

# Rising to the Challenge of the Postgraduate Student

## My Types of Post Graduate Students

The **dreamer** has always longed to break free from the mundane aspects of their life and create something new that demonstrates their latent abilities. Typically, they might be in the middle of their career and a male. Life is passing them by and they hold onto the dream of one day stepping up to create something new. They may be prevented from doing so by the hours they work for someone else or by the time and capital limitations related to their current enterprise activities. Ironically, this type of student is just as likely to be employed or self-employed. Either situation can leave them tied to the responsibilities of their everyday life. Unable to break free and chase that big opportunity that lays hidden away in the recesses of their imagination. They however tend to use EE as a means to a glorious end, visualising wide-ranging solutions to significant issues.

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The **life-long learner** has a commitment to learning and an innate curiosity about their place in society. From my experience, they may be more likely to be female, underemployed (in terms of hours) but ranging from young to old. Social entrepreneurship has an appeal to the life-long learner, as do activities born from the resources of their lifestyle and hobbies. They like collecting new forms of knowledge, and hold confidence as to the eventual application of such knowledge. Their motivations in our classrooms may however be less than desired as they balance their curiosity across multiple domains of informal and formal learning. They also see social entrepreneurship as another opportunity to add more tools to their never-ending supply of potential tools.

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The **transitional** student, a student seeking some breathing space before deciding the next phase of life. EE provides them with a new view of the world, their resource profile (Aldrich and Matinez, 2001) and its development is of most interest. I have found this student to be typically female, and the oldest of my observed student types. They tend to always work, but mostly part-time and demonstrate the most motivation to their studies. Studying EE provides an opportunity to study themselves and the experiences they have collected thus far. They show the most interest in starting their own business, typically to compliment their existing part-time incomes.

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The **mover and shaker**, the quintessential enterprising soul trapped in a student's body. They tend to be younger, already working long hours and using education to extend their qualifications. Their employment is a means to an end, starting a business is a serious goal. They are motivated by EE and impulsive and keen to contribute in classroom discussion; everything is possible. EE tends to reaffirm their natural confidence and bring forward their planning timelines as they develop a clearer sense of what they are born to achieve.

## My Types of Post Graduate Students

The **full-time** student not surprisingly tends to be young, male, working very few hours and quite often international students. EE is but one of several components of a qualification building process. Their focus on EE can be diluted by their simultaneous consideration of other subject areas. EE tends to advantage them in terms of building confidence and opening their minds to alternative career pathways. Their motivations for EE are often driven by a sense of future responsibility to a family run business to which they may help manage upon returning home.

Other Types of Post Graduate Students? ...

# Teaching Philosophies

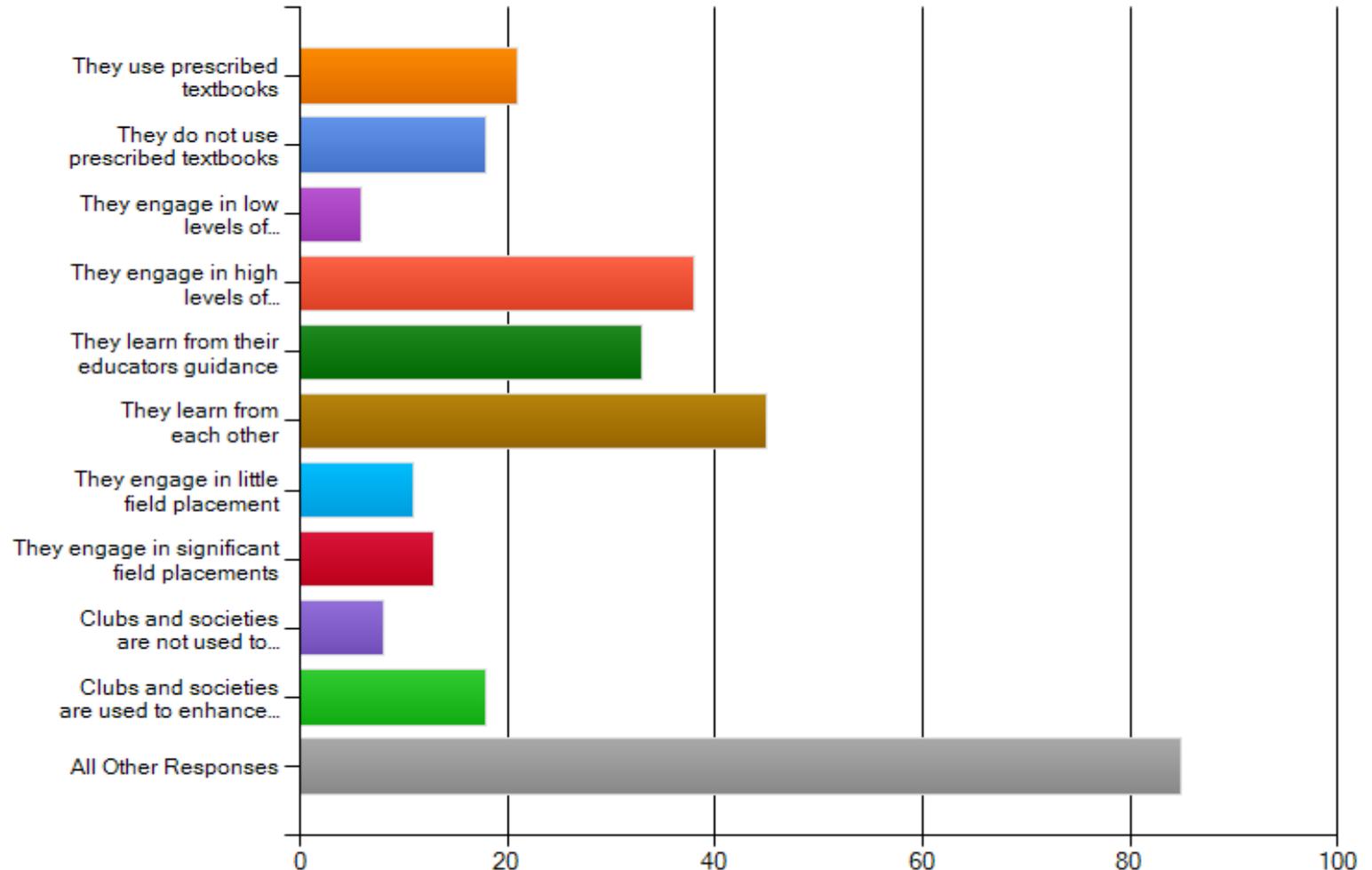
*I wish for my students, the attainment of entrepreneurial knowledge that leads to entrepreneurial wisdom. I want my students to discover themselves in the lives they live. I want my students to be excited about learning and fearless of failing in the same breath. I want my students to be able to create opportunities for satisfaction within and after their university studies.*

## Pedagogy versus Andragogy

Pedagogy vs Andragogy	Pedagogical	Andragogical
<b>The Learner</b>	<ul style="list-style-type: none"> <li>·The learner is dependent upon the instructor for all learning</li> <li>· The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>· The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>· The learner is self-directed</li> <li>· The learner is responsible for his/her own learning</li> <li>· Self-evaluation is characteristic of this approach</li> </ul>
<b>Role of the Learner's Experience</b>	<ul style="list-style-type: none"> <li>· The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>· The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>· The learner brings a greater volume and quality of experience</li> <li>· Adults are a rich resource for one another</li> <li>· Different experiences assure diversity in groups of adults</li> <li>· Experience becomes the source of self-identify</li> </ul>
<b>Readiness to Learn</b>	<ul style="list-style-type: none"> <li>· Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>· Any change is likely to trigger a readiness to learn</li> <li>· The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>· Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
<b>Orientation to Learning</b>	<ul style="list-style-type: none"> <li>· Learning is a process of acquiring prescribed subject matter</li> <li>· Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>· Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>· Learning must have relevance to real-life tasks</li> <li>· Learning is organized around life/work situations rather than subject matter units</li> </ul>
<b>Motivation for Learning</b>	<ul style="list-style-type: none"> <li>· Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>· Internal motivators: selfesteem, recognition, better quality of life, selfconfidence, self-actualization</li> </ul>

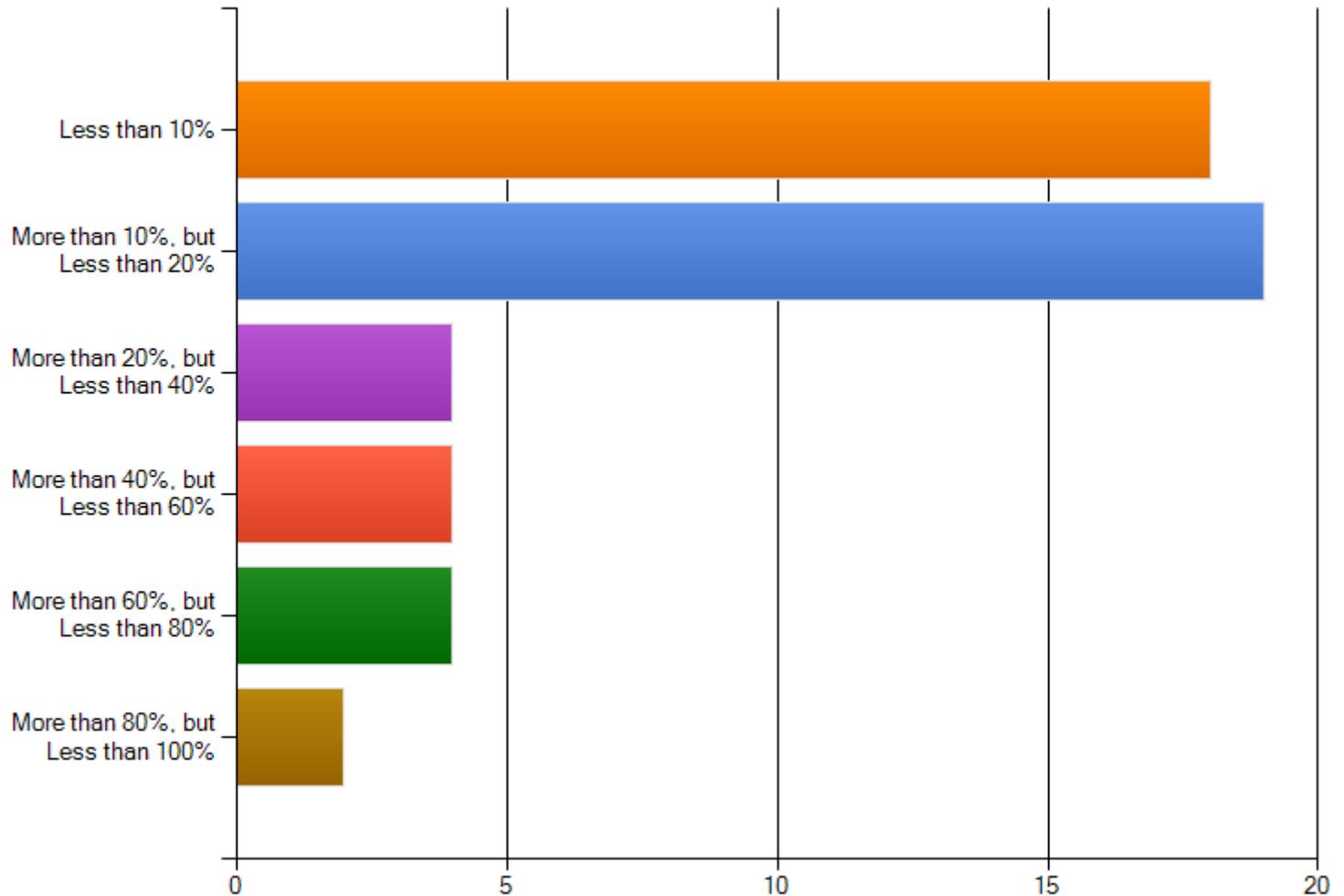
# Global Survey: 51 educators, 23 countries

How would you best describe the activities used by your students to learn about entrepreneurship? (tick as many as necessary)



# Global Survey: 51 educators, 23 countries

Typically, what percentage of your postgraduate students (do you estimate) engage in start-up activities FOR THEIR OWN PERSONAL GAIN during or immediately after graduation?



# Students' Diversity & Life Experience

How do your students differ? ... and how do you know?

How much independent interaction occurs between your students? [The HBS factor](#)

Are you developing individual intelligence or shared intelligence?

To what extent does your knowledge/experience deficiencies restrict your students' learning?

# Brain Plasticity

How do you enable your students to develop?

1. challenges we engineer for our students must provide a degree of difficulty beyond that of the students' current abilities.
2. the challenge presented must also provide an appropriate motivational state.
3. we need to ensure that appropriate forms of feedback exist to guide the students' development.
4. there must be the availability of *general benefits* to the student.

# New Ways of Seeing

Social advance as the adjusting of inner relations to outer relations (Veblen, 1925)

**inner relations** – how do your students gain a sense of their inner relations?

**outer relations** – how do your students gain a sense of their outer relations?

