

# **A CULTURAL GENOGRAM**

MEDGAR EVERS COLLEGE, SCHOOL OF BUSINESS

Experiential and Social Impact Through a Global Lens

Authors: J.D. Rolle, Iris Billy, Jacqueline Kisato, Roberto Acevedo, Khasadyahu Zarbabal

# ABOUT THE AUTHORS



Dr. J. D. Rolle (PhD) has over 30 years of experience in government, corporate and higher education. She is a former IBM Visiting Professor, Harvard Administrative Fellow, and consultant in entrepreneurship. Dr. Rolle is currently the Dean of the School of Business at Medgar Evers College, City University of New York.

# ABOUT THE AUTHORS



Dr. Jacqueline Kisato (PhD) is a lecturer at Kenyatta University, Nairobi, Kenya. She is also a mentor at the Chandaria Business Innovation and Incubation Center at her university and a master trainer in entrepreneurship for youth in Africa. Her research interest is in innovation and entrepreneurship among enterprises in emerging markets.

# ABOUT THE AUTHORS



Dr. Iris Billy (PhD), Director of the Entrepreneurship & Experiential Learning (EEL) Lab is a serial entrepreneur with a passion for entrepreneurship, education and consulting. Dr. Billy spent over 10 years as a serial entrepreneurship. Dr. Billy is a generalist and strategic thinker, with expertise in management/leadership, entrepreneurship, economic development, and diversity management.

# ABOUT THE AUTHORS



Dr. Roberto Acevedo (PhD), Full Professor at both Universidad de Chile and Universidad Mayor. His interest include social issues, scientific psychology science and technology . He earned a PhD from the University of London (UK) and postdoctoral studies in Charlottesville, University of Virginia (USA). He is currently the Head of Research and Development at the Universidad Mayor.

# ABOUT THE AUTHORS



Dr. Khasadyahu Zarbabal (PhD) is the newest faculty member in the School of Business assigned to the Department of Economics and Finance at MEC. In his first year he lead a group of Entrepreneurship & Experiential Learning (EEL) Lab students to China and also accompanied a group to Kenya.

# ABSTRACT: PRESENTATION



This presentation will discuss lessons learned on **innovation, culture and entrepreneurship from students and faculty exposure to innovation** and international entrepreneurs from Kenya, Chile, Costa Rico, Jamaica, Dominican Republic, China, London, Paris, Japan and Thailand.

Additionally, the presentation addresses the implications on entrepreneurial learning by encouraging diverse perspectives and practice for the American student entrepreneurs in the 21<sup>st</sup> century.

# CONSIDERATIONS



## Key Points to Understand:

1. Entrepreneurship is key for economic growth in a dynamic 21<sup>st</sup> Century
2. Minorities in the USA and abroad face challenges scaling and monetizing ventures.
3. Medgar Evers, a recognized institution for economic & entrepreneurship study, is a provider of quality education and diversity necessary to compete in a global economy.
4. The study of entrepreneurship has gained momentum in the past few decades, but little work has been done to incorporate case studies, as part of a fact finding mission.

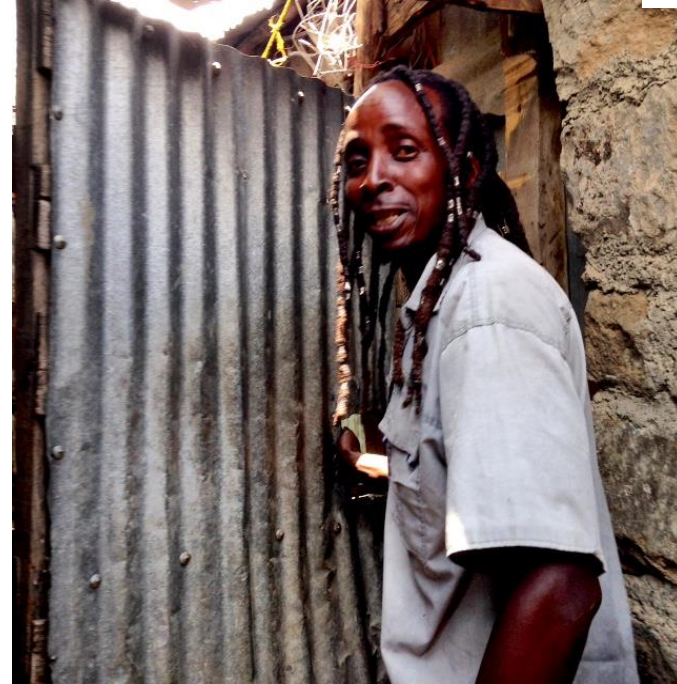




# THEORETICAL APPROACH

- Exploratory and case study approach.
- Study abroad tours by the student entrepreneurs and faculty to appreciate the cultural and entrepreneurs' diversity in these countries.
- Qualitative and quantitative survey tools.

Innovators and entrepreneurs from Kenya, Chile, China, Japan and the USA.



# DISCUSSIONS AND FINDINGS

## AGE IN YEARS



Age Bracket in years	MEC-CUNY Percent	Chandaria Percent	BIIC	Chile Percent
Less than 24	0	22.2		0
24-30	25.0	66.7		10.0
30-35	12.5	0		10.0
36-40	37.5	11.1		10.0
41-45	12.5	0		50.0
older than 45	12.5	0		20.0
<b>Total</b>	<b>100.0</b>	<b>100</b>		<b>100.0</b>



# GENDER

Gender	MEC-CUNY (%)	Chandaria BIIC (%)	Chile (%)
Female	75.0	0	0
male	25.0	100	100
Total	100.0	100	100

From the data more female student entrepreneurs were found in the USA team but hardly any were in the Chile and Kenyan teams. This sample was almost representational of the total number of female entrepreneurs in both Chile and Kenya. This could be a result of cultural factors that encourage more male students to take risks while the female students are encouraged to pursue safer white collar occupations.

# MOTIVATORS START BUSINESSES



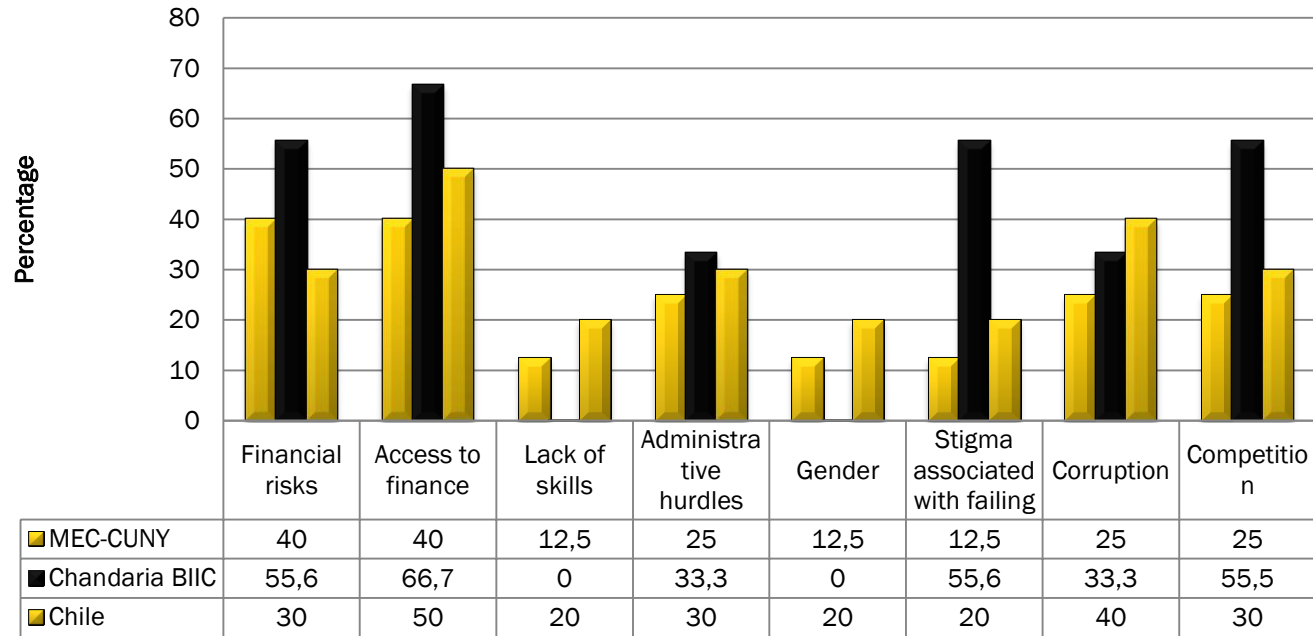
Source of Idea for innovation/business	MEC-CUNY (%)	Chandaria BIIC (%)	Chile %
Family	12.5	0	0
Creativity	12.5	0	10
Identify need	62.5	55.6	30
Personal experience	12.5	11.1	30
Other Startups	0	11.1	0
Work experience	0	11.1	20
Guidance from Lecturer	0	11.1	10
Total	100.0	100.0	100

Majority of the entrepreneurs identified a need in society and sought to create a business around the need (Medgar 62.5% and Chandaria 55.6%). This finding supports literature that has posited that need identification and problem solving competencies are vital components for any entrepreneur. There seems to be very little influence from the lecturers or faculty that inspires the students to start enterprises.



# FEARS (DE-MOTIVATORS)

## Demotivators to starting a business





# CONCLUSION

It was evident that inter-generational collaborations for curriculum development leveraged by industry insights were vital to create a successful 21<sup>st</sup> century entrepreneur. Additionally, engagements diverse across cultures and disciplines yield opportunities for social change as well as business success over the spectrum of global markets.

With regard to the entrepreneurial spirit and proclivities, the MEC-CUNY students reported similarities in the “disruptive nature “of entrepreneurs across the different countries. These entrepreneurs seemed to defy cultural norms to create products or services that would satisfy a need or want whilst generating revenue.