



## **Entrepreneurship, Leadership, & Change: The Week of Workshops**

The Catalysts for Enterprise Development at the Confluence  
The Catalysts for Intellectual Capital 2020  
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### **Abstract.**

This paper discusses methods of leadership training, entrepreneurship education, the best practices for teaching leaderships and entrepreneurship, and how this education will benefit the economy. Through the examination of various studies and what other Universities do to educate their emerging leaders and entrepreneurs, it is clear that hands-on, experiential learning combined with opportunities for networking, open discussion, and methodological training will enhance entrepreneurial leaders, Binghamton University, and the local economy as a whole. By implementing the Entrepreneurship, Leadership, and Change Initiative to start a “e-week” full of presenters, workshops, networking, and information sessions, we will make a positive impact on the world.

*Keywords:* leadership, entrepreneurship, experiential learning, workshop series, entrepreneurial leadership

*Binghamton Keywords:* Entrepreneurship Across the Curriculum, BingEntrepreneur, Southern Tier Opportunity Coalition’s *20 in their Twenties*, *CIC2020*

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### **I. INTRODUCTION**

This paper examines methods of developing leadership and encouraging

entrepreneurial thinking within the student population and ways to provide resources for the application of these skills. This does not necessarily involve a location or class, but possibly a workshop certification course that will train and allow students to learn strategies for leadership and entrepreneurship and activities to develop their ideas. People from the community in leadership, entrepreneurial, or resourceful positions can come in and share their lives with students. Students today are drawn to opportunities that enhance their leadership skills ultimately making them more marketable upon graduation. Students are linked to the community in many ways, but there needs to be a stronger way to access each other skills and grow in terms of leadership and entrepreneurship. Not everyone is an entrepreneur, but thinking entrepreneurially necessitates some form of leadership and desire for change. Now, more than ever, college students and graduates are willing to go above and beyond to find a job that meets their needs in a satisfying location. Most college students are technologically savvy, whether they are connected to the web via their cell phones, laptops, and so on. We also know, especially due to Obama's State of the Union Address, that our country is in need of a change. If we can unite the forces of professors, faculty, staff, students, and community members, we can inspire each other to trigger new ideas. At the Southern Tier Opportunity Coalition's February Networking Event, local entrepreneurial leaders expressed willingness to help students find the support and resources they need turn their ideas into concepts, ready for launching them into something greater. A movement called the Entrepreneurship, Leadership, & Change Initiative (ELC Initiative) will serve as the catalyst to nurture our entrepreneurial students.

## **II. CAN WE TEACH LEADERSHIP & ENTREPRENEURSHIP?**

### ***A. Types of Leadership***

Prior to educating students on entrepreneurship and leadership, it is important to recognize the various types of leadership. Universities must first have the ability to target individuals with leadership characteristics and second, have the assets and staff to offer potential leaders a valuable education. Certain people were born to lead and work to make ideas prosper without leadership training. However, many people, especially young students, can take advantage of leadership training and immersion to develop their entrepreneurial skills and attitudes.

Theories on the evolution of leadership categorize major leadership thought processes. Leadership theory first developed as a link between personality and leadership. Then, researchers suspected leadership grew from people who inherited it. The problem with past leadership theories is varying personalities among leaders. Researchers started to realize that the traits of leaders were more important than their personality types. Among different eras of leadership, the influence era played a particularly significant role in which researchers concluded there was a correlation between people and power for leadership (ability to lead) instead of a trait to identify amount of power within people. Following the influence era, the conclusions of the behavior era emphasized how leaders behave. Ultimately, the actions of leaders are

the most important and most effective for commanding a group.

The Relational Leadership Model (RLM) discusses the process of becoming a leader. There are four components that students can learn become better leaders and entrepreneurs:

- a) Lead a team to have a purpose,
- b) Empower,
- c) Ethical,
- d) Inclusive,
- e) Understand the dynamic processes of leading a group.

The purpose of the model revolves around having a goal and having the ability to establish a common vision for a group. A leader should also be empowering so that each team member feels a sense of self that claims ownership and promotes development of individual talent and involvement. A leader must also be ethical and driven by his or her personal values and morals. As a leader, being inclusive is of utmost importance for achieving a goal. He or she should be engaging diversity in views, approaches, styles and various aspects of individuality that add to a group's dynamics. Finally, a leader must be aware of the dynamics within a group and be intentional about the way in which things will happen for the outcome of a project (RLM). The education of the Relational Leadership Model can have a profound impact on Binghamton students to think big and learn how to effectively guide a team.

In addition to the RLM, there is supporting research on the best methods for training leaders and how they develop. There are innate leaders who are born with the ability to take initiative and effectively coordinate a team of people, there are emerging leaders who become leaders out of desperation, and there are trained leaders who learn leadership theories to enhance their ability to act as a frontrunner.

Leadership training enhances a frontrunner's skills and brings out leaders who are innately too fearful to lead. It is clear that leadership and entrepreneurship require a special kind of education. Leadership education truly relies on heuristic approaches such as coaching, mentoring, patterning, trial-and-error experience, and anything else that are hands-on (Doh1).

### ***B. Teaching Leadership***

Entrepreneurship and Leadership can be taught to college students at varying levels, but most importantly, in interactive and hands-on manners. Leadership programs should be highly practical and include training or coaching from experts to allow students to connect with experienced leaders and learn from their failures and successes. One study suggests certain individuals gain the most from leadership education. These type of people have high achievement and ambition needs, a strong capacity for strategic thinking, a strong degree of pragmatism, a baseline of effective communications skills a measure of emotional intelligence, and a genuine learning orientation, motivation, and desire to lead (Doh 9). In a 2004-2005 study, it was shown that entrepreneurship educators are increasingly using guest speakers and class discussion in combination with the common business plan and technology-based entrepreneurial classes (Solomon abstract). Therefore, having entrepreneurship and

leadership programs would be extremely beneficial for all students; since Binghamton University is highly selective in accepting some of the most intelligent and creative minds in the country.

### III. IMPORTANCE OF ENTREPRENEURSHIP & LEADERSHIP TRAINING

We are currently in a rough economic time where jobs are scarce for recent graduates. "Entrepreneurship is one of the fastest-growing subjects at U.S. colleges and universities" (Gartner and Vesper, 2001; Solomon, Duffy, and Tarabishy, 2002). "Entrepreneurship courses, programs, and activities are emerging not only in schools of business, but throughout the curriculum" (Bullock and Klein 2). Through entrepreneurial and leadership learning, we can provide students with opportunities to re-create themselves. The liberal arts education is essential to the development of an entrepreneurial mindset (Hines 3) and Binghamton's programs should not be geared solely towards the business and engineering majors. It's important to involve all students in entrepreneurship and leadership programs. For example, Harpur College contains the greater majority of Binghamton University students, the future leaders and entrepreneurs of tomorrow. According to Dr. Samuel M. Hines, Jr., "the liberally education person is open-minded, tolerant, intellectually curious, courageous, self-actualizing, and a life-long learner". These are all qualities certain entrepreneurs have and are reasons why it is crucial to integrate all students with the community for entrepreneurship and innovation. The liberal arts person will be open and ready to make a positive contribution to the future of humankind (Hines 5). Furthermore, we live in world of constant change and college learning should have students not only understood leadership and other important skills and information, but also apply their knowledge.

The study of leadership has had an incredible amount of growth in recent years. Instilling leadership is beneficial for students, professors, the university, the community, and the world. Educated leaders understand cultural dynamics have great strengths in motivation, emotional management to control stress and other obstacles that interfere with learning, and most importantly, the ability to empower others to be leaders on their own and flourish (Hines11, 12). According to Hines, researcher/educator on entrepreneurship education he maintains, "Entrepreneurship education should not be viewed as some mechanistic or technocratic process but as a holistic and integrative process which ultimately liberates people from employee status" (16).

Managerial skills applicable in leadership and entrepreneurship allow people to continually grow socially, physically, and intellectually (Doh1). The existence and expansion of leadership and innovation initiatives presumes their importance for learning. Schools are equipped to undertake the mission of providing training and education in leadership (Doh 3). Leadership and entrepreneurship is all about performance. Leadership requires both thinking and doing to satisfy people with diverse expectations (Doh 6). These aspects of leading a team will benefit the Greater Binghamton area, along with the Southern Tier, New York State, and the world.

In order to teach entrepreneurship, we must understand that many aspects can be taught. It is important to recognize entrepreneurship's role in the market economy

and how students can apply their knowledge. Entrepreneurs are associated with being leaders as it entails the ability to articulate a plan, a broader vision, and impose it on others. “The successful entrepreneur excels at communicating these models to others, who come to share the entrepreneur’s vision” (Bullock and Klein 4). Entrepreneurship can bring new life into the economy. Entrepreneurs are innovators and can create new combinations that are scalable for profit and economic growth. Ways to increase economic growth is providing programming that sparks creativity and spots for student growth. Joseph Schumpeter, expert economist, discusses, in terms of entrepreneurship and leadership, how “alertness is the ability to react to existing opportunities while judgment refers to the creation of new opportunities” (Bullock and Klein 7). The Schumpeterian method of economic development deals with innovation as the internal force of discontinuous change, carried out by the ways of entrepreneurial leadership (Ebner 503). Schumpeter’s notion of entrepreneurship reflects the impact of leadership, based on the interaction of imagination and creation that was identified as a most relevant source of socio-cultural change, having emerged specifically as the internal driving force of economic development in the modern world. This creative leadership impacts various areas of industry such as politics, the arts, and science (Ebner 504). We need to show the impact of creative leadership to Binghamton’s students. People can specialize in judgmental decision-making because they are dynamic and charismatic leaders. Entrepreneurs live in a state of uncertainty and use their imagination, creativity, and leadership to excel. The combination of experiential entrepreneurship and leadership learning will allow the students of today to overcome and be successful today, and tomorrow.

Inspiring the community to react entrepreneurially to different situations will advance economic development and reverse the current financial downturn. “Entrepreneurship is the ability to adjust, or reallocate one’s resources, in response to changing circumstances” (Bullock and Klein 9). Researchers, Knight and Kirzner, “treat entrepreneurship as ‘extra-economic,’ meaning that it is the driving force behind the pricing process, but is not itself traded and priced on the market” (Bullock and Klein 9). Another expert, Shultz, believes that people can increase their entrepreneurial performance through education, training, and experience. Entrepreneurship is elastic; its curriculum varies in its approach towards students. The Ewing Marion Kauffman Foundation “defines the entrepreneur as ‘one who takes advantage of knowledge and resources to identify and pursue opportunities that initiate change and create value in one’s life and those of others’” (Bullock and Klein10).

Universities are starting to provide its students with activities that allow them to recognize a good opportunity to benefit others and solve a problem. Workshop series geared towards entrepreneurs are shifting to focus on discovering and identifying opportunities full of value. The series involve financial analytics, market research, problem solving, team building, leadership, and creativity. Clearly, leadership is key in all aspects of entrepreneurship. Entrepreneurship Weeks and Workshop Series can involve innovative problem-solving games and creative thinking exercise rather than the typical classroom style integration that will ultimately impact society.

**IV. BEST PRACTICES:** There are various universities and other programs implementing

activities and events to create leaders such as through the Entrepreneurship, Leadership, and Change Initiative.

### ***A. University of North Carolina***

Universities such as the University of North Carolina (UNC) provide their students with tons of entrepreneurial opportunities. UNC views its Leadership Development Program as a method for advocating leadership as a means of social change. “The LeaderShape Institute is a six-day experience for students that focuses on leading with integrity and solidifying a vision and passion for the future while maintaining a healthy disregard for the impossible” (LeaderShape at UNC). In addition to the novel LeaderShape Institute, the University of North Carolina has also implemented the Leadership Effectiveness Workshop that gives way for students to hone in on their leadership skills for personal and professional growth. It is a three-day seminar that can allow innate and emerging leaders to strengthen their leadership abilities.

### ***B. Babson College***

Babson College is the number one school for entrepreneurship and should be what Binghamton programs strive for. Babson’s leaders of tomorrow have a base in entrepreneurship due to the Babson events and programs. Babson has leadership and entrepreneurship workshop series, entrepreneurship events, and speakers from various backgrounds who can relate to entrepreneurship. These series of events, presentations, and workshops are created to inform, inspire, and educate their entrepreneurial students.

### ***C. Syracuse University***

Syracuse University has a deeply embedded connection to its students and local community to sprout entrepreneurship. The University has the Falcone Center for Entrepreneurship which is a branch of the Department of Entrepreneurship and Emerging Enterprises from the Whitman School of Management and is the Princeton Review’s 7<sup>th</sup> Best Undergraduate Program for Entrepreneurship in the country. This center facilitates entrepreneurial activity and is available for all students, even the non-management majors. Some of the programs that Syracuse has launched include the Entrepreneurship Bootcamps, the WISE Symposium and other initiatives such as a business plan competition, internships, and an entrepreneurship club. The Entrepreneurship Boot Camps are one-day sessions where the center runs through the basics of starting a business such as creating a business model, financing a start up, and marketing. In addition, the University is linked to the WISE (Women Igniting the Spirit of Entrepreneurship) Center for Women in Entrepreneurship. The center helps women to create ideas, launch businesses, and make connections for success. They have magazine and other tools to stay connected. The WISE Center has an annual Symposium which is a day full of Keynote Speakers, Panelist Discussions, Workshop Series, Networking Events, and sharing in the fun and excitement of entrepreneurship.

This past year, 1000 people attended the event including two CIC2020 ProSeminar students and myself. Since I recently started a business and I plan to expand it upon graduation, it was important that I take advantage of the workshops on Social Media and Marketing. This year, more smart phones sold than a computer, which signifies that people are staying connected no matter where they are. In order to grow my business and help others to as well, social media and marketing is a great tool that I needed to be educated on. The first breakout session that was extremely useful was *Technology Trends: Keeping Up with the Speed of Business*. I cannot thank the speaker enough for sparking my imagination even further and providing me with tools to help my entrepreneurial spirit. Kirstie Caesare found *My marathon, my job: A panel of women in sports & overcoming adversity* and *From Employee to Entrepreneur: a discussion with formerly-corporate-turn-entrepreneurs*. Kirstie will be entering the workforce upon graduation, but this does mean she cannot think and act entrepreneurially or one day launches a business. These break out session providing inspiration and useful tools for success. Katty found *Leading Your Business with Confidence, Competence, Courage, and Calm* an inspiring workshop to trigger the leader within her and ignite her personal entrepreneurial passion. The first keynote speaker at the event, JJ Ramberg from MSNBC, was tremendously inspiring, charismatic, and furthered instilled my entrepreneurial mindset. Syracuse's programs are accessible to all people of the community, stimulate entrepreneurship, and can easily be practiced in other locations like Binghamton.

#### ***D. Entrepreneurship Week at Stanford University***

Stanford University also holds an Entrepreneurship Week and has built a huge entrepreneurial network. This week has speaker sessions, workshops, networking talks, and even has an "e-week blog" to keep participants updated with the latest information.

#### ***E. Tennessee's Global Entrepreneur Week***

All over the country there are entrepreneurial weeks and workshops dedicated to helping leaders expand their niches and ideas. The state of Tennessee held the Global Entrepreneur Week this past year with more than sixty events that celebrated the vital role that entrepreneurs play in innovation, job creation, and economic recovery. Some of these events included elevator pitch contests, speaker series, panels from numerous industries, and start up challenges (tn.gov).

#### ***F. NYU Start Up Week***

New York University holds the "NYU Start Up Week" this year in April. This week involves a week full of networking for everyone, presentations by keynote speakers, panel discussions, investor opportunities, and a closing banquet for the people involved during the whole week of events.

## V. RECOMMENDATIONS

I propose that we create a liaison program between the community and the students to build up on leadership and entrepreneurship. I would like to call this initiative Entrepreneurship, Leadership, and Change (ELC). This is what CIC2020 seems to be about and is crucial for success in today's world. Binghamton entrepreneurs (students, faculty, community members) need to be doing more outreach and facilitation. There is a fear amongst students that acts as a barrier between them and opportunity. Those who are in leadership positions need to give back and ease the path for our students. The school that we examined, such as the University of North Carolina and Babson College, provide their students with tons of entrepreneurial opportunities.

The Entrepreneurship, Leadership, and Change initiative will involve an "Entrepreneurship Week". This will include outreach from the community with guest-speakers, workshops provided by various leaders of different sectors of the campus, presentations done by students or teachers, and brainstorm sessions. During the week, there will be presentations and programs led by community leaders, keynote-type speakers, students, clubs, local businesses, etc. If a student's attendance reaches a certain level by the end of the week, he or she will receive the ELC Certification as mentioned before. This will attract freshman students to improve their resume and the other classmen who are figuring out their next path in life. In addition, we can further promote the Southern Tier Opportunity Coalition's *20 in their Twenties*, which recognizes young people ages 20-29 who have made a difference through their leadership, business, community-service, and other sorts of professional achievements. As a 2011 recipient, I have been able to make more connections with community leaders as well as meet people who recognize my name and me; ultimately helping business and professional growth. Many other schools have leadership and entrepreneurship programs. It is possible to connect the community to the university through this weeklong event series full of learning, networking, and growth!

It is clear that Binghamton University and the Greater Binghamton area need to create an alliance. Through the Entrepreneurship, Leadership, and Change certification plan, we can stimulate student and community minds through a week of entrepreneurial activities. It is evident that other school and government programs are starting to take similar initiatives to improving the current economic status. Through my early research, it is clear that the students and the community will benefit from networking opportunities, hands on application of leadership/entrepreneurship skills, and brainstorming with likeminded people.

Another recommendation that I advice is the continuation of "bingentrepreneur", the entrepreneurship blog that I launched. Blogging is one of the most modern and quickest forms of communicating and getting a message across. It is also a way to network with people of similar interests. Bingentrepreneur will provide viewers with weekly insights on student entrepreneurial endeavors as well as reviews of local entrepreneurial resources and experiences of student entrepreneurs. I have also set up Facebook and Twitter Accounts that will help keep students up to date with the Entrepreneurship Across the Curriculum program. Whoever will continue my path in the Innovative Technologies Complex can work on co-develop marketing digital

marketing strategies such as the blog, Twitter, Facebook, and a Foursquare. This will help connect students to the community and help to stimulate their minds to think big.

It is important to remember that entrepreneurship exists within a range of disciplines. By providing all students with networking and educational forums, we can create new leaders and economic development in the Binghamton area and success for the Binghamton University students. The University used to have the XCEL Center until this year, which combined with another student group. The XCEL Leadership Consultants received training in leadership models, business, sustainability, and much more. As a former consultant, I had community-related events, but they did not revolve around bringing the University closer to the Greater Binghamton area. Finally, by creating an institute, center, or program focused on Entrepreneurship and Leadership, we can combine all of the aspects of XCEL and the Best Practices to develop a community-wide Entrepreneurship Week. This "e-week" can happen in the near future. Through an implement of a student club or gathering of entrepreneurial students from a wide range of disciplines (business, liberal arts, engineering, nursing, etc.) the student and professional population and develop an entrepreneurship week full of educational workshops, keynote speakers, networking events, and information sessions. It will be easy to find students after this past week alone I put an advertisement on B-Line and got almost 10 responses from students who started or are in interested in starting their own business within 24 hours! We can start outreaching to the varying departments, which I began to do while working alongside Dr. Eugene Krentsel of the Innovative Technologies Complex, about entrepreneurial opportunities and connect with different student and professional organizations to gather represents. Binghamton University and the Greater Binghamton community will ignite an everlasting, positive chance with the Entrepreneurship, Leadership, and Change initiative.

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