

Current Trends within North American Executive Education

— Case in Point-Loyola Marymount University
Entrepreneurship Center —*

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Introduction

The purpose of this summary is to share the results of my findings during a one-year research sabbatical which explores the feasibility of creating a new type of Master of Business Administration (M.B.A.) in Japan, enhancing the probability that an enrolled participant moves from business concept to an actual business.

Definitions of Entrepreneurship

According to Churchill in *The State of Entrepreneurship (1992)* it is generally agreed among researchers that the concept can be described as:

...as the process of uncovering or developing an opportunity to create value through innovation and seizing that opportunity without the regard to resources (human and capital) or the location of the Entrepreneur

Moreover, Harvard Business School and Babson College scholar Timmons (1995) summarized:

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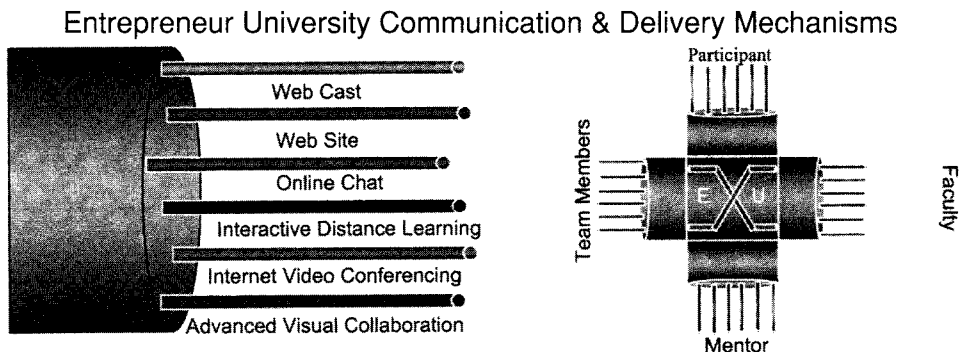
Entrepreneurship is creating and building something of value from practically nothing...

Can Entrepreneurship be Taught?

Surveying American business school professors, Vesper (1990) found that 93 percent of respondents indicated that it could be taught. McMullan and Long (1987) claim that entrepreneurship can be taught, but the instruction needs to be altered to better reflect the holistic approach needed for an entrepreneur's role. For the purpose of this paper, I believe entrepreneurship can be taught in Japan. Besides the marked ideological and policy differences between North American and Japanese post-secondary education, I suspect a proliferation of such programs (in particular- MBA level) in Japan is positively correlated to the number of instructors with real-world experience in contrast to North America and the EU. As the availability of "pracademic" (practioner-academic) faculty increase, so will the number and variety of MBA level entrepreneurship programs.

Conclusions and Recommendations

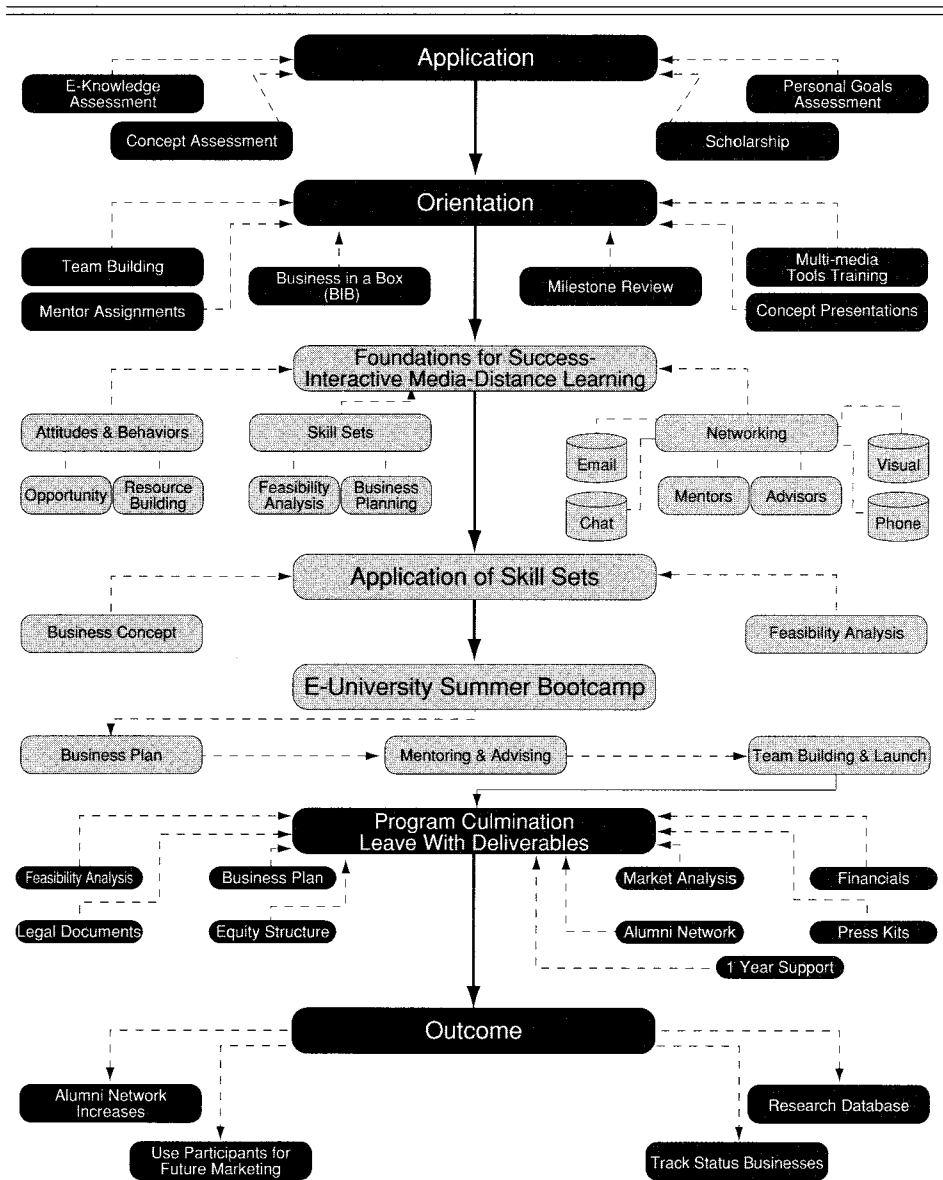
Regardless of the substantial high start-up costs of distance education implementation and maintenance, distance education models like those reported by Allen (2001) suggests an "E-University" from a delivery mechanism perspective:



Because of the relative high cost of high speed internet access in Japan,

utilizing interactive distance learning and internet video conferencing (at the consumer level), makes full implementation of Allen's model difficult at best. Otherwise, Allen's (2001) E-University is a viable model for implementation at

Participant Perspective
E-University Major Components & Program Flow



the MBA and/or post-secondary executive education market in Japan as illustrated below:

References

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