ENTREPRENEURIAL LEARNING AND MENTORING: A MULTICASE STUDY OF THE EXPERIENCES OF AFRICAN ENTREPRENEURS IN OKLAHOMA AND IMPACTS ON THEIR BUSINESS VENTURES IN KENYA, SOUTH AFRICA, AND UGANDA

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Abstract: The study's purpose was to describe the views of 22 individuals from Kenya, South Africa, and Uganda (14 men; 8 women) regarding their entrepreneurial experiences after participation in a U.S. Department of State-funded professional development fellowship hosted by Oklahoma State University. The fellowship occurred in two cohort groups with each being five weeks in duration and culminating with conferences in Washington, DC. This study described the Entrepreneur Fellows' perceptions of the program's impact, including its mentoring component, on their entrepreneurial endeavors after returning to their home communities. The unique entrepreneurial education and support needs of women and other marginalized groups were also explored. Decisive steps were taken to ensure the quality of this qualitative study based on protocols identified by Stake (2006), Tracy (2010), and Saldaña (2013). The study's semi-structured interviews included six research questions and related probes. Each interview was transcribed verbatim by the researcher. These transcriptions were provided to all participants for member checking to ensure credibility and accuracy (Creswell, 2007). The Fellows' reflections were conveyed as 22 cases or facets of crystallization forming the study's quintain (Stake, 2006). Analysis of more than 235 pages of interview data resulted in identifying 2,059 codes, 15 categories, five themes, and supported two substantive interpretive frameworks, human capital theory and the theory of planned behavior. The 15 categories aggregated to create five themes: commitment to youth development; entrepreneurial skills and concepts; mentoring relationships; *new media* usage integral to entrepreneurial endeavors; and financial needs for business development. Statements supporting the themes were mostly positive regarding the Fellows' perceptions of their personal growth and future entrepreneurial aspirations. Recommendations for practice include training on youth mentorship and entrepreneurship education, especially in and for the agricultural sector; suggestions for facilitating job shadowing/internship-type field experiences; and the provision of financial support to further capitalize the Fellows' ventures. Recommendations for future research include the need to investigate mentor and mentee perceptions of entrepreneurial field experiences, familial influences on the intentions and practices of fellowship participants, and the role of *new media* in promoting and sustaining global entrepreneurial relationships among various stakeholders and other interested collaborators.

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CHAPTER I

INTRODUCTION

A human dimension is both the passenger and the driver of change in U.S. agricultural and food systems. Doerfert (2011) indicated "increasing our focus on these human dimensions through research, education, and extension activities has the potential to yield incredible advances, impactful outcomes, and positive change" (p. 5). This premise served as one foundation for the *National Research Agenda* of the American Association for Agricultural Education (AAAE) signifying "[the organization's] focus and commitment towards addressing the issues and problems facing individuals, organizations, and communities both locally and globally" (Doerfert, 2011, p. 5).

According to United Nations' (UN) projections, the current world population of 7.3 billion is expected to reach 8.5 billion by 2030, 9.7 billion in 2050, and 11.2 billion in 2100 (United Nations, n.d.a). Hunger and food security; strong communities containing resilient families and individuals; socially sustainable, environmental, and economical agricultural and food systems; and agricultural competitiveness were four of nine societal needs having immediate global relevance to population growth, as identified in *A Science Roadmap of Food and Agriculture* (Association of Public and Land-grant Universities, 2010, as cited in Doerfert, 2011).

The breadth and depth of these individual needs, not to mention the vastness

> through their interdependence is more than a single researcher or single discipline can hope to tackle in a short period of time. However, a focused collaborative research effort within a discipline and in cooperation with other disciplines has the potential to address these societal needs. This research effort must include both fundamental and translational research to achieve the desired outcome. (Doerfert, 2011, p. 6)

Much of the world's population has little comprehension of the intricacies involved with sustaining viable agricultural systems; moreover, the possible negative effect of an unaware population on the food and agricultural systems is very significant (Doerfert, 2011).

Agricultural policy decisions made by informed leaders and their constituents can produce win-win partnerships that result in food, fiber, and life-sustaining environments in communities around the world (Doerfert, 2011). "There is a need for a profound shift in our involvement with people in developing countries from distant aid recipients to partners in building a global future" (Federoff, 2009, p. 9). In addition, "[t]he science, the engineering, and technology and the educational systems of developed countries [can introduce] new ways to create a world in which all people have the educational and economic opportunities now available almost exclusively in the developed world" (Federoff, 2009, p. 9).

Bill Gates has spoken about creating a new model for business partnerships that could "allow a combination of the motivation to help humanity and the profit motive to drive development. He called it 'creative capitalism'[;] capitalism leavened by a pinch of idealism and altruistic desire to better the lot of others" (Federoff, 2009, p. 9). *Creative capitalism* is described as a method where nonprofits, businesses, and governments collaborate to expand the impact of market factors so more individuals can gain recognition and make profits performing work that can ease some global inequities (Gates, 2008). Advances in medicine,

science, and technology are recognized as exacerbating these inequities by some leaders. "The least needy see the most improvement, and the most needy get the least – in particular the billion people who live on less than a dollar a day" (Gates, 2008, para. 21).

In his book, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Collier (2007) provided insight into 40 years of development activities of

> a rich world of one billion people facing a poor world of five billion people. The Millennium Development Goals established by the United Nations, which [were] designed to track development progress through 2015. . . . Most of the five billion, about 80 percent, live in countries that are indeed developing, often at amazing speed. The real challenge of development is that there is a group of countries at the bottom that are falling behind, and often falling apart. The countries at the bottom coexist with the twenty-first century, but their reality is the fourteenth century: civil war, plague, [and] ignorance. They are concentrated in Africa and Central Asia. (p. 3)

According to UN Secretary-General Ban Ki-moon, "[t]he world now has the largest generation of young people in history. . . . They are part of the first generation that can end poverty and the last that can avoid the worst impacts of climate change" (UN, n.d.b, para. 3).

Young people are more likely to produce a greater future if they have real influence, negotiating muscle, political weight and decent jobs (UN, n.d.b, para. 1). "[S]ocieties of the bottom billion can only be rescued from within. . . . [T]here are people working for change, but usually they are defeated by the powerful internal forces stacked against them. We should be *helping the heroes*" (Collier, 2007, p. 96). These *heroes* could be energized and aspiring entrepreneurs, including individuals focused on agricultural endeavors and interested in

advocacy for marginalized populations such as women, youth, and individuals with disabilities (Oklahoma State University [OSU] Grant Proposal, 2013; see Appendix A).

The International Citizens' Exchange Program: An Overview

In 2013, a multidisciplinary team from OSU executed a grant-supported project to help *the heroes* selected for the *Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda*. The *heroes* – to be called Entrepreneur Fellows – chosen for the program owned existing entrepreneurial enterprises or had aspirations for developing entrepreneurial ventures. As a reflection of Juma's (2011) recommendations in his book, *The New Harvest: Agricultural Innovation in Africa*, the team selected 23 Entrepreneur Fellows to participate in the program. In most cases, they were from the agricultural sector, including production and value addition enterprises. Members of marginalized groups, such as women, adults working to empower youth, and individuals with disabilities, were prioritized in the selection process (OSU Grant Proposal, 2013; see Appendix A). The vision was the selections could transform sectors such as the food processing industry in a developing country, which is "strategic from the point of view of export earnings, domestic industry restructuring, and citizens' nutrition and food security" (Juma, 2011, p. 143).

Funded by the United States Department of State, Bureau of Educational and Cultural Affairs, Citizens' Exchange Program, this project facilitated experiences for learning and collaboration among emerging agricultural and allied sector, mid-level Kenyan, South African, and Ugandan (see Figure 1) entrepreneurs and U.S. business leaders as part of a reciprocal exchange (OSU Grant Proposal, 2013; see Appendix A). Numerous opportunities for enhanced education and cross-cultural exchanges with U.S. citizens were also provided to

the Entrepreneur Fellows. The project was guided by six goals ranging from delivery of professional leadership and entrepreneurial training to facilitating three-week internship/job shadowing experiences to building capacity among the Entrepreneur Fellows, their U.S. mentors, and other interested parties (OSU Grant Proposal, 2013; see Appendix A).

Figure 1. Kenya, South Africa, and Uganda, home countries of the Entrepreneur Fellows.

The project supported Entrepreneur Fellows from each of three countries visiting the United States during one of two Fellowship cycles (12 in cycle one; 11 in cycle two) and a total of 12 U.S. citizens visiting Kenya, South Africa, and Uganda over two cycles. In May of 2014, the first group of 12 Entrepreneur Fellows trained in Oklahoma for four weeks and a second group of 11 Entrepreneur Fellows participated during October of 2014. Each of the Fellows' groups received a fifth week of professional development in Washington, DC. While in the U.S. capital, they interacted with 200-plus Fellows from more than 40 countries and territories and "worked together to address issues of mutual importance, develop[ed] new insights into professional approaches to common issues, and broadened their understanding of foreign working environments, practices[,] and society" (Harrison, Cecchini, Aabye, &

Ettinger, 2014, p. 5).

The first group of six U.S. participants visited Entrepreneur Fellows in South Africa and Uganda during July of 2014 and a second group of six U.S. participants did the same in Kenya, South Africa, and Uganda during May of 2015. These individuals gained real world perspectives of agricultural entrepreneurship in Sub-Saharan Africa, the challenges faced by the Entrepreneur Fellows in implementing their entrepreneurial goals, and participated in briefings about U.S. government agencies' and local education institutions' activities in support of entrepreneurial development in the respective countries (OSU Grant Proposal, 2013; see Appendix A).

The Entrepreneur Fellows' U.S. Experience in Regard to Entrepreneurship

During the five-week U.S.-based fellowships, the Entrepreneur Fellows were initially engaged in an intensive 5-day training program focused on a variety of topics including enhancement of their understanding of entrepreneurial venture development; successful business planning, practices, and skills; ethical business leadership principles; applications of *new media* in various entrepreneurial settings; and propositions of venture financing among others. In addition, a three-week *internship* or series of *job shadowing* experiences were specifically tailored to the Fellows' entrepreneurial goals, aspirations, and resources. More than 60 internship providers from agricultural operations, educational institutions, entrepreneurial ventures, government entities, and non-profit organizations voluntarily participated as mentors for the 23 Entrepreneur Fellows. Green (1997) defined an internship as a "real world work experience where students take on temporary roles as workers in an organization and reflect on these experiences in an academic setting" (p. 9).

In contrast, mentorship was described by Kram (1983) as having two primary functions, psychosocial and career-related. Psychosocial functions may include the provision of acceptance, confirmation, friendship, counseling, and role modeling; whereas, career-related mentoring involves coaching, protection, visibility, sponsorship, and exposure, especially in regard to challenging responsibilities that might lead to a protégé's career promotion (Kram, 1983). As well, Kram (1983) concluded that functions having career relevance emerged first, and elements of a psychosocial nature emerged later in the internship experience.

The mentoring experiences were included in the project because adults are willing to partake in learning opportunities prior, after, or even during an actual life-altering event (Zemke & Zemke, 1995). If convinced the change could become reality, adults will energetically participate in activities such as internships involving mentoring that could help them cope with the changes and challenges they are experiencing. Adults bring valuable experiences that can be significant assets to be shared, acknowledged, and promoted. Adults also value learning with accomplished colleagues/role models (Zemke & Zemke, 1995). Therefore, the internships, job shadowing, and concurrent mentoring were considered essential parts of the Entrepreneur Fellows' professional development experiences while in the United States (OSU Gant Proposal, 2013; see Appendix A).

The Importance of Entrepreneurship Education and Related Opportunities

United States President Barack Obama addressed entrepreneurship and its relevance to individuals from marginalized groups on July 25, 2015 while in Nairobi, Kenya. President Obama and the United States Department of State committed significant resources to develop professional relationships across cultures (Obama, 2015). He stated:

> [A]ll of you embody a spirit that we need to take on [to address] some of the biggest challenges that we face in the world -- the spirit of entrepreneurship, the idea that there are no limits to the human imagination; that ingenuity can overcome what is and create what needs to be. Entrepreneurship means ownership and self-determination, as opposed to simply being dependent on somebody else for your livelihood and your future. . . . It's hard to tap into the networks and mentors that can mean the difference between a venture taking off and one that falls flat. . . . Sometimes women or folks from communities that historically have not been viewed as entrepreneurial may not have the means of opening those doors just to get in front of the right person. (Obama, 2015, para. 3-5)

Statement of the Problem

"Africa is at the crossroads. Persistent food shortages are now being compounded by new threats arising from climate change" (Juma, 2011, p. xiv). New opportunities that could facilitate transformation of African agriculture to be an economic force for growth, according to Juma (2011), are being guided by a fresh group of African leaders. These leaders, who in many cases are entrepreneurs, will need assistance. "National, regional, and local economic development agencies use entrepreneurial mentoring as one ingredient in a wide assortment of assistance programs to help entrepreneurs and small business owners. . . . [S]uch programs have been in operation since the early 1990s" (Bisk, 2002, p. 262).

Bisk (2002), however, indicated that entrepreneurial mentoring programs, on their own, will never be the sole catalyst for growth in entrepreneurial activities, nor should they be expected to fulfill that role. Rather, the potential contributions of such programs are as components of a nation's overall economic development.

Links have been recognized between the poverty and wealth of developing countries and the influence of entrepreneurs on each nation's economy. Entrepreneurship has been credited with stimulating innovation, competitiveness, and economic growth in selected countries in addition to contributing to the alleviation of poverty over time (Landes, 1998). "Yet, entrepreneurship in developing countries is arguably the least studied significant economic and social phenomenon in the world today" (Lingelbach, De La Vina, & Asel, 2005, p. 1).

Nevertheless, Reynolds, Camp, Bygrave, Autio, and Hay (2004) indicated that at least 400 million entrepreneurs from developing countries were managers or owners of new firms in 2003. In that regard, the most rewarding future research may be to analyze entrepreneurs' similarities and differences, including variables of self-control, vulnerability to framing, and aversion to ambiguity, that could influence the development and evolution of their ventures (Bhidé, 2000). "How these differences may vary across countries and the underlying drivers of these differences, may help us to gain better understanding of why some countries have more successful entrepreneurs than others" (Lingelbach et al., 2005, p. 2).

In addition, the Organisation for Economic Cooperation and Development (OECD) [2009] reported on entrepreneurship in 34 member countries. Their report was titled *Strengthening Entrepreneurship and Economic Development in East Germany: Lessons from Local Approaches* (OECD, 2009). The report indicated:

> The need to strengthen entrepreneurial culture and cultivate favourable attitudes towards entrepreneurship and enterprise development became obvious from all local case studies. The importance of an entrepreneurial culture that encourages start-ups and enhances SME [small to medium enterprise] growth has translated into

government action and a slew of public-private initiatives. (OECD, 2009, p. 73)

The OECD report (2009) continued: "[A]t the local level, in some areas, a lack of identifiable local entrepreneurial role models and success stories became evident. In fact, successful entrepreneurs may even receive more envy than appreciation from other people" (p. 73). In their policy recommendations, the OECD (2009) identified creating role models and champions as one of its eight critical elements to use in enhancing attitudes and an entrepreneurial culture.

However, "[w]ith few exceptions, international comparative studies of entrepreneurship are rare, hampered by barriers such as the difficulty in gaining access to entrepreneurs in other countries, the expense involved, and the lack of reliable published data" (Thomas & Mueller, 2000, p. 289). Entrepreneurship and the development of entrepreneurs in developing countries, including nations of Sub-Saharan Africa, have not been well studied (Juma, 2011; Lingelbach et al., 2005). Evidence of the impact of professional development for entrepreneurs, especially training and related experiences made possible in a developed country, such as the United States, is also rather scant. For example, Thomas and Mueller (2000) indicated access to entrepreneurs of other countries and costs associated with researching them are often prohibitive. This study, however, has the potential to fill a void in the entrepreneurship literature related to these challenges and, perhaps, especially in regard to entrepreneurs working in agriculture and its allied sectors in developing countries.

Finally, the *Empowering Aspiring Entrepreneurs for Economic Success: A Professional Fellows Program for Kenya, Uganda, and South Africa* project (OSU Grant Proposal, 2013; see Appendix A) provided entrepreneurial training that created relationships

with and *access to* (Thomas & Mueller, 2000) a sample of Sub-Saharan African entrepreneurs. As a consequence, researching the entrepreneurs' experiences after they returned home was a realistic objective and the aim of this study.

Purpose of the Study

The purpose of this study was to describe the views of individuals from Kenya, South Africa, and Uganda regarding their entrepreneurial experiences after participation in a professional development program intended to enhance their capacity as entrepreneurs in their home countries. The study also sought to describe the Entrepreneur Fellows' perceptions of the program's impact, especially its mentoring component, on their entrepreneurial endeavors after returning to their communities. In addition, the unique entrepreneurial training and support needs of women and other marginalized groups comprising a portion of the Fellows' cohort were explored.

The Study's Research Questions

Six research questions guided this study:

1. What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?
2. What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?
3. What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?
4. How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?
5. What were the Entrepreneur Fellows' perceptions of the entrepreneurial

mentoring received during the fellowship program?

6. What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?

Assumptions

Four assumptions were made for the purpose of this study:

1. The Entrepreneur Fellows were willing to share their views about the Fellowship program, including aspects of their relationships with internship and job shadowing mentors.
2. The Fellowship program was relevant to the Entrepreneur Fellows' goals and aspirations as self-identified for their experiences in the United States.
3. The Entrepreneur Fellows had used the knowledge and skills gained through their participation in the Fellowship program as they enhanced or developed their entrepreneurial ventures after returning to their home countries.
4. *New media* were integrated into the Entrepreneur Fellows' professional and personal activities after returning home.

Scope and Limitations of the Study

The study included five limitations:

1. The scope of this study was limited to 22 of 23 Entrepreneur Fellows who participated in the project.
2. The knowledge produced through this study is limited to the Entrepreneur Fellows from Kenya, South Africa, and Uganda who participated in the grant-

funded project conducted by faculty members at OSU during 2014 and 2015.

3. Interviews with 15 Fellows were conducted face-to-face in South Africa and Uganda. Due to security issues that caused international travel restriction for the researcher, interviews with six Fellows from Kenya were conducted through the use of Skype or Google Hangout. In addition, one Fellow from South Africa was also interviewed this way. This difference in interview format, i.e., face-to-face versus virtual, may have influenced the researcher's understanding and interpretation of the interviews.
4. Participants selected as Entrepreneur Fellows were limited to those fitting the criteria for selection as identified by the U.S. Department of State, matching of the applicants' entrepreneurial goals with potential U.S. business placements, and achieving the objectives of the grant-funded project.
5. The Entrepreneur Fellows maintained relationships with their U.S. mentors and other program-related contacts after returning home by communicating through *new media*.

Definitions of Terms

Thirty-nine key terms were used in the study:

1. Agribusiness:

"Agribusiness includes all those business and management activities performed by firms that provide inputs to the farm sector, produce farm products, and/or process, transport, finance, handle or market farm products" (Downey & Erickson, 1987, p. 6). In addition, Shultz and Edwards (2005) offered "[a]gribusiness is no longer farm centric. Twenty-first century agribusiness encompasses a much broader set of actions,

largely outside the fenced pasture, including the market-oriented sustainable orchestration of food, fiber, and renewable resources" (p. 58).

2. Bureau of Educational and Cultural Affairs:

The administrative unit of the U.S. Department of State that ". . . fosters mutual understanding between the people of the United States and the people of other countries to promote friendly and peaceful relations" (Bureau of Educational and Cultural Affairs, n.d., para. 1).

3. Business incubation:

"An effective means to link technology, capital, and know-how in order to leverage entrepreneurial talent, accelerate the development of new companies, and thus speed the exploitation of the technology" (Grimaldi & Grandi, 2005, p. 111).

4. Business incubator:

> Incubators assist emerging businesses by providing a variety of support services such as assistance in developing business and marketing plans, building management teams, obtaining capital, and access to a range of other more specialized professional services. In addition, incubators provide flexible space, shared equipment, and administrative services. After the incubating period, it is intended that ventures graduate to become independent, self-sustaining businesses. (Grimaldi & Grandi, 2005, p. 111)

Four categories mapped by Grimaldi and Grandi (2005) as incubators were Business Innovation Centres (BICs), Corporate Private Incubators (CPIs), Independent Private Incubators (IPIs), and University Business Incubators (UBIs).

5. Career-related support:

"In the context of entrepreneurial mentoring, this [support] deals with areas of management – finance, marketing, competition, intellectual property rights, etc." (Bisk, 2002, p. 263).

6. Coaching:

"Building relationships among people who are continuously learning about the changing environments in which they live and work, intervening in and moving to set aside ineffective and counter-productive habits, and building new skills, practices, habits, and platforms for collaborat[ion]" (Flaherty, 2005, p. xi).

7. Communication:

"Communication is the exchange of information between two or more entities" (Bortree, 2012, p. 273).

8. Culture:

> Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action. (Kroeber & Kluckhohn, 1952, as cited in Baldwin, Faulkner, Hech & Lindsley, pp. 8-9)

9. Entrepreneurial venture:

"[T]he principal goals of an entrepreneurial venture are profitability and growth and the business is characterized by innovative strategic practices" (Carland, Hoy,

Boulton, & Carland, 1984, p. 358).

10. Entrepreneurs:

Bruyat and Julien (2001) indicated Cantillon, Turgot and Say, and Schumpeter provided predominant definitions of the term *entrepreneur*:

i. Cantillon: The entrepreneur is someone who assumes the risk and may legitimately appropriate any profits.
ii. Turgot and Say: The entrepreneur is different from the capitalist, who assumes the risk or uncertainty – the entrepreneur obtains and organizes production factors to create value.
iii. Schumpeter: The entrepreneur performs the function of innovation that enables the liberal system to persist by going beyond its contradictions. (pp. 166-167)

However, Bruyat and Julian (2001) offered a unique definition of an entrepreneur as "an individual responsible for the process of creating new value (an innovation and/or a new organization) – in other words, the individual without whom the new value would not be created" (p. 169).

A historical definition offered by Carland et al. (1984) suggested "[a]n entrepreneur is an individual who establishes and manages a business for the principal purposes of profit and growth. The entrepreneur is characterized principally by innovative behavior and will employ strategic management practices in the business" (p. 358).

11. Entrepreneurship:

"The willingness to pursue opportunity, regardless of the resources under control. It is

typical of the entrepreneur to *find a way* [italics in the original]" (Stevenson & Jarillo-Mossi, 1990, p. 23). The nature of entrepreneurship was investigated by Gartner (1990) and reported in his article, "What Are We Talking About When We Talk About Entrepreneurship?" His Delphi investigation of the responses of 44 researchers and practitioners resulted in the identification of 90 entrepreneurship attributes, as characterized by eight themes: entrepreneur, innovation, organization creation, creating value, profit or nonprofit, growth, uniqueness, and owner-manager (Gartner, 1990).

12. Food insecurity:

"Limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways" (Bickel, Nord, Price, Hamilton, & Cook, 2000, p. 6).

13. Food security:

> Access by all people at all times to enough food for an active, healthy life. Food security includes at a minimum: (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways. (Bickel et al., 2000, p. 6)

14. Formal mentoring:

"This is the process of a third party (company, institution, agency) matching mentors and mentees, forming a relationship in which career focused knowledge and ideas are shared" (Bisk, 2002, p. 263).

15. Heuristic techniques:

> Rules of thumb for reasoning, a simplification, or educated guess that reduces

> or limits the search for solutions in domains that are difficult and poorly understood. Unlike formal structures like algorithms, heuristics do not guarantee optimal, or even feasible, solutions and are often used with no theoretical guarantee. (Soegaard & Dam, 2013, p. 8)

16. Individuals with disabilities:

According to the *Equal Employment Opportunity Commission* (n.d.), the Americans with Disabilities Act Law defines disabilities with "respect to individuals [as] a physical or mental impairment that substantially limits one or more of the major life activities of such individuals; a record of such an impairment; or being regarded as having such an impairment" (p. 5). Further, a disability, as defined by the U.S. Social Security Administration (USSSA) [2016] is based on an individual's "inability to work" (para. 2). A person may be considered disabled by the SSA (2016) under three rules:

> you cannot do work that you did before; we decide that you cannot adjust to other work because of your medical condition(s); and your disability has lasted or is expected to last for at least one year or to result in death. (para. 2)

17. Informal mentoring:

"This is the process of individuals (either the mentors or mentees) making the selection on their own, even if a third party has encouraged the process of forming a relationship in which career-focused knowledge and ideas are shared" (Bisk, 2002, p. 263).

18. Internship:

> An internship is a form of experiential learning that integrates knowledge and

> theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (National Association of Colleges and Employers, 2015, para. 6)

19. Job shadowing:

Paris and Mason (1995) defined job shadowing as

> work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site. (as cited in McCarthy & McCarthy, 2003, p. 47)

A vocationally relevant definition provided by the Idaho Department of Labor (n.d.) described

> [j]ob shadowing [a]s a limited exploration of a specific occupation or industry through placement, typically at a private sector worksite. Job shadowing is designed to be much like an expanded version of *career day*, where individuals are able to view others working in certain occupational areas. (p. 2)

20. Kenya

According to the U.S. Central Intelligence Agency (2016), Kenya is a country located in "[e]astern Africa, bordering the Indian Ocean, between Somalia and Tanzania" with a total area of "580,387 square kilometers" that is "slightly more than twice the size of Nevada" (para. 1, 4, 5).

21. Marginalized groups:

> Marginalization can be understood as persistent inequality and adversity resulting from discrimination, social stigma and stereotypes. From inaccessible polling stations to information unavailable in minority languages to discriminatory laws to a lack of access to information, significant barriers to entering the political process exist for those at the margins. (National Democratic Institute, 2016, para. 2)

22. Mentees:

"These are the self-same entrepreneurs who are participants in the mentor programme. (Some programs use the terms protégés or mentees)" [Bisk, 2002, p. 263].

23. Mentors:

"Those (sometimes referred to in other programs as coaches, advisers, counselors) are the individuals the mentor programme has assigned to provide advice to its clients" (Bisk, 2002, p. 263).

24. Mentorship:

"A mentorship is a relationship in which career focused knowledge and ideas are shared and aids less experienced individuals in attaining expertise and developing a network of professional contacts" (National Association of Colleges and Employers, 2015b, para. 1).

25. Networking:

> Well managed network connectivity is critical to performance, learning and innovation. . . . [W]hom you know has a significant impact on what you come to know because relationships are critical for obtaining information, solving problems, and learning how to do your work. (Cross & Parker, 2004, pp. 10-11)

26. Oklahoma:

Oklahoma's population in 2015 was reported as 3,911,338. The state covers 69,898 square miles and has an average per capita income of $25,136. Its statehood was achieved on November 16, 1907 (National Geographic, 2016; U.S. Census Bureau, 2016).

27. Oklahoma State University:

"Founded on December 25, 1890, and formerly known as Oklahoma A & M College, Oklahoma State University was established as a Land Grant University" (Oklahoma State University, 2012, para. 1).

28. Opinion leaders:

"Members of the social system in which they exert their influence" (Rogers, 2003, p. 27).

29. Psychosocial support:

"In the context of entrepreneurial mentoring, it refers to values systems, self-worth, personal advice, and issues of interpersonal relationships" (Bisk, 2002, p. 263).

30. Quintain:

"An object or phenomenon or condition to be studied – a target but not a bull's eye. For a multicase study, it is the target collection" (Stake, 2006, p. 6).

31. Small business (as defined in the United States of America):

> [i]s organized for profit[; h]as a place of business in the US[; o]perates primarily within the U.S. or makes a significant contribution to the U.S. economy through payment of taxes or use of American products, materials or labor[; i]s independently owned and operated[; and i]s not dominant in its field on a national basis. (U.S. Small Business Administration, 2016, para. 2)

32. Small business owner:

> A small business owner is an individual who establishes and manages a business for the principal purpose of furthering personal goals. The business must be the primary source of income and will consume the majority of one's time and resources. The owner perceives the business as an extension of his or her personality, intricately bound with family needs and desires. (Carland et al., 1984, p. 358)

33. Small business venture:

"A small business venture is any business that is independently owned and operated, not dominant in its field, and does not engage in any new marketing or innovative practices" (Carland et al., 1984, p. 354). On the other hand, an *entrepreneurial venture* "engages in at least one of Schumpeter's . . . categories of behavior: that is,

the principal goals of an entrepreneurial venture are profitability and growth and the business is characterized by innovative strategic practices" (Carland et al., 1984, p. 358).

34. Social entrepreneurs:

> Throughout the world, socially conscious individuals have introduced and applied innovative business models to address social problems previously overlooked by business, governmental and non-governmental organizations (NGOs). These entrepreneurs have played a vital role in ameliorating adverse social conditions, especially in underdeveloped and emerging economies where resource scarcity and corruption among governments and, even NGOs, severely limit the attention given to serious social needs. (Prahalad, 2005, & Zahra, Rawhouser, Bhawe, Neubaum, & Hayton (in press), as cited in Zahra, Gedajlovic, Neubaum & Shulman, 2009, p. 520)

35. Social entrepreneurship:

Fowler (2000) defined social entrepreneurship as "the creation of viable socioeconomic structures, relations, institutions, organizations and practices that yield and sustain social benefits" (p. 649).

36. Social venture:

"A social venture is an undertaking by a firm or organization established by a social entrepreneur that seeks to provide systemic solutions to achieve a sustainable, social objective" (C. Watters, personal communication, August 25, 2015). Moreover, according to Dees (2011),

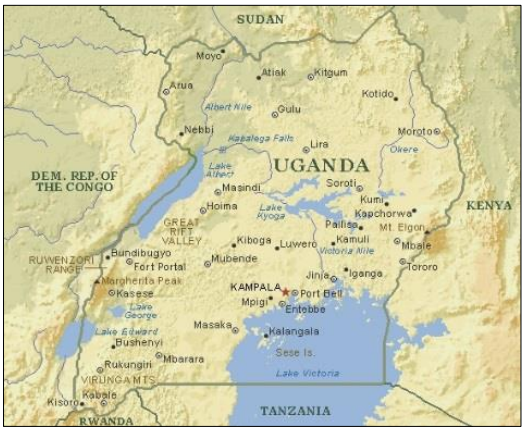
> social ventures span a spectrum fully reliant on philanthropy and government

subsidy at one end to fully commercial and business-like at the other. . . . The business model has to align with the strategy for social impact. . . . For-profit ventures, social business ventures, and hybrid ventures that mix elements from the philanthropic and commercial worlds have become common. (p. 4)

37. South Africa:

South Africa is a country located at the "southern tip of the continent of Africa" with a total area of "1, 219,090 sq. km." that is "slightly less than twice the size of Texas," according to the U.S. Central Intelligence Agency (2016, para. 1, 4, 5).

38. Uganda:



According to the U.S. Central Intelligence Agency (2016), Uganda is a country located in "East-Central Africa, west of Kenya, east of the Democratic Republic of the Congo" with a total area of "241,038 sq. km.," and is "slightly smaller than Oregon" (para. 1, 4, 5).

39. United States Department of State:

An administrative entity of the Federal Government of the United States of America, which is a part of the executive branch. The department is led by the U.S. Secretary of State and includes the administrator for the U.S. Agency for

> International Development, U.S. Permanent Representative to the United Nations, the Counselor and Chief of Staff, and multiple Under Secretaries. (U.S. Department of State, 2009)

Summary

The introductory chapter of this study was intended to provide a foundation on which the investigation of the views of the Entrepreneur Fellows from Kenya, South Africa, and Uganda would be conducted. A description of the involvement of university agricultural educators and communicators in an entrepreneurship training and mentoring program was aligned with global aspects of Doerfert's (2011) *National Research Agenda* for agricultural education, Federoff's (2009) global vision building, and Collier's (2007) empowerment vision for *heroes* or positive agents of change in developing countries. An overview of the *Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda* (OSU Grant Proposal, 2013; see Appendix A) was provided about the selection, training, mentoring, and engagement of the project's *entrepreneurial heroes*, i.e., the Entrepreneur Fellows. The study's statement of the problem, purpose and research questions, assumptions, as well as scope and limitations were also elucidated. Finally, 39 terms relevant to this particular study were defined or operationalized.

CHAPTER II

REVIEW OF LITERATURE

This review of literature consists of seven sections and related subsections. The first section provides an overview of entrepreneurship. The second section examines social networks and entrepreneurship. The third section describes social entrepreneurship and social ventures. The fourth section assesses the breadth of job shadowing and internship-type learning experiences and the impacts of such in educational, extension, industrial, and global business settings. The fifth section explores the concept of mentoring and its role in entrepreneurship. The sixth section describes international and cross-cultural exchange programs. The final section explains the conceptual and theoretical frameworks underpinning this study.

Entrepreneurship

"*Entrepreneurship* [italics added] is the willingness to pursue opportunity, regardless of the resources under control. It is typical of the entrepreneur to find a way" (Stevenson & Jarillo-Mossi, 1990, p. 23). Described another way, George and Zahra (2002) stated: "Entrepreneurship is the act and process by which societies, regions, organizations, or individuals identify and pursue business opportunities to create wealth" (p. 1). Stevenson and Gumpert (1985) described entrepreneurs as people who run the spectrum from stodgy trustees to pure promoters in their article, "The Heart of

Entrepreneurship."

Entrepreneurship professors, such as Dr. Craig Watters of Oklahoma State University, provide entrepreneurship students with a variation of this definition, i.e., the "process of creating value by bringing together a unique package of resources to exploit an opportunity" (C. Watters, personal communication, August 25, 2015). Watters (C. Watters, personal communication, August 25, 2015) also defined the term *entrepreneur* for his students by comparing definitions derived from the literature: a) an individual who conducts reformation or revolutionary functions in regard to a business enterprise or venture (Stevenson & Gumpert, 1985); b) one who "revolutionize[s] the pattern of production by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way" (Schumpeter, 1942, p. 132); c) an individual who exploits opportunities created by change (Drucker, 1985); and (d) a person who shifts resources out of an area of lower economics into an area of greater yield and higher productivity (Say, 1800, as cited in Dees & Anderson, 2001).

Timmons (1989) defined entrepreneurship as "the ability to create and build something from practically nothing. It is initiating, doing, achieving, and building an enterprise or organization, rather than just watching, analyzing or describing one" (p. 1). Timmons explained:

> Entrepreneurs use failure as a tool for learning and trade perfection for effectiveness. They go after an opportunity independently of the resources they actually control. Entrepreneur[ial] approaches are often driven by minimum, rather than maximum, resources driving them to be innovative when proposing

solutions to problems. (as cited in Gosper & Ifenthaler, 2014, p. 119)

"The combination of a context in which an opportunity is situated, a set of personal characteristics required to identify and pursue this opportunity, and the creation of a particular outcome [also] describes entrepreneurship" (Martin & Osberg, 2007, p. 31).

Kgomoeswana (2014) addressed the concept of entrepreneurship on a global scale in his book, *Africa is Open for Business*:

> Traveling helps one appreciate the similarities between entrepreneurs all over the world. I meet the same type of entrepreneurial youngsters in Soweto, South Africa, as those I encounter in Kampala, Uganda, or Douala, Cameroon. They are looking for the same thing, opportunity. The difference between them and those without entrepreneurial flair is that they are persistently willing to make a way where there is none. (p. 7)

Entrepreneurship in Africa

Marsden (1990) described *African entrepreneurship* as a "key factor in the development process. Entrepreneurs innovate and assume risks. They hire and manage labor forces. They open up markets. They find new combinations of materials, processes, and products. They initiate change and facilitate adjustment in dynamic economics" (p. 1). Private entrepreneurship was downplayed since the 1960s widely throughout Africa due to the widespread belief that entrepreneurial roles could be performed better by state personnel than by private entrepreneurs. Policymakers, development economists, and aid agencies favored government controls and central planning over individual enterprise. They perceived social goals and ambitious economic aims could be most successful if state ownership was exercised on production or through taxation, regulations, or licensing

requirements (Mardsen, 1990).

In the 1990s, a reappraisal took place regarding development strategies due to inefficiencies of the public sector and distortions in markets produced by government intervention (Marsden, 1990). *From Crisis to Sustainable Growth – Sub Saharan Africa: A Long-Term Perspective Study* was a 1989 report funded by the World Bank that stated: "Africa needs its entrepreneurs. Achieving sustainable growth will depend on the capacity of people from all levels of African society to respond flexibly as new market and technical opportunities emerge" (The World Bank, 1989, p. 135). To address the needs of more than 600 million additional people reflecting a doubling of the size of the workforce, the authors of the report asserted entrepreneurs would play a primary role in transforming economies in Africa. A consensus, reflected increasingly in policy initiatives and reforms was developing about the future prospects of Africa's entrepreneurs. By providing an atmosphere in which individuals develop their talents and skills to capacity, countries in Africa could make entrepreneurship and its catalytic potential into a primary strategy for stimulating sustainable development with equity. With meaningful support, the entrepreneurial sector can grow and assist in spurring social progress and alleviating poverty (The World Bank, 1989).

One significant change proposed for global entrepreneurship education was a move from the basic development of entrepreneurial skills through vocational training focused on an employment orientation to promoting programs that enable and empower people to create their own employment opportunities (Grunwald, Nell, & Shapiro, 2004; Rivera & Davis, 2007; Skelton, Fraser, Freire, & Laos, 2003). "Africa is on the cusp of an exciting era of change. What is needed is not necessarily more aid and handouts, but a

focus on creating innovative individuals who are comfortable and confident in forging ahead their own way" (Rivera & Davis, 2007, p. 5). A related article, appearing in *Agricultural Systems* in 2008, focused on post-secondary agricultural education and training serving a "vital role . . . in building the capacity of [Sub-Saharan African] organisations and individuals to transmit and adapt new applications of existing information, new products and processes, and new organization culture and behaviors" (Spielman, Ekboir, Davis, & Ochieng, 2008, p. 1).

The World Bank (1989) indicated an additional element of building capacity in Africa is "training for excellence" (p. 54):

> To make progress every country needs a technocratic elite of entrepreneurs, civil servants, administrators, academics, and other professionals. Although few in number, they will be important catalysts for development. With technology advancing rapidly, Africa will need scientists and technicians if it is not to be left behind. (p. 54)

El-Namaki (1988) wrote about specific areas to consider when intending to "encourag[e] entrepreneurs in developing countries" (p. 98), including nations of Sub-Saharan Africa. An initial consideration should be the entrepreneur's "propensity to enterprise" (El-Namaki, 1988, p. 100). A United States Agency for International Development (USAID) project explored the competencies of superior and average entrepreneurs in three countries, including India, Ecuador, and Malawi, through the behavioral event interviews of 72 participants, i.e., 36 superior and 36 average performers. Preliminary results identified 13 competencies making up a "personal entrepreneurial competency model" (El-Namaki, 1988, p. 100). The profile included

"initiative, opportunity identification and exploration, persistence, information seeking, concern for high quality of work, commitment to work contract, efficiency-orientation, systematic planning, problem solving, self-confidence, persuasion, use of influence strategies and assertiveness" (El-Namaki, 1988, p. 100).

Social Networks

In their article, "A Paradigm of Entrepreneurship," Stevenson and Jarillo-Mossi (1990) stressed the need for social networks and support systems within entrepreneurial organizations. Much of the social network literature is relevant, from research that shows the usefulness of social networks to supporting the start-up of new ventures to studies analyzing the efficiency of networks in sustaining entrepreneurial ventures long-term (Birley, 1989; Jarillo & Ricart, 1987; Lawrence & Johnson, 1988). Spielman et al. (2008) emphasized the need in Sub-Saharan Africa for "the development of individual and collective capabilities to access, imitate, and adapt existing information, knowledge, and technology by setting up and supporting more active innovation networks" (p. 7). These networks should be developed to provide technical information, as well as assist the movement of a variety of other information among different critical partners. The collaborators could include entrepreneurs, extension agents, non-governmental organization (NGO) members, farmers, researchers, agribusiness professionals, and providers of post-secondary, agricultural education and training (AET) (Spielman et al., 2008).

Though professional associations could be considered innovative networks, Spielman et al. (2008) suggested exchange programs, internships, apprenticeships, sandwich programs, and sabbaticals should be supported with sufficient incentives and

funding to encourage the unique capabilities of agriculturists with entrepreneurial aspirations. To encourage the movement of information and knowledge between and among individuals and organizations, Spielman et al. (2008) suggested networks be built among input suppliers, members of agricultural research organizations, farmers, and university science program leaders. "Networks could be formed to engage international agricultural research centres and foreign universities more aggressively and on more equal footing with African counterparts" (Spielman et al., 2008, p. 7).

Jenssen (2001) studied the impact of social networks and entrepreneurial resources on entrepreneurship in Norway. This study indicated "social networks are important channels for resources. The introduction of resources as an intervening variable considerably increased the explanatory power of the network approach" (Jenssen, 2001, p. 103). As well, Jenssen (2001) stated: "It is beneficial to develop a range of both strong and weak relationships, because the strength of weak ties probably influences what kind of resources flow through those ties" (p. 109). According to Rogers (2003), "the information-exchange potential of communication network links is negatively related to their degree of (1) communication proximity and (2) homophily" (p. 340) which is the "degree to which a pair of individuals who communicate are similar" (p. 305), including individuals with entrepreneurial aspirations.

In regard to *strength of weak ties*, Rogers (2003) stated "weak ties are often bridge links (defined as an individual who links two or more cliques in a system from his or her position as a member of one of the cliques), connecting two or more cliques" (p. 340). If the weak ties became somehow eliminated, the outcome would be a disconnected set of distinct cliques (Rogers, 2003). "Even though weak ties are not a frequent path for

the flow of communication messages, the information flowing through them can play a crucial role for individuals and for the system" (Rogers, 2003, p. 340). "The strength of a tie is a (probably linear) combination of the amount of time, the emotional intensity, the intimacy (mutual confiding), and the reciprocal services which characterize the tie" (Granovetter, 1973, p. 1361).

Entrepreneurs develop their ideas from a variety of sources, and many times involve a combination of new acquaintances, ongoing business partners, friends, and family members reflecting both weak and strong ties (Ruef, 2002). According to Renzulli, Aldrich, and Moody (2000), "[s]tudies of business start-ups among nascent entrepreneurs suggest that such network diversity can have beneficial effects above and beyond the cumulative effect of networks ties considered individually" (as cited in Ruef, 2002, p. 432). In addition, Ruef (2002) explored the abilities of entrepreneurs as the foundation for increased innovative actions based on their connections to similar entrepreneurs. Ruef's analysis of more than 700 start-ups found entrepreneurs to "(i) obtain non-redundant information from their social networks; (ii) avoid pressures for conformity; and (iii) sustain trust in developing novel—and potentially profitable—innovations . . . [thus providing] effects on innovation via the network ties and enculturation of entrepreneurs" (p. 427).

Social Entrepreneurship

Social entrepreneurship as an operational concept has become recognized in the terms used to discuss business. "It holds a place in the curriculum of leading business schools, and it is the subject of numerous professional and academic meetings" (Peredo & McLean, 2006, p. 3). In their paper, "Social Entrepreneurship: A Critical Review of

the Concept," Peredo and McLean (2006) indicated the most important criteria to distinguish social entrepreneurship from traditional entrepreneurship are the "aim(s) at creating social value, either exclusively or at least in some prominent way" (p. 64). Other identified criteria include showing capacity to take advantage and recognize opportunities that create value (titled envision); employing innovation that can range from redistributing social value to adapting other's novel ideas to creating outright invention; accepting a higher than average level of risking in developing and distributing social value; and being uniquely resourceful in the face of scarce resources to advance specific social ventures (Peredo & McLean, 2006).

Over time, the work of Hayek (1945), Schumpeter and Opie (1934), and Kirzner (1973) provided the foundation for the identification of three different types of social entrepreneurs. They were identified by Zahra et al. (2009) as *social bricoleurs, constructionists,* and *engineers*:

> Social Bricoleurs usually focus on discovering and addressing small-scale local social needs. Social Constructionists typically exploit opportunities and market failures by filling gaps to underserved clients in order to introduce reforms and innovations to the broader social system. Finally, Social Engineers recognize systemic problems within existing social structures and address them by introducing revolutionary change. As a result, these entrepreneurs often destroy dated systems, and replace them with newer and more suitable ones. (p. 519)

Fowler (2000) provided a hybrid definition of the three by defining social entrepreneurship as "the creation of viable socioeconomic structures, relations, institutions, organizations and practices that yield and sustain social benefits" (p. 649).

Social entrepreneurs are individuals who "course out function or revolutionize patterns of destruction by creating something new and exploit an innovation or untried opportunity with the possibility of producing a new commodity or revitalizing an old one" (C. Watters, personal communication, August 25, 2015). Corporations also can be socially entrepreneurial, i.e., being socially responsible and still attaining their business targets. In addition, "social problems could be solved using entrepreneurial principles that produce social change" (C. Watters, personal communication, September 8, 2015).

Light (2006) proposed an enhanced definition of a social entrepreneur: "A social entrepreneur is an individual, group, network, organization, or alliance of organizations that seeks sustainable, large-scale change through pattern-breaking ideas in what or how governments, nonprofits, and businesses do to address significant social problems" (p. 50). In addition, Light (2006) suggested a reshaping of social entrepreneurship based on three decades of foundational work provided by Skloot of the Surdna Foundation who coined the phrase *nonprofit venture*, as well as Drayton of Ashoka Innovators for the Public who was first credited as using the phrase *social entrepreneurship*.

In his "Reshaping Social Entrepreneurship" article, Light (2006) stated Ashoka defined *social entrepreneurs* as "those with committed vision and inexhaustible determination to persist until they transformed an entire system and who go beyond the immediate problem to fundamentally change communities, societies, and the world" (p. 48). Light (2006) went on to identify four principle problems or biases with these definitions: focusing on personal traits; individualistic focus without inclusion of organizational resources that may cause change; individualistic responsibility for change; and ignoring the pipeline of support that could be impactful.

Ashoka, Drayton's foundation, focuses on supporting and developing innovators who can employ *changemaking* "in a team of teams[‘] model that addresses the fluidity of a rapidly evolving society" (Ashoka, n.d. para. 2). Drayton and his group assert "that anyone can learn and apply the critical skills of empathy, team work, leadership and changemaking to be successful in the modern world" (Ashoka, n.d., para. 2). They claim to have the "world's largest community of leading social entrepreneurs (over 3000) across 70 countries" (Ashoka, 2013, p. 2). Their impacts are grouped in five areas: 1) value chains and market dynamics; 2) industry norms and public policy; 3) empathy and full inclusion; 4) congruence on a business-social level; and 5) changemaking as a culture (Ashoka, 2013).

Kickul and Lyons (2012) examined the value of social entrepreneurship in their book, *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*. The authors stated that for an idea to be a socially viable opportunity, "it must have the potential to create social value for the customers, or target beneficiaries. The five criteria listed for assessing value are social need, mission alignment, achievable impact, social return on investment, and community support" (Kickul & Lyons, 2012, p. 55). The researchers summarized the unique qualifications of a social entrepreneur as able to choose a problem that resonates with him or her; strategic and nimble while moving decisively and quickly to tackle a problem; enables transformation, not solving problems through transactional activities; uses, maintains, and builds social capital, which is based on networking; not being driven by profit, but focuses on attaining a mission; responsible to society; fosters environmental and social innovation; circumnavigates politics; and lends stability and equity that facilitates

development (Kickul & Lyons, 2012). Kickul and Lyons (2012) also asserted social entrepreneurs having the above characteristics could break the stalemates experienced when public and private leaders do not solve society's most pressing issues.

Social Ventures

Across Africa, entrepreneurs are driven by different reasons to engage in entrepreneurship but, according to Sriram and Mersha (2010), "their ultimate goal is the same—they want to succeed in attaining their desired goals and objectives although they have different measures of success" (p. 259). Some may aim to boost the income of their families, while others are enticed by the potential freedom of working in a business for which they have passion; yet, others want financial stability allowing them to channel profits to help causes they hold dear (Sriram & Mersha, 2010).

For-profit social ventures were described by Dees and Battle Anderson (2003) as entrepreneurial organizations:

> 1. Legally incorporated as for-profit entities, with one or more owners who have a formal right to control the firm and who are entitled to its residual earnings and net assets. . . .
>
> 2. Explicitly designed to serve a social purpose while making a profit. Having a social purpose involves a commitment to creating value for a community or society rather than just wealth for the owners or personal satisfaction for customers. (p. 2)

In addition, according to Dees and Battle Anderson (2003), social ventures defined as *for-profit* use social impact as a measure of their accomplishments. Entrepreneurs following this type of approach may also concentrate on creating economic value. Hence,

social entrepreneurs have dual financial and social goals directing their organizational decision-making and defining their success. This system is frequently referred to as a "double bottom line" (p. 2).

Some researchers, such as Kickul and Lyons (2012), use the term *social venture* interchangeably with *social entrepreneurship* in their writing. According to Kickul and Lyons (2012), social ventures can be most valuable when they address society's problems that formal businesses or governments cannot solve because this "is social entrepreneurship's market niche" (p. 8).

Best practices in this regard can be acquired in a variety of ways. One study conducted by Brock and Steiner (2009) investigated how academia could help students explore social entrepreneurship, its best practices, its challenges, and perpetuation of related ventures. The research encompassed analysis of 107 syllabi associated with social entrepreneurship courses offered by U.S. and international higher education institutions. Although they did not presuppose their list as exhaustive, Brock and Steiner (2009) identified it to contain "the greatest number of courses analyzed to date" (p. 3). When providing social entrepreneurship education, Brock and Steiner (2009) found faculty used a variety of teaching methods, including traditional lectures, case study discussions, and business plan writing, and encouraged the interviewing and/or shadowing of veteran social entrepreneurs.

Job Shadowing/Internship-Type Learning Experiences

Efforts to develop international global partnerships, to cooperate with governments having shared interests of preserving quality of life and shared security, and to invigorate existing educational systems are in the best interests of Americans in the

context of today's global business (Collins & Davidson, 2001). "General findings show that American education is behind in terms of development of international programs, and specifically areas such as language requirements, exchange programs, and internships for both students and faculty," according to Webb, Mayer, Pioche, and Allen (1999, p. 381). Recruiters are looking for certain qualifications when reviewing applications for international position vacancies. Beamish and Calof (1989) conducted a meta-analysis of studies with Canadian corporations, academic institutions, and public sector organizations. Their analysis prompted assertions about the expectations and needs of business and government for work in international business fields, among other concerns, in association with the Corporate-Higher Education Forum's Task Force on International Business Education.

Beamish's and Calof's (1989) research indicated that

> while business experience and functional skills were considered more important than international business skills for entry-level international positions, an awareness of international issues as well as some foreign language training were important and would provide the applicant with a competitive advantage in the hiring process. . . . The need to combine international business skills with work experience could suggest support for cooperative international educational programs. (pp. 555-557)

Webb et al. (1999) reinforced this concept and reported first-hand knowledge is most effective in preparing for international business careers. "Internships and foreign exchange programs are two ways to obtain such experience" (Webb et al., 1999, p. 394). In addition, Pires (2000) said: "Well designed cultural exchange programs allow students

to build upon real-world experiences utilizing knowledge gained in educational settings" (p. 40).

Becoming conscious of global perspectives can help international exchange participants modify notions of their host countries and views of their own culture and countries in new and unique ways (Odell, Williams, Lawrence, Gartin, & Smith, 2002). Pires (2000) indicated differences in cultural understanding can be "dramatic when [individuals of the] . . . two cultures involved are separated not only by linguistic, social, philosophical, and historical differences, but also by gaping economic disparities such as those that exist between Africa and America" (p. 42). "A guiding principle behind efforts to achieve greater understanding and mutual respect among the peoples of the world through cultural exchange is the belief that people learn to live together by *living together* [italics in the original]" (Pires, 2000, p. 41). Myles and Cheng (2003) also found the more exchange participants had contact with host country contacts, the quicker they adapted to their new cultural environments (Myles & Cheng, 2003). When empathy is used to relate to and with another individual, "depth and substance, meaning and complexity, value and beauty beyond what we had seen previously and beyond what we had projected onto them" can be infused into a cross-cultural relationship (Peterson, 2001, p. 65).

> According to Cho and Gao (2005), job shadowing includes many benefits:
>
> Not only is it an opportunity for career exploration, but it can help shatter misconceptions, be used for job training, and can be beneficial for the host. . . . The direct and personal approach offers a good opportunity for them to explore possible future careers. (p. 752)

A job shadowing mentor can help learners identify the specific skills and knowledge used

at a workplace, and gives a host opportunities to mentor and give back to his or her profession. A shadow-host connection can evolve into a mentee–mentor relationship. It can be rewarding to view how mentees grow (Cho & Gao, 2009).

Helping learners of all ages explore changing careers is one advantage of job shadowing, according to educational leaders with Minnesota Career and Technical Education (MCTE) [2016]. The MCTE (2016) suggests advantages to those directly involved with job shadowing, including employers and mentors: helping educate future workforce members about required expectations and skills; promoting career possibilities; showcasing civic connections between the industry and the community; creating personal satisfaction felt by the mentor for contributing to help another person; and promoting relationships that could be established for long-term benefit of the individuals and the workplace.

The Individuals with Disabilities Education Improvement Act (United States Department of Education, 2004) has been updated periodically since 1975 to address training issues and has a specific section featuring the importance of providing job shadowing experiences for individuals with disabilities transitioning from an education setting to an employment situation. In the case of these individuals, "[a] job shadow is spend[ing] several hours or a day with a person in the career of interest; observ[ing] that person on the job; and ask[ing] questions about training, skills, future demand, and wages for this career" (Lamb, 2007, p. 8). This type of experience is intended to help individuals with disabilities learn about careers of interest and narrow their career choices as they transition from educational settings to a work environment (United States Department of Education, 2004).

Job shadowing for professionals was defined by Paris and Mason (1995) as work experience that is temporary and unpaid. Further, the experience is intended to expose the observer to a workplace of interest; provide opportunities to witness, firsthand, the significance of professional preparation; explain possible career avenues; showcase occupational skills and employability attributes in action; and reveal authentic working conditions and environments (as cited in McCarthy & McCarthy, 2006). Nearly any workplace can be a possible job shadowing placement (Paris & Mason, 1995, as cited in McCarthy & McCarthy, 2006).

In some cases, youth-focused job shadowing may vary from shadowing designed for professionals. For example, Hamilton and Hamilton (1997) defined job shadowing as "a step beyond field trips because it lasts longer and because it is individualized, not a group activity. The investment of time and energy is greater on the part of both the young person and the employer" (p. 677). Active work task involvement also can be included to give job shadowers insight into the actual, long-term activities of required job tasks (Hamilton & Hamilton, 1997). Jones and Bjelland (2004) identified the hallmark of international agricultural youth internships as "the concept of *applied academics*, wherein internships are designed to help the student gain a clearer perspective of a set of core and discipline specific competencies that are transferable to any work or career setting" (p. 963).

Mentoring

"Mentoring is one of the most powerful developmental approaches to individuals and organisations" (Clutterbuck, 1999, p. 76). One individual helping another to create "significant transitions in knowledge, work or thinking" (Clutterbuck & Megginson,

1999, p. 10) is an undergirding premise useful in understanding the constructs of *mentorships, coaching,* and *internships.* According to Garvey, Stokes, and Megginson (2009), their research on mentoring and coaching suggested:

> [T]here can be no best way in coaching and mentoring and therefore no best definition . . . although their original roots are different, both mentoring and coaching in the modern context selectively draw on a range of the same narratives to describe the activity. However, it seems that coaching and mentoring are essentially the same in nature. (p. 27)

Two types of mentors were identified in *Learning Alliances: Tapping into Talent* by Clutterbuck (1998): the mentor in North America, where differences in power are reflected in the relationships between a protégé and a mentoring manager; and the mentor in Europe, where power considerations are normally side-lined and what really matters is experiences held by the mentor.

Standards for the first type of mentor have been identified as a priority by a number of organizations in the United States. One such organization is the American Public University System that certifies professionals through the use of competencies, recognition, and ethics (Batchelor, Gray, & Heath, 2016). Batchelor et al. (2016) indicated a community of practice and assessment process for participants was based on five competencies: "1) set goals; 2) focus on awareness; 3) conduct curious conversations by asking empowering questions; 4) plan for action; [and] 5) hold accountable" (para. 2).

Another U.S. organization with a compatible, but unique mission is The National Mentoring Partnership (MENTOR). The Boston-based organization is dedicated to fueling "the quantity and quality of mentoring relationships for America's young people

and to close the mentoring gap" (MENTOR, 2016a, para. 1). Members of the MENTOR staff promote the development and identification of quality mentoring practice (MENTOR, 2016b). In the *Elements of Effective Practice for Mentoring*, six best practices that provide and sustain impactful mentorships and program services are described according to specific benchmarks: "1) recruitment; 2) screening; 3) training; 4) matching and initiating; 5) monitoring and support; and 6) closure" (MENTOR, 2016b, p. 1). MENTOR has been in existence for 25 years and identifies "serving as the unifying champion for the youth mentoring movement" (MENTOR, 2016c, p. 2).

In comparison, European competencies for professional mentors and coaches were prepared by Abrahamsson et al. (2015) for the European Mentoring and Coaching Council (EMCC). Eight competencies serving as the gold standard for professional mentors and coaches were identified by EMCC (2016): "1) understanding self; 2) commitment to self-development; 3) managing the contract; 4) building the relationship; 5) enabling insight and learning; 6) outcome and action orientation; 7) use of models and techniques; and 8) evaluation" (p. 5). A rubric containing capability indicators in each competence category are listed at four professional levels, i.e., foundation, practitioner, senior practitioner, and master practitioner (EMCC, 2016).

Taking a different approach, Stead (2005) described mentoring as "a holistic and fluid concept that attends to professional, corporate and personal development" (p. 178). Moreover, English and Sutton (2000) promoted the term *holistic mentor* to describe an individual who could aid the mentee at professional, personal, and technical levels but who had the expertise and knowledge to encourage interactions with technical or personal specialists, when appropriate. The role of coach (career guidance and knowledge

provider), the role of counselor (listener and emotional supporter), the role of guardian (nurturer and guide), and the role of networker/facilitator (resource and networking facilitator) were four sub-roles described by Clutterbuck (1998) as reflective of mentoring's multifunctional nature.

Stead (2005) credited Beech and Brockbank (1999) in her article, "Mentoring: A Model for Leadership Development," with delineating two broad functions of mentoring. Moreover, Beech and Brockbank (1999) highlighted Kram's work:

> Kram (1988) identified two broad purposes of mentoring. First, career functions, including sponsorship and coaching, which enhance career advancement (of the mentee). Second, psychosocial functions, including friendship, counselling and role modelling were identified as enhancing a sense of competence, identity effectiveness in a professional role. Where career functions are the primary focus, which is often the case in formal mentoring programmes, the model tends to be knowledge-based, instrumental and carefully controlled. (as cited in Beech & Brockbank, 1999, p. 8)

Cox (2000) described mentoring in a social context as "invariably a voluntary activity and is viewed as intrinsically good" (p. 206). Quershi, Challis, and Davies (1983) identified two motivation categories for mentor volunteers: *Expressive,* e.g., altruism, independence, reciprocity, and usefulness; and *Instrumental*, including diversion, friendship, human capital building, and time to spare. In addition, Sheard (1995) analyzed a number of studies resulting in the identification of six primary reasons why individuals volunteer as mentors: attaining work capabilities (nearly 2% – may be more in times of increased unemployment and recession); using spare time (5 to 10%); spiritual interests

(almost 10%); response to direct requests (nearly 10%); interest in activity (25 to 30%); and altruism (as much as 50%).

Mentoring was described by McDougall and Beattie (1997) as "offering a private and protected relationship that enabled mentees to test out new ideas and look at issues from a fresh perspective in a safe and non-threatening environment" (as cited in Stead, 2005, p. 173) in regard to professional settings. Further, Townley (1994) explained the mentoring relationship as "a social relationship where the mentor is key in socialising the mentee into the culture of an organization" (as cited in Stead, 2005, p. 179). And "[m]entors should be acknowledged as highly competent by their colleagues and administrators" (Enz, 1992, p. 72). However, the willingness and ability to explicitly articulate a person's own practice to novices is perhaps more essential for mentors than having expert knowledge (Kennedy, 1987). In the case of education, to achieve the goal of noble aims as a mentor, Enz (1992) concluded it is essential to view providing support for a mentee from a global perspective – not merely guiding but also providing the mentoring environment where she or he can flourish. Mentoring truly attends to the needs of mentees as illustrated in Figure 2 through the collective involvement of a total organization, allowing the bond between mentor and novice to flourish – not to just exist (Enz, 1992).

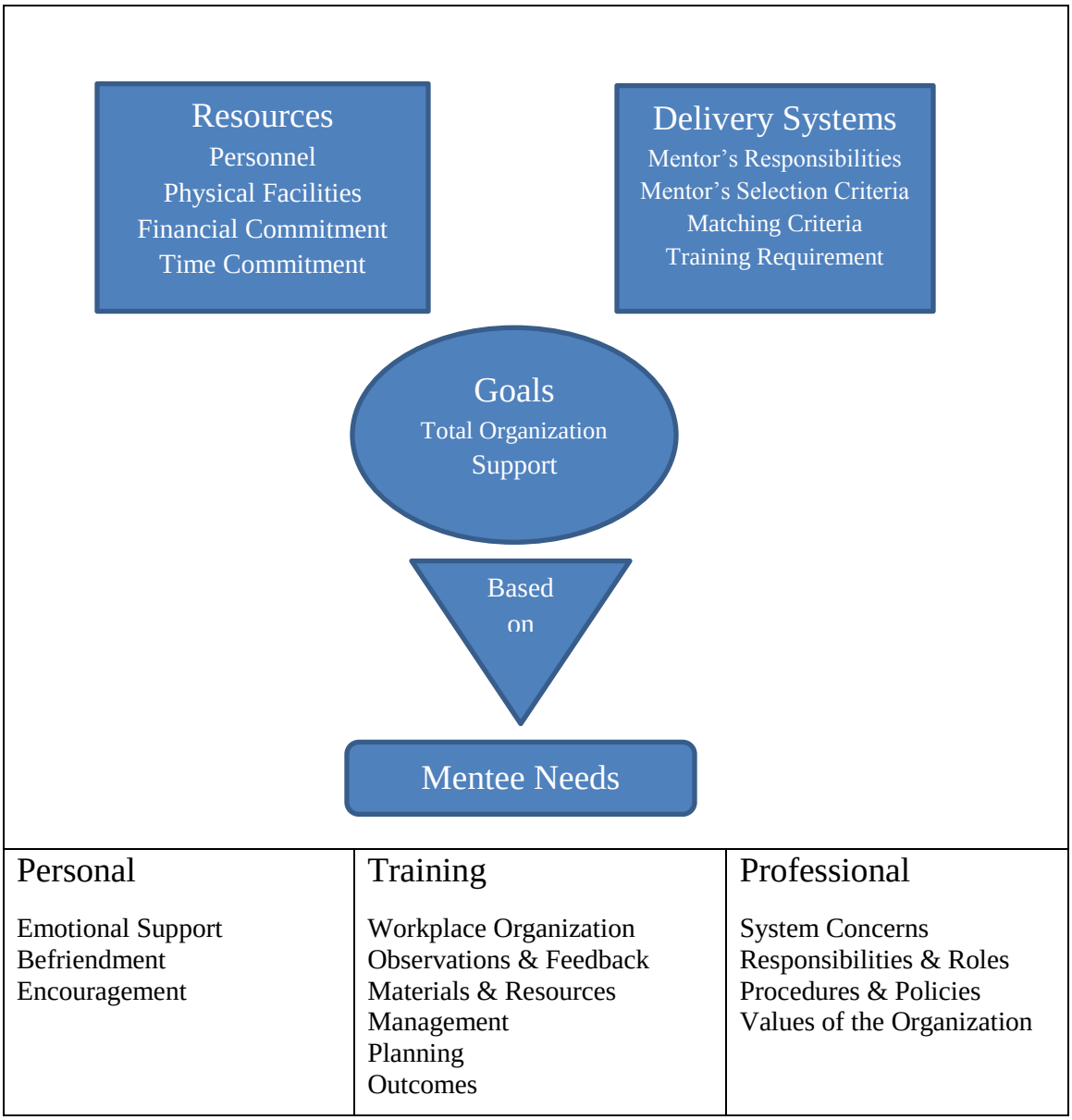


Figure 2. A framework for building support for a quality mentoring program (Enz, 1992). Chapter 6: Guidelines for selecting mentors Figure 1. In T. Bey, and C. T. Holmes (Eds.), *Mentoring: Contemporary principles and issues*, p. 74.

The needs of mentees as they grow in formal mentoring programs were the basis of Burlew's (1991) *multiple mentor model*. His model identified three stages in which he suggested mentees may require different types of mentors, including assistance in training, in education, and in development. A mentor helping a mentee make a successful

adjustment to a workplace environment would be addressing *training needs* requiring instruction, job coaching, and evaluation skills. Preparing a mentee for a unique position or job responsibility would fill *education needs* requiring a mentor to have skills in foresight, decision making, and career advancement insight. A unique mentor who possesses skills in employee training, performance assessment, and strategic planning can complement other mentoring by meeting a mentee's *development needs* (Burlew, 1991).

African and South Asian female staff members working in Canadian higher education were questioned about the importance of support networks during the probationary period of their job assignments (Kamassah, 2010). Kamassah (2010) reported:

> When the women leaders were asked about the people who had influenced or inspired them, it was incredible to hear the stories of encouragement and support they received. . . . Though very few people called their influences 'mentors,' there were some common attributes shared by the people they held in high esteem. Ten of the women identified supervisors, mostly former supervisors, and one person mentioned human resource managers as influences in their career. They commonly described their supervisors as people who showed a keen interest in them, believed in their abilities to succeed and
>
> empowered them by providing opportunities to progress. (p. 5)

"Many of the women expressed how job shadowing and mentoring would be beneficial" (Kamassah, 2010, p. 14). Providing opportunities to meet women in similar roles, exchanging suggestions on how to conduct business, revealing unspoken cultural workplace norms, and gaining recommendations on professional development options

were advantages mentioned by the study's participants (Kamassah, 2010).

In contrast, a qualitative study titled *Experiences with Queen Bees* in South Africa found female senior executives exhibited self-preserving actions viewed as prohibiting rather than supporting the advancement of other women in their workplaces. Johnson and Mathur-Helm (2011) interviewed 25 South African female financial business leaders. The sample's majority indicated the constraints of male-led and hierarchical work cultures in many organizations could block the advancement of professional women (Johnson & Mathur-Helm, 2011). The study's participants identified the need existed for "job-shadowing, secondment, jobswitching, mapping, fast-tracking suitable women, mentoring by senior women and coaching for growth programmes" (Johnson & Mathur-Helm, 2011, p. 51).

The African Women in Agricultural Research and Development (AWARD) organization appears to subscribe to Townley's (1994) supposition that mentoring could serve as a conduit to enhancing professional, educational, and personal relationships. Townley's (1994) work defined mentoring as a viable way to socialize mentees into the culture of an organization. The AWARD program provides opportunities for African women to be awarded a fellowship offering a mentor and ongoing support for their science and technology goals. Their mission is "investing in African women scientists and institutions to deliver innovative, sustainable, gender-responsive agricultural research and development" (AWARD, 2016a, para. 4).

The AWARD program defined mentoring as an engagement and communication process where Fellows are encouraged to select their direction by mentors. The mentors take into consideration the mentees' personal needs, situations, and passions when

offering guidance. Understanding, empathy, and mutual trust characterize the relationships developed through the mentoring experience (AWARD, 2016a). According to Austin Ngwira, AWARD mentor and Malawi Director for the Clinton Foundation, adherence to five principles precipitate mentoring success (AWARD, 2016b): identification and planning to address immediate priorities and needs of mentee; recognition and sharing opportunities with the AWARD fellow; adaptation of both mentee and mentor to attain balance with each other and accommodation to any existing differences; management of work related priorities with supervisors and colleagues and supervisors while addressing mentoring commitments; and maintaining integrity to sustain mentee trust and confidence.

International Exchange for Professional Development

Adult learners acquire knowledge and skills in a variety of contexts, including professional development during international exchange opportunities involving rich cultural experiences (George, Edwards, Sitton, Cartmell, & Robertson, 2014). Myriad international exchange programs involving entrepreneurship span the globe. When preparing to provide entrepreneurial training to individuals of different cultures, Nieman (2001) indicated program leaders should consider whether adaptations are needed to address the nature of participants' religions, languages, skin colors, and tribal cultures.

Specifically, his article focused on the training needs and related entrepreneurial opportunities in South Africa according to researchers such as De Waal (1997), Hirschowitz (1991), and Govender (1991). Nieman (2001) identified South African small enterprise and entrepreneurship training, as provided by an abundance of role players, including at least 9,395 small, medium, and micro enterprises (SMME) and agencies.

These entities included but were not limited to individual entrepreneurs, foreign donors, non-governmental organizations (NGOs), and government agencies. However, little quality control or standardization was identified and Neiman (2001) described it as a *free-for-all situation* providing short-term training opportunities. The acceptance of lifelong learning and its part in improved small business development was identified as resulting from the introduction of the Qualification Authority and a course registration requirement mandated by the National Framework for Qualification in South Africa after 2001 (Nieman, 2001).

An exchange opportunity specifically focused on building global entrepreneurial experiences is The Erasmus for Young Entrepreneurs program. Its purpose is to provide "aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate" (Erasmus for Young Entrepreneurs, 2016, para. 1). Jacobone and Moro (2015) conducted a study to evaluate what participants in the Erasmus for Young Entrepreneurs program gained from their exchange experiences. Their findings suggested "[t]he highest values among Erasmus students in terms of outcomes were attributed to cultural enhancement, personal development and foreign language proficiency[,] and . . . a Europeanising impact inasmuch as it affects the self-identity of students" (Jacobone & Moro, 2015, p. 309).

Cross-Cultural Exchanges, Immersion, and Learning

Cross-cultural immersion is another term used for international exchange experiences in some disciplines. Zhao, Meyers, and Meyers (2009) conducted a

qualitative study examining the cross-cultural experiences of 10 American pre-service educators who were immersed in the Chinese culture. Their immersion experiences, according to Zhao et al. (2009), included four weeks living in China; visiting locations of cultural or historical significance; attending numerous cultural and educational events held at educational institutions; providing cross-cultural programs using photographs and formal presentations; and reflecting on their experiences, both verbally and in writing. Through Zhao et al. (2009) study, five significant themes describing common outcomes emerged from the cross-cultural experience: "understanding and respecting Chinese culture; developing empathetic dispositions towards non-English speaking students; exchanging strategies and resources; reflecting on professional and personal growth; and initiating a proactive stance as culturally responsive change agents" (p. 295).

Unique recommendations emerged for each of the three aspects of the immersion experience: The pre-experience session should focus on English as a second language (ESOL) tactics; providing strategies to lessen culture shock; using appropriate cultural responsiveness; and knowing significant current events (Zhao et al., 2009). During the immersion experience, Zhao et al. (2009) suggested using critical moment meetings (CMM) as targeted opportunities for co-construction of culturally responsive approaches; skills such as overcoming obstacles; understanding something funny; a question posed by the program leader; and reporting of daily thoughts and occurrences in a reflection journal. After the immersion experience, Zhao et al. (2009) recommended small group, post-trip debriefing sessions; and individual conversations among participants and university leaders. "Overall, the researchers learned that better preparation prior to departure, more intentional coaching and reflecting while there, and follow-up small

group conversations upon return to the United States would be invaluable to encouraging a rich, lasting experience for participants" (Zhao et al., 2009, p. 314).

In addition to examining cultural differences, the various motivations inspiring young professionals to become proprietors of businesses have been investigated. Cromie (2007) conducted personal interviews of 34 women and 35 men in Northern Ireland. The research indicated no difference in reasons by gender for motivating factors. Essentially, women and men identified positive factors, including achievement, intentions of job satisfaction, autonomy, and additional non-monetary rewards (Cromie, 2007). However, the study's results also revealed "women are less concerned with making money and often choose business proprietorship as a result of career dissatisfaction. They also see entrepreneurship as a means of meeting simultaneously their own career needs and the needs of their children" (Cromie, 2007, p. 251).

The importance of cultural perspectives is becoming more significant for academics and practitioners living in a global society. Milner, Ostmeier, and Franke (2013) conducted a qualitative study involving 62 interviews of professional coaches from countries of Europe, Asia, the Middle East, Africa, and the United States. "[P]artnering with clients in a thought provoking and creative process that inspires them to maximise their personal and professional potential" (International Coach Federation, n.d., para. 3) was a primary outcome associated with successful coaching (Milner et al., 2013). "Cross-culture coaching incidents are complex and several factors might play a role" (Milner et al., 2013, p. 19). The client-coach relationships, coaching environments, communication, and role identification were four main areas identified by Milner et al. (2013) as critical to creating positive coaching relationships.

Striking differences may appear across cultures. Thomas and Mueller (2000) asserted that people from cultures focused on a *live-to-work* ethic respond to self-fulfilling and exciting entrepreneurship elements, and people from cultures with a *work-to-live* ethic respond more readily to influences emphasizing upward mobility. "Clearly, rigorous comparative research in the domain of international entrepreneurship can help develop better and more generalizable theories of venture creation to guide public policy" (Thomas & Mueller, 2000, p. 298).

Conceptual and Theoretical Frameworks

A *framework*, as defined by Liehr and Smith (1999), is a structure that "provides guidance for the researcher as study questions are fine tuned, methods for measuring variables are selected, and analyses are planned" (p. 13). After data collection and analysis, a selected framework serves as a mirror for checking whether the results agree with the framework or reveal discrepancies. Questions can be asked to define whether or not they can be explained by the selected framework where dissimilarities may exist (Liehr & Smith, 1999). Imenda (2014) suggested theoretical and conceptual frameworks

> help the reader understand the reasons why a given researcher decides to study a particular topic, the assumptions s/he makes, how s/he conceptually grounds his/her approach, the scholars s/he is in dialogue with, and who s/he agrees and disagrees with [*sic*]. (p. 190)

Imenda (2014) further stated theoretical and conceptual frameworks serve the same objective and it is critical for a researcher to identify and describe a suitable theoretical or conceptual framework. Without one, a research study would lack appropriate direction

and a base for pursuing a productive review of literature, as well as the interpretation and explanation of the study's findings and results (Imenda, 2014).

Human Capital Theory (HCT) as a Conceptual Framework

"Education is an engine of growth and key to development in every society, based on its quality and quantity" (Almendarez, 2013, para. 1). Education has been identified as an economic good by human capital theorists because it can offer satisfaction (utility) to a user and also act as an asset to cultivate human properties needed for social and economic transformation (Almendarez, 2013). A core proposition of HCT is "formal education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings" (Almendarez, 2013, p. 21).

A meta-analysis of entrepreneurial success and its relationship to human capital was conducted by Unger, Rauch, Frese, and Rosenbusch (2009). The researchers analyzed entrepreneurship research conducted over three decades. The relationship between entrepreneurial conceptualization to success measurement and its context were moderators for the study (Unger et al., 2009). Unger et al. (2009) reported:

> The relationship was higher for outcomes of human capital investments (knowledge/skills) than for human capital investments (education/experience), for human capital with high task-relatedness compared to low task-relatedness, for young businesses compared to old businesses, and for the dependent variable size compared to growth or profitability. (p. 341)

Their research findings indicated "human capital is most important if it is task-related and if it consists of *outcomes* of human capital investments rather than human capital

investments" (Unger et al., 2009, p. 341). Further investigations were recommended to identify the strength of associations among knowledge acquisition, learning, and knowledge transfer as used to accomplish entrepreneurial tasks (Unger et al., 2009).

One of the tenets of national economic policy in select countries such as Great Britain and the United States, is the business creation environment (Dunn & Holtz-Eakin, 1996). "Entrepreneurs are believed to be forces of innovation, employment and economic dynamism" driving this environment (Dunn & Holtz-Eakin, 1996, p. 1). The importance of human and financial capital was examined through the analysis of "National Longitudinal Surveys (NLS) . . . by exploiting the variation provided by intergenerational links" (Dunn & Holtz-Eakin, 1996, p. 1). Their results indicated the financial assets of young men exerted only a quantitatively moderate influence, even though statistically significant, on the transition to self-employment; however, parental capital exerted an even larger influence. The strongest effect of parental influence was the correlation of intergenerational influences on male self-employment identified as human capital (Dunn & Holtz-Eakin, 1996). The human capital link was even more strongly related to the participant's gender. Therefore, Dunn and Holtz-Eakin (1996) stated: "[the] data suggest strong roles for human capital per se and the transmission of these skills within families in enhancing the probability of making a transition to entrepreneurship" (p. 18).

Formal education has been viewed as a human capital investment, which theorists have considered as equal to or even more worthy than physical capital (Psacharopoulos & Woodhall, 1997). Psacharopoulos (1973) even pronounced the existence of "a new field in economics known as the economics of human capital, or more narrowly, the economics of education" (p. 1).

Another fundamental belief underpinning HCT, as provided by Allen, Fischer, and Swanson (2008), is the provision of "conceptual orientation and understanding related to investing in individuals, so as to gain above-normal economic returns" (p. 884). The comparable value of the learning capabilities of individuals to other resources associated with the manufacture of physical products and delivery of services is another description associated with HCT (Nafukho, Hairston, & Brooks, 2004). Hence, as identified by Dobbs, Sun, and Roberts (2008), the "key elements of human capital theory are the presumed relationships among training, skills/knowledge, productivity, and the competitive labor market" (p. 791).

Babalola (2003) provided rationale for human capital investment: 1) members of new generations should be given relevant knowledge already accumulated by historic users; 2) background of development, introduction, and production of new products and processes should be provided to members of new generations; and 3) creative approaches should be mobilized to encourage new generations to use innovation in producing fresh ideas, methods, processes and products (as cited in Almendarez, 2013).

Walters (2004), however, identified challenges to HCT, such as

> the theory does not account for the social and structural factors. For example, HCT does not devote enough attention to the fact some people are socially and culturally better prepared to gain access and succeed within the education system than others. (p. 102)

The conceptual framework supporting this study was HCT from its viewpoint that "individuals and society derive economic benefits from investment in people" (Sweetland, 1996, p. 341). The researcher posited the Entrepreneur Fellows derived

economic as well as socio-cultural benefits from the investment of U.S. educational, monetary, social, and physical resources in their personal and professional development.

Theory of Planned Behavior (TPB) as a Theoretical Framework

Entrepreneurship creates workplaces, drives innovation, satisfies customer demands, and develops human potential (European Commission, 2016). However, globally, only 4.7% of such *potential* in the case of working adults are entrepreneurs in the early-stages of their venture development (Global Entrepreneurship Monitor, 2014). The relevance of Ajzen's TPB to entrepreneurship was described by Gird and Bagraim (2008) as "[a]ccording to TPB, entrepreneurial intentions predict entrepreneurial behavior . . . and entrepreneurial intentions are predicted by attitudes towards initiating a new venture (the entrepreneurial decision), subjective norms about entrepreneurship, and perceived behavioral control over starting a business" (p. 712). Their supposition was based on Ajzen's (1991) description as illustrated in Figure 3:

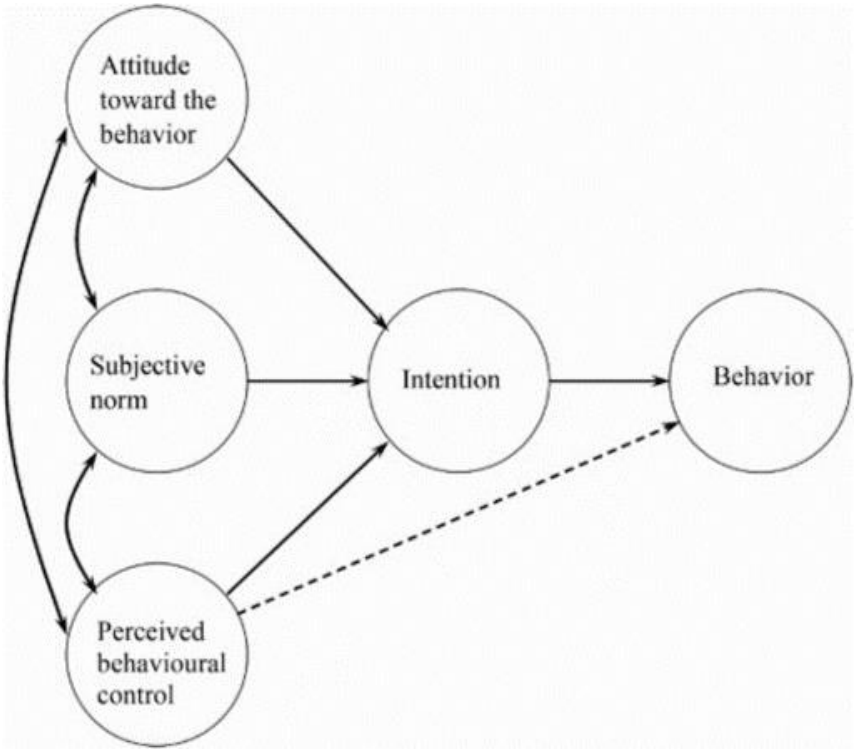


Figure 3. Ajzen's (1991) theory of planned behavior (TPB). Adapted from *The theory of planned behavior. Organizational Behavior and Human Decision Processes, 5*(2), 179–211. Solid arrows reveal primary relationships in TPB, while a dashed arrow reflects possible direct links suggested by empirical research studies.

> Attitudes toward the behavior, subjective norms with respect to the behavior, and perceived control over the behavior are usually found to predict behavioral intentions with a high degree of accuracy. . . . It is at the level of beliefs that we can learn about the unique factors that induce one person to engage in the behavior of interest and to prompt another to follow a different course of action. (pp. 206-207)

Gird and Bagraim (2008) described their study as the "only South African study that ha[d] examined the application of TPB to understanding entrepreneurial intent and also the only one that ha[d] attempted to assess the sufficiency of TPB in explaining the entrepreneurial intent of South African students" (p. 722). Gird and Bagraim (2008) addressed TPB's influence on entrepreneurship. One critical aspect are behavioral beliefs reflected in attitude(s) towards a behavior or action indicating how positive an assessment the person holds regarding said action and depends on his or her beliefs and expectations about the effect of resulting outcomes from a behavior (Gird & Bagraim, 2008). In addition, *subjective norms* signify social pressures perceived in regard to implementing an action or behavior. According to Gird and Bagraim (2008), these perceptions and their influences may grow from what significant people in the person's life considering the action express about a specific behavior. Serving as primary guides, these *referents*, can

guide behaviors, affect beliefs, i.e., normative beliefs, and reinforce subjective norms (Gird & Bagraim, 2008).

The perceptions of *behavioral control* refer to the views related to performing an action or behavior as either easy or difficult (Gird & Bagraim, 2008). Its perceived and actual shortcomings and external difficulties can impede abilities to complete a given action, and subsequently affect the feeling of the extent of control the individual identifies having over the behavior and its anticipated outcomes. These beliefs reinforce an individual's perceptions of control over a behavior. Thus, past experiences are assumed to be reflective of these attitudes in addition to anticipated obstacles (Gird & Bagraim, 2008). The researchers concluded their study by confirming that studying known experiences of specific behavioral intents is more constructive than investigating *person variables* such as personality or examining *situation variables*, including past experiences (Gird & Bagraim, 2008).

Entrepreneurs may vary their employment status depending on the stage and financial condition of their businesses. Kolvereid (1996) used TPB to predict choice of employment status of 128 Norwegian business students. The choices of intention were an occupation to earn an hourly wage, a salaried position, or self-employed. Prior self-employment experience, sex, and family background were roles also investigated. Kolvereid's study (1996) "strongly support[ed] the theory of planned behavior as applied to employment status choice intentions. Moreover, demographic characteristics were found to influence employment status choice intentions only indirectly through their effect on attitude, subjective norm, and perceived behavioral control" (p. 47).

Autio, Keeley, Klofsten, Parker, and Hay (2001) indicated the TPB model was

well suited to comprehending entrepreneurial behaviors due to (a) situations where an individual has only partial control and (b) claims to control the impacts of peripheral factors on the entrepreneur's intentions.

> To predict someone's intentions, knowing [beliefs about how people they care about will view the behavior in question] can be as important as knowing the person's attitudes. . . . [As a] general rule, the more favorable the attitude and the subjective norm, and the greater the perceived control[,] the stronger should [be] the person's intention to perform the behavior in question. (University of Twente, n.d., para. 2)

Critiques of TPB were reported by Armitage and Conner (2001) as resulting from their meta-analytic study of 161 articles of "185 independent empirical tests of the TPB . . . [with] 44 contain[ing] prospective self-reported behaviour measures and 19 prospective measures of behavior were independently rated or were objective (e.g. taken from records)" (p. 479). Their findings indicated many TPB studies did not measure behavior, but for those that did, participants typically measured it by self-reporting. Hence, when using TPB, researchers should be conscious of the issue, and, when possible, take multiple measures of targeted behaviors (Armitage & Conner, 2001).

Khaola and Ndovorwi (2015) examined the influence of economic powerlessness on entrepreneurial intent of 400 Lesotho university students. The results revealed "economic powerlessness is not only negatively associated with entrepreneurial intent, but also accounts for the unique variance that was accounted for by demographic factors and the elements of theory of planned behaviour in the explanation of entrepreneurial intent" (Khaola & Ndovorwi, 2015, p. 501). Perceived control over behaviors and

attitudes regarding entrepreneurship were the strongest predictors of entrepreneurial intentions, and subjective norms failed to influence entrepreneurial intentions of survey respondents based on the results reported by Khaola and Ndovorwi (2015).

In this study, the target behavior of the Entrepreneur Fellows was their integration of the entrepreneurial learning experiences gained during the fellowship program, including its three-week internship/job shadowing experiences, as intended to impact their entrepreneurial awareness, abilities, and activities. According to Ajzen's TPB (1991), perceived control of behavior combined with behavioral intentions can predict behavioral achievements. Therefore, in this study, the researcher anticipated the Entrepreneur Fellows' perceptions of behavioral controls were associated with their perceived entrepreneurial performance, including effects on their entrepreneurial ventures or behavioral outcomes after returning home (Ajzen, 1991). The theory of planned behavior (Ajzen, 1991), therefore, served as the theoretical framework for this study.

CHAPTER III

METHODOLOGY

This chapter describes the research methods used to accomplish the purpose of this multicase study (Stake, 2006) and answer its related research questions. The chapter is divided into these sections: Institutional Review Board, the purpose and research questions of the study, attributes of qualitative research, researcher reflexivity, the research design, the population of the study, the Fellowship experience, instrumentation, as well as data collection, management, and data analysis. In addition, a summary of the chapter is provided.

Institutional Review Board Approval

In accordance with Oklahoma State University protocol, the researcher was guided by and committed to following ethical principles regarding all research as identified for human subjects by the Institutional Review Board (IRB). The researcher completed online IRB training to ensure understanding of appropriate research procedures and important application considerations (IRB, 2014).

The researcher followed the guidelines for application development and submission outlined in the July of 2014 *Handbook for the Protection of Human Subjects Procedures.* As identified in the handbook and in agreement with the 1974 Belmont Report, research procedures and related questions were developed to be respectful of all

participants, to provide maximum benefit and minimal risk associated with their involvement, and to distribute the research benefits and burdens equitably (IRB, 2014).

This research was "a systematic investigation designed to develop or contribute to generalizable knowledge [45 CFR 46.102(a)], . . . [collect] data through intervention or interaction with . . . individual[s]" (IRB, 2016a, para. 1-2) and "involve no more than minimal risk to the subjects" (IRB, 2015, p. 5); therefore, an expedited application was developed. The submitted application package included a completed application form, informed consent documents, a recruitment script, the questions to be asked of each participant, the researcher's resume as the principal investigator and that of the researcher's advisor (IRB, 2016b**).** With one minor revision, the Oklahoma State University Office of University Research and the Institutional Review Board (IRB) granted approval of the researcher's application on Thursday, April 16, 2015 with an assigned application number of AG-15-22 (see Appendix B).

Purpose of the Study

The purpose of this study was to describe the views of individuals from Kenya, South Africa, and Uganda regarding their entrepreneurial experiences after participation in a professional development program intended to enhance their capacity as entrepreneurs in their home countries. The study also sought to describe the Entrepreneur Fellows' perceptions of the program's impact, especially its mentoring component, on their entrepreneurial endeavors after returning to their communities. In addition, the unique entrepreneurial training and support needs of women and other marginalized groups comprising a portion of the Fellows' cohort were explored.

The Study's Research Questions

Six research questions guided this study:

1. What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?
2. What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?
3. What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?
4. How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?
5. What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?
6. What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?

Attributes of Quality Qualitative Research and this Study

Purposeful steps were taken to ensure the quality of the research conducted, especially in regard to validity, reliability, and transferability. Therefore, multiple techniques to improve the quality of this study were performed. The end goal of this research, as Tracy (2010) indicated, was to be honest and transparent "about the biases, goals, and foibles as well as how these played a role in the methods, joys, and mistakes of the research" (p. 6). The goal of studying a *worthy topic* was attained due to the relevancy, timeliness, and thought-provoking nature of the experiences (Tracy, 2010) of

the Entrepreneur Fellows in Oklahoma and related impacts on their entrepreneurial endeavors after returning home. This research had a rich complexity of abundance with 22 unique participant involvements supplying bountiful, unstinting, and generous data (Tracy, 2010).

To maintain confidentiality and conceal the identity of the 22 Entrepreneur Fellows, aliases were developed for each participant. In addition, an extensive audit trail was kept throughout the research process. The findings were *emic* in nature because they originated from the participants' perspectives rather than the researcher's point of view (Berg, 2007).

Creswell (2013) considered validation "to be an attempt to assess the accuracy of the findings as best described by the researcher and the participants. This view also suggests any report of research is a representation by the author" (pp. 249-250). The strategies frequently used by qualitative researchers to improve the validity of qualitative research include member checking, peer review, prolonged engagement, and persistent observation (Creswell & Miller, 2000). To adhere to the recommendations for engaging in at least two of the strategies as suggested by Creswell (2007), the researcher conducted member checking, and she clarified researcher bias through a reflexivity declaration and peer debriefings.

Peer-debriefing sessions were held on a regular basis to provide external confirmation of data interpretation and the impact, if any, of the researcher's biases. This type of review by peers kept interpretation and use of methodology consistent. The peers involved with debriefing sessions included two international Ph.D. students, a peer from Mexico and another from Uganda, and a Ph.D. graduate from Mali; all attended

Oklahoma State University. This type of sharing and discussion about the study's findings provided feedback, questions, clarifications, and collegial collaboration potential (Tracy, 2010).

The eight key indicators of quality qualitative research, as identified by Tracy (2010), include "(a) *worthy topic*, (b) *rich rigor*, (c) *sincerity*, (d) *credibility*, (e) *resonance*, (f) *significant contribution*, (g) *ethics*, and (h) *meaningful coherence*" (p. 849). These indicators guided the research study.

A *worthy topic* should be interesting, timely, relevant, and significant (Tracy, 2010). This research study was conducted during the last months and soon after the conclusion of a U.S. Department of State-sponsored project that occurred from 2014 to 2015 (OSU Grant Proposal, 2013; see Appendix A). The data provided unique stories of 22 Entrepreneur Fellows who described their experiences from exclusive perspectives, which could be classified as interesting because they pointed out surprises that may "shake readers from their common sense assumptions and practices" (Tracy, 2010, p. 840).

Rich rigor existed because the 22 case studies contained an abundance of insights as the participants described their experiences in Oklahoma and in Washington, DC with relevance to their entrepreneurial enterprises. Their stories were multifaceted and generous. The rigor of the study was also supported through evidence documenting how the researcher's efforts were spent, such as care taken during data collection, and the thoroughness of transcription, coding, and theme identification during data analysis (Tracy, 2010). Significant effort was expended to address four questions posed by Tracy (2010) about rigor:

> Are there enough data to support claims? Did the researcher spend enough time to gather interesting and significant data? Is the context or sample appropriate given the goals of the study? Did the researcher use appropriate procedures in terms of field note style, interviewing practices, and analysis procedures? (p. 6)

Sincerity of the study was characterized by a self-reflexivity revealed by the researcher related to her inclinations, biases, and values. Transparent description was provided about research methods and challenges were described with respect to the design, collection, and analysis of the study's *quintain*, i.e., the cases as a whole or aggregate (Stake, 2006), and each case underpinning it. As identified by Tracy (2010), the researcher recognized how she came to participate in the research and ultimately had the opportunity to write this multicase study (Stake, 2006) research document. In addition, as Tracy (2010) described its necessity, evidence of the researcher's self-awareness and self-exposure is provided so the reader can easily make judgments about her viewpoint. The frank inclusion of strengths and shortcomings gave voice to self-reflection reporting the researcher's relationships with the study's key informants and clarified her claims to know what she came to know about them (Tracy, 2010).

The researcher's *credibility* was expressed by the multiple realities interwoven throughout the study's narrative and provided a consistent accounting of actual experiences reflecting true representations of individual, social, cultural, and communal senses (Richardson, 2000). The inclusion of varied and multiple voices, i.e., differences in race, gender, class, and age, in the qualitative report can reflect the multivocality of the quintain, thus enhancing its credibility (Tracy, 2010). As Bloor (2001) stated: "[F]indings may be judged valid when different and contrasting methods of data collection yield

identical findings on the same research subjects; a case of replication within the same setting" (as cited in Emerson, 2005, p. 384). The Entrepreneur Fellows' reflections were conveyed as 22 cases or facets of crystallization forming the study's quintain. The researcher compared additional data, including background descriptions, program applications, and electronic mail messages, as other ways of opening up an in-depth, but still partial, understanding of the fellowship experience and its impact to move toward a synthetical crystallization of the study's phenomenon (Tracy, 2010).

The study manuscript was written to enable identification, create empathy, and empower engagement of readers who had no direct experience with the Entrepreneur Fellows and thereby represented the *resonance* of the study's findings (Stake, 2006). Naturalistic generalization (Stake & Trumbull, 1982) and the transference of this qualitative research (Lincoln & Guba, 1985), i.e., through its case study narratives, may help "readers feel as though the story of the research overlap[s] with their own situation and they [may] intuitively transfer the research to their own action[s]" (Tracy, 2010, p. 845).

Significant contribution was embodied in the researcher's intention to provide clarity to each case and make visible what may be hidden or ignored, and, thereby, generate insight and deeper understanding of the quintain (Tracy, 1995). Efforts were also made to move readers to seek further information related to African agricultural and entrepreneurial activities in an effort to reach *heuristic significance* (Tracy, 2010). In addition, the researcher created *orderly significance* by revealing this multicase study (Stake, 2006) as a unique counterfactual to what readers may have understood about the phenomenon before their exposure to the study (Tracy, 2010).

The researcher purposefully addressed *ethical* aspects of the study by following procedures to preserve accuracy by avoiding fabrication, omission, fraud, and any contrivance (Tracy, 2010). All study participants were apprised of their right to know the nature and outcomes of their involvement in the study, understand their participation was strictly voluntary, and they could cease their participation at any time during the study (Tracy, 2010). Their relationships were considered mindfully in terms of the actions, character, as well as intended and unintended consequences of participants' involvement in the study's activities (Tracy, 2010). No incentives or reciprocation was offered to the study's subjects for their participation.

A final element of *meaningful coherence* was addressed through conscious consideration by the researcher of whether the expected purpose was achieved; the study accomplished what was intended; methods were used that reflected paradigms and theories as outlined in the methodology section of the study; and reviewed literature was interconnected with the main concept, the methods, and the findings resulting from the research (Tracy, 2010). The researcher strived to emulate "studies that [were] meaningfully coherent [and] eloquently interconnect[ed] their research design, data collection, and analysis with their theoretical framework and situational goals" (Tracy, 2010, p. 848).

In summary, Tracy's (2010, p. 849) *eight-points of qualitative quality* provided a consistent framework of excellence by which to conduct this qualitative research study. These actions were taken, in part, to prepare for engagement of "*power holders* who might otherwise regard qualitative research as just a good story [and] . . . promote dialogue amongst qualitative researchers of different paradigms" (Tracy, 2010, p. 849).

Researcher Reflexivity

Creswell (2007) described how

> [r]esearchers 'position themselves' in a qualitative research study . . . convey[ing] (i.e., in a method section, in an introduction, or in other places in a study) their background (e.g., work experiences, cultural experiences, history), how it informs their interpretation of the information in a study, and what they have to gain from the study. (p. 47)

In addition, qualitative researchers are asked to define their research paradigms as the basis for designing the studies they undertake. Guba and Lincoln (1989) described a research paradigm as "a basic set of beliefs, a set of assumptions we are willing to make, which serve as touchstones in guiding our activities" (p. 80). These beliefs can be described in terms of the answers to basic questions examined by philosophers throughout time "to understand how we come to know what we know" (Guba & Lincoln, 1989, p. 83). Answers to these questions are reflected in the following descriptions of the researcher's ontology, epistemology, background, and learning experiences.

Ontology

The view the researcher has of the nature of reality is described as an *ontological perspective* (Guba & Lincoln, 1989). The existence of socially constructed, multiple realities not governed by casual or other natural laws reflects this researcher's relativist viewpoint. These realities are constructed by individuals as they endeavor to interact with the environment using their senses to understand their experiences. This understanding is defined by the amount and kind of knowledge and the level of complexity they bring to tasks and activities (Guba & Lincoln, 1989). The research conducted for this study

reflected multiple perspectives and gave voice to the Entrepreneur Fellows' reflections on their experiences. In addition, the attention given to multiple realities enabled the researcher to seek understanding of the Fellows' viewpoints on different facets of the fellowship examined and reported on in this study.

Epistemology

An *epistemological perspective* is the view the researcher has of the "origin, nature, and limits of human knowledge" (Guba & Lincoln, 1989, p. 83). Such a perspective may emerge together with a researcher's ontological view (Crotty, 1998). The constructivist paradigm is a prominent epistemology having existed for hundreds of years and has equitable legitimacy with other scientific and positivist paradigms according to Guba and Lincoln (1989). "Truth, or meaning, comes into existence in and out of our engagement with the realities in our world. There is no meaning without a mind. Meaning is not discovered, but constructed," i.e., according to Crotty (1998, pp. 8-9), a definition of constructionism. As a constructivist, I believe that different individuals construct meaning in different and specific ways, even regarding an identical phenomenon. In this study, the meaning of the Fellows' perspectives was co-constructed by the researcher and the 22 study participants through our interactions and my reflections on and interpretations from such discourses. Engagement and resulting interactions with the Entrepreneur Fellows allowed me to explore unique ways to examine the phenomenon in light of the myriad voices and the perspectives they echoed.

Background and Work Experiences

During 2014, the Entrepreneur Fellows gained experiences in two groups during their participation in a grant-funded exchange program (OSU Grant Proposal, 2013; see

Appendix A). The Entrepreneur Fellows were considered *key informants* as well as *natural observers,* as identified by Marshall (1996). Each Entrepreneur Fellow had *ideal* characteristics, including having intimate program knowledge, willingness to provide needed information for the study, communicability, and a primary role in the programmatic factors considered during analysis of the data (Tremblay, 1989). However, the key informants' expressions of their views may not have been entirely objective and unbiased due to the researcher's involvement as a primary member of the fellowship program's leadership team and highly involved in program deliverables (Tremblay, 1989). A reflexive journal was kept to record impressions and preferences that may have influenced the interpretation of the collected data.

Most relevant to the study's activities, I acknowledge potential bias due to involvement with the development and delivery of many aspects of the grant-supported project that made the research study possible. Daily participation interacting with team members, invited experts, the Entrepreneur Fellows, and the Fellows' internship/job shadowing mentors also provided opportunities to attain and manifest bias. In addition, my program involvement included a two-week exchange where the researcher and five other Oklahoma State University collaborators traveled to South Africa and Uganda during May of 2015.

I was educated to work with marginalized groups, including women and those with disabilities, as an undergraduate vocational home economics, pre-service educator at Colorado State University from 1979 to 1981. For example, during teacher training, I studied, developed, and delivered a six-week unit with a 35-year-old Nigerian vocational home economics teacher to five teenage males with developmental disabilities living in a

group home. Working with my Nigerian colleague was my first experience teaching with a Sub-Saharan African.

Educational psychology practices, quantitative research methods, and psychometric evaluation skills were attained during coursework resulting in a Master of Agriculture degree from Colorado State University in 1989. Related courses provided the fundamentals of using tools inherent in grounded theory inquiries, as identified by Charmaz (2006). For example, I acquired "learning to construct a suitable research question[naire] to tap research participants' experiences . . . that are used during data analysis, theory, epistemology, reflexivity, and positionality of the researcher" (Charmaz, 2006, p. 1612). Education research methods suggested by Creswell (2007) to challenge assumptions concerning objectivity and the way qualitative data are analyzed for their purpose and context were also used in my data analysis (Charmaz, 2006). I was committed to examining documentation that may raise epistemological differences contrary to what the study participants intended. However, Charmaz (2006) denoted both viewpoints could contribute to co-construction of meaning in regard to the phenomenon.

Throughout the researcher's professional career, women of all ages were provided with support, training, and leadership development in the secondary classroom, in animal agriculture industry positions as a state, regional, and national leader, and during youth and adult development positions with Cooperative Extension Service units in Colorado and in Oklahoma. During my doctoral coursework, I attained additional qualitative and quantitative research skills regarding data coding procedures used to take apart actions and meanings in ways to scale up levels of the study's analytics (Charmaz, 2006). This involved constructing conceptual analysis using a rigorous approach whereby data were

labeled from a variety of vantage points and interrogated for answers to what, how, and why such observations were present in the data. Charmaz (2006) explained that in this way "a reflexive involvement with data as well as an explicit strategy for theory construction" (p. 1615) could result from purposeful coding practices.

I have agrarian values and inclinations instilled during my childhood spent living on a rural farm north of Denver, Colorado. A significant bias is held about the critical importance of preserving the rights of landowners and agriculturists for the United States of America to have the capacity to provide the quality and quantity of food needed to feed its population now and in the future. I believe strategies must continue to be developed and protected to preserve this right as identified in the U.S. Constitution, the Bill of Rights, and the Declaration of Independence.

The Study's Research Design

A case study approach (Stake, 2006) was selected for this research project because the fellowship program provided opportunities to focus on (a) seeking answers to *why* and *how* questions; (b) the behaviors of the Entrepreneur Fellows would not be manipulated during the research; (c) an intent to describe the contextual conditions relevant to the Entrepreneur Fellows' experiences; and (d) the context of the fellowship program and its internships or job shadowings would be considered without boundaries between the Entrepreneur Fellows and their experiences (Yin, 2003, as cited in Baxter & Jack, 2008). Steps were taken, as described by Baxter and Jack (2008), to consider the potential unit of analysis and accordingly bind the case study.

Moreover, due to the opportunity to examine the experiences of entrepreneurs from Kenya, South Africa, and Uganda, the researcher also decided to follow Stake's

(1995) recommendations. This resulted in studying the experiences of the Entrepreneur Fellows as a group and to bind (Stake, 1995) this study using time (2014 to 2015) and in-common activities, i.e., OSU's Entrepreneur Fellowship program. In this way, the researcher established boundaries setting inclusion and exclusion criteria and showing "the breadth and depth of the study and not simply the sample to be included" (Baxter & Jack, 2008, pp. 546-547).

The type of case study was identified using Stake's (1995) differentiation between unique case study types as either single or multicase (Stake, 2006). Stake (2006) indicated "a multicase study is a special effort to examine something having lots of cases, parts, or members. . . . Each to be studied has its own problems and relationships" (p. vi). Although each case had its own unique story to tell, this study focused on the cases as a collection called a *quintain* (Stake, 2006). The researcher separately organized data gathering and the writing of each case **(**Stake, 2006) based on face-to-face interactions as well as using virtual conferencing technology to conduct interviews. Issues were recognized for further exploration by identifying such in a *progressively focused way* through consistent questioning of the study participants.

According to Stake (2006),

> [i]t will be important to seek out and present multiple perspectives on activities and issues, discovering and portraying the different views. Seldom will it be necessary to resolve contradictory testimony. . . . Even contradictions may help us understand the quintain. (p. vi)

Each case was observed for its unique context, events, and location. A *subjective research method* was used and the researcher relied on her personal experiences and

"sense of the worth of things" (Stake, 2006, p. vii) to inform readers about the personal nature of gathering the data. Techniques using multiple data sources ensured the study's quintain was explored through a variety of lenses, which allowed for "multiple facets of the phenomenon to be revealed and understood" (Baxter & Jack, 2008). These practices were used to minimize misperceptions and avoid invalid assertions based on the researcher's analysis of the data (Stake, 2006). Comparisons were made across cases and modifications of the researcher's understanding as a result of familiarity with the participants' stories as the study progressed. In addition, "[o]rdinary language and narratives [were used] to describe the quintain" (Stake, 2006, p. vii).

Because Stake (1995) based his case study approach on a constructivist paradigm, the researcher also recognized the importance of creating close collaborative relationships with the 22 study participants, while still enabling them to tell their stories in unfettered ways. In this way, the Entrepreneur Fellows revealed their unique perspectives of reality, which allowed the researcher to understand better the interview responses and participants' descriptions of their actions (Baxter & Jack, 2008). "[The researcher's] observations cannot help being interpretative, and [fomenting] description sections laced with and followed by interpretation" (Stake, 2006, p. vii).

The Study's Population

Participants for this study were purposefully selected (Jain & Ohri, 2014; Panneerselvam, 2014; Patton, 2015). Patton (2015), in his book, *Qualitative Research and Evaluation Methods: Integrating Theory and Practice*, supported "selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated" (p. 264). The Entrepreneur Fellows, as *one*

group, formed the study's *quintain*. Therefore, the study's quintain was comprised of the 22 Entrepreneur Fellows who participated in one of two U.S. fellowship program cohorts focused on strengthening agricultural and related business entrepreneurship in Kenya, South Africa, and Uganda (OSU Grant Proposal, 2013; see Appendix A).

The project from which the study participants were derived was titled, *Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda* (OSU Grant Proposal, 2013; see Appendix A). Its participants were selected based on an online application and interview process. During the winter of 2013 and spring of 2014, applications for participation in the professional development program were submitted for consideration (see Appendix C). After reviewing the applications, OSU faculty members determined who would be interviewed using Skype conferencing technology. During the second phase of the project, faculty members from OSU's Department of Agricultural Education, Communications, and Leadership personally interviewed selected applicants in South Africa and Uganda. Additional online interviews were conducted as needed and exclusively for the applicants from Kenya. The participants chosen were notified of their selection for the program using electronic mail (see Appendix D). The first phase of the program brought 12 African entrepreneurs to Oklahoma – four from Kenya, four from South Africa, and four from Uganda – in May of 2014.

The second phase of the two-way exchange program was an outbound element in which six U.S. participants, including project leaders, traveled to South Africa and Uganda during July of 2014 (OSU Grant Proposal, 2013; see Appendix A). In addition to

cultural activities, the U.S. participants conducted selected interviews of potential Fellows for participation in the fellowship program during the fall of 2014. The third phase of the project brought 11 Africans – three from Kenya, four from South Africa, and four from Uganda – to the United States for a five-week, professional development program in October of 2014.

During May of 2015, the fourth phase of the project involved the second reciprocal exchange of six OSU faculty members and collaborators, including the researcher in the case of South Africa and Uganda. Some of the U.S. participants traveled to Kenya, South Africa, and Uganda, although others, including the researcher, only traveled to the latter two countries. While in South Africa and Uganda, the researcher conducted face-to-face, semi-structured interviews with 15 of the Fellows. The purpose of this travel was to learn more about the region's entrepreneurial opportunities, agricultural production, food security challenges, and cultures as well as to interact directly with the Entrepreneur Fellows and make site visits to their enterprises.

The Fellowship Experience

The 23 Entrepreneur Fellows spent five weeks in the United States as cohorts of 12 and 11, respectively. Four weeks of their experiences occurred in Oklahoma with much of it at or around OSU's main campus in Stillwater. The first week of their fellowship was spent in intensive training on entrepreneurship, U.S. culture, *new media* use, and topics on international trade and development (see Appendix E). During the weekends, at least one day was devoted to experiencing cultural activities selected for the Fellows to gain exposure to Oklahoma's historical heritage such as the Cherokee Heritage Center, the Tall Grass Prairie Preserve, the Oklahoma City National Bombing

Memorial and Museum, and the Oklahoma State History Museum, among other venues. The group was also exposed to local cultural activities such as the university's rodeo, an awards banquet for a local Future Farmers of America (FFA) chapter, and 4-H youth development activities.

OSU faculty and staff recruited hosts for the 15-day internship/job shadowing portion of the fellowship program, in which Oklahoma entrepreneurs and business owners hosted and mentored the Fellows. Some Entrepreneur Fellows spent almost their entire three-week period in one internship setting whereas others experienced multiple enterprises and, in some cases, had more of a job shadowing experience. However, whether as short-term internships or a series of job shadowings, efforts were made to match the Entrepreneur Fellows with entrepreneurial enterprises analogous to their ventures at home or congruent with their entrepreneurial aspirations by recruiting mentors through correspondence (see Appendix F), telephone calls, and meetings.

After completing their internship/job shadowing experiences, additional professional development opportunities were conducted on the OSU campus. During their stay in Oklahoma, the Fellows resided in on-campus housing where communal living provided additional opportunities for exchange and cross-cultural dialogues with their fellow Sub-Saharan Africans as well as U.S. citizens. These interactions may have influenced the Fellows' insightful reminiscences and associated viewpoints, as revealed during the study's interviews.

The fifth week of the program included participation in a Professional Fellows Congress in Washington, DC, as hosted by the United States Department of State. Each of the two OSU fellowship groups interacted with more than 200 other Fellows from

approximately 40 countries and territories hosted by other grant-supported projects also conducted in the United States.

The Professional Fellows Congress provided opportunities for participants to network with other Fellows from within their professional spheres, learn about best practices and creative solutions in their respective fields, share insights on effective leadership models, and explore ways to apply their learning and expertise to concrete and innovative activities on returning home (Harrison et al., 2014). Selected Entrepreneur Fellows also presented posters related to their entrepreneurial ventures and future goals during the Professional Fellows Congress. In addition, photographs taken by the Fellows at their internship and job shadowing sites and during the cultural activities in which they participated were showcased during the congress.

The Fellows' entrepreneurial foci and internship/job shadowing placements are listed in Appendix G. Faculty members and colleagues from OSU had specific responsibilities in regard to delivering the grant-funded project, which are described in Appendix A. A plethora of experts and other volunteers were needed to provide entrepreneurial training and cultural learning experiences. OSU faculty members, extension specialists, and program staff shared their expertise and knowledge with the Entrepreneur Fellows. Topics included business development, proposal and grant writing, marketing, public relations, *new media* and technology use, customer service training, risk management, Native American entrepreneurship, U.S. history, and American culture. In addition, more than 60 industry mentors and OSU professionals hosted the Entrepreneur Fellows during their 15-day internship/job shadowing experiences (see Appendix G).

Instrumentation

A specific multicase study (Stake, 2006) interview protocol was developed to guide collection of the investigation's data (see Appendix J). Kvale and Brinkmann (2009) outlined a seven-stage process called an *interview inquiry report* which was followed for this study. The seven steps were explained by Creswell (2013) as thematizing how to execute an inquiry; developing the study; conducting interviews; transcribing the outcomes of the interviews; analyzing the transcriptions; assessing transferability, reliability, and credibility of research findings; and reporting the completed study results. Trede and Higgs (2009) indicated "[r]esearch questions embed the values, world view and direction of an inquiry. They also are influential in determining [what type] of knowledge is going to be generated" (p. 18). The questions guiding the interviews were developed from a humanistic perspective because the researcher wanted to explore the personal nature of the Entrepreneur Fellows' experiences. Therefore, the interview questions were phrased to address the nature of the participants' realities. The questions began with the phrases, *What did it mean . . .* ? and *How did [you] use . . .* ? (Saldaña, 2013) among other interview probes (see Appendix J).

A panel of experts, including OSU faculty members with knowledge of and experience in agricultural development involving Sub-Saharan African countries, aspects of entrepreneurship, and enterprise development, reviewed the potential questions to be asked of the entrepreneurs. The panelists' recommendations were incorporated into the questions and related probes used for the study's semi-structured interviews (Creswell, 2007).

Data Collection

The design of the study was grounded by the collection of data in natural settings "to gather up-close information by actually talking directly to people and seeing them behave and act within their context" (Creswell, 2013, p. 45). An electronic mail message, including the recruitment message, was sent individually to each of 23 Entrepreneur Fellows seeking their participation in the study (see Appendix H). No monetary or material reciprocation was provided for participation in this study. Interviews of 15 Entrepreneur Fellows were conducted face-to-face while the researcher traveled as a member of the grant-supported project's assessment follow-up team in South Africa and Uganda. Seven interviews were conducted from May 2 to May 8, 2015 in South Africa. As well, eight interviews with Ugandan Entrepreneur Fellows were held from May 9 to May 15, 2015. Due to OSU's student travel restrictions to Kenya in the spring of 2015, interviews of six Kenyan Entrepreneur Fellows were conducted using Skype and Google Hangout from July 10 through August 25, 2015. The eighth South African Fellow was also interviewed using Skype.

Only one female Entrepreneur Fellow, a Kenyan, who was sent the initial recruitment request, did not respond to the message. A subsequent telephone conversation with the Fellow resulted in scheduling an interview. However, all attempts to connect with the Fellow ceased when a telephone disconnect was heard by the researcher on August 21, 2015. An interview did not occur with the individual, and, therefore, her views are not represented in this study.

At the beginning of each interview, consent forms were read orally with each participant. In the face-to-face interview sessions, signatures were secured from all 15 participants before the interviews were initiated (see Appendix I). During the Skype and

Google Hangout interviews, the participants were read the consent form and informed about the voluntary nature of their participation. All participants consented to proceed with the interviews during the initial minutes of each encounter.

Two recording devices were used to document each interview in addition to the researcher's handwritten notes as taken during the encounters. After the completion of each interview, care was taken to document the time, date, and pertinent information in an interview notebook. Rodgers and Cowles (1993) stated the researcher's notes "[were] important in many aspects of the study, particularly in the development of an audit trail to substantiate trustworthiness" (p. 219).

Data Management

Due to the qualitative nature of this multicase study (Stake, 2006), the researcher matched the data with each subject who provided such during the initial analysis phase. Thereafter, any identifiers were removed as the interviews were transcribed. All subjects were assigned numeric pseudonyms, (Van Tilborg & Jajodia, 2011) which are "assigned to give anonymity to a person, [or] group . . . who take[s] part in research" (Ogden, 2008, p. 345). The list linking names and numeric pseudonyms was kept in a locked desk in the researcher's office. All electronic data files were stored on the researcher's password-protected computer, which either remained in the researcher's possession or locked in her office when not in use.

During the study, only the researcher and her advisor had access to the data collected. All study-related interviews were recorded and transcribed. Transcriptions of the interviews were used as the basis for the researcher's data analysis. Findings were reported as direct quotes but attributed to participants' pseudonyms to protect their

confidentiality (Saldaña, 2013).

Data Analysis

Each interview was transcribed verbatim by the researcher and provided to the Entrepreneur Fellows through electronic mail with a request for their review and reporting of any changes that should be made. A follow-up message was sent one week after the initial request in an effort to ensure accuracy and credibility of the transcriptions (Creswell, 2007), i.e., the opportunity for *member checking* occurred. Member checking is done to ensure the likelihood of accurate transcription and also because of some language differences in regard to meaning, control, and relevance between the English spoken by the participants and that of the researcher.

Member checking was in keeping with the recommendation of Lincoln and Guba (1985) who asserted it was "the most critical technique for establishing credibility" (p. 314). In addition, Carlson (2010) indicated a member checking process provides opportunities for subjects to comment on the word-for-word reporting of the interviews in which they were involved. Doyle (2007) and Merriam (1998) supported Carlson's (2010) position. Further, Curtin and Fossey (2007) stated member checking is a "way of finding out whether the data analysis is congruent with the participants' experiences" (p. 92).

According to Carlson (2010), "[p]articipants may be asked to edit, clarify, elaborate, and at times, delete their own words from the narratives" (p. 1105) during member checking. On the other hand, Creswell (2009) emphasized member checking should be conducted with "polished" (p. 191) enhanced pieces such as patterns and themes identified from the communicated data rather than actual transcripts. Some changes were made to the researcher's transcriptions due to clarifications provided by the

Entrepreneur Fellows.

Creswell (2013) suggested both inductive and deductive logic should be used in a study's data content analysis. He advocated for use of inductive logic to "build . . . patterns, categories, and themes from the 'bottom up' . . . going back and forth between the themes and the database until . . . a comprehensive set of themes [was established]" (Creswell, 2013, p. 45). In addition, Creswell (2013) explained deductive reasoning also could be used in building themes "that are constantly being checked against the data. The inductive-deductive logic process means that the qualitative researcher uses complex reasoning skills throughout the process of the research" (p. 45). Creswell's (2013) guidance was followed in distilling the findings of this study.

In addition, Yin (2014) suggested when analyzing data the investigator should *play with it*, searching for concepts, patterns, or insights, which may emerge as significant and sometimes results from comparing the data of two different participants. In addition, writing memos or notes about findings were useful in diagramming relationships throughout the analysis stage, as recommended by Yin (2014), and helped the researcher to conceptualize the data. Using specific portrayals of the participants' experiences filled with rich, thick descriptions (Lincoln & Guba, 1985) also aided the researcher in determining whether the study's findings were applicable or transferable to similar groups or situations. For example, a comparison of responses to a research question related to *new media use* was conducted to explore whether the Entrepreneur Fellows' perspectives were unique or similar when compared to those of the group as a whole.

The next step of analysis was conversion of the transcribed interviews to Word

document entries to use as text files for uploading to a qualitative analysis package (QSR, 2016). QSR's NVivo program was used for this purpose. NVivo software "is generally regarded as being one of the more sophisticated qualitative analysis packages (Weitzman & Miles, 1995) "and is well used world-wide" (Crowley Harre, & Tagg, 2002, p. 194). As described by Crowley et al. (2002), the researcher found NVivo to have features easily employed to highlight and categorize data from the 22 interviews by using coding and text consolidation to bind the themes of the multicase study (Stake, 2003). For instance, this was done by comparing themes resulting from participants' career field types to the analysis of themes representing entrepreneurial barriers they faced by country.

The NVivo application also enabled the reconsolidation of participants' responses to be executed promptly and efficiently (Crowley et al., 2002). NVivo (version 11) has updated features the researcher used to arrange, organize, and analyze the data. The researcher received telephone support from QSR that addressed several coding format issues unique to this version of NVivo (Tesch, 1990).

> In qualitative data analysis, a code is a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes. . . . [A] code represent[s]and capture[s] a datum's primary content and essence. (Saldaña, 2013, p. 4)

Saldaña (2013) further described using *In Vivo coding,* not to be confused with NVivo software, as the coding appropriate for "virtually all qualitative studies, but particularly for beginning researchers learning how to code data, and studies that

prioritize and honor the participant's voice" (p. 91). Strauss (1987) indicated the root meaning of In Vivo is *in that which is alive* and an In Vivo code is "a word or short phrase from the actual language found in the qualitative data record, the terms used by [participants] themselves" (as cited in Saldaña, 2013, p. 91).

The researcher conducted two cycles of coding for each transcription to enable linkages to emerge between the collection of data and explanation of the related meanings (Charmaz & Mitchell, 2001). As suggested by Saldaña (2013), the researcher identified "[t]he portion of data to be coded during the *First Cycle* coding processes rang[ing] in magnitude from a single word to a full paragraph to an entire page of text to a stream of moving images" (p. 3). The *Second Cycle* of the coding process included "the portions coded . . . [as] the exact same units, longer passages of text, analytic memos about the data, and even a configuration of the codes themselves developed thus far" (Saldaña, 2013, p. 3). These coding activities were conducted before overriding theoretical frameworks emerged as data analysis continued thus reflecting *emergent coding* methods (Stemler, 2001).

Coding was performed at open, axial, and selective levels (Strauss & Corbin, 1990). Segmenting data into groups of information and comparing such for similarities was completed next by the researcher, which reflected Creswell's (2007) open coding process. Constantly comparing the data during coding increased the likelihood of eliminating ambiguity and identifying meaning across codes (Creswell, 2007). More codes emerged as the analysis continued. Related memos and additional background information were also analyzed (Creswell, 2007). As more transcriptions were analyzed, additional codes surfaced; therefore, previously coded transcriptions were reevaluated by

the researcher to maintain consistency throughout the coding process. Statements having similar subjects as identified from codes were grouped at the end of the line-by-line coding (Creswell, 2007).

Axial coding was expedited using NVIVO capabilities to compare existing codes using search methods of both terms and key phrases of the data enabling recognition of the essence of the perceptions expressed by the study's quintain. An explanatory and interpretive process was brought to bear on consideration of the meaning beyond the phrases and elements of both background information and exact transcriptions (Strauss & Corbin, 1990). Examination of relationships were also performed between codes and the primary categories identified; missing relationships that did not emerge and the development of more refined categorical descriptions reflected *the selective coding* practices conducted during the study (Strauss & Corbin, 1990).

In general, three main criteria guided the analysis and compilation of the data derived from the study's individual cases: how each case was relevant to the quintain; the diversity of the cases across the general context; and how each case provided an opportunity to learn about the contexts and complexities of the quintain (Stake, 2006). In concordance with Stake (2006), "the transcriptions and codes were triangulated and then a cross-case analysis was conducted by the researcher" (p. 39). Knowledge was mobilized from each case during cross-case analysis by the researcher. This mobilization occurred first, as case knowledge was acquired; second, when cases were compared and contrasted; and, finally, new knowledge was produced (Khan & VanWynsberghe, 2008) by the researcher's development and interpretation of meaning.

Creswell (2013) indicated it was essential for the researcher to "[f]ocus on a few

key issues (or analysis of themes), not for generalizing beyond the case, but for understanding the complexity of the case" (p. 101). As the analysis continued, data aggregation was necessary to cluster larger and larger groups of ideas that could provide specific rationale supporting the identified themes (Creswell, 2007). After this step, themes were identified around which to coalesce and formulate findings to answer the study's research questions.

Summary of the Study's Methodology

The *Empowering Aspiring Entrepreneurs for Economic Success: A Professional Fellows Program for Kenya, Uganda, and South Africa* project (OSU Grant Proposal, 2013; see Appendix A) provided a unique opportunity to study the impacts on entrepreneurship resulting from the participants' experiences. A multicase study approach (Creswell, 2013) was selected for this investigation to compare the Entrepreneur Fellows' experiences in such a way as to provide a cross-case analysis for understanding the phenomenon (Khan & Vanwynsberghe, 2008) as a quintain (Stake, 2006).

An IRB application was completed and approved by the OSU's Institutional Review Board. The approved study proposal outlined a purposeful process of conducting a qualitative multicase analysis as guided by principles in accordance with Tracy's (2010) recommendations.

The researcher's presence in the study was described by her reflexivity (Creswell, 2013). Recording impressions, keeping notes on research activities, and reviewing the potential bias of the researcher in relation to the primary study components were deliberately conducted to frame her as a worthy instrument for this qualitative investigation (Creswell, 2013).

The design of the study was grounded by the collection of data in natural settings, using actual face-to-face and computer-aided, synchronous interviewing methods from May to August of 2015. The study's *quintain* served as the population providing the data used in the study as described by Patton (2015), which included 22 respondents from a cohort of 23 Entrepreneur Fellows.

Specific multicase study procedures outlined by Stake (2006) were followed to develop data instrumentation and conduct data collection during the study. Combining notes recorded during interviews with details written afterward and transcriptions of audiotaped sessions are indicators of quality qualitative interviewing practices (Britten, 1995). Therefore, use of two recording devices, handwritten notes taken during the sessions, and impressions noted in writing afterward were instrumental in compiling the data resulting from the study's interviews.

The transcriptions were distributed individually to the study participants to follow responsible member checking procedures (Lincoln & Guba, 1985). Analysis of the data using NVIVO software facilitated open, axial, and selective levels of coding (Strauss & Corbin, 1990), as used by the researcher to conduct a personal analysis of the transcriptions, including an *In Vivo* coding process to create linkages arising between the data analyzed and the determination of its meaning (Saldaña, 2013). Compilation of the codes into themes, triangulation activities, and cross-case analyses resulted in an aggregated accounting of participants' descriptions of the fellowship program's impact on their entrepreneurial endeavors after returning to their home communities in Kenya, South Africa, and Uganda.

CHAPTER IV

FINDINGS

The findings of this study are organized in three sections. The purpose of the study, a description of the study's population, and the study's research questions are included in the first section. In the second section, 15 categories were explained related to the six research questions as well as selected participant responses under each category. The last section contains the six themes of the study and examples of related participant responses followed by a summary of the chapter.

Purpose of the Study

The purpose of this study was to describe the views of individuals from Kenya, South Africa, and Uganda regarding their entrepreneurial experiences after participation in a professional development program intended to enhance their capacity as entrepreneurs in their home countries. The study also sought to describe the Entrepreneur Fellows' perceptions of the program's impact, especially its mentoring component, on their entrepreneurial endeavors after returning to their communities. In addition, the unique entrepreneurial training and support needs of women and other marginalized groups comprising a portion of the Fellows' cohort were explored.

The Population of the Study

The 22 Entrepreneur Fellows involved in this qualitative study participated in the

Empowering Aspiring Entrepreneur Fellows for Economic Success: A Professional Fellowship for Kenya, South Africa, and Uganda program (OSU Grant Proposal, 2013; see Appendix A) in two groups, either during May or October of 2014. These agricultural and allied sector professionals brought a variety of skills and talents with them in readiness for their fellowship experience in the United States. With their backgrounds, they also brought goals and expectations based on shared program documents, program briefings, and personal beliefs evident in written and verbal interactions with OSU program officials (see Table 1) and in-country partners, including: Agri-Pro Focus-Agri-Hub of Kenya; the Tertiary School in Business Administration (TSIBA) of South Africa; and the Straight Talk Foundation of Uganda.

The Study's Research Questions

Six research questions guided this study:

1. What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?
2. What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?
3. What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?
4. How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?
5. What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?
6. What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their

entrepreneurial enterprises in general, after returning to their home countries?

Findings Related to the Study's Six Research Questions

Findings Related to Research Question #1

Research Question #1: What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?

Assertion. Each Entrepreneur Fellow provided rich information from which to describe the study's quintain. An analysis of the applications and personal descriptions they provided resulted in characteristics indicated in Table 1. In summary, the eight women and 14 men participating in the study ranged in age from 26 to 47, with an average age of 34 years. The participants were primary owners/managers of 32 businesses and social ventures, with 10 businesses being directly involved with agricultural production activities. The provision of direct assistance to agriculture producers was described by six Fellows at the time of the study's interviews. Holding agricultural education, management, and leadership positions with government or higher educational institutions were specified by 10 Fellows. More than one organization and/or venture was identified as being led by 15 of the 22 Entrepreneur Fellows and seven indicated involvement in one primary venture, e.g., media consulting, a career development organization for adolescents, and an upmarket coffee shop (see Table 1).

The study participants defined professional training and advanced educational studies as part of their personal goals. At the time of the fellowship program, one woman held an advanced degree in veterinary medicine. Two Fellows were working toward earning doctoral degrees, three Fellows reported having earned master's degrees, and eight indicated they were working on completion of such degrees. The 22 participants reported achieving a national diploma with a majority having received additional training and/or certifications supporting their professional

development (see Table 1).

Substantiation. After data analysis, three categories emerged and were used to describe the study's findings related to the Fellows' characteristics.

1. Intentions of gaining additional business skills and knowledge were held by all the Entrepreneur Fellows prior to traveling to the United States for participation in the professional development program (or *fellowship*).
2. The Fellows intended to build networks during the fellowship program advantageous to their ventures.
3. The Fellows intended to strengthen their abilities to help youth become aware of the possibilities for future careers in agriculture and related entrepreneurial endeavors (see Table 1).

The opportunity to gain knowledge of successful entrepreneurial practices and business promotional strategies was identified by all Entrepreneur Fellows. Partnerships, collaborations, and networking for various purposes were goals identified by a majority of the participants (see Table 1). Being influential in the cultivation of values, skills, and opportunities for youth in regard to entrepreneurial opportunities reappeared during interviews and in various documents examined or provided by the Entrepreneur Fellows as part of the application process for the fellowship.

Table 1

Self-Reported Characteristics and Entrepreneurial Related Information of 22 OSU Entrepreneur Fellows in 2014

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Spring Cohort								
Fellow #20	Male	1978	Kenya	Teachers Service Commission – Business and Geography Teacher	Delivery of business incubation services supported by tertiary institutions resulting in improved opportunities for youth development in employment, entrepreneurship, and business	This doctoral candidate in entrepreneurship with Jomo Kenyatta University of Agriculture and Technology wants to learn the advantages, challenges, and costs of various business incubator models and the steps involved in implementing them	Combination	Business Teacher, Property Manager, Local Mobile Bank Proprietor

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #17	Male	1980	Kenya	Self Employed-Essentia Kanan Limited - Environmental Consultant, Projects Engineer	Sustainable and organic practices for animal waste management based on environmental assessment, accountability, and compliance with environmental regulatory policies	As a chemical engineer and environmental manager with a bachelor's degree, this organic fertilizer business owner wants to broaden his skills in formulating, producing, packaging, and marketing organic bio-fertilizers meeting the needs of potential investors, producers, and customers	Job Shadowing	Environmental Consultant, Projects Engineer

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #18	Female	1980	Kenya	Kenya Livestock Producers' Association - Capacity Building Officer	Swine industry/pork production as an agribusiness prioritizing quality animal care practices and results in safe food products, improves human health, contributes to rural economic development, and increases employment opportunities for women	A Kenyan veterinarian and researcher with a bachelor's degree in veterinary medicine and a master's degree in public health, this entrepreneur wants to examine the array of Oklahoma pork production, processing, marketing, and extension education practices for possible use in a for-profit business	Job Shadowing	Veterinarian, Shamba Express Owner, Lecturer

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #07	Male	1972	South Africa	Transnet National Ports Authority - Desktop Analyst	Gaining U.S. business strategies for retail food marketing, promotion, and sales targeted for use in growing a frozen yogurt enterprise having the potential for franchising in the future	A goal of examining selected Oklahoma food business models to acquire product, marketing, and management training was prioritized by this entrepreneur for use in the growth of a yogurt and fresh fruit retail venture who holds a bachelor's degree in information technology	Job Shadowing	Former Frozen Yogurt Store Owner, IT Business Owner

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #03	Female	1973	South Africa	Abaqulusi Wellness Centre - Director	Leadership training through the production and marketing of value-added food products to improve small business enterprise development for marginalized women	This professional teacher earned a bachelor's degree in educational management. She serves as a NGO project director with a goal of attaining food processing, gardening, management, and marketing strategies that could be implemented to enhance women's agricultural production plans	Combination	NGO Director

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #05	Male	1974	South Africa	Intsika AgriMedia – Managing Editor	Development of agricultural media and communications systems for resource-poor producers enhancing forms, structures, and practices of media communications businesses impacting rural economic development	Having a degree in languages and extensive experience as the former editor of a global network organization, this agrimedia entrepreneur seeks to gain U.S. media strategies promoting current and forward thinking farming practices as an expansion of agriculture information and publishing business	Internship	Consultant, Magazine Publisher
Fellow #08	Female	1982	South Africa	Educubed Foundation NPC - Founding Director	Establishing quality career development systems for youth through public-private partnerships resulting in employment opportunities for youth and leadership development for women	Expanding skills in implementing a private, for-profit career advising business by examining successful Oklahoma advising models was a primary goal of this social entrepreneur with a bachelor of science in commerce	Combination	Founding Director, Career Advisor

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #11	Male	1980	Uganda	Uganda Federation of Hard of Hearing - Western Region Federation Coordinator, Poultry Farmer	Raising poultry as an agribusiness with prioritization of creating productive workplaces and serving as a model employer in the agricultural sector for youth and adults with disabilities	As a national leader for individuals with hearing disabilities in Uganda, this diversified farmer seeks to acquire knowledge and skills in expanding his poultry operation to include a successful hatchery division employing and supporting individuals with disabilities; he holds a bachelor's degree in development studies	Combination	Swine/Poultry Farmer, Western Region Federation Coordinator

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #12	Male	1985	Uganda	Kassa Agro Input Dealers - Director/Proprietor	Producing opportunities for agro-input supply chains, product marketing, and local merchandizing for resource-poor agricultural producers, and scaling-up business enterprises increasing output and profitability	With a bachelor's degree in agri-business management, this agro-input dealer wants to examine modern collaborative farming models enhancing agricultural seedling distribution methods including training, marketing, and resource management	Combination	Director/Proprietor

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #14	Male	1986	Uganda	Environmental Conservation and Agricultural Enhancement Uganda - Field Coordinator	Implementing seed quality assurance, quality of development and management of cooperatives, and empowering farmers to use new technologies to access a breadth of credit systems, and to build a network to widen market opportunities	With bachelor's and master's of science degrees in environment and natural resource management, this agricultural program coordinator seeks to acquire seed industry management, marketing, extension, and cooperative farming strategies on which to base a training and retail for-profit business	Combination	Nature Uganda Communication Coordinator, Grants Manager

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #15	Female	1987	Uganda	Kyambogo University - Junior Lecturer	A commitment to leadership training through construction and marketing of garments (clothes) as a business to build the earning capacity of marginalized women	With a bachelor of science in textiles and clothing and a master of science in project management, this lecturer and entrepreneur seeks to gain skills in garment industry production, packaging, branding, and marketing strategies for generating income by vulnerable, marginalized individuals	Internship	Junior Lecturer, Business Owner
Fall Cohort								

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #19	Male	1972	Kenya	Chepkoilel Fabrication Services - Founder and Chief Executive Officer	Enhancing agricultural machinery sales and fabrication services to provide farm equipment repairs, consulting, and related training for rural producers and youth resulting in improved production practices and optimizing the use of new technologies	Having attained a diploma in welding and fabrication, this "job creator" is committed to learning updated repair techniques and using new technologies in meeting the needs of customers, training his employees and regional smallholder farmers as well as educating youth about use of welding skills and related career opportunities available in the agricultural sector	Combination	Chief Executive Officer

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #16	Male	1980	Kenya	Kenya Agricultural Research Institute (KARI) - Socio-economist, Administrative Officer	Increasing production, efficiency, and quality care of dairy animals resulting in an improved dairy value chain along with promoting agricultural principles and opportunities through teaching martial arts to rural youth	Pursuing a master of science degree in agribusiness management, this socio-economist and administrator for the Kenyan Agricultural Research Institute has goals of becoming an agribusiness consultant and contributing to policy formulation in addition to expanding the production of his dairy business	Internship	Administrative Officer, Dairyman, Martial Arts Instructor
Fellow #21	Male	1983	Kenya	International Potato Centre - Research Associate	Training and development of agricultural entrepreneurs (e.g., orange flesh sweet potato farmers) and providing assistance in assessment and evaluation of entrepreneurial activities, especially for women and youth	Pursuing an MBA in strategic management at the University of Nairobi, this research associate at the International Potato Centre aspires to gain additional micro-entrepreneurship skills as well as agricultural policy development strategies	Internship	Research Associate, Agritourism Business Owner

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #22	Male	1967	South Africa	Tertiary School in Business Administration - Incubation/Ignition Centre Manager	Implementing strategies to support and incubate small businesses transferring benefits to the mainstream South African economy through innovative and experiential approaches to training systems	With a bachelor of economics degree and an advanced education degree, this veteran educator is seeking additional business development strategies and entrepreneurship models for use in expanding his program's reach, impacting participants as an incubation centre manager, and attaining a master of entrepreneurial leadership degree	Combination	Incubation/Ignition Centre Manager

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #02	Female	1981	South Africa	North-West University-Postchefstroom, Online Content Editor	Developing and delivering programs providing positive role models, confidence enhancing experiences, and career exploration activities developed to empower girls in rural South African communities	A bachelor of communication studies provided the training for this journalist who is committed to gain strategies for advancing leadership development activities for girls, partnering with global leaders of women's empowerment initiatives, and completing her master's degree in management and development from the North-West University, Potchefstroom Campus	Internship	Online Content Editor, Non-profit Director of Leadership Institute for Girls

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #04	Female	1981	South Africa	Mokolobane Farmers Enterprises - Managing Director	Enhancing global communications, marketing strategies, and farming practices for use in helping local farmers and employing youth in the South African agricultural industries	After attaining a bachelor of commercial financial accounting and a financial planning diploma, this entrepreneur returned to her family's farm to manage its 24 employees in a diversified beef, dairy, and apple orchard operation. Her goals include gaining skills to enhance serving as a national agricultural leader and expanding entrepreneurial opportunities and related training for youth in the agricultural sector	Combination	Managing Director, Financial Advisor, Youth Project Manager

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #06	Male	1983	South Africa	University of the Free State - Lecturer and Consultant	Mentoring smallholder farmers to foster innovation, the use of business planning, and financial management strategies to advance rural economic development and increased sustainability of the agricultural sector	With bachelor's and master's of agricultural management degrees, this entrepreneur has worked at the university level as a lecturer, coordinator, and research assistant with farmers to develop business plans, related budgets, and farm management strategies. He wants to gain skills for use in expanding his rural land development and agro-food chain ventures to increase opportunities for previously disadvantaged individuals	Job Shadowing	Guest House Owner, Lecturer, Consultant

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #13	Male	1973	Uganda	Watoto Childcare Ministries - Agriculture Team Leader in Self-Sustainability Department	Improved product definition, client relations, market access, financing structures, and operational efficiencies of a globally successful cassava plantation, training program, and agritourism business venture	Attaining a bachelor of business administration and advanced training in United Nations studies, this farm manager provided agri-business oversight for an organization serving 3000 children. He seeks to gain large-scale farming techniques and agri-business linkages to further his agri-entrepreneurial production goals	Combination	Self Employed Farmer of Cassava and Maize

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #10	Female	1980	Uganda	B-Trends Ltd - Director	Social entrepreneurship creating agricultural employment opportunities in which Ugandan youth can learn and prosper by producing food	As a private trading director who was formerly a strategic communications/IT planner, this farmer holds an MBA and a bachelor of science degrees in mass communications. She desires exposure to U.S. sustainable farming models and related skills for use in diversifying her agri-entrepreneurial ventures and promoting youth development opportunities	Combination	JB Farm Manager, Agri-Synergies Board Director

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
Fellow #09	Female	1985	Uganda	National Union of Coffee Agribusinesses and Farm Enterprises - Gender Equity Manager	Start-up and expansion of NUCAFE coffee shop concept including exploration of franchise potential for Ugandan coffee resulting in increased employment of marginalized youth and generally contribute to the area economy	With a BA in development studies, this coffee industry equity leader served underprivileged coffee farmers through training and advocating for gender mainstreaming in all parts of the coffee value chain. She has goals of learning how to establish and manage a cafe whereby Ugandan coffee can be marketed as well as creating opportunities for youth involvement in the enterprise and its growth over time	Internship	Coffee Shop Manager
Fellow #01	Male	1988	Uganda	St. Jude Family Projects - Agricultural Engineer	Contributing, innovating, and improving farming practices through research-based techniques in the field	Having attained a bachelor's degree in agricultural engineering and food process technology, this organizational	Job Shadowing	OSU Graduate Student, Faith-Based Program Leader, Farmer, Trainer

Fellow Name[a]	Sex	Birthyear	Country	Initial Workplace & Job Title	Entrepreneurial Intent/ Aspirations	Professional Backgrounds & Goals	Field Experience Type[b]	Title(s) at Time of Interview[c]
					of agricultural engineering for Ugandan farmers and other agricultural entrepreneurs, including women and youth	leader has a goal of earning a master of science degree conducting research on the use of the Greenseeder® Hand Planter while acquiring project management, safe food processing, and rural community development strategies along with establishing partnerships with U.S. and global agricultural entrepreneurs		

Notes:

[a]The table contains specific information listed by the two fellowship cohort groups, (i.e., spring or fall). Then, within each cohort group, corresponding Fellows' characteristics and entrepreneurial-related information are listed by country in alphabetical order and from oldest to youngest Fellow in that country group.

[b]Internship/job shadowing experiences varied from fellow to fellow during three weeks of their five-week fellowship experience. In this column, *Internship* was listed for those having one primary experience with one mentor. *Job Shadowing* was listed for those having a variety of relevant experiences with multiple mentors. *Combination* was listed for Fellows having multiple job shadowing experiences and two or more multiple-day experiences with specific mentors.

[c]The job titles listed were self-identified by Fellows during 2015 interviews conducted approximately 12 months after the spring of 2014 fellowship cohort and 6 months after the fall of 2014 fellowship cohort

Category 1.1: Intentions of gaining additional business skills and knowledge were held by all of the Entrepreneur Fellows prior to traveling to the United States for participation in the professional development program (**or *fellowship***).

Fellow #04 described her reason for accepting the OSU Entrepreneur Fellowship opportunity as being able "to take the knowledge back in order to implement what I learned, improve our business or even determine the possibility of letting go of that business" (P04 Interview: 20-22). In addition, an agricultural research center administrative officer and dairy farmer, Fellow #16, listed his motivation for participating in the fellowship as the opportunity

> . . . to gain knowledge, skills, ideas, attitudes and exposure especially on agro enterprises to be able to disseminate such knowledge and replicate the same in my locality to contribute to the future of agribusiness development in my country Kenya and Africa at large. (P16 Background: para. 2)

Goals identified by Fellow #05, an agrimedia entrepreneur, reflected his view of what was to be gained from the fellowship:

> To learn more about entrepreneurship as an 'art, attitude, skills' but also the business acumen that goes with it. I am aware not everything can be learned or taught in a classroom and nevertheless hope to pick up a few lesson[s] from the speakers and my time there. (P05 Background: para. 3)

Category 1.2: The entrepreneurs intended to build networks during the fellowship program advantageous to their ventures.

"Establish formal/informal mentoring relationships" (P07 Background: para. 5) was among the list of goals for the fellowship specified by Fellow #07, a frozen yogurt store owner at the time of the fellowship and an IT professional. Likewise, Fellow #04, a managing farm

director and financial advisor, described wanting to "attain networks across the globe in order to enhance my skills, experience, and opportunities while leveraging lessons learnt from other nations to assist our country stay[ing] abreast of current affairs and trends." (P04 Background: para. 8)

"To provide employment to the youth, women, and persons with disabilities" was listed as the "motivation to acquire a mentorship and develop relationships with those advocating for funding and mentoring individuals with disabilities and could result in raising their status at the community level" for Fellow #11, a diversified farmer and professional development provider for individuals with hearing disabilities (P11 Background: para. 7, 2, & 1).

In addition, to "[c]reate linkages and networks for resource mobilization and youth enterprise growth" was a goal supportive of the vision expressed by Fellow #09, a coffee shop manager, who sought to "empower youths since they seem so reluctant in agribusiness and they need to be guided in the value chain investment in order to get better returns" (P09 Background: para. 8 & 3).

Category 1.3: The Fellows intended to strengthen their abilities to help youth become aware of the possibilities for a future career in agriculture and related entrepreneurial endeavors.

Fellow #04, a managing farm director and financial advisor, identified compatible goals in her statement about the reason for accepting the OSU Entrepreneurial Fellowship opportunity as "establish[ing] one of the most groundbreaking agricultural youth programs that will be able to reach out to the youth in rural areas . . . to encourage youth interest, participation, and on-going innovation in the agricultural sector" (P04 Background: para. 6).

Fellow #21, an agritourism business owner and International Potato Center research

associate, identified one of two overall fellowship goals as to lead efforts "to have more women and youth involved with production of orange fleshed sweet potatoes for consumption . . . and as an enterprise to improve their incomes and livelihoods" (P21 Background: para. 2).

Summary. The 22 Entrepreneur Fellows identified owning, leading, and/or being employed by 43 businesses, institutions, or organizations. Serving as the owner/operator/manager of 33 ventures, the eight women and 14 men described their intentions to gain entrepreneurial training, entrepreneurial networks, and cultural understanding through the U.S. fellowship in their program application goals (see Table 1). The value they placed on education was evidenced by the 22 Fellows documenting certifications, advanced training, and diplomas earned from educational institutions with 10 working toward achievement of master's and doctoral degrees. Averaging 34 years of age, participants voiced their commitment to assist in improving awareness of industry opportunities; to provide training, employment, and partnering opportunities; and to serve as mentors and role models for youth in their home communities (see Table 1).

Findings Related to Research Question #2

Research Question #2: What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?

Assertion. Exposure, inspiration, as well as both negative and positive interactions with U.S. citizens were described by the Entrepreneur Fellows as meaningful and significant. Before traveling to the United States, these views were described as having been gathered from their educational experiences received in their home countries, their introduction to U.S. citizens, their viewing of content on the Internet, and accounts of the United States in print media, on television, and through radio broadcasts.

Substantiation. Three categories resulted from analysis of the Entrepreneur Fellows' background information and interview transcriptions:

1. The Fellows' exposure to U.S. workplaces was profound.
2. Life changing experiences created unique opportunities to modify the Fellows' business practices.
3. Entrepreneur Fellows from all three countries collaborated to create a youth development service organization during the fellowship program.
4. Opinions about the Fellows' experiences were not neutral.

Category 2.1: The Fellows' exposure to U.S. workplaces was profound.

Fellow #22, a business incubator center manager, trained and supported the business development of entrepreneurs as a postsecondary incubation center manager. He indicated:

> I think my entrepreneurial activity has changed. I am definitely more proactive and I am moving outside my normal bounds that I have been involved in. In terms of revenue generation, they have doubled the goals for my revenue generation for the center. A year ago, I would have been very scared and got kind of nervous. Now, definitely, it is all possible. (P22 Interview: 41-45)

The extent of the fellowship's impact on Entrepreneur Fellows' practices was reflected in the statement made by Fellow #03, a wellness program and non-governmental organization (NGO) director:

> We had no skills to market the business that we were doing to sell our product. But since I went there[, i.e., the United States], I learned how to market your product, how to take care of the product so it could be sold, and so people can be educated about your product. I learned a lot as to how to market your project. That's how I got experience to grow my

business in South Africa. (P03 Interview: 19-23)

Category 2.2: Life changing experiences created unique opportunities to modify the Fellows' business practices.

With bachelor's and master's of agriculture degrees in farm management, Entrepreneur Fellow #06 worked at a university in South Africa as a lecturer, research assistant, and entrepreneurship coordinator. He was responsible for working with farmers to develop and use business plans, budgets, and farm management strategies. Fellow #06 stated:

> Africans are never short of moneymaking opportunities but they may be short on planning and management strategies. Two business opportunities in agribusiness [were offered to me]. First, just this week, I was approached by people from the Ministry of Agriculture. They want me to assist in training and providing all our courses in the district, which would bring farmers from all over our area. . . . The second, mentorship, that is expanding and broadening in many provinces to work with social development. (P06 Interview: 37-46)

A female Ugandan farmer and communications professional, Fellow #10, defined how her business activities expanded:

> I looked at things from a different perspective. And the agricultural sector has so many opportunities. Not just as a farmer but the opportunities available in terms of my communication skills. When I returned, I joined hands with a group of young farmers and we looked at the different challenges with [our] agriculture sector and we came together and formed a company limited by shares. (P10 Interview: 25-30)

Fellow #01, a Ugandan farmer and faith-based program leader, reflected on his initial beliefs and how they changed after shadowing a variety of Oklahoma entrepreneur mentors:

> I used to think the Ugandan way, when you live in the country, you get used to thinking in the Southern Ugandan way, in a cocoon, but thinking about Uganda and Ugandan problems only. But when I traveled to the United States, I saw how large scale farming is done in the United States. I got to realize after seeing the operations that there are many resources we are not using and not using them well. (P01 Interview: 86-90)

Fellow #02, a university online content editor and creator of a non-profit empowerment program for girls, shared:

> [T]he experience gave me exposure. As I've said so many times before -- coming back, it's like it gives me the right boost to say 'I can do this' or 'I need to continue with this program.' [The experience is] good for women's empowerment and it's a key element we look at. It has helped the Leadership Institute for Girls. We're creating space for these young girls to become leaders in their own community. I'm coming back and making sure that I employ structures in place. Maybe I'm more organized in using social media to do campaigns, to also share what we do, and just to get more support. (P02 Interview: 16-23

Category 2.3: Entrepreneur Fellows from all three countries collaborated to create a youth development service organization during the fellowship program.

Ugandan agricultural project coordinator and agro-input entrepreneur, Fellow #14, stated:

> We set out to do so many things while we were there [in the United States]. And one of them was to start an agricultural youth consortium for the three countries who participated which had the name of Partnership for African Youth in Agriculture [PAYA] and we have been going through with it and it is one of the major accomplishments we have been able to achieve. While PAYA is still crawling, it needs to get onto its feet.

(P14 Interview: 43-47)

Fellow #14 also stated: "We want PAYA to be a consortium, an organization running across the three countries based on the entrepreneurship program" (P14 Interview: 56-59).

Fellow #20, a business and geography instructor as well as property and banking facility manager, explained challenges faced by the group and how selected Fellows extended the concept of PAYA in a unique direction:

> PAYA is still there but I was talking about another initiative. For PAYA covers three countries, but the Uganda group had problems with the name being similar to another group. . . . As a group of alumni, we applied for grants available through the DOS [Department of State] alumni [network]. So we have been writing our proposal on how to conserve mountains between Kenya and Uganda. . . . [W]e have been communicating on the issue that we can write the proposal. (P20 Interview: 216-222)

Category 2.4: Opinions about the Fellows' experiences were not neutral.

The breadth of opinions about the people of the United States and the Fellows' perspectives on related experiences were not neutral. Fellow #06, a South African agriculture university lecturer, shared:

> It is important for such people who decide about the fellowship program to know that what happens makes a difference not only for people like me who came to the U.S. but also to our families and our kids forever. Also, the people we work with in our countries. There was so much knowledge, so much information, people skills, and friendships that we gained. (P06 Interview: 205-209)

Fellow #06 described the contrast he encountered related to knowledge about Africa and related current affairs during his five-week experience in the United States.

> My views have changed. But only when I went to Washington DC, I saw U.S. people [in Oklahoma] as very shallow. . . . Like the problems with Ebola. Some U.S. people did not know about the African continent and were scared of Ebola due to being driven by the media. And when we came to Washington, it became clear that the people we met in the Department of State had a clearer, broader view of Ebola and were better informed than the people of Oklahoma. (P06 Interview: 172-179)

Contrasting views were also offered by a female wellness center director and NGO leader, Fellow #03:

> I was a bit nervous and afraid that I would be treated very small but when I came there I found my brothers and sisters. In fact, I was treated like a queen, treating you like you were at home. It was a funny thing but they are ignorant. They think you come from one small town. You say you are from South Africa and they say, oh I have a friend in Nigeria, do you know my friend? (P03 Interview: 344-349)

A female South African, Fellow #08, who provides career advisement services to youth, stated:

> My views for the U.S. have been that people are ignorant and all they see is everything is the U.S. Like everything revolved around the U.S. . . . [However,] the people I worked with were just the opposite. And that was like a pleasant change of what I had in mind of the U.S. People were very warm, accommodating, and friendly. So that changed my views. (P08 Interview: 165-170)

Relationships, education, and recognition were among the reasons offered by some Fellows in regard to returning to the United States. For example, Fellow #05, an agrimedia entrepreneur, explained:

> I think my interaction with the U.S. is not over yet because that is the only place where I can learn and get re-motivated again. Because I need to have dedicated time to visit, too. I need to connect with the networks. I have to go back again and listen again. So I think a seed was planted and it was up to me to use what everything I encountered and learned and I just have to run with it. (P05 Interview: 259-263)

Ugandan Fellow #14, an agriculture project coordinator and agro-input entrepreneur, also identified relationships in his intention to return to the United States: "I met a whole batch of very good American people. And I think I will get on a plane for a second time. . . . I want to come back to the United States" (P14 Interview: 368-370).

Educational reasons for returning were expressed by Fellow #16, an agricultural research center administrative officer and dairy farmer: "One day I will come back to the states and do my Ph.D. I know that. It has been a really good journey for me. . . . I am a changed person because of that [i.e., the fellowship experience] (P16 Interview: 31-34). This intention to study in the United States was also referred to by Fellow #15: "I have not yet been given a physical promotion but I did get the opportunity to study and I will also be able to come back as a doctor [of design and merchandising] after studying in the U.S." (P15 Interview: 83-85).

A unique reason to return to the United States was expressed by Fellow #07, a frozen yogurt store owner at the time of the fellowship and IT professional:

> [W]hen I was in Washington, they had these guys in these previous fellowships talk to us as Fellows. That was an inspiration for me. The start of an idea for a youth organization started that way. One day, it is one of the reasons I want to start a youth organization because I want to be invited back as a speaker. (P07 Interview: 187-192)

Summary. Significant impacts, profound relationships, and impetus to transform their

enterprises, communities, and service systems were reported by the Entrepreneur Fellows during interviews completed after their fellowship experiences. During the second cohort, i.e., October of 2014, some Fellows were impacted negatively by local community members' responses to the Ebola outbreak in west Africa. However, overwhelmingly, the Fellows reported positive experiences that encouraged many to identify returning to the United States as both a professional and a personal aspiration.

Findings Related to Research Question #3

Research Question #3: What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?

Assertion. The Entrepreneur Fellows were implementing what they had learned and experienced in relevant work and personal activities but not all were working in the enterprise they had initially prioritized in their fellowship applications.

Substantiation.

1. The Entrepreneur Fellows learned new things about themselves during the fellowship experience.
2. Helping youth gain skills to become involved with agricultural entrepreneurship was very important to selected Fellows.
3. Significant barriers existed to advancing the Fellows' enterprise goals even in light of the optimism they held for success.

Category 3.1: The Entrepreneur Fellows learned new things about themselves during the fellowship experience.

According to Fellow #14, an agriculture project coordinator and agro-input entrepreneur, after starting the fellowship, he realized other goals he wanted to accomplish:

> Before I went to the United States, I was running a farmers' seed cooperative with smallholder farmers. When I went to the U.S. and the Department of Agriculture [i.e., OSU's Division of Agricultural Sciences and Natural Resources], I felt I wasn't having an impact with the farmers. So in the first couple weeks, I decided I needed to change my job. In between there, I started looking for a job and told my colleagues back home. By the time I got back, I had gotten another job. (P14 Interview: 16-20)

A diversified agricultural producer from Uganda who raised chickens and pigs, Fellow #11, expressed the changes he made in his enterprise after returning home: "I am a role model for local poultry farmers and my neighbors who have started to raise poultry, as well. I have also shared my ideas with a variety of individuals including a deaf person to have a piggery project" (P11 Interview: 6-12). (Fellow #11 is hearing impaired and a leader for that community in his home country.)

Fellow #18, a veterinarian, food purveyor, and university instructor, promoted an accomplishment she achieved after returning home:

> I think one of the greatest accomplishments is opening of Shamba Express. . . . It is a big one because from there, I have been able to build everything else including the Facebook page and the partnerships, including trying to have an online platform and telling people what you do so that has been the biggest accomplishment. . . . Shamba Express was just something, a concept in my mind but which was actualized and [is] earning income. (P18 Interview: 80-85)

Category 3.2: Helping youth gain skills to become involved with agricultural entrepreneurship was very important to selected Fellows.

After returning to Uganda, Fellow #11, a diversified farmer and professional

development provider for individuals with hearing disabilities, promoted youth development in and for agriculture:

> I have been working with the youth school where I have spoken to them about earning money through farming. While they don't yet have the budget to start a farming project, we are working through lobbying efforts of the government to make it happen. (P11 Interview: 9-12)

Strategizing about unique solutions to workplace issues was conducted by the Entrepreneur Fellows. Fellow #16, an agricultural research center administrative officer and dairy farmer, stated:

> I hope we will have more young employees, because a lot of people are nearing retirement. Retirement in Kenya is 55 to 65 years old, so younger people are fewer. If that gap can be filled, I am sure that more competent young people will be able to move our organization and our country to new higher heights. (P16 Interview: 176-180)

Helping youth imagine agriculture as a viable employment possibility was reinforced by Fellow #19, a farm implement and welding shop owner:

> In the future, I am thinking about training the youth because . . . [y]ou find that the youth want to work with IT, the computers, and other things that do not include a lot of farm work and whatever. But I am thinking about encouraging them and getting some groups in the youths that will be able to be encouraged and moved towards the agricultural sector and help even them make better production. (P19 Interview: 321-327)

Category 3.3: Significant barriers existed to advancing the Fellows' enterprise goals even in light of the optimism they held for success.

"The most significant barrier is finance and of course I need financing to do marketing

and also to establish some products. My business has two sections to it, products and services," said Fellow #05, an agrimedia entrepreneur (P05 Interview: 26-28). He planned to "produce a magazine, both print and digital. And also [a] mobile platform and these products would be very relevant to the market I am targeting, which is small scale farmers" (P05 Interview: 33-36).

Farm implement and welding shop owner, Fellow #19, indicated:

> In my case, I am trying to be everything in the workshop. . . . I have limited sources. So it is a challenge related to the finances needed and just getting the equipment itself. I have been trying to make a budget of what I need. Currently, let me say about purchase of this equipment . . . it would cost 10 million Kenyan shillings, which equal to $100,000. (P19 Interview: 39-44)

Kenyan Entrepreneur Fellow #17, a composting business owner and vegetable farmer, indicated he needed to address the unique barrier of attaining government organic fertilizer certification to expand his business:

> One [barrier] has been we have some regulations, specifically environmental laws, which requires us to pay some fees for composting. It is actually a big fee. But as a small company, we haven't paid it yet. . . . [O]ur product is good but [the] problem is the capacity of the certifying body because they don't have enough people who can be able to analyze the product and the process. . . . [T]he certification of our compost would allow us to explore better markets. (P17 Interview: 48-53)

Fellow #02, a university online content editor and creator of a non-profit empowerment program for girls, expounded on time as a barrier she faced:

> [I]t was an amazing five-week program where we did a whole lot of things to improve you as a person and in your business, your programs and you start to understand U.S.

business. Coming back with all the experiences, it's like information overload. It's overwhelming. You have all these ideas so time has been a barrier. I still need more time to implement and to really be able to say this has been one thing I learned during my program or exchange program with Oklahoma State University. And it is working. But so far I am not yet there to say 'look at this.' (P02 Interview: 26-33)

A critical entrepreneurship concept emphasized as important to long-term business planning is the development of an *exit strategy*. Despite exposure to experts, strategies, and models, two of the Entrepreneur Fellows had closed their business ventures. A frozen yogurt store owner at the time of the fellowship and an IT professional, Fellow #07, described his experience:

> [E]ven though we tried different ways to market the store and distributed samples and reached out to people by walking through the mall to advertise the store at different times and established a website and Facebook activity, . . . it did not yield the result we wanted. So all the things we tried actually added to a big loss and we just couldn't survive. . . . [Yet] [w]hat I found in all of this, is that I am an entrepreneur and innovator by heart. (P07 Interview: 69-81)

One reason to participate in the fellowship related to considering the closing of one aspect of her family's farming operation, as Fellow #04, a managing farm director and financial advisor, explained:

> I wanted to understand how I could improve our dairy business back home because our business was not going well. So going to the U.S. gave me access to different dynamics of dairy farming at OSU, small farmers as well as large scale dairy farmers in OK, which gave me a way to understand dairy farming a little bit more. . . . And in conclusion, my

father, my brother, and I finally were able to understand that we had to close down the dairy business. The reasoning I proposed to my father were solid enough and I believed my experience from OSU helped us to make that decision. (P04 Interview: 14-18; 22-25)

Summary. The quintain's members reported 43 unique ventures resulting in positive economic and psychosocial outcomes for themselves, their families, their clients, and their communities. At the time of the study's interviews, Fellows were leading one or more primary ventures in which skills, knowledge, and entrepreneurial strategies acquired during the fellowship were utilized. However, while identifying continued entrepreneurial optimism, two Fellows ended their businesses after returning home. Financial, governmental, and time-related issues were most frequently described as slowing the progress planned for the Fellows' ventures and their related short-term goals.

Findings Related to Research Question #4

Research Question #4: How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?

Assertion. The Entrepreneur Fellows experienced advantages far beyond what was possible before their participation in the fellowship program. Examples of outcomes as a result of participating in the fellowship program were emphasized throughout the Fellows' interviews.

Substantiation.

1. The U.S. fellowship experience made lasting impressions and inspired the Fellows to develop unique business and social venture expectations.

Category 4.1: The U.S. fellowship experience made lasting impressions and inspired the Fellows to develop unique business and social venture expectations.

Fellow #16, an agricultural research center administrative officer and dairy farmer, was

forever changed by his fellowship experience, as he explained:

> One thing I must say when you move outside to the states, and when you come back, you think very differently from the way people are used to doing things and are thinking so finding someone who you can really relate to and who understands where you want to be becomes a challenge [after returning to Kenya]. (P16 Interview: 150-154)

He went on to say: "In the United States, people in entrepreneurship do not joke around in what they do. In whatever they do, they do it very well and very seriously. Around here, people take things a bit casually, not very seriously" (P16 Interview: 154-157).

Time management was a professional practice reinforced by the fellowship program. University online content editor and creator of a non-profit empowerment program for girls, Fellow #02, spoke about its influence on her business perspective:

> Things move a lot faster in America. When you have been in South Africa your whole life, all of a sudden you realize sometimes it takes forever for something to happen, sometimes it doesn't happen quickly, or as you would prefer, and it has a different rhythm all together. (P02 Interview: 132-135)

In regard to a program leader who influenced how Fellow #02 approached the fellowship experience, she stated:

> [OSU fellowship team member] said, 'Here's the thing. You are here. It is up to you to take this as an opportunity to learn, and you will carry with you for the rest of your life to learn or you can drag it and say it was horrible so you have that choice.' But I remember thinking it was significant. I have this choice, to make this work and embrace it for the rest of my life and really she was basically saying: 'In the next four weeks, you [are] here, look out for something positive to grasp and to hold [on] to and all the negative

things wipe away. . . . I remember thinking to myself, 'I don't want to miss it.' (P02 Interview: 509-516)

Fellow #01, a Ugandan farmer and faith-based program leader, indicated the breadth of impact his experience had on his family's farming operation:

> The American people should not take for granted the fact that their money provided through the fellowship is making an impact in our countries. It may not be an immediate difference but it long-term will make an impact. A number of people will be transformed through our efforts made possible by their support. By using ambassadors like us, you can create change. There are many African farmers who are gaining from taxpayers' money paid to support our training and experiences. (P01 Interview: 382-388)

Direct influence of the fellowship on an entrepreneurial venture was evident in the activities shared by Fellow #09, an upmarket coffee shop manager. She indicated her dream of running a coffee shop came to reality "from what I learned at Aspen Coffee Shop. I talked with my boss, I shared my idea, and they bought it and helped me do it and came up with the coffee shop. So, I manage it [now]" (P09 Interview: 7-9).

Broader industry impacts were described by Ugandan Fellow #11, a diversified farmer and professional development provider for individuals with hearing disabilities, when he stated:

> Regionally, my project has been pushing farmers to raise chickens. We established an association of poultry farmers where we exchange ideas, we share our challenges, discuss how to overcome them. We are exploring how we can work together to sell our eggs and receive higher prices. We are marketing our projects using ideas we share, as well. We all are benefiting from what we are learning from each other. (P11 Interview: 74-79)

Summary. Broadened perspectives, professional time management practices, increased

understanding of enterprise possibilities, and expanded leadership strategies were identified as some of the impacts resulting from U.S. fellowship participation after the Fellows returned to their home countries. In some cases, the Fellows' employers also embraced recommendations the entrepreneurs provided about improved business practices in addition to the modifications made in their personal ventures. Industry collaborations led by the Fellows provided economic, promotional, and empowerment strategies to address various local agricultural sector needs and opportunities.

Findings Related to Research Question #5

Research Question #5: What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?

Assertion. A majority of the Entrepreneur Fellows expected to develop collaborations, networks, and relationships extending beyond the fellowship program and its internship/job shadowing component.

Substantiation.

1. Relationships were beneficial and reciprocated during the five-week fellowship experience.
2. Continued relationships with fellowship program mentors depended on the efforts of the Entrepreneur Fellows.

Category 5.1: Relationships were beneficial and reciprocated during the five-week fellowship experience.

An ongoing relationship was developed between Fellow #11, a diversified farmer and professional development provider for individuals with hearing disabilities, and one of his mentors.

> I have been in contact with [my mentor] with [mentor's organization], mostly about disabled people and we shared how we in Uganda handle issues they face. I contacted her through LinkedIn to discuss our project and challenges we were facing. She has sheep and we have been communicating about her agricultural venture also. (P11 Interview: 101-105)

Fellow #03, a wellness program and NGO director, said of her mentor:

> I went to Oklahoma and I was introduced to a certain lady who is a director of an international agriculture women in a global agricultural project, [organization's name]. She adopted me and she made me a chairperson from South Africa for women. In such a way that they were having a symposium . . . in Tennessee. I organized my women so that 14 of them could participate. They even gave me a slot to give a presentation about entrepreneurship. Though, unfortunately, I was applying for a visa to my country but it became a problem due to some laws that changed. So it was a quick change then that caused us to be denied for this year. (P03 Interview: 25-32)

Category 5.2: Continued relationships with fellowship program mentors depended on the efforts of the Entrepreneur Fellows.

A research associate for the International Potato Centre and agritourism business owner, Fellow #21, described an ongoing relationship with his internship mentor:

> I am in contact with [an OSU Extension Specialist]. And I still participate in the Oklahoma Extension forum every month so I can learn about their activities and the challenges they face and helping resolve them if it relates to our products. Also, I try to adopt the practices in my region. Usually it is about the challenges they are facing on all the farms. (P21 Interview: 342-348)

An agro-inputs dealer and farming consultant from Uganda, Fellow #12, shared his ongoing efforts to stay connected with his Oklahoma mentors:

> I acquired skills having cooperation with my mentors in the U.S. Every time I have a challenge or want to do something different, I contact my mentors in the U.S. and see how well I can work out a problem or how well I can include what I learned in the U.S. . . . It has been a two-way learning experience. I learn skills from U.S. [mentors] and they also learn from me. They encourage [me] on how well I can do. It has been a two-way learning experience. (P12 Interview: 11-13; 125-127)

Fellow #19, a farm implement and welding shop owner, spoke about the advantages he experienced from his ongoing relationships with his mentors. He indicated:

> I have been communicating with my mentors mostly with phone calls because it is easy to reach . . . them and what they say comes out clearly. It is a little expensive to communicate through a phone call but sometimes it works best when a farmer is here and I can easily reach my mentors by phone to solve a quick problem (P19 Interview: 204-207)

However, Fellow #16, an agricultural research center administrative officer and dairy farmer, was frustrated with the lack of follow through by some contacts he made in the United States:

> I had a lot of cards and I sent communications out to people and I shared ideas of what I thought could work out for this country and for them, but unfortunately most of them did not respond, including those in the workshops in Washington, DC. (P16 Interview: 418-420)

Summary. Ongoing communication with fellowship team leaders, mentors, and

community members with whom the Fellows interacted were described as *conduits* that reinforced the support and goodwill perceived as they continued in their quests to succeed, professionally and personally. The efforts made by many, but not all, Fellows to connect, to obtain guidance, and to receive additional information were identified as positive and reciprocative. Continued participation in U.S. Cooperative Extension meetings and making telephone calls to seek advice on customer questions were examples provided representing two Fellows' regular interactions with their U.S. mentors.

Findings Related to Question #6

Research Question #6. What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?

Assertion. The training provided about *new media*, including Facebook, during the fellowship, was impactful and impressed the Entrepreneur Fellows. Each interview respondent identified at least one *new media* platform he or she used to communicate with a variety of audiences about business activities and for personal reasons. One platform used regularly, if not daily by all the Fellows, was Facebook.

Substantiation.

1. *New media*, including social networking sites, were integral to the Entrepreneurial Fellows' business marketing activities.
2. Fellowship-specific *new media* sites established for ongoing communication have been implemented, both exceeding anticipated use and being used less frequently than expected by some Fellows over time.

Category 6.1: New media, including social networking sites, were integral to the Entrepreneurial Fellows' business marketing activities.

Interviews with the Fellows revealed use of digital communications and *new media* platforms, as displayed in Table 2. The use of *new media* in both professional and personal communication was reflected by Fellow #08, a career advisement foundation director: "[Facebook is] my own enterprise platform as I have my own Facebook page. It is sharing information with everyone who follows my enterprise, Educubed Foundation. And also my own Facebook page, [name]" (P08 Interview: 113-117). A global description of the connection facilitated by *new media* was offered by Fellow #02: "Facebook is much faster to connect the developed world with the developing world" (P02 Interview: 371-372).

Table 2

Entrepreneur Fellows' Self-Reported Communication Strategies as Used in their Business Ventures and Related Activities

Fellow	Face book	Flickr	Insta gram	Linked In	Skype	Twit-ter	Viber	Whats App	Other	E & G Mail	Global Dialogue[a]
#01	x		x			x				x	Brazil, Cambodia, India, Laos, Russia
#02	x				x	x			E-Blog	x	Egypt, India, Tunisia, Zimbabwe
#03	x	x	x		x			x		x	Russia, Vietnam
#04	x		x	x		x	x			x	
#05	x							x		x	Zambia
#06	x							x		x	
#07	x							x		x	Bangladesh, India, Moldova, Nepal, Pakistan, Russia, Zambia
#08	x				x		x	x		x	Russia, Turkey
#09	x				x		x			x	Middle Eastern Countries
#10	x			x	x		x	x		x	Pakistan, Zimbabwe
#11	x			x						x	International contacts
#12	x				x			x		x	Brazil
#13	x			x	x	x	x	x		x	Australia, Egypt, India, Pakistan
#14	x				x	x	x	x		x	Zambia
#15	x			x	x		x	x		x	Taiwan, Zimbabwe
#16	x			x	x	x				x	Philippines, Russia

#17	x			x		x		x		x	
#18	x	x						x		x	
#19	x					x	x	x	You Tube	x	Australia, Czech Republic, Ethiopia
#20	x		x	x	x					x	Mexico
#21	x		x			x		x		x	12 African countries, Nepal, Peru
#22	x				x	x				x	International Rotary members, Russia

Note:
[a]Aside from U.S. contacts and other Fellows, the participants also reported dialoguing with global fellowship entrepreneurs and other business contacts after returning to their home countries.

As the owner of a new entrepreneurial venture focused on agritourism, Fellow #21 used both Instagram and Facebook:

> The reason we chose them [is] because they are the most popular in the region and in the country. We put the same information on both of them. . . . The whole idea is that you want to give people up-to-date information regularly even when there is no trip. . . . That has been very helpful because then the more you engage with them, the more inquiries about other areas. (P21 Interview: 361-368)

Fellow #01, Ugandan farmer and faith-based program leader committed to promoting sustainable agricultural practices indicated:

> Whenever possible, I would update my Facebook page to let people know what was happening as a result of my being in the program . . . even if they are n interested in what we are doing, [they] may share our message with others. Because they may in the future have a common cause with us. (P01 Interview: 426-430)

Fellow #13, a diversified farmer and agritourism entrepreneur, talked about Facebook being a conduit to Fellows from other countries whom he met at the Professional Fellows Congress in Washington, DC at the conclusion of the fellowship experience: "My connections with the Pakistanis and the Indians have been going on. We chat quite a bit. We see what the other is doing and keep in contact with Facebook and those interactions continue" (P13 Interview: 206-209).

Electronic mail and telephone communications were mentioned by a majority of the Fellows as inherent to their daily entrepreneurial activities. For example, their compatibility with *new media* usage was described by Fellow #05, an agrimedia

consultant:

> E-mail is for individual contact, which could be work related or when I want to find out something. Or sharing ideas or giving instructions or so on. I market publications relevant to their needs [, i.e.,] a platform to get instant information about farming using their mobile phones. [As well as, c]hallenges they may be facing but more production related challenges. And maybe disease related challenges because they would have big economic impact on the profits for farmers. (P05 Interview: 142-149

In addition, Fellow #04, a managing farm director and financial advisor, described electronic mail use in her daily activities:

> To me, [e-mail] is like a work tool. I don't use it as social media but I use it a lot. Lots of e-mail. For me it can be social. My family and my friends have groups on WhatsApp which I am not part of. So if I need to talk with all of them at the same time, I e-mail them. And if anyone else needs to get something out that's important to me then they will e-mail me. (P04 Interview: 238-244)

Category 6.2: Fellowship-specific new media sites established for ongoing communication have been implemented, both exceeding anticipated use and being used less frequently than expected by some Fellows over time.

Two *new media* sites were established to facilitate ongoing contact among the Entrepreneur Fellows. Fellow #01, a Ugandan farmer and faith-based program leader, described one site as

> the page on Facebook called OSU Second Round Economic Entrepreneurship Fellows 2014. . . . [W]e are connecting with the first Fellows. There was a lot of

> stuff they did and we are trying to share knowledge. . . . [W]e also post stuff on Facebook so you can always tell them what you are doing down there in Africa in your own small area. And they can also tell you what they are doing. . . . For example, [another Fellow] has already set up a farm credit foundation and you would be able to see that. And I have posted some of projects with the St. Jude Family Projects. (P01 Interview: 324-325; 329; 333-337; 340-341)

The other *new media* site was described by Fellow #07, a frozen yogurt store owner at the time of the fellowship and an IT professional: "What I have done is create a WhatsApp group of which I am the administrator and I have added all the Fellows. We communicate now and then. And I have also added most of them on Facebook" (P07 Interview: 231-234).

For selected Fellows, the extent and content of *new media* use was reflected in statements such as "[w]e kept contact with Facebook mostly. So far it's been really very general. It is personal, nothing specific. We talk about now with [another Fellow] from Uganda and her new coffee shop. We talk about being very pleased," according to Fellow #02 (P02 Interview: 254-257). Another comment about *new media* use was offered by Fellow #03: "I'm on WhatsApp. They [OSU team members] told us about it and now I have a group . . . on WhatsApp" (P03 Interview: 147-148). As a wellness program and NGO director, she added: "With WhatsApp, when you put something there, people are mostly engaged on WhatsApp so when you put up an advertisement, they tell everybody to look or read that advertisement automatically" (P03 Interview: 288-289).

Another participant's expectations about *new media* resulting in increased skills

was Fellow #14, an agriculture project coordinator and agro-input entrepreneur:

> Especially with social media, I learned to use Facebook to reach out to people who are concerned with what I do in my daily life. Like, I started an investment club on Facebook, and by doing so, I got some other people to join my investment club. That is one. Also, I learned to collaborate and connect with people by other means not only by social media platform but also socially. I learned that if you widen your network, there is so much that can happen for you. So I started reaching out to corporate funding companies because where I work, I am supposed to find funding for special projects. And I got some knowledge about how to try to do it. (P14 Interview: 6-13)

Even though the ability to connect with other Fellows was increased as a result of the fellowship, the use of a fellowship-related Facebook page was recognized as being less over time by Fellow #17:

> Actually, I have not been so much in touch with the Fellows except on Facebook. . . . For some time we did talk about the organization we wanted to launch, PAYA, headed up by [another Fellow]. Actually, recently we have not had much interaction. (P17 Interview: 113-115)

A related description of decreased use of the fellowship's Facebook page was offered by Fellow #07, a frozen yogurt store owner at the time of the fellowship and an IT professional:

> [W]e exchange greetings now and then. And some photos of what I have taken. Topics we have touched are not that much. The only topic is actually a plan that did not come off was the PAYA idea of us three countries being united and

> working together. We were extremely busy with it in the beginning with writing a constitution and that was developed initially. But I think it was stopped, snagged when the [country] team could not get their name registered as PAYA in [country]. So after that, most of us lost interest. (P07 Interview: 234-241)

Summary. All participants described using at least one *new media* service to connect with customers, colleagues, Fellows, mentors, fellowship program leaders, community leaders, and family members. Facebook was mentioned as used regularly by all Fellows in their entrepreneurial activities. Fellowship related *new media* sites -- Facebook, WhatsApp, and Flickr -- were established to enable and encourage ongoing connections and communication among the Fellows. Training, resources, and encouragement provided by the fellowship's team leaders were aspects recognized as responsible for expanded *new media* use by the Fellows. Many indicated *new media* use in concert with, but not as a replacement for, ongoing electronic mail communication and the telephone. The fellowship's *new media* use facilitated the planning and achievement of goals related to establishing PAYA, including it ultimately becoming a registered organization in Kenya, South Africa, and Uganda.

Summary

In this chapter, the study's purpose, description of the study's participants, and the study's research questions were included to create a reference point for the reporting of the 15 categories derived from the data collected. Triangulation of background documentation, journal entries made during the interviews and review of literature, responses from member checking, and data resulting from the transcription of 22 interviews were performed to explore and explicate evidence undergirding the 15

categories of findings. As a result, the researcher confirmed the significance of 15 categories having meaning to understanding the study's quintain regarding its members' fellowship experiences:

1.1. Intentions of gaining additional business skills and knowledge were held by all the Entrepreneur Fellows prior to traveling to the United States for participation in the professional development program (or *fellowship*).

1.2. The Fellows intended to build networks during the fellowship program advantageous to their ventures.

1.3. The Fellows intended to strengthen their abilities to help youth become aware of the possibilities for future careers in agriculture and related entrepreneurial endeavors

2.1. The Fellows' exposure to U.S. workplaces was profound.

2.2. Life changing experiences created unique opportunities to modify the Fellows' business practices.

2.3. Entrepreneur Fellows from all three countries collaborated to create a youth development service organization during the fellowship program.

2.4. Opinions about the Fellows' experiences were not neutral.

3.1. The Entrepreneur Fellows learned new things about themselves during the fellowship experience.

3.2. Helping youth gain skills to become involved with agricultural entrepreneurship was very important to selected Fellows.

3.3. Significant barriers existed to advancing the Entrepreneurs Fellows' enterprise goals even in light of the optimism they held for success.

4.1. The fellowship experience made lasting impressions and inspired the Fellows to develop unique business and social venture expectations.

5.1. Relationships were beneficial and reciprocated during the five-week fellowship experience.

5.2. Continued relationships with fellowship program mentors depended on the efforts of the Entrepreneur Fellows;

6.1. *New media*, including social networking sites, were integral to Entrepreneurial Fellows' business marketing activities.

6.2 Fellowship-specific sites established for ongoing communication have been implemented, both exceeding and being used less frequently than expected by some Fellows over time.

The study's findings were coalesced to produce, examine, and explore five themes as derived from the quintain: 1) commitment to youth development, 2) entrepreneurial skills and concepts, 3) mentoring relationships, 4) *new media* integration, and 4) financial needs. Quotes derived from the Entrepreneur Fellows' interviews were presented to support the study's themes.

The interpretation of *meaning* then concentrated on probing the similarities and differences among the quintain's themes as supported by the voices of the 22 Fellows interviewed. The study's conceptual and theoretical frameworks -- HCT and TPB -- were used to examine the naturalistic generalizations that emerged about the quintain's perceptions regarding the fellowship (Creswell, 2013) and are discussed in Chapter V.

CHAPTER V

SUMMARY OF THE STUDY, CONCLUSIONS AND IMPLICATIONS, AND RECOMMENDATIONS

This chapter has three parts, a summary of the study, conclusions and implications, and recommendations for future research and practice. In the first section, the statement of the study's problem is presented along with the study's purpose and research questions. This section also includes a description of the population of the study; instrumentation; data collection, management, and analysis; and an overview of the findings. The conclusion and implications section explores generalizations emerging from the five themes as derived from the study's quintain. Finally, recommendations for future practice and further research are offered, as based on the study's conclusions and implications.

Summary of the Study

Problem Statement

"Africa is at the crossroads. Persistent food shortages are now being compounded by new threats arising from climate change" (Juma, 2011, p. xiv). Opportunities that could facilitate transformation of African agriculture to be an economic force for growth, according to Juma (2011), are being guided by a fresh group of African leaders. These leaders, who in many cases are entrepreneurs, will need assistance. "National, regional, and local economic development agencies use entrepreneurial mentoring as one

ingredient in a wide assortment of assistance programs to help entrepreneurs and small business owners. . . . [S]uch programs have been in operation since the early 1990s" (Bisk, 2002, p. 262) in Africa.

Bisk (2002), however, indicated that entrepreneurial mentoring programs, on their own, will never be the sole catalyst for growth in entrepreneurial activities, nor should they be expected to fulfill that role. Rather, the potential contribution of such programs is as a component of a nation's overall economic development.

Links have been recognized between the poverty and wealth of developing countries and the influence of entrepreneurs on each nation's economy. Entrepreneurship has been credited with stimulating innovation, competitiveness, and economic growth in selected countries in addition to contributing to the alleviation of poverty over time (Landes, 1998). "Yet, entrepreneurship in developing countries is arguably the least studied significant economic and social phenomenon in the world today" (Lingelbach et al., 2005, p. 1).

Nevertheless, Reynolds et al. (2004) indicated at least 400 million entrepreneurs from developing countries were managers or owners of new firms in 2003. In that regard, the most rewarding future research may be to analyze entrepreneurs' similarities and differences, including variables of self-control, vulnerability to framing, and aversion to ambiguity, that could influence the development and evolution of their ventures (Bhidé, 2000). "How these differences may vary across countries and the underlying drivers of these differences, may help us to gain better understanding of why some countries have more successful entrepreneurs than others" (Lingelbach et al., 2005, p. 2).

In addition, the Organization for Economic Cooperation and Development

(OECD) [2009] reported on entrepreneurship in 34 member countries. Their report was titled *Strengthening Entrepreneurship and Economic Development in East Germany: Lessons from Local Approaches* (OECD, 2009). The report indicated:

> The need to strengthen entrepreneurial culture and cultivate favourable attitudes towards entrepreneurship and enterprise development became obvious from all local case studies. The importance of an entrepreneurial culture that encourages start-ups and enhances SME [small to medium enterprise] growth has translated into government action and a slew of public-private initiatives. (OECD, 2009, p. 73)

The OECD report (2009) continued: "[A]t the local level, in some areas, a lack of identifiable local entrepreneurial role models and success stories became evident. In fact, successful entrepreneurs may even receive more envy than appreciation from other people" (p. 73). In their policy recommendations, OECD (2009) identified creating role models and champions as one of its eight critical elements to use in enhancing attitudes and an entrepreneurial culture.

However, "[w]ith few exceptions, international comparative studies of entrepreneurship are rare, hampered by barriers such as the difficulty in gaining access to entrepreneurs in other countries, the expense involved, and the lack of reliable published data" (Thomas & Mueller, 2000, p. 289). Entrepreneurship and the development of entrepreneurs in developing countries, including nations of Sub-Saharan Africa, have not been well studied (Juma, 2011; Lingelbach et al., 2005). Evidence of the impact of professional development for entrepreneurs, especially training and related experiences made possible in a developed country such as the United States, is also rather scant. For

example, Thomas and Mueller (2000) indicated access to entrepreneurs of other countries and costs associated with researching them are often prohibitive. This study, however, has the potential to fill a void in the entrepreneurship literature related to these challenges and, perhaps, especially in regard to entrepreneurs working in agriculture and its allied sectors in developing countries.

The *Empowering Aspiring Entrepreneurs for Economic Success: A Professional Fellows Program for Kenya, Uganda, and South Africa* project (OSU Grant Proposal, 2013; see Appendix A) provided entrepreneurial training that created relationships with and *access to* (Thomas & Mueller, 2000) a sample of Sub-Saharan African entrepreneurs. As a consequence, researching the entrepreneurs' experiences after they returned home was a realistic objective and the aim of this study.

Purpose of the Study

The purpose of this study was to describe the views of individuals from Kenya, South Africa, and Uganda regarding their entrepreneurial experiences after participation in a professional development program intended to enhance their capacity as entrepreneurs in their home countries. The study also sought to describe the Entrepreneur Fellows' perceptions of the program's impact, especially its mentoring component, on their entrepreneurial endeavors after returning to their communities. In addition, the unique entrepreneurial education and support needs of women and other marginalized groups comprising a portion of the Fellows' cohort were explored.

The Study's Research Questions

Six research questions guided this study:

1. What were selected personal and professional characteristics of the

Entrepreneur Fellows, including their entrepreneurial enterprises?

2. What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?
3. What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?
4. How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?
5. What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?
6. What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?

The Population of the Study

The project from which the participants were recruited for this study was titled *Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda* (OSU Grant Proposal, 2013; see Appendix A). Its 23 participants, the population for this study, were selected based on an online application and interview process. Each of the 23 Entrepreneur Fellows was selected for a five-week program held as two cohort groups during May and October of 2014 with the intention of strengthening agricultural and related business ventures in Kenya, South Africa, and Uganda (see Table 1). The 23 Fellows included agricultural business entrepreneurs, educators, farmers, non-profit

organization leaders, and textile and food purveyors; seven were from Kenya, eight from South Africa, and eight from Uganda. Key elements of the *fellowship program* included training on small business practices, international trade, *new media* use, and related aspects of entrepreneurship in the United States; job shadowing/internship experiences personalized to address the goal(s) of each Fellow; and U.S. cultural experiences.

It was the researcher's goal to gain 100% participation of the Entrepreneur Fellows in this qualitative study. In this way, the substance and nature of the experiences provided by the program would be illuminated in the results of this multicase study (Patton, 2015). However, the study reflects the perspectives and experiences, as described in interviews and content analysis of participants' background information, of only 22 of the 23 Fellows. One female, Kenyan Entrepreneur Fellow, although invited, chose not to participate in the study. Hence, her views were not included in the study's findings and related conclusions.

Understanding the ways entrepreneurial education can be delivered to support the development and capacity of Kenyan, South African, and Ugandan entrepreneurs was a primary purpose of this study. According to Stake (2006), in multicase studies, such consideration starts the process of defining the cases to be included in a study's quintain. Then, each case is to be studied to determine its possible contribution. Stake (2006) identified three criteria to review in case selection for inclusion in a quintain:

- Is the case relevant to the quintain?
- Do the cases provide diversity across contexts?
- Do the cases provide good opportunities to learn about complexity and

contexts? (p. 23).

In regard to this study, each of the 22 cases met the three criteria. Hence, the researcher determined that the quintain embodied one, coherent group, i.e., the Entrepreneur Fellows who participated in the OSU-provided fellowship they experienced during 2014.

Instrumentation

A specific multicase study (Stake, 2006) interview protocol was developed to guide the collection of the study's data (see Appendix J). A humanistic view guided development of the study's questions by "reveal[ing] the intention of the research, foreshadowing the answers, insights and knowledge that [were] likely to emerge" (Trede & Higgs, p. 13). The researcher's intention was to explore the true impact of the fellowship experience on the knowledge, intentions, and behaviors of the Entrepreneur Fellows after they had returned to their home countries. The study's questions were reviewed and revised based on recommendations provided by a panel comprised of experts (Creswell, 2007) familiar with agricultural production processes, entrepreneurship, and enterprise development in Sub-Saharan Africa. A related IRB application was completed and approved by the OSU Institutional Review Board. The approved study proposal (AG1522; see Appendix B) outlined a purposeful process of conducting a qualitative multicase analysis as guided by principles in accord with Tracy's (2010) eight recommendations for conducting high-quality qualitative research.

Data Collection

Creswell's (2013) data collection procedures, i.e., holding interviews in natural environments, talking directly to study participants, recognizing actions and behaviors in

contexts, guided the researcher's approach to interviewing the 22 Entrepreneur Fellows. No material or monetary reciprocation was provided to any study participant. Face-to-face interviews were conducted with 15 Fellows in South Africa and in Uganda during the second (and last) follow-up assessment phase of the fellowship program. In South Africa, interviews with seven fellows were conducted May 2 to 8, 2015 followed by eight interviews done in Uganda May 9 to 15, 2015. Interviews with six Kenyan fellows were conducted from July 10 to August 25, 2015 using Google Hangout and Skype digital conferencing technologies. Skype technology was also used to conduct an interview with the eighth participant from South Africa on August 25, 2015.

Consent forms were presented at the beginning of each interview (see Appendix I). The participants' signatures were received prior to the face-to-face interviews being conducted and verbal consent was provided before the technology-facilitated interviews went forward. Each interview was recorded using two devices along with the taking of handwritten notes in keeping with procedures suggested by Rodgers and Cowles (1993) for developing an audit trail substantiating trustworthiness of the data collection process.

Data Management

Stake's (2006) qualitative data management processes were followed to maintain the credibility of the data provided during the data collection phase of the study. Data corresponding to each subject were matched and organized to prepare for the study's initial analysis phase. Numeric pseudonyms (or identifiers) were assigned following the removal of all identifiers prior to transcribing the participants' interviews. Van Tilborg and Jajodia (2011) indicated that use of numeric identifiers could be warranted as pseudonyms to increase unlinkability and anonymity. Assigned numeric representations

provided such to the Entrepreneur Fellows taking part in the study (Ogden, 2008). Hence, a list of numbers assigned to each participant along with electronic (digital) files of all data were stored on a password-protected computer or in a locked desk in the researcher's office.

The interviews of all study participants were recorded, described in a study journal, and transcribed. Only the researcher and her advisor were able to access the collected data. Interview transcriptions were the initial basis for conducting data analysis. Findings were attributed to the pre-assigned numeric identifiers when reported as exact quotations to protect the participants' confidentiality (Saldaña, 2013).

Data Analysis

Interviews were transcribed verbatim. Copies of transcriptions were checked using the two audio-tape recordings to confirm accuracy. To ensure accuracy of proofed transcriptions, each participant was sent an electronic mail message *review request* (Appendix K) along with an attached, proofed transcription of his or her interview. An electronic mail message (Appendix L) was sent one week later to confirm receipt of the first request. This member checking process was conducted to ensure the credibility and accuracy of the interview transcriptions (Carlson, 2010; Creswell, 2007; Lincoln & Guba, 1985). Any changes identified, as indicated by the study participants, were used in editing the transcriptions followed by saving the revised digital files for use during the next step of data analysis. The transcriptions were then updated to ensure common formatting, called data cleaning (Thomas, 2006), i.e. font size, margins, and consistent question sequencing.

The next step completed was converting the transcriptions to Word document

entries for uploading to QSR's NVivo (Version 11) qualitative analysis software. The software was used to identify significant data fragments of the interviews and categorize such by using its coding and data consolidation capabilities (Crowley et al., 2002). Coding was performed at open, axial, and selective levels (Strauss & Corbin, 1990). Two unique complete cycles were conducted for each transcription to confirm emerging meanings based on coding of the participants' interviews and journal notes (Charmaz & Mitchell, 2001). Utilizing an open coding process (Creswell, 2007), the researcher reviewed each word, each line, and each paragraph as segments of both member-checked transcriptions and field notes to define and/or fit previously titled codes. Key phrases highlighted in my interview journal were included as open codes during analysis. In addition, open coding included labeling using more specific names or current concepts as well as the Entrepreneur Fellows' exact wording for larger groupings of data in addition to *In Vivo* codes representing the Fellows' exact words (Strauss & Corbin, 1990). In using NVIVO software to organize and revise codes, 1,743 different codes were identified.

During the additional review of the transcriptions and journal entries, checking and reconfirmation of the codes and concepts was conducted at a basic level (Strauss & Corbin, 1990). Uncovering patterns and identifying theoretical principles in the study's data were also prioritized which involved scrutinizing and comparing data with the then existing codes and organizing ideas and pinpointing concepts that appeared to group together (Bowen, 2008). First thoughts about substantive categories emerged and were tested for frequency using NVIVO capabilities in uploaded interview transcripts and the Fellows' background data. Comparisons were guided by asking "How is this text similar

to, or different from, the preceding text? and What kinds of ideas are mentioned in both transcriptions and documents?" (Bowen, 2008, p. 144). Through such processes, differences, similarities, and unique codes were analyzed to confirm or dispute the evidence of suggested categories. In this way, grouping of concepts led to identification of fewer categories (Bowen, 2008) more representative of the Fellows' perspectives as a quintain. The second cycle of open coding generated additions leading to a total of 2,059 codes based on analysis of the 22 interview transcriptions and other related documents.

NVIVO capabilities to compare phrases identified through key phrase and term searches of various groupings of the data enabled *axial coding* to capture the essence of the intentions of the quintain's members. The analysis moved beyond words in transcriptions and background information to an explanatory and interpretive phase (Strauss & Corbin, 1990). *Selective coding* involved the identification of central categories, review of relationships between categories, considering the identified relationships, and developing and refining the ultimate categories (Strauss & Corbin, 1990). Although codes were applied to the data, ultimately themes emerged with links to the conceptual and theoretical frameworks of human capital theory (HCT) [Sweetland, 1996] and theory of planned behavior **(**TPB) [Ajzen, 1991] from the selective coding conducted during the cross-case analysis process (Stake, 2006). This reflects the emergent coding conducted during this study, as contrasted with a priori coding conducted as a result of categories being established before data analysis based on a specific theory (Stemler, 2001). Using emergent processes, the researcher's lens may capture nuances of concepts having significance to understanding select perspectives of the quintain (Stemler, 2001).

Specifically related to the cross-case analysis, constant comparison of the data as coding was conducted, at the three levels, increased the possibility of removing uncertainty and identifying significance across codes (Creswell, 2007). More codes emerged as the analysis continued. Related memos and additional background information were also analyzed (Creswell, 2007). In addition, re-evaluation of coded material was conducted to ensure consistency (Creswell, 2007). "[T]he transcriptions and codes were triangulated and then a cross-case analysis was conducted by the researcher" (Stake, 2006, p. 39).

Compilation and analysis of the data from the study's 22 individual cases were guided by three criteria: the relevance of each case to the study quintain; how the context of the findings were influenced by the diversity of the cases; and how the quintain's complexity and contextual nature was influenced by each case (Stake, 2006). During the cross-case analysis, a mobilization of understanding occurred as case knowledge was acquired; comparisons were made and reviewed for contrasts which resulted in the development, identification, and clarification of meaning by the researcher (Khan & VanWynsberghe, 2008).

Asmussen and Creswell (1995) [as cited in Creswell, 2013] described the process the researcher emulated to identify generalizations (Creswell, 2013) about the study's quintain:

> The researcher could then look for similarities and differences among the cases. Finally, the researcher develops naturalistic generalizations from analyzing the data, generalizations that people can learn from the case either for themselves or to apply to a population of cases. . . . [For example, according to Creswell,] [w]e

> described the incident, . . . highlighting the major players, the sites, and the activities. We then aggregated the data into about 20 categories (categorical aggregation) and collapsed them into five themes. In the final section of the study, we developed generalizations about the case in terms of the themes and how they compared and contrasted with published literature. (p. 200)

Creswell (2013) indicated developing *generalizations*, Stake (1995) suggested offering *assertions*, and Yin described building *patterns* or *explanation*s (as cited in Creswell, 2013). For the purposes of presenting and interpreting the findings of this study, categorizations of significant responses were identified. Analysis of these categorizations across cases were collapsed into five themes.

Those themes were the foundation for developing generalizations (Creswell, 2013) and how they were similar or different from relevant literature germane to the study's phenomenon, including its conceptual and theoretical frameworks. The iterative process of collecting, coding, and analyzing the triangulated data (Bowen, 2008) resulted in 2,059 codes, 15 categories, five themes, and the relevancy of two substantive interpretive frameworks, i.e., conceptual and theoretical.

An Overview of the Study's Findings

The findings of this study resulted from analysis of data reflected in transcriptions of interviews and related background information of 22 agricultural and allied entrepreneurs. The entire group was made up of eight women and 14 men, primarily owners and executives of 32 enterprises and social ventures, participating in two 2014 fellowship cohorts, 11 in the May program and 11 in the October program. Examination of the interview data related to their experiences resulted in 15 significant categories.

The first of the study's six research questions was *What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?* Transcription analysis revealed the Fellows' intentions to gain entrepreneurial knowledge and skills, to build relationships beneficial to their ventures in the future, and to attain additional skills to educate and mentor youth about agricultural careers and related opportunities for their futures and that of their countries. Review of the data revealed evidence of the Entrepreneur Fellows' personal characteristics, such as their ages, venture types, and related social participation, education levels, and intentions of gaining specific entrepreneurial knowledge during the fellowship program. To the question, *What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., their experiences?,* categories emerged related to profound impacts resulting from exposures to U.S. workplaces, modifications of the Fellows' business practices due to life-changing experiences provided by U.S. mentors, establishment of a three-country youth development organization, and perspectives on their involvement with the fellowship.

Another research question was *What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?* Categories related to this research question were what Fellows learned about themselves, youth-focused skill development strategies, and significant barriers the Entrepreneur Fellows faced in attaining their entrepreneurial goals. In addition, categories associated with the question, *How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations,* related to the participants' future expectations for their social ventures and/or business enterprises.

To the question, *What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?,* interview transcriptions revealed the reciprocal and beneficial relationships resulting from the fellowship and the efforts the Entrepreneur Fellows expended to continue relationships with their mentors after returning home. The final research question was *What were the Entrepreneur Fellows' experiences with new media in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?* Results related to this research question included categories about the integral nature of *new media* to the marketing activities of the Fellows' ventures and use of *new media* capabilities resulting in both less than expected and more than anticipated communication with a variety of contacts.

Theme Identification

Five themes emerged from comparisons of differences and similarities of the Fellows' perceptions during cross-case analysis to describe the most important experiences revealed by the quintain. The themes included *commitment to youth development, entrepreneurial skills and concepts,* mentoring relationships, *new media* usage integral to entrepreneurial endeavors, and financial needs. A first theme prevalent in the categories and underlying the quintain's responses was *commitment to youth development.* Communicating with youth using new and traditional media methods about agricultural opportunities, developing local agricultural training programs, and establishing an agricultural youth development organization (i.e., PAYA) were primary activities identified across the cases. *Entrepreneurial skills and concepts* was a second

theme informed by the Fellows' descriptions of meaningful training and experiences related to teambuilding, *new media* use in their ventures, international trade considerations, entrepreneurship principles, and U.S. cultural experiences.

A third theme, *mentoring relationships*, was reflected in significant experiences identified as optimal and less than optimal related to all three types of field experiences occurring during both fellowship cohorts: primarily one internship, combination internship and job shadowing experiences, and primarily job shadowing activities. Experiences during fellowships when *Ebola* and *Porcine Epidemic Diarrhea Virus* (PEDv) were prominent concerns in Oklahoma affected the learning activities of select Fellows.

New media usage integral to entrepreneurial endeavors was a fourth theme reflected in the Entrepreneur Fellows' descriptions of ongoing use of *new media* platforms in their business endeavors i.e., Facebook, LinkedIn, Viber, and WhatsApp, among others. As such, findings of Maroney's (2015) thesis study concerning *new media* usage by 12 Fellows were also compared to this study's related findings. In addition, potential *new media* usage promoting ongoing communication between Fellows and its use in their PAYA activities were described.

A fifth theme that emerged was *financial needs* related to the Fellows' requests for increased resources and approaches to use in seeking funds; for exploration of additional start-up funds management, and budgeting strategies; and for recommendations in regard to future fellowships to provide some capital to address governmental fees and/or essential start-up expenses through a simple, but structured application process.

Based on Creswell's (2013) recommendations, the researcher identified the five themes as a result of analyzing the 15 significant categories derived from the study's quintain.

Conclusions and Implications

Analysis of more than 235 pages of interview data with 2,059 codes resulting in the identification of 15 categories aggregated into five themes: *commitment to youth development*; *entrepreneurial skills and concepts*; *mentoring relationships*; *new media usage integral to entrepreneurial endeavors;* and *financial needs.* Statements supporting the themes were mostly positive in regard to the Fellows' perceptions of their personal growth and future entrepreneurial aspirations vis-à-vis their fellowship experiences and entrepreneurship after returning home.

Theme 1: Commitment to Youth Development

This theme emerged from Fellows' responses related to answering three research questions:

- ***What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?***
- ***What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., their experiences?***
- ***What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?***

Exposing youth to entrepreneurial opportunities involving agriculture had been conducted in a variety of ways by the Entrepreneur Fellows depending on their existing employment circumstances, entrepreneurial goals, and personal beliefs. The Entrepreneur Fellows voiced their commitment to increasing awareness of industry opportunities; to

provide youth with opportunities for agricultural training, career possibilities, and entrepreneurial exploration; and to serve as role models and mentors for youth. More than one-half of the Fellows indicated involvement with youth programs in at least one of their entrepreneurial goals (see Table 1) either as motivation for participating in the fellowship or enhancing their activities as a result of exposure to U.S. youth development programs in and for the agriculture sector. For example, three South African Entrepreneur Fellows developed unique youth-focused, social entrepreneurship ventures based on their goals or enhanced such as a result of their fellowship experiences: a girls' leadership development, empowerment, and mentoring program; a career counseling and related employment placement service for rural youth; and a pilot project to involve youth across the country in raising and marketing meat rabbits.

The promotion of agricultural activities were reaffirmed as priorities as a result of observing and interacting with leaders of U.S. youth development programs, i.e., 4-H and school-based Agricultural Education/FFA. Promotion of the production and consumption of orange-fleshed sweet potatoes with youth, martial arts instruction that also reinforced agricultural principles with youth, as well as student internships and school tours of a farm machinery repair and fabrication enterprises were three examples offered by Fellows from Kenya.

Almendarez (2013) recognized education as one economic good offering fulfillment and also serving as a benefit motivating human behaviors needed for social change and economic development. The importance of educating rural youth was also reinforced in *The 2011 Rural Poverty Report* released by the International Fund for Agricultural Development (IFAD). A business incubation program developed to serve

youth in rural Kenya, an institute to train youth in sustainable farming and food processing practices in Uganda, and vocational agriculture training, including bricklaying, gardening, and value addition for rural South African youth, exemplify specific education programs advanced by the Fellows using strategies and models introduced during the fellowship program. Recommendations by Heinemann et al. (2011) supported the value of the Fellows' efforts as "education and skills are particularly important, because they enable rural youth and adults to access good employment opportunities, and enhance their capacity to start and run their own businesses" (p. 22).

Two Ugandan Fellows anticipated developing employment opportunities for youth before the fellowship by establishing of an upmarket coffee shop with franchising possibilities, and through a diversified farming operation where youth could gain hands-on food production experience. Endeavors such as those were described by Heinemann et al. (2011) as providing opportunities to "turn rural areas from backwaters into places where the youth of today will want to live and will be able to fulfil [*sic*] their aspirations" (p. 22).

"[T]eams of individuals [can] search for and evaluate ideas and plan for the implementation of a viable venture through a series of . . . group sessions," according to Gillingham and Loucks (1982, p. 5). Similar to a group process facilitated by the Canadian Institute for Organization Management held at the University of Western Ontario (Gillingham & Loucks, 1982), OSU's spring 2014 fellowship participants were aided by a project team leader in planning for establishment of a new youth-focused organization: *Partnership for African Youth in Agriculture* (*PAYA*); later renamed Glo, as in *Glo*bal, -PAYA (Bragoli, 2016). The goal was to form an organization to promote

agricultural understanding, provide unifying learning opportunities, develop youth agricultural leaders, and create educational campaigns addressing issues such as climate change and deforestation across Kenya, South Africa, and Uganda. A constitution was written, memorandums of understanding were obtained, and the organization was registered as a formal entity in the three nations, although under unique names. Additional members were recruited from the second fellowship cohort and from an OSU fellowship alumni group made up of agricultural media and food security professionals from the countries of Kenya and Uganda who participated in an earlier training program.

One significant accomplishment achieved by select founders of PAYA was receipt of a U.S. Department of State (USDOS) grant award of $23,700 to educate community and school members around Mount Elgon, Uganda about climate change, sustainable agricultural practices, and steps youth could take to combat deforestation in the border region between Kenya and Uganda. At one point or another, PAYA's founding leaders from both cohorts and other OSU fellowship alumni were involved in the planning and execution of the project. The project was targeted to

> influence the school population and the culture, behaviors, and attitudes of 7,000 people in 10 schools in the eastern region in Mount Elgon and . . . intend[ed] to involve at least 30 households to plant coffee which [can] also contribute to their household income. We plan for each of those school children to plant one tree in their school that will result in the planting of 30,000 trees. (P14 Interview: 157-162)

Facebook, WhatsApp, and electronic mail communications were critical conduits to the formation of the organization and achievement of one of PAYA's goals -- creating

opportunities for youth to see actions taken together to make a difference in their local environment and to learn about agriculture-related livelihoods (see Table 2). A team of Fellows and other fellowship alumni were identified as responsible for leading the Mount Elgon sustainability project. Project participants identified in the interviews included a total of seven Fellows from all three nations, as well as a Food Security Fellow alumnus from Uganda. The project proposal reflected support from the PAYA organization, local school officials, area community leaders, and family members of select Fellows.

Theme 1 Summary.

Table 3

Selected Significant Perspectives held by the Entrepreneur Fellows as related to Theme 1: Commitment to Youth Development

Theme 1: Commitment to Youth Development. Personal and group strategies were posed by the Entrepreneur Fellows to involve youth in entrepreneurial ventures related to agriculture
.“[T]he New Vision people used my story as an inspiration for youth. . . . So that youth can copy something from other youth as someone who is working to improve their village [and] not run to the city center” (P01 Interview: 349 – 353).
“I plan to become a writer of entrepreneurship articles, journals, blogs, monographs etc. in order to better equip the youth and women with information and knowledge on what they need to know about agricultural entrepreneurship” (P21 Background: para 4).
“We have a shortage of bricklayers. I want to introduce brick laying to train the youth to be able to be builders so that they can assist the community and the business can expand and poverty can be eradicated” (P03 Interview: 334-336).
“[Y]outh have a perception that America is just a country club, people are millionaires, and you can just go there and you can get money. But I was able to learn that people in America are hardworking” (P12 Interview: 203-204),

	We talked as a team and wanted to develop an African Agricultural Youth Organization called PAYA. . . . [W]e wrote a grant proposal to the U.S. Department of State to educate youth about climate change issues and supply trees to schools around Mt. Elgon in [eastern] Uganda. So we as a team have been able to achieve this success . . . [w]inning the grant to impact climate change, to establish [30,000] trees, and educate about climate change in schools and other organizations in the communities. . . . As 70% of Ugandans are involved in agriculture, we are encouraging youth to be involved 'cause that is where the future is. It is a big opportunity for jobs. (P12 Interview: 142-144; 146-151)
	What I want to do is to set up a gym, a sports gym, one where people can train in martial arts if possible, to offer aerobic and weight training. A small percent of it can impact the youth so they have a place to go. Currently, we don't have a training venue because our social hall was closed for renovation by the county government and it has taken too long for them to open it up, so we are training in fields. (P16 Interview: 88-92)

Conceptual framework. Human capital theory (HCT) has application regarding the PAYA project in the Mount Elgon region. The environmental education provided by the Fellows to the students, educators, and other community members was both a capital and consumer good or *investment* with the potential for catalyzing social and economic transformation in those communities (Almendarez, 2013). This type of educational investment creates enriched citizens and assists in increasing a society's living standards (Almendarez, 2013). In this way, the Fellows invested their time and energy in their communities to help them expand educational opportunities for others and promote economic productivity (Almendarez, 2013) through growing additional trees and replenishing their tree resource supply while promoting environmental conservation.

Theoretical framework. Descriptions of the Entrepreneur Fellows' commitments to youth development through utilizing their U.S. entrepreneurial experiences was reflective of the three critical components of the TPB (Ajzen, 1991): *"attitudes toward the*

behavior, subjective norms, and perceived behavioral control [emphasis added]" (p. 179). Their intentions of gaining agricultural entrepreneurial knowledge, skills, and business management strategies through their U.S. fellowship experiences, as described in the goals depicted in their program background information (see Table 1) was representative of Ajzen's (1991) first TPB component. These attitudes represented predispositions towards actualizing the entrepreneurial behaviors the Fellows anticipated acquiring during their fellowship experiences in the United States.

Select Fellows also described the influence of important individuals reinforcing Ajzen's (1991) subjective norms and motivation to comply principles. For example, one Fellow indicated:

> [W]hen I came back from the U.S., people had a lot of expectations of me. So I have been sharing information with them. I shared encouraging messages to the young men and young women of this nation to work hard and at least to pursue their cause according to what I saw in the U.S. . . . Sometimes I share information in the home language and then they understand. (P19 Interview: 132-136; 144-145)

Perceived behavioral control (Ajzen, 1991) was reflected in the Fellows' statements confirming their commitments to continue activities beyond the short-term success already achieved by the time of the study's interviews. Thus, select Fellows conveyed confidence and enablement to use learning acquired during the fellowship to follow through with their intentions to help youth explore agricultural careers and gain relevant knowledge, skills, and experiences. One Fellow's comment evinced this: "When I look at my workshop, I see 42 people [including youth] in my workshop and

their families. So when there are that many people depending on me, ... I am boost[ed] to stabilize our business" (P19 Interview: 409-410; 415).

Theme 2: Entrepreneurial Skills and Concepts

This theme emerged from Fellows' responses related to answering three research questions:

- ***What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?***
- ***What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., their experiences?***
- ***How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?***

Intensive training on entrepreneurship, *new media* use, teambuilding, U.S. culture, and international trade were identified most frequently as the U.S. business skills gained from the fellowship program by the participants interviewed. These outcomes were in concert with a primary goal set by the fellowship program's team to "[a]ssist EFs [Entrepreneur Fellows] in acquiring the professional leadership and entrepreneurial skills used by successful entrepreneurs in the United States, especially practices resonating with their countries' economies and their opportunities for entrepreneurship" (OSU Grant Proposal, 2013; see Appendix A). Specific training topics prioritized during the fellowship were "business enterprise development, skills and practices of successful entrepreneurs, principles of ethical business leadership, business-networking strategies, [and] venture financing propositions" (OSU Grant Proposal, 2013; see Appendix A).

Similar to topics prioritized by the OSU fellowship program's team,

entrepreneurial education principles identified by McMullan and Long as important to address when providing strategic development for new ventures included "opportunity identification, feasibility analysis, initial financing, product design, and market development" (as cited in Echtner, 1995, p. 126). In addition, training addressing opportunity assessment, strategic decision making, and behavior and motivation training were also recommended, according to McMullan and Long (as cited in Echtner, 1995).

An additional entrepreneurial skill influencing the Entrepreneur Fellows' practices as a result of the

fellowship was management of time and related timeliness practices in their professional endeavors. Members of the quintain discussed this influence on work practices in their enterprises, in workplaces other than their entrepreneurial ventures, and in their perceived achievement of related goals projected prior to their fellowship experiences (see Table 3).

"Increasing awareness and understanding in humanitarianism and mind-set changing of the underprivileged in terms of micro income generating projects in view of vulnerable groups at the grassroots level" (P15 Background: para. 7; see Table 1) underlied a Fellow's goal related to her participation in the fellowship. It reflected a need for customization of an entrepreneurial education program to meet the goals of participants from developing countries similar to what Echtner (1995) described.

One key training element requiring customization was the depth of detail to address. Echtner (1995) defined the depth decision to be dependent on the participants' backgrounds and experiences along with the scale of targeted ventures, market complexities, and competitive environments. For example, the depth of curriculum in business marketing strategies for orange-fleshed sweet potatoes to increase global

consumption as needed by a Kenyan Fellow would differ from the scope of strategies proving beneficial for an upmarket coffee shop manager in Kampala, Uganda. This variation in entrepreneurial education needs supported the fellowship program's provision of a plethora of internship and job shadowing experiences for its participants (see Table 1).

Milner et al. (2013) also described the benefits of incorporating local private sector industry representatives into cross-cultural programs, i.e., as program coaches, participant mentors, and technical trainers. More than 40 agribusiness, Extension, non-profit, and educational leaders at the post-secondary and university levels provided educational sessions during each of the two cohorts of the fellowship program. For the program's fifth week, in Washington, DC, leaders from financial institutions, international NGOs, U.S. government agencies, and international consulates provided training and networking identified as valuable by the Fellows. For example, a Fellow described a meaningful discussion he had with a U.S. government official during the Professional Fellows Congress:

> [T]he interesting one for me that we met at the state department was the Director for Public Diplomacy and Public Affairs, Bureau for African Affairs, [name]. [Name], specifically did mention that we could continue the collaborations with the embassy here, and he offered he would provide some names we could be in contact with. We had a meaningful conversation after the event. (P13 Interview: 209-214)

A critical element of such introductions and discussions are the effects on human capital development (Almendarez, 2013) likely to occur if follow through after such

networking and educational activities takes place. Allen, Fischer, and Swanson (2008) recommended thinking about "individuals as unique resources with potential to be developed and unleashed" (p. 884). This concept and its potential implications were expressed by another Fellow but in a somewhat counterfactual way:

> Personally, I was not able to make a lot of friends in the U.S. because I don't know whether they were very busy, but when I reached out to them, they did not respond. [I]n Washington, DC, ... I also participated in a social media workshop. I was still moving into social media and I thought that information would have really helped me transition into using it more effectively to improve my skills and my business. All of them were at the [Professional Fellowship] Congress [in Washington, DC] and I wrote to all of them. (P16 Interview: 415-427)

Gupta (1989) encouraged ongoing advisory and counseling support be provided to participants of entrepreneurial education programs. In some programs, it is appropriate for the trainer to remain "involved in the implementation of the entrepreneur's business idea" (Gupta, 1989, p. 68). In the case of the fellowship studied, the program leaders provided ongoing electronic mail and telephone communications with Fellows throughout the grant-funded project. In addition, 12 U.S. program participants conducted follow-up visits in two cohorts wherein Fellows showcased their enterprises and dialogued about their successes and challenges after returning home (OSU Grant Proposal, 2013; see Appendix A).

The fellowship project officially concluded at the end of August of 2015. However, ongoing contact was maintained with the Fellows for a variety of reasons,

including the researcher's study activities, USDOS evaluation requirements, and the continuance of relationships built during the fellowship program. Select Fellows expressed interests in returning to study at a U.S. university, including OSU. For example, by May of 2015, one Fellow had been accepted at OSU as a master's of science student studying plant and soil sciences. This interest reflected future behavioral intentions they envisioned before returning to their home countries. In attempts to actualize their intentions (Ajzen, 1991), select Fellows took steps to reach out to fellowship project team members and mentors to explore returning to OSU.

Theme 2 Summary.

Table 4

Selected Significant Perspectives held by the Entrepreneur Fellows as related to Theme 2: Entrepreneurial Skills and Concepts

Theme 2: Entrepreneurial Skills and Concepts. U.S. entrepreneurial skills such as product care and knowledge, striving for excellent customer service, team building among employees, time management, and industry expertise were mentioned by the fellowship program participants as being significant in their business practices after returning home.
My participation directly influenced my activities. I picked up that everybody starts somewhere and that I will make it. . . . I could compare my model to the American model and see what adjustments I could make in the future towards my business. . . . My employees were excited when I came back. . . . The good service you [receive], the friendly service you get, the knowledge that they have about the products, and what they are providing. That was all good. So that is something that I think I got right when I got back. I got my employees to actually know more about the products we were serving so that they could explain to clients when they got questions. (P07 Interview: 22-24; 44-47; 173-176)
"[W]e learned about customer care. It has been very important to us. Making sure that we are serving our customers that we prioritize them, and also training our staff to handle our customers" (P17 Interview: 7-10).

	Our team is made up of the environmental person, a tourism person, a person who majored in monitoring and evaluation, and a management person, so we are putting all these ideas together focusing on how to make it a success. I am a finance expert on the side so I am handling finance as well. . . . The exposure that we got in the U.S. has made me learn and appreciate the contributions of each and every person and his/her expertise in making a business a success. What that has really meant is that I have built a team. I am not trying to run it alone. I've constituted a team so that then we can bring in ideas together and research as a team and develop products that market themselves with very little work. (P21 Interview: 97-100; 146-150)
	"To be honest, because of the Professoinal Fellows program, I realized I did not have to do it alone — that I could partner with another person" (P18 Interview: 25-26).
	More collaboration [was reinforced] when I went to Washington[, DC]. We were really focusing on more collaboration rather than competition, so it was also something I was able to instill in my group so we are now able to collaborate with our competitors. Not really competing, but collaborating with them [and] able to make it better with service delivery. (P20 Interview: 41-45)
	Things move a lot faster in America. When you have been in South Africa your whole life, all of a sudden you realize sometimes it takes forever for something to happen, sometimes it doesn't happen quickly, or as you would prefer, and it has a different rhythm all together. (P02 Interview: 132-135)
	"I used to have fewer customers because things were not organized. . . . I came back to organize my business, especially the workshop. And now we are able to save on time because of the organization" (P19 Interview: 19-22).
	At this point, I want to say that my biggest issue has been time. You see I am employed and at the same time that type of business I am doing is part time. So . . . a time will come when I will be able to be full time, it will be better. But, at the moment, I am doing half. I am employed as a teacher with the government and . . . with a business, time has been a major challenge. I can think about a time when I am resigning [as a teacher] for my business. (P20 Interview: 87-92)

	We have established a seed bank with all the knowledge I got from [mentor's name], a seed store, where I went for my training on their seed enterprise. . . . [T]hey preserve seed, they farm the land. They have different types of seed. . . . I was so impressed that I went back home and I established a seed bank and a seed store. . . . It is becoming bigger and bigger and we are collecting seed from different areas of Uganda. . . . [W]hen the rains start, we give the seed out to farmers. They take the seed, they use the seed, they plant the seed, and they tend the fields. During the harvest, they return a certain portion of that seed to the bank. [W]e are trying to make sure farmers have cheap seed that they can easily plant and then avail themselves with food. . . . We are trying to ensure there is food security in our country. (P01 Interview: 64-82)

Conceptual framework. The entrepreneurial knowledge and skills attained during the fellowship program were reflective of HCT (Almendarez, 2013) and return on related investments. Over time, the results of the Fellows' application of successful models and related entrepreneurial principles addressed as training topics and observed in internships and job shadowing experiences "may be measured in quantitative dollar costs and years in tenure" (Sweetland, 1996). These applications underscored the efficiency and productivity of U.S. workers (Almendarez, 2013). During interviews, the Entrepreneur Fellows discussed how agricultural and business practices modeled during the fellowship included excellent customer service, safe work practices, and human resource development principles. They referenced changes in their behaviors due to what they experienced and learned from viewing entrepreneurial actions of their mentors and other employees in a variety of workplaces. Thus, in their home countries, the Fellows were using "the cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings" (Almendarez, 2013, p. 3).

Theoretical framework. An application of Ajzen's (1991) attitude toward a

behavior aspect of TPB was found in the Entrepreneur Fellows' intentions to learn from university, organization, and community leaders as expressed in the goals listed in their background descriptions (see Table 1). The interviews with the members of the study's quintain identified intentions to attain skills from U.S. agricultural and allied business leaders and integrate such into their entrepreneurial practices after returning home. According to Bird (1988), "[e]ven though entrepreneurial ideas—for new products, new services, new social movements—begin with inspiration, sustained attention and intention are needed in order for them to become manifest" (p. 442).

After returning to their home countries, the Entrepreneur Fellows described supportive supervisors, business partners, and entrepreneurial spouses as providing subjective norms (Ajzen, 1991) spurring them to implement and model what they had learned in their entrepreneurial ventures and with employees, colleagues, and family members. According to Ajzen (1991), "the more favorable the attitude and subjective norm with respect to a behavior, the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration" (p. 188). The quintain described intended and mindful actions that advanced their entrepreneurial goals reflecting Ajzen's (1991) perceived behavioral control. As a result of their increased abilities and related confidence, the outcomes described reflected changes the Fellows made, the ventures they were sustaining, and, in many cases, the successful growth being experienced as entrepreneurs (Bird, 1988).

Theme 3: Mentoring Relationships

This theme emerged from Fellows' responses related to answering four research questions:

- ***What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?***
- ***What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., their experiences?***
- ***How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?***
- ***What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?***

Two broad purposes Kram (1988) identified for mentoring were facilitating a career-defining purpose for mentees as well as achieving the psychosocial purposes of role modeling, acceptance, counseling, and friendship. Members of the OSU fellowship project team recruited more than 100 individuals to assist the Fellows at professional, technical, and/or personal levels as mentors for internships and job shadowing experiences. During the fellowship, the participants' internship and job shadowing experiences were reflective of another primary goal set by the fellowship's program team to "facilitate the EFs [Entrepreneur Fellows] participating fully in three-week internship experiences in business enterprises complementing their existing business ventures/interests or those to which they aspire" (OSU Grant Proposal, 2013; see Appendix A).

An analysis of Fellows' interview responses related to the relationships they had with their mentors identified eight who described ongoing relationships as impactful on their entrepreneurial activities and 12 others indicated two OSU project team members with whom they had continuing contact which supported aspects of their ventures.

Internship and job shadowing mentors were recruited by members of the OSU program team on a person-by-person basis to select the most appropriate mentors possible for the Fellows. Regardless of the experience level of individual mentors, one training session was conducted for them at the beginning of each cohort after which those in attendance met their intended mentees, OSU team members, and other mentors.

A majority of mentor-mentee pairings were cross-cultural according to analysis of the Fellows' interview transcriptions and background information. Implications of Milner et al. (2013) study, *Critical Incidents in Cross-cultural Coaching: The View from German Coaches*, existed in regard to the cross-cultural nature of the relationships inherent in the fellowship's internship and job shadowing experiences. Milner et al. (2013) identified four critical areas to mentor-mentee relationships, including coach-client relationships, coaching settings, communication, and role understanding.

Pires (2000) offered recommendations on how to link members of cross-cultural mentor-mentee pairs. The results of Pires' (2000) research indicated greater respect and mutual understanding among cross-cultural pairings of mentees and mentors could be dependent on bridging activities in regard to the differences that may exist in historical, linguistic, philosophical, social, and economic experiences. Creating empathy by addressing basic cultural norms, program specifics, practices to lessen initial culture shock, and even sending photographs of significant fellowship locations prior to a cross-cultural exchange were identified as reducing anxiety beforehand and enhancing understanding from the beginning of such pairings (Pires, 2000).

Of note, during the fellowship, unique disease outbreaks involving humans and animals, i.e., *Ebola* and *Porcine Epidemic Diarrhea Virus* (PEDv), and related U.S. food

security issues requiring specific management protocols impacted the experiences of select Fellows in both cohorts. Difficulties in arranging industry-specific placements and in carrying through with planned interfaces with select groups in Oklahoma required securing alternative internship placements and arranging different entrepreneurial job shadowing experiences for some of the Fellows.

Overall, the Fellows confirmed Clutterbuck's and Megginson's (1999) assertion that mentoring enables one person to assist another in transitioning their knowledge, thinking, and work practices with long-ranging, important ramifications on a variety of levels, from individuals to communities to whole societies. Internship-related responses reflected the gratitude the Entrepreneur Fellows held for the efforts and resources spent to provide internship and job shadowing experiences during the fellowship. Select Fellows spoke about how the relationships with their mentors had changed their perspectives and entrepreneurial practices. In addition, the Fellows offered their views about what they had expected would result from the internship and job shadowing experiences. Such was represented in one Fellow's comment: "The American people should not take for granted the fact that their money provided through the fellowship is making an impact in our countries. It may not be an immediate difference but it long-term will make an impact" (P01 Interview: 382-384).

Theme 3 Summary.

Table 5

Selected Significant Perspectives held by the Entrepreneur Fellows as related to Theme 3: Mentoring Relationships

Theme 3: Mentoring Relationships. Job shadowing and mentoring experiences were unique to each Entrepreneur Fellow. Outcomes of those experiences could be generally described in three ways: impactful connections with a variety of U.S. contacts, ongoing relationships with at least one Oklahoma mentor, and entrepreneurial interactions among the Fellows.
In the U.S. people share information with each other. And currently I have a group of U.S. people who we get together and we are able o share information. . . . I can now get information from the Internet which I learned in my program and it is applicable in my work and I am able to share it with my workers to better the jobs they are doing. (P19 Interview: 10-14)
I had different types of mentors showing me how to plant crops, how to grow, and how to harvest all those things. I took them back to my country and taught the women I am working with. . . . The mentors were even teaching me types of irrigation skills. Here in South Africa, in the area where I am, we used to use the bucket system. Where we were sprinkling and it takes so long. It discourages women from continuing planting and food gardening. But when I went there, I learned drip irrigation system to put in under the ground. It just sprinkles itself. And creating a pond so in a drought you can pull the water out. . . . Now we can compete with others. . . . I know that we are totally different from my coming there in the U.S. I came [home] being a different person and I implemented these things and they are working. (P03 Interview: 7-15)
[The relationship with my mentor is] "linking in terms of curriculum development and exchange programs" (P22 Interview: 183).
"Name helped me design an easier way of breaking down the curriculum to help people who did not go to school. . . . I apply my knowledge in my business and she continues to guide me" (P15 Interview: 119-121).

	I interned with [name] of [mentor's organization] and my experience with him shaped my thinking about what commercial agriculture should look like. And so [I am] using his work out in southwest Oklahoma as a benchmark of what I am doing. . . . [H]e put it plainly to me [that] they would like to visit Africa in two years and visit my farm. I set myself a goal to have a farm where I could host them in two years. But the bigger picture of that is that there is an opportunity in creating an activity or an experience where American business people or entrepreneurs or researchers can come and live on a farm in Africa and pick a different experience. Probably combine it with a safari and so on, agritourism if you like. But in that way, here we will be benefiting from some kind of knowledge transfer. . . . [J]ust having those folks around for a month and so forth would be of tremendous benefit and so forth [including c]oaching [and] knowledge transfer. (P13 Interview: 31-45)
	[Another Fellow] moved from Nyahururu to Nairobi and I moved from Nairobi to Nyahururu so we have been linking. . . . My mom has a small farm there. . . . I have told him when I set up my new agribusiness farm, I will let him market his fertilizer from that location. In this way, we can have an enterprise together. . . . That's a way of connecting markets, you can both make a profit. Also, I would like to learn how he does [composting] so we will keep sharing new ideas and other information. (P16 Interview: 290-303)
	I did talk with [another Fellow] because it has been very funny that where our company is located is near where he grew up and his mother lives. And where [another Fellow] works is where I come from. Where my father lives. It's been quite an exchange. (P17 Interview: 120-133)
	I never quite got a specific mentor like [another Fellow] did. She had one person that she really connected with. But I really did not have any one person and that was a really big disappointment for me. Because I was really hoping for such a person. But unfortunately, I did not. But, I really consider [OSU team member] a really strong mentor and yourself [, i.e., the researcher] and the rest of the team. (P18 Interview: 234-238)

Conceptual framework. HCT has application in understanding the mentee experiences of the Fellows through the economic benefits derived from investments they

reported in regard to individual and community efforts. For example, descriptions of the efforts worksite leaders made to guide and mentor employees were reported as resulting in positive financial outcomes by the Fellows due to adapting similar practices in their personal enterprises. In addition, the human capital (Sweetland, 1996) resulting from involving more than 100 Oklahoma professionals in training and delivery of internship and job shadowing experiences provided a unique group of potential contacts for related and future entrepreneurship programs

Theoretical framework. The intentions of a majority of the Entrepreneur Fellows to develop networks and/or collaborative relationships were evident in many of their goals, as identified prior to the fellowship program (see Table 1). Such reflected attitudes towards a behavior (Ajzen, 1991). Moreover, Ajzen (1991) indicated subjective norms as "perceived social pressure to perform or not to perform [a] behavior" (p. 188), which were described as important determinants of the Fellows' intentions. During interviews, the Fellows explained the impact of networks and colleagues influencing aspects of their entrepreneurial activities after returning to their home countries. For example, a Fellow's business partner was integral to the development and start-up of a pork processing, packaging, and delivery business; employees provided input as a result of trying a variety of marketing strategies to increase frozen yogurt sales for another Fellow; and a board of female community leaders advised a Fellow about the scope and direction of empowerment activities for rural girls.

The initiative the Entrepreneur Fellows described in regard to attempting to use the strategies and practices they experienced during the fellowship experience reflected another critical component of the TPB, i.e., *motivation to comply* (Ajzen, 1991). The

principle was evident in the Fellows' descriptions of the relationships inherent in their entrepreneurial activities such as coordinating a poultry marketing group, hiring youth to work in a property management enterprise initiated after the fellowship, and marketing products globally to potential customers using Facebook. Expressions of increased perceived behavioral control (Ajzen, 1991) was revealed in the Fellows' statements about building relationships with their employees, worksite colleagues, and community members. Their willingness to practice what they viewed as successful U.S. relationships by business owners with organizational and entrepreneurial colleagues conveyed confidence and enablement to use the acquired knowledge and skills to follow through with their intentions to exploit entrepreneurial opportunities of benefit to themselves and others (Drucker, 1985).

Theme 4: *New Media* Usage Integral to Entrepreneurial Endeavors

This theme emerged from Fellows' responses related to answering one research question:

- ***What were the Entrepreneur Fellows' experiences with new media in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?***

Internet usage rates are documented highest in regions having a majority of developed countries. For instance, "North America hosted 84% Internet users" (Internet Society, 2015, p. 65) in 2013 and Sub-Saharan Africa had 17% Internet users which was up from just 3.8% in 2007 (Internet World Stats, 2011). Yu (2002) described this disparity as a *global digital divide* reflecting unequal distribution of "information and

communication technology (ICTs) across nations," and generally explained it as the "gap between the information *haves* and *have-nots*" (p. 2).

The 22 Entrepreneur Fellows reported receiving initial or additional new training to use a variety of *new media* platforms while in Oklahoma as provided by the fellowship project. Fellows having the skills to use *new media* platforms shared during the fellowship, were described by Yu (2002) as *information haves.*

Specifically, 10 ICT platforms were identified as being used regularly by the Fellows' in their entrepreneurial ventures, as well as for personal reasons: E-Blog, Facebook, Flickr, Instagram, LinkedIn, Skype, Twitter, Viber, WhatsApp, and YouTube (see Table 2). The Fellows described using the *new media* platforms in a variety of activities, e.g., advertising their products, maintaining contact with program participants and customers, keeping abreast of industry trends, promoting training activities, viewing photos and venture relevant articles, soliciting investment capital and exploring new entrepreneurial opportunities such as with OSU's international trade and business development specialists. In addition, the Fellows' interviews indicated business relationships with U.S. mentors and other domestic and global entrepreneurs were maintained primarily through the use of *new media* platforms after the entrepreneurs returned to their home countries (see Table 2).

Though not considered *new media*, electronic mail and mobile telephone communications were also identified as integral to the Fellows' ongoing ventures, especially as related to invoicing, scheduling meetings, and complying with governmental requirements. All 22 Entrepreneur Fellows indicated using at least one *new media* platform in their entrepreneurial activities (see Table 2). This information was

reflective of similar findings described by Maroney (2015) in her master's thesis study, *Aspiring Entrepreneurs from Kenya, South Africa, and Uganda: New Media Use and Cultural Perceptions,* which involved 12 of the 23 Fellows. Maroney's (2015) study focused on *new media* usage and related perceptions of the 12 members of the first fellowship cohort. In Maroney's (2015) study, one question specifically inquired about the Fellows' prior use of eight specific platforms: Facebook, Flickr, Instagram, LinkedIn, Pinterest, Skype, Twitter, and YouTube. Platforms used and reported in Maroney's study and in the current investigation were Facebook, Flickr, LinkedIn, Skype, Twitter, and YouTube. It was unclear whether E-Blog, Viber, and WhatsApp platforms, identified as being used in ventures by select Fellows in this study, were included as "other platforms" by Maroney (2015, p. 47).

Facebook was mentioned as being used regularly in the entrepreneurial activities of the study's quintain (see Table 2). Moreover, WhatsApp and Skype were identified by more than one-half of the Fellows with 14 and 12, respectively, using the platforms regularly. LinkedIn, Twitter, and Viber, were identified by more than one-third of the Entrepreneur Fellows as part of their entrepreneurial communication strategies (see Table 2). During the interviews, the Fellows indicated receptivity to communicating with select individuals they met during the fellowship program.

Ongoing communication with entrepreneurs from other countries met during the Professional Fellows Congress in Washington, DC was also identified as being maintained by using *new media* platforms. Fewer Fellows, however, expressed making connections with entrepreneurs from the other cohort group in this study. In addition, select Fellows suggested the need for a third party, such as leaders from the OSU

fellowship project team, to create impetus for and/or manage interactions among the Fellows using *new media* capabilities. This need was mostly expressed by Fellows from the second cohort. For example,

> there should be continual activation, even if it was on a quarterly basis using Skype. . . . That engagement will bring us back to the views we had, and also to the blue skies ideas we envisaged to transfer to [transform] our jobs and our lives. (P22 Interview: 29-307)

Theme 4 Summary.

Table 6

Selected Significant Perspectives held by the Entrepreneur Fellows as related to Theme 4: New Media Usage Integral to Entrepreneurial Endeavors

Theme 4: *New Media* Usage Integral to Entrepreneurial Endeavors. A variety of *new media* platforms were identified as being used regularly by the Entrepreneur Fellows
I am in contact with employees I used to work with. But I am not talking with the person who is head of [U.S. mentor site]. I use Viber, Facebook, and Skype to call them, and use my phone sometimes. I talk with five women. Also, I talk with [an OSU international trade and business development specialist] through e-mail. (P09 Interview: 78-80)
[After returning,] what I definitely used was more social media. . . . We started getting more activities where we needed to share information and also sponsoring campaigns. . . . I understood the importance of it but I had never really used social media. But coming back from the program, I realized it is good to get the word out there and we do use it now more effectively. (P02 Interview: 4-9)
"I have a dedicated 'blog' space where I write about activities, what we are doing, where we are, and where we are going, what's happening. That's more comprehensive. But Facebook is more on the girls" (P02 Interview: 374-376).

	I use Twitter [the] most of any social media. That is the one [for which] we have a company account and I also have a personal account. I tweet about the programs we participated in, the newspaper articles, about stuff that happened in crop farming, and maybe articles on soil management. Also, I get other people in the field who connect to us for information. (P17 Interview: 51-55)
	We were taught and encouraged to engage ourselves more into social media so we can market easily our project. I think everyone international can look at this project and have access and knowing about this project. That was one of our achievements. . . . I chose Facebook because it is quicker and is able to reach a number of people in a short period of time. These days people are lazy to read so if you can put advertisements on paper, information on boards, a person can pass by it three or four times and still not read it. But on Facebook, everyone is checking it. So it definitely showed that a big number of people can look and see my project. (P03 Interview: 58-62; 279-285)

Conceptual framework. Sweetland (1996) indicated HCT reflects educational pursuits leading to economic growth both on societal as well as individual levels. The Fellows' *new media* use suggested its utility and perceived value as a means to facilitate economic and personal development (Almendarez, 2013). "The resulting development of human, along with physical and natural capital, serves as a means to promote economic development" (Almendarez, 2013, p. 28); such reflected growth by the Fellows and related impacts on their communities (Almendarez, 2013). Exposure to *new media* platforms was described as having the impact of inspiring the Fellows to share their knowledge with citizens in their communities which stands to assist in raising the living standards (Almendarez, 2013). The Fellows, therefore, invested time and energy in learning and practicing the use of *new media* platforms which expanded educational prospects for others while promoting improved livelihoods in their communities (Almendarez, 2013).

Theoretical framework. Descriptions of the use of *new media* in their entrepreneurial activities (see Table 2) reflected an overall perceived behavioral control held by members of the quintain (Ajzen, 1991; Stake, 2006) over important income-generating activities such as product marketing, answering consumer requests, and addressing product-related inquiries. Though attaining *new media* knowledge was not mentioned specifically, U.S. entrepreneurial skills employing such capabilities, including global marketing, business management principles, expanding business capacity, and building networks, partnerships, and relationships were identified as goals by a majority of the Fellows (see Table 1). These intentions reflected Ajzen's (1991) TPB in regard to attitudes toward a behavior or future action. Optimizing what was learned through the fellowship was illustrated in the numerous ways quintain members described using *new media* platforms to market products and services, manage employee issues, and build and maintain contact with their customers.

Theme 5: Financial Needs

This theme emerged from the Fellows' responses related to answering two research questions:

- ***What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?***
- ***What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?***

"In economic terms, it cost SSA [Sub-Saharan Africa] entrepreneurs 95.4% of the average per capita income to incorporate and register and 145.7% of per capita income as paid-in capital in order to start a new business" (Sriram & Mersha, 2010, p. 261). By far,

shortage of working capital and start-up funding were the most often identified challenges faced by entrepreneurs, according to a study conducted to understand the entrepreneurial environment in Africa (Sriram & Mersha, 2010). Specifically, Sriram's and Mersha's (2010) study examined the skill sets, the factors of their success, the challenges encountered, and the missteps made by 278 entrepreneurs from Ethiopia and Ghana. Concurring with Sriram's and Mersha's (2010) results, the current study identified obtaining financial support for start-up and/or expansion of their ventures as one of the most significant business needs or barriers to success by members of the quintain. At the time of the interviews, most of the Fellows hired and managed employees on a regular basis. Lingelbach et al. (2005) indicated even a single employee can influence the economic viability of an entrepreneurial venture and may pose an ethical dilemma due to issues involving cultural values, expectations, and familial connections.

A majority of the Fellows described their financial needs in terms of plans they had for long-term success. One Fellow's description of his financial need reflected a common theme identified by the quintain after returning to their enterprises: "All I need right now is the capital . . . . If I am going to achieve my goals sooner than later, I need capital" (P14 Interview: 105; 113). Land, large equipment, government fees, facilities, and animal stocks were significant needs requiring capital, as identified by agricultural services- and production-focused Fellows. Service-focused, allied industry Fellows indicated the need of capital for marketing, publications, and seed money toward start-up costs, among other operating challenges.

Lingelbach et al. (2005) found that a majority of the financing for start-up

enterprises, in most countries, was *internal financing*. Savings repositories for holding money until actual business start-up and income sources were two important internal funding considerations (Lingelbach et al., 2005). To this point, Echtner (1995) indicated on completion of an entrepreneurial education program, most participants "will require 'start up' loans and other financial assistance. Governments, or other private organizations/institutions must be prepared to offer some special financial concessions to encourage entrepreneurial growth" (p. 129). The need for start-up capital was identified by a variety of the Fellows, irrespective of their ventures, e.g., cultivating foreign buyers for South African pomegranates; paying company licensing costs for an agritourism train venture; and buying chickens and pigs to increase the production of a farming operation.

Theme 5 Summary.

Table 7

Selected Significant Perspectives held by the Entrepreneur Fellows as related to Theme 5: Financial Needs

Theme 5: Financial Needs. Obtaining financial support for start-up and/or expansion of their ventures was emphasized as one of the most significant business needs or barriers to success by 18 of 22 Entrepreneur Fellows.
All I need right now is the capital. Capital in my case is really a farm kit. John Deere has come up with this kit that is good for every 500 acre unit. The bigger you go, . . . the unit changes a bit. But the basic things — the sprayer, the fertilizer spreader, the basic farm equipment — come with resources, working resources, especially maintenance and training of the operators. . . . If I am going to achieve my goals sooner than later, I need capital. The kit costs $250,000 (P14 Interview: 105-114)

	We are acquiring the machinery such as fork lifts that can replace 10 men to lift some equipment in the workshop. . . . Purchase of equipment that would make us very comfortable in the workshop would cost 10 million Kenyan shillings, which equals to $100,000. . . . It is not easy to get financing at the right cost in Kenya. They want to fill their pockets with money. So it is very expensive and it takes a long time to attain a loan. The interest on servicing the loan is 27% from Barclay's bank. (P19 Interview: 37-38; 42-44; 74-76)
	Sometimes you get resistance from local banks. You keep being told to come tomorrow, come next week. So the whole issue of bureaucracy has really been tough. Of course, the other issue is credit. Credit is now much, much better, but there is still the major problems of getting through the loans and getting credit. (P20 Interview: 60-63)
	If I would make any recommendations, it would be to give a little seed money for people who have ideas so they could cover licensing fees, mileage costs, or government fees. If we had a little capital, we would have moved much more rapidly or a few more steps ahead with our plans. . . . Even $500 would be a lot of money. It would need to be purposefully put towards some aspect of your microenterprise and it could be money sent once someone had submitted a concept note for what he was going to do, how he was going to do it. A time frame such as six months after leaving the U.S. in which to apply for the additional funds would be reasonable. (P21 Interview: 443-445; 462-463)

Conceptual framework. The financial education component of the fellowship experience shared by the Fellows with their employees, employers, and/or family members could constitute further development of human capital, i.e., a multiplier effect resulting from their own growth. The fellowship's monetary management-related training was viewed as purposeful by the Fellows who stated plans and intentions to transform their communities (Almendarez, 2013). This training resulted in the Entrepreneur Fellows having employees with additional knowledge and skills that assisted them in understanding better the parts they could play in lifting themselves and their communities (Almendarez, 2013). When the Fellows invested time and efforts to provide educational

opportunities for others, they promoted economic productivity through growing their enterprises and by serving as role models who inspired employees as well as other community members (Almendarez, 2013).

Theoretical framework. The Fellows descriptions of their commitment to gain additional financial support through use of related U.S. entrepreneurial experiences was reflective of attitudes toward such behaviors, as well as related subjective norms, and perceived behavioral control, i.e., three critical components of the TPB (Ajzen, 1991). The Fellows' intentions of gaining entrepreneurial skills reflected an implicit aim of gaining capabilities leading to the financial wherewithal to achieve their entrepreneurial goals by enjoining U.S. funders and using fund-securing strategies to which they were exposed during the fellowship program, and as described in their goals (see Table 1). These attitudes signified intended behaviors, i.e., intentions presaging forthcoming actions (Ajzen, 1991).

Select Fellows described the roles of social pressures and personal feelings related to moral responsibilities and related objectives as informing their behaviors, or what Ajzen (1991) called subjective norms. This aspect of TPB was exemplified by some Fellows being motivated to solicit additional international partners to address their needs for sustainable agricultural production and value-addition training; as prompting exploration of government network contacts to attain support to provide career counseling for rural youth; and as inspiring development and distribution of a publication to answer production-related questions and concerns voiced by smallholder farmers.

The efforts, costs, and possible outcomes of these actions are associated with the

Fellows' descriptions of what they foresaw as potentially successful entrepreneurial outcomes. A motivation to comply (Ajzen, 1991) could be identified in the Fellows' reports of enterprise-related milestones achieved and challenges overcome such as speaking with youth about the income to be gained from agricultural welding and mechanical employment in a community and region with high youth unemployment. Signs of increased perceived behavioral control (Ajzen, 1991) were indicated in the Fellows' descriptions of positive interactions with their customers, e.g., solving problems, responding to *new media*-transmitted requests, and postings on Instagram about agro-input usage. These actions resulted in increased revenues for the entrepreneurs, and exemplified their perceived enablement to continue such behaviors beyond their immediate successes. Finally, the Fellows conveyed being empowered and motivated to implement financial-related knowledge and skills to further actualize their intentions to succeed as entrepreneurs.

Recommendations

The findings, conclusions, and implications associated with this study offered a collection of significant multicase data elements bounded by six research questions. The emergence of the study's themes is reflected in Table 8. Such represents, according to Stake (2006), how components and related constraints of a phenomenon illuminate irreducible individualism among multiple cases, or in this case, the study's quintain. "The common and the unusual are both portrayed, and both are situated in a complex of experience against a local and diverse background" (Stake, 2006, p. 90). In the recommendation sections for practice and future research, the researcher fulfills her "obligation to be useful to society and to the individual reader . . . to enrich the reader's

experiential knowing" (Stake, 2006, p. 90).

Table 8

Process by which the Study's Themes Emerged

Six Research Questions	Fifteen Categories	Five Themes
Question 1: What were selected personal and professional characteristics of the Entrepreneur Fellows, including their entrepreneurial enterprises?	1.1. Intentions of gaining additional business skills and knowledge were held by all the Entrepreneur Fellows prior to traveling to the United States for participation in the professional development program (or *fellowship*).	• Commitment to Youth Development • Entrepreneurial Skills and Concepts • Mentoring Relationships • Financial Needs
	1.2. The Fellows intended to build networks during the fellowship program advantageous to their ventures.	
	1.3. The strengthen their abilities to help youth become aware of the possibilities for future careers in agriculture and related entrepreneurial	
Question 2: What did it mean to the fellowship program's participants to be Entrepreneur Fellows, i.e., *their experiences*?	2.1. The Fellows' exposure to U.S. workplaces was profound.	• Commitment to Youth Development • Entrepreneurial Skills and Concepts • Mentoring Relationships
	2.2. Life changing experiences created unique opportunities to modify the Fellows' business practices.	
	2.3. Entrepreneur Fellows from all three countries collaborated to create a	

	youth development service organization during the fellowship program.	
	2.4. Opinions about the Fellows' experiences were not neutral	
Question 3: What were the entrepreneurial activities of the Entrepreneur Fellows after returning to their home countries?	3.1. The Entrepreneur Fellows learned new things about themselves during the fellowship experience.	• Commitment to Youth Development • Financial Needs
	3.2. Helping youth gain skills to become involved with agricultural entrepreneurship was very important to selected Fellows	
	3.3. Significant barriers existed to advancing the Entrepreneurs Fellows' enterprise goals even in light of the optimism they held for success.	
Question 4: How had the Entrepreneur Fellows used the fellowship experience to implement (or further) their entrepreneurial goals and aspirations?	4.1. The fellowship experience made lasting impressions and inspired the Fellows to develop unique business and social venture expectations.	• Entrepreneurial Skills and Concepts • Mentoring Relationships
Question 5: What were the Entrepreneur Fellows' perceptions of the entrepreneurial mentoring received during the fellowship program?	5.1. Relationships were beneficial and reciprocated during the five-week fellowship experience.	• Mentoring Relationships
	5.2. Continued relationships with fellowship program	

	mentors depended on the efforts of the Entrepreneur Fellows;	
Question 6: What were the Entrepreneur Fellows' experiences with *new media* in regard to a) continuing communication with other entrepreneurs, including U.S. mentors, and b) their entrepreneurial enterprises in general, after returning to their home countries?	6.1. *New media*, including social networking sites, were integral to Entrepreneurial Fellows' business marketing activities.	• *New Media* Usage Integral to Entrepreneurial Endeavors
	6.2 Fellowship-specific sites established for ongoing communication have been implemented, both exceeding and being used less frequently than expected by some Fellows over time.	

Based on the study's conclusions, continued funding should be provided by the USDOS, other governmental agencies, and a variety of other organizations to further the outcomes reported in this study. As a representative of the study's quintain, one Fellow voiced the long-term impacts of such a fellowship:

> The American people should not take for granted the fact that their money provided through the fellowship is making an impact in our countries. . . . A number of people will be transformed through our efforts made possible by their support. (P01 Interview: 364 368)

Recommendations for Practice

During the fellowship program, concerted efforts were made to provide learning experiences related to youth development programs such as 4-H, secondary agricultural education/FFA, and university student organizations. In addition, internships and job shadowing opportunities were provided to select Fellows identifying goals specific to

youth development strategies and programs. Interviews revealed that Fellows who are agricultural entrepreneurs held intentions as well as actualized related behaviors (Ajzen, 1991) by exhibiting their commitment to educate, mentor, and inspire youth in and for the agriculture sector in their home communities. The inclusion of topics on youth development in and for agriculture in addition to related entrepreneurial training sessions is recommended for similar fellowships in the future. Highlighting U.S. agricultural education's best practices for youth development, including aspects of entrepreneurship, could support appropriate programming for Fellows interested in empowering youth in agricultural contexts. This recommendation is supported by IFAD's *2011 Rural Poverty Report* reflecting increased food sustainability and related community growth as a result of food production and processing education in Sub-Saharan Africa.

In the case of entrepreneurial skills and concepts, Loucks (1988b) described requiring development program participants to collect and to examine data along with presenting about the feasibility and operation of their ventures as critical components of successful entrepreneurial education programs. One strategy to assist future fellowship participants with collecting, examining, and reporting about their ventures could be the inclusion of reflective journaling (George et al., 2014). George et al. (2014) reported about the effectiveness of using reflective journaling as a primary development activity of Food Security Fellows participating in a professional exchange program also funded by the USDOS. The usefulness of reflective journaling could be seen in the comments of one Fellow:

> There was a lot of events that happened and a lot of information that was shared. [O]nce you are back into your old job and doing what you have to do to make it

happen, people forget about it. (P22 Interview: 301-302; 303-305)

George et al. (2014) indicated a primary emphasis of the fellowship program she examined was exploration of "the unique role communication networks could play in reducing food insufficiency in their countries [of Kenya and Uganda]" (p. 33). Reflective journaling was indicated by George et al. (2014) as facilitating the chronicling of the fellowship experiences resulting from cultural programming, interactions with U.S. contacts, and the participants' impressions about industry training, educational programs, and job shadowing activities. Therefore, an addition of reflective journaling as part of a similar fellowship program at least on a weekly basis is recommended. This practice could provide feedback for the fellowship program's team members to use in adapting training and internship or job shadowing activities. Further, this additional qualitative evaluation data could further inform the program's evaluator and serve as a personal record on which the entrepreneurs may reflect after returning to their home countries. Specific recommendations related to incorporating reflective journaling such as participants using electronic journaling methods and allotting related computer laboratory time as enabling strategies (George et al., 2014) should be considered when including the practice in an international fellowship program.

Timeliness and related time management practices to which the fellowship participants were exposed were identified as significant by the quintain. The impact of such emphasis on members of the quintain and their enterprises was exemplified in one Fellow's statement: "[M]y biggest issue has been time. You see I am employed and at the same time, that type of business [venture] I am doing is part-time." In addition, implications in regard to time management and improved customer service, including for

increased sales revenues, was stressed by another Fellow: "I used to have fewer customers because things were not organized. . . . I came back to organize my business, especially the workshop. And now we are able to save on time because of the organization." Continued emphasis on professional time management practices and associated impacts on U.S. business relationships are recommended for entrepreneurial education programs involving international participants, especially if such stands to differ from their cultural norms. This recommendation may be particularly relevant for individuals identifying goals of developing networks, relationships, and collaborations with U.S. entrepreneurs, as was the case with a majority of the Fellows interviewed for this study.

Cross-cultural training of mentors and mentees prior to a fellowship was identified as potentially creating empathy that could reduce the apprehension leading up to an exchange and improve understanding from the beginning of couplings and thereby the resulting experiences (Pires, 2000). In addition, the variety of internship and job shadowing placements was influenced by unanticipated factors. These included biohazard incidents that eliminated potential internships from consideration for international visitors; disease epidemics causing Oklahoma producers to restrict access to their livestock operations to reduce the potential of additional transmission risk; and competitive global marketing of food products that restricted access to proprietary elements of manufacturing facilities.

The Fellows expressed mixed reactions to such restrictions that resulted in short-term job shadowing experiences being arranged rather than primarily internships with one mentor. For example, one Fellow who had multiple mentors indicated "the many

experiences I had, the contacts I have made, the work I am now doing, the courses I am taking, they are having impacts in Uganda" (P01 Interview: 374-376). In contrast, another Fellow commented: "I really did not have any one person[, i.e., a mentor] and that was a really big disappointment for me" (P18 Interview: 235-236). A third Fellow reflected about his field experiences which were short-term, job shadowing placements:

> [G]rowing up under apartheid, it was a very nice experience to be treated as a person. And where your color played no role. To be accepted amongst people as a person with and being treated as a person not a second class citizen . . . was what I noticed and what I appreciated. (P07 Interview: 328-331)

These unique perspectives on internship experiences conveyed the breadth of impacts described during the study's interviews. Unexpected and uncontrollable events presented during preparation for the Fellows' field experiences are likely to occur. Therefore, those facilitating such should proceed to provide alternative multiple field experiences such as job shadowing while striving for venture exploration, job training, and quality mentee-mentor relationships (Cho & Gao, 2009). Recommendations supporting that appear in Table 9.

Due to new global communication technologies, such as Zoom and Google Hangout, U.S. mentors and mentees from other countries may be able to participate in common orientation training providing fellowship program specifics, basic norms and practices to bridge culturally based apprehensions, and even examine significant fellowship benchmarks prior to a cross-cultural exchange (Pires, 2000). Moreover, ongoing consultative and advisory support delivered after entrepreneurial education programs to facilitate execution of initial plans for entrepreneurs' ventures was

recommended by Gupta (1989). To this point, the quintain indicated overall positive impressions of follow-up provided by OSU team members during reciprocal program exchange visitations as well as through the use of electronic mail and telephone communication. However, select Fellows voiced interests in participating in additional facilitation after returning to their enterprises. These interests would seem to warrant leaders of entrepreneurial education programs to include grant application budget requests to address such needs by seeking supplemental funding to provide the Fellows' with ongoing mentoring after the program's delivery funding is exhausted.

Table 9

Recommendations for Fellowship Program Leaders Responsible for Internship/Job Shadowing Placements

Recruiting and selection of volunteer mentors who value global relationships prior to selection of the Entrepreneur Fellows can aide in selecting compatible program participants.
Concentrate mentor recruitment on identifying long-term opportunities that can give the richest experiences and meet goals of both mentees and mentors.
After the mentor and program participant selection has taken place, develop and deliver pre-program training viewed at the same time by mentees and mentors using *new media* platforms to build common understanding, increase rapport, and decrease apprehensiveness.
Develop, maintain, and promote *new media* site(s) and related mobile telephone apps as a common reference center for scheduling of fellowship events, training program agendas, internship arrangements, emergency contact information, travel specifics, resource materials, and institutional opportunities. Level of access could be managed for a breadth of audiences, i.e., Fellows, mentors, family members of the participants, or program trainers.
Develop and examine field experience plans with primary mentors prior to a fellowship to provide clear expectations, answer questions, and clarify arrangements and responsibilities.
After internships are underway, conduct onsite visits early in the experience to follow up on activities, relationships, and to adjust plans and placements, as appropriate.

Conduct a celebration and/or a recognition ceremony to acknowledge all participants for their contributions to the field experiences.
Promote internship/job shadowing activities as opportunities for local media contacts to conduct interviews, film interactions, and highlight program outcomes.
Strategize possible alternative experiences in case something unforeseen occurs to hinder field placement plans.

With regard to the *new media* usage integral to entrepreneurial endeavors, one Fellow offered a description of use of fellowship-related networking sites on Facebook and WhatsApp involving members of the quintain after returning to their home countries: "We kept contact with Facebook mostly. So far it's been really very general. It is personal, nothing specific" (P02 Interview: 254-255). This statement and similar comments made during interviews provided evidence of a *new media* site's potential as a conduit for Fellows to exchange information and support the ongoing promotion of follow-on activities. Though references to interchanges on the established *new media* sites among Fellows were noted during the study's interviews, not one Fellow identified exchanges with U.S. team members or other U.S. participants on fellowship-related *new media* sites. This may warrant programming intended to encourage U.S. fellowship participants to engage with the Fellows through such communication platforms.

For future fellowship programs, broader participation on at least one *new media* site by all participants should be emphasized and supported. Building and maintaining relationships among U.S. and international participants on such a site may address the request for facilitation of ongoing interactions, as suggested by the Fellows. In addition, such a site could reinforce *new media*'s role in motivation, strategic decision making, and opportunity assessment (McMullan & Long, as cited in Echtner, 1995).

In regard to entrepreneurship, select PAYA leaders among the Fellows reported having the skills, talents, and resources to maintain the connections necessary to secure funding, and to plan and conduct a USDOS-funded project. It may be valuable to inform a variety of fellowship contacts, including officials at the USDOS, about the PAYA project. Such a discussion might serve as the foundation for planning and executing additional activities furthering its mission and related goals based on *new media* usage, as indicated by all 22 of the Fellows interviewed (see Table 2).

The importance of financial management to the quintain's entrepreneurial development needs after returning to their home countries was reflected in one Fellow's statement: **"**If we had a little capital, we would have moved much more rapidly or a few more steps ahead with our plans. . . . Even $500 would be a lot of money" (P21 Interview: 455-457). With the prevalence of interest in securing financial support for their entrepreneurial ventures after the fellowship, the inclusion of additional related training and, if possible, resources is warranted. This need is reinforced by Sriram's and Mersha's (2010) study describing that the shortage of funding for start-ups and working capital was the most often identified challenge faced by 278 African entrepreneurs. Expanding a fellowship program's financial training to include practical learning opportunities in regard to procuring both external and internal funding sources (Lingelbach et al., 2005), such as pitching ventures to potential funders and strategies to use in identifying local funding sources, could address these needs.

Recommendations for Future Research

In relation to the significance of the Entrepreneur Fellows' commitments to youth development, Heinemann et al. (2011) urged enabling rural youth, women, and men to

combat the marginalization of economies by promoting opportunities to grow businesses. The potential to address the development needs of younger agricultural professionals, including entrepreneurs, was communicated by one Fellow: "Retirement in Kenya is 55 to 65 years old. . . . If that gap can be filled, I am sure that more competent young people will be able to move our organization and our country to new higher heights." (P16 Interview: 177-180)

The quintain conveyed its commitment to helping rural youth broaden their knowledge to take advantage of gaps in agricultural business opportunities through the intentions prevalent in their goals (see Table 1) and purposeful actions to reach out to such individuals after returning to their home communities. Due to the Fellows' intentions regarding youth development in and for the agricultural sector, research is needed to describe the perceptions of the future of agriculture and related careers, including views on entrepreneurship, held by members of marginalized groups, such as youth and women in countries of Sub-Saharan Africa (Almendarez, 2013). Such studies could result in important factors to address when developing entrepreneurial training and related learning experiences, including efforts such as fellowship programs with an entrepreneurship focus.

Related to the theme of entrepreneurial skills and concepts, members of the quintain most frequently identified local community members or individuals from other countries as having specific expertise needed to advance their ventures. Most quintain members did not identify seeking out other Fellows as business partners or consultants during their interviews. Research studies should be conducted to identify the specific entrepreneurial skills and qualities Fellows were seeking for their enterprises as well as

perceptions about what they could offer to networks and collaborative relationships to achieve related outcomes, especially after a fellowship experience. This information could support the facilitation of *new media* sites intended to sustain such endeavors.

Another aspect of this theme were the effects of exposure to U.S. time management practices on the behaviors of Fellows in their workplaces after returning home. One such critical setting was in families. Research conducted to understand the effects of fellowship program-related or -precipitated changes on entrepreneurs' family member relationships may be instructive regarding how to prepare them to manage familial expectations after a fellowship, especially in regard to family-operated businesses.

In regard to mentoring relationships, this study's phenomenon, i.e., the fellowship experience, provided three unique learning opportunities for the Fellows: 1) an internship with one mentor; 2) combination experiences with more than one internship experience and compatible job shadowing activities; or 3) a series of job shadowing experiences (see Table 1 & Appendix G). Investigations intended to gain perspectives on the experiences of both mentors and mentees depending on the type of encounter could provide recommendations for use in developing training curricula and facilitating field experiences for future fellowship programs.

Mentoring relationships, internship and job shadowing settings, understanding of roles, and the type and substance of communication were four critical aspects of fellowship field experiences representative of and congruent with critical indicators of compatibility in cross-cultural pairings (Milner et al., 2013). Additional inquiries to explore the Fellows' perceptions about their internship and job shadowing experiences

with regard to these four indicators could be instructive for the selection of fellowship participants and their field experience mentors in the future. As representative of the quintain, one Fellow stated: "I interned with [name] of [mentor's organization] and my experience with him shaped my thinking about what commercial agriculture should look like" (P13 Interview: 31-33). A longitudinal study of the impacts of U.S. entrepreneurial internships and job shadowing experiences for international entrepreneurs could provide insight about intended and unintended consequences and outcomes resulting from participation in fellowship programs similar to the one investigated.

Before the fellowship, a Fellow identified examining "the array of Oklahoma pork production, processing, marketing, and extension education practices for possible use in a for-profit business" (P18 Background: para. 3) in her goals (see Table 1). The Fellow expressed positive impacts resulting from interactions with Oklahoma agricultural professionals:

> When we went to Tulsa, I saw all those people who had really small places and started very small. . . . [T]hat was a very good idea for me to learn that we could agree to sell pork and start small. . . . I came back in June and we started setting up almost immediately, and by October, we had a very small opening. (P18 Interview: 26-31)

However, also during the Fellow's interview, she expressed frustration with her mentorship experience: "I never quite got a specific mentor like [name] did . . . . I wouldn't say there was a mentor I connected with in terms of my job or my [field] expertise and not in [my] industry" (P18 Interview: 234-240).

This mixture of reactions was also reported by participants in a study of cross-

cultural pairs conducted by Milner et al. (2013). Results of their study identified the complexity of instituting opportunities that could result in the establishment and maintenance of professional, cross-cultural relationships. Longitudinal research about the implications of such internship experiences may reveal strategies to consider in recruitment, selection, preparation, training, and support of internship participants and mentors in international fellowship programs. Implementing such strategies could result in stronger, more productive collaborative relationships between a fellowship's participants over time.

Related to *new media* practices, select Fellows described their usage in terms of contributing on established sites as well as utilizing the platforms' capabilities to create dedicated sites for their entrepreneurial ventures. "I have my own Facebook page. It is sharing information with everyone who follows my enterprise, [Company]. And also my own [personal] Facebook page, [name]" (P08 Interview: 235-238) is a statement representative of what the quintain described about their *new media* practices. Understanding the features of the Fellows' *new media* sites, including data related to followers/users, visitor frequency, and related postings, could provide the basis for *new media* training on strategies and practices useful for providers when planning entrepreneurship-themed fellowships in the future. Therefore, research is warranted in this regard.

Researching perceptions and priorities of funding sources in the Entrepreneur Fellows' home countries could result in understanding beneficial to developing related grant proposal components to support similar entrepreneurial education programs in the future. In addition, identifying the experiences of entrepreneurs in developing countries

and their attempts to secure funding, including successes and failures, would inform fellowship program leaders about appropriate topics and training strategies for inclusion in fellowship training plans and related curricula. This recommendation is supported by results of Sriram and Mersha (2010) who also described shortages of funding available for start-ups and working capital needs for entrepreneurs in developing countries, including Sub-Saharan African nations. Finally, Lingelbach et al. (2005) indicated the importance of familial connections to the economic viability of African entrepreneurial ventures. Such research conducted regarding the experiences of entrepreneurs may result in meaningful recommendations for the support and growth of entrepreneurial ventures in Sub-Saharan Africa, especially for those entrepreneurs in which family members are integrally involved with decision making, asset allocations, and other ongoing business activities.

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APPENDICES

APPENDIX A

OSU Grant Proposal

Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa:

A Professional Fellows Program for Kenya, South Africa, and Uganda

Executive Summary

The project's broad aim is to create professional collaborations and learning experiences between mid-level, emerging entrepreneurs from Kenya, South Africa, and Uganda and U.S. entrepreneurs as part of a two-way exchange program. The project's focus is entrepreneurship development with the intent to include marginalized groups. Multiple opportunities for enhanced learning and cross-cultural understanding of U.S. citizens also will be emphasized. Six goals will guide the project. The goals range from training leading to the Fellows acquiring entrepreneurial skills and attitudes to creating collaborations supporting their success with enterprise projects while sustaining U.S. mentor contacts through social media. The primary implementing organization is Oklahoma State University (OSU). OSU hosts the nationally recognized Riata Center for Entrepreneurship; its director is a proposer and will play a key role in the project. Three in-country partners have committed to the project: Agri-ProFocus – Agri-Hub (Kenya), University of the Western Cape (South Africa), and Straight Talk Foundation (Uganda).

The project will support the exchange of 24 Africans (8 per country; 12 during each of its two cycles) and 16 U.S. participants (8 per cycle) distributed among the African nations. The first group of Africans would train in the United States for 32 days inclusive of April/May 2014 with the second group trained similarly during September/October 2014. More than a dozen internship sites, spanning private businesses to not-for-profits to government agencies to education centers, have committed to serving as mentors for the African Fellows, and other potential sites are being discussed. The first group of U.S. participants would travel to Africa in July 2014 (15 days in-country) and the second group in either December 2014 or January 2015.

Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda

Project Rationale/Need/Justification

Paul Collier (2007), in his book *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It,* described four "traps" that often conflate to mire some 58 countries into a stratum he labeled the world's bottom billion. Kenya and Uganda are among the nations occupying Collier's stratum, as are millions of blacks in South Africa's highly segregated townships and rural areas who share a similar economic plight. These pernicious traps – conflict, being landlocked, overexploitation of a few natural resources (or "Dutch disease") at the expense of other sectors of the economy, and bad/corrupt governance (Collier, 2007) – limit the economic empowerment of tens of millions in these countries.

Collier (2007), however, also stressed that, "[i]n every society of the bottom billion there are people working for change, but usually they are defeated by the powerful internal forces stacked against them" (p. 96). But he concluded poignantly, *"we should be helping the heroes* [italics added]*"* (p. 96). This project would seek to identify some of Collier's *heroes* – individuals interested in business-enterprise development, including aspiring and emerging entrepreneurs – for travel to the United States to receive training and participate in internship experiences with business professionals and entrepreneurism educators.

According to Juma (2011), "[t]he development of small- and medium-sized enterprises (SMEs) has been an integral part of the development of all industrialized economies. This holds true in Africa" (pp. 142 – 143). However, as Moss (2007) explained, " . . . it is also clear that local businesses, especially budding entrepreneurs, face considerable barriers" (p. 235) in Africa. Moss (2007) identified a litany of ills facing African entrepreneurs, including "lack of property protection" (p. 234), regressive legal restrictions, and excessive regulations such as "colossal

amounts of red tape and other headaches" (p. 234). Moss (2007) also described "segmentation," i.e., "where very small firms tend to be owned by indigenous blacks and the medium and larger firms are owned by ethnic minorities or foreigners" (p. 235), making policy decisions impacting business very political. For example, in South Africa, these enterprises would include *spaza* shops, which are estimated to exceed 100,000 small businesses "with a collective turnover of R7 billion [i.e., South African Rand; ~$650m USD]" (Charman, Petersen, & Piper, 2012, p. 48).

Although this project *will not be limited* to entrepreneurs in the agricultural sector, the proposers recognize the significance and potential for agribusiness development and its impact on the economic livelihoods of millions of rural Africans and their communities, e.g., enterprises featuring value addition (or food processing/post-harvest transformation). In support, Juma (2011) asserted that, "creating links between knowledge and business development is the most important challenge facing agricultural renewal in east African countries" (p. 143). The importance of the agricultural sector to the economies of the target countries is undeniable. This is evidenced acutely by many of the women who populate rural Africa (Jivetti & Edwards, 2010) and grow much of its staple foods. Thus, "[t]ransformations in the food processing sectors of developing countries are increasingly seen as strategic from the point of view of export earnings, domestic industry restructuring, and citizens' nutrition and food security" (Juma, 2011, p. 155).

The potential for stimulating enterprises allied with and supporting agribusiness ventures is significant. Further, catalyzing tangential enterprises or what would be entirely non-agricultural businesses represents additional opportunities for aspiring entrepreneurs in Sub-Saharan Africa.

Overall Aim of the Project

The project's broad goal is to establish and foment professional collaborations and learning experiences between mid-level, emerging entrepreneurs (approx. 25 to 40 years of age) from the

countries of Kenya, South Africa, and Uganda and their professional counterparts in the United States as part of an *Entrepreneur Fellows (EFs)* two-way exchange program. The program's focus is entrepreneurship and entrepreneurial development with the intent to include members of marginalized groups such as women and the disabled. Multiple opportunities for enhanced learning and cross-cultural understanding of U.S. citizens would be emphasized, as well. Six targeted goals and 18 enabling objectives will guide the project.

Targeted Goals/Enabling Objectives/Anticipated Outputs & Outcomes

Goal 1: Assist EFs in acquiring the professional leadership and entrepreneurial skills used by successful entrepreneurs in the United States, especially practices resonating with their countries' economies and their opportunities for entrepreneurship. (*Note.* This goal supports achievement of the "President's Young African Leaders' Initiative [PYALI].")

Objective 1: Recruit 24 EFs appropriate for participation in the exchange program *(output)*.

Objective 2: During their U.S.-based, five-week fellowships, the 24 Africans will receive training in a variety of topics supporting their understanding of business enterprise development, skills and practices of successful entrepreneurs, principles of ethical business leadership, business-networking strategies, venture financing propositions, and other topics as appropriate for their home environments *(output)*.

Objective 3: At least 85% of the EFs will gain new knowledge and develop skills related to U.S. entrepreneurial principles and ethics by the end of the five-week program *(outcome)*.

Goal 2: Facilitate the EFs participating fully in three-week internship experiences in business enterprises complementing their existing business ventures/interests or those to which they aspire. (*Note.* This goal supports achievement of the PYALI.)

Objective 4: Secure and monitor appropriate internship placements for the 24 EFs *(output)*.

Objective 5: Facilitate digital connections between the selected incoming EFs and their anticipated internship mentors (e.g., through LinkedIn profiles, Facebook pages, and e-mail exchanges) *(output)*.

Objective 6: During their fellowships, the 24 EFs will intern for three weeks in professional settings appropriate for their career interests and home working environments *(output)*.

Objective 7: At least 85% of the EFs will develop positive attitudes toward U.S. business ethics and values and will aspire to apply those in their home businesses or institutions *(outcome)*.

Goal 3: Provide real-world experiences in aspects of economic empowerment in Kenya, South Africa, and Uganda, through reciprocal exchanges for U.S. entrepreneurs/business professionals and officials of for-profit and not-for-profit agencies that support entrepreneurship, including internship mentors and appropriate university faculty (i.e., the "outbound" portion of the project for 2.5 weeks in length each time).

Objective 8: Facilitate the selection and travel of 16 U.S. citizens with experience in business enterprise development/entrepreneurial ventures, agencies supporting the same, and business education professionals to participate in the project's follow-on activities in Kenya, South Africa, and Uganda *(output)*.

Objective 9: The 16 U.S. participants will have established lasting professional linkages with the EFs and their business enterprises or related professional institutions by the end of the exchange program *(outcome)*.

Goal 4: Build capacity for future collaborations between African and U.S. entrepreneurs and other parties interested in supporting entrepreneurship, such as practitioners, responsible agency officials, personnel of financial lending institutions, aspiring entrepreneurs, educators, and students, with special attention paid to empowering women and disabled entrepreneurs.

(*Note.* This goal supports achievement of the PYALI.)

Objective 10: Establish digital platforms, e.g., a project website, blogs, Facebook pages, Twitter posts, and e-mail exchanges, to increase the likelihood of collaboration between the EFs and their U.S. contacts continuing after funding for the project has ended *(outcome)*.

Objective 11: By the end of the project, all participants – African and American – will be connected through at least one form of social media to exchange views, experiences, and entrepreneurial ideas going forward *(outcome)*.

Objective 12: The project team members' (PTMs') recruiting efforts will emphasize the selection of women and individuals who are disabled (e.g., the hearing impaired) with the recruitment target that 50% of the EFs be derived from these historically marginalized groups in Kenya, South Africa, and Uganda *(output)*.

Goal 5: Facilitate cultural experiences for the exchange participants – international visitors and U.S. outbound citizens – to support mutual awareness and understanding of the unique cultural norms found in the four nations comprising the project. (*Note.* This goal supports achievement of the PYALI.)

Objective 13: Multiple cultural activities will be planned for the EFs, including one day each weekend devoted to their participating in a significant event resonating with Oklahoma culture specifically and American culture broadly *(output)*.

Objective 14: Multiple cultural activities will be facilitated for the U.S. exchange participants unique to and appropriate for the African country(ies) visited *(output)*.

Objective 15: The U.S. participants will develop positive attitudes toward African cultures and learn to appreciate cultural diversity in their workplaces and communities *(outcome)*.

Goal 6: Augment sustained collaborations among and between the EFs and their U.S.

counterparts, including the EFs implementing entrepreneurial projects, as facilitated by follow-on visits by U.S. cohorts to Kenya, South Africa, and Uganda, as well as the participants' reciprocal use of social media networking tools and other digital platforms. (*Note.* This goal supports achievement of the PYALI.)

Objective 16: A portion of the U.S. outbound citizens chosen to travel to the African countries will be drawn from the EFs' pool of internship mentors *(output)*.

Objective 17: The EFs will design projects for implementation in their home countries such that the likelihood of continued collaboration with the internship mentors is increased and sustained by both parties using social media and related digital platforms *(outcome)*.

Objective 18: The EFs will attempt at least one entrepreneurial idea, principle, or concept they learned through the exchange program in their home countries *(outcome)*.

Project Management Plan

Eight Kenyans, eight South Africans, and eight Ugandans will be selected as EFs. Two separate groups, inclusive of the three countries, would visit the United States. Both groups will include entrepreneurs/business professionals, aspiring entrepreneurs, and business educators. The PTMs, working with in-country partners in the three nations and respective U.S. Embassy officials **(see Attachments 1 & 2)**, will work collaboratively to identify individuals appropriate for the program (Phase 1). Also during Phase 1, the project's internship sites will be solidified, and pending final selection of the EFs, the pre-departure orientation for the EFs will be conducted by the respective in-country partner organizations (ICPOs) working in collaboration with the PTMs, and the travel document procurement process will be facilitated by the PTMs and the ICPOs. Table 1 below illustrates the major Phases of the project management plan.

Table 1. Project Management Plan

Dates	Phase	Major Events/Tasks	Person(s)/Group(s) Responsible
8/1/13 – 12/31/13	**1a**	Recruitment of EFs (see related documents in **Attachment 4**); engage participants in social media.	PTMs; ICPOs; Relevant In-country Groups; Officials of U.S. Embassies
1/1/14 – 03/31/14	**1b**	Plan travel itineraries, lodging arrangements, and all activities for the first group of fellowship participants. Finalize internship sites. Schedule evaluator's travel.	PTMs; ICPOs; Internship Mentors; Invited Speakers; DOS, BECA Officials; External Evaluator
4/1/14 – 6/15/14 (5 wks. inclusive)	**2**	Conduct program for the first group of EFs (see detailed U.S. training schedule in **Attachment 3**). Conclude with Professional Fellows Congress in Washington, D.C.	PTMs; Internship Mentors; Invited Speakers; External Evaluator
5/1/14 – 6/30/14	**3a**	Make travel itineraries, lodging arrangements, transportation arrangements, etc. for the first U.S. participant group's travel to Africa.	PTMs, Internship Mentors, ICPOs; Group 1 of EFs; Relevant In-country Groups
7/1/14 – 7/31/14 (2.5 wks. inclusive)	**3b**	Conduct the activities associated with Phase 3a of the project (see draft schedule in **Attachment 3**). Recruit and interview applicants for group 2 of EFs.	PTMs, Internship Mentors; Group 1 of EFs; Relevant In-country Groups; Officials of U.S. Embassies
8/1/14 – 8/31/14	**4a**	Plan travel itineraries, lodging arrangements, and all activities for the second group of EFs. Finalize internship sites. Schedule evaluator's travel.	PTMs; ICPOs; Internship Mentors; Invited Speakers; DOS, BECA Officials; External Evaluator
9/1/14 – 11/15/14 (5 wks. inclusive)	**4b**	Conduct the program for the second group of EFs (see detailed U.S. training schedule in **Attachment 3**).	PTMs; Internship Mentors; Invited Speakers, External Evaluator
11/1/14 – 11/30/14	**5a**	Make travel itineraries, lodging arrangements, transportation arrangements, etc. for the second U.S. participant group's travel to Africa.	PTMs; Internship Mentors; ICPOs; All EFs
12/1/14 – 1/31/15 (2.5 wks. inclusive)	**5b**	Conduct the activities associated with phase 5a of the project (see draft schedule in **Attachment 3**).	PTMs; Internship Mentors; All EFs; Officials of U.S. Embassies
2/1/15 – 7/31/15	**6**	Complete final reporting as required by the DOS. Complete the external evaluation of the project. Facilitate and monitor on-going DOS alumni/follow-on activities, especially social media channels supporting the project's long-term, sustainable collaborations and success of the EFs' individual entrepreneurial projects.	PTMs; External Evaluator; Internship Mentors; ICPOs; All EFs

Background Information on Implementing Organizations

OSU's Institutional Capacity and Commitment

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. In 2012, Sponsored Program expenditures were more than $300 million, including external awards for Sponsored Extension/Outreach, Instruction, and Research. Similar to the proposed project, the previous DOS, BECA project with Malian media specialists that OSU faculty conducted during 2007 (Cartmell et al., 2008, 2009; Robertson et al., 2010; Sitton et al., 2009) exemplified OSU's land-grant heritage and mission. The completed project was titled "Nurturing the 'Fourth Estate': Professional Development for Media Specialists in the Republic of Mali, West Africa" **($227,392)**. Three of the PTMs together with Oklahoma media professionals worked closely with 14 Malian media specialists **(see Attachments 2 & 9)** to help them acquire professional skills and attitudes as well as understand better the unique role and responsibilities of a free press in a democratic society.

Three of the PTMs also conducted the project titled "Improving Food Security by Catalyzing Communication Networks between Key Stakeholders: Linking Media, Policies, and Communities in Kenya and Uganda" **($480,734)** from 2011 to 2012, which included 13 Kenyan and 13 Ugandan participants (Alcala et al., 2013; Edwards et al., 2012; George, 2012; George et al., 2012; Robertson et al., in press; Sitton et al., 2012; Tillinghast et al., 2013). That project sought to *catalyze communication networks* between those stakeholders as it related to issues of food security. Experiences and work products **(see Attachment 9)** achieved by those Fellows included two feature stories in *The Oklahoman*, the state's largest newspaper; a television

program on OETA, Oklahoma's public television station; feature stories on KOSU, a public radio network affiliate at OSU; service as a judge for 4-H youth competitions; making guest presentations in several courses at OSU on the topic of food security and culture in Kenya and Uganda; contributions to a newsletter produced by the Oklahoma Farm Bureau and to the *Oklahoma Living* magazine published by the Oklahoma Association of Electric Cooperatives, to name a few internship activities of the Food Security Fellows **(see Attachments 2 & 9)**. See **Attachment 9** for an example of a Fellow's work on food security after returning to Kenya.

The Riata Institute for Entrepreneurship

The Riata Center includes a dedicated staff of professionals who foster the spirit of entrepreneurship through innovative outreach programs **(see Attachments 1 & 2)**. The team is dedicated to high-impact entrepreneurial outreach at OSU, around the State of Oklahoma, and nationwide. The center is intimately engaged with the entrepreneurial community and strongly committed to creating unique experiential learning opportunities for its students.

From internships to venture creation to scholarship and research, the center offers experiential opportunities for its students. In particular, the *Riata Entrepreneurial Internship Program* provides unique entrepreneurial opportunities for highly qualified undergraduate and graduate students at OSU. The program offers internships requiring students to work directly with entrepreneurs and senior executives in high-growth, innovative companies in Oklahoma. Interns are expected to add meaningful value to the work environment and to produce a number of useful deliverables. *This program would support the internship placement aims of the project.*

Three of the key team members who delivered the abovementioned projects are proposers of this project **(see Attachment 1)**. The PTMs already have received commitments for invited speakers, tours/field trips, and internship placement sites for the African exchange

participants **(see Attachment 2)** to create interactions with U.S. experts, direct observations of businesses, opportunities for professional practice, guided reflection, and follow-on activities.

In-Country Partner Organizations (ICPOs)

The PTMs anticipate paying the partnering organizations a modest "facilitation fee" for their services **(see Budget Narrative)**. A reliable and appropriate in-country partner has been retained for each of the three target countries **(see Attachments 1 & 2)**:

Kenya – Agri-ProFocus – Agri-Hub *(http://apf-kenya.ning.com/)*

Mr. Amos Thiong'o and Mr. Tito Arunga, as staff members of Agri-ProFocus, will lead their group in supporting the PTMs' economic empowerment efforts in Kenya. Agri-ProFocus is a professional network of more than 110 organizations ranging from local NGOs to the private sector, all engaged in "promoting farmer entrepreneurship in developing countries," including a longstanding collaboration with the Netherlands Development Organisation **(see their résumés in Attachment 1)**.

South Africa – University of the Western Cape (UWC) *(http://www.uwc.ac.za)*

UWC is a historically black institution that became an "open university," i.e., open admission to all racial groups, in the 1980s. It was a leader among those universities that were deeply invested in the long struggle to defeat the apartheid system and it continues to work in service of the "common people" of South Africa. Eslyn Isaacs is a senior lecturer in marketing and SME management and the head of postgraduate studies for the same at UWC. He is a member of an international team teaching entrepreneurship and small business management. Dr. Rubin Pillay, a native of South Africa, is a health entrepreneurship faculty member at OSU and holds a joint faculty appointment with UWC **(see their résumés in Attachment 1)**.

Uganda – Straight Talk Foundation *(http://www.straighttalkfoundation.org/)*

Mr. Robert Muwawu, a Food Security Fellow (April/May 2011) in an earlier DOS-supported project delivered by the PTMs, is a livelihood officer at the Straight Talk Foundation (STF) in Uganda. STF is focused on educating and empowering the youth of Uganda, including their capacity for economic development and acquisition of entrepreneurial skills and attitudes. Mr. Muwawu and his colleague, Mr. Gaster Kiyingi **(see their résumés in Attachment 1)**, would be STF's key staff members for this project.

The three ICPOs described above will assist PTMs with 1) *recruiting* applicants for the fellowships, 2) *providing* a pre-departure orientation for the selected EFs, 3) *liaising* with Public Affairs Section officials at the respective U.S. Embassies, 4) *facilitating* re-entry seminars for the returning EFs, 5) *coordinating* the follow-on visits of U.S. participants, and 6) *supporting* the EFs as they implement their entrepreneurial projects after returning home.

Facilitating the Fellows' Individual Entrepreneurial Projects

Beginning with the EF application process, prospective Fellows will be asked about their plans in regard to entrepreneurial enterprises. Following the EFs' selection but before traveling, they will be linked through social media with one or more prospective internship mentors with knowledge of the EFs' areas of interest. The EFs also will be linked similarly with those PTMs with expertise in economics and entrepreneurship: Dr. Shida Henneberry, professor of agricultural economics and agribusiness, and Dr. Craig Watters, clinical professor of entrepreneurship and interim director of the Riata Center for Entrepreneurship at OSU **(see Attachment 1)**. It is expected that 1) EFs, internship mentors, and the named PTMs will exchange ideas and feedback around the Fellows' entrepreneurial ideas; 2) their dialogue would continue, including the drafting of related business plans and market analysis procedures/tools, during the five-week training periods **(see Attachment 3)**; 3) EFs would conduct market

analyses after returning home, as needed, and continue social media-facilitated dialogues with their internship mentors and the PTMs; 4) EFs would begin implementation of their enterprises; 5) internship mentors and PTMs who travel to the EFs' countries would visit the EFs' enterprises and/or workplaces to provide advice and additional mentoring; and 6) the collaborations established would continue thereafter through the project's social media **(see Attachment 8)**.

Administration/Supervision of J-1 Visas and Related Travel Requirements

The PTMs are prepared to assist the BECA in meeting all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62. The J Exchange Visitor Program is the responsibility of International Students and Scholars (ISS) Office at OSU. OSU has one Responsible Officer (RO) and three Alternate Responsible Officers (AROs). The RO and AROs screen all Exchange Visitor (EV) requests in the student and scholar categories. As part of the project, the essential information will be provided to all EVs and their inviting departments: pre-arrival information to assist with the regulations and compliance for EVs as well as a reminder to the department regarding their obligations to the EVs; orientation program in verbal and written forms; access to cross-cultural events and experiences available on and off campus; and an encouragement of reciprocity throughout the university's departments. In addition, the ISS office ensures OSU adheres to the regulations under 22 CFR 62, which includes monitoring of EVs, reporting a change of address in SEVIS, and verifying health insurance compliance for the EVs and their family members as well as updating ROs and AROs in SEVIS.

ISS administrators keep records of the arrival and departure dates of the EVs and of the EVs who do not arrive on campus. In addition, the ISS office staff completes all annual reporting requirements, which is submitted to the Department of State in July of each year. The ISS office monitors all aspects of the EV program, and the RO/AROs ensure OSU is in compliance.

The *Essential* Role of Internship Experiences and Related Roles/Responsibilities

Adults expect *immediacy of application* from their learning and value learning they deem important in the present or near-term (Knowles, 1990). Kolb (1984) posited that as people experience the world their perceptions are transformed and thereafter guide the selection of new experiences (see Figure 1). And, an individual's "theory of action has not been learned in the most important sense unless it can be put into practice" (Argyris & Schön, 1989, p. 12).

Opportunities for experiential learning and practice, as well as the potential for creating new perceptions or "personal theories" and modifying pre-existing ones, will be powerful tools to support the learning of the EFs as they acquire and practice new professional behaviors and competencies related to economic empowerment. Internship experiences, in particular, if conducted in context-rich settings, offer a valuable venue in which greater understanding and behavioral change occurs. Brown, Collins, and Duguid (1996) described this approach to learning as "cognitive apprenticeship," i.e., learning relying on context and authenticity, which is precisely what effective internship experiences provide.

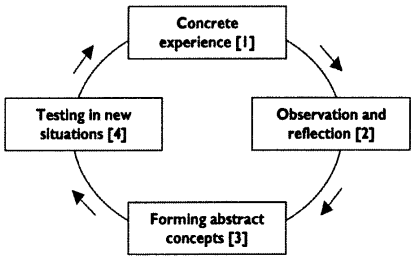


Figure 1. Kolb's Experiential Learning Cycle (1984). (Informal Education, 1996, 2005)

The EFs will intern in business enterprises, agencies, and with local, county, and state organizations that support the training and development of aspiring entrepreneurs and business leaders in Oklahoma **(see Attachment 2).** How these entities stimulate business development

and impart entrepreneurial skills will be stressed and modeled. The EFs will undergo concrete experiences, collaborate with expert mentors to interpret and reflect on the experiences, abstract *lessons learned* toward future experiences, test new theories through active experimentation, and then apply newly acquired attitudes and knowledge as new experiences arise (Kolb, 1984; Informal Education, 1996, 2005). **This portion of the project supports the achievement of *output* related objectives, 2, 4, 6, 13, and 16 as well as *outcome* related objectives 3, 7, 17, and 18**.

The PTMs will monitor the quality of these experiences, including making on-site visits as well as social media contacts with the EFs and their mentors. OSU's Department of Agricultural Education, Communications, and Leadership has a long history of successful internships for its students. Internships are required of all undergraduates. Numerous potential internship partners **(see Attachment 2)** already have expressed their willingness to host and mentor the EFs; additional internship sites are being explored. Moreover, the PTMs have experienced an excellent working relationship with officials at BECA on past projects, including the project officer for Africa, Dr. Curt Huff, and intend to collaborate with him and others at BECA in regard to the final selection of internship sites. Through an orientation meeting with internship mentors and related communications, the importance of their interacting with the EFs on core American principles of civic and community engagement will be stressed, e.g., participating in activities of the Stillwater Chamber of Commerce and Payne County Extension **(see Attachment 2)**. The internship mentors will be invited to all planned cultural outings with the EFs.

Summary of the Project's Monitoring & Evaluation Plan

The project's external evaluator's **(see Attachment 1)** detailed plan, logic model, and sample instruments can be found in **Attachment 6.** The main objective of the evaluation will be

to assess the project's implementation process, outcomes, and impacts from the onset for monitoring and accountability. The process evaluation will answer two questions: 1) Has each of the project implementation steps been completed properly as planned and on time? 2) What can be learned by reviewing the implementation process for monitoring the overall project?

The outcome and impact evaluation will be based on Kirkpatrick's and Kirkpatrick's (2006) training evaluation model that focuses on four levels of outcomes: 1) satisfaction, 2) learning, 3) practice/behavior changes, and 4) situation improvement or impacts. The evaluation plan will employ pre- and post-test design and use quantitative and qualitative methods to collect valid and reliable data. Survey instruments **(see Attachment 6)**, interviews, focus groups, reflections, and observations will be used to collect data and information. Process evaluation data will be reviewed periodically for monitoring the project to achieve the desired results.

The Project's Commitment to and Support of Diversity

The PTMs include diversity of gender, age, race, ethnicity, and professional experience, including two women, one who is an Iranian American, and an African American male **(see Attachment 1)**. The project's external evaluator is of Sri Lankan heritage who recently became a U.S. citizen. This inclusion of diversity will be extended to the entities who have indicated their willingness to serve as internship providers for the EFs **(see Attachment 2)**. For example, the associate general manager of KOSU, Stillwater's NPR affiliate, is a woman, as are several other mentors, and some of the mentors have Native American heritage.

Oklahoma is unique in that it is home to more than 30 recognized Native American nations (tribes), e.g., the Cherokee and Choctaw are headquartered in the state. Two of the PTMs have a Native American heritage. So, the EFs will have numerous contacts, formal and informal, with Oklahomans of Native American ancestry. They will visit the Cherokee Nation's national

headquarters and tour Sequoyah's Cabin State Park. The state park in his honor is one of many places where the cultural heritage and contributions of Native Americans is recognized and celebrated in Oklahoma. In past exchanges, the EFs' interactions with Oklahoma's Native American culture resonated deeply with them (George, 2012) regarding their own cultures.

As an example of both geographic diversity and tribal/ethnic diversity, recruiting efforts would target EFs from the North Rift Valley of Kenya. OSU faculty have worked previously with colleagues at Moi University (MU) in Kenya (including an MOU, **see Attachment 9**) to deliver programming to improve the economic livelihoods of Kenyans in that region. Of note, faculty members of OSU's Spears School of Business have mentored business faculty members of MU on their dissertation study proposals for several years and would mentor one or more EFs who are business educators **(see Dr. Federico Aime's letter in Attachment 2)**. (MU's agricultural component, including aspects of its agribusiness training, is now Eldoret University [EU]. An EU faculty member assisted PTMs with their last exchange project as a resident facilitator and two MU/EU staff were Fellows; **see related letters of support in Attachment 2**).

The North Rift Valley, as well as other regions of Kenya, is considered as having significantly marginalized populations: poverty is endemic; literacy and higher learning is substantially underdeveloped; wealth-generating resources are scarce; and the provision of state-sponsored assistance has not been distributed equitably (Mwaura, 2005). Capacity-building initiatives designed to work collaboratively with intended beneficiaries and their advocates are sorely needed **(see related letters of support in Attachment 2)**.

Similarly marginalized areas will be recruited from in Uganda, e.g., northern Uganda, and in particular the Acholi and Lango populations, who have suffered from 21 years of civil conflicts. Even though the region has stabilized now, people still suffer from post-conflict

issues, including food insecurity and poor economic livelihoods. To that end, a past Food Security Fellow, Mr. Walter Odongo, a faculty member of Agriculture and Environment, Department of Rural Development and Agribusiness, Gulu University, and his institution, have agreed to assist the PTMs in recruiting prospective EFs for this project **(see letter of support in Attachment 2)**. South Africa's black townships, e.g., in the Western Cape region **(see UWC's MOU with OSU in Attachment 9)**, will also provide similar recruiting grounds.

Along with targeting women participants, the PTMs also intend to recruit disabled Africans as EFs. Multiple organizations representing both groups have provided letters of support for the project **(see Attachment 2)**. In the case of Kenya, two groups serving the disabled ("Nambale Disabled" and "Tumaini Women"; **see Attachment 2**) and both involved in business enterprise development, have offered to support the project. The principal of two Ugandan schools serving students with disabilities, including many who are hearing impaired, and the Gulu Deaf Association of Uganda have provided letters of support, as well **(see Attachment 2)**. Of note, most OSU facilities are ADA compliant (http://sds.okstate.edu/), including some housing units, and disabled accessible vehicles are readily available through OSU's motor pool as are university buses that serve the campus and the Stillwater community.

The Oklahoma Experience

Even after almost 20 years, memories of the domestic terrorism action at the Murrah Building in Oklahoma City, which killed 167 innocent Oklahomans, including a number of children, still remains fresh in the PTMs' memories. (The Oklahoma City Bombing Memorial is a destination the EFs will visit.) Accordingly, PTMs understand the need for disparate and unique voices to communicate regardless of social strata, ethnicity, or religion. PTMs embrace the opportunity to interact and collaborate with the EFs such that mutual understandings of our

cultures and peoples are enhanced and valued.

Civic engagement opportunities will span from interacting with adult volunteers who advise aspiring agribusiness entrepreneurs (e.g., Payne County 4-H Club members) to experiencing how a moderate-sized, Midwestern city and OSU strive to achieve social cohesion, cooperation, and commerce. Many opportunities to observe and investigate civic responsibility and community involvement, especially activities resonating with economic development and rural vitality, will fill the span of the exchange program. U.S. citizens who travel to Africa as outbound participants will have multiple opportunities to experience the people and cultures of Kenya, South Africa, and Uganda **(see letters of support from past U.S. participants in Attachment 2)**.

In learning and sharing with our EFs, we can help open their eyes to what is an essential component of any sustainable society: an integrated education system supporting aspiring entrepreneurs who will be a nation's future business and civic leaders. This is a fundamental premise on which OSU was founded and remains part of its core mission as a land-grant university in the 21st century. Moreover, PTMs will use their newly enhanced global perspectives and cross-cultural understandings to broaden the education of OSU students and the views of citizens in Oklahoma. The PTMs' public relations efforts were substantial in this regard as the past projects (described above) were promoted and publicized **(see Attachment 9)**.

Collaboration with the Public Affairs Sections at the Respective U.S. Embassies

The PTMs will work closely with officials of the Public Affairs Sections (PAS) of the respective U.S. Embassies **(see Attachment 2)** to further develop plans for program implementation and to recruit and select EFs as well as for them to participate actively in the EFs' pre-departure orientations and re-entry seminars (See Budget narrative describing support for these functions.). The PTMs anticipate significant consultations with the Embassies'

respective Public Affairs Officers (PAOs) to plan and deliver as strong a program as possible, including their joining the PTMs in visits to the EFs' enterprises or workplaces. The officials will be invited to join in the project's social media forums, e.g., Facebook group, Twitter, and blogs.

When delivering a similar project with Malian journalists during 2006/2007, the PTMs developed a strong working relationship with the PAO at that time from the U.S. Embassy in Mali, Mrs. Stephanie Syptak-Ramnath, and her staff **(see her letter of support in Attachment 2)**. Ms. Shannon Dorsey, PAO at the U.S. Embassy in Uganda, who PTMs worked with to deliver a Food Security Fellows' project during 2011/2012, has also provided a letter of support for this proposal **(see Attachment 2)**. In addition, the PTMs have received a letter of support/commitment **(see Attachment 2)** from an ICPO in each target country (described above) who will liaise with U.S. Embassy officials on behalf of the project.

Working w/ Officials of the Department of State & Participating in the Fellows Congresses

The PTMs will work closely with officials of DOS, BECA, especially the project officer, Dr. Curt Huff and/or his designee(s). The PTMs understand completely that the final selection of EFs will be made with full approval of cognizant officials at the DOS and the U.S. Embassies.

Two of the PTMs participated in the inaugural Professional Fellows Congresses in 2011: Drs. Cartmell and Edwards helped with break-out sessions and other activities, and Edwards assisted in developing the Ethiopian case study used by the food security group. They and the other PTMs are committed to participating in teleconferences and/or on-line forums to plan the Congresses for 2014, and two PTMs will attend each Congress. While in Washington, D.C., time will be scheduled for the EFs to tour prominent historical places, especially those resonating with U.S. democracy and citizenship and to visit their Embassies, similar to the PTMs' last exchange.

Plan for Social Media and Project Outreach

Throughout the proposed project, social media will be used by PTMs (1) to communicate among EFs, ICPOs, internship mentors, relevant in-country groups, U.S. Embassy and DOS, BECA officials and (2) to share project news with the public and the news media. The PTMs have used email and Facebook as effective post-grant, follow-on engagement tools to continue working with alumni and others from previous exchange projects. Many letters of support **(see Attachment 2)** in this proposal speak directly to the effectiveness of this on-going dialogue and mentorship. The PTMs will continue to use both tools in the proposed project to solicit quality fellowship applicants and to expand this project's impact. In addition, the PTMs will employ a variety of social media to reach a diverse domestic and international demographic in a number of progressive ways, including Facebook, Twitter, blogs, LinkedIn, Skype, Instagram, Dropbox, and DOS-sponsored ExchangesConnect and State Alumni platforms **(see Attachment 8)**.

Budget & Budget Oversight

Form SF-424A provides information regarding the budget. The detailed budget, budget narrative and budget summary, including breakouts of the administrative budget and program budget, have been provided **(see Attachment 10)**. Dr. Dwayne Cartmell II, a PTM, working closely with the project's Graduate Associate, will provide budget oversight as he did for two previous DOS, BECA-funded projects. He will be backstopped by staff of DASNR's Sponsored Programs Office and by OSU's Office of Vice President for Research and Technology Transfer.

Acknowledging the Department of State, BECA's Financial Support

The PTMs will acknowledge BECA's financial support and use the DOS's seal, when possible, on any literature, recruitment pieces, media, and scholarship created as a result of this project. Examples of promotional pieces from the PTMs' previously funded DOS, BECA projects can be found in **Attachment 9**.

Core Project Team Members & Project's External Evaluator

Dr. D. Dwayne Cartmell II, Project Co-director (1-mo. salary cost shared)
Professor of Agricultural Communications; Executive Editor for the *Journal of Applied Communications*
Oklahoma State University

Primary Responsibilities: Assist with overall coordination and supervision of the proposed exchange project; proposed exchange project's budget specialist and primary budget oversight designee; public relations and agribusiness marketing specialist; co-liaison between U.S. Embassy officials, DOS, BECA personnel, in-country partner organizations, project team members, and African Fellows; assist with facilitation of the project's reports

Dr. M. Craig Edwards, Project Co-director (1-mo. salary cost shared)
Professor of Agricultural Education & Coordinator of Graduate Studies; Fellow, Association for International Agricultural & Extension Education
Oklahoma State University

Primary Responsibilities: Assist with overall coordination and supervision of the proposed exchange project; co-liaison between U.S. Embassy officials, DOS, BECA personnel, in-country partner organizations, project team members, and African Fellows; co-coordinator of cultural activities for the exchange Fellows; provide expertise for curriculum and training program development

Dr. Shida Henneberry, Project Co-director (1-mo. salary cost shared)
Regents Professor of Agricultural Economics & Director of the Master of International Agriculture Program; Don & Cathey Humphreys Chair in International Studies
Oklahoma State University

Primary Responsibilities: Economics specialist, including agribusiness market analysis and development; specialist on women's economic empowerment; topics presenter; assist with Fellows' internship placements; assist with Fellows' planning and implementation of entrepreneurial/small business enterprise projects

Dr. Shelly P. Sitton, Project Co-director (1-mo. salary cost shared)
Professor of Agricultural Communications; Managing Editor of the *Cowboy Journal*
Oklahoma State University

Primary Responsibilities: Assist with overall coordination and supervision of the proposed exchange project; primary coordinator of Fellows' internship placements; co-coordinator of cultural activities for the exchange Fellows; writing, public relations, and agribusiness marketing specialist

Dr. Craig E. Watters, Project Co-director (1-mo. salary cost shared)
Associate Professor & Carl Thoma Distinguished Clinical Professor in Entrepreneurship; Interim Director of the Riata Center for Entrepreneurship, School of Entrepreneurship, Spears School of Business
Oklahoma State University

Primary Responsibilities: Entrepreneurship and small-business enterprise development specialist; topics presenter; assist with Fellows' internship placements; assist with Fellows' planning and implementation of entrepreneurial/small-business enterprise projects

Graduate Associate, doctoral level, to be determined (salaried)

Primary Responsibilities: The individual selected will have experience in project management, communications/media, entrepreneurship, and/or business development (an individual who combines these skills will be sought). The graduate associate will work with the project's co-directors and other project personnel to coordinate travel, lodging, meeting itineraries, scheduling of expert presenters, project data collection and analyses, and other fellowship program details to deliver the project. (*Note.* The five project co-directors, as identified above, will provide specific guidance to the graduate associate regarding all project tasks while also providing the project's oversight overall.)

Graduate Assistant, master's level, to be determined (salaried)

Primary Responsibilities: The individual selected will assist the project's graduate associate and co-directors with all phases of the exchange project. In particular, the graduate assistant will be responsible for the day-to-day digital engagement tasks supporting achievement of the project's goals and objectives (i.e., the project's website, Facebook pages, Twitter posts and followers, and blogs, among other digital-networking tools and platforms)

Dr. K. S. U. ("Jay") Jayarante, External Evaluator (honorarium supported)
Associate Professor & State Leader for Program Evaluation (North Carolina Cooperative Extension)
North Carolina State University

Primary Responsibilities: External evaluator of the proposed exchange project; collect and analyze data supporting project evaluation; consult with project co-directors and other senior team members regarding formative assessments for the purpose of mid-course programming changes and improvements (as needed); report project evaluation findings per the DOS, BECA criteria for program monitoring and evaluation

APPENDIX B

Institutional Review Board Approval Letter

Oklahoma State University Institutional Review Board

Date:	Thursday, April 16, 2015
IRB Application No	AG1522
Proposal Title:	Entrrpreneurial Learning and Mentoring: A Mixed Methods Study of the Experiences of African Entrepreneurs in Oklahoma and Impacts on Their Business Ventures in Kenya, South Africa, and Uganda
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 4/15/2018

Principal Investigator(s):

Lisa K. Taylor
456 Ag Hall
Stillwater, OK 74078

Michael Craig Edwards
456 Ag Hall
Stillwater, OK 74078

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 printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. 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 submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, 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 adverse events to the IRB Chair promptly Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4.Notify the IRB office in writing when your research project is complete.

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 Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crethar, Chair
Institutional Review Board

APPENDIX C

Fellowship Application - Online Version

Department of Agricultural Education, Communications and Leadership

448 Agricultural Hall
Stillwater, Oklahoma 74078-6031
405-744-8036
Fax: 405-744-5176
http://aged.okstate.edu

U.S. Department of State
Bureau of Educational and Cultural Affairs
Professional Exchanges Program

Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda

Funded by the U.S. Department of State, this project seeks to establish and stimulate professional collaborations and learning experiences between mid-level, emerging entrepreneurs (approx. 25 to 40 years of age) from the countries of Kenya, South Africa, and Uganda The program's focus is entrepreneurship and entrepreneurial development with the intent to include members of marginalized groups such as women and the disabled. A focus of the U.S. program would be the selected Fellows undergoing internship experiences appropriate for their professional roles and aspirations.

By completing the application below, you are applying to be a Department of State Fellow for this project and understand that you will travel to the U.S. for a five-week program beginning in early May 2014 and ending in early June 2014. The information sought below will be used to complete a DS-2019 for a J visa to come to the U.S. should you be selected and approved for this opportunity. This information is requested by the U.S. Department of State. Note: All information provided, where applicable, must match that which is found on your official passport.

Please submit a scanned copy of your passport information page and your résumé with this document. Those applicants selected for further consideration may be contacted to schedule a face-to-face interview with in-country partners and a Skype interview with U.S. team members.

Applications should be emailed to brentney.maroney@okstate.edu no later than **December 1, 2013.**

1. Family/Last Name:

2. First Name:

3. Middle Name:

4. E-mail Address:

4. Home Address:

5. Cell Phone Number:

6. Month of Birth:

7. Day of Birth:

8. Year of Birth:

9. City/Town/Village of Birth:

10. Country of Birth:

11. Country of Current Citizenship:

12. Country of Legal Permanent Residence:

13. City of Visa Interview (where the U.S. Embassy or Consulate is located in your country):

14. Languages Spoken:

15. Gender:

16. Do you have regular and dependable Internet access?

17. Your Current Employer:

18. Employer's Business Address:

19. Your Job Title:

20. What are your responsibilities in your current job?

21. What are your professional/career interests?

22. What is your educational background and training related to your current professional position?

23. How will this experience help you grow professionally in your current career path?

24. Where/what professionally would you like to be in 10 years?

25. What are your entrepreneurial/business enterprise aspirations?

26. Have you ever been to the United State? If yes, for what purpose did you travel to the U.S.?

27. Based on the provided information, can you meet travel requirements to obtain a Visa?

28. Are you available for travel to the United States between May 1, 2014, to June 7, 2014?

29. Would you be willing to share a room with one of your fellow project participants?

30. Do you smoke?

31. In essay form (3 to 5 paragraphs), please describe an idea for an entrepreneurial/business enterprise project you are either doing presently or considering doing in the future. Please address any enterprise projects in which you are currently (or will be) involved that deal with **any** of the following areas:

. Cost/benefit analysis, present value estimations
. Project evaluation
. Economic profitability studies and projections
. Project management
. Marketing strategies
. Market development and commodity promotion activities
. Alternative (to traditional) marketing channels
. Other related areas

APPENDIX C

Fellowship Application - Paper Version

U.S. Department of State

Bureau of Educational and Cultural Affairs

Professional Exchanges Program

Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa:
A Professional Fellows Program for Kenya, South Africa, and Uganda

Funded by the U.S. Department of State, this project seeks to establish and stimulate professional collaborations and learning experiences between mid-level, emerging entrepreneurs (approx. 25 to 40 years of age) from the countries of Kenya, South Africa, and Uganda The program's focus is entrepreneurship and entrepreneurial development with the intent to include members of marginalized groups such as women and the disabled. A focus of the U.S. program would be the selected Fellows undergoing internship experiences appropriate for their professional roles and aspirations.

By completing the application below, you are applying to be a Department of State Fellow for this project and understand that you will travel to the U.S. for a five-week program beginning in early May 2014 and ending in early June 2014. The information sought below will be used to complete a DS-2019 for a J visa to come to the U.S. should you be selected and approved for this opportunity. This information is requested by the U.S. Department of State. Note: All information provided, where applicable, must match that which is found on your official passport.

Please submit a scanned copy of your passport information page and your resume with this document. Those applicants selected for further consideration may be contacted to schedule a face-to-face interview with in-country partners and a Skype interview with U.S. team members.

Applications should be emailed to brentnev.maroney@okstate.edu no later than **December** 1, **2013.**

1. Family/Last Name:

2. First Name:

3. Middle Name:

4. E-mail Address:

4. Home Address:

5. Cell Phone Number:

6. Month of Birth:

7. Day of Birth:

8. Year of Birth:

9. City/Town/Village of Birth:

10. Country of Birth:

11. Country of Current Citizenship:

12. Country of Legal Permanent Residence

13. City of Visa Interview (where the U.S. Embassy or Consulate is located in your country):

14. Languages Spoken:

15. Gender:

16. Do you have regular and dependable Internet access?

17. Your Current Employer:

18. Employer's Business Address:

19. Your Job Title:

20. What are your responsibilities in your current job?

21. What are your professional/career interests?

22. What is your educational background and training related to your current professional position?

23. How will this experience help you grow professionally in your current career path?

24. Where/what professionally would you like to be in 10 years?

25. What are your entrepreneurial/business enterprise aspirations?

26. Have you ever been to the United State? If yes, for what purpose did you travel to the U.S.?

27. Based on the provided information, can you meet travel requirements to obtain a Visa?

28. Are you available for travel to the United States between May 1, 2014, to June 7, 2014?

29. Would you be willing to share a room with one of your fellow project participants?

30. Do you smoke?

31. In essay form (3 to 5 paragraphs), please describe an idea for an entrepreneurial/business enterprise project you are either doing presently or considering doing in the future. Please address any enterprise projects in which you are currently (or will be) involved that deal with any of the following areas:

- Cost/benefit analysis, present value estimations
- Project evaluation
- Economic profitability studies and projections
- Project management
- Marketing strategies
- Market development and commodity promotion activities
- Alternative (to traditional) marketing channels
- Other related areas

APPENDIX D

Fellowship Acceptance Letter

Oklahoma State University

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications and Leadership
448 Agricultural Hall
Stillwater, Oklahoma 74078
405-744-8036; Fax 405-744-5176

February 19, 2014

Consular Section
United States Embassy
Nairobi, Kenya

RE: Letter of introduction for visa applicants (Kariuki, Nathan Mwangi; Mburugu, Christine Kendi; Owora, Anita Camilla Wanjiru Akinyi; and, Wang'ombe, Robert Kariuki) supporting their participation in Oklahoma State University's Empowering Entrepreneurs' project: S-ECAGD-13-GR-189(CB)

Dear Consular:

The person presenting this letter, as one of the four individuals named above, has been selected from a pool of 117 Kenyan applicants to participate in the Professional Fellows Program being directed by faculty members of Oklahoma State University, Stillwater, USA. The full name of this Bureau of Educational and Cultural Affairs-sponsored project is "Empowering Aspiring Entrepreneurs for Economic Success in Sub-Saharan Africa: A Professional Fellows Program for Kenya, South Africa, and Uganda."

The project's broad aim is to create professional collaborations and learning experiences between mid-level, emerging entrepreneurs from Kenya, South Africa, and Uganda and U.S. entrepreneurs as part of a two-way exchange program. The project's focus is entrepreneurship development with the intent to include marginalized groups. Multiple opportunities for enhanced learning and cross-cultural understanding of U.S. citizens also will be emphasized. Six goals guide the project ranging from training leading to the Fellows acquiring entrepreneurial skills and attitudes to creating collaborations supporting their success with enterprise projects while sustaining U.S. mentor contacts through social media.

The participants are expected to arrive in the United States on or about May 1, 2014 and depart for home on June 7, 2014. The first four weeks of the five-week program will take place in Oklahoma and includes a three-week internship experience related to the Fellows' entrepreneurial interests. They will attend a Professional Fellows Congress in Washington, DC, as sponsored by the U.S. Department of State, during the final week of the program.

Thank you very much for assisting our selected participants with the visa application process. If you have any questions about our project, please do not hesitate to contact me.

Sincerely,

M. Craig Edwards
Project Co-director
Professor & Coordinator of Graduate Studies
(O) 405.744.8141
E-mail: craig.edwards@okstate.edu

APPENDIX E

Fellowship Orientation Training Schedule

Schedule for Fellowship Orientation (Version 6) **Week 1**

	Friday,	Sat.	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30-10	Dept. Continental Breakfast Reception & Photo Session; International Students & Scholars Check-In; SEVIS Mtg., Group Photo, Consent Forms	On your own	Day of Rest	US History/American Culture – **Dr. Jeremy Cook,** OSU Academic Services for Students	Stillwater Chamber of Commerce - 409 S Main Welcome **Dr. Craig Watters Juliet Abdeljawad**, VP of Business Development & PRIDE Customer Service **Merritt Taylor,** OSU Ext. PRIDE Director	Feasibility of Business Startups **Dr. Craig Watters, Director,** The Riata Center, Spears College of Business	Business Development Part II **Dr. James Hynes**	Langston University Tour and Value Added Products Program -IE (Kika) de la Garza American Institute of Goat Research -Aquaculture Research Program -Other Possibilities	See Info Below
10:15 - 11:45	Skype with DOS Officials Bank	Evaluation Meeting – Dr. Edwards Lunch on your own	Church (options to be explained by Dr. Sitton)	Ag Comm Social Media & Technology Use for your Business--**Dr. Dwayne Carlmell**, Professor, Department of Agricultural Education, Communications and Leadership	Group moves to **Wes Watkins Center for International Trade and Development** for: -Risk Management, **Sarah Siems**, OSU Extension Service & Food Security, **Dr. Shida Henneberry,** Director, Masters of International Ag Program	Business Development Part **Dr. James Hynes, Sam Houston State College** 11:30 Lunch at Meridian Technology Center **Dr. Ron Duggins,** Meridian Tech Business Development Center Program and Tour	Proposals and Contract Writing – **Dr. Craig Watters**		
12	Lunch – Hideaway Pizza (14 people)			Lunch	12-2 Lunch – **Wes Watkins Center for International Trade and Development - Dr. David Henneberry,** Associate Vice President, Division of International Studies & Outreach Presentation by **Tony Cambas**, Director Wes Watkins Center for International Trade and Development		Lunch	Lunch with Internship Providers Session and Briefing Session – **Dr. Shelly Sitton**	
1:30-3	Tour of SA Shacks Project-Architecture Building and Social Entrepreneurship Session at Riata Center, **Dr. Nathan Richardson, Department of Architecture**	Van Tour of Stillwater (Dr. Edwards)		OSU Land Grant Mission - **Dr. Craig Edwards, Professor,** Department of Agricultural Education, Communications and Leadership			Marketing and Business PR--**Dr. Shelly Sitton,** Professor, Department of Agricultural Education, Communications and Leadership		

	Friday,	Sat.	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:15-5:00	Telephone & Other Shopping			Food & Agricultural Products Center Tour **Terra Brown** & Campus Tour	Native American Entrepreneurship – **Dr. John Chaney & Dr. Brandi Payne** Room 439 Ag Hall	OSU Student Business Incubator Center – **Dr. Craig Watters**	Fellows Ready for Banquet – Vans leave at 5:00 p.m.	Program Details, Expectations & Next Steps	
5+							6 p.m. Stillwater FFA Banquet – Expo Cntr	OSU Graduation Ceremony (opt. act.)	

Cultural Travel Events and Educational Programs

Weekend 1	Southeast OK Sequoyah's Cabin in Sallisaw; Stillwell Strawberry Festival; Cherokee Cultural Center, Tahlequah
Weekend 2	OK City Bombing Memorial, Ok History Museum, Cowboy Hall of Fame, OK Osteology Museum
Weekend 3	Bartlesville/Tulsa– Woolaroc Museum, Tall Grass Prairie Preserve, Tulsa Shopping Mall
Miscellaneous	Stillwater Local Evening Possibilities – Bluegrass Festival or Music Concert, Rodeo, Museum Tours, Livestock or Horse Show

APPENDIX F

Example of Letter Sent to Potential Field Experience Mentors

Assistance with grant project

Hi, XXXX.

My colleagues and I have an international grant project funded by the U.S. Department of State that will bring 12 African entrepreneurs to Oklahoma in May. As a part of this project, each of these individuals is to participate in a job shadowing / educational experience with a U.S. mentor in the same entrepreneurial area. Of those, one (Name of Fellow) is interested in exploring ways to develop youth in agriculture in her country of South Africa. Her attached application outlines her background and interests.

I am seeking mentors for her during her three-week job shadowing (weekdays only from May 12 through May. 30. Would any of you (or someone in your office) be interested in hosting her? Hosting her involves having her spend the day(s) with you to ask questions, learn about your involvement with youth and agriculture, etc. to help ensure she learns about her interest area to help her improve her business when she returns to Africa.

We will provide her with housing, transportation and meals, so the mentors have no financial obligations, only the sharing of their expertise to help an entrepreneur from a developing country. We would sincerely appreciate your participation in this project. We know this direct request is unexpected, and we would welcome the opportunity to discuss additional details with you in person.

I look forward to hearing from you.

Thanks,
Shelly

Shelly Peper Sitton, Ph.D.
Professor of Agricultural Communications
Oklahoma State University
shelly.sitton@okstate.ed

APPENDIX G

Examples of Field Experience Sites and Locations

2014 Fellowship Field Experience Sites and Locations	
Field Experience Site	**OK Placement**
Anichini-Moore Ranch and Farm	Woodward
Aspen Coffee	Stillwater
Braum's Dairy and Retail Outlets	Chickasha
C & M Farm Hatchery	Shawnee
Cowboy Technologies	Stillwater
Custar Farms	Okfuskee
Earth Elements Farm	Oklahoma City
Formal Fantasy	Stillwater
Habitat for Humanity	Stillwater
Harvest Creek Farms	Shawnee
Hope Food Science	Tulsa
Indian Territory Goat Farms	Comanche
International Career Development	Tulsa
Joann's	Stillwater
Juvo Group	Stillwater
KOSU	Stillwater
Langston American Institute for Goat Research	Langston
Lorenz OK Seeds	Okeene
Lost Creek Mushroom Farm	Perkins
Martha Valley Farms	Altus
Martha's Trunk	Stillwater
Meridian Technology	Stillwater
Molther Farms	Martha
Mpower	Stillwater
New Product Development Center	Stillwater
Noble Foundation	Ardmore
Oklahoma AgriAbility/ABLE TECH	Stillwater
Oklahoma Association of Electric Cooperative	Oklahoma City
Oklahoma Central Technology Center	Sapulpa
Oklahoma Department of Agriculture	Oklahoma City
Oklahoma Farm Bureau	Oklahoma City
Oklahoma Vocational Career and Academic Connections	Stillwater

Orange Leaf Frozen Yogurt	Stillwater
Organic Farmer	Stillwater
OSU Center for Innovation and Economic Development	Stillwater
OSU College of Agricultural Career Services	Stillwater
OSU College of Human Sciences	Stillwater
OSU Cooperative Extension Service-Carter County	Ardmore
OSU Cooperative Extension Service-Logan County	Guthrie
OSU Cooperative Extension Service-Noble County	Perry
OSU Cooperative Extension Service-Payne County	Stillwater
OSU Dairy	Stillwater
OSU Food & Ag Products Center	Stillwater
OSU Foundation Seed Stock	Stillwater
OSU Poultry Science Program	Stillwater
OSU Riata Center for Entrepreneurship	Stillwater
Perkins Coop	Perkins
Ponca City Coop	Ponca City
Reproduction Enterprises Inc	Stillwater
Rolling Plains Ag Compost	Frederick
Sand Plum Creations	Stillwater
Spears School of Business	Stillwater
SST Software	Stillwater
State of Oklahoma	Oklahoma City
Stillwater Chamber of Commerce	Stillwater
Stillwater Farmers Market	Stillwater
Stillwater Milling Co.	Stillwater
Texas A & M Poultry Science Program	College Station, TX
Tulsa Chamber of Commerce	Tulsa
Wes Watkins Center for International Trade & Development	Stillwater

APPENDIX H

Participant Recruitment Electronic Mail Message

Recruitment E-Mail Message

Meeting with you during our follow-up visit next month is so exciting. As a doctoral student, my role will be to collect recommendations from you related to best practices to use, pitfalls to avoid in training and developing mentoring experiences, recruitment considerations for volunteer mentors, and suggestions for supporting collaborations using social media strategies and processes. The special needs of women and other marginalized groups will be also explored with the intent of offering implications and recommendations especially relevant to the empowerment of such individuals in a multiple-case study.

An informal consent form will be provided to you, which you will be asked to read and sign. Your participation is voluntary. Records of this study will be kept confidential and private. Any written results will use pseudonyms (made up names) and will not include information that will identify you personally. Research records will be stored securely and confidentially. We can discuss any questions you have during our meeting next month.

We can looking forward to your participation in the study!

Sincerely,

Lisa K. Taylor
460 Agricultural Hall
Dept. of Agricultural Education, Communications and Leadership
Oklahoma State University
Stillwater, OK 74078
(405) 744-5016, lisa.k.taylor@okstate.edu

Updated: December, 2013

APPENDIX I

Consent Disclosure Agreement

PARTICIPANT INFORMAL CONSENT FORM
OKLAHOMA STATE UNIVERSITY

PROJECT TITLE: Entrepreneurial Learning and Mentoring: A Multi-case Study of the Experiences of African Entrepreneurs in Oklahoma and Impacts on Their Business Ventures in Kenya, South Africa, and Uganda

INVESTIGATOR: Lisa K. Taylor, M.A., Oklahoma State University

PURPOSE: We are interested in learning how your involvement as a Fellow in the 2014 Empowering Aspiring Entrepreneurs for Economic Success program in Oklahoma has helped attainment of the entrepreneurial goals you stated in your Fellowship application and further refined while in Oklahoma.

For example: Did the experiences make a difference in your life? Have your aspirations been reached? What challenges have you encountered in regard to your business enterprise, contacts, and networks?

The study's overarching goal is to answer these and related questions with the intent of informing policymakers and practitioners in regard to future exchange programs with a professional focus, especially those involving entrepreneurship and small business development for participants from developing countries and/or marginalized groups

Best practices to use, pitfalls to avoid in training and developing mentoring experiences, recruitment considerations for volunteer mentors, and suggestions for supporting collaborations using social media strategies and practices will be identified by this research study. The special needs of women and other marginalized groups will be explored with the intent of offering implications and recommendations especially relevant to the involvement and empowerment of such individuals.

PROCEDURES:
Once you agree to participate, the researcher will set up a 60-minute interview to take place at a mutually agreed location. The interviews will be recorded using a digital recording device. The researcher will transcribe interview recordings. Participants will be asked to review a draft of the written report to confirm findings prior to reporting. Direct quotes from the interview may be included in the written report. Participants will not be identified by name in the report; instead, they will be assigned a pseudo-name to protect their confidentiality.

RISKS OF PARTICIPATION:
There are no known risks associated with this project, which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION:
The results of this study will provide implications and recommendations for policymakers as well as practitioners interested in facilitating international exchange programs with a professional focus. In addition, the study's findings will inform university and staff members who are charged with the task of guiding international students in studies and trainings in university and college settings, and in professional mentorships.

Okla. State Univ.
IRB
Approved 4-16-15
Expires 4-15-17
IRB # PG-15-22

Updated: December, 2013

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 participants. 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 rights and wellbeing of people who participate in the study.

CONTACTS: Participants may contact the researchers at the following addresses and telephone numbers, should they desire to discuss participation in the study and/or request information about the results of the study: Lisa K. Taylor, 460 Agricultural Hall, Dept. of Agricultural Education, Communications and Leadership, Oklahoma State University, Stillwater, OK 74078, (405) 744-5016, lisa.k.taylor@okstate.edu or Dr. M. Craig Edwards, Room 464, Agricultural Hall, Dept. of Agricultural Education, Communications, and Leadership, Oklahoma State University, Stillwater, OK 74078, 405-744-8141, craig.edwards@okstate.edu If participants have questions about rights as a research volunteer, they may contact officials of the Oklahoma State University Institutional Review Board (IRB) at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

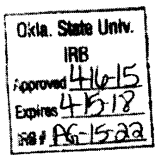
PARTICIPANT RIGHTS:
Participation is voluntary, there is no penalty for refusal to participate, and you are free to withdraw permission at any time without penalty.

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.

Signature of Participant _____ Date _____

I certify that I have personally explained this document before requesting that the participant sign it.

Signature of Researcher _____ Date _____



Updated: December, 2013

APPENDIX J

Interview Protocol

Once the participant agreed to participate in the interview, the researcher set up a 60-minute interview taking place either at a mutually agreed location or using an internet platform such as Skype. The interview was recorded using two digital recording devices. The researcher transcribed interview recordings word for word. Each Participant was then asked to review a draft of the written report to confirm findings prior to reporting and told if they consented to participate in the interview, direct quotes from the interview could be included in the written report. Each participant was not identified by name in the report; each was assigned a numeric pseudonym to protect his or her confidentiality.

Interview Questions and Related Probes asked of each participant were:

1. Have you used what you learned during your entrepreneurial training experience in the United States?
    a. Yes or No?
    b. How? (Please describe some examples.)
2. How have your entrepreneurial (business) activities changed due to your participation as an Entrepreneur Fellow in the United States?
    a. What accomplishments can you attribute to your participation?
    b. What barriers have you faced?
    c. How are you overcoming that/those barrier(s)?
    d. What is your greatest business need at this time?
    e. What are your greatest business opportunities?
3. If you are still working in a workplace other your own business enterprise, how has your workplace changed due to your participation as an Entrepreneur Fellow in the United States?
    a. What accomplishments can you attribute to your participation?
    b. What promotions or added responsibilities at work can be credited to your Fellowship?
    c. What barriers have you faced?
    d. How have your co-workers responded to suggestions about changes or other ideas you have shared?

4. Has your participation in the exchange program and its internship/mentoring aspects impacted entrepreneurship and business development in your locality, region, and in your country?
    a. How?
    b. Why?

5. How have you used new (social) media to communicate/collaborate with the following groups?
    a. With Fellows in your Fellowship group?
        i. What topics are discussed?
        ii. What are examples of problems/issues that have been resolved?

    b. With Fellows in the second Fellowship group?
        i. What topics are discussed?
        ii. What are examples of problems/issues that have been resolved?

6. If you are still in contact with one or more U.S. contacts, why has/have this/these relationships continued?
    a. With your internship mentor(s)?
        i. What topics are discussed?
        ii. What are examples of problems/issues that have been resolved?
    b. With mentor(s) and other Fellows?
        i. What topics are discussed?
        ii. What are examples of problems/issues that have been resolved?
    c. With others met during your Fellowship experience?
        i. What topics are discussed?
        ii. What are examples of problems/issues that have been resolved?

7. What kinds of new (social) media do you use most often in your entrepreneurial (business) activities?
    a. Why did you choose them?
    b. How useful are these tools in helping you reach your goals?

8. What are your entrepreneurship and related business plans for the future?
    a. What time-related goals, aims, or milestones did you set?
    b. What are you considering as "second generation" goals/aims, significant next entrepreneurial phases, etc.?

9. Because of your participation in the Fellowship program, have your views on the United States changed?
    a. How?
    b. Why

APPENDIX K

Member Checking Initial Electronic Mail Message

The following initial message was sent to each of the 22 interview participants using electronic mail.

Dear _____,

Listening to you today on my recorder made it seem like you were sitting here in the chair next to my desk and no time had passed since you were with us at OSU as one of our Entrepreneur Fellows.

Thank you for taking the time to provide your perceptions of the fellowship program during our interview several months ago. During our session, I mentioned that you would be asked to review a draft of our conversation in writing. As you can see from the attached file, your name was not used in the document to protect your confidentiality.

Within the next week, I would greatly appreciate if you could look over the attached interview transcription for accuracy including spelling errors or any words I might have misunderstood. The file is an actual printed version of our meeting.

Receiving an e-mail message from you with any changes within seven days would help me achieve my goal of reviewing your perceptions along with those being reviewed by the other 21 Fellows in the study within the next two weeks.

Thank you so much for being part of our program and an entrepreneurial role model for me. My best wishes for your many endeavors.

Yours truly,
Lisa K. Taylor
Doctoral Student
OSU Department of Agricultural Education,
Communications, and Leadership
454 Ag Hall
Stillwater, OK 74078

Appendix L

Follow-up Member Checking Electronic Message

The following is a reminder electronic message to non-respondents one week after an initial member checking related request.

Dear _____,

Hello from Oklahoma State University!

I am sending this note to encourage you to review the attached word for word transcription of our interview that took place several months ago. Your response will ensure that I am able to represent your words and perceptions accurately during the research analysis I will be conducting for my dissertation.

I have attached copies of the actual word-for-word transcription of our interview as well as last week's message for your review/ I would welcome any spelling corrections or clarifications of any words I may have misunderstood.

If I do not hear from you, I will use the attached transcription as respresentative of our interview and your perceptions of your fellowship experience. Thank you so much for being part of our program and an entrepreneurial role model for me. Please send me an e-mail periodically so I may keep current on you, our family, and your many entrepreneurial activities.

Yours truly,
Lisa K. Taylor
Doctoral Student
OSU Department of Agricultural Education,
Communications, and Leadership
454 Ag Hall
Stillwater, OK 74078

VITA

Lisa K. Taylor

Candidate for the Degree of

Doctor of Philosophy

Dissertation: ENTREPRENEURIAL LEARNING AND MENTORING: A MULTICASE STUDY OF THE EXPERIENCES OF AFRICAN ENTREPRENEURS IN OKLAHOMA AND IMPACTS ON THEIR BUSINESS VENTURES IN KENYA, SOUTH AFRICA, AND UGANDA

Major Field: Agricultural Education

Education:
Completed the requirements for the Doctor of Philosophy in Agricultural Education at Oklahoma State University, Stillwater, Oklahoma in May, 2017.

Completed the requirements for the Master of Agriculture at Colorado State University, Fort Collins, Colorado in 1989.

Completed the requirements for the Bachelor of Science in Vocational Home Economics Education and Completed the requirements for Bachelor of Science in Consumer Science at Colorado State University, Fort Collins, Colorado in 1981.

Experience:
Instructor and County Extension Educator/Director-*University of Nevada Cooperative Extension (2016 to present);* Graduate Teaching and Research Associate-*OSU Department of Agricultural Education, Communications, and* Leadership (2014 to 2016); Extension Educator, FCS/4-H/County Director-*OSU Cooperative Extension Service (2007 to 2014);* Youth Development and Enrichment Coordinator-CSU *Arapahoe County Cooperative Extension (2004 to 2007);* Small Business Owner, Project Manager, Evaluator, Expediter, Consultant for Multiple Educational, Civic, and Professional Organizations *(1988 to present);* Executive Vice President-*ANCW (1994 to 1996);* National Author/Trainer, Statewide Project Coordinator, and College Instructor for *Laramie County Community College (1989 to 1992)*

Professional Memberships:
American Association for Agricultural Education; Association for International Agricultural Education and Extension; United States Association for Small Business and Entrepreneurship