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**BRINGING THE NEW PARADIGM OF BUSINESS EDUCATION
TO THE BALKANS – THE CASE OF THE AMERICAN COLLEGE OF
MANAGEMENT & TECHNOLOGY (ACMT) AND THE AMERICAN
UNIVERSITY IN KOSOVO (AUK)**

Abstract

This paper examines the start-up of two educational institutions in a region of the world that has gone through violent strife and been involved in different levels of nation building. How different educational models and views of economic systems form the need for and success of such educational institutions are explored. This discussion identifies the benefits and challenges of bringing formal education in entrepreneurship to a region, against the backdrop of constant political, economic, and global changes. By using the case study approach, a record of events that led to the establishment of these educational institutions should serve as an example to policy makers, citizens, and the private sector in transitional economies who are attempting to use educational institutions as a strategy for entrepreneurial development.

Introduction

Along with globalization, knowledge is increasing, surpassing physical capital as the prominent source of wealth (Bennell & Pearce, 2003). Using the knowledge gained through education, less wealthy countries hope to develop their economies and societies in order to improve their living conditions (Guilar, 2001). One of the ways that developing economies have looked to improve their own knowledge-capital is through importing educational models from abroad.

The United States is one of the world's three leading exporters of higher education, along with Britain and Australia (Lenn, 2002). Exporting education to the Balkans presents many challenges. These include struggling and transitional economies, outdated academic traditions, obsolete organizational structures, and continued ethnic confrontations (Morgan, 2004). According to the World Bank (1999, 2001), entrepreneurial activity is often the development tool that provides the stimulus for rebuilding nations and ravaged economies.

Two such Balkan economies using imported educational models to address internal social and economic change are Croatia and Kosovo. While their specific circumstances for seeking a foreign educational model are different, the institution exporting the education is the same. The university involved in these two entrepreneurial educational program start-ups is the Rochester Institute of Technology (RIT). RIT is a private, non-profit university with more than 15,000 full and part-time students, located in Rochester, New York. An important defining characteristic of RIT's educational model is applied education, connecting academics and industry. This model is a result of two early activities stemming from RIT's founding in 1829. The first step toward

connecting education and industry resulted from RIT's own origin.

RIT was founded as a combination of two educational institutions: the Rochester Athenaeum and the Mechanics Institute. The Athenaeum was an association "for the purpose of cultivating and promoting literature, science and the arts," and the Mechanics Institute's goal was to provide technical training for skilled workers. The second step was the establishment of cooperative education by RIT's President Gibson in 1912. This became an institutional requirement that exists in nearly all of RIT's 240 academic programs to this day. Students must complete up to 1200 hours of work experience in their field of study as part of their graduation requirements. RIT's cooperative educational requirement is one of the oldest in the United States and defines how students are educated and prepared for successful careers.

Overseas Educational Delivery Model

The answers to how and why RIT participated in creating academic programs in Croatia and Kosovo are different for each location. What is the same, though, is RIT was sought out for its commitment to an applied education model. Representatives from both former Yugoslav territories sought out RIT for different reasons. In the case of the American College of Management & Technology (ACMT) in Dubrovnik, Croatia, its genesis was a consequence of the government's identification that an outside academic institution would better serve the war-ravaged tourist sector that was in the process of transitioning away from a socialist mode of delivery. This need to target a sector and move it out of an old socialist mode of service to one based on global standards of service, serving a much wider and sophisticated market, was the government's prime reason for partnering with RIT to create ACMT.

In the case of the American University in Kosovo (AUK) in Prishtina, in part due to the success of ACMT in the region, RIT was identified as an institution that could help in societal and economic rebuilding, serving a previously neglected ethnic population. In each case, from an academic viewpoint, each was seen as a risk for RIT, since both institutions were established only shortly after the conflict in each region subsided. To a lesser degree, this is still an ongoing concern for AUK in Kosovo.

The program with AUK is RIT's third academic program in Eastern Europe and its second program in the countries of the former Yugoslavia. In 1990, RIT open its first site-based program in Eastern Europe with the MBA program at the U.S. Business School in Prague, Czech Republic. In 1997, RIT opened what is currently its largest international site, at ACMT in Dubrovnik, Croatia.

The ACMT program currently has over 650 students. These programs reflect RIT's commitment to a global presence. The vision statement for the university explicitly references its role as a global leader: *RIT will lead higher education in preparing students for successful careers in a global society.* In the Global Dimension section of the annual report, it states: *RIT will provide students with the knowledge, experiences, and skills to be personally and professionally successful in the world they will enter upon graduation. This success depends not only on their competence in a chosen field of study, but on their global awareness and understanding of cross-*

cultural issues. The Global Dimension section of the strategic plan outlined RIT's global vision and included the following specific references relevant to these two programs: *The RIT of the future will have: An extensive global presence driven by a strategic vision that enhances the RIT brand and positions RIT in international and national markets where the University's existing and projected academic strengths are aligned with demand. Opportunities for faculty and students to travel, study, live, and work abroad. An institution that in addition to its main campus, features branch campuses, extension sites, blended delivery, distance programs, and jointly-offered degree programs delivered locally, nationally, and internationally to students throughout the world, when such efforts are consistent with and supportive of the institutional mission.*

The data for this paper was collected through the use of secondary literature, internal documents, and extensive site experience. Both authors have had direct, on-the-ground working relationships with ACMT since 1998. Working as faculty in Croatia from September – November 1998; September 2001 – June 2002; November 2002 – February 2003 (Winter Quarter); and Winter Quarters 2003-2006, we have had the opportunity to support ACMT in overcoming some of its challenges and to witness its successes as the institution expands and matures. Holding an administrative position to coordinate AUK's academic needs since January 2004 has allowed one researcher the unique opportunity to participate more fully in delivering RIT's applied educational model to these institutions.

Entrepreneurial Education

There are a wide variety of viewpoints and opinions about what defines entrepreneurship. Much of this discussion revolves around the who, what, and how of an entrepreneur. The Academy of Management has described it as the creation and management of new businesses, small businesses, and family businesses (Shane, 1997). Coulter (2000) attempts to combine many perspectives in her definition: *the process whereby an individual or group of individuals use organizational efforts and means to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness, no matter what resources are currently controlled.* A key point that's missing here in the transitional economies of Croatia and Kosovo is how to use business means in a unique and innovative way to create value.

To place the educational efforts into entrepreneurial context, Rasmussen and Sørheim's (2005) university strategies for entrepreneurship will be utilized (see Figure 1). This focuses on the relationship between the potential of business ideas learned, and student involvement in idea development. For example, traditional lecturing would focus on individual, passive, student learning about a business concept. On the other hand, case-based work would have high application to real issues important to entrepreneurship, yet not be as active as starting an actual business. The main issue is that the entrepreneurial education strategies identified here, focusing on business ideas and their development, were two key elements lacking in the academic environment of the case studies presented.

Cases

In each of the cases to follow, the discussion will be broken into four areas. Firstly, a description of the institutions' initial start-up and challenges; secondly, an overview of the educational setting; then a review of strategies for entrepreneurship will follow (see Figure 1); and lastly, a discussion of their current situations will be presented.

American College of Management & Technology – Dubrovnik, Croatia

ACMT was founded in 1997 as a partnership among RIT, the Croatian Ministry of Science and Technology, and the Polytechnic of Dubrovnik. ACMT was not founded on the principle of delivering entrepreneurial education, but rather to deliver applied education. In a state-dominated system that was transitioning to a market-based economy, ACMT sought to deliver 'real world' business education in an academic environment dominated by theory. In order to deliver this form of education, a learning-by-doing approach was undertaken. The challenge here was to change the passive academic environment where students learned in a very didactic setting. The main characteristic of this old environment was the social distance between students and professors.

Two unique challenges facing the start-up of ACMT, once the program was approved by all parties, related to tuition and to student recruitment. Neither was part of educational organizations in Croatia at that time. Unlike high school students in the U.S. who receive literature on a daily basis that markets university offerings and environments, it was extremely unique when faculty and administrators traveled throughout the region to meet with students and teachers at high schools. Having taken part in many of these visits, it is likely that the sincere open dialogue and two-way discussion about the ACMT opportunity that convinced many students to persuade their parents to send them to this new American college. Initially, however, there had been reluctance that if education needed to be marketed or sold, maybe something was wrong with it.

The second challenge, paying for tuition, was a new concept for families

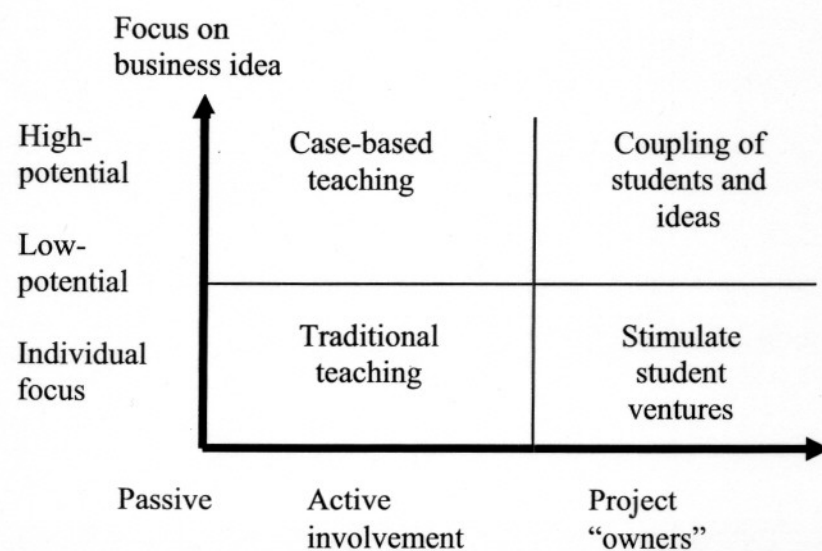


Fig. 1. University strategies for entrepreneurship education (Rasmussen and Sørheim, 2005)

(Economist.com, 2002). While the obvious high expense compared to wage earnings was a challenge to overcome, another interesting outcome arose. Students began to feel like customers, and local faculty members found it harder to fail students who had paid to take their course. To help students afford attending ACMT, the college worked with local banks to develop student loan programs; with the U.S. Embassy and the State Department to finance scholarships; and continued to help students find co-ops to pay for expenses. Students continue to expect high levels of service and high grades, but realize that one is the result of paying tuition, and the other is the result of hard work.

In 1997, when the college was formed, less than 1% of the students came from outside of Croatia. Today students come from Australia, Bosnia and Herzegovina, Canada, Germany, Macedonia, Montenegro, Poland, Sweden and the United States. The present enrollment is approximately 650 students. ACMT offers both a two-year and a four-year program. Students graduating from either program have the option to receive two diplomas: an American degree from RIT, that is fully accredited by the New York Middle States Accrediting Association for Higher Education and a Croatian degree from ACMT that is recognized by the Croatian Ministry of Science and Technology. Graduates of the two-year program receive an associate in Applied Science Degree (Ekonomist Managementa). Graduates of the four-year program receive a Bachelor of Science Degree (Diplomirani Ekonomist Managementa). Students earn their 2-year degree by completing 90 credit hours and earn the 4-year degree with 180 credits. By taking an additional 4-credit language requirement, they complete a degree recognized in Croatia and Europe at large. Presently, ACMT is the only dually-accredited program in Croatia.

The faculty members at ACMT consist of a combination of local native Croatians and RIT-based American faculty. Over time adjuncts from all over the world have been used to fill in when gaps in coverage occur due to scheduling conflicts. All classes are taught in English and liberal arts courses and language classes are taught primarily by locals. The business courses are taught by US faculty working at RIT in the College of Applied Science & Technology or hired specifically for the quarter through RIT. The college actively recruits students from throughout eastern and central Europe. Class sizes are generally between 30-40 students on average.

As stated above, to place the academic environment of ACMT into an entrepreneurship educational context, Figure 1 by Rasmussen and Sørheim (2005) will be utilized. Before continuing, it is important to note that some 10-15% of the students coming to ACMT are coming from an environment of family-operated businesses, especially in the area of tourism. This fact aside, many of the businesses were not accustomed to competing in a newly-globalized market economy, which was rapidly overtaking Croatia's outdated socialist system.

The first challenge to moving from a traditional teaching model dominated by a lecture format was to create a classroom where open dialogue was the accepted standard. This was difficult; one, by the initial insecurity of the students' English skills (all classes, except for language courses, are taught in English); and two, by the mere fact that students were not use to 'talking' with their professors. Both of these difficulties were overcome with time. Students needed to witness that

disagreeing with, debating with, and challenging the course content and concepts directly with the professor did not have a negative impact on their grade.

The next step was to introduce business ideas as applied concepts, not as theory. Some students attending ACMT had mentioned that in high school they had learned about the theory of, say, supply and demand, but had rarely gone inside of a business to see how they operated. Additionally, due to the war, when many were in high school, they had little or no work experience.. To help the students connect business ideas, two activities took place. One was to take students to businesses, and the other was to bring industry professionals to campus as guest speakers.

While expenses and logistics made it difficult to get large class sizes of 30-40 students to offsite locations, it greatly enhanced the students' understanding of applied business ideas during the early years of ACMT. Bringing business executives and leaders to campus to discuss their enterprises was much easier, since many of these individuals wanted to see what ACMT was all about, and they didn't mind traveling to Dubrovnik, since it is considered a traditional, domestic vacation destination in Croatia. By the second year of operation, students were now challenging the business ideas and concepts presented to them by much older industry speakers, something of a cultural taboo that needed to be handled delicately.

One of ACMT's graduation requirements, as well as RIT's, is to take part in a co-op. This working experience for some was both their first working experience and their first experience living abroad. Since many students went to work in the U.S. for large hospitality companies, like Hyatt and Walt Disney World, it was also their first opportunity to see what it was like to work in a very large, profit-oriented organization. Upon working abroad for these corporations for upward of a year, students returned to Dubrovnik, Croatia with their own ideas of business and brought these concepts and opinions with them to the classroom. One of the key outcomes of this was the understanding that business (service) differentiation played a major part in competitiveness, while in Croatia, state ownership and control did not require such a model for businesses to thrive and survive. Now that students were gaining an understanding of how business ideas were put into action, they could start the process of doing the same on their own.

Connecting students to business ideas now took part in several new ways. The first was to create entrepreneurial one-time events. The second was through case study learning, and the last was through team and individual projects. One such entrepreneurial event, oddly enough, was in a course that looked at non-profit businesses and their unique business challenges. This being a previously untouched sector of the economy provided a unique opportunity for the students. As part of the learning-by-doing approach, they were required to put on an event for a non-profit operation. This involved budgeting, marketing, management, and planning. What resulted was a community event run by the students called the Children's Winter Festival. Students developed a winter carnival targeted at local children, specifically those living in the local orphanage. Students marketed the event, developed activities and attractions, procured needed materials, serviced customers and evaluated outcomes.

Case studies also became part of the normal course content where students played roles in

determining financial decisions, marketing efforts, and negotiating contracts in role-play settings. While students commented initially that the case study examples appeared to be too Western in focus, overtime this concern was voiced less-and-less with evidence supporting otherwise. Here they were also exposed to best and worst practices. During their senior year, students are required to complete a capstone project called Senior Project. This involves completing a thesis-style paper with an academic advisor's support and approval. A popular format is to complete a business plan. It is the opinion of the author (through advising students) that many students choose this format more often, because by their senior year, two things have occurred. Firstly, through course work and working abroad, they now had many new business ideas they believed would be successful for the region. Secondly, many students believe that it would be easier to start new ventures, rather than trying to change a recently-privatized, state enterprise from within. While ACMT did not set out to stimulate student ventures, it has certainly done so. The following are types of enterprises created by students upon graduating: restaurants, bars, tour companies, financial services, and website design and development.

While ACMT has identified and hired qualified Croatian faculty to deliver business courses, in an effort to bring more regionally-specific, applied business concepts to the classroom, it's likely that the transitional environment remains a barrier in stimulating more student business ventures. With new laws, privatization, and economic reforms a constant, it is hard enough for a local expert to stay ahead of the changes, much less faculty from abroad. The College itself remains RIT's biggest entrepreneurial activity outside of the U.S., and therefore, is often consumed in this endeavor, with little organizational energy left to foster student ventures.

In the fall of 2005, ACMT moved into a newly-renovated building. This 1,300m² facility contains 30 rooms that include faculty offices, a library, 9 classrooms, along with 3 computer labs containing 120 computers. The investment in building and furnishings totaled \$1,650,000 (€1.98 million) with half of the funding coming from ACMT and the other half from a loan from RIT. The future challenge for ACMT is transitioning into the Bologna Process and maintaining enrollment figures that will sustain operational costs. Regarding educational reforms pertaining to teaching styles within European institutions, ACMT has always operated within this style of education. It therefore believes that the Bologna Process will only bring new competition to ACMT from both within and outside of Croatia. Delivering education in English, receiving dual degrees in an open dialogue format of scholarship, will become less-and-less a competitive advantage for ACMT.

American University in Kosovo – Prishtina, Kosovo

AUK was established through a partnership between the American University in Kosovo Foundation (AUKF) and RIT. AUK opened its doors on October 3, 2003 to an initial group of 57 students. By the end of that first year, enrollment in the A.A.S Degree in Applied Arts and Science with a concentration in Entrepreneurship and Business Development had grown to 77 students. An additional 132 students were admitted for the 2004-2005 academic year—bringing total enrollment in the two-year degree program to 199 students. In May 2005, 56 students graduated with their

AAS Degree; one that is recognized in both the United States and Europe/Kosovo.

From the outset, the parties involved wanted to expand AUK's degree offerings to include a B.S. Degree in Applied Arts & Science. The third-year students presently attending are taking coursework concentrating on Management & Policy, as well as earning a Minor in Public Policy. Next fall, AUK will roll out the first of its B.S. courses that focus on Information & Media Technology. Formal documentation of Kosovo's educational needs can be found in the USAID Strategic Plan for Kosovo 2004-2008. According to USAID, there are two populations most in need of an American-style education across a variety of disciplines: 1) the large youth demographic, and 2) the existing management of State-Owned Enterprises (SOEs). The following USAID quote summarizes the need for capacity building among the youth demographic: *Approximately 60% of the current population is under age 25...[The] Youth is in need of better education and improved skills to deal with economic and social pressures, and to be able to take a proactive stance in addressing the obstacles to its growth and social involvement. Social, educational, and economic networks and institutions for youth require significant assistance to become fully functional... Training and education thus forms an important cross-cutting theme and forms the core of many of the assistance efforts to be undertaken (USAID/Kosovo, August 2003, p.13).*

According to SEEurope.net (2003) and John O'del (2004), the socialist economic policies have left many of Kosovo's citizens ill-prepared to effectively participate in a market economy. At the same time, there are system challenges to this community spirit as determined by the European Commission's statement: *Education has suffered from budgetary cutbacks with an exaggerated but under-paid work force. An effort to rationalize and upgrade education facilities needs to be made (European Commission, 2002, p.16).*

Due in large part to RIT's successful program in Croatia, RIT was chosen to create and coordinate what is now AUK. RIT has been delivering the Associates of Applied Science (A.A.S.) in Applied Arts and Science in Kosovo since 2003, under contract with the American University in Kosovo Foundation (AUKF). The Foundation was established in Kosovo during the summer of 2002 for the purpose of founding a university in Kosovo based on the American model of higher education. The Foundation is the philanthropic arm of AUK and is governed by a Board of Trustees and overseen by an Executive Director. Presently, AUK is funded through AUKF, which pays the expenses associated with the delivery of the A.A.S. and B.S. degrees. Tuition revenues are projected to continue to grow, further reducing and eventually eliminating the need for the foundation to provide daily operating financing to both AUK and RIT.

Recent changes in the Kosovo business environment have lead many employers to seek workers with more and different skills than they sought a decade ago. Many publications have sought to identify the major competencies and skill sets that employers now expect from their employees (Carnevale, 1990), (Grey & Herr, 1997), (Judy & D'Amico, 1997), (Oblinger & Verville, 1998), (Uchida & McKenzie, 1996). Together, the authors list dozens of essential skills ranging from critical reading ability to problem-solving skills to self-motivational traits. The basic structure of the degree, combined with student-centered processes and validation methods,

establishes a strong foundation from which to build upon.

Following RIT's educational style, faculty members utilize myriad instructional strategies to guide the students as they develop applied skills: classroom lectures; guest lecturers; best practices analyses and discussions; interviews with and presentations to companies' executives; individual and group research, writing assignments, and oral presentations; off-campus site visits; and applied projects. Courses at AUK focus on entrepreneurship, critical thinking, decision making, and leadership; our programs build skills applicable to public and private institutions, management companies, consulting firms, and service industries. Each student is required to complete a minimum of 1 cooperative education (co-op) work assignment (400 hours) for a two-year degree, and a minimum of 2 co-ops (800 hours total) for a four-year degree. One of RIT's concerns, due to the large unemployment rate in Kosovo (USAID, 2003), was if all the students registering for summer co-op would be able to find suitable employment. Both AUK and RIT administrators were very pleased when 125 freshmen students enrolled in co-op during the summer of 2005 and they all found placement (6 at Hershey Park in Pennsylvania, USA), with 96 percent successfully passing this requirement.

All course instruction is in English, with class sizes ranging from 7 to 32 students. All instructors who teach at AUK are required to hold a minimum of a master's degree in the area of study they teach in and need to be approved to teach by the respective RIT academic department. Additionally, a few RIT departments have reserved the right to review and approve course syllabi developed by non-RIT instructors, irregardless of nationality. AUK's course delivery models include onsite (90%), online (4%), and blended (6%). A blended course is one that is taught using a combination of onsite and online instruction. As an example, a blended course schedule that RIT prefers to use at AUK is when the instructor teaches onsite in Prishtina, Kosovo during the first three and last three weeks of the course, and the middle four weeks are delivered through the distance delivery software program, FirstClass. Due to Kosovo's low Internet bandwidth, RIT utilizes FirstClass, because it is a text-based, rather than HTML-based software. Additionally, AUK's desire to deliver synchronous courses and live presentations by guest speakers located outside of Kosovo has been placed on hold for the time being. American faculty members presently account for 66 percent of the course instruction and all but one are teaching onsite for the entire quarter; no one is teaching a blended course at this time.

The A.A.S degree consists of 45-quarter credit hours in general education and 45-quarter credit hours in a professional concentration. The professional concentration in Kosovo is Entrepreneurship and Business Development. This fall, RIT extended the degree options for students studying at AUK to include the Bachelor of Science (B.S.) Degree in Applied Arts and Science, requiring successful completion of 180 credit hours. The four-year program is built on the existing A.A.S degree and expands the professional concentrations to include one in Management and Policy and a second one to be offered beginning September 2006 in Information and Media Technology. Both B.S. concentrations incorporate a minor in Public Policy to satisfy the upper-division liberal arts requirements of RIT's B.S. degrees.

This September, AUK moved into its newly-renovated facility, realized through a very generous in-kind donation of \$3.8 million (€3 million). This former high school site was gifted to AUK by the local government of Prishtina, Kosovo and the Kosovo Ministry of Education, Science, and Technology (MEST). This campus, located just on the outskirts of Prishtina in Germija, offers AUK 3,000m². The four-story building houses 15 classrooms (5 smart classrooms); administration, staff, and faculty offices; 2, 120-seat auditoriums, and 3 computer labs with a total of 140 computer stations.

In addition to Kosovo, the student body hails from Serbia-Montenegro, Macedonia, Croatia, Albania, Slovenia, Germany, and the U.S. A total of 295 students are enrolled within the first three years of AUK's B.S. degree program, of which 98 (or 33 percent) are female. The students' ages span 21 years, from 17 to 38 years old.

As stated above, one of the concerns in the start-up of AUK was if the unemployment rate would make it difficult to place students with companies in Kosovo and abroad to meet the cooperative work experience requirement. To address this issue, the leadership of AUK initially looked into the possibility of investing in some newly-privatized industries, such as the wine sector. This would provide a real world business lab, both for class projects and placement of students. This path has not been taken for a number of reasons, but most importantly, trying to start a new campus overseas and invest in a privatized company at the same time required too much risk at such an early stage of the venture.

With the large majority of the students being of traditional college age, 18-22 years old, their work experience, if any, has been predominantly with family-owned, "Mom and Pop" businesses. As eager as they are to absorb the new applied educational model, and business concepts and strategies taught at AUK, the learning curve for the students is tremendous, and, like most new ideas, takes some time for the new students to fully embrace. To help the students along this new thought process, there are two courses during the second year of the program that are critical to helping them more fully understand and implement some of these new business practices being taught in the classroom: New Venture Development and Practicum/New Venture Lab. From the course syllabi, this two-part course lays out for the students the *complete approach to establishing a business and managing it in its initial stages*. This includes practical steps from identifying business opportunities to how to finance their business. It's in New Venture Lab that *the practical and applied experience in the operation of a new business can be included in the curriculum*. *In essence, it is the place where students earn credit not just for conceptualizing a new business, but for actually opening and operating a new small business.*

Interestingly though, the students aren't the only ones on this applied educational model learning curve. So, too, are some of the local faculty members. Obviously, the local faculty members hired to teach at AUK bring with them into the classroom the critical knowledge regarding local laws, customs, and culture that would take too much time for an American to learn in order to teach effectively. However, it isn't easy for some of the local instructors to implement applied teaching methods. They embrace the idea, but require guidance and encouragement as they develop their

lectures and assignments.

RIT is in working on an initiative to provide the AUK faculty members with some resources as they cultivate their lesson plans. The idea is to involve as many students and faculty members from as many courses as possible to complete smaller projects that ultimately contribute to a business operation. For instance, the final project for the Introduction to Marketing class may be to develop a comprehensive marketing plan for the product and/or the business; the Visual Arts project may be to design the artwork for a product and/or company brochure/marketing materials; students enrolled in Financial Accounting may develop and maintain the business' budget and other financial statements; the Small Business Management students may create a detailed business plan, while the Organization & Management course may generate the organizational chart and establish standard operating procedures; and the students taking Managing Media Presentations may take on the tasks of writing press releases and content for the promotional pieces, and create a presentation to be shown to potential investors. An endeavor of this magnitude demands a unanimous commitment by AUK faculty and administration. This commitment is not foreseen as a problem, so the next step is for RIT and AUK to identify those individuals experienced in applied project development with the willingness to collaborate on creating a curriculum-wide, successful business endeavor.

RIT and AUK have not completely given up on the idea of investing in a business concept to use as an applied learning strategy to bring business ideas to the classroom and provide students with a work opportunity. RIT is looking into bringing a magazine company to the Balkans through a franchise agreement. This magazine targets high school students and provides them with information about educational choices, career skills, and opportunities.

Conclusion

One of the key components of these two cases is that a certain educational environment is necessary as a precursor to entrepreneurial education. In environments that are trying to developing economies recover from war and transition to a open market democratic society, a new style of education is even more difficult to deliver. In each case, the institutions needed to first foster openness in the classroom and in the student's mind to accept new business ideas and concepts. This takes time, but once this starts to take root, students can begin to apply business concepts and ideas to create new economic value. Students begin to move from "it can't work here" to "I have a great idea for ...".

Students in each case learn many entrepreneurial basic skills (business plan writing, creative critical thinking, financial management, human resources, etc.) in myriad of potential forms that may actually stimulate new venture development. Overall, students are connecting with business ideas and see how they can be brought to market in general. What is evolving and still needed is local knowledge. Currently, the skills necessary to both understand the small business environment in each region and to deliver them in the classroom in such a manner that is consistent with the teaching style of RIT is hard to find. Hiring someone who is good at running a new-startup in the region may not want the opportunity to teach nor have the qualifications. Someone may have the

academic qualifications, but not the real world experience. The transitional nature of each case's economy and political situation remains a constant challenge for delivering business specifics in the classroom. This is not an impossible effort, but an ongoing strategy in course design and delivery. These are two very young, academic institutions that are entrepreneurial endeavors in-and-of-themselves that with time will develop their regional entrepreneurial expertise.

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