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Hosted by:

Jesse H. Jones School of Business at Texas Southern University

PRESENTATION PROPOSAL ABSTRACT:

***CREATING THE ENTREPRENEURIAL MINDSET IN POST-MILLENNIAL STUDENTS USING
INTERACTIVE TECHNIQUES TO SUPPLEMENT PRACTICAL METHODS***

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CREATING THE ENTREPRENEURIAL MINDSET IN POST-MILLENNIAL STUDENTS USING INTERACTIVE TECHNIQUES TO SUPPLEMENT PRACTICAL METHODS

The corporate workforce in the U.S. has rapidly evolved to the current scenario where, according to the US Small Business Administration (SBA), eighty-seven percent (87%) of the total U.S. workforce is employed by a company with less than ten (10) employees. This signals to us that it is key for the post-millennial student to be prepared to either start their own business or to work for a startup/entrepreneurial business. Additionally, Houston is quickly becoming an entrepreneurial hub, earning 7th place in the 2016 Kauffman Foundation ranking of cities for entrepreneurship. The increase in the number and prominence of business accelerators such as Houston Technology Center and Station Houston has mainly addressed the needs of individuals seeking to start their own businesses. However, most tertiary education centers are solely focused on preparing their students for a dwindling number of business-related jobs at large firms, leaving them less-prepared to adapt to a role at a small business, which leads to inefficiency and poor operations at these smaller businesses. In this presentation, we will discuss the benefits of a curriculum that prepares the student for successful transition to starting a small business or working for a small business. Also, we will discuss technology-based interactive learning techniques for implementing an entrepreneurial studies curriculum.

In this presentation, we will outline the use of in-class and post-classroom technology-based interactive learning techniques, such as simulation modules that can be used to provide hands-on experience applying the concepts taught in a class. While many university business programs already use simulations for a limited selection of business courses (such as Supply-Chain management and Capstone courses), simulation modules can also be used in a wider selection of business courses, such as Human Resources, Accounting, and Strategy. The hands-on nature of simulation tools can provide students focusing in these areas with a richer learning experience that leads to increased competence in an entrepreneurial environment. We will discuss the appropriate design factors that one should consider for these simulations.