

# Experiential Learning in International Entrepreneurship;

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# Quick Presentation Outline

- Intro and Background
- Two Project Cases to discuss
- Looking Ahead; Longitudinally Effectively
- Questions - Your Thoughts/Input

# Intro and Background

- Two Practitioners in World of Academia
  - Mickey Conway
    - Clemson SBDC in Greenwood SC / Over 10 years SBDC
    - Observed SBDC in Mexico / Active role in assisting with an establishing of an SBDC in Colombia South America
    - Fulbright Senior Specialist/ Established a partnership program of business exchanges with Colombian students/entrepreneurs
  - Anthony P. Santella
    - Accenture /Consulting Background; AACSB PQ
    - Get Real Initiative – Real projects, real results, real skills
    - Erskine College /Started a Small Business Support Center
      - Including Developing International Capabilities

# Phases to Develop International Capabilities within Higher Ed Programs

- Communicate
- Communicate well; Do simple Real Projects
- Do Real Complex Projects Well
  
- Background Idea
  - Get Real Initiative; Recipe; Workbooks
  - Administration; Section in Text Book Supplements

# Communicate

- Using Skype / Students do international business cases
- US students work with students in Europe, Japan, China, South America (Colombia)
- Light business cases
  - Contextual learning
    - They do the scheduling
    - Learn pain of the 24 hour clock
  - Communication Challenges
    - Don't talk louder, slower, active listeners
    - Don't try to be more concise with fancier words
    - Use more simple words

# Implementation: Project Case 1

## “Elena Gomez”

- One of the cases with a student who begins work in a free trade zone for a German multi-national corporation
  - Free trade zone business development department of Sucromiles S.A., a subsidiary of Tate and Lyle PLC (Great Britain) near Cali.
  - Then came to the U.S. for a 6 week American Business Fellowship 8-17-09 to 9-30-09
    - Through Partners of the Americas, a Clemson University Small Business Development Center (SBDC)
    - work in small business management, entrepreneurship, marketing, micro-finance, international trade, strategy, and economic development) continue her project work with the Erskine College Students In Free Enterprise (SIFE) team, a coordinated plan of the Erskine College Small Business Support Center and Clemson’s SBDC.
  - Follow-on and future plans include:
    - 1) project work in the area of international trade law with Miss Gomez and U.S. undergraduate students and
    - 2) utilization of [www.SBDCglobal.com](http://www.SBDCglobal.com), the new international trade platform for U.S., Mexican, Brazilian, Colombian, El Salvadorian, and other Latin American small business development center network clients as discussed at the Organization of American States small business workshop in San Antonio, TX, Sept. 21 -22, 2010.

# Do projects

- **Implementation: Project Case 2 “Laura Orjuela’s Laura y Las Mariposas Taller”**
  - Using Skype, again in a coordinated partnership effort between:
    - the Erskine College Small Business Support Center
    - Erskine College Students In Free Enterprise (SIFE) team
    - other Erskine College students along with the Clemson University Small Business Development Center (SBDC) in Greenwood, SC
  - Arrangements were made for Erskine College undergraduate business/entrepreneurship students
    - to have direct project work experience with an entrepreneur and small business owner from Calarcá, Quindio, Colombia, South America in developing her export marketing plan (and an import plan for a potential local importer).
  - After dialogue facilitated via Skype, Laura Orjuela came to the U.S. for a 6 week American Business Fellowship 2-15-10 to 3-31-10 (through Partners of the Americas) at the Clemson University Small Business Development Center (SBDC) in Greenwood, SC to among other things work with Erskine College students in their classes and on SIFE project analysis.

# Do projects

- Miss Orjuela's firm manufactures specialty promotional product packaging made of banana tree bark employing underutilized labor (some "at risk") in Colombia and showed the students samples and production methods from previous production contracts for the National Coffee Federation of Colombia (Juan Valdez<sup>®</sup> registered trademark).
- Work included efforts in small business management, entrepreneurship, marketing, micro-finance, international trade, strategy, economic development,
- Specific work culmination including executing actual direct marketing campaigns with post cards and telemarketing, tracking campaigns with CRM software and setting up appointments with prospective buyers including one of the US's largest packaging company with whom they continue sales talk)
- Follow-on and future plans:
  - Include utilization of [www.SBDCglobal.com](http://www.SBDCglobal.com), the new international trade platform for U.S., Mexican, Brazilian, Colombian, El Salvadorian, and other Latin American small business development center network clients as discussed at the Organization of American States small business workshop in San Antonio, TX, Sept. 21 -22, 2010.

# Going Forward

- Currently results are being set up to track students who went through Erskine's program vs. students who went through study abroad programs and traditional International Business lecture classes at similar peer schools.
- These longitudinal studies will focus on
  - comparing knowledge transfer retained (Hofstede's Model, Barriers to trade, etc),
  - the ability to assess complex case studies on international trade and cross cultural challenges **and their ability to make an actionable plan** as a recommendation,
  - contextual data on International opportunities in career choice, and the amount of international contacts.
- The immediate anecdotal success of these hands on activities in international business have also led to :
  - a nearby small state university to set up a program which will combine the traditional international programs (lecture classes and study abroad)
  - with the hands on cross cultural work on real projects. This will also be tacked for comparison on immediate and ongoing comparable progress and longitudinal impact.

# Phases to Develop International Capabilities

- Communicate
  - Case studies partnering
  - Contextual learning and Exposure
- Communicate well; Do simple Real Projects
  - Process mapping, process improvements, etc.
  - Working intellectually; Application
- Do Real Complex Projects Well
  - Real project with real shared results
  - Doing business, able to have actionable plan
  - Able to learn challenges and work through those challenges

Questions  
...Suggestions/  
Thoughts



# Implementation: Project Case 1

## “Elena Gomez” - Communicate

- One of the cases was with a student in Colombia
- Elena Gomez of Cali, Colombia, South America
  - Miss Gomez then came to the U.S. for a 6 week American Business Fellowship Fall 09
  - Through Partners of the Americas
  - Erskine College business/entrepreneurship undergraduate students interacted directly and regularly
  - Shared about the ambient environment for small business, entrepreneurship and business development generally in Cali.