

Role Modeling as a Pedagogical Strategy in Entrepreneurship Education for Women and Girls: An Interactive Model of Transformational Learning

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This article presents a pedagogical model that utilizes students as primary researchers in the identification, interviewing, and then reporting on women entrepreneurs as a major component of a multidisciplinary entrepreneurship course. The purpose of the course is to attract students who may not be familiar with the entrepreneurship concept itself, the role of women in such economic ventures, or the possibilities for people like themselves in such a career avenue. Students are exposed to the accomplishments of women entrepreneurs throughout U.S. history in the broad categories of agriculture and mining; construction; communication; manufacturing; service (both for profit and not-for-profit); transportation; and wholesale and retail trade. This content experience is then enhanced by the students' own direct interaction with and interviewing of women entrepreneurs. The implementation, potential outcomes, and possible adaptations of the course are described, and this transformational learning process model is illustrated.

The assessment, consideration, and viability of creating an organization as a career option can be influenced through various educational strategies. According to researcher Nancy Carter and her colleagues, "Individuals can be taught knowledge, skills, and behaviors to improve their effectiveness in the tasks necessary for business creation...[these] may have more of an impact on an individual's choice of starting a business than any assumed innate desire" (2003, p. 17).

However, many individuals who have the potential to initiate organizational entities that could have economic impact may not do so because they have no knowledge of, or have not interacted with, people "like themselves" in such roles (Burke and McKeen 1990). This is particularly true for women and girls. Although there is some academic debate over the extent of role model influence in entrepreneurial decision-making (Carter et al. 2003, 2002; Rae and Carswell 2000), few question its contribution. Thus, first discussed is the rationale for a course on women's multidisciplinary entrepreneurship that has interactive role modeling as a foundational element so that the perception and viability of entrepreneurship by and for women and girls considering careers in various disciplines can be positively impacted. Second, a model is presented based on this interactive relationship exchange.

The theoretical underpinnings of this article are derived from a grounded theory process (Figure 1) as applied to educational research about classroom teaching; that is, establishing a research situation using observation, conversation, and interviewing; coding and comparing data gathered; observing what emerges and helping people make sense of their experiences; writing about these exchanges; and analyzing the results to better understand the patterning within this social network situation (Goulding 2002; Strauss and Corbin 1990). Such a methodology provides flexibility that enables both the students and the teacher to build theory about what

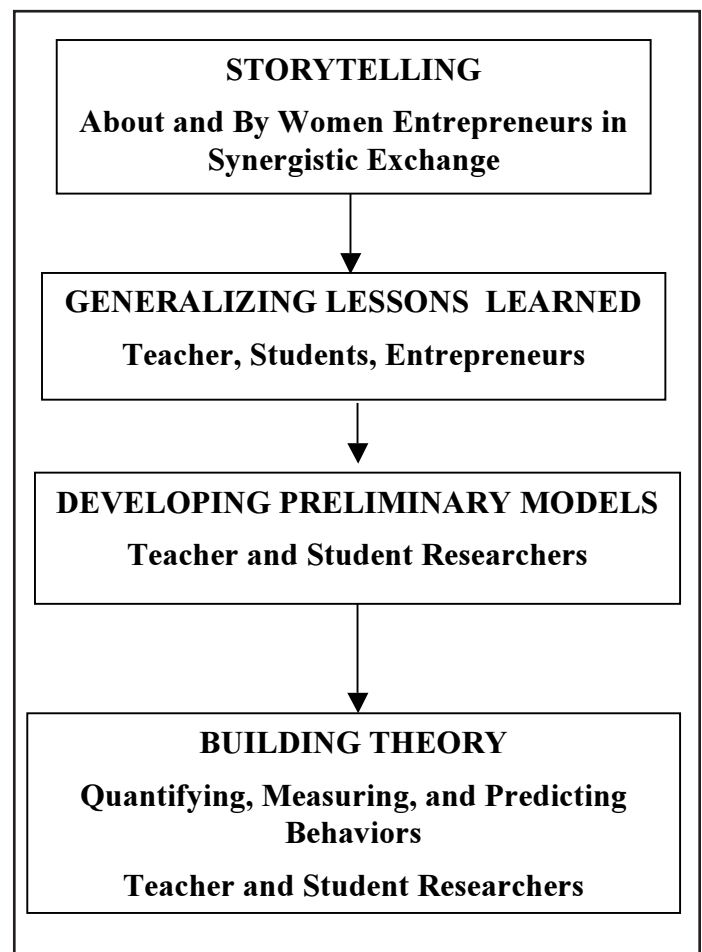


Figure 1. Grounded Theory Building Process in Entrepreneurship Education

evolves from the combination of these experiences. Thus, in one set of circumstances, the results may reflect entrepreneurial activity, yet, in another, student learning.

Students take “storytelling” about and by historical and current practitioners and combine this with a distinct exchange between participating entrepreneurs and the students to create an enhanced understanding of the entrepreneurship career decision-making process and choice. Emergent behavioral outcomes and the lessons learned from these narratives are noted. From such a perspective, we built a preliminary model representing the relationship between the practitioner/entrepreneur, the students, the teacher, and our combined overlapping environments based on the key constructs of role modeling/mentoring, storytelling, and social capital (Figure 2).

Women’s Multidisciplinary Entrepreneurship Course Rationale *Female Invisibility*

Kourilsky and Walstad (1998) surveyed U.S. teens between the ages of 14 and 19 and found that females were less confident in their abilities and significantly less likely to want to start a business. Research published by Simmons College and supported by Committee 200, an organization of women business leaders, uncovered the perception of teenage girls that business is a “guy thing.” Marlino and Wilson, authors of this research, articulated their most “striking finding” in terms of a glaring contrast: “[D]espite teen girls’ significant economic participation, the power of business as a force for economic and social change remains invisible to them” (2002, p. 3). In fact, many of the surveyed teen women labeled business

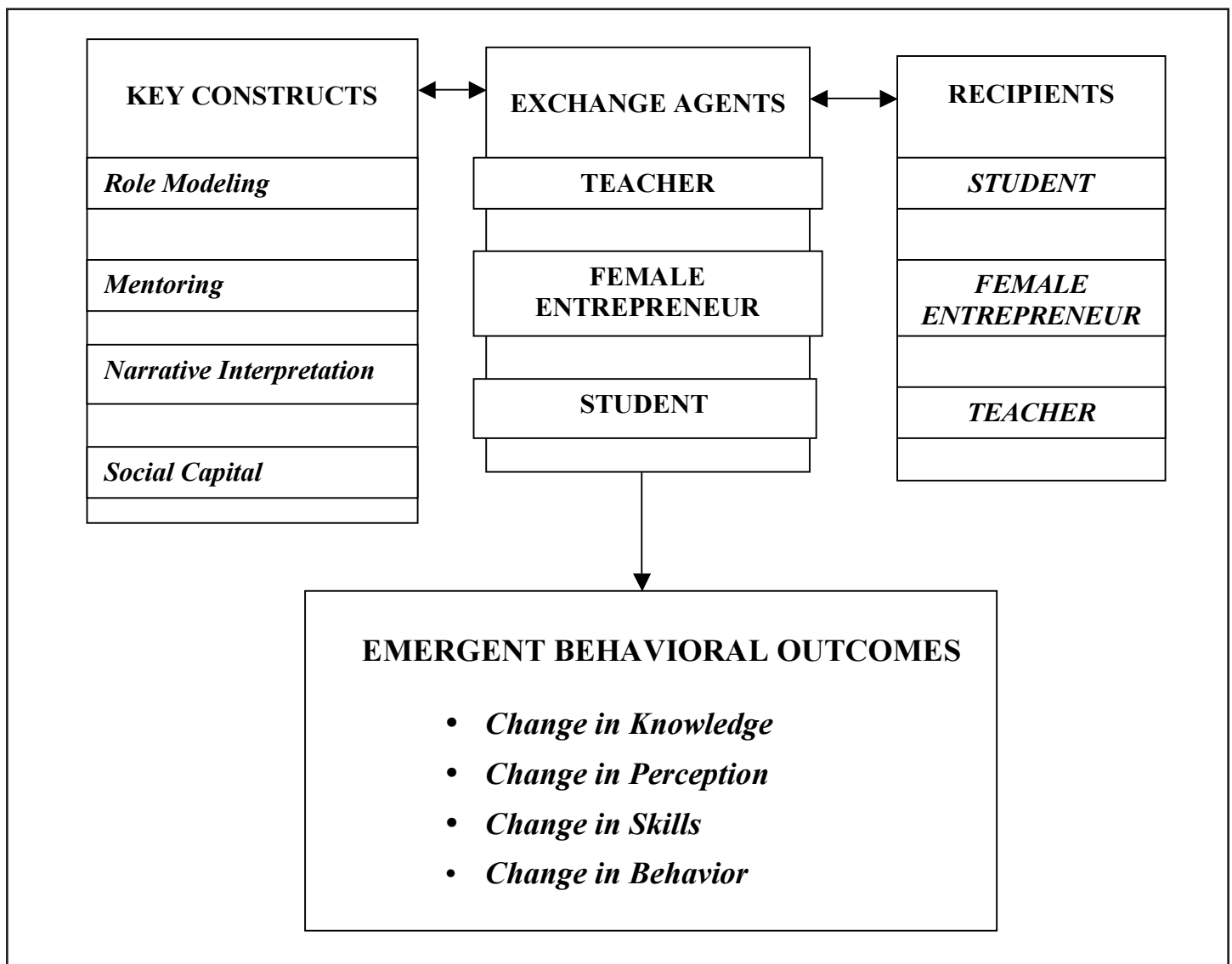


Figure 2. A Conceptual Model of Transformational Learning in Entrepreneurship Education

careers as “boring and stressful...[and] a male domain” (p. 4). The researchers go on to report that they “found few role models of businesspeople in the media, and even fewer of women in business” (p. 5). This minimization of women’s entrepreneurial contributions was also noted in Brush’s 1997 review of the Harvard Business cases where women were the decision-makers in less than 10 percent of the relevant cases.

Media Visibility

The lack of media visibility of entrepreneurial role models has been confirmed in other research as well. Henderson and Robertson (1999) surveyed 138 young people between the ages of 19 to 25 in the United Kingdom. When asked to identify an entrepreneur, they most commonly cited Richard Branson (Virgin Airways), Anita Roddick (Body Shop), and Bill Gates (Microsoft). When asked specifically to identify media or literature personages who ran their own businesses, they most often identified soap opera characters. From the overall survey results, the researchers concluded that “young adults do not know enough entrepreneurs, are not aware of their work, [and] receive variable messages from media about business in general” (p. 7). Walstead and Kourilsky (1998) emphasized the importance of entrepreneurial visibility finding that “. . . black youth are at a disadvantage relative to white youth because they are significantly less likely to know a person who runs a small business.” They concluded, “Ways need to be found to give black youth more opportunities to interact with entrepreneurial role models and to offer greater personal encouragement for becoming entrepreneurs” (p. 17; see also Ede et al. 1998).

This invisibility was articulated by many of the women interviewed for a *Historical Encyclopedia of American Women Entrepreneurs 1776 to the Present* (Oppedisano 2000). As the women told their stories, they would note that they had few, if any, role models; that they had difficulty getting into the “right networks”; that business plans often came later in the growth of their organization; that money was “tough to come by”; and that most had not thought of themselves as entrepreneurs—that the correctness of this label only “dawned” on them after they learned what the characteristics were. This was true whether they were small businessowners or ran a large corporation. Some confessed that they felt honored by having such an acknowledgement of their work. Sadly, many had felt isolated and alone in the pursuit of their venture but doggedly determined to move forward.

But why should it matter to college and university faculty whether teens or women know or care about entrepreneurship or business education? The answer is straightforward and a bit self-serving. They are our “seed corn”—a critical component of our “feeder stream.” Since the majority of college students are female, we need to increase their interest

in what we have to offer and in what we know to be viable career options.

The combination of research and anecdotal evidence affirms this lack in higher education. The question of innovative methodology to correct and to be more inclusive in our entrepreneurship education programs must be raised. If we accept the premises that girls and women do not generally feel that business is a career avenue for them, that networks are valuable but not always accessible, that perception is reality, and that access opportunities to role models who could alter these perceptions are few and far between, then what pedagogical strategies can be implemented to change this? The key theoretical constructs proposed in this work to address this question are role modeling/mentoring, story telling, and social capital.

Conceptual Model and Key Theoretical Constructs

Role Modeling

Whether we look at high school students or women in other stages of their life cycle, the importance of role models is reinforced. Using the concept of “significant other” to identify role models, Saltiel (1985) applied the Wisconsin Significant Other Battery (WISOB) to ascertain the sources of influence for 142 female and male high school students. Questions such as, “Who do you know who has had any of the kinds of jobs you have thought about?” and “Who do you know who is like you in being suited for the same kinds of work?” were posed. There were “sharp differences between males and females in the likelihood of selecting same-sex others as achievement models” (p. 1071). Saltiel concluded that women had fewer achievement role models, which only served to reinforce occupational sex segregation.

Basow and Howe (1980) wanted to evaluate the influence of role models on career choice of college students ranging in age from 19 to 23 years. They used the definition of “someone whose life and activities influenced the respondent in specific life directions” either positively or negatively (p. 559). They found that “females appear to be influenced by models of both sexes . . . [but] more influenced than males by mothers and female friends” (p. 566). Furthermore, “female models are particularly important for female college students in their career decisions” (p. 571; see also Elzubier and Rizk 2001; Katz 1993; Schindehutte, Morris, and Brennan 2003.)

Mentoring

According to researchers Bolton (1980), Burke and McKeen (1990), Levinson (1978), Nelson and Quick (1985), and Noe (1988), role modeling is one of the basic tenets of the mentoring process; some of its aspects are teaching/learning, advising/coaching, career development guidance, and psychosocial benefits such as being a barometer of experiences

unique to women. More recently, Shea (1995) defined a mentor as “anyone who has a beneficial life- or style-altering effect on another person, generally as a result of a personal one-on-one contact. One who offers knowledge, insight, perspective, skills, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation” (p. 3). Thus, we can look to this body of research to further understand the value inherent in even the somewhat abbreviated pedagogical interactions between entrepreneur and student of this course design.

In *Mentoring in Organizations: Implications for Women*, Burke and McKeen (1990) reported benefits to both the female mentors and female protégés: “Mentors who served greater role model functions were more likely to be seen as more satisfied in their jobs, as higher performers . . . and more successful in their careers . . . [they] had a greater impact on career aspirations of their protégés and performed more psychosocial functions” (p. 325; see also Noe 1988).

Protégé benefits include acknowledgement of, and alleviation strategies for stressors unique to females such as family/career conflicts, societal expectations and sex discrimination, career isolation, and lack of access to financial support (Burke and McKeen, 1990; Nelson and Quick 1985), increased self-efficacy (Hollingsworth and Fassinger 2002) and access to information networks (Dreher and Ash 1990). Since “protégé” is “student” in this course, another benefit is that, “Receiving factual information and observing women in executive and leadership positions [help] to reduce the gender bias that seems to permeate the minds of male students in the management area” (Butler 1997, p. 95). The importance of the concept of linking women role models to women students is supported by the research of Armstrong, Allinson, and Hayes (2002). They found that:

Protégé perceptions of mentor idea generation . . . correlated significantly with the degree to which they perceived themselves to be similar to their mentors with respect to personality . . . approaches to work . . . social attributes . . . and communication skills. . . . Mentors reporting greater mentor-protégé similarity also reported providing more career development . . . and psychosocial functions. . . . The more similar to themselves mentors perceived their protégés to be, the more they liked them . . . and, likewise, the more similar to themselves protégés perceived their mentors to be, the more they liked them, too. . . .” (p. 1128).

Additionally, mentor benefits include having a sense of “giving back” that feeds a basic philanthropic tendency of women, professional satisfaction in being recognized as an innovator/leader, and in influencing the careers of the next generation (Erikson 1963; Sheehy 1976), and personal satis-

faction in being honored by an attentive audience. From the students, the entrepreneurs can gain a new perspective on their organizations, decisions, strategic direction, and contributions to society.

Thus, increasing access to appropriate entrepreneurial role models changes perception of business and what it takes to be successful in this career path, permits learning about and interaction with those who have “done it” and “look like me,” realigns perceptions of possibilities, encourages networking, and corrects recorded and oral history about women’s contributions to economic progress. These outcomes are likely to lead to more positive economic impact for self and others being achieved by diverse girls and women.

Narrative Interpretation

The next key construct for successful implementation of the pedagogical strategy was that of “story-telling” or narrative life stories.

Narrative interpretation in entrepreneurship education is an epistemological approach advocated by Rae (2000) and other educational methodology researchers (Atkinson 1998; Steyaert and Bouwen 1997). “People learn ‘who they can be,’ construct stories of ‘who they want to be,’ and work toward enacting their storied identity. In this sense, ‘learning is becoming,’ not only retrospective and experience-based but a future-oriented thinking process of creating a prospective reality” (p. 149). These narrative exchanges not only provide insights for the students, they also enlighten the entrepreneur, herself, as she “hears” her own responses to the questions, consciously making the time to discuss reflectively her efforts and accomplishments to date, and muses on her continuing dreams/visions for her professional and personal future. “The subjective experience of entrepreneurs, recounted in their own words through their life stories, has a fundamental role in enabling us to explore their learning process” (Rae and Carswell 2000, p. 221). This interactive exchange between student and entrepreneur provides invaluable information, inspires confidence (Hills 1988; Johannisson et al. 1998; Raffo et al. 2000) and assists in the development of student social skills, a primary component of their social capital.

To increase understanding of the qualifications required of an entrepreneur, specifically a female entrepreneur, students are first exposed to what entrepreneurial women have historically accomplished. This sharing of life stories is carried out through assigned and recommended readings, viewing and discussion of videotapes, exploration of websites, listening to lecture content, analyzing case studies, and interacting with guest speakers who are female entrepreneurs.

Social Capital

Social skills consist of a person’s ability to understand others, to read their nonverbal communication accurately, to under-

stand their emotions, to control one's own emotions, to speak fluently and correctly, and to publicly present one's self well. This course is designed to enable students to work on these personal skills through the contact and interviewing of the entrepreneurs, the formal presentation of their personal research, the class discussion of the material covered, and the regular analysis and critiquing of what is going on in this classroom setting.

The social skills factors also contribute to a person's social capital. According to DeFillippi and Arthur (1998), "human and social capital . . . form a self-reinforcing cycle of career competencies that propel a person . . . social skills are a direct component of human capital, as well as a means through which new social capital is accumulated" (p. 135). Baron and Markman have added that, "social capital refers to the actual and potential resources individuals obtain from knowing others, being part of a social network with them, or merely being known to them" (2003, p. 109). Having social capital leads to social competence and also contributes to social adaptability. These skills are developed in the course through multiple strategies; for example, students are required to make "cold calls" on women entrepreneurs located anywhere in the United States to request their participation in the research. They need to be able to establish credibility, persuade the entrepreneur, elicit open and complete responses, and be flexible to the entrepreneur's needs. The participating entrepreneurs then become part of the students' social network, a factor that is particularly helpful in career success (Aldrich et al. 1987; Baker 2000; Haslam et al. 2003; Kanter 1983; Moore 2000; Raffo et al., 2000; Seidel et al. 2000). "Networks represent 'social capital' through which other forms of capital—including reputational and intellectual capital—are attracted" (Arthur, Claman, and DeFillippi 1995, p. 8).

Conceptual Model

The key constructs of the proposed transformational learning model in Figure 2 are role modeling, mentoring, narrative interpretation, and social capital. These bounded concepts have an influence on the exchange agents—the teacher, the female entrepreneur, and the student—as they interact, and the recipients of this process are the student, the female entrepreneur, and the teacher. The results of this collective interaction are emergent behavioral outcomes: change in knowledge, change in perception, change in skills, and change in behavior.

Methodology

Women and girls need to learn the same business skills as men and boys; that is, finance, strategic planning, human resource management, accounting, etc. Sufficient opportunities in small business and entrepreneurship courses already

exist that teach the fundamentals of initiating a business. Not available was a program for women that specifically focused on how they could consider the possibility of an entrepreneurial venture in specific fields of interest to them. Most women who want to pursue art, music, theater, education, science, nursing—even business—have not been encouraged to consider initiating an organization in their field of interest. Yet, there is an imperative need for many of them to do so because of the economic stimulus this potentially provides to our economy and because of the inherent personal and professional benefits derived from such pursuits. Exacerbating this problem of limited career considerations is the lack of knowledge about, and interaction with, female entrepreneurial role models who, by virtue of their accomplishments and willingness to encourage others to follow, would stimulate the consideration of this career avenue.

The challenge was given to develop a course where this could be addressed; however, we could not find a suitable textbook; available publications only acknowledged women and people of color as a "recent phenomena" in the field of entrepreneurship—obviously referring to the Civil Rights and Women's Movements of the sixties and seventies as the stimuli for such ventures. The reality of women's historical accomplishments and contributions had been ignored. But even with a text, the question remained: How could students become actively engaged in learning about women's entrepreneurial accomplishments and, perhaps, encouraged to become entrepreneurs through a pedagogical process? From this perspective, a course model was developed following this design.

Intent

The intent of the program is to actively engage students in the learning/research process about women's entrepreneurship. The first goal was to establish a course on women's entrepreneurship that was inviting to students in all disciplines, that provided sufficient content on the subject to establish a correct history of women's economic contributions through new ventures, and that initiated sufficient contacts with female entrepreneurial role models to encourage students to pursue this type of venture in their chosen field should they so desire. Second, was to facilitate faculty and student collaborative research and publishing in this area. Third, was to begin the process of establishing a password-protected website containing the primary and secondary research of the faculty and students for facilitation of the pedagogical strategies. Fourth, was to develop an in-house library of research-generated and purchased materials such as databases, videotapes, audiotapes, articles, and case studies that would be available to students, researchers, faculty, and community partners who would like to do research or teaching in this subject. Last, was to participate in boundary-spanning

collaborative relationships with other educational institutions, government agencies, foundations, businesses, and the community to further the advancement of girls' and women's economic independence.

Methods

Methods chosen include student identification, contact, interviewing, writing about and presenting their research on women entrepreneurs in the student's field of interest (in addition to standard pedagogical techniques of lecture, video, case study analysis, etc.).

Results

The results of the program have included a rigorous learning environment within which the student outcomes are written papers, formal presentations, entries into a web-based database, an expanded understanding of the entrepreneurial venture, and a network of those who share entrepreneurial interests. For the faculty member, the outcomes are a satisfying teaching experience, enthusiastic student responses, increased program visibility, publishable material, and an increased network of entrepreneurial women. For the participating entrepreneurs, the outcomes are personal satisfaction with having contributed to an important learning and research experience, expansion of student contacts that may lead to future hiring, feedback on the path they have chosen and the decisions they have made.

While the strategies outlined in this article were originally designed for undergraduates, the model can be easily modified for graduate students and other educational levels which will be explained below.

Women's Multidisciplinary Entrepreneurship: Pedagogical Underpinnings and Process

The course is a historical and sociological examination of the multidisciplinary entrepreneurial accomplishments of women from 1776 to the present in the broad categories of agriculture and mining; construction; communication; manufacturing; service (both for profit and not-for-profit); transportation; and wholesale and retail trade. Clegg and Ross-Smith (2003) encourage such a framework by advocating the concept of phronesis in management education; that is, following the Aristotelian philosophy of practical wisdom. They challenge us to create "a discipline that is pragmatic, variable, context dependent, based on practical rationality, leading not to a concern with generating formal law-like explanations but to building contextual, case-based knowledge" (p. 86). Entrepreneurship is a field that provides such a context.

In this course, women's entrepreneurial contributions to U.S. and global economies is assessed through the critical lens of the social, political, and legal constraints within which they lived [Figure 3; see also Hebert and Link (1988) on the importance of historical context in entrepreneurship studies]. The women studied have initiated organizations such as the St. Luke's Penny Savings Bank (Maggie Lena Walker), King Broadcasting (Dorothy Bullitt), Mrs. Baird's Bakeries (Ninnie Baird), Christian Science Association (Mary Baker Eddy), Stinson Aviation Company (Katherine Stinson), Martha Graham School of Contemporary Dance and the Batsheva Dance Company (Martha Graham), Medical Graphics Corporation (Kye Anderson), the White Dog Café (Judy Wicks), Alvarado Construction Company (Linda Alvarado), Frieda's (Frieda Caplan), La Mama (Ellen Stewart), and Harpo Productions (Oprah Winfrey).

The Significance of a Multidisciplinary Approach

Implementing a multidisciplinary strategy encourages cross-listing of courses, interaction, and cooperation with more diverse colleagues on and off campus, plus community participation and support through the involvement of the entrepreneurs and agencies that support small business creation and development. Additionally, for our colleagues in disciplines other than business, the term "interdisciplinary" connotes a merging or "melding" of the fields that is often seen as decidedly negative when, for example, liberal arts colleagues hear the term "business." On the other hand, the term "multidisciplinary" acknowledges that women have been entrepreneurial no matter what their field of endeavor and that entrepreneurship is not simply a business study or for-profit exploration. In fact, the term is much more "inclusive" and welcoming to those not schooled in traditional business courses and includes the nonprofit sector—one not included in courses on entrepreneurship until very recently and even now, not frequently.

Entrepreneurship educators have much to learn from the other disciplines according to researchers in both the United States and the United Kingdom. DeFillippi and Arthur (1998) explored the artistic career implications of the film-making industry and its tangential businesses where project-based enterprises and "shifting combinations of human and social capital" are the norm. They suggested that strategic management theory needed to "incorporate a dynamic, multicomunity perspective into the mainstream of its ideas" (p. 137). Two other aspects of the arts arena, dance and drama, provided the backdrop for Charles Jackson's (1996) research into boundaryless patterns in career development and management (see also Moore 2000.) His key findings comprise an activities list for entrepreneurs: working-to-get-work including networking, managing a variety of work, working inside and outside the

organization, having perseverance and being resilient, making occupational shifts, and engaging in secondary occupations. Then he affirmed that some of the entrepreneurial possibilities in this industry such as initiation of theaters, projects, and production organizations might lead to “sustained employment opportunities. . . .” (p. 623). The conclusions suggested by DeFillippi and Jackson have been affirmed by women entrepreneurs in the entertainment field such as the notable Blues/Jazz singer, Bessie Smith, who had an entourage of more than 40 black people in her traveling production company—an amazing accomplishment for a “Negress” since segregation was alive and well, and there were few employment opportunities for African Americans in the early part of the 20th century (Albertson 1972).

Discussion and Significance of the Pedagogical Model

Students as Primary Researchers

To ensure that both traditional business and multidisciplinary students would be active in their learning process, several strategies are employed. First, the students are required to take individual responsibility in identifying interesting women entrepreneurs. Then they must make the contact to arrange an interview; for some, this is an easy task; for others, daunting. Initially, it is difficult to convince students that they should be able to achieve their goal using a modification of the six-degrees-of-separation concept. For example, one student admired a famous woman who had founded a manufacturing and marketing firm in New York City, but the student was too intimidated to try to contact her. Once “pushed” to experiment with the philosophy of the six-degrees-of-separation, she called the main phone number and began a conversation with the receptionist. The student’s enthusiasm, her explanation of the course concept, and her admiration for the CEO led this receptionist to give the student the phone number of the CEO’s personal assistant (PA). This student impressed the PA and within just a few weeks was personally interviewing one of her favorite personages—a success after only three “degrees.” Another student used her family network to access a female founder and CEO of a newspaper publishing firm in the Northwest. This took four contacts. Through the interview with the entrepreneur, the student learned the skills needed in newspaper writing and the complexity of start-ups in an ethnic publishing niche. Both students got to hear “firsthand” about the difficulties in managing both a business and a family life when a woman is involved in a highly competitive industry.

Students identify women entrepreneurs, contact them, obtain releases (see Figure 4), and then establish the time and place of the interview. The students conduct themselves and their research inquiry of the women entrepreneurs in accordance with the Oral History Association Guidelines

(<http://www.dickinson.edu/oha/EvaluationGuidelines.html>) to ensure ethical behavior including respect for whatever that entrepreneur may share at the moment but may not want included in the documentation. To assure uniformity of research data gathering (Figure 5) when the students are conversing with the subject person, a general format was designed. They also record the interview either via videotape or audiotape. This ensures content accuracy rather than reliance on recollection for both the student and the entrepreneur. It also provides an archival library of resources for many possible future uses such as the development of case studies, use of excerpts in class discussions, and continuing research on particular entrepreneurial questions; for example, how was the start-up funded? How do they define success? Was there an entrepreneurial lineage? Following the interview process, the students write up their work in research paper format, present their findings to the class, and enter their data in a research website database.

Among the benefits of undergraduates becoming primary researchers is that, in learning and applying this skill, they oftentimes create symbiotic relationships with the women entrepreneurs interviewed. The method that occasions this beneficial relationship result is rather ordinary—that is, a conversational exchange.

Conversational Learning

The experiential literature provides us with a deeper understanding of the value of conversational exchange in the learning process. D. Christopher Kayes pointed out, “As individuals engage in conversation, they confront a combination of personal and social dilemmas that become the raw material for learning” (2002, p. 147). Thus, having students engaged in conversations with entrepreneurs, particularly through the interviewing process, and then having them write up and present these stories for understanding, analysis, and constructive critiquing, “introduce proximity of knowledge sharing, aid in making connections between personal and social knowledge, and organize experience in meaningful ways [that] lead to management learning” (p. 146; see also Arthur, Claman, and DeFillippi 1995; Baker, Jensen, and Kolb 2002; Klein 1998). Experiences, contacts, and exchanges are provided that enhance students’ social capital through the interactive role modeling developed in this course and can be represented as an interactive model of transformational learning (Figure 2).

Social Capital as Social Synergy in Entrepreneurship Education

Because of the close personal contact between students and entrepreneurs and the inherent synergy of their combined social skills, this course model creates value for all involved (see Figure 1). For example, one undergraduate, a very shy

Women's Multidisciplinary Entrepreneurship

Faculty Name

Office Location:

Office Hours:

Phone:

E-mail Address:

DESCRIPTION: This course provides a historical and sociological examination of the multidisciplinary entrepreneurial accomplishments of women from 1776 to the present in the broad categories of agriculture and mining; construction; communication; manufacturing; service (both for profit and not-for-profit); transportation; and wholesale and retail trade. Their contributions to the U.S. and global economies will be assessed through the critical lens of the social, political, and legal constraints within which they lived.

COURSE OBJECTIVES: Upon active participation in, and completion of, this course students will be able to:

1. Define entrepreneurship, historiography, and social science as well as to identify examples of research methodologies appropriate to these areas.
2. Understand how history and sociology complement each other and also how the researchers and authors in these areas may contradict one another.
3. Describe the entrepreneurial framework and explain the types of organizations that are associated with these categories.
4. Identify American female entrepreneurs in each of the categories and explain why they would be classified as such including constraints that would be unique to their historical, economic, ethnic, religious, or legal situation.
5. Conduct an oral history of two female entrepreneurs and effectively document and verify these stories in written reports of 10 pages each.
6. Enter this data on the women's entrepreneurship website.
7. Make a professional presentation of the story of their selected female entrepreneurs to the class.
8. Actively participate in group and class discussions of all assigned material.
9. Communicate effectively in both internal and external settings.

REQUIRED TEXTBOOK: Oppedisano, J. (2000). *Historical Encyclopedia of American Women Entrepreneurs 1776 to the Present*. Westport, CT: Greenwood Press.

Suggested additional text:

Moore, D. (2000). *Careerpreneurs: Lessons From Leading Women Entrepreneurs on Building a Career Without Boundaries*. Palo Alto, CA: Davies-Black Publishing.

WEBSITE of the Oral History Association: <http://www.dickinson.edu/oha/>

REQUIRED ACCESS: All students *must* be available on E-Mail (electronic mail).

REQUIRED ATTENDANCE: Class attendance is *MANDATORY*; for EACH THREE *UNEXCUSED* absences, your *OVERALL* letter grade will be *REDUCED* by ONE.

TEACHING METHODS: Lecture, group discussion, experiential exercises, case discussion, student presentations, guest speakers, and utilization of various technologies.

EVALUATION METHODS (Otherwise known as *Grading*):

Class Participation	20%	
Written Oral Histories (25% each)	50%	<i>Grammar, punctuation, spelling, etc. are part of</i>
Two Presentations (15% each)	30%	<i>the grade. Also, use gender-inclusive language.</i>

TOPICAL OUTLINE (Fall Scheduling):

Sept.	Introduction to the Course; Syllabus/Grading Review; Intro video				
Sept.	Purpose and Value of Historical Context; Research Methodologies for History and Sociology				
Sept.	Agriculture and Mining Industries:				
	<i>Clara Brown</i>	<i>Frieda Caplan</i>	<i>Vera Duss</i>	<i>Freda Ebmann</i>	
	<i>Eliza Pinckney</i>	<i>Harriet Strong</i>			
Sept.	Communication Industries (includes all forms of media):				
	<i>Rachel Bell</i>	<i>Amelia Bloomer</i>	<i>Dorothy Bullitt</i>	<i>Linda Ellerbee</i>	<i>Sara Miller McCune</i>
	<i>Assunta Ng</i>	<i>Mary Seymour</i>	<i>Gloria Steinem</i>	<i>Martha Stewart</i>	<i>Oprah Winfrey</i>
Oct.	Construction Industries:				
	<i>Linda Alvarado</i>	<i>Marilynn Cooper</i>	<i>Elsie de Wolfe</i>	<i>Pilar Dexter</i>	
	<i>Mary Emery</i>	<i>Julia Morgan</i>			

Figure 3. Sample Syllabus

	First Oral History Paper is due.			
Oct.	Manufacturing Industries:			
	<i>Catherine Anderson</i>	<i>Lisa Arnbrister</i>	<i>Harriet Ayer</i>	<i>Beatrice Bebrmann</i>
	<i>Patricia Billings</i>	<i>Martha Coston</i>	<i>Bette Nesmith Grabam</i>	<i>Lore Harp</i>
	<i>Catherine Hinds</i>	<i>Amanda Jones</i>	<i>Maria Martinez</i>	<i>Nancy Mueller</i>
	<i>Josie Natori</i>	<i>Margaret Rudking</i>	<i>Lillian Vernon</i>	<i>Madam C.J.Walker</i>
Oct.	Transportation Industries:			
	<i>Rebecca Lukens</i>	<i>Helen Schultz</i>	<i>Emma, Katherine, & Marjorie Stinson</i>	
Oct.	First Oral History Presentations			
Oct.	Service: For-profit Organizations (includes Finance, Insurance, & Real Estate; Health Services; Hotels, Rooming Houses, & Other Lodging Places; Personal & Business Services; Restaurants & Food establishments:			
	<i>Elizabeth, Hannah, & Monique An</i>	<i>Hattie Moseley Austin</i>	<i>Anne Beiler</i>	
	<i>Susan Feniger & Mary Sue Milliken</i>	<i>Fe Mondragon</i>	<i>Lydia Pinkham</i>	
	<i>Rebecca Shabmoon Shanok</i>	<i>Muriel Siebert</i>	<i>Maggie Lena Walker</i>	<i>Judy Wicks</i>
Nov.	Guest Speaker(s)			
Nov.	Service: Non-profit Organizations (includes Art, Dance, & Theater; Educational Services; Philanthropy; Religious Organizations; Social Service & Advocacy Organizations:			
	<i>Jane Addams</i>	<i>Clara Barton</i>	<i>Mary McLeod Bethune</i>	<i>Elizabeth Blackwell</i>
	<i>Joline Godfrey</i>	<i>Martha Graham</i>	<i>Katherine Drexel</i>	<i>Henriette Delille</i>
	<i>Mary Baker Eddy</i>	<i>Clara Hale</i>	<i>Lucy Laney</i>	<i>Juliette Low</i>
	<i>Aimee Semple McPherson</i>	<i>Susan La Flesche Picotte</i>	<i>Ellen Stewart</i>	
Nov.	Thanksgiving Break			
Nov.	Wholesale and Retail Trade Industries:			
	<i>Mary Kay Ash</i>	<i>Ninnie Baird</i>	<i>Bobbi Brown</i>	<i>Abigail Dunaway</i>
	<i>Joyce Eddy</i>	<i>Mary Engelbreit</i>	<i>Debra Fields</i>	<i>Lisa Hammond</i>
	<i>Maria Ibanez</i>	<i>Amanda Jones</i>	<i>Elizabeth Keckley</i>	<i>Debra St. Clair</i>
	<i>Dawn Wells</i>			
	Second Oral History Paper is due.			
Dec.	Course Evaluations and Wrap-up			
Dec.	Second Oral History Presentations			
	STATEMENT on ACADEMIC INTEGRITY			
	<i>All violations of principles of academic integrity (e.g., plagiarism, cheating) are to be reported promptly and dealt with in accordance with established policies and procedures of the University. Students should make sure they understand the high value we place on honesty, cooperation, and consideration, and the penalties the university imposes for infractions in these areas.</i>			
	ACCOMMODATING STUDENTS with DISABILITIES			
	If you need course adaptations or accommodations because of a disability, if you have emergency medical information or need special arrangements in case the building must be evacuated, please make an appointment with a Disabilities Resource Office staff member who will then work with me to make the necessary adjustments.			
	EXPLANATION of PRESENTATION ASSIGNMENTS			
	1. The use of PowerPoint is required .			
	2. Total presentation time is FIFTEEN minutes.			
	3. The class will have five minutes to ask questions and constructively critique the presentation.			
	NOTE: At the BEGINNING of class on the day of presentations, a hard copy of the slides <i>must</i> be given to [insert professor's name] before the presentation begins.			
	4. Your presentations will be videotaped for your personal, constructive critiquing. They will be on reserve in the library AV resource room.			
	5. Professional dress is required.			

Figure 3. Sample Syllabus cont.

female student majoring in chemistry, interviewed a woman who had started a very successful cosmetic manufacturing and sales corporation. This CEO recognized the intelligence, sincerity, and gentle personality of this student, and not only gave her much personal time for the course interview via phone and email since one was in New York State, the other in Colorado, but also encouraged the student to keep in touch with her while pursuing the doctoral degree because there could be a future employment opportunity. Such a successful exchange has even opened the possibility to this student of opening her own business at some time in the future, a path she affirms she never would have considered prior to taking this course. Other benefits to the protégé and role model/mentor were discussed earlier.

Such interactive relationships contribute to planning what Arthur, Claman, and DeFillippi (1995) refer to as an intelligent career. This process of knowing why, knowing how, and knowing whom are clearly evident in the interactive model. When students conduct the interviews, they are learning about the culture of a particular industry and organization, the beliefs and values of the founder, and the additional complexities involved because of the competing personal and professional demands—the knowing why. Through this “discrete exchange,” students also learn how the skills to be successful entrepreneurs were obtained, and, perhaps even more importantly, what the entrepreneurs learned from their unsuccessful ventures—the knowing how. Knowing whom

refers to the social and professional networks that are critical for career success. Having students personally involved in the primary research with women entrepreneurs expands not only their network of contacts but also enhances their belief in the ease of gathering such contacts and the value that they provide. The interpersonal effectiveness of the students has been enhanced.

This action learning is stimulated by the transformational dialogues that take place between the entrepreneur, the student researcher, and then through the interrogative exchange when the student makes her/his presentation. This model is congruent with the three strategies for effective action learning proposed by Myeong-Gu Seo (2003). In developing trust and friendship as well as connecting with emotion through the conversational process with the subject entrepreneurs, students are “upbuilding” positive affect. According to Seo, “positive affects not only facilitate approaching and exploring behaviors by broadening a person’s thought-action repertoire, but also directly correct or undo the defensive effects of negative emotions” (p. 14). The kinds of negative emotions often experienced by students are the embarrassment of contacting people they do not know, the fear of making presentations, and the trepidation of taking the kinds of substantial risks they believe are inherent in entrepreneurial ventures. Acknowledging emotions as a valuable and dynamic component in learning is of particular importance to women since they have been discouraged from both the

TO WHOM IT MAY CONCERN:

By my signature below, I am authorizing _____ and/or [Faculty Name] to write about me and my business(es)/organization(s) from information gathered in the course of conversations, interviews, email communication, and faxes. I authorize publication of these materials and any others that I may provide to them (such as pictures, data, etc.) with an understanding of confidentiality as appropriate. I also authorize them to use any audio or videotaped material or photographs for educational purposes such as viewing in class, but only after I have previewed the tape/photographs and authorized what was to be included.

Name: _____

Signature: _____

Title: _____

Organization(s): _____

Date: _____

Figure 4. General Release Form

use of the term and from emoting in the work setting.

A second strategy Seo proposed was leveraging opposing forces. "Less powerful actors may also need to consider ways to increase their bases of power and influence . . . to bring more powerful . . . coalitions to the table of conversation and learning" (p. 16). Certainly being able to meet, interview, and network with powerful women entrepreneurs conditions the student researchers to be able to understand the importance of power, the significance of influence, and the paths used by the entrepreneurs to acquire both. This interactive role modeling also demonstrates the "knowing" why, how, and whom as lived by these women.

Bringing in external legitimacy is the third of Seo's strategies for action learning. By having students contact, interview, and report on women's multidisciplinary entrepreneurship ventures professional and institutional externalities are naturally included in this internal educational process. This is enhanced by the female entrepreneurial speakers the professor invites into the classroom and into larger forums. The interactive model incorporated into this course is a transformational learning process because it helps "students understand the complex political and economic processes in [entrepreneurial] organizations . . . [and enables] them to reflect, experiment, and enact what they learn . . . in real-time settings" (p. 18).

The combination of these strategies feeds into what Argyris (2002) calls social virtues in his work on creating new learning experiences. The specific transformational learning design of the Women's Multidisciplinary Entrepreneurship course incorporates a number of his tenets:

[Increasing] others' capacity to confront their ideas, to create a window into their minds, and to face their unsurfaced assumptions, biases, and fears by acting in these ways toward other people; attributing to other people a high capacity for self-reflection and self-examination . . .; advocating . . . inquiry and self-reflection . . .; encouraging yourself and other people to say what they know yet fear to say . . .; advocating . . . principles, values, and beliefs in a way that invites inquiry into them and encourages other people to do the same (p. 217).

Adaptability of the Course for Other Educational Levels

At the undergraduate level, students are still exploring different fields in which they may be interested. At the graduate level, students are much more likely to have identified their major field of interest. At this level students would identify and interview three or four entrepreneurial women in that particular field and report back to the class. This will enable them to secure a network of role models relevant to their chosen career pursuit. In both circumstances, the class con-

tent would be structured in the same manner: some lecture, group discussions of readings and case studies of women entrepreneurs, women entrepreneurs as guest speakers, videotapes about women entrepreneurs, presentations by students of their research, and the research data by students entered into the website database that has been proposed. This model could also be adapted to a high school or even a middle school exploration of the subject matter with modification of the outcome expectations.

Implications for Future Research

This interactive model of entrepreneurial pedagogy and implementation strategy was specifically designed to extend our understanding of women's entrepreneurial learning processes and increase the availability of interaction with relevant role models. Once the data derived from the interviews is entered into the searchable web-based site, the researcher can determine the particular fields of interest. These inquiries can be demographically derived such as determining the average age of women starting their own organizations in the last 40 years and/or attitudinal such as how women entrepreneurs describe success. This computerized program will permit the gathering and extraction of empirical data that will allow researchers to quantify, measure, and predict outcomes based on their particular interests. Longitudinal studies of course impact will be possible once pre- and post-course surveys of the students are designed and tested (Rynes et al. 2003). This technique could also be applied to the women entrepreneurs who are interviewed.

Other future research suggestions include determining the gender impact on role modeling and mentoring (Armstrong, Allinson, and Hayes 2002), exploring the general and primary mentoring activities of women and the outcomes of this particular activity for both parties involved (Dreher and Ash 1990), determining the role of similarity between mentor and protégé in the mentorship process (Burke et al. 1994), questioning whether personal chemistry is an important variable in the mentoring process (Armstrong, Allinson, and Hayes 2002), assessing the importance of career interruption on women's entrepreneurial choices (Burke and McKeen 1990), and ascertaining outcomes of the faculty research training environment on student researchers' self-efficacy (Hollingsworth and Fassinger 2002).

Concluding Observations

When students come into the classroom at the beginning of the semester, they really have little knowledge about what to expect. When the syllabus is reviewed, they start to show signs of being overwhelmed by the expectations. After all, it "sounded" like such an easy course in the catalog description. However, from Day One, they are exposed to amazing entrepreneurial women, and this wall of fear begins to break

Interview of: _____	Entrepreneurial Category: _____
Title: _____	Interviewer: _____ Date: _____
Address: _____	Electronic Mail Address: _____
	Home Phone Number: _____
	Home Fax Number: _____
	Cellular Phone Number: _____
	Business Phone Number: _____
	Business Fax Number: _____
<div style="border: 1px solid black; height: 20px; width: 100%; margin: 10px 0;"></div> DEMOGRAPHICS	
<i>DATE & LOCATION of BIRTH:</i>	
<i>PARENTS:</i>	
<i>SIBLINGS:</i>	
<i>RACE:</i>	
<i>ETHNICITY:</i>	
<i>EDUCATION:</i>	
<i>MARITAL STATUS/SPOUSES:</i>	
<i>CHILDREN:</i>	
<i>AGE AT STARTING BUSINESS/ORGANIZATION:</i>	
<i>MENTOR/ROLE MODEL:</i>	
<i>PUBLICATIONS:</i>	
1.	Why did you start the business/organization?
2.	How did you finance this effort?
3.	How is it structured? (DBA, privately-owned, incorporated, S-corp, partnership, family-owned)
4.	What were some of the obstacles/problems you faced?
5.	How do you approach/deal with competition?
6.	Who is your market?
7.	What is the current status of the business/organization? (Annual sales, market share, average number of clients/students per year, etc.)
8.	Did you initiate other organizations/entities?
9.	What ideas/plans do you have for the future?
10.	How do you define success?
11.	What are you personal strengths/weaknesses?
12.	Are you involved in other efforts such as community service, philanthropy?
13.	Do you feel you have a balanced life? If so, how do you manage this? (Ex. Sports, hobbies, spirituality). Please describe.
14.	Is there something that should have been asked that wasn't or something that you would like to add?

Figure 5. General Format for Uniformity of Research Data Gathering

down. The most often heard comment is, “Why haven’t we heard about these women before?”—a question that comes from both the female and male students who take the course. This is especially true of minority students who learn how long and how significantly female members of their race or ethnicity have made significant contributions to our overall economy by being entrepreneurs.

The course is time consuming for the faculty member in that there is some handholding in the beginning as the students start practicing the six degrees of separation. This dissipates over time and, instead, what has occurred is a continuing, joyful celebration of the contributions of centuries of entrepreneurial women and the students’ accomplishments

as well. Documenting this pedagogical strategy, implementation scheme, and realized plus potential outcomes serves the need expressed by Gundry, Ben-Yoseph, and Posig (2002) to establish a “clearinghouse of syllabi, courses, and programs . . . [which would] prove immensely helpful to scholars and instructors who are seeking curriculum development strategies, course materials, and contacts within the field” (p. 46) of entrepreneurship education. Our intention in writing this article was to share pedagogical techniques utilizing an interactive model for the dissemination of information on women’s multidisciplinary entrepreneurship so that this material is readily available for whatever benefits our colleagues may derive.

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