to researchers conducting phenomenological studies: "In practicing the Epoche, I must focus on some specific situation, person, or issue, find a quiet place in which I can review my current thoughts and feelings regarding this person,

situation, or issue” (p. 104). Although the nature of this exercise prevents its disclosure, here are the other main assumptions of which I became aware during reflection.

1. I am aware of change theory and Ajzen’s (1991) theory of planned behavior, and should avoid drawing connections to theories that may not be present during the *phenomenological reduction* process.
2. I am aware of all the positive reactions and feedback the Fellows have already given me about the Institute, and I should not let that cloud my judgment, because not all aspects of the phenomenon may be positive.
3. I am aware of the importance and emphasis I may put on agriculture due to my field of study, and should not force or overly superimpose the issue during the process of *phenomenological reduction*.

### **The Mandela Washington Fellowship Institute Experience**

The Fellowship Institute lasted six weeks in Stillwater, Oklahoma on the OSU campus, and culminated with a seventh week at a Summit in Washington, DC during the summer of 2017. During the Institute, the Fellows learned about entrepreneurship topics, some of which were skills such as creating a business plan, while others were more abstract concepts, e.g., creativity. The Fellows also participated in structured entrepreneurship site visits, for example, the headquarters of *Kicker* a local business in Stillwater that exports internationally and sells through major distributors such as Wal-Mart and Best Buy. The Fellows also had experiences where they observed aspects of U.S. culture with an emphasis on Oklahoma in particular, for instance, a visit to the Oklahoma City Bombing Memorial (see Appendix D).

Leadership development topics and service-learning through community service were also a part of the Institute's program, including Stillwater's Habitat for Humanity Restore where the Fellows took part in local community service activities. Each Fellow had at least two different enterprise or job shadowing experiences related to their entrepreneurial interests, and many had numerous informal opportunities to interact with business owners/entrepreneurs, teachers and facilitators of entrepreneur development programs, students of entrepreneurship and international development, and other citizens in the Stillwater and OSU community. Some of the Fellows' individual experiences included a large lubricant engineering firm, working in the kitchen of a restaurant, a visit to a large grain mill, and several farm visits that had agricultural emphases ranging from caged layers for egg production to vegetable farming to a beef cattle ranch.

Another aspect of the Institute was its the living arrangements; the Fellows were not provided every meal, instead their living quarters included a shared kitchen and living area. The staff also facilitated additional opportunities that the Fellows created for themselves. When the proposal for the Institute was created, a logic model was developed that identified short-term, medium-term, and long-term outcomes. The researcher used the logic model (see Appendix A) as a way to compare his findings to a list of the Institute's intended outcomes leading to *anticipated impacts*.

Faculty and graduate students at OSU led and coordinated the Institute. The project team included Dr. Richie Roberts working as a post-doctoral instructor; Dr. M. Craig Edwards a faculty member from the Department of Agricultural Education, Communications, and Leadership was the Institute's program administrator; and Dr. Craig E. Watters, Executive Director of the Riata Center for Entrepreneurship served as

the Institute's academic director. Graduate students included Paul Sanchez, a doctoral student from the School of Entrepreneurship, Stephen Mukembo a doctoral candidate from the Department of Agricultural Education, Communications, and Leadership, Alexa Major, a master's of science student in the International Agriculture program, and the researcher.

### **Solicitation of Study Participants**

After receiving IRB approval to conduct the study, the researcher contacted Fellows selected for interviews (see Table 1) to request their participation in the study. The scripted invitation (see Appendix G) also provided background information regarding the study. In addition, this electronic mail message contained an informed consent form (see Appendix H) by which recipients could accept or decline to participate in the research study. Several of the originally selected Fellows did not opt to participate. Ten of the initial 12 Fellows contacted for an interview agreed to participate, but one was replaced due to multiple scheduling conflicts.

After interviewee selection was finalized, the researcher scheduled an individual interview with each participant. By returning to the list of Fellows who had not been originally chosen and following the selection criteria, replacements were identified for interviews. If a Fellow was initially eliminated because he or she shared nationality with a Fellow who refused to participate, then he or she was re-entered into the potential interview pool and may have been drawn.

### **Instrumentation and Data Collection**

The study's interviews were held from March to May of 2018. The interviews were guided by an interview protocol with 13 open-ended questions (see Appendix F)

intended to prompt the participants to address the seven research questions guiding the study. The interview protocol was semi-structured to allow participants the flexibility to share their experiences without being overly constrained by only responding to prescribed questions. Moustakas (1994) noted that to gain the most from the interview encounter “the interviewer is responsible for creating a climate in which the research participant will feel comfortable and will respond honestly and comprehensively” (p. 114). Further, according to Moustakas (1994), a way to ensure an interviewee’s comfortableness is to master the art of framing questions in the interview. Moustakas (1994) also said that “the language and timely way in which the questions are posed facilitates full disclosures” (p. 116). The researcher developed the list of interview questions (see Appendix F) with his research advisor and three other members of his graduate committee; all were faculty members at OSU.

During the Institute, the researcher completed a graduate-level course introducing qualitative research, and for his course project he interviewed a Fellow. This pilot experience was an orientation for the researcher on how to handle the interviews with selected Fellows. The Fellow was excluded from the study’s interviewee selection process to ensure he was not a part of this study.

To increase the likelihood of unearthing the true meaning and depth of the respondents’ answers, the researcher should pair questions with related probes. Hsieh and Shannon (2005) discussed how probes also may be spontaneous and especially useful for the unexpected content shared during an interview. The questions and probes were designed to gain a greater understanding of the Fellows’ business environments as well as the social and cultural settings in which they lived and worked, including their employees

and customers, and their entrepreneurial motivations, attitudes, and aspirations. The interviews also included discussion of the Fellowship itself, the experiences in which the participants took part, and the impact that participating in the Institute had on their lives after returning home.

The interviews were conducted either through video chats (Skype) or telephone calls (Whatsapp) with an audio recording device (Audacity) used to record the dialogue. The interviews lasted, on average, about 45 to 60 minutes for each participant. Thereafter, the interviews were saved from the recording application to the researcher's portable computer. Transcription of each interview was completed promptly. Each recording was transcribed verbatim to accurately reflect what was discussed during the interview. After the transcriptions were completed, participants were sent their transcripts via electronic mail attachments to verify accuracy of the transcriptions, i.e., *member checking* was conducted. According to Creswell and Miller (2000), *member checking* is the process that shifts accountability regarding the accuracy away from the researcher and to the participant. During this procedure, the researcher sent the transcriptions to the participants interviewed to ensure the credibility of his findings (Creswell & Miller, 2000). The researcher highlighted specific sections of the transcripts for which he needed clarification from the participants. Of the 12 participants, one Fellow responded with major changes, four replied with minor changes, and seven provided no modifications. The researcher accepted all edits of the transcripts by the participants and made those changes to the study's dataset.

Throughout the research process, the investigator was also memoing, notetaking, and reflecting; these actions were also considered data (Birks et al., 2008). The researcher



considered brief biographies and created some textual descriptions of his views on the participants' experiences of the phenomenon. During the final step of data analysis, the researcher created a structural description of the Fellows' experiences as such were discussed and subsequently interpreted by him. All of these documents were considered a part of the study's larger dataset in regard to phenomenological reduction, analysis, and interpretation of findings (Birks et al., 2008).

### **Data Analysis**

All study participants had corresponding data files, including interview transcripts, memos, brief biographies, and bracketed descriptions. These documents are used as different forms of data in the phenomenology research process (Moustakas, 1994). The process is reminiscent of triangulation because it ensures thoroughness by stepping even further outside an individual's perception when new information must be considered by the researcher during the act of *synthesis*. Creswell and Miller (2000) explained that "triangulation is a step taken by researchers employing only the researcher's lens, and it is a systematic process of sorting through the data to find common themes" (p. 127). Moreover, Jick (1979) said: "The researcher is likely to sustain a proximal closeness to the situation which allows greater sensitivity to the multiple sources of data" (p. 609). This is useful because, according to Jick (1979), triangulation "can potentially generate what anthropologists call 'holistic work' or 'thick description'" (p. 609).

The researcher's approach to organizing data and theme discovery was to employ a three-step process of data analysis before proceeding to *synthesis*. The first step of the analysis was *Epoche*, in which the researcher used *bracketing* and *horizontalization*. The

*Epoche* is a lengthy process of controlling for bias through *bracketing* which is discussed further in the researcher's reflexivity statement. The *Epoche* involved marking important quotes from within the interview transcripts. The researcher employed the software NVivo 12 during data analysis, but the software was only used as an organizational tool. No word frequency application or any other program that would indicate significant phrases was used during the *Epoche* phase, because the researcher was the only instrument indicating the importance of a particular participant quote at that point.

I then searched through the bracketed, particular quotes for similarities and patterns by employing *horizontalization* to categorize said quotes into categories or codes. Moustakas (1994) discussed this organization of data where statements are all metaphorically or literally put side by side to be given equal value and consideration. As Moustakas (1994) described, quotes determined to be important or containing key words were categorized based on meaning. Repetitive statements or phrases were eliminated and the bracketed quotes organized around categories. NVivo 12 assisted with this process because it showed the number of *references*, i.e., quotes indicated by the researcher as important within a category or grouping, as created during *phenomenological reduction*, from which document they originated, and vice-versa. NVivo 12 also has an application which graphs the percentages of the transcripts that have been categorized into a certain code, allowing the researcher another way to visualize the quantity and sources of the significant statements. Both of these tools were very helpful in eliminating repetitive statements and meanings, making me aware of my own biases toward certain interviewees due to factors such as language and difficulty of understanding, which aided with supporting the study's *credibility* (Tracy, 2010). This

method allowed the researcher to prepare for the formation of meaning through further analysis of the created categories (Moustakas 1994).

Another aspect of the analysis process was the memo writing or memoing, in which the researcher records his or her thoughts or assertions that occurred during each stage of the study, including the analysis process. From the use of memos, as Birks et al. (2008) explained, “the researcher is able to immerse themselves [*sic*] in the data, explore the meanings that this data holds, maintain continuity and sustain momentum in the conduct of research” (p. 69). The use of memo writing was an essential aspect of reducing and organizing the data into themes. Charmaz (2006) discussed that when memoing researchers should follow any procedure with which they are comfortable.

As the researcher, I memoed some during the interviews, but found the most effective form of memo writing was during the transcription process both before and while performing analysis. During the interviews, I was either writing a shorthand of what the interviewees were saying to facilitate the asking of follow up questions, which was repetitive with the transcripts, or sometimes I did not take notes usually due to the need to focus intensely on what was being said because of poor telephone connections. Memoing during the transcriptions also allowed me to focus on the emotions communicated through the participants’ voices during the interviews, while providing some reflection time and the opportunity to repeat and reexamine certain statements. This memoing was a way to record what occurred during the interviews but could not be captured through transcriptions; such was included in the analysis and considered during *horizontalization* of the data.

The next process Moustakas (1994) described was *phenomenological reduction*, by which the researcher begins to link the created categories together based on the emerging themes. *Phenomenological reduction* critically analyzes thematic appearances in the data and core ideas behind reoccurring similarities. This process is similar to axial coding, which Kendall (1999) explained: “[W]hereas open coding fractures the data into categories, axial coding puts the data back together by making connections between the categories and subcategories” (p. 747). As stated, *phenomenological reduction* offered the opportunity to begin to draw connections and have a macro view of the phenomenon, which forced the researcher to step outside of any one individual’s perspective. As a result, I saw common threads and eventually formed working themes and sub-themes. However, *horizontalization* and *phenomenological reduction* were ongoing processes, and I returned several times to each process through reflection. Giorgi (2006) provided important rules to follow in this regard:

Basically, to employ the phenomenological reduction means two things:

- (1) The researcher has to bracket personal past knowledge and all other theoretical knowledge, not based on direct intuition, regardless of its source, so that full attention can be given to the instance of the phenomenon that is currently appearing to his or her consciousness, and
- (2) the researcher withholds the positing of the existence or reality of the object or state of affairs that he or she is beholding. The researcher takes the object or event to be something that is appearing or presenting itself to him or her but does not make the claim that the object or event really

exists in the way that it is appearing. It is seen to be a phenomenon. (p. 355)

During *horizontalization* and *phenomenological reduction*, I continued memoing, using the process as a way to reflect on my internal dialogue. As stated, memoing during the transcriptions allowed the researcher to focus on the emotions communicated through the participants' voices; it also augmented reflection time and the opportunity to repeat and reexamine certain statements. The formation of themes and subthemes was considered, but this also was a place for me to express my discomforts and reservations with the process as a first-time qualitative researcher. Birks et al. (2008) asserted that honesty such as this is vital to the process to address an investigation's limitations, and, thereby, create a study that is more *credible* and *resonant* (Tracy, 2010).

Finally, I used *imaginative variation* which challenges the researcher and his or her initial takeaways from *phenomenological reduction*. Moustakas (1994) provided the steps to performing *imaginative variation*:

1. Systematic varying of the possible structural meanings that underlie the textural meanings;
2. Recognizing the underlying themes or contexts that account for the emergence of the phenomenon;
3. Considering the universal structures that precipitate feelings and thoughts with reference to the phenomenon, such as the structure of time, space, bodily concerns, materiality, causality, relation to self, or relation to others;

4. Searching for exemplifications that vividly illustrate the invariant structural themes and facilitate the development of a structural description of the phenomenon. (p. 114)

As the researcher, I had to identify and consider meanings of the data over time that did not initially occur to me. By analyzing the thematic categories that materialized during *phenomenological reduction* through the lenses realized as a result of *imaginative variation*, the study gained a *richness* from this newly found diversity of understanding and interpretation (Tracy, 2010). The rest of the *imaginative process* was mostly a writing and reflection exercise, as the researcher searched for connections that linked together different themes of the shared experience. During *imaginative variation*, I also took into account the Institute's logic model (see Appendix A). The researcher considered this document as a tool for understanding better the Institute's outcome expectations, and how that was reflected in the participants' responses.

At this point, the researcher also began to consider theories proposed to understand and interpret the study's findings. I also employed *peer debriefing*, as described by Creswell and Miller (2000), with several more-experienced qualitative researchers who had ties to OSU to gain the perspectives of others and thereby to further increase the study's *richness* (Tracy 2010).

In addition, the researcher reconsidered meanings and connections appearing obvious and clear before his further examination led to different interpretations likely present at the outset, but had not been fully recognized. Next, a *structural description* was developed to characterize the *true nature* of the participants' experiences within the context that surrounded the phenomenon and how it existed within such. Only then, when

all of these aspects of the study are considered and interpreted through the phenomenon's context, can the researcher understand the meaning of such and suggest its *essence* (Moustakas 1994). The *essence* captures the qualities that if absent would change the meaning for those who experienced the phenomenon (Moustakas, 1994). *Imaginative variation* is similar to theoretical coding used in other qualitative methods, which Saldana (2015) pointed out is not just another coding process, but rather an integration of an entire model as the central thought approach for explaining the phenomenon studied.

### **Summary**

This study aimed to understand the impact OSU's 2017 MWF Institute may have had on its participants, especially regarding their entrepreneurial endeavors after returning home. The researcher used a phenomenological approach to perform this study, which is a method describing the participants' experiences by deriving its *essence* as a phenomenon (Moustakas, 1994). Moustakas' nine principles of transcendental phenomenology guided the study. The multitude of different steps it takes to perform a phenomenology provided the study the rigor that a true phenomenology demands. Tracy's (2010) eight indicators of high quality qualitative research were also followed, including worthy topic, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. In addition, the researcher used *maximal variation sampling* (Creswell & Clark, 2017) to capture a diverse set of perceptions. The Fellows interviewed included six men and six women, each from a different country – for a total of 12 different nations of SSA.

The research instrument was the researcher himself. To improve the quality of the study, the researcher revealed his background and biases, i.e., researcher reflexivity

(Creswell & Miller, 2000), to provide an understanding of the instrument employed during analysis and controlled during the research process.

The 2017 MWF Institute was an EEP for international participants who were entrepreneurs from 17 SSA nations. The Institute was six weeks long, during which the Fellows were instructed on business and entrepreneurship topics, participated in service activities, and had the opportunities for networking, as well as further development as leaders.

The researcher requested the Fellows' participation through an electronic mail message that included an informed consent form (see Appendixes I & H). Nine of the 12 Fellows originally selected were interviewed for the study, and another three were chosen through a replacement procedure similar to the initial selection process.

The interviews were semi-structured with a 14-question protocol (see Appendix F), and included the flexibility to discuss and explore topics brought up by the participants during the dialogue. The researcher modeled his interview style after Hsieh's and Shannon's (2005) described probes to gain details that he may not have foreseen. The interviews were conducted for about 45 to 60 minutes through an audio telephone call or online video chat procedure, and then transcribed verbatim. Abiding by Creswell's and Miller's (2000) definition of *member checking*, the researcher presented the interviewees with their respective transcripts and the option to edit or remove any text as they saw fit. The participants responded with one making major changes, and four providing minor changes. The researcher memoed during each step of data collection and analysis (Charmaz, 2006).



The data analysis performed was prescribed by Moustakas (1994), i.e., *Epoche*, *phenomenological reduction*, *imaginative variation*, and *synthesis*. The *Epoche* is the vital stage of becoming neutral as a researcher and identifying important quotes found within the transcribed interview texts. This stage contains *bracketing* and *horizontalization*; *bracketing* was the process by which the researcher recognized his biases and predisposed ideas and removed such as much as possible from the data analysis (Moustakas 1994). *Horizontalization* was the step the researcher took when he selected certain quotes as important, and then considered those statements as of equal value (Moustakas, 1994). The researcher employed NVivo 12 as an organizer to facilitate these steps, but did not use any program that counted word frequency at this point.

*Phenomenological reduction* was the next step in the data analysis process; at this point, the researcher began to find themes and subthemes in the data (Moustakas, 1994). The researcher memoed during this step to illustrate his thought process and the emerging patterns he noticed. The researcher also had an *imaginative variation* step, which challenged the patterns of his formative analysis, including *reduction* to make new realizations about the data at that time (Moustakas, 1994). The researcher used *peer debriefing* to further discuss and challenge the organization of the study's themes and sub-themes and how the patterns converged toward an *essence* of the study's phenomenon (Creswell & Miller, 2000). The researcher continued to write throughout the *imaginative variation* phase as a tool for reflection and thought, which ultimately led to data synthesis and the creation of an *essence* statement.

## CHAPTER IV

### FINDINGS

#### **Introduction**

Findings from a qualitative inquiry about the participants' experiences, as part of OSU's 2017 MWF Institute featuring business and entrepreneurship, especially regarding the Institute's impact on their behaviors after returning home, are reported in this chapter. The chapter's sections include the study's purpose and research questions, discussion of themes and sub-themes, with supporting quotes derived from the study's interviews as well as assertions and substantiations related to answering the study's research questions.

#### **Study's Purpose and Research Question**

The purpose of this study is to examine the impact of OSU's MWF Institute on selected Fellows in regard to how they practiced entrepreneurship in new ways after returning to their home countries. The Fellows could be divided in many ways: those whose business ventures involved agricultural or allied sector enterprises and those who did not, the primary language of their home country, the size of their businesses, and so forth. For those who were not directly involved in agricultural or allied sector enterprises before the Institute, whether and how they were engaged in such after returning home was also an interest of the researcher. This study, therefore, sought to assess the effectiveness of the Institute's programming so that leaders of future Institutes are better

informed on how to design their programs and policymakers have information about the anticipated impacts of similar programs for future decision making. Seven research questions guided this study:

1. What were the Fellows' views regarding the Institute's impact on their business and entrepreneurship practices after returning home?
2. Did the Fellows' views on the Institute's impact differ depending on their types of business and entrepreneurial ventures?
3. What new entrepreneurship skills or practices had the Fellows implemented after returning home?
4. What expanded or new entrepreneurial ventures had the Fellows undertaken after having returned home?
5. What new entrepreneurial opportunities or plans did the Fellows envision in the future?
6. What barriers did the Fellows perceive may prevent them from achieving their future entrepreneurial goals?
7. What were the Fellows' views on the most important or significant outcomes resulting from their participation in the Institute?

### **Discussion of Themes and Sub-themes**

The researcher interviewed 12 of the Fellows from OSU's 2017 MWF Institute, and analyzed the interview transcriptions to develop the study's findings. Based on this analysis, 31 categories or codes, four major themes, and seven sub-themes emerged (see Table 2). These themes and sub-themes were synthesized by the researcher based on content within each highlighted quote and representative of the related body of quotes.

The quotes provided within each sub-theme were categorized as a part of the respective parent theme. The themes and sub-themes were used to develop the researcher's understanding and interpretation of the study's phenomenon, including *its essence*.

Table 2. Emergent Themes and Sub-themes

<b>Theme 1</b>	<b><i>Improvements, Changes, and Challenges to Their Business Models</i></b>	
		Actualization
		Classroom learning
		Site visits and conclusions drawn
<b>Theme 2</b>	<b><i>Self Improvement and Empowerment</i></b>	
		Relational
		Perceived Control
<b>Theme 3</b>	<b><i>Social Change</i></b>	
		Cultural observations, including differences
		Other
<b>Theme 4</b>	<b><i>Lessons Learned from Fellow Africans</i></b>	

The four main themes were 1. *improvements, changes, and challenges to their business models*, 2. *self improvement and empowerment*, 3. *social change*, and 4. *lessons learned from fellow Africans* (see Table 2). Within *improvements, changes, and challenges to their business models*, the three sub-themes were *actualization, classroom learning, and site visits and conclusions drawn*. The theme of *self improvement and empowerment* had two sub-themes, *perceived control* and *relational*. Within the theme of *social change*, two sub-themes were also identified, *cultural observations, including differences*, and *other*. The final theme, *lessons learned from fellow Africans*, did not have an identifiable sub-theme. The themes and sub-themes were used to develop an understanding of the Fellows' experiences; such were also compared to the Institute's logic model (see Appendix A), which indicated its short-, medium-, and long-term impacts, as proposed. The themes captured the recurring ideas present throughout the different interviews. To be considered a theme, an idea must have been discussed by a majority of the participants, i.e., such ideas or concepts were sufficiently *prevalent* in the Fellows' interviews and evidenced by the related transcriptions (see Table 3). This analytical procedure culminated in the researcher coalescing the phenomenon's *essence*, as experienced by the Fellows during the 2017 MWF Institute at OSU.

Table 3. Prevalence of Theme

<b>Theme</b>	<b>Prevalence (N = 12)</b>	<b>Participants</b>
Improvements, Changes, and Challenges to their Business Models	12	F1-F12
Self Improvement and Empowerment Lessons	12	F1-F12
Social Change	12	F1-F12
Lessons Learned from Fellow Africans	12	F1-F12

*Note.* “F” designates Fellow; “F1-F12” indicates the identifiers assigned to each interviewee.

**Theme #1 *Improvements, Changes, and Challenges to Their Business Models***

The 12 participants expressed that the Fellowship was an experience which made a difference in their business skills, in how they practiced business, and the outcomes of their businesses after returning home. The range of effects on businesses were as diverse as the backgrounds of the Fellows who participated in the Institute. To portray the ways the experience improved the Fellows’ businesses, the theme was explicated through three sub-themes, as derived from their respective interviews.

*Actualization* (or intended actualization) was arrived at as a sub-theme based on the participants’ discussions of the business changes they had implemented after returning home from the Fellowship. When the Fellows discussed their application of those changes within their communities, they reported a wide variety of different practices and outcomes. To this point, the Fellows reflected on direct changes to their personal enterprises, including modifications to their production processes, inputs, and

business models. For instance, Fellow 10 discussed a change to his enterprise because he made an adjustment to his production process. Fellow 10 said: “Yeah. So now we are, we are producing the fertilizer and packaging for which is dry and can [be] put in bags and we can sell it whenever we want.” Fellow 4 shared several immediate changes to her business after she returned home from the Fellowship:

We’ve bought more land, because we wanted, we want[ed] to increase [production]. We want to start making mushroom seed. I’m wondering if you get it, yeah, but we’ve got new equipment like what is called a stalilizer [, i.e., a stabilizer], um I think it has a special name other than that and an autocrate [, i.e., an autoclave] plus more equipment for making mushroom seed.

Adjustments to their enterprises were reported by several of those interviewed. To capture the diversity of different changes made by Fellows following the Institute, another participant, Fellow 6, a baker, shared a different type of change that she made to her business after returning home: “I have introduced about six new products. Interestingly, I already have cakes. I have rebranded, I have a new logo. And, I am building a kitchen right now.”

The Fellows demonstrated the Institute’s impact on their businesses by also sharing quantifiable changes to their enterprises which occurred after returning home. Some of these changes were further investments in their businesses that had not yet yielded a return. Other participants had made changes that elicited more immediate returns which they shared during the interviews. Four of the Fellows did not report any changes in financial aspects of their business. However, eight of the Fellows indicated specific



information during the interviews, which demonstrated improvement to their financial standings (see Table 4).

Table 4. *Select Fellows' Financial Data*

Participant	Related to Price of Goods	Related to Costs	Related to Production
Fellow 2 <sup>a</sup>	–	~ \$9,000.00 saved in input costs	–
Fellow 3	–	Saved at least \$200 per month	–
Fellow 4	–	Increased costs; 0% change in profit	–
Fellow 5	–	Potential to cut 60% of costs in 2019	+100% (increase of \$1,440); hired 2 more workers
Fellow 6	–	Decline of 71.6% in input costs	+50% per month; uses 46.67% of the time it took to produce the same output
Fellow 7	–	–	+133% more customers served; \$10,000 earned from additional grants; \$300 earned from a new enterprise
Fellow 8	+100% in prices	–	+75% of one product; +150% of another product
Fellow 10	+50% in prices	+20% in input costs	+100% more produced

*Note.* This information was requested from the Fellows during the interviews. The researcher's understanding was that the numbers provided were approximations, which often resulted in the use of percentages. Fellow 1 offered business statistics but the researcher was not able to understand and utilize the provided figures; so, nothing was reported. <sup>a</sup>Fellow 2's results were calculated using the figures he provided, including the rate of exchange. Fellow 9 reported no changes to his enterprise's financial status. Fellows 11 and 12 did not offer financial data for their initial businesses due to having ceased those ventures soon after returning home.

On the contrary, two of the Fellows interviewed had a counter-intuitive reaction to returning home from the Institute, i.e., they abandoned their entrepreneurial ventures. Although their reasons were not exactly the same, each described the role the Institute played in their decisions. Fellow 11 shared his view:

Year before I came to U.S. I had a restaurant in which I sell pork and I also sell smart phones. . . . I used to . . . get loans. The bank provide my goods. You know, . . . I have enough money . . . for doing this business. And that's why the benefit that I had from this business helped me to pay my loans to support my family and you know it was difficult to pay back those loans. I did not have any support, so when I was in the Institute. I, I heard that if I . . . never serve as in a restaurant, it's not good to create a restaurant. . . . So, when I come back, I just say no. Let me stop with entrepreneurship and work for people and learn from these experiences before creating my own, my own business. So that's one way the Institute changed my view of about entrepreneurship.

Fellow 12's reasoning behind his transition to another enterprise was this: Okay, so essentially what's happened is um the, um I'm still in the talent space, it's just that I've kind of put it in the back burner for a little bit because I need to find, and find a way to fund it.

The Fellows also discussed the economic barriers they faced. For example, Fellow 5 contrasted access to technologies in the United States with her home country:

I think, that for example right now when we're talking, we cannot Skype because it would be very expensive for me to Skype with you. But in

Oklahoma there was Wifi all over, that was something we do not have here. We have to spend money for us to make calls, to be on the Internet it's very expensive. And for me to get them to realize that 'oh my goodness' I can watch a movie online, I can download things online, I can [because] everything is so accessible.

Many of the Fellows also expressed ideas they had not yet set in motion, or reported business skills they perceived possessing as a result of their Institute experiences but remained unrealized. Fellow 7 described how she *planned* to pursue new goals in her future entrepreneurial endeavors:

They [soap machines] are expensive. They need around 10,000 dollars [to purchase]. . . . Oh no, I'm not waiting. No, I'm not going to get grant for this. . . . I'm not going get grant for this. Like I said when I came, that before when I was in U.S. the business died. But when I came [home] the business picked up. Meaning, I'm saving money for this.

Impact of the Fellows' *classroom learning* experiences was another sub-theme that emerged from the interviews. The ideas and concepts they expressed were gained from lectures and class discussions during the Institute. The Fellows' classroom takeaways varied, but they could be clearly traced back, and sometimes the Fellows even named specific lectures. Fellow 9 illustrated how a foundation of knowledge was created for him through business education topics (see Appendix C):

. . . it somehow [was] different from what I knew as entrepreneurship because um I didn't learn business from school. . . . and what I knew about business was only having a product, housing that that. Sell it, and how to sell it, how to sell the product that I have. But um, so [during] the Institute, I learned more about business theories from bright teachers. And uhh, apart from that, I met motivated entrepreneurs who really honed my skills. Like while . . . when we went to different visits, site visits like uh we visit one day, Kicker. I learned too much there from that old man who told us his story [of] how he started, his first product and how he made that his [of] company become very bigger, . . . . Yeah, so my view of entrepreneurship really changed a lot.

Fellow 1 provided another example of how she learned an important skill in regard to creating and planning for a new business:

Well, we learned about the business plan, and that was a tricky thing because we thought that a business plan was something very big that we had to do. A book with a hundred pages. And when we went [to] the Institute we just learned that it was just, just clarifying things or [making such] better. . . . They showed step by step the amount that you are going to use for your business. So that people can come and financially know what you're going to send. And that was an, that was a shock for us actually. It was a shock, because we, we tend to see things [as being] very difficult. . . .

Customer service was another set of skills presented specifically during a lecture to provide insight about the U.S. approach to such. Fellow 9 elucidated the important role that the Institute's customer service lessons meant to him:

We had a session about customer care while in Oklahoma. I really appreciated that. . . . I tried to train them [the Fellow's employees] about how we can handle or we can manage with our customer when they are coming . . . in our company how to talk with them. . . .

The Fellows also discussed ways to manage costs, whether it be cost-cutting methods, reducing expenses in production, or sharing the burden by acquiring partners. Fellow 4 explained: "I came back with that attitude I could see that expanding my ventures, so I thought 'okay, the easiest way I could do what I learnt is to get partners.'" Fellow 8 was able to point to one specific Institute lecture on this subject:

. . . it is the one about bootstrapping, I think that the lesson about how to be an entrepreneur while boot-bootstrapping, it is much more closely [to the] African environment because literally, when you decide to be an entrepreneur or be to be involved in a company to realize something like an idea, you don't have anything to rely on. You needs [to] know how to, to begin with what you have.

Some of the Fellows also had advice for future MWF Institutes at OSU. By the time of the interviews, it was known that OSU had been awarded another Institute, and some of the Fellows specifically mentioned this during their interviews. In this regard, Fellow 9 provided feedback he felt important from his Institute experience:

Yeah. I would advise if possible, not having five, five days in, in class, but perhaps three or four, because the shadowing experience is on the field, with professionals of United- United States companies . . . . Many people we met were excellent professionals we can deal with. But only having weekends is not really, doesn't really fit what we, what we needed, because you had . . . [many] companies which are not working during the weekends or could be interesting to have some Mondays or Thursdays so that people can go to Oklahoma City. . . . many things were in Oklahoma City, or in Tulsa. So you need to travel to have enough time back to take a bus or to take a car from a city to another one and then meet those people.

*Site visits and conclusions drawn* was another sub-theme under theme one based on the Fellows' takeaways from their learning experiences during the Institute. These were opportunities for the Fellows to travel to the field, to focus more on acquiring knowledge and skills within their specific industries, and to interact with professionals in the United States who may not have been directly associated with the Institute. During the site visits, the Fellows observed practices that worked in Oklahoma and formed their own opinions about such. Within the context of visiting these different sites, many new ideas were developed by the Fellows. The first of which was the recognition of new markets and opportunities, which ranged from the Fellows taking ideas they saw in the United States, to drawing inspiration from such and searching for new opportunities at home. Fellow 7 discussed how the wide range and diversity of businesses she saw during the Institute affected her:

I discovered the[re are a] lot of business opportunities out here. One, I have started making liquid soap. . . . you understand that this liquid soap? With my girls, we make it here and we, we give out to offices, especially the bank that I supply food for, for cleaning their room.

Fellow 12, however, had a very different reaction to the business environment and markets he saw during his time at the Institute.

That's a very interesting question because . . . [in] all fairness I don't think I'd want to start a business in Oklahoma. Um, because the place is how to put it, it is so, there is already too much going in that space. There's, there, there is a structure that I mentioned is good for the living, but the informal nature of this place [Fellow 12's home country] means there's infinite opportunity. Which means you could wake up tomorrow morning and sell tomatoes around the corner and it would work on the strength of the untapped nature of this place.

For many of the Fellowship participants, the main takeaway of the out-of-classroom experiences was gaining technical and industry knowledge that could be applied to their enterprises at home. In response to the researcher asking why the participant had a strong reaction to an enterprise shadowing experience, Fellow 5 said: "The first thing, he mixed his own poultry feed. In [country name], like in the entire country, nobody makes their own poultry feed. That was amazing for me." This was not the only time Fellows learned about ways to influence production within their respective enterprises. Fellow 11 explained this aspect after being asked to reflect on a site visit experience:



Yes. The the first, I, I would say like three. The first one was the visit we had at that goat institute. . . . They have a way of making fertilizers very quickly, using the the dead animal parts. So that's things I learn and the[y are] currently using it to boost up the nitrogen content.

Many of the Fellows interviewed also mentioned the concept of *sustainability*. The word may not always have been intended in the same way, but it was repeatedly mentioned as was the idea of having an enterprise that is long-lasting or endures over time. Fellow 5's statement about visiting a poultry farm depicted her awareness of this form of sustainability.

Also, it was like a third generation farm. And I realized that this is doable, I can start to see [that] my kids can run with it [and] that the[ir] kids can run with it. So, I'm setting the foundation and building it up, and by God's Grace my children will benefit from it, and their children's children.

Fellow 2 returned several times to the importance of sustainability and what it meant to him coming from his context in Africa. His response to a follow-up question about a visit to the company *Kicker* and the speech the owner of the company made, illustrated Fellow 2's reaction.

The normal notion for me, and I talk about it, I joke about it with my friends and even my families, once you do something for 10 years, you're seen not just as a hero, but again you begin to move up from doing that to just living like a big boy. And that is why the issue of sustainability is almost non-existent in [country name]. There is hardly, . . . a company that has lasted a single generation, so after the first 10 years everything begins

to go down. Because like I said, . . . entrepreneurs do not always think about sustainability. Now that actually inspires me, to see a man who has done the same thing for over 40 years, and he's still kicking and his ambition is still growing. Building something from, you know, small, to that massive, and yet you still have ambition to go farther.

When site visits or specific enterprise shadowing experiences occurred, it was because the Institute's leadership thought the trip and the people associated with it had something to offer the Fellows. If the Fellows were interested, they could approach those individuals regarding a networking relationship to gain more knowledge or introduce the idea of potential collaboration in the future. Fellow 11 discussed how he facilitated a grant to meet with a U.S. collaborator in his country: "Yeah, uh I receive a letter from IREX about the exchange component. . . . So, I wrote [U.S. partner], and he accepted and we applied together. So that will be why because we got selected [for a reciprocal exchange]."

### ***Theme #2 Self Improvement and Empowerment***

Another finding were the changes within themselves, or as individuals, reported by the Fellows. These changes were manifested by two sub-themes – *relational*, concerning or considering other people, and *perceived control*, ideas pertaining only to the individual, i.e., a person's perceptions of his or her ability to determine future outcomes (Ajzen, 1991), including the change in behaviors necessary to achieve such.

*Relational* included views shared by the Fellows about how they treated people or how they were treated by others. The first view related to being a better person, and although internal, is almost entirely based on interactions with others. However, the

Fellows did not always express this the same way. For example, Fellow 5 described becoming a better person by mentioning another key word closely associated with this, i.e., *accountability*. She said:

And another thing was accountability for myself and if I was told I would have to do a certain task, I, I made sure that I started to learn like it. It's important as an entrepreneur and as a leader, and if you are starting something then you need to get it done on time, so that[']s it; some of the lessons that I took away from the Institute.

Fellow 7 expressed another way to become a better person without explicitly stating that was her goal. She said: "Before the Institute, I was very much into myself, too much into my soul."

The Fellows also discussed their views in regard to some of the U.S. participants with whom they interacted and whether relationships with Americans met during the Institute would continue, including the staff. Fellow 2 reflected his feelings about the relationship with some of the Institute's staff members:

Um I don't know. Maybe I, maybe I didn't say thank you enough to everybody at the Institute, especially, especially [a staff member], who I call my father. In Africa, when you say someone is your father, I mean that means a lot. And I mean it actually, I say this from my heart of hearts, because it's a father that gives someone the ability to make you better, while, he-he is hard enough to stay on your case, an[d] he's also soft enough and compassionate enough. . . .

However, ongoing contact with U.S. participants varied. As Fellow 4 reported, “[a]nybody not in the group. Uh, I don’t think so[.]” when asked about keeping in contact with U.S. citizens who were not staff members. However, Fellow 5 said:

Yeah, there’s a lady there where we connected and we talk occasionally through Whatsapp, so yeah. It’s not as much as my, my, the African Fellows, but there are some, there is one or two people from Oklahoma that I am speaking to [from] here.

Another key word and subject brought up by many participants was *leadership*. This was expected because leadership, as a topic, was a part of the Institute’s programming (see Appendix C). The Institute’s funder, IREX, provided a Leadership Development Plan for the Fellows to complete during the Institute that was intended to be guided by related leadership topics. Fellow 6 observed how the leadership development aspect was done and how it shaped her view of entrepreneurship:

We took a course in leadership, especially servant leadership. It is, it’s amazing because our understanding of leadership is someone that was handling a position rather than someone who is making a decision or someone who is impacting [a situation]. I always thought a leader is like a boss or something, but suddenly it’s not. Leadership is defined by who we are and what we do.

Fellow 10 articulated his former view of leadership and how that changed due to the Institute:

The leadership part, uh, seriously, before I come [to the United States] I didn’t [really understand the concept]. I always thought that a leader is

someone in politics and I don't like politics too much because maybe because of our history. But, I realize that I am a leader . . . [and] the need to be.

The Fellows also discussed the way they were treated in the United States by staff members and members of the community with whom they interacted. The way the Fellows were treated related to their personal views of empowerment and treatment of others, but that was also *relational* in nature. Fellow 4 explained:

Okay, I think, sorry. First of all, Stillwater, uh, the most strikingly amazing thing about Stillwater was the people, like the O[S]U, like the people you've said before. It had the most amazing people, kind people, quiet, it was a very quiet place. Not the usual America . . . .

Fellow 9 expanded on this by describing those with whom the Fellows only had passing interactions: "And um, I found people who are very, uh social. They want to take a picture. They just come up to you, and say 'would you like me to help?'"

Many of the Fellows discussed a number of personal skills they acquired, but the primary skill or behavior was timeliness or punctuality. The Institute did have a very regimented schedule, and timeliness and cultural differences about time were mentioned often. Fellow 12 was asked if the Institute changed his view on entrepreneurship, a very macro question about how that participant viewed business overall, but he responded with a rather specific takeaway:

It . . . in fact it introduced two very important things, time and scale.

Which means when I came back home [from] and when I got to the

Institute, I, my sense of time was a little uh off. But uh let's call it maybe

half an hour. But then essentially, how I conduct my business now, I, I . . .

[my] sense of time is [now] actually almost perfectionist.

Changing his view on the importance of timeliness stood out as a defining business skill to the Fellow.

Fellow 9 also recognized the emphasis on timeliness or *keeping time* and how it surprised him:

Yes, I learned much about, I learned much about time. Time management.

. . . That is, uh a big lesson I had as a person there, in Oklahoma. We had

to respect time, to be on time, every time. That was not . . . in my habit

[before the Institute].

*Perceived control* were views presented by the interviewees that focused mainly on internal processes and less on external actors. An example of this includes *creativity*, which was a topic discussed during the Institute. Some Fellows also used other key words that related to or were substitutes for creativity. Although the Fellows did not often discuss implementation of their creativity, many did describe new markets and examples of opportunity recognition within the aims of improving their businesses. Fellow 6 reflected on *creativity* by name when she said: “I think one of the most interesting topics that I experienced during the Fellowship was in creative thinking. I think that really helped me in thinking differently, outside of the box. Um, normally, I would think like everyone else.”

Some of the Fellows, however, did not use the word *creativity* outright to describe what they were doing. For example, Fellow 4 explained her view:

Um, yes, it did. It did because constantly we were made to think, okay ‘what can we do, what should we do more, what can we do?’ and not waste resources. I thought okay, I don’t need to lose this. What should I do?

And another participant, Fellow 11, described an intention to use his creativity: “So that’s fine though, I have a lot ideas. I will just create in there, where I am currently working in order to reach this goals.”

Another view the Fellows expressed which illustrated their *perceived control* was *empowerment*, or how they perceived being more empowered as a result of the Institute. Although empowerment may be difficult to define, and it was not a subject explicitly taught in the classroom during the Institute, for Fellow 1, it was a result of the Institute:

Because I uh, I always doubted my skills, I said ‘okay, I have skills, but I don’t trust my skills 100%.’ And so the Fellowship made me stronger, in a way that now I believe more in what I do.

Many Fellows highlighted specific events that happened during the Institute, especially the challenge course they experienced (see Appendix D). Fellow 6 explored this experience and how it affected her.

I was doing things that I didn’t know I could do, for instance, when we went to the challenge [course], I was always scared of heights naturally [and], I never thought I’d get up [to] the top and go down the zip line, I never thought I could do it. And the only reason I did, I went half way because I went back down because I thought ‘I can’t do it’ but I saw all the other Fellows doing it and they all encouraged me and I think that gave

me a lot of strength. That was one thing I was able to conquer that fear, . . . I tried to take responsibility, I became, I saw, I saw, myself in a different light because I, you know, I never talk about myself as someone who takes responsibility, someone who can make tough decisions. I was always relying on [other] people, I was always trying to get validation from people around me before making the decisions. But during the Fellowship, I was making decisions by myself, and when I came back home, . . . I didn't need validation from people to run my business. I was just saying this is what I want, this the way I want it. I think that [is] the top way to give direction. I was able to become stronger in making decisions and I was able to stand by my decisions and then defend my decisions.

This sense of being more capable and able to achieve more did not only come from the challenge course. Tied closely with the idea of empowerment is something else participants mentioned during the interviews, i.e., the rigor and academic work required of the Fellows during the Institute. When asked about what element of the Institute she remembered most, Fellow 4 said: "I think it's the intensity of the study. I think that's what I'll remember, the intensity of the study. It was very intense. The working and everything, yeah. I think it's very intense." Fellow 9 summarized what that rigor meant to him: "[W]ithout the . . . instructors severity, we couldn't make it up to the end and we couldn't benefit. We couldn't really benefit, from the Institute."

### ***Theme #3 Social Change***



The participants shared many views concerning differences between two societies: the participants home countries' and what they experienced in Oklahoma. Observations about Oklahoma were provided, reflections on the participants' own communities were given, and plans for *social* change were discussed.

One sub-theme within this theme was *cultural observations, including differences*. These were the Fellows' observations about Oklahoma as a state and community as well as some self-reflection on their home locales. The first views expressed within *cultural observations, including differences* were about citizens' and consumers' attitudes, as observed by the Fellows. This sub-theme had more references than any other across all themes and sub-themes, so it was clearly a key takeaway from the overall experience. Fellow 3 reflected on how her views of her community changed after attempting to host a community service event on a day of rest after she had returned home:

My people, the way they truly are, and I'm just so sad because there is not much I can do to change their attitude, there is not much I can do to change their ideas. They have been so much engulfed and employing those ideas that it will take a lot of time before someone will turn them upside down.

Fellow 10 reflected on the differences between the two communities by highlighting a specific observation he witnessed in Oklahoma, and it caused him to consider how his community represents and celebrates itself.

When I was in Oklahoma, it was relayed, orange. Orange, you go in supermarket you buy a bottle of Oklahoma State University [water]. You

can buy the cup of OSU, it's like its [own] local community. In my country, we cannot find it. We can not even find a t-shirt of my university and it's the biggest one. So, it's different [here].

Fellow 9 shared how the members of his community react to the success of others, especially in regard to business:

[I]n my community, the difference is uh, in my community we're all thinking as one, as one people, belonging in like one culture. And [we] having the same spirit. You know? Um, here for example in business, yeah here if you open something or you bring um you bring a, a kind of new product in the market, people won't buy it from you, because they would consider that if they buy from you they will be enriching you.

Fellow 8 described how his journey to the United States had given him a new appreciation for what Africa was able to provide for itself. He said:

But I think i[n] Africa what we've seen with what we have is much more important than what people think in United States, with what is happening with around them. So to explain, if we were in the United States of America, you would perhaps laugh, but I think we would be more advanced than them [Americans].

Another interesting perception that manifested itself in some of the interviews was the presence of corruption. Corruption was mentioned in a few different ways, such as a societal issue to fight, or as a fact of life that the Fellows themselves had had to navigate. Fellow 11 captured one view of corruption, when he stated: “. . . authorities of

the official government. . . . They just build a house for their selves. They care about their own business, they don't care about the community.”

The Institute had a significant agricultural focus to the programming because the Department of Agricultural Education, Communications, and Leadership co-hosted it. The Fellows expressed their own individual views and perceptions of their communities' views on not only agriculture but also regarding several other industries they saw as having certain stigmas surrounding them. Fellow 8 reflected on the attitudes that many people in her nation have toward agriculture:

Okay. Sure, the the few, sure people be against our view are affected by this technology because in [country name] people think that when you [are] an, an agripreneur or a farmer you don't have anything to do in your life. So, agriculture in [country name] or in Africa . . . [involves] people who have resigned [from their jobs] or we don't have anything to do in society.

Fellow 6 experienced similar attitudes about a different industry in her nation: There's a lot of misconception about vocational skills in my community, a lot of people think that vocational skill is for dropouts. So me being a baker, people still think, 'oh my gosh, why are you baking?' If you have a full time job you should focus on that, not bake. But, I never listened to that, I continued to do it.

Marginalization was another topic that many Fellows brought up, particularly marginalization based on gender. The female participants discussed the marginalization

of women in their home communities. Fellow 5 provided a description of what occurred at home:

It is. It is. Like for example, for me to even step into a chief's place, I have to cover [my] head, I have to wear a dress, I can't go dressed in pants or whatever. For me to actually acquire land, they would want to know who's child I belong to [i.e., my parents], they would want to, they would want to, they would need a male representative with me. And these are some of the things that make it very difficult for women in [country name], to be able to, to grow, for their businesses to thrive, because it's easier for a man to get these sorts of things, it's easier for a man to get things. But for women, there's so many hurdles that you have to jump over for you to actually [receive] the same resources a man would easily get.

In addition, Fellow 3 described the lack of effort being spent on trying to overcome the marginalization of women. She said:

I am trying to do something like that but for the sake of the single mothers. We have a very high number of single mothers here in [country name]. They usually find their way to the farm, and usually they are working the farm, not with their kids, and nobody takes care of those kids, and nobody is saying anything, the government is not looking after anyone.

Fellow 6 also analyzed the role that women play in her society and the realities of being a woman in her country.

Women are marginalized in our society you know, in our community.

And, they have less chances, for instance, as a woman entrepreneur, if you

are in the rural [country name] for instance, it's difficult for you to access loans. And this is mostly because you don't have the financial requirement when you need a loan, you need to access the loan. . . . When you need a loan, the bank would ask us for collateral, and for the most part women don't have this because they don't have access to own properties, [or] they have access to properties, but they don't have the liberty to build [on] them. You know, they can have land to farm on because the land is owned by their father or their land is owned by the husband but they don't own the land. The land documents are not available to them, and if they don't [have such], then they cannot gain access to loans.

Also within the *cultural observations, including differences* sub-theme, the Fellows discussed a form of *reciprocity* between the community and entrepreneur, i.e., a *duty* that an entrepreneur has to the community and vice versa. Fellow 2 described this relationship as being core to the meaning of entrepreneurship. He stated:

But for me, entrepreneurship is not just about selling something, or making money, entrepreneurship is about solving problems. So an entrepreneur is that individual who sees or identifies certain problems in his community or in the society, and then tries to provide a solution to that problem. And then in the process of doing this, is able to sell the solution and make money out of it.

To this point, Fellow 7 said: "It [the Institute] has helped me understand the importance to listening to my community." Fellow 3 also spoke to this when discussing her observation of a site visit to Habitat for Humanity in Stillwater

intended to exemplify a form of community service in the United States: “I think my mission to the Fellowship was to go there and see an example and learn from it, and come home and see how I can implement it.”

The sub-theme *other* includes two codes within the larger theme of *social change* that did not readily fit into the *cultural observations, including differences* sub-theme. One such code portrayed the descriptions of Fellows who *explored American culture*. Fellow 8 described his view:

The job shadowing experience, the first importance of the first useful thing about it, it helped us to understand which is a difference between the people we are working with in our environment and those who are working in [the] American environment. We understood their priorities. Where they, they are coming from and on the long terms you [understood] what is the past they went through? And this helped us to identify the point where we are actually straightened [or corrected], and to know how to process to get or weigh the actual soul. It was interesting because we can make something like a try [or trial] nation of the fundamentals of the United States and consider the role we have in Africa . . . and choose our [own] path.

Another aspect of the *other* sub-theme was the Fellows’ implementation of meanings created from observations during the Fellowship, as grouped together and described as social change projects. This is similar to the sub-theme *actualization* in the *improvements, changes, and challenges to their business models* theme, but only focused on social entrepreneurship projects, i.e., primarily non- or not-for-profits. Several Fellows

were given a tool called the Greenseeder hand planter, as created to help subsistence farmers in the developing world, especially in regard to increasing their yields. Fellow 2 discussed his actions with the Greenseeder:

But today, we have gone into advanced stages . . . [of] trying to replicate the Greenseeder hand planter, and hopefully . . . I will be the first in Africa to actually replicate the tool. Now, we are already about to start . . . we have actually successfully replicated about 10 of the hand held tools already.

In addition, Fellow 3 described the design of her social entrepreneurship endeavor that she was actively trying to implement at home because she was inspired by the site visits and community service experiences during the Institute.

What I am going to do, is similar to what Habitat for Humanity is doing. I will set up in the same place a donation center, where people can bring any used items that they don't want anymore. If you are going to be throwing it out, I will take it, I will make a word [advert] that says don't throw anything away, bring it to our donation center, and then we are going to sell it, even if we sell it for only fifty cents or one dollar. Then, with that money, at the end of the month, we can be able to run the operations of the daycare and buy some food for the kids.

#### ***Theme #4 Lessons Learned from Fellow Africans***

The fourth theme that emerged from the interviews had fewer references than the others, each of which could be viewed as the main takeaways that the Fellows gained from their Institute experiences. No sub-themes were associated

with it. The fourth theme is much narrower, and specifically tied to *lessons learned* from the Fellows' interactions among themselves. The friendships and emotional support the Fellows offered one another was shared by many during the interviews, and what the relationships between the Fellows meant to them. Fellow 12 emphasized the importance of his peers: "Oh god, I love them all. All of them, I mean without exception. . . . Every single person I loved. To me, the most important thing I took away from America was the people." Fellow 6 also expressed why she valued the Fellows so much:

. . . my experience in Stillwater was amazing, um it was meeting the other 25 Fellows was the highlight of my trip because I was able to learn from every single one of them. Every single one of them had something to offer. Every single one of them had a unique character and attitude that I thought that you know 'I probably wouldn't get this anywhere else.'

Fellow 8 was very specific in his elaboration of what he found in the Fellows that was so significant for him.

We met people we are actually like brothers and sisters because they understand what we are doing. . . . I have two brothers and two sisters who are working in international companies. And my parents didn't understand why I decided to resign three [or] four years ago. And, this work, work in agriculture like an entrepreneur. . . . [My parents] just tell me [to] 'find a job, you are an engineer and you are a business student. Guy find a job because you can have a very, very kind and important salary, why are you suffering like that just because you are working to triple . . . and to



increase units of production in the agricultural processes in [country name] guy. It's crazy.' But I met those people who are doing the same thing in their countries, treating the same challenges and going through the same issues; so, when I discuss it with them, it's just life. Like we are living the same thing like we wait together, since we were born.

Project collaborations and shared knowledge were volunteered between the Fellows. Fellow 2 discussed the relationships that helped him the most. He said:

Most of the successes we have recorded in terms of the organic fertilizer actually came from the help I received from [Fellow's name], who is a Fellow as well, but that is his area of strength, that is his area of expertise so we have been in constant conversation with him.

Fellow 8 also described the business advice and knowledge shared with him from another Fellow, and how he acted on the advice.

I met many people someone like [Fellow's name] who told me that, 'you need not only to produce, you al-also need to be involved in the merchandising because when you have the real marketing, you can have more benefits.' So, once I got back in my country we decided not only to produce vegetables, but also to pack, to pack them and to sell them directly to the finer customer, to improve our benefits.

Fellow 11 highlighted several peers from the Institute, and how collaborations with some of them had already developed into continuing partnerships: "[Fellow's name] and [Fellow's name], they also help me a lot, the organization how we can organize this

events.” Fellow 7 depicted the future plans she and another Fellow crafted together through their friendship for a long-term business partnership:

Oh hoh! Great. I made [a] huge relationship. Um, especially one with my close friends, like [Fellow’s name]. Um, right now she is in Texas but she’s coming and we really have like this big plan. Uh, she want[s] me to look for a land because she’s, she, she, she, comes from Rwanda and she told me in Rwanda land is expensive, they don’t have enough land. So she wants to come to work with me. We buy the huge land and we start farming, intensive farming. That is one of the biggest relationship I made with her, that is [Fellow’s name].

Finally, the Fellows expressed learning about Africa and its cultures while being in Oklahoma during the Institute. Fellow 1 captured this when she shared experiencing culture shock, even within the little community of Fellows who were all Sub-Saharan Africans.

We didn’t know that. We didn’t know that we would face culture shock among the Africans, but we had that. And we had to swallow, and be soft with the words, that’s what we did. But they, in the end, they found that they were saying ‘Oh, you people from the colony.’

Fellow 12 also expressed this sentiment when he discussed being surrounded by other Africans from across the continent:

But, it’s also surprising how little we know about each other. Um, because before this I had never met anyone from, what, what’s the place called, Equatorial Guinea. I’d never met a lot of people, I’d met some Nigerians

before, I'd met some – oh um, I'd never met anyone from Lesotho, I'd never met anyone from Botswana.

Fellow 5 also expressed that learning about Africa during the Institute was a very surprising experience for her. She stated:

You will not believe it, I'm an African, I live in Africa, but I have never interacted with a person from Ghana or Rwanda, like it absolutely blew my mind that I'm, we're all Africans but . . . I had known Nigerians but I'd followed the misconception that Nigerians are like this or like that. They all set their mis, misconceptions which were like this or like that, and for me to actually be interested on how two people from different cultures than I'm from but they're so different, it was absolutely amazing.

### **Findings as Related to the Study's Research Questions**

The themes and sub-themes derived from the Fellows' interviews about their experiences as participants in OSU's 2017 MWF Institute led to the researcher forming an understanding of the phenomenon. The *essence* of the phenomenon was this: *Building the capacity of socially responsible entrepreneurs for a new Africa*. This characterization of the study's essence supported creating assertions and substantiations regarding its seven research questions.

#### **Research Question #1**

What were the Fellows' views regarding the Institute's impact on their business and entrepreneurship practices after returning home?

**Assertion:** The Fellows implemented ideas learned during the Institute or credited the Institute with decisions that caused changes in their enterprises. Many participants

reported positive changes in important business practices, e.g., methods that cut costs or increased their number of customers. These changes indicated that the Fellows had a positive view of the Institute's impact on their enterprises after returning home.

**Substantiation:** Analysis of the data revealed one theme and one sub-theme that addressed research question one: *improvements, changes, and challenges to their business models*, and *actualization*, respectively.

### **Research Question #2**

Did the Fellows' views on the Institute's impact differ depending on their types of business and entrepreneurial ventures?

**Assertion:** One or more important changes happened to each Fellow's enterprise after returning home. The Fellows' views of the Institute's impact did not substantially differ by their types of entrepreneurial ventures. All the Fellows shared some kind of impact on their businesses that they associated with participating in the Institute.

**Substantiation:** Data analysis explicated one theme and two sub-themes that addressed research question two: *improvements, changes, and challenges to their business models*, including *actualization* and *classroom learning*.

### **Research Question #3**

What new entrepreneurship skills or practices had the Fellows implemented after returning home?

**Assertion:** Entrepreneurial takeaways from the Institute that the Fellows implemented in their enterprises at home included industry-specific technical knowledge, the implementation of business theory into decision making, forming partnerships and cutting costs, and more abstract skills or concepts such as opportunity recognition and

sustainability. The Fellows described implementing a wide array of entrepreneurship skills and practices after returning home.

**Substantiation:** One theme and three sub-themes were identified in respect to the analysis that supported answering research question three: *improvements, changes, and challenges to their business models*, including *actualization, classroom learning*, as well as *site visits and conclusions drawn*.

#### **Research Question #4**

What expanded or new entrepreneurial ventures had the Fellows undertaken after having returned home?

**Assertion:** Many Fellows expanded investment in their existing businesses after returning home. Some Fellows also created new entrepreneurial ventures, but two had completely changed businesses or their ways of earning a living. However, the participants more often expanded their current ventures rather than starting new enterprises.

**Substantiation:** One theme and three sub-themes were derived from the analysis of data in regard to answering research question four: *improvements, changes, and challenges to their business models*, including *actualization, classroom learning*, as well as *site visits and conclusions drawn*.

#### **Research Question #5**

What new entrepreneurial opportunities or plans did the Fellows envision in the future?

**Assertion:** Nearly all the Fellows had visions of using their entrepreneurial venture to create social change, and discussed their desires and plans to foment positive

change in their societies. Other ideas shared were more profit-driven, such as scaling up or sustainability in regard to their enterprise lasting. However, the Fellows mainly outlined what their entrepreneurial success would entail for their communities in so far as lifting the local economies. The Fellows' visions for their entrepreneurial futures were for their businesses to benefit their communities in positive ways.

**Substantiation:** The data analysis in respect to research question five provided two themes and two sub-themes: *social change* and *improvements, changes, and challenges to their business models*, and entailed *cultural observations, including differences* as well as *site visits and conclusions drawn*.

#### **Research Question #6**

What barriers did the Fellows perceive may prevent them from achieving their future entrepreneurial goals?

**Assertion:** The Fellows' home countries' cultures and economic conditions created difficulties for businesses to overcome if they are to succeed. In some cases, inequality and the prevailing attitudes within their home communities were barriers to the Fellows' achieving entrepreneurial goals. This circumstance was more acutely articulated by the female Fellows interviewed.

**Substantiation:** The study's findings supported two themes and three sub-themes related to answering research question six: *social change* and *improvements, changes, and challenges to their business models*, and involved *actualization, classroom learning*, as well as *cultural observations, including differences*.

### **Research Question #7**

What were the Fellows' views on the most important or significant outcomes resulting from their participation in the Institute?

**Assertion:** The most significant outcomes from the Institute were that the Fellows discovered and, in some cases, applied improvements and changes to their businesses as well as recognized the challenges they faced. Moreover, the Fellows created an understanding of *social change* and how they might achieve that, and grew in regard to personal *self improvement and empowerment*.

**Substantiation:** Findings supporting all of the study's themes and sub-themes assisted in answering research question seven.

## CHAPTER V

### SUMMARY OF THE STUDY, CONCLUSIONS, IMPLICATIONS AND DISCUSSION, AND RECOMMENDATIONS

#### **Introduction**

This chapter includes a summary of the study, including its problem statement, purpose and research questions, review of literature, theoretical framework, conceptual framework, discussion of phenomenology, instrumentation and data collection, data analysis, and essence. Conclusions are also discussed in this chapter with reference to the 2017 MWF Institute's logic model (see Appendix A) in regard to achieving its anticipated outcomes and impacts. The chapter concludes with an implications and discussion section and recommendations for future research and practice.

#### **Summary of the Study**

##### **Problem Statement**

During the summer of 2017, OSU hosted a business and entrepreneurship Institute of the Mandela Washington Fellowship (MWF). Within this Institute, 25 entrepreneurs ("Fellows") from 17 Sub-Saharan African countries experienced a curriculum of entrepreneurship topics, enterprise shadowing opportunities, and networking encounters, including many in the context of agriculture. Some of the Fellows, however, did not have



an agricultural background or did not know their businesses could be considered agricultural enterprises. In addition, some Fellows came from already thriving businesses and others small startups. The Institute was intended to assist the Fellows in furthering their current entrepreneurial ventures regardless of the sector and also make them aware of agriculturally related opportunities to consider pursuing in the future. How the impact of this entrepreneurship education program (EEP) [see Appendix C] was affected by factors such as the educational and cultural diversity of the Fellows, the setting of the program, and the education programming was worthy of investigation. Therefore, a follow up study was needed to assess the MWF Institute's impact after its participants had returned home.

### **Study's Purpose and Research Questions**

The purpose of this study is to examine the impact of OSU's MWF Institute on selected Fellows in regard to how they practiced entrepreneurship in new ways after returning to their home countries. The Fellows could be divided in many ways: those whose business ventures involved agricultural or allied sector enterprises and those who did not, the primary language of their home country, the size of their businesses, and so forth. For those who were not directly involved in agricultural or allied sector enterprises before the Institute, whether and how they were engaged in such after returning home was also an interest of the researcher. This study, therefore, sought to assess the effectiveness of the Institute's programming so that leaders of future Institutes are better informed on how to design their programs and policymakers have information about the anticipated impacts of similar programs for future decision making. Seven research questions guided this study:

1. What were the Fellows' views regarding the Institute's impact on their business and entrepreneurship practices after returning home?

2. Did the Fellows' views on the Institute's impact differ depending on their types of business and entrepreneurial ventures?
3. What new entrepreneurship skills or practices had the Fellows implemented after returning home?
4. What expanded or new entrepreneurial ventures had the Fellows undertaken after having returned home?
5. What new entrepreneurial opportunities or plans did the Fellows envision in the future?
6. What barriers did the Fellows perceive may prevent them from achieving their future entrepreneurial goals?
7. What were the Fellows' views on the most important or significant outcomes resulting from their participation in the Institute?

## **Review of Literature**

The researcher reviewed relevant scholarly literature to better understand entrepreneurship, entrepreneurship education, context of the study, and qualitative inquiry as a method of research. He also studied the literature within globalization, agriculture, and entrepreneurship (Adekunle & Fatunbi, 2014; Alemu & Adesina, 2017; Berge et al., 2015; Bruhn et al., 2013; Campos et al., 2017; Gebrehiwot, 2015; Gladwin et al., 1989; Hunt, 1983; IFAD, 2011; International Food Policy Research Institute, 2002; Jaleta & Gebremedhin, 2012; Kabongo & Okpara, 2010; Kelly et al., 2003; Kiggundu, 2002; Lanjouw & Lanjouw, 2000; Mano et al., 2012; Moravcsik, 1997; Swinnen & Maertens, 2007), entrepreneurship education (Bewley, 1989; Brazeal & Herbert, 1999; Bull & Willard, 1993; Dess et al., 1997; Fayolle et al., 2006; Fiet, 2001a, 2001b; Garavan & O’Cinneide, 1994; Henry et al., 2005a, 2005b; Knight, 1957; Knight, 2000; Schumpeter et al., 1983; Shepherd & Douglas, 1997), evaluating entrepreneurship education (Ajzen, 1991; Béchard & Grégoire, 2005; Benus et al., 2008; Cowling, 2009; Curran & Stanworth, 1989; Fairlie & Holleran, 2012; Fayolle & Gailly, 2015; Gibb, 1997; Henry et al., 2005b; Hynes, 1996; Knight, 1957; Lee & Wong, 2006; McKenzie & Woodruff, 2013; McMullan & Long, 1987; Mitchell et al., 2002; Sexton & Upton, 1987; Vesper & Garter, 1997; Westhead et al., 2001), and effectiveness of entrepreneurship education and its study as a phenomenon (Berglund, 2007; Campos et al., 2017; Cope & Watts, 2000; McKenzie & Woodruff, 2013; Moustakas, 1994; Seymour, 2006).

Entrepreneurship is a relatively young field of study that has many different definitions, but Fayolle et al. (2006) definition is broad and respects that entrepreneurship is partly based on creativity and risk management. Other scholars have considered whether entrepreneurial skills are entirely due to an individual’s innate characteristics and life experience, e.g., Henry et al.,

2005b, meaning such is not replicable through training and education. Some scholars (Bull & Willard, 1993; Davies & Gibb, 1991; Shepherd & Douglas, 1997; Young, 1997) have theorized that classroom education on topics such as creativity actually stifle the entrepreneurial process, because they are by definition attempting to teach something that has never been thought of before, and the very nature of the educational act is restrictive regarding to an individual's experiment with creativity and innovation.

Entrepreneurship education, however, has been practiced and studied as educators strive to diffuse the innovation and the positive economic impacts that may come with having more entrepreneurs in communities and nations. As stated earlier, the literature provides evidence in favor of entrepreneurship education, but many educational approaches have faced a persistent problem for the discipline, i.e., a lack of one definition of entrepreneurship (Brazeal & Herbert, 1999; Fayolle et al., 2006; Knight, 1957; Schumpeter et al., 1983). In addition, most EEPs have had different goals, were conducted in different ways, and their results were often measured differently if not idiosyncratically (Brazeal & Herbert, 1999; Fiet, 2001b).

Africa's agricultural development has not been as successful as Asia's or Latin America's, especially in regard to benefitting from the Green Revolution despite the continent having the largest growing need in the world for more food production. Many scholars perceive that Africa's greatest shortcoming in the Green Revolution was research-based (Toenniessen et al., 2008) i.e., not properly identifying challenges unique to Africa or not present in countries that more successfully implemented aspects of the Green Revolution, such as improved seed varieties, irrigation practices, and other technologies (Binswanger & Pingali 1989; Godfray et al., 2010; IFAD, 2011). To overcome this, many observers think African agricultural producers should be more business-oriented, especially in regard to the creation of SMEs (Adekunle &

Fatunbi, 2014; Bronzini, 2006; Bruhn et al., 2013), including attempts to innovate, and allowing the marketplace to dictate which opportunities are worthy of investment by entrepreneurs.

Entrepreneurship education faces a series of challenges, and a tendency exists to adopt or borrow from other disciplines (Brazeal & Herbert, 1999; Fiet, 2001b; McKenzie & Woodruff, 2013). By adopting phenomenology as the approach to this research study, it may have been possible to capture the *true essence* of the participants' shared experiences and related changes in entrepreneurial behaviors as a result of their participation in a MWF Institute, as provided by OSU during the summer of 2017. Phenomenology has been used by other researchers as an investigatory approach for assessing entrepreneurship education programs (Berglund, 2007; Seymour, 2007), and it allowed for an examination of the MWF Institute on an individual level and in a unique way that may hold lessons for transferability regarding informing future policies and practices as well as other research initiatives.

### **Conceptual Framework**

Human capital theory (Schultz, 1961) as well as selected aspects of the entrepreneurship education literature (Seymour, 2007) provided the conceptual framework of this study. Human capital theory is the development of human skills and abilities to make economic differences (Schultz, 1961). Welch (1975) stated that the key to human capital theory is “the presumption that labor skills or market perceptions of skill are both durable and malleable” (p. 63). The very nature of a person, the principles by which someone lives, and his or her points of view, can be transformed by training and education (Becker, 1994). Benhabib and Spiegel (1994) found that “human capital influences the growth of total factor productivity” (p. 166) of entire countries by increasing the nations' rates of technological innovation and their speeds of technology adoption.

Woolcock (2001) discussed *social capital* as defined as the assets developed by human relationships that can be leveraged for economic gain. The basis for entrepreneurship is the interaction of individuals from different societies, often with different forms of social capital (De Carolis & Saporito, 2006). The 2017 MWF Institute was about improving human capital and expanding the entrepreneurial capabilities of its 25 participants from 17 SSA countries with the likelihood of also improving their societies, for example, through acts of social entrepreneurship.

### **Theoretical Framework**

Ajzen's (1991) TPB (see Figure 1) supported that human capital skillsets can be improved by individuals' adopting certain thought processes and acquiring learning that includes new behaviors. Ajzen's (1991) model has three significant aspects, attitudes toward the behavior, subjective norms, and perceived behavioral control, that lead to *reasoned action* (1991). An individual's *salient beliefs*, including behavioral, normative, and control beliefs, can be key to how he or she views and considers actualizing a given behavior (Ajzen, 1991).

According to Ajzen's (1991) model, likely behaviors are implied by attitudes that can be interpreted as leading to becoming intentions presaging future actions. Therefore, individuals use their experiences and perceptions to form beliefs and opinions about a particular behavior. The researcher's understanding and interpretation of the Fellows' perceptions regarding the transfer of learning and ideas to create change in their respective entrepreneurial endeavors, including resulting impacts in the Fellows' communities, was guided by Ajzen's theory of planned behavior (see Figure 1).

## **Phenomenology**

This study aimed to understand the impact OSU's MWF Institute may have had on its participants, especially regarding their entrepreneurial endeavors after returning home. The decision to use qualitative research was based on the Institute being an experience shared among 25 different Fellows who were entrepreneurs. The researcher used a phenomenological approach to conduct this study, which was guided by Moustakas' (1994) nine principles of transcendental phenomenology.

Through this research approach, a phenomenon is analyzed and interpreted by the researcher who strives to understand its *essence*; this understanding comes from the analysis of individuals' shared experiences comprising the larger phenomenon (Starks & Brown, 2007). Phenomenology allowed the researcher to step outside of any one Fellow's own perspective to identify the underlying themes that affected the group's formation of meaning regarding an experience. To capture the diversity within the Institute, the researcher employed a version of *maximal variation sampling* (Creswell & Clark, 2017), which led to the selection of 12 Fellows for interviews (see Table 1).

## **Instrumentation and Data Collection**

To address the seven research questions guiding the study, the researcher used an interview protocol with 13 open-ended questions (see Appendix F). The protocol was reviewed and approved by the researcher's graduate committee. The researcher paired questions with related probes to increase the likelihood of unearthing the true meaning and depth of the respondents' answers. The questions and probes were designed to gain a greater understanding of the Fellows' business environments as well as the social and cultural settings in which they lived and worked, including their employees and customers, and their entrepreneurial motivations, attitudes, and aspirations. The interviews also included discussion of the Fellowship itself, the experiences in which the participants took part, and the impact that participating in the Institute had on their lives after returning home.

The interviews were conducted either through video chat (Skype) or a telephone call (Whatsapp) with an audio recording device (Audacity) used to record the interviews. To accurately reflect what was discussed during the interview, each recording was transcribed verbatim. Participants were sent their transcripts via electronic mail attachments to verify accuracy of the transcriptions, i.e., *member checking* was conducted. *Member checking* is the process that shifts accountability regarding the accuracy away from the researcher and to the participant who provided the transcription (Creswell & Miller, 2000). Corrections to the transcripts were made as indicated by the respective participants.



## Data Analysis

The researcher's approach to organizing data and theme discovery was to employ a three-step process of data analysis before proceeding to *synthesis* (Moustakas, 1994). *Epoche*, in which the researcher uses *bracketing* and *horizontalization*, was the first step of my analysis. The next step was *horizontalization* during which I searched the bracketed quotes for similarities and patterns to categorize such into categories or codes. The final step, *imaginative variation*, challenges the researcher and his or her initial takeaways from *phenomenological reduction*. During the *imaginative variation process*, I searched for connections that linked together different themes of the shared experience through writing and reflection. The researcher also began to consider theories proposed to understand and interpret the study's findings. In addition, I employed the Institute's logic model (see Appendix A) as a tool for understanding better the Institute's outcome expectations, and how such was reflected in the participants' responses. An understanding of the phenomenon's *essence* was reached which captured its unique qualities that if absent would have changed the meaning of the phenomenon for those who experienced it (Moustakas, 1994).

The software NVivo 12 was used during data analysis as an organizational tool. I recorded my thoughts or assertions that occurred during each stage of the study, including the analysis process, through memo writing or memoing (Birks et al., 2008). Most of the memo writing was primarily focused on the transcription and analysis processes. To gain other perspectives on the analysis, I engaged the perspective of experienced qualitative researchers during *peer debriefing* (Creswell & Miller, 2000). The goal was to develop an understanding of the phenomenon's meaning, as shared and described by the 12 participants, and after all voices were considered, to propose its *essence* (Moustakas 1994).

## Essence

From the findings of this study, the *essence* of the phenomenon experienced by the participants was distilled. The phenomenon's essence was: *building the capacity of socially responsible entrepreneurs for a new Africa.*

## Conclusions

The interviews of 12 Fellows from OSU's 2017 MWF Institute were analyzed from which four themes and seven sub-themes emerged (see Table 2). The four themes were *improvements, changes, and challenges to their business models, self improvement and empowerment, social change, and lessons learned from fellow Africans.* The first theme, *improvements, changes, and challenges to their business models*, included three sub-themes: *actualization, classroom learning, and site visits and conclusions drawn.* The second theme, *self improvement and empowerment*, consisted of two sub-themes: *perceived control and relational.* The third theme, *social change*, also had two sub-themes within it: *cultural observations, including differences and other.* The fourth and final theme, *lessons learned from fellow Africans*, had no sub-themes subsumed within it.

*Improvements, changes, and challenges to their business models* is a theme that illustrated the knowledge and skills the Fellows gained during the Institute and how they perceived such had already affected or would affect the operation of their enterprises. Within this theme, the Fellows reflected on their thoughts and takeaway messages from the Institute, discussed what had occurred after returning home, and shared their future business aspirations. The sub-theme of *actualization* exemplified that the Fellows were likely to invest further in their businesses based on what they experienced during the Institute [McMullan & Long, 1987]. The Fellows demonstrated investments in their enterprises by sharing financial information (see

Table 4), described other changes made to their enterprises, expressed future goals for their businesses, discussed the financial barriers holding them back, or explained why they changed enterprises completely.

The sub-theme of *classroom learning* exemplified that the Fellows valued what they had learned during the Institute's instructional time and were applying such in their business practices. Some topics such as customer care and managing costs through partnerships had direct avenues of implementation by the Fellows interviewed (Berge et al., 2015). The nature of understanding business foundations and theories materialized when the Fellows were forced to make decisions regarding the future direction of their enterprises.

*Site visits and conclusions drawn* exhibited that larger, more conceptual ideas were learned by the Fellows during enterprise shadowing and other hands-on learning experiences. Although gaining additional technical knowledge was the key to their interactive learning experiences, the Fellows also learned about concepts, including *sustainability*, i.e., multi-generational, family businesses, from these opportunities that may not have been an explicit goal of such (Cox, 1996; Davies & Gibb, 1991; Shepherd & Douglas, 1997; Young, 1997).

*Self improvement and empowerment* was a theme that embodied the Fellows' discussions about personal change. The sub-theme of *perceived control* describes the Institute as an experience in which the Fellows were able to improve themselves through realization of their own talents. The Institute sharpened the Fellows' sense of their inner creativity and empowerment by employing a combination of classroom learning and site visits which challenged them and provided examples of others' successes, as well as failures as entrepreneurs (Knight, 1957; Schumpeter et al., 1983). The Fellows also discussed changes to their attitudes and actions toward others in the *relational* sub-theme. These relational topics were more skill-

and habit-based, and the Institute appeared to have helped the Fellows develop these attributes by combining an emphasis on reflective practice in the case of leadership development and emphasizing timeliness or punctuality as imbued in much of the U.S. business culture.

The next theme, *social change*, emerged from the findings as the Fellows described their role in helping their communities and bringing change where profit creation was not the only objective. The SSA entrepreneurs, after having been immersed in a foreign culture for six weeks, described experiencing *learning moments* as they viewed their own cultures differently through a comparative lens or prism. Often these observations were related to the Fellows' cultures in regard to the marginalization of certain members of their societies, consumer and citizen attitudes, forms of corruption, negative views of certain industries, including the agricultural sector, and the relationships entrepreneurs have with their communities.

The Institute's opportunities for service-learning emphasized community service and what could be the unique role of entrepreneurs as *pro-social lifters* in their local areas. *Cultural observations, including differences* represented the Fellows identifying socio-cultural contrasts, whereas the sub-theme *other* encompassed some of the Fellows' plans to create change in their communities. In this regard, the Institute was described as an experience that motivated the Fellows to attempt to create positive changes in their home communities.

The theme *lessons learned from fellow Africans* included the Fellows' descriptions of exchanging ideas with their peers from across the continent during the Institute. The Fellows expressed that they implemented business ideas and technical knowledge learned from other Fellows in their enterprises after returning home. They also emphasized the strength of the bond between themselves as an important takeaway from the Institute. Their views illustrated that the Institute created an experience which forged strong relationships likely to endure, and, in some

cases, were manifested as long-term business partnerships as well as acquiring allies for social change in SSA. Finally, the Fellows also learned about African culture and the different perspectives of other Sub-Saharan Africans. This experience increased the Fellows' understanding of their own culture and of Africa overall while learning from one another at a MWF Institute in Oklahoma during 2017.

These conclusions are explored further to better understand the effectiveness of the Institute in regard to its impact and to glean a greater conceptual understanding of what participation in the Institute meant. Understanding the effectiveness of the Institute stands to inform future programs in regard to potential replication or to changes in programming that should be made. The Institute's planners created a *logic model* (see Appendix A) when proposing the grant application which detailed the program's anticipated outcomes and long-term impacts. Comparing the themes and sub-themes that emerged from the study's findings to these stated aims allowed for additional characterization of the Institute's accomplishments and shortcomings.

### **The Institute's Logic Model: Achievement of Anticipated Outcomes and Impacts**

During grant proposal development to host a MWF Institute, a program logic model (see Appendix A) was created to map what the Institute's goals were and clarify the necessary inputs needed to achieve such (McLaughlin & Jordan, 1999). The logic model provided a comprehensive understanding of the Institute's aims among its staff, a method to visualize the project planning which allowed for course correction and potential improvement, and created multiple measures of success for future evaluation (McLaughlin & Jordan, 1999). McLaughlin and Jordan (1999) stated that logic models are an important tool for project management to use during evaluation, because such is the "hypothesis of how the program is supposed to work to

achieve intended results” (p. 71), which provides perspective for comparison with actual program results. The attainment of a logic model’s goal outcomes should be checked during the evaluation process, and the contrast between the theoretical outcomes and the reported actualized outcomes test the implementation and impact of the program as delivered (McLaughlin & Jordan, 1999).

To evaluate this study’s findings against the Institute’s logic model (see Appendix A), I compared the stated outcomes to the findings while also taking into account the timing of the interviews, i.e., about eight to ten months after the Fellows had returned home. A comparison between the logic model’s hypothesized outcomes and the study’s findings allowed an evaluation of the Institute’s effectiveness in accordance with its stated goals.

A medium-term outcome was “[i]mplement knowledge and skills gained through the program into their professional endeavors” (see Appendix A). Within the theme of *improvements, changes, and challenges to their business models* and the sub-theme *actualization*, select participants’ views were grouped as business data and indicating direct changes to their enterprises (see Table 4), which reflected knowledge and skills they had implemented. These changes to the Fellows’ enterprises demonstrated their having implemented knowledge, skills, and attitudes acquired during the Institute, and the financial metrics provided evidence of said changes (see Table 4).

Another *medium-term* outcome was to “[s]hare positive experiences from the program with individuals in their local communities” (see Appendix A). Within the theme of *social change*, all categories that created the sub-theme *cultural observations, including differences* related to comparisons of the participants’ observations about their home nations in Africa and the United States. Categories such as marginalization and citizen and consumer attitudes

illustrated the views of participants who contrasted the differences between home and what they saw in Oklahoma. In addition, within the *cultural observations, including differences* theme were participants' perceptions regarding their social change projects, which described efforts the Fellows had made to their communities outside of strictly business transactions. Even within the *improvements, changes, and challenges to their business models* theme, the Fellows shared examples of training others in their communities on skills they attributed to having learned during the Institute.

“Continue professional connections among Fellows and U.S. program participants” (see Appendix A) was another outcome for which the Institute aimed. Within the *improvements, changes, and challenges to their business models* theme are participants' views that describe work with U.S. collaborators. For example, one Fellow discussed a collaboration that resulted in an IREX-supported reciprocal exchange visit by an American entrepreneur to his home country. Some other relationships continued that resulted in shared knowledge, but most of the Fellows interviewed did not reflect on any significant relationships with Americans after returning to their home countries. The conditions or circumstances that may have created this difference among the Fellows interviewed warrants further study.

Another anticipated outcome the logic model indicated was to “[d]emonstrate ethical leadership principles in their business enterprises” (see Appendix A). Within the *self improvement and empowerment* theme, and the *relational* sub-theme, several participants expressed a change in how they practiced and thought about leadership along with others who expressed a change toward *being a better person*. If considering this with another theme, *social change*, the participants expressed the creation of ethical goals that would benefit their communities. Within the *improvements, changes, and challenges to their business models* theme,

the Fellows also described making changes to their enterprises, i.e., sustainability, which represented shifts in leadership-related aspirations.

Another outcome goal from the logic model was to “[i]mplement social entrepreneurship and service-based initiatives in their local communities” (see Appendix A). This outcome focused on the development of changes in businesses that included aspects of social entrepreneurship, e.g., not-for-profit endeavors. In accord, the Fellows discussed social change projects within the *social change* theme. Also within *social change* were the Fellows’ observations about reciprocity between the community and entrepreneur, whereby the participants discussed a heightened sense of duty that entrepreneurs have to improve their communities.

### **Social Entrepreneurship as Praxis**

Dees (1998) provided a definition of social entrepreneurship, and a comparison of this definition with the themes and sub-themes that emerged from the study revealed several commonalities. Dees (1998) developed his definition by converging six key concepts that came from across the entrepreneurship literature, including Schumpeter et al. (1983) view on innovation and the essence of entrepreneurship. The themes that emerged from this study’s interviews about the Fellows’ Institute experiences fit with the characteristics of social entrepreneurship, as outlined by Dees (1998).

To that end, “[c]hange agents in the social sector” (Dees, 1998, p. 5) described the kind of people social entrepreneurs are, as unique difference makers with a focus on a social cause, aiming for change on a macro scale (Dees, 1998). The Institute’s participants demonstrated passion for a variety of social causes within the *social change* theme, and the visions for and frustrations with their home countries, as described in categories such as citizens’ and



consumers' attitudes, which illustrated desires for systemic cultural change. Moreover, the *social change* projects category, along with *actualization* within the *improvements, changes, and challenges to their business models* theme, evinced the participants' abilities to implement real change. This sub-theme represents the Fellows' discussion of ideas that could be considered even transformational change regarding the norms of their communities and demonstrated some ability to implement such, which support Dees' (1998) requirements for being a social entrepreneur.

The aspect of “[a]dopting a mission to create and sustain social value (not just private value)” (Dees, 1998, p. 5) creates a division within the talented entrepreneurs and change makers, i.e., by dividing those who had larger aspirations than only personal gain from those who do not (Dees, 1998). The entire theme of *social change* addressed this aspect of social entrepreneurship, because categories within the theme, such as marginalization, reciprocity between the community and entrepreneurs, and citizen and consumer attitudes, all addressed the creation of social missions by the participants who discussed such. Also within the *social change* theme were descriptions of projects in which the Fellows had invested to enact change in their communities. The Fellows' views indicated dedication to their ideas for social change, which further intertwined with Dees' (1998) definition of social entrepreneurship.

Another part of social entrepreneurship involves “[r]ecognizing and relentlessly pursuing new opportunities to serve that mission” (Dees, 1998). The social entrepreneur is a stubborn individual who views obstacles that obscure his or her goals as openings to evolve and improve on the implementation of their aspirations (Dees, 1998). The participants discussed the new confidence they developed from the Institute regarding the abilities to achieve their goals, which supported the emergence of *self improvement and empowerment* as a theme. The participants

discussed how the Institute's attention to rigor created some of their new views on empowerment. From the interviews, it emerged that they acquired a new sense of empowerment to pursue their goals, and perceived they now had the capacity to achieve such through determination and effort, which is a cornerstone of social entrepreneurship (Dees, 1998).

The facet of “[e]ngaging in a process of continuous innovation, adaptation, and learning” (Dees, 1998, p. 5) dictates that social entrepreneurs must be innovative. A sub-theme within the theme *improvements, changes, and challenges to their business models* came forth, i.e., *site visits and conclusions drawn*. This sub-theme consisted of conclusions drawn from some of the enterprise site visits and hands-on learning opportunities associated with shadowing experiences during the Institute, including the Fellows recognizing new market opportunities for their products and services.

Creativity was also discussed within the *self improvement and empowerment* theme as ways the Fellows were now better enabled to overcome obstacles. The interviewees also discussed ongoing collaboration with both their peers from the Institute and with Americans they met in the United States. In this regard, the Fellows reported continuing to search to improve their businesses by working with others. Through the interviews, the participants described new business skills, such as opportunity recognition, and mentioned how the development of certain personal skills, i.e., creativity, would help them solve problems found in their communities and businesses. The emergence of these new skills and related sense of efficacy, along with the continued pursuit of new knowledge, closely reflected both *the ability to innovate* and the *will to continue innovation*, as Dees (1998) discussed.

Dees (1998) further defined social entrepreneurs as individuals “[a]cting boldly without being limited by resources currently in hand” (p. 5). Therefore, social entrepreneurs must

overcome a scarcity of resources and continue to thrive through skill, risk management, and collaboration (Dees, 1998). The participants' reflections on the marginalization of certain groups, e.g., women, were largely due to the barriers they perceived facing in their home countries. Most of the categories that emerged from *cultural observations, including differences* connected to economic barriers. Within *actualization of improvements, changes, and challenges to their business models*, the participants described some economic barriers that held back their enterprises. In addition, the Institute provided opportunities for networking, and instances of collaboration with other Fellows and U.S. partners emerged from some of the interviews.

The Fellows also described developing business skills during the Institute, specifically, managing costs and partnerships to improve the financial well-being of their enterprises. It emerged that the participants used these learned business skills to address the economic and social barriers that created a lack of resources for them at home, which is in accord with another important aspect of Dees' (1998) explanation of social entrepreneurship.

Dees' (1998) definition also includes "[e]xhibiting a heightened sense of accountability to the constituencies served and for the outcomes created" (p. 6). Dees (1998) expanded on this and stated that social entrepreneurs must be immersed in their communities to respond to the demands of, as well as create value for, those they serve. The *social change* theme consisted of realizations by the participants' about their own cultures and the culture of Oklahoma. One feature within the theme is that of reciprocity between the community and the entrepreneur in which the Fellows discussed how solving community problems is an essential aspect of entrepreneurship. Within the theme of *self improvement and empowerment*, the participants also described their intentions to be better persons, i.e., to become individuals who do not only focus on personal desires and ambitions but rather also consider the needs of others. The Fellows'

changed understandings of what entrepreneurs and individuals owe to their communities emerged from the interviews. How the findings from the study's interviews aligned with Dees' (1998) definition of social entrepreneurship was an important part of realizing the *essence* of the Fellowship experience as a phenomenon.

### **African Identity**

From the study's emerging themes and sub-themes, the importance of being African reverberated through and was amplified by the Fellowship experience. African identity has been discussed by scholars before; for example, Kalua (2009) described how Africa's identity is not a fixed entity and changes as the rest of the world does. Northrup (2006) explored the process of reconnection with African identity that freed slaves returning to Africa underwent. The importance of the participants being African had regarding their Fellowship experiences materialized in the theme *lessons learned from fellow Africans*. This theme had three parts and each corresponded with one of the other themes. Whether the Fellows' views would have been considered *improvements, changes, and challenges to their business models, social change, or self improvement and empowerment*, all were complementary to the others because they discussed learning something about Africa or learning from an African Fellow while in Oklahoma during the Institute.

The significance of African identity also manifested itself in other themes. The sub-theme *cultural observations, including differences*, along with many of the more business-related conclusions, focused on comparisons between the Fellows' home countries and what they experienced in Oklahoma. Across all of these themes and sub-themes, the Fellows' observations seemed to come from a place where they recognized themselves as African – the emphasis was not on one country or ethnicity, but rather on being African – and the more abstract or existential

qualities that revealed. This may have been why some of the Fellows had such strong reactions and put heavier emphases on experiences by which they acquired new perspectives about themselves and their cultures, albeit they were far from home when such occurred. This was another aspect of the Fellows' shared experience that assisted the researcher in reaching his eventual distillation of the phenomenon's *essence*.

### **Implications and Discussion**

The study's essence is supported by Ajzen's (1991) TPB. TPB models three steps that lead to *reasoned action*. Essential to Dees' (1998) definition of social entrepreneurship is that a social entrepreneur must be living with and dedicated to an adopted mission of increasing or creating social value in his or her community. This *mission* Dees (1998) described is present within Ajzen's (1991) TPB model as *intention* (see Figure 1). The mission may be formed by the recognition of existing *subjective norms*, the development of an *attitude toward the behavior* whereby the individual sees the need for a particular social good, and the individual realizing he or she can take a course of action to create change due to *perceived behavioral control* (Ajzen, 1991).

Within the context of the Institute and the study's related findings, the theme of *social change* represented the Fellows' recognition of their societies' *subjective norms* and the obstacles implied by such. The Fellows then created an *attitude toward the behavior* from their salient beliefs intrinsic to their identities, part of which is being African; the *social change* theme illuminated some of these beliefs. The Fellows realized their *perceived behavioral control* through the *improvements, changes, and challenges to their business models* and the *self improvement and empowerment* themes due to creating legitimacy as increased efficacy, as derived from business success and unlocking personal confidence. Because all three factors of

*reasoned action* occurred, the Fellows would have created an intention that led to a behavior, and equating to the development of Dees' (1998) description of *mission* for social entrepreneurs.

The essence of the experience, i.e., the study's phenomenon, also fits within the study's conceptual frame: human capital theory. Human capital theory explains that making investments into the development of human skills will increase the value of that person, and such person will go on to benefit the society in ways and at a rate that otherwise would not have been possible before (Blaug, 1976; Schultz, 1961; Welch, 1975). The theme of *improvements, changes, and challenges to their business models* illustrates the development of technical skills that increase the productivity and other capabilities of individuals and how they can benefit their communities. The theme of *self improvement and empowerment* evinced the Fellows' use of a full range of business and technical skills by creating confidence and unlocking previously untapped or even unknown potential.

The theme *social change* also rests within human capital theory due to the emphasis on benefiting society; in this context, *social change* could be described as acquired knowledge, attitudes, and skills enacted by the Fellows to provide benefits to their local communities. The essence of the Fellows' Institute experience is supported by human capital theory because social entrepreneurs, as described by Dees (1998), are unique individuals who serve society in more than one way. Social entrepreneurs are the few who may be successful in business and add to the overall productivity of the economy, in addition to engaging in social causes that improve the community through the existence of their enterprises.

The Institute's outcomes, based on analysis of the Fellows' views, provide the literature insight into the effectiveness of one approach to EEPs. Aspects of OSU's 2017 MWF Institute could be used as a model when trying to elicit similar results from other EEPs. The logic model

(see Appendix A) when compared to the study's findings also provides insight for the Institute's funder about whether the program achieved its goal outcomes. The *essence* of this experience repeatedly emphasized the role of community in the participants' lives. Service was a keystone of the Institute, including weekly service-learning events, as well as service-learning and servant leadership being well-developed topics throughout the program. However, some of the aspects within *social change* did not directly relate to service, and many of the Fellows' expressed desires to foment change appeared to be inspired more passively or implicitly, i.e., through observations only, during the Institute. Therefore, what role or part the Institute played in stimulating the Fellows' takeaways in areas regarding social equality, such as mitigating the marginalization of women, should be carefully considered to understand how to replicate such experiences leading to change in attitudes and fomenting the related intentions (Ajzen, 1991) of participants in future EEPs.

### **Recommendations**

The literature cited in this study described many of the problems associated with evaluating EEPs (McKenzie & Woodruff, 2013). Some scholars even pondered whether entrepreneurship can be taught, and if so, what definition of entrepreneurship will be learned by the individuals who experience an EEP (Fiet, 2001b; Garavan & O'Connell, 1994; Shepherd & Douglas, 1997). Seymour (2007) recommended analyzing EEPs as experiences, and employing qualitative research methods to understand the scope and breadth of lessons learned during such. Berglund (2007) and Cope and Watts (2000) also evaluated entrepreneurship learning experiences through qualitative methods and formed unique conclusions based on the participants' experiences. This study strove to capture those aspects of the MWF Institute studied, and, as a result, its recommendations for future research are diverse.

## **Recommendations for Future Research**

Two overarching recommendations for future studies are to encourage other researchers to employ qualitative inquiry – particularly phenomenology – as a tool to analyze EEPs. This recommendation considers the problems some scholars have described with evaluating EEPs (Fiet, 2001b; Garavan & O’Cinneide, 1994; Shepherd & Douglas, 1997), the recommendations derived from Seymour (2007), evaluation of the 2017 MWF Institute through the lens of a logic model (see Appendix A), and the findings and creation of an *essence* for the phenomenon studied. Through this investigatory approach, the researcher allowed the participants to share their most significant takeaways from the phenomenon they experienced, and provide descriptions illustrating the impact of such as their attitudes, intentions, and behaviors (Ajzen, 1991). Further clarification of the definition of entrepreneurship, especially within the context of developing nations, and whether the definition warrants modification, is also worthy of contemplation and study. Table 5 details additional recommendations for future research and future practice by theme.



Table 5. Select Recommendations for Future Research and Future Practice by Theme

	<b>Recommendations for Future Research</b>	<b>Recommendations for Future Practice</b>
<i>Improvements, Changes, and Challenges to Their Business Models</i>	<p>Assess the impact of formal business knowledge, e.g., concepts and theories, has on the decision making and long-term success of participants who may have gained this knowledge during an Institute or a similar EEP.</p> <p>Research why some interactions between U.S. collaborators and Institute participants gain traction and develop from a relationship to some form of professional partnership, but others do not continue after such a program ends.</p>	<p>Facilitate enterprise shadowing and one-on-one experiences that allow the participants of EEPs to gain technical knowledge as well as develop more conceptual ideas, i.e., the importance of sustainability regarding the endurance of a business enterprise over time.</p> <p>Provide time for reflection and discussion that allows for participants to discuss the larger and deeper takeaways from their experiences.</p>
<i>Self Improvement and Empowerment</i>	<p>Evaluate the length of time the perception of increased empowerment is present in Fellows who completed an Institute or a similar EEP.</p>	<p>Keep the programming as rigorous as possible without losing the participants due to lack of self-efficacy or fatigue. Maximize levels of challenge and aspirations regarding their sense of accomplishment.</p>
<i>Social Change</i>	<p>Identify which intended or explicit learning experiences create significant impressions that motivate Fellowship participants to become change makers, including the practice of social entrepreneurship in their communities.</p> <p>Identify which implicit or observational learning experiences create significant impressions that motivate Fellowship participants to become change makers, including the practice of social entrepreneurship in their communities.</p>	<p>Continue to provide service-learning experiences that exemplify acts of community service.</p> <p>Female entrepreneurs in particular should continue to participate in youth development activities early in their childhood, including jobs in the STEM fields.</p>
<i>Lessons Learned from Fellow Africans</i>	<p>A study understanding better what it means to be <i>African</i>, as perceived by entrepreneurs from across the continent, especially in regard to social entrepreneurship, is warranted.</p>	<p>EEPs should facilitate ongoing communication and relationships between the U.S. and international participants to create opportunities for both parties to consider further collaboration after a training experience ends.</p>

The emergence of the theme *improvements, changes, and challenges to their business models* raised a question about what impact formal business knowledge, i.e., concepts and theories, has on the decision making and long-term success of training participants who gain such. However, it is difficult to capture the immediate effects of the more foundational business knowledge. Topics such as margins in business or learning to create a business plan are fundamental aspects of successful businesses, but they may not be immediately expressed as changes in enterprises already operating if compared to results associated with an increased investment or the additional training of employees. Therefore, investigating what benefit this business knowledge plays in entrepreneurs making fortuitous decisions in the long-term may help to capture the effects of education intended to produce such results.

Another aspect from the *improvements, changes, and challenges to their business models* theme, which in the case of some Fellows was an unrealized outcome from the Institute's logic model, included the failure of many Fellows to make a lasting connections or relationships with a business contact in the United States. Pursuing research on why some relationships between U.S. collaborators and Institute participants gain traction leading to professional partnerships while others do not may provide guidance for future EEPs to increase the likelihood of their participants creating and sustaining such connections after they return home.

From the theme of *self improvement and empowerment*, a study that measures whether and how an entrepreneur's sense of empowerment changes over time would be essential to measuring the lasting impact of an Institute or a similar EEP. Understanding better whether the program created a temporary period of increased self-efficacy, or if a

participant was able to harness such empowerment for the long-term, warrants longitudinal investigation.

Of potential benefit to understanding the *social change* theme better would be a study that identifies which implicit learning or observations serve as significant motivators that stimulate entrepreneurs to become *change makers* within their communities. This question comes from many of the participants having shared that their post-Institute perceptions about social change came from experiences not specifically calibrated to teach that message. Program providers learning which aspects of these experiences would be perceived by participants as most impactful stands to facilitate replicating such during EEPs in the future. On the other hand, understanding better which of the *intended service-related learning experiences* had the most impact also should be documented. Identifying which intended or explicit observational learning experiences created significant impressions that motivated Fellowship participants to become change makers also would be beneficial to the creation of future programming.

To gain more understanding of the participants' perceptions of socio-cultural identity, and its relationship to practicing social entrepreneurship in particular, additional studies investigating what it means to be *African* involving entrepreneurs from across the continent could be beneficial. Gaining this understanding may provide more context for providing the best learning opportunities for African participants of EEPs.

### **Recommendations for Practice**

Based on findings of this study, and supported by the views of scholars who have criticized the role of formal education in entrepreneurship education (Garavan & O'Conneide, 1994; Henry et al, 2005a), the researcher recommends that EEPs facilitate

site visits, enterprise and job shadowing as well as other one-on-one learning experiences for their participants. Such would allow them to gain technical knowledge and skills while also supporting their development of long-term aspirations, including enterprise sustainability. If a program aims to create a more profound sense of learning, the researcher also recommends providing more time for reflection and discussion that allows the participants to discuss the larger and deeper takeaways from their experiences. This should encourage the participants to consider the issues and motives that underlie many of the essential questions and challenges involved with being an entrepreneur. In addition, providing instances of deeper problem solving would provide examples and practice for when the participants likely will need such analytical abilities in the future.

Due to the findings within the theme of *self improvement and empowerment*, the researcher also recommends keeping a high level of rigor in EEPs because rigor and high expectations increase the likelihood of participants gaining the most they can from the learning opportunities provided. A challenging experience stands to further empower the participants due to fomenting a sense of accomplishment despite the stakes of an EEP being lower than the results of decisions that entrepreneurs face daily in their business enterprises. The rigor associated with a program may be reflected by the participants for into the future, providing them with an example of overcoming challenges and motivating themselves to pursue their goals, i.e., *perceived control* (Ajzen, 1991).

Based on the participants' quotes from the *Social Change* theme, several recommendations for future programming emerged. The program leaders should provide service-learning experiences that exemplify acts of community service. This is likely to instill a sense of duty and provide a perspective of being concerned about community

development. Another recommendation for future EEPs is that female entrepreneurs in particular, but also males, should participate in youth development activities to observe examples of how young girls become involved in career preparation activities early in their childhood, e.g., 4-H programming involving STEM. Many of the female participants gave voice to the problem of gender inequality in their countries, and these experiences would provide the opportunities to see one way the United States addresses this workforce issue.

De Carolis and Saporito (2006) suggested that the basis for entrepreneurship is the interaction of individuals from different societies, often with different forms of social capital. Based on this definition of entrepreneurship and views the participants shared regarding the *lessons learned from fellow Africans*, the researcher recommends that in the future EEPs should facilitate communication and relationships between the U.S. and international participants to create opportunities for them to consider further collaboration after trainings end. Taylor (2017) made a similar recommendation based on the study of entrepreneurs from Kenya, South Africa, and Uganda. Creating a sense of closeness between the Fellows as well as U.S. participants has a wide range of potential and positive outcomes, including fostering business collaborations, personal growth, and new cultural awareness. Even if the program fails to make any other impact, promoting relationships between participants could result in connections that contribute to their growth and development in the future.

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## APPENDICES

## APPENDIX A

### Logic Model

Logic Model :Mandela Washington Fellowship Institute (as developed by Roberts & Edwards, 2016)

Inputs	Outputs	Outcomes		
		Short	Medium	Long
<ul style="list-style-type: none"> <li>• Grant funds (\$150,000)</li> <li>• Time of faculty, staff, and volunteers</li> <li>• Community partnerships for facilitating job shadowing, internship and mentorship</li> <li>• Use of OSU facilities</li> <li>• Use of educational technology (i.e. SMART technology, video conferencing tools, computers, etc.) to support the Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a six-week entrepreneurial and business training program for participants</li> <li>• Collaborative relationships with community partners to facilitate job shadowing, internship, and mentorship opportunities for the Institute Fellows</li> <li>• Establishing professional connections through communication links between the Fellows, U.S. mentors, as well as OSU students and staff</li> <li>• Business and marketing plans for the 25 participants</li> <li>• Leadership development of the 25 participants</li> <li>• Community service experiences of the 25 participants</li> <li>• Development of leadership philosophy statements by the 25 participants</li> <li>• U.S. cultural experiences for 25 participants</li> </ul>	<p>Institute Fellows will:</p> <ul style="list-style-type: none"> <li>• Hold a positive perception of their experiences through the program</li> <li>• Improve knowledge regarding U.S. business practices and entrepreneurship</li> <li>• Establish professional connections among Fellows and U.S. participants</li> <li>• Articulate plans to use the knowledge and skills gained in their professional endeavors</li> <li>• Exhibit improved efficacy to provide leadership</li> <li>• Hold a positive perspective of U.S. culture</li> <li>• Aspire to incorporate elements of social entrepreneurship and service in their professional careers and enterprises</li> </ul>	<p>Institute Fellows will:</p> <ul style="list-style-type: none"> <li>• Implement knowledge and skills gained through the program into their professional endeavors</li> <li>• Share positive experiences from the program with individuals in their local communities</li> <li>• Continue professional connections among Fellows and U.S. program participants</li> <li>• Demonstrate ethical leadership principles in their business enterprises</li> <li>• Implement social entrepreneurship and service-based initiatives in their local communities</li> </ul>	<ul style="list-style-type: none"> <li>• Institute Fellows will incorporate sound business and entrepreneurship skills as well as progressive leadership and service perspectives in their professional and personal lives</li> <li>• Fellows will demonstrate more collaborative business and entrepreneurial partnerships, including relationships with U.S. counterparts</li> <li>• Fellows will continue to implement social entrepreneurship and service ventures into their personal and professional lives</li> </ul>

APPENDIX B

Grant Proposal

**DRAFT**

**Mandela Washington Fellowship**

**Proposal Application Form (Narrative Text)**

**Section 2.**

**1: Describe the university support that will be present for the implementation of the 2017 Mandela Washington Fellowship. For example, from which departments will faculty and lecturers be drawn? How is the senior administration involved? What other staff will be available to support the Institute directors and Fellows? \* *Please attach a letter of support from the university's senior leadership.***

Faculty lecturers, guest presenters, and special topics facilitators will be drawn from across the university, the Stillwater community, and the state of Oklahoma to support the Institute's objectives. The Spears School of Business, which includes the School of Entrepreneurship and the Riata Center for Entrepreneurship, will be a primary source of business and entrepreneurship experts to interact with the Fellows. The proposed Institute's academic director, Dr. Craig E. Watters, is executive director of the Riata Center for Entrepreneurship and holder of the Norman C. Stevenson Chair and International Entrepreneurship Chair in Oklahoma State University's (OSU's) School of Entrepreneurship. The Riata Center's involvement will enable the Fellows to interact with its affiliates, including OSU's Student Start-up Central, which includes the Riata Idea Hatchery and the Riata New Venture Incubator, the Riata Center, Tulsa 36 Degrees North entrepreneur start-up and support center in Oklahoma's second largest city, and numerous business and social venturing entrepreneurs. One of the proposed Institute's doctoral-level graduate associates, Paul Sanchez-Ruiz (refer to his résumé in the attachment), is a student in OSU's School of Entrepreneurship. He is researching the factors supporting successful family-operated businesses.

The proposed Institute's administrative director, Dr. M. Craig Edwards, is a faculty member in the Department of Agricultural Education, Communications, and Leadership in OSU's College of Agricultural Sciences and Natural Resources (CASNR). He and the proposed graduate associate/post-doctoral instructor, Richie Roberts (see his résumé as an attachment), bring significant expertise in teaching and learning to the

project, including adult learning methods, active and applied learning approaches, project-based learning techniques, such as service-learning and community service, and leadership development. A staff assistant from their department will assist the proposed directors and graduate students with Institute facilitation. Having strong connections in CASNR creates the opportunity to enlist expertise in agribusiness from its Department of Agricultural Economics if OSU's Fellows express interests in agricultural, food, natural resources, or allied business enterprises. This would include engagement with officials from the Robert M. Kerr Food and Agricultural Products Center (FAPC) who regularly consult with agribusiness and food entrepreneurs in Oklahoma.

Examples of other resources – on campus and in the community – that would be utilized to achieve the Institute's objectives include interactions with OSU's Center for Sovereign Nations (CSN) and Center for International Trade and Development (CITD), Meridian Technology Center's Business Development outreach unit, and the Stillwater Chamber of Commerce, among other actors supporting business and entrepreneurship development in Oklahoma. These groups provided programming for 23 Entrepreneur Fellows from Kenya, South Africa, and Uganda hosted for training by the Institute's directors during 2014. Of note, the CSN includes programs calibrated to develop the capacity of Native American entrepreneurs. Further, the CITD is a member of Oklahoma's Small Business Development Center network and focuses on assisting Oklahoma-based entrepreneurs and small- and medium-size enterprises (SMEs) interested in taking advantage of international trade related opportunities.

The CITD would add value to the Institute in particular due to the professional experience of its staff in providing technical assistance and capacity building in International Trade and Customs issues in Africa, Latin America, and other parts of the developing world. As a member of the U.S. Small Business Development Center (SBDC) network, the center employs a model that the U.S. Small Business Administration and the U.S. Department of State have identified as a *global best practice* to help with the internationalization of SMEs. Significantly, the SBDC model has been extensively implemented in the Caribbean, Mexico, and Central America and is being considered for use in other regions.

OSU's senior administration officials with interests and responsibilities in international development, business enterprise development, agricultural and food security, sustainable use of natural resources, curriculum internationalization, as well as diversity and inclusion are consistently interested in supporting OSU faculty who seek out and

deliver projects like the MWF Institute. They are very interested in and supportive of international visitors whose presence enriches our campus life and the Stillwater community. Letters of support for the proposed Institute were provided by OSU's associate vice-president of the Division for International Studies and Outreach (DISO), Dr. David M. Henneberry, dean of the Spears School of Business, Dr. Ken Eastman, and the vice-president, dean, and director of the Division of Agricultural Sciences and Natural Resources, Dr. Thomas Coon. These officials will be invited to speak to the Fellows. In addition, under Dr. Henneberry's direction, DISO will host a celebratory meal and reception in honor of the Fellows near the close of the Institute (refer to Dr. David M. Henneberry's letter of support).

**2: Describe access to transportation within your community and the ease with which Fellows can access areas of interest and shopping, including information on how local transportation is accessible to Fellows with disabilities. Additionally, please confirm that your transportation budget includes all domestic airport transfers (from the airport when Fellows arrive and to the airport when Fellows depart for the Summit), all transportation to and from site visits, to and from cultural activities, and to and from any other program activities.**

OSU is fortunate to have an excellent motor pool which can be used for the rental of vehicles to support the transportation needs of projects such as what is proposed. The Institute's administrative director has relied on motor pool vehicles to support three very similar projects, including up to six weeks in duration. Two, 15-passenger "high-rise" vans will be rented for two months each, which is a less expensive option than either daily or weekly rental. Each vehicle's cost includes 1000 miles per month and the rental agreement covers all fuel purchases. The vans will be used for the participants' pickup from the airport on their arrival and transport to the airport on their departure. The vans also will be used for day-to-day transportation of the participants to meeting places, field trip destinations, service activities, enterprise-shadowing sites, cultural excursions, and shopping. The graduate students employed by the project will serve as the primary van drivers and would have completed all required training for safe and responsible operation of these vehicles.

In addition, *OSU-Stillwater Community Transit* system operates daily on the university campus and maintains connecting routes throughout the Stillwater community. The bus schedule is published, regular, and reliable. Stops include all major shopping destinations in Stillwater. The system provides a fixed route service to all citizens of Stillwater. Each bus is equipped with a lift for those passengers who cannot negotiate the steps on the buses. Further, a shared-ride, door-to-door *Paratransit* service in accord with the Americans with Disabilities Act (ADA) is available. This transportation



option is provided using lift-equipped vehicles. The *Paratransit* service is for persons with disabilities which prevent them from riding the fixed route service. The bus service is free to holders of OSU ID cards, which the Fellows will be issued during the Institute's orientation.

**3: Describe provisions for laundry and bedding. Please confirm that you will be able to provide all necessary bedding, towels, and basic sundries within the budget. Additionally, confirm if this housing option is ADA compliant or if there are other ADA compliant housing options available on campus which could be utilized by Fellows with disabilities.**

The Fellows will lodge in one of OSU's Village Suites student housing facilities. The facilities include private bedrooms with either private bathrooms or bathrooms shared with only one other person. It is likely all Fellows will share the same floor in one building. The budgeted cost of \$35.40/room/person/night (total of 25 rooms X 44 nights = \$38,940) includes bed linen packets for each bed (i.e., sheets, pillows, pillow cases, and blankets), soap, bath towels, and washcloths. Towels are exchanged every fourth day. The facilities are air conditioned and each room has wireless Internet. All facilities have lounge/common space areas including wireless Internet and televisions with cable channels. The floor(s) also have fully equipped community kitchens where food can be stored and prepared as well as free access to clothes washers and dryers. All housing facilities provide regular maintenance and cleaning services, including emergency assistance for repairs needing immediate attention. The housing option includes ADA compliant facilities for Fellows needing such.

**4: Describe the proposed meal options for the Fellows. Please confirm that you will be able to provide a mix of prepared meals (i.e. dining hall options) and cash for Fellows to buy groceries or eat some meals at local restaurants of their choice. Please advise if Fellows will have access to fully-equipped cooking facilities and explain how Fellows will be able to get to a grocery store. Confirm how you will accommodate Fellows with dietary restrictions or who may be fasting for Ramadan during the Institute.**

The participants' meal options include per diem allowance (stipend) for the purchase of groceries or dining in restaurants of their choosing, including on-campus, the surrounding community, and during field trips and cultural excursions. The stipends will be presented to the participants in two payments as OSU-issued checks; please refer to the proposal's

budget narrative for details. (The payments will occur on the first available banking day after the Fellows' arrive in Stillwater and on or about the fourth Monday of the Institute. The Fellows will be transported to a local bank to cash their checks.)

A number of restaurants and take-out eating establishments either operate on the OSU campus or adjacent to the campus. Meals in the \$10 to \$15 range, or less, are readily available. In addition, the Fellows will have 24-hour access to a fully equipped community kitchen in their living area for the storage of food items and preparation of meals. A transport vehicle and driver will be available to facilitate food shopping as well as easy access to the University's bus system which makes regular stops at several food stores in Stillwater, including Walmart, Food Pyramid, Aldi, Sprouts, and several international foods-themed stores. (The participants can use the bus service for free with an OSU ID.) The Institute would be the fourth such project OSU has done with Fellows from Sub-Saharan Africa, including participants from Kenya, Mali, South Africa, and Uganda. (All projects were funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Professional Fellows Division; refer to the attachment.) Our previous Fellows formed groups that purchased, prepared, and shared many meals together. This approach consistently worked very well.

Further, as noted in the proposal's budget narrative, the Institute's weekly activities will include five catered/group meals to be provided as breakfasts, lunches, or dinners. These meal functions will involve guest speakers on business and entrepreneurship, leadership, communications, community service, American culture, and other topics of interest to the Fellows as aligned with the Institute's larger objectives and anticipated broader impacts. In addition, welcome and farewell receptions, including meals, are budgeted and OSU's Division of International Studies and Outreach has agreed to sponsor a meal function for the participants and invited guests near the Institute's end (refer to Dr. David M. Henneberry's letter of support.)

The Fellows will be asked about any dietary restrictions they may have – preferably in advance of their arrival after receiving their contact information from IREX – to guide any special catered meal planning necessary. In regard to Fellows who are Muslims, Halal food is available at several locations in Stillwater. The Sultan Market offers a Halal buffet each Friday. In addition, Stillwater's local Mosque sponsors dinners during Ramadan on Friday and Saturday evenings in which OSU visitors of the Islamic faith are welcome to partake. The Institute's providers will

make every effort to meet any of the Fellows' special requests in regard to fasting practices and special prayers during Ramadan. The Institute's administrative director has some knowledge of Ramadan and traveled widely in the Republic of Mali, a predominantly Muslim country. He also advised two PhD students from Mali who are practicing Muslims and interacts with other Muslim students in his college.

**5. Mandela Washington Fellows are covered under the U.S. Department of State's Accident and Sickness Health Benefits Program (ASPE) (<http://usdos.sevencorners.com/>). Please confirm your willingness to help Fellows identify and access appropriate medical care and describe your staffing plan to support Fellows who need to seek medical care.**

The same accident and health benefits program (ASPE) was available to participants in two previous U.S. Department of State-sponsored projects delivered by faculty members of OSU, including the Institute's administrative director twice and academic director once. During both projects, a few Fellows experienced various health issues for which they used the health benefits coverage, such as the treatment of allergies, hypertension, and even in regard to a Fellow who arrived at OSU with a mild case of pneumonia. OSU's health clinic provided medical services on several occasions and the services of a community clinic were used. Pharmacies of the OSU health clinic and a local Walmart provided medications. The proposed Institute administrator was directly involved in most instances, especially the more serious cases of illness.

The Fellows will be told at the beginning of the Institute that if they require medical attention for any reason, please inform the Institute's providers of their needs as soon as possible. If the Institute's administrative director is expected to provide health benefits cards to the Fellows, such cards will be distributed on their arrival day(s) or the next earliest day during which orientation information is communicated. In past projects, it was the habit of the Institute's administrative director as well as other providers to stop by the Fellows' living places for informal conversations on most evenings during the project. That practice will continue with the MWF Institute. A laminated wallet-size card with all Institute providers' contact telephone numbers will be provided to the Fellows on their arrival. They also will be oriented to the exits and other basic safety features and procedures of their respective living facilities and followed on the OSU campus, such as emergency call/notification stations linking users to officers of the OSU Campus Police Department, which is available 24 hours a day. The Fellows will be made aware of and provided maps to the storm shelters available on the OSU campus for their use in the event of severe weather.

**6: The Mandela Washington Fellowship strongly promotes the inclusion of Fellows with disabilities and is seeking host university partners that are similarly committed to ensuring a high quality, inclusive program for all Fellows. Please discuss your team's experience and capacity to provide accommodations for Fellows with disabilities in your Institute. Please also explain the support your university can provide to your team to fully integrate individuals with disabilities into your programming, campus, and community. Direct program costs associated with disability accommodation on campus can be paid directly by IREX and are not expected to be included in your sub-award budget.**

In a Food Security Fellows' project during 2011 and 2012, for which the proposed Institute's administrative director was a co-director, a participant from Uganda was a victim of polio. Although ambulatory, he used a cane to assist in walking. As necessary, special transport arrangements were made to accommodate his needs when the Fellows' field trips or cultural excursions involved extensive walking. An OSU Entrepreneur Fellow from a project in 2014, also Ugandan, was hearing impaired. Arrangements were made for this individual to sit near the front of meeting rooms and we ensured he received hard copies of all presentation materials as well as digital versions. In addition, his fellowship's timing coincided with Oklahoma's 2014 State Special Olympics event at which he had an opportunity to observe and volunteer. That project also facilitated the Fellow interacting with an OSU unit which partners with Oklahoma ABLE Tech to meet the disability services needs of our campus community. This partnership and other disabilities services at OSU can assist in integrating Fellows with special needs into our Institute's programming whether on campus or in the Stillwater community. As described in section 2, item 2, *OSU-Stillwater Community Transit* system buses are equipped with lifts for those passengers who cannot negotiate the vehicles' steps, and a shared-ride, door-to-door *Paratransit* service in accord with the Americans with Disabilities Act (ADA) is available. The *Paratransit* service is free to holders of OSU ID cards, which the Fellows will receive. Furthermore, most all OSU facilities are ADA compliant, including the residence halls and meeting places planned for use during the Institute, and equipped with wheelchair ramps for entering and exiting as well as elevators.

We welcome the inclusion of Fellows with disabilities in our Institute and, moreover, recognize the essential importance of their participation in professional development opportunities such as the MWF. The potential this holds regarding broader impacts for disabled communities in the Fellows' home countries is enormous and deeply meaningful.

### Section 3.

**1: Please include a brief description of your plan for orienting Fellows both at the beginning of the program and the start of each week. This description should address both the academic and administrative elements of these orientations.**

Most of the Institute's first working day and part of the second will be devoted to orienting the Fellows to OSU, including important features of its campus, and to the Stillwater community. It will be necessary to engage with OSU's Office of International Students and Scholars on the first Monday morning at which time the Fellows' travel documents will be copied and filed. Taking their photos for the issuance of OSU ID cards also must occur as well as ensuring their OKEY log-in information works properly for connecting to the institution's wireless network. Issues of health benefits coverage as well as important safety and security features of the OSU campus and Stillwater community will be addressed; Institute staff members' and the Fellows' mobile telephone numbers and other contact information will be exchanged. The Fellows will be taken on a walking tour of the OSU campus and a driving tour of the community. Through "icebreaking" activities, ample opportunity will be provided for the Fellows to introduce themselves to one another and to the Institute's staff. An overview or *advance organizer* of what is to come will be provided, including distribution of a hard copy, detailed Institute agenda and topics/activities schedule in provided binders as well as saved on USB storage devices for giving to the Fellows. In addition to paper copies, the Institute's learning materials will be shared digitally or as "soft copies" with the Fellows. Food shopping will also commence. In addition, it will be very important to allow sufficient time for answering any number of questions or concerns the Fellows may express. This may be done on an individual basis depending on the issue and the Fellow's preference for confidentiality. A full welcome reception and meal will occur either on the first or second working day of the Institute. At that time, one or more senior university officials, for example, vice-presidents and/or deans and directors, and a Stillwater city official will officially welcome the Fellows to OSU, to Stillwater, and to Oklahoma.

A significant portion of each Friday morning will be devoted to reflecting on, revisiting, and reviewing the key learning goals for that week. These exercises will be mostly led by the Fellows using a small group rotational approach with white flip pads and/or PowerPoint slides to display key and salient bullet points or *take home messages* from that week. However, the Institute's staff also will guide an overview or *preflection* of the next week's learning goals and activities on Fridays. For example, questions will be asked, problem scenarios shared, and/or cases discussed to gauge the Fellows' understanding of and interest in the forthcoming topics and activities. *A whetting of the Fellows' appetites for the next week's learning activities should result.* In addition, the Institute's thematic readings will be interweaved with and highlighted by the reflection/preflection exercises, including an emphasis on synthesizing connections and

stressing coherence between and among learning outcomes. Monday mornings will begin with an extensive overview of that week's schedule and an emphasis on all important *advance organizers*.

Opportunities for experiential learning and practice, as well as the potential for creating new perceptions or "personal theories" and modifying pre-existing views, will be powerful tools to support the Fellows acquiring new professional behaviors and competencies during the Institute. According to Argyris and Schön (1989), an individual's "theory of action has not been learned in the most important sense unless it can be put into practice" (p. 12). Adults, in particular, expect immediacy of application from their learning and value learning they deem important in the present or near-term (Knowles, 1990). (Please refer to the Institute's weekly program overview for examples of applied learning activities.) In his *Experiential Learning Cycle*, David Kolb (1984) posited that as people experience the world their perceptions are transformed and thereafter guide the selection of new experiences (see Figure 1 in the attachment document). These precepts about transformative and impactful learning, especially in regard to adults, will guide the Institute's planning, delivery, and ongoing assessment feedback loop, including any formative adaptations and changes that may be needed.

**2: To support professional development and community engagement, universities are asked to facilitate connections among Fellows and U.S. professionals (peer collaborators) in their communities. Peer collaborators are individuals of a similar age, background, and interests who volunteer to be matched up with Fellows as part of an ongoing mutually beneficial professional enrichment experience. While this does not need to be a one on one match, the ratio of peer collaborators to Fellows should be as close to 25:25 as possible. Please provide an overview of how you will recruit and incorporate peer collaborators into your Institute.**

Relationship-building is an essential element of personal and professional development (Janasz, Sullivan, & Whiting, 2003). Therefore, the recruitment of peer collaborators will be crucial to the success of the Fellows' learning experiences. To ensure high-quality peer collaborators are identified, we will recruit participants through a number of community-based organizations, clubs, and service programs. To facilitate this process, Institute facilitators will communicate with each group's leaders to explain the peer collaboration process and secure names of individuals who might be interested in participating. Further, a recruitment flyer will be distributed to each group to ensure the appropriate information is communicated to potential peer collaborators.

Six local civic groups and organizations will be targeted during the recruitment process: (a) Stillwater Chamber of Commerce, (b) Stillwater Lions Club, (c) Stillwater Rotary Club, (d) Stillwater Big Brothers and Big Sisters, (e) Stillwater American Legion, and (f) Stillwater Kiwanis Club. During the recruitment process, we will stress that volunteers should have professional interests and experiences likely to complement the Fellows' business and entrepreneurship interests. To foster quality relationships, Institute facilitators will encourage the Fellows and peer collaborators to meet informally (over meals, coffee, etc.). Further, each week of the Institute, the Fellows will have *unstructured time* in which they can organize personal interactions and related networking with their peer collaborators and other contacts.

**3: Briefly describe community engagement and networking activities planned to introduce Fellows to Americans (both professionally and personally) in your community.**

The Fellows will be highly engaged in the Stillwater community throughout the six-week MWF Institute experience. For example, they will have opportunities to network and interact with business owners and entrepreneurs during professional sessions as well as in their workplaces. During week three, four, and five of the Institute, the Fellows will spend half-a-day with business and entrepreneur mentors to learn more about how they facilitate the day-to-day activities of their enterprises. The Fellows' mentors will be invited to attend their business proposal presentations during the final week of the Institute to provide their critique and feedback and to promote greater networking opportunities and future collaboration.

To further assist with relationship building, U.S. faculty, students, and business owners will be invited to attend various learning sessions during weeks one, three, and six of the Institute. During these networking opportunities, the participants will be encouraged to exchange contact information to increase the likelihood of sustaining relationships after the fellowship ends.

The literature (e.g., Cull, 2006; Mandel & Noyes, 2016) indicates that personal networking opportunities are often best facilitated when they are organic and personally sustained. As a consequence, we have designed a semi-flexible schedule in which the Fellows can pursue individual meetings and networking opportunities. For example, each Friday afternoon the Fellows will have "unstructured time." To use this time appropriately, the Institute's facilitators will encourage the Fellows

to schedule personal meetings with business and entrepreneurial contacts to further cultivate their capacities.

**4: Provide an overview of the proposed hands-on community service activities during the Institute and how they will relate to your overall program themes and objectives. Who are the proposed partners? How will the activities be structured? Will Fellows participate in activities as a whole group, or in smaller group?**

In designing this program, we placed emphasis on the Fellows gaining practical experiences in which they will apply learning from the Institute while also gaining a deeper appreciation for the concepts of service, community, and social responsibility in the U.S. context. Through this purposeful design, an intended long-term impact of this element of the Institute is to encourage the Fellows to apply service-based initiatives in their own business and entrepreneurial ventures after returning home.

To ensure learning connections are established, the Institute will follow Kaye's (2010) suggestions to embed reflective activities in the service-learning experiences so the Fellows can *make meaning* of how their service is creating change while also complementing how the acts of service may improve their knowledge in regard to business and entrepreneurship. Further, this concept also will help the Fellows gain a deeper understanding of U.S. culture in regard to community service and civic engagement. To encourage reflection on these experiences, the Fellows will be asked to contemplate on their roles during service-based activities through reflective sessions. For example, we will ask the Fellows to consider how their service contributes to the *greater good* and why doing that is important. We also will facilitate the Fellows reflecting on their forthcoming service beginning with the second Monday morning of the Institute.

The Fellows' service-learning and outreach experiences will be facilitated through three programs: (a) High School Entrepreneurship Program (HSEP), (b) Veterans Entrepreneurship Program (VEP), and (c) Stillwater Food Pantry System (SFPS). Through HSEP, Fellows will mentor high school students from Tulsa as they acquire entrepreneurial knowledge and skills through OSU's Riata Center for Entrepreneurship. Each HSEP participant attends a high school that serves traditionally underrepresented populations with low socio-economic status. On the other hand, VEP "offers cutting edge, experiential training in entrepreneurship and small business management to soldiers, sailors, airmen, members of the Coast Guard, and marines disabled as a result of



their service” (Riata Center for Entrepreneurship, 2016, para. 5). As a service to VEP, the Fellows will assist its coordinators with select program activities, especially those complementing their interests and expertise. Finally, SFPS is an integrated system in the Stillwater community that provides food and sustenance to underprivileged families. The Fellows will assist local businesses during pick-up and delivery of food items and in the distribution of food items to local families in need.

By serving in these roles, the Fellows will gain valuable insights and skills while also assisting the respective programs in furthering their objectives. The Fellows will participate in service-learning and outreach experiences each Thursday of their six-week Institute experience.

**5: Describe your proposed leadership skills-building activities during the Institute. How are these activities structured within the 6 weeks?**

Building the Fellows’ capacity for leadership in business and society will be an integral component of the Institute. Therefore, leadership development and ethical decision-making will permeate all elements of the Institute’s activities. The concept of leadership will be explicitly addressed each week using Whitmore’s (2010) *Coaching for Performance: GROWing Human Performance and Purpose: The Principles and Practice of Coaching and Leadership* as a guiding framework. Below we provide an overview of the leadership sessions and activities intended to enhance the Fellows’ capacity for leadership growth and development.

During the Institute’s first week of programming, the Fellows will engage in seminars, readings, and activities regarding the importance of goal setting in leadership. For example, the Fellows will establish specific, measurable, attainable, realistic, and time-sensitive (SMART) goals for their time during the Institute as well as their business and entrepreneurial endeavors after returning home. Then, in week two, focus will turn to team building. For example, the Fellows will engage with readings from Whitmore (2010) and discuss the applicability of his concepts through a roundtable discussion. Thereafter, the Fellows will have the opportunity to participate in a *voluntary high ropes Challenge Course experience*. Through the Challenge Course experience, concepts of team building will be exemplified and reinforced. In the third week, the Fellows will begin considering how best to lead high performance teams. Using a structured debate format, the Fellows will analyze the role of leaders as they navigate the peaks and valleys of leading teams while also optimizing each team member’s unique potential (Collins, 2001).

In week four, emphasis will be placed on understanding the importance of leadership styles. In accordance, the Fellows will complete Blake's and McCauley's (1991) Leadership Grid Assessment tool. After the results are interpreted, the Fellows will be challenged to discuss how they could adjust their leadership styles to more effectively meet the needs of their followers. The Fellows also will view the film *Lincoln* and consider how the character's leadership style influenced his presidency during the American Civil War. In week five, focus will be placed on the role a leader's emotional intelligence plays in shaping his or her responses during challenges and moments of stress. A roundtable discussion session will focus on how a person's emotional intelligence may develop and mature through the various strategies and techniques outlined by Whitmore (2010). During the Institute's final week, the Fellows will reflect on how they intend to align their professional goals and leadership values going forward.

To further foster leadership growth and development, weekly prelective and reflective sessions will be used to ask the Fellows to consider how their leadership philosophy has evolved as a result of experiences associated with the Institute. The primary aim of the leadership activities, therefore, will be to nurture the development of skills needed by the Fellows to successfully guide their business and entrepreneurship endeavors after returning home.

**6: You will be hosting a group of leaders who will provide feedback on things that are working for them and things that are not working. How will you gather and incorporate this feedback from the Fellows during the Institute?**

It is anticipated the reflection/prelection discussions and opportunities for formative feedback, as described in section 3, item 1 above, will allow for significant course corrections in the Institute's activities, as needed. The Fellows' will be asked to evaluate the appropriateness and perceived value of the Institute's learning topics and activities most days by anonymously completing one-page, Likert-type assessments or, in some instances, providing *tickets to leave* at the conclusion of learning sessions. In addition, a suggestion box will be available in which the Fellows can leave anonymous comments. Staff will review the Fellows' feedback and make adjustments in the programming as deemed necessary and feasible. Informal discussions and individual opportunities for Fellows to provide feedback and suggestions will be ongoing throughout the Institute's programming.

## Section 4

### **1: Describe your institution's experience designing and implementing short-term customized academic programs for adult learners with a focus on experiential learning.**

OSU began providing international education through President Harry S. Truman's Point Four Program (later known as USAID) in 1949. OSU's extension and outreach mission's expenditures grow each year as the institution dedicates more of its faculty effort to educating those beyond its campuses, including multitudes of adult learners. Similar to the proposed Institute, the previous U.S. Department of State-funded project with Malian media specialists that faculty conducted during 2007 exemplified OSU's land-grant heritage and mission. The project was titled "Nurturing the 'Fourth Estate': Professional Development for Media Specialists in the Republic of Mali, West Africa" (funded at \$227,392). The proposed Institute's administrative director worked closely with other OSU faculty and Oklahoma media professionals to help 14 Malian media specialists acquire professional skills and attitudes as well as understand better the unique role and responsibilities of a *free press* in a democratic society.

The administrative director also provided leadership for the project "Improving Food Security by Catalyzing Communication Networks between Key Stakeholders: Linking Media, Policies, and Communities in Kenya and Uganda" (funded at \$480,734) from 2011 to 2012, which included 13 Kenyan and 13 Ugandan *Food Security Fellows*. That project, as funded by the U.S. Department of State, sought to *catalyze communication networks* between those stakeholders as related to issues of improving food security in their countries.

Our most recent experience with a project similar to a MWF Institute was the U.S. Department of State-sponsored Citizens' Exchange Grant: "Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda" (funded at \$349,981). The proposed Institute's administrative and academic directors were co-directors of that endeavor from 2013 to 2015. That project brought 23 Entrepreneur Fellows to OSU to receive professional development on U.S. business practices and entrepreneurial ventures. The entrepreneurs included seven Kenyans, eight South Africans, and eight Ugandans.

All three projects involved aspects of job shadowing or short-term internship experiences analogous to the Fellows' professional interests as well as a mix of relevant field trips and topical presentations delivered by

experts aligned with the projects' aims. In addition, enriching and enduring cultural experiences calibrated to inform and engage participants will be part of OSU's MWF Institute. As an outcome of earlier projects involving Fellows from Sub-Saharan Africa, a number of essential *human capital assets* and *important relationships* already exist at OSU, as well as the tested leadership and coordination expertise necessary for delivering a successful MWF Institute. As attested in the proposal's letters of support, the aspiring Institute directors are known and respected by OSU's senior administrative leaders who witnessed their facilitation of similar projects in the past.

**2: While it is anticipated that Fellows will learn from their hosts, it is also important that hosts learn from the Fellows. Please indicate how you anticipate your campus and community will benefit from hosting these leaders.**

This very point is one of the major reasons we pursue opportunities such as a MWF Institute. It has NEVER been more critical than now for U.S. institutions of higher education to internationalize their curricula and students' learning experiences. Witness the myriad consequences associated with globalization, including the intended and unintended as well as the desirable and undesirable (Rogers, 2003), escalating effects of climate change, increasing transmigration, pernicious acts of terrorism and the list marches on . . . . For these reasons, OSU is committed to the concept of internationalizing students' learning experiences. However, an overwhelming majority of our students have limited worldviews and few realistic opportunities to participate in experiences likely to enhance their international awareness, global competence, and cross-cultural understanding. For example, even participating in short-term study abroad experiences is *a bridge too far financially* for most OSU students. Moreover, much of the information students receive about the world is often skewed, agenda-laden, misleading, or even incorrect.

One way to address this challenge is to *bring citizens of other nations to us – the OSU campus, our local community, and the state of Oklahoma.* Even though the Institute will occur during the summer when many students, especially undergraduates, are likely away from campus, some will be available to interact with the Fellows due to summer school enrollment. Such professional and cultural exchanges are more likely to involve graduate students who mostly continue their programs of study through the summer terms. We will look for every opportunity for students as well as other campus citizens to engage with the Fellows. In

past fellowships with other participants from Sub-Saharan Africa, a number provided open seminars for OSU students, faculty, and staff on topics ranging from freedom of the press to the importance of youth development in and for the agricultural sector of their respective countries. These seminars were open, advertised, and well attended. In those projects, some of our students volunteered (e.g., the proposed Institute's graduate associate/post-doctoral instructor, Richie Roberts; refer to his résumé in the attachment) to assist as additional guides or escorts on cultural excursions or as drivers of Fellows to individual meetings and networking opportunities. Similar interactions and exchanges will occur with our Fellows during the summer of 2017.

Opportunities for engagement with civic groups in the Stillwater community also will be sought. During former projects with a similar purpose, these interactions ranged from Fellows speaking to civic/service clubs to participating in weekly breakfast meetings of the Stillwater Chamber of Commerce to enjoying a "pot luck" dinner hosted by the local association of retired Oklahoma Cooperative Extension educators to attending the Stillwater FFA Chapter's annual awards banquet to Fellows speaking at local public schools about their business enterprises, countries, and cultures. The *potential multipliers* for reciprocal learning and enhanced cultural understanding through these interactions are infinite. Many of these experiences continue to reverberate after the previous fellowships ended, including ongoing communication between Kenyans, Malians, South Africans, and Ugandans with Oklahoma citizens who stay connected by using new media and social networking platforms such as Facebook, What's Up, Skype, and Google Hangout.

Finally, the activities described frequently involved media promotion. Our past Fellows' projects generated newspaper and magazine articles, including publications in *The Tulsa World*, *The Oklahoman*, *OState Magazine*, and the *Cowboy Journal* (refer to the attachment); radio programs on OSU's National Public Radio network affiliate, KOSU (one program aired nationally); a story broadcast on Oklahoma's public television channel; and programming on a major Oklahoma City television station. The source of funding for those projects was prominently highlighted as will be the case for OSU's MWF Institute not only during the summer of 2017 but also thereafter (refer to the attachment).

## APPENDIX C

Institute Overview (pp. 2 & 3)



**MANDELA WASHINGTON  
FELLOWSHIP**  
FOR YOUNG AFRICAN LEADERS



## INSTITUTE OVERVIEW

The Mandela Washington Fellowship (WMF) Institute at Oklahoma State University (OSU) will feature business and entrepreneurship (B&E) as a central focus through sessions that are interactive, engaging, and practical. For example, Institute Fellows will engage in modules that seek to promote critical thinking, creativity, and problem-solving skills through six weekly themes designed to build Fellows' capacity in regard to B&E. Opportunities for Fellows to refine their understandings and delivery of *servant leadership* will also be featured throughout the Institute. Therefore, three tenets drive its design: (a) B&E, (b) service, and (c) leadership.

### B&E

In the first week, the Institute's B&E focus will be placed on *ideation*. Therefore, workshop topics will highlight important issues such as conducting a needs assessment, concept development, entrepreneurial resource identification, and prototyping. In the second week, the Institute will shift its attention to *value's proposition* and *social entrepreneurship*. As such, interactive workshops will be delivered. These topics will be further supplemented by presentations on health-related and youth-based social entrepreneurship opportunities. In the Institute's third week, Fellows will be exposed to the foundation and management of B&E enterprises. For example, modules will emphasize financial and practical accounting, business negotiations, as well as securing funding in developing countries. Week four emphasizes the importance of strategy, risk management, and ethics in B&E; therefore, the Fellows will defend their B&E strategies through poster presentations, SWOT analysis sessions, and role-play activities. Meanwhile, in week five, Fellows will critically examine the role of *creativity* and *technology*. To accomplish this, Fellows will engage in modules featuring the diffusion of innovations, creative storytelling, as well as a fieldtrip to the Food and Agricultural Products Center at OSU that will highlight introducing new food products into emerging markets. In the final week of the program, the Institute will celebrate the Fellows' growth and development through a formal pitch of their B&E venture. Numerous hands-on, collaborative learning activities will also be incorporated throughout the Institute so Fellows can apply their learning in meaningful ways.

### LEADERSHIP

Building the Fellows' capacity for leadership in business and society is an integral component of the Institute. Therefore, leadership development and ethical decision-making will permeate all elements of the program's activities. For instance, activities to facilitate leadership and teambuilding include goal-setting sessions, debates, roundtable discussions as well as the completion of high ropes course challenge.



**MANDELA WASHINGTON  
FELLOWSHIP**  
FOR YOUNG AFRICAN LEADERS



## SERVICE

A key element of the Institute is its emphasis is on *service*, which will expose the Fellows to how U.S. citizens use their knowledge and skills to address social issues and problems. Further, the service activities also will be used to introduce the Fellows to a range of perspectives through collaborative projects with individuals from a variety of backgrounds and experiences. As such, the Fellows' service and outreach experiences will be facilitated through two programs: (a) supporting the learning and mentorship of Oklahoma 4-H club members by sharing experiences on the importance of entrepreneurship in Sub-Saharan Africa at the annual Oklahoma 4-H Roundup (see <http://4h.okstate.edu/events-and-activities/state-events-activities/roundup-notebook>), and (b) volunteering at the Stillwater Food Pantry System [SFPS] (see <http://www.fumcstw.org/storehouse>).

SFPS is an integrated system in the Stillwater community that provides food and sustenance to underprivileged families. The Fellows will assist local businesses during pick-up and delivery of food items and in the distribution of food items to local families in need. By serving in these roles, the Fellows will gain valuable insights and skills while also assisting the respective programs in furthering their objectives. The Fellows will participate in service-learning and outreach experiences each Thursday of their six-week Institute experience. Oklahoma 4-H Roundup is an annual state level event involving rural and urban youth, adult volunteers, and Extension personnel from across the state convening for competitions and recognitions, leadership development trainings, and related activities supporting civic engagement and responsible citizenship.

## GOALS AND OBJECTIVES

The following short-term, intermediate, and long-term goals and objectives frame the activities of this Institute:

### *Short-Term Goals and Objectives*

After participating in OSU's MWF Institute, Fellows will:

1. Hold a positive perception of their experiences through the program.
2. Demonstrate improved knowledge regarding entrepreneurship.
3. Establish professional connections with U.S. participants.
4. Articulate plans to use the knowledge and skills gained in their professional endeavors.
5. Exhibit improved efficacy to provide leadership in their home country.
6. Hold a positive perspective of American culture.
7. Aspire to incorporate elements of social entrepreneurship and service in their professional career.



## APPENDIX D

### Program Agenda Overview

**Program Agenda Overview**  
**Mandela Washington Fellowship – Oklahoma State University**

	June 12	June 13	June 14	June 15	June 16	June 17	June 18
<b>ARRIVAL WEEK</b>					<p><b>ANTICIPATED ARRIVAL DAY</b> <i>(All day)</i></p> <ul style="list-style-type: none"> <li>• Flexible lunch &amp; dinner options available</li> <li>• Settle into housing</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul>	<p><b>8:30-10:00 a.m.</b></p> <ul style="list-style-type: none"> <li>• Meet &amp; greet</li> <li>• Light breakfast provided</li> </ul> <p><b>10:15-Noon</b></p> <ul style="list-style-type: none"> <li>• Meal allowance procedures</li> <li>• Per diem disbursement #1 (Bank)</li> <li>• Driving tour of Stillwater</li> </ul> <p><b>Noon-1:00 p.m.</b></p> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <p><b>1:00-5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>• Unstructured time</li> <li>• Food shopping</li> </ul> <p><b>5:00-8:00 p.m.</b></p> <ul style="list-style-type: none"> <li>• Dinner on your own</li> <li>• Walking tour of OSU campus</li> </ul>	<p><b>ALL DAY</b></p> <ul style="list-style-type: none"> <li>• Final arrivals (if needed)</li> <li>• Settling in / individual exploration of OSU &amp; Stillwater community</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>• Worship service attendance</li> <li>• Shopping</li> </ul>

**Program Agenda Overview  
Mandela Washington Fellowship – Oklahoma State University**

	June 19	June 20	June 21	June 22	June 23	June 24	June 25
<b>WEEK #1</b>  <b>THEME:</b>  <i>Welcome, Institute Orientation &amp; Ideation</i>	<p><b>8:30-10:00 a.m.</b></p> <ul style="list-style-type: none"> <li>Formal welcome; OSU officials, DASNR, SSOB, &amp; DISO; continental breakfast provided</li> </ul> <p><b>10:00 a.m.-Noon</b></p> <ul style="list-style-type: none"> <li>Complete ISS/J-1 Visa status check-in; campus ID card; and Wi-Fi log-in password</li> </ul> <p><b>Noon-1:30 p.m.</b></p> <ul style="list-style-type: none"> <li>Catered lunch provided</li> </ul> <p><b>1:30-3:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Institute's overview, Drs. M. Craig Edwards &amp; Craig Watters</li> </ul> <p><b>3:30-5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>History &amp; mission of land grant institutions, Dr. M. Craig Edwards</li> </ul>	<p><b>8:30-10:30 a.m.</b></p> <ul style="list-style-type: none"> <li>Curriculum overview; business &amp; entrepreneurship introduction; Dr. Craig Watters and Paul Sanchez</li> </ul> <p><b>11:00 a.m.-4:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Site visit to Meridian Technology Center (MTC)</li> <li>Lunch sponsored by the culinary program at MTC &amp; the Riata Center (OSU)</li> <li>Business 101, Mr. Brad Rickleman</li> <li>Entrepreneurial resources, Justin Hazard</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Whitmore's Chapter 7</li> </ul>	<p><b>8:30-10:00 a.m.</b></p> <ul style="list-style-type: none"> <li>An introduction to U.S. government, Mr. Alex Smith &amp; Dr. Craig Edwards</li> </ul> <p><b>10:15 a.m.-Noon</b></p> <ul style="list-style-type: none"> <li>Stock market simulation overview, Dr. David Carter</li> </ul> <p><b>Noon-1:30 p.m.</b></p> <ul style="list-style-type: none"> <li>Lunch on your own</li> </ul> <p><b>1:30-3:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Presentation on Native American entrepreneurship, Elizabeth Payne, Director of OSU's Center for Sovereign Nations</li> </ul> <p><b>3:15-5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>New venture management simulation, Dr. Craig Watters</li> </ul>	<p><b>8:30-10:00 a.m.</b></p> <ul style="list-style-type: none"> <li>International trade and market development, Mr. Tony Combas</li> </ul> <p><b>10:15 a.m.-Noon</b></p> <ul style="list-style-type: none"> <li>Managing your first 100 days as a CEO, Mr. Paul Sanchez</li> </ul> <p><b>Noon-1:30 p.m.</b></p> <ul style="list-style-type: none"> <li>Lunch on your own</li> </ul> <p><b>1:30-3:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Site visit: Riata Center for Entrepreneurship; presentation TBA</li> </ul> <p><b>3:30-5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Social media: Branding you and your business, Ms. Alexa Major</li> </ul>	<p><b>8:30-10:00 a.m.</b></p> <ul style="list-style-type: none"> <li>New venture management, Dr. Craig Watters</li> </ul> <p><b>10:15 a.m.-Noon</b></p> <ul style="list-style-type: none"> <li>Grantseeking &amp; proposal development: An overview of the process, Dr. M. Craig Edwards</li> </ul> <p><b>Noon-1:30 p.m.</b></p> <ul style="list-style-type: none"> <li>Lunch on your own</li> </ul> <p><b>1:45-3:45 p.m.</b></p> <ul style="list-style-type: none"> <li>Hospitality and entrepreneurship, Dr. Catherine Curtis</li> </ul> <p><b>4:00-5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Evaluation and reflection</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>Mosque visitation</li> </ul>	<p><b>Cultural Day</b> <b>7:00 a.m.</b></p> <ul style="list-style-type: none"> <li>Cultural day in Tahlequah area exploring Native American culture, Cherokee Heritage Center</li> </ul> <p><b>12:30-2:30 p.m.</b></p> <ul style="list-style-type: none"> <li>Lunch in Tahlequah</li> </ul> <p><b>5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>Return to Stillwater</li> </ul>	<p><b>ALL DAY</b></p> <ul style="list-style-type: none"> <li>Personal time (shopping as needed)</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>Worship service attendance</li> </ul> <p><b>5:00 p.m.</b></p> <ul style="list-style-type: none"> <li>BBQ meal provided at Lake McMurtry near Stillwater w/ invited representatives of potential collaborator groups &amp; other groups</li> </ul>

**Program Agenda Overview**  
**Mandela Washington Fellowship – Oklahoma State University**

	June 26	June 27	June 28	June 29	June 30	July 1	July 2
<b>WEEK #2</b>  <b>THEME:</b>  <i>Values Proposition, Social Entrepreneurship &amp; Service</i>	<p>8:30-9:00 a.m.</p> <ul style="list-style-type: none"> <li>• Theme orientation &amp; reflection</li> </ul> <p>9:00-10:00 a.m.</p> <ul style="list-style-type: none"> <li>• Ignite talks and pitch session, Dr. Craig Watters</li> </ul> <p>10:00 a.m. - Noon</p> <ul style="list-style-type: none"> <li>• Lean business startups, Dr. Tom Westbrook</li> </ul> <p>Noon-1:30 p.m.</p> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <p>1:30-3:00 p.m.</p> <ul style="list-style-type: none"> <li>• Social entrepreneurship, Dr. Craig Watters &amp; Mr. Stephen Mukembo</li> </ul> <p>3:30-5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Guide for family business, Mr. Paul Sanchez</li> </ul>	<p>8:30-10:00 a.m.</p> <ul style="list-style-type: none"> <li>• Business team building and difficult conversations, Mr. Brad Rickelman</li> </ul> <p>10:15 a.m.-Noon</p> <ul style="list-style-type: none"> <li>• Group jigsaw reflection: Connecting values, social entrepreneurship &amp; service, OSU MWF Staff</li> </ul> <p>Noon-1:30 p.m.</p> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <p>1:30-5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Site visit: Tour local social entrepreneurship ventures in interest groups; Life out of the box</li> </ul> <p><i>Homework</i></p> <ul style="list-style-type: none"> <li>• Whitmore (2010), Chapter 16</li> </ul>	<p>8:30-10:00 a.m.</p> <ul style="list-style-type: none"> <li>• Presentation from Joyce Montgomery, Director of the Office of Service-Learning &amp; Community Service, OSU</li> </ul> <p>10:15 a.m.-Noon</p> <ul style="list-style-type: none"> <li>• Ignite talks and pitch session, Dr. Craig Watters</li> </ul> <p>Noon-1:30 p.m.</p> <ul style="list-style-type: none"> <li>• Catered box lunch provided</li> </ul> <p>1:45-5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Leadership activity: Team-building activity: <i>OSU Challenge Course</i>, OSU MWF staff</li> </ul>	<p>8:30 a.m.-Noon</p> <ul style="list-style-type: none"> <li>• Service-learning/ community outreach (3 potential sites, <i>Our Daily Bread</i>)</li> </ul> <p>Noon-1:30 p.m.</p> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <p>1:30-3:00 p.m.</p> <ul style="list-style-type: none"> <li>• Youth empowerment through agripreneurship development, Mr. Stephen Mukembo</li> </ul> <p>3:15-5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Site visit: Stillwater Chamber of Commerce</li> </ul>	<p>8:00 a.m.</p> <ul style="list-style-type: none"> <li>• Depart to Tulsa</li> </ul> <p>9:30-10:00 a.m.</p> <ul style="list-style-type: none"> <li>• Site visit: Riata Center at 36 Degrees North</li> </ul> <p>10:15 a.m. - Noon</p> <ul style="list-style-type: none"> <li>• Business startups, David Thomison</li> </ul> <p>Noon-3:00 p.m.</p> <ul style="list-style-type: none"> <li>• Lunch in Tulsa</li> <li>• Travel to Stillwater</li> </ul> <p>3:00-4:00 p.m.</p> <ul style="list-style-type: none"> <li>• Evaluation &amp; reflection session; summit preparations</li> </ul> <p>4:00-6:00 p.m.</p> <ul style="list-style-type: none"> <li>• Unstructured time (shopping as needed)</li> </ul> <p><i>OPTIONAL</i></p> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul>	<p><i>Cultural Day</i></p> <p>8:30 a.m. - Depart STW</p> <ul style="list-style-type: none"> <li>• OKC</li> </ul> <p>9:30 a.m.-Noon</p> <ul style="list-style-type: none"> <li>• OKC National Bombing Memorial</li> </ul> <p>Noon-1:30 p.m.</p> <ul style="list-style-type: none"> <li>• Lunch in Bricktown (urban renewal area of downtown OKC)</li> </ul> <p>1:30-3:00 p.m.</p> <ul style="list-style-type: none"> <li>• National Cowboy &amp; Western Heritage Museum or Oklahoma History Center</li> </ul> <p>5:30 p.m.</p> <ul style="list-style-type: none"> <li>• Dinner in Cushing, OK</li> </ul> <p>7:00 p.m.</p> <ul style="list-style-type: none"> <li>• Cushing Fourth of July Rodeo</li> </ul>	<p><i>ALL DAY</i></p> <ul style="list-style-type: none"> <li>• Personal time (shopping as needed)</li> </ul> <p><i>OPTIONAL</i></p> <ul style="list-style-type: none"> <li>• Worship service attendance</li> </ul> <p><i>Homework</i></p> <ul style="list-style-type: none"> <li>• Business negotiation case study</li> <li>• Whitmore (2010) leadership for high performance, readings Chapter 20, 21, 22</li> </ul>

**Program Agenda Overview**  
**Mandela Washington Fellowship – Oklahoma State University**

	July 3	July 4	July 5	July 6	July 7	July 8	July 9
<b>WEEK #3</b>  <b>THEME:</b>  <i>Business Foundations &amp; Financial Management</i>	<b>8:30-9:00 a.m.</b> <ul style="list-style-type: none"> <li>• Theme orientation &amp; reflection</li> </ul> <b>9:00-9:45 a.m. -</b> <ul style="list-style-type: none"> <li>• Ignite talks and pitch session, Dr. Craig Watters</li> </ul> <b>10:00 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Financial accounting workshop, Dr. Bud Lacy</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Case Study: Boss, I think someone stole the customer data, Mr. Paul Sanchez</li> </ul>	<b>NATIONAL HOLIDAY</b> <ul style="list-style-type: none"> <li>• Stillwater 4<sup>th</sup> of July Celebration</li> <li>• Fireworks display at Boomer Lake</li> </ul>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• High performance leadership, Dr. Richie Roberts</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Virtuality, Dr. Tilanka Chandraekera</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Catered lunch provided; Speaker Dr. Tom Coon, OSU Vice President and Dean of DASNR</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Funding ventures in developing countries, Dr. Craig Watters</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• New venture management simulation, Dr. Craig Watters</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Service-learning/ community outreach (3 potential sites, <i>Our Daily Bread</i>)</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Site visit to Lost Creek Mushroom Farm/Shiitake mushrooms, Perkins, OK; Sandra &amp; Doug Williams, owners &amp; operators</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Enterprise shadowing/professional networking opportunity (1/2 day)</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-2:30 p.m.</b> <ul style="list-style-type: none"> <li>• Evaluation &amp; reflection session; summit preparations</li> </ul> <b>2:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time (shopping as needed)</li> <li>• Opportunity for networking</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul>	<b>Cultural Day</b> <b>8:30 a.m. – Depart STW</b> <ul style="list-style-type: none"> <li>• Tulsa</li> </ul> <b>9:45-11:30 a.m.</b> <ul style="list-style-type: none"> <li>• Gilcrease Institute of History &amp; Art</li> </ul> <b>11:45 a.m.-1:15 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch in Tulsa</li> </ul> <b>1:30-3:30 p.m.</b> <ul style="list-style-type: none"> <li>• Mall shopping</li> </ul> <b>5:30 p.m.</b> <ul style="list-style-type: none"> <li>• Return to Stillwater</li> <li>• Unstructured time</li> </ul>	<b>ALL DAY</b> <ul style="list-style-type: none"> <li>• Personal time (shopping as needed)</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Worship service attendance</li> </ul>

**Program Agenda Overview**  
**Mandela Washington Fellowship – Oklahoma State University**

	July 10	July 11	July 12	July 13	July 14	July 15	July 16
<b>WEEK #4</b>  <b>THEME:</b>  <i>Business Strategy, Risk Management &amp; Ethics</i>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Per diem disbursement (Bank)</li> <li>• Theme orientation &amp; reflection</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Ignite talks and pitch session, Dr. Craig Watters</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Seminar on social entrepreneurship, Dr. Craig Watters</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Family business/ entrepreneurship, Mr. Paul Sanchez</li> </ul>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• New venture management simulation, Dr. Craig Watters</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Management in entrepreneurial projects, Dr. Craig Watters</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Leadership style assessment, Dr. Richie Roberts</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Viewing of <i>Lincoln</i> &amp; discussion on leadership and U.S. history; Drs. Richie Roberts &amp; M. Craig Edwards</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Site visit: OSU's Mechanical Engineering Design Lab</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Catered lunch provided</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• New venture management simulation, Dr. Craig Watters</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Motivation and human capital development, Dr. Lex Washington</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Service-learning/ community outreach (3 potential sites, activities vary)</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Presentation on customer service; presenter TBA</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Customer service role-play activity; OSU MWF Staff</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Enterprise shadowing/professional networking (1/2 day)</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-2:30 p.m.</b> <ul style="list-style-type: none"> <li>• Evaluation &amp; reflection session; summit preparations, OSU MWF Staff</li> </ul> <b>2:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time (shopping as needed)</li> <li>• Opportunity for networking</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul> <b>Homework</b> <ul style="list-style-type: none"> <li>• Whitmore's (2010), Chapter 23</li> </ul>	<b>Cultural Day</b> <b>8:30 a.m. – Depart STW</b> <ul style="list-style-type: none"> <li>• Bartlesville, OK</li> </ul> <b>9:30-11:30 a.m.</b> <ul style="list-style-type: none"> <li>• Phillips Petroleum Museum or</li> <li>• Wal-Mart Distribution Center</li> <li>• Keystone Dam</li> </ul> <b>12:00-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch in Tulsa</li> </ul> <b>1:30-4:30 p.m.</b> <ul style="list-style-type: none"> <li>• Driving tour of Greenwood District, OSU-Tulsa campus,</li> <li>• Philbrook Museum</li> </ul> <b>6:00 p.m.</b> <ul style="list-style-type: none"> <li>• Return to Stillwater</li> <li>• Unstructured time (food shopping as needed)</li> </ul>	<b>ALL DAY</b> <ul style="list-style-type: none"> <li>• Personal time</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Worship service attendance</li> </ul>

**Program Agenda Overview**  
**Mandela Washington Fellowship – Oklahoma State University**

	July 17	July 18	July 19	July 20	July 21	July 22	July 23
<b>WEEK #5</b>  <b>THEME:</b>  <i>Innovation, Creativity &amp; Technology in Emerging Markets</i>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Theme orientation &amp; reflection</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Dr. M. Craig Edwards, seminar on Change Theory: Rogers' (2003) diffusion of innovations theory</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Roundtable discussion on applying change theory to business &amp; entrepreneurship</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Roundtable on Whitmore's (2010) readings on emotional intelligence, Dr. Richie Roberts</li> </ul>	<b>8:00 a.m.</b> <ul style="list-style-type: none"> <li>• Depart to Tulsa – 36 Degree North</li> </ul> <b>9:30-11:30 a.m.</b> <ul style="list-style-type: none"> <li>• Presentation on finance, Dr. William Paiva</li> </ul> <b>11:30 a.m. – 1:00 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch in Tulsa</li> </ul> <b>1:30-3:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lean startup and business model canvass, Mr. David Thomison</li> </ul> <b>5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Return to Stillwater</li> </ul>	<b>8:30 a.m. -Noon</b> <ul style="list-style-type: none"> <li>• New venture management simulation, Dr. Craig Watters</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Catered lunch provided</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Site visit to OSU's Food &amp; Agricultural Products Center (FAPC): Introducing new food and agricultural products in emerging markets, Drs. Andrea Graves &amp; Darren Scott</li> </ul>	<b>8:30 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Service-learning/comm unity outreach (3 potential sites, activities vary), Dr. Jeff Salle</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Bootstrapping and financial management, Dr. Matthew Rutherford</li> </ul> <b>3:15-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Business storytelling project, Mr. Paul Sanchez</li> </ul>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Creativity, Dr. Kyle Eastman</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Developing entrepreneurial ecosystems in communities, Dr. Rebecca Eastman</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-2:30 p.m.</b> <ul style="list-style-type: none"> <li>• Evaluation &amp; reflection session; summit preparations</li> </ul> <b>2:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time (shopping as needed)</li> <li>• Opportunity for networking</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul>	<b>Cultural Day</b> <b>8:30 a.m. – Depart STW</b> <ul style="list-style-type: none"> <li>• OKC</li> </ul> <b>9:30-11:30 a.m.</b> <ul style="list-style-type: none"> <li>• OKC Farmers Market or other business sites of interest depending on the Fellows' interests</li> </ul> <b>11:30 a.m.-1:00 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch in OKC</li> </ul> <b>1:15-3:30 p.m.</b> <ul style="list-style-type: none"> <li>• OKC Zoo</li> </ul> <b>5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Return to Stillwater</li> <li>• Unstructured time (shopping as needed)</li> </ul>	<b>ALL DAY</b> <ul style="list-style-type: none"> <li>• Personal time (shopping as needed)</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Worship service attendance</li> </ul>

**Program Agenda Overview  
Mandela Washington Fellowship – Oklahoma State University**

	July 24	July 25	July 26	July 27	July 28	July 29	July 30
<b>WEEK #6</b>  <b>THEME:</b>  <i>Selling Your Idea &amp; Institute Closure</i>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Debriefing/ reflection session concerning Fellows' business &amp; entrepreneurship experiences, as well as learning regarding leadership &amp; service, Dr. Richie Roberts</li> </ul> <b>10:15 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Presentation and pitch session, Dr. Craig Watters</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Self-selected follow-up session w/ business &amp; entrepreneurship leaders</li> </ul>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Leadership seminar: Aligning professional goals w/ your civic leader values, Dr. Richie Roberts</li> </ul> <b>10:15 a.m.-Noon</b> <ul style="list-style-type: none"> <li>• Poster presentation practice &amp; feedback session (peer critiques), OSU MWF Staff</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Finalize individual poster presentations, ignite talk, OSU MWF Staff</li> </ul>	<b>8:30 a.m.-1:00 p.m.</b> <ul style="list-style-type: none"> <li>• Final presentations w/ invited business &amp; entrepreneurship mentors as well as peers</li> </ul> <b>Noon-2:00 p.m.</b> <ul style="list-style-type: none"> <li>• Catered meal</li> </ul> <b>2:30-4:30 p.m.</b> <ul style="list-style-type: none"> <li>• Formal evaluation of the Fellowship experience ; summit preparations</li> </ul>	<b>8:30 a.m.-11:00</b> <ul style="list-style-type: none"> <li>• Service-learning; Fellows make presentations about their countries and enterprises to 4-H youth and adult volunteers</li> </ul> <b>Noon-2:00 p.m.</b> <ul style="list-style-type: none"> <li>• Farewell luncheon sponsored by OSU's Division of International Studies &amp; Outreach (senior University officials invited to speak)</li> </ul> <b>2:00-3:00 p.m.</b> <ul style="list-style-type: none"> <li>• Summit preparation; ignite talks</li> </ul> <b>3:00-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time</li> <li>• Opportunity for networking</li> </ul>	<b>8:30-10:00 a.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time</li> <li>• Opportunity for networking</li> </ul> <b>10:15 a.m. - Noon</b> <ul style="list-style-type: none"> <li>• Conclusion: Final reflection on experience &amp; revisiting goals, OSU MWF Staff</li> <li>• Discussion of expectations regarding travel &amp; Summit in Washington, DC</li> </ul> <b>Noon-1:30 p.m.</b> <ul style="list-style-type: none"> <li>• Lunch on your own</li> </ul> <b>1:30-5:00 p.m.</b> <ul style="list-style-type: none"> <li>• Unstructured time (shopping as needed)</li> <li>• Opportunity for networking</li> </ul> <b>OPTIONAL</b> <ul style="list-style-type: none"> <li>• Mosque visitation</li> </ul>	<ul style="list-style-type: none"> <li>• Packing and preparing for departure</li> <li>• Day of rest/ Final goodbyes/ Travel preparations</li> </ul>	<ul style="list-style-type: none"> <li>• Depart for Airport</li> </ul>



APPENDIX E

IRB Letter of Approval



Oklahoma State University Institutional Review Board

Date: 03/08/2018  
Application Number: AG-18-15  
Proposal Title: Assessing the Impact of a Mandela Washington Fellowship Institute for Entrepreneurs from Sub-Saharan Africa: A Phenomenological Study

Principal Investigator: Alex Smith  
Co-Investigator(s):  
Faculty Adviser: CRAIG EDWARDS  
Project Coordinator:  
Research Assistant(s):

Processed as: Exempt

**Status Recommended by Reviewer(s): Approved**

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 223 Scott Hall (phone: 405-744-3377, [irb@okstate.edu](mailto:irb@okstate.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read 'Hugh Crethar'.

Hugh Crethar, Chair Institutional Review Board

APPENDIX F

Interview Protocol

## **Semi-structured Interview Protocol**

1. Could you please briefly reflect on your time at Oklahoma State's MWF Institute?  
(General)
2. Please describe your view of entrepreneurship.
  - a. Did the Institute change your view on entrepreneurship? If yes, how/why?
3. Can you please reflect on the Institute's topics and activities? (Questions 1 & 2)
  - a. How do you now view the Institute's topics and activities specifically related to your industry/business/enterprise/venture?
  - b. Were the topics and activities especially or uniquely related to your industry/business/enterprise/venture? How/why?
4. Can you please reflect on the Institute's job shadowing experiences? (Questions 1 & 2)
  - a. How do you now value the Institute's job shadowing experiences specifically related to your industry/business/enterprise/venture?
  - b. Were the experiences especially or uniquely related to your industry/business/enterprise/venture? How/why?
5. Can you please reflect on what struck you as especially interesting about Stillwater, OSU, the state of Oklahoma, and/or the United States? (Question 6)
  - a. How is this different from your home community/country? (Question 6)
  - b. Does this specifically affect your industry/business/enterprise/venture?  
How/why?
  - c. How do these differences affect or impact your industry/business/enterprise/venture? Can you share an example?

- 6.** Did you learn anything new about yourself from the Fellowship experience?  
Please explain.
- 7.** Can you please describe how you have spent most of your time regarding work/business after returning home? (Questions 3 & 4)
- 8.** Have you started any new business interests or new enterprises after returning home? (Question 5)
  - a.** Did your Institute experiences play a role? How/why?
  - b.** What kind of investment have you made in these new business interests or new enterprises? Can you provide a metric such as the percentage of income you invested or a percentage of your work time invested?
- 9.** Have you made any new investments in your industry/business/enterprise/venture after returning home? (Questions 3 & 4)
  - a.** Examples? Why?
  - b.** Has there been a change in your business/enterprise/venture's revenue? If so, how much?
  - c.** Has there been a change in your business/enterprise/venture's costs? If so, how much?
  - d.** Has there been a change in your business/enterprise/venture's profits? If so, how much?
  - e.** Has your business/enterprise/venture hired any new employees? If so, how many?

- 10.** Can you please reflect on your relationships with the other Fellows during the Institute? Relationships with others you met during the Fellowship (not Fellows)? (Questions 5 &7)
- a.** Can you please describe your current contact with people from the Institute – Fellows? Others?
- 11.** As time has passed, what do you remember most about the Institute? Why? (Question 7)
- 12.** If you were to share your experience with others from your home country who may be interested in doing a similar program, how would you describe the impact the Institute had on you as an entrepreneur? As a person? (Question 7)
- 13.** In closing, do you want to share anything else about the Institute and your Fellowship experience? (Question 7)

## APPENDIX G

### E-mail Script

Hello,

My name is Alexander (“Alex”) Smith. I am a graduate student at Oklahoma State University (OSU) and working with Dr. Craig Edwards to complete a follow-up study regarding your participation as a *Business and Entrepreneurship Fellow* in the MWF Institute held at OSU during the summer of 2017. This research thesis study will focus on your experiences as a business owner to learn more about the structure of your enterprise, your management procedures, and the people you interact with as you conduct business.

If you agree to participate in the study, I will schedule a Skype or Google Hangout interview with you. This interview will last about one hour. Attached to this e-mail message is a consent form and the questions I will ask during the interview. Please review the documents and contact me about any questions or concerns you may have. If you agree to be interviewed, at the beginning, I will read aloud the consent form and ask you to orally acknowledge your willingness to participate. I look forward to hearing from you and learning more about your experience.

**If possible, I need to know your intent to provide an interview as soon as possible. I will work around your busy schedule and our time difference!**

Warm regards,

AJS



APPENDIX H

Informed Consent Form

## INFORMED CONSENT FORM

### OKLAHOMA STATE UNIVERSITY

**PROJECT TITLE:** Assessing the Impact of a Mandela Washington Fellowship Institute for Entrepreneurs from Sub-Saharan Africa: A Phenomenological Study

**INVESTIGATOR:** Alexander J. Smith, Oklahoma State University

#### **PURPOSE:**

The purpose of this inquiry with a case study design is to explore the experiences of Mandela Washington Fellows attending the Oklahoma State Business and Entrepreneurship Institute and the Institute's impact on your specific enterprises. I am interested in learning about how you view entrepreneurship, your business decision making process, and your market. Additionally, you will be asked about networking, attitudes, and business performance that relate your enterprises.

#### **PROCEDURES:**

Once you agree to participate, the researcher will set up an online interview through video chat that may last up to 60 minutes to take place at a mutually agreed upon time. The interview will be recorded using a digital recording device that will capture video and audio. The researcher will transcribe the interview recordings. You will be asked to review a draft of the written report to confirm findings prior to reporting results. Direct quotes from the interview may be included in the written report. You will not be identified by name in the report; instead they will be assigned a pseudonym to ensure confidentiality.

#### **RISK OF PARTICIPATION:**

There are no risks associated with this project, which are greater than those ordinarily encountered in daily life.

#### **BENEFITS OF PARTICIPTION:**

Participation in this study will provide a deeper insight into the nature of the experience for the fellows who took part in Oklahoma State's Business and Entrepreneurship Institute of the Mandela Washington Fellowship. The results of the data will serve as an

example that can be taken into account when future project leaders or legislators consider similar projects.

### **CONFIDENTIALITY:**

The records of this study will be kept private. Any written results will use pseudonyms (made up names) and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the right and wellbeing of people who participate in the study.

### **CONTACTS:**

You may contact the researchers at the following addresses, email's, and phone numbers:

**Alexander Smith** 545 Agricultural Hall, Oklahoma State University, Stillwater, OK, 74078, 469-774-5280, alexander.j.smith@okstate.edu

**Dr. M. Craig Edwards** 464 Agricultural Hall, Oklahoma State University, Stillwater, OK 74078, 405-744-8141, craig.edwards@okstate.edu

If you have questions about rights as a research volunteer, they may contact officials of the Oklahoma State University Institutional Review Board (IRB): 223 Scott Hall, Stillwater, OK 74078, 405-744-3377, or irb@okstate.edu

### **PARTICIPANT RIGHTS:**

Participation is voluntary, there is no penalty for refusal to participate, and you are free to withdraw persuasion at any time without penalty.

### **CONSENT DOCUMENTATION:**

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of participation. I affirm that I am 18 years of age or older. I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

Consent will be achieved orally. After this form has been read to you in its entirety by the researcher, state if you agree to give permission to participate in the study and the date.

## VITA

Alexander James Smith

Candidate for the Degree of

Master of Science

Thesis: ASSESSING THE IMPACT OF A MANDELA WASHINGTON FELLOWSHIP INSTITUTE FOR ENTREPRENEURS FROM SUB-SAHARAN AFRICA: A PHENOMENOLOGICAL STUDY

Major Field: International Agriculture

Biographical:

Education:

Completed the requirements for the Master of Science in International Agriculture at Oklahoma State University (OSU), Stillwater, OK in July, 2018.

Completed the requirements for the Bachelor of Arts in Political Science and Economics at OSU, Stillwater, OK in December, 2016.

Experience:

Staff, Mandela Washington Fellowship Institute (MWFI). 06/2017-08/2017

- Assisted in leading 25 Sub-Saharan African (SSA) entrepreneurs through rigorous programming; facilitated program logistics

Graduate Assistant, OSU. 08/2017-12/2017

- Supported as a graduate research and teaching assistant
- Made two presentations at the 2018 AIAEE annual conference

Coordinator, OSU 2018 MWFI. 01/2018-08/2018

- Part of the leadership team that secured a \$150,000 grant award
- Organized six weeks of programming for 25 SSA entrepreneurs
- Responsible for day-to-day management during the MWFI

Professional Memberships:

AIAEE: member since 2018