

THE GLOBAL LINKS PROGRAM: BUILDING PEDAGOGY IN SOCIAL ENTREPRENEURSHIP FOR POSITIVE IMPACT IN IRAQ

Mary Conway Dato-on

Associate Professor of International Business
Crummer Graduate School of Business
Rollins College
Winter Park, Florida

Amel Al-Charaakh

Global Links Scholar at Rollins College
Babylon University Professor
College of Administration and Economics
Babylon, Iraq

ABSTRACT

In this paper we offer a model that seeks to develop an entrepreneurial ecosystem as a portfolio approach to economic development through ongoing partnerships vs. one-off initiatives that may serve as a prototype for economic development in transitional economies. The model, developed by Tupperware Brands, Rollins College, and the U.S. Department of State Secretary of Global Women's Issues, known as the Global Links Program, connects partners in the United States and Iraq and rests on the principle that by improving the status of women through application of social entrepreneurship – in education and practice – nations will build a stronger, more self-sufficient economic system. To demonstrate how Global Links creates a self-sustaining system of economic entrepreneurship we focus on the educational initiatives and pedagogical development that will be required for the larger system to function efficiently and effectively. We conclude with propositions and a discussion of potential future research.

In 2009 the World Economic Forum (WEF) emphasized the importance of entrepreneurs, entrepreneurship, and entrepreneurial ecosystems in building strong national and global economies (Wilson, Mariotti, Rabuzzi, Vyakarnam, & Sepulveda, 2009). The report offered many important calls to action, including the need for a portfolio approach to economic development through ongoing partnerships vs. one-off initiatives. In developing an ecosystem and the critical educational initiatives necessary to build and maintain it, explicit roles for government, academic institutions, and business are specified.

In this paper we offer a model that seeks to develop such an ecosystem. The Global Links Program, developed by Tupperware Brands, Rollins College, and the U.S. Department of State Secretary of Global Women's Issues, embodies the spirit and mechanisms of the WEF ideas and may serve as a prototype for economic development in transitional economies. The program rests on the principle that by improving the status of women through application of social entrepreneurship – in education and practice – nations will build a stronger, more self-sufficient economic system.

To demonstrate how Global Links creates a self-sustaining system of economic entrepreneurship we focus on the educational initiatives and pedagogical development that will be required for the larger system to function efficiently and effectively. To achieve this objective, we divide the paper into three sections. In the first section we set the context for the ecosystem by discussing Iraq as an economy rebuilding itself through a strong educational infrastructure with a fragile, newly emerging private sector. We emphasize the immediate need for a citizenry skilled in techniques, philosophies, and approaches that will be successful in a competitive global marketplace that also balance societal needs. Next, we describe current pedagogy of business education in Iraq based on the study of the Global Links education partner in Iraq, University of Babylon, College of Administration and Economics. In this section of the paper we focus on the need for pedagogical change in order to embrace a more entrepreneurial focus with particular attention to the tenets of social entrepreneurship. Having set the context for the Global Links Program, we continue by describing the Program and its potential to address the need for personal, organizational, and societal change to permanently

and positively influence women's lives through economic empowerment. Following these sections we develop a set of propositions for specific actions that the Global Links Scholar can pursue to develop the educational and community relationships necessary for an effective entrepreneurial ecosystem. Finally we conclude by outlining the action plan for the Global Links Scholar at her University in Iraq, including suggested measurements for the propositions. These suggestions form the basis of future research endeavors.

IRAQ: ADVANCING EDUCATIONAL STRENGTHS TO MEET ECONOMIC CHALLENGES

Today one is hard pressed to think of a nation more over-run with one-off initiatives and a lack of cooperation among key drivers of economic growth (i.e., academic institutions, private business, and government) than Iraq. Despite this instability in Iraq, the belief in education as a foundation for growth remains strong. Recently, Davis (2012) noted that most educators outside the Middle East are ill informed about Iraqi higher education policies, practices, and accomplishments. Based on his comprehensive assessment of business schools in Iraq, he concluded that the enormous demand outstrips the capacity of professors and current infrastructure. Furthermore, while the desire and energy to re-emerge as a premier education destination is evident in professors and the Ministry of Higher Education, much work must be done to improve classroom technology and advance teaching styles. Davis boldly states: "The existing pedagogical style is nearly entirely instructor-centered; our report recommends that schools adopt a more student-centered pedagogical approach" (p.40). This centralized structure is not only evident in higher education; the U.S. Department of Commerce concludes that "Iraq's transition from a centrally-run economy to a more market-oriented one has been slow and uneven" (U.S. Commercial Service, 2012, p.3). Both reports reason that despite strong projected economic growth over the next several years, there is an immediate need for leaders skilled in methods, attitudes, and skills that will be successful in a competitive, decentralized, global marketplace. In other words, to accomplish the projected economic improvements, a new equilibrium is needed with more holistic, sustainable methods based on engaged leaders and citizenry. In the next sections we review the current situation in the Iraqi economy in more detail and discuss education models currently used at the focal institution, University of Babylon, College of Administration and Economics.

Iraqi Economy

Iraq straddles the Tigris and Euphrates rivers with territory stretching from the Arabic Gulf to the Anti-Taurus Mountains. For those wishing to influence the Arab region, this strategic location has made the country an important political and economic entity throughout ancient and modern history. Various foreign rulers controlled the territory until Iraq became a republic in 1958. The Ba'ath (Renaissance) party came to power in 1968 and in 1972 consolidated ownership of the country's rich oil reserves, its primary export. Several wars within its borders (i.e., Kurdish independence), and with neighbors (e.g., Iran, Kuwait) and western powers (e.g., U. S., Great Britain) throughout the twentieth and into the twenty-first century have cumulatively devastated Iraq's economy. A complex political and economic landscape has come into being since the fall of Saddam Hussein in 2003. Experts concur that there is great potential on the horizon for the country though much work is needed to rebuild institutional frameworks necessary for development. (For more information see BBC Iraq Profile <http://www.bbc.co.uk/news/world-middle-east-14542954>).

The oil sector continues to dominate Iraq's economy, currently providing an estimated 90% of foreign exchange earnings. Data from 2011 suggest the country's oil production averages about 2.5 million barrels per day, of which about 2.0 million barrels per day are exported (CIA World Factbook 2011); the Iraqi Government plans to dramatically increase production and export capacity over the next decade. The IMF and World Bank play a significant role in the Iraqi economy including the facilitation of funds pledged by various nations. In February 2010, the two agencies approved almost \$4 billion in support to Iraq, focusing on assisting the Iraqi Government to maintain macroeconomic stability and mitigate the country's vulnerability to external shocks due to volatility in global oil markets (CIA World Factbook 2011). A summary of statistics most relevant to the focus of this research are summarized in Table 1.

The Education System in Iraq

British rule and American influence blend together to form the current structure of the Iraqi education system. Each of the eighteen provinces of Iraq has its own director of education. The establishment of these directors was an important move toward decentralization of the general education system, with more power slowly being given to the provincial authorities. Iraq's compulsory education is parceled into primary (grades 1–6); intermediate (grades 7–9); secondary, both general and vocational schools (grades 10–12); and higher education. The national Coun-

Population	31,129,225 (2012 est.)
Population Below Poverty Line	25% (2008 est.)
Population growth rate	2.345% (2012 est.)
GDP–purchasing power parity	\$127.20 billion (2011 est.)
GDP–real growth rate	9.6% (2011 est.)
GDP per capita, PPP	\$3,562 (2010 est.)
Corruption Perception Index	175 out of 183
Ease of Doing Business Rankings	152 out of 181 (2008 figure)
Freedom of the Press	144 out of 196
Literacy (age 15+ can read/write)	78.2% of population 86% male 70.6% female (2010 est.)
School Life Expectancy (total years of schooling -primary to tertiary- a child can expect to receive)	Total population–10 years Male 11 years Female 8 years
Note: data are in 2011 US dollars	
Sources: CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/geos/iz.html), Global Edge (http://globoledge.msu.edu/Countries/Iraq)	

cil of Higher Education controls all twenty-two public universities and various affiliated institutes. Although the Ministry of Higher Education has recently recognized private colleges and universities, a national principle that all levels of education are free exists. Languages of instruction in universities predominantly include Arabic and English. The academic year runs from September to June and is broken into two semesters of equal length.

University admissions are centrally controlled and acceptance is highly competitive. Most bachelor's degrees take four years to complete though some highly-technical degrees require more time. Postgraduate study and Master's degrees are available in many disciplines throughout the country and PhD degrees can be earned in several universities across various fields. Grading, advancement and transfers between universities are highly regulated and centralized (Sikhi, 2008).

University of Babylon: College of Administration and Economics

The University of Babylon is located in the ancient city of Babylon, Iraq one of the most important archaeological areas in the world. As a state controlled university with 20 colleges and six research centers, it is built on a historical heritage of scientific inquiry reaching back to seventh century. University leaders constructed an educational mission to be pioneers in serving the community through high-quality scientific research with a vision of international cooperation. A self-conducted SWOT analysis (available on the University's website) reveals strengths in reputation, location, as well as breadth and depth of academic programs from bachelor to doctorate levels. While the university's main weakness relates to the incomplete infrastructure due to the ongoing conflict, faculty training also needs attention. In recognizing its weak relations with both the public and private sectors in Iraq and the global economic community, the administration seeks opportunities for faculty and student development.

While the University was founded in 1991, the College of Administration and Economics was established in 2005 with the departments of Industrial Management and Monetary / Financial Sciences. In 2012 the department of Industrial Management opened its first graduate-level program with students beginning in October of the same year. The college is relatively large, serving approximately 420 students (45% female) with twenty-nine faculty members. The mission of the college is the renewal and creativity in teaching styles through the development of scientific resources to respond to the important changes in different fields of scientific knowledge including administration and economics. This focus on creativity and adaptation to changes in the fields gave the college a framework to implement new pedagogy and community interface needed to build a strong entrepreneurial ecosystem. As such, when an opportunity presented itself for one of its leading professors in operations management and organizational change to participate in a program emphasizing social entrepreneurship theory and practice, support was offered. After receiving permission from Iraq's Ministry of Education for a one-year training program, arrangements were made for the inaugural Global Links Scholar to arrive in Orlando. Arrival and program kick-off was set for January 2012.

PEDAGOGY DEVELOPMENT FOR SOCIAL ENTREPRENEURSHIP IN IRAQ

The November 2011 USAID (2011) report concludes that weak institutional capacities, limited benchmarking on best practices, and insufficient cross-section collaboration

(i.e., government-business-education) severely impede further economic development in Iraq. The agency calls for sustainable, innovative programs to galvanize eager, educated youth that can provide access to resources and enable scalability. One way to provide such replicable, credible initiatives is through an increased emphasis on entrepreneurial education within the colleges and universities currently rebuilding themselves in Iraq. In December 2011, three universities became members of Association to Advance Collegiate Schools of Business (AACSB International); the fact that entrepreneurship is taught at nearly every AACSB accredited school (Katz, 2003) coupled with the reality demanding innovation and creative solutions to system-wide problems leads one to conclude that entrepreneurial education is likely to grow in Iraqi higher-education institutions. In developing this new curriculum, administrators and faculty must develop both appropriate content and teaching methods to ensure the full development of Iraq's future workforce.

Educational Content

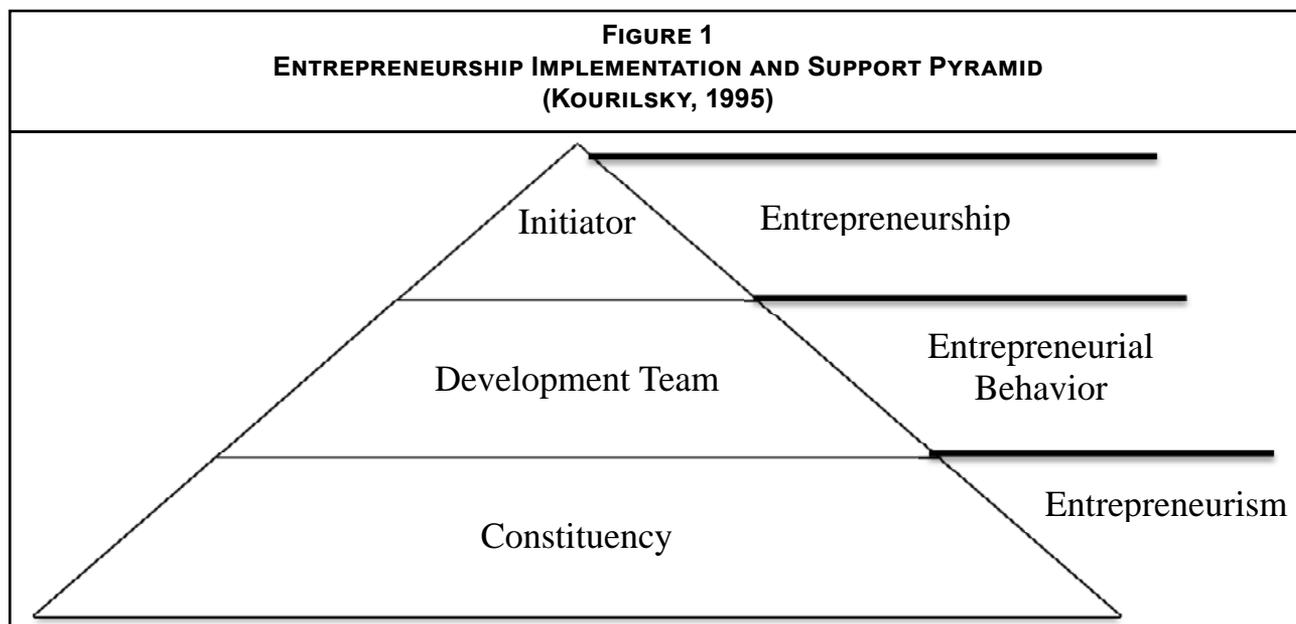
Currently, Iraqi education within business schools is blatantly oriented towards the "take-a-job" mentality (Kourilsky, 1995). Both the content and the instructor-center approach (H. J. Davis, 2012) convey an attitude that students careers will be working for the government (i.e., public sector) or a large business entity. Such approaches encourage a mindset where students see themselves "taking a job" that someone else has already created rather than developing an economic engine for creating jobs for themselves and others. Entrepreneurship education then is about developing both mindsets and skillsets.

Before discussing the educational aspects of entrepreneurship one must have consensus on meanings. The definitions of entrepreneur and entrepreneurship are as diverse as their application. Whether entrepreneurs are seen as agents of change (Schumpeter, 1975) or exploiters of change (Drucker, 1995) they are generally believed to relentlessly apply themselves to see and seize opportunities despite impending risk. To do so they must marshal and commit resources to pursue the identified opportunity and generally create and operate an organization to implement the opportunity (Sahlman & Stevenson, 1992). Such individuals and organizations exist within a context and pursue some desired outcome. Entrepreneurship education succeeds when it effectively address each area of entrepreneurship (opportunity recognition, marshaling of resources in presence of risk, and building an organizational venture (see Mueller & Goic, 2003)) while creating an understanding of environmental constraints and opportunities.

Kourilsky (1995) developed the entrepreneurship implementation and support pyramid model (Figure 1) to capture the individual, the mindset, and the context of entrepreneurship education. The initiator in the model represents the entrepreneurs themselves. These are the individuals who perceive and snatch opportunities while balancing the risk through tenacious application of divergent thinking. The pool of initiators within any given society is small though societal characteristics and education can increase their number and efficacy (Mueller & Conway Dato-on, 2008). As initiators move from idea to development stage they surround themselves with entrepreneurial thinkers who share the vision for solving the challenge and offer their resources to achieve the mutually desired outcome. Kourilsky (1995) labels this group as the development team. Both the initiators and the related development teams require support from the constituency (i.e., stakeholders) who, though not necessarily entrepreneurs themselves, appreciate their qualities and accomplishments. The constituency creates a supportive context (e.g., policies, infrastructure) within which entrepreneurs and their ventures can succeed. Taken together, the initiators, development teams, and constituencies comprise the main players in an entrepreneurial ecosystem.

Education is needed across all three levels of Kourilsky's (1995) pyramid. At the constituency level economic policies and free-market principles are covered. General organization principles of planning, leading, organizing, and controlling and their accompanying skillsets are taught in most business management curriculum thus encompassing the development team level competencies. The use of student-centered teaching techniques can facilitate understanding of teamwork necessary for success at this pyramid's mid-level. The key to nurturing entrepreneurs and reaping the benefits (i.e., job creation) entrepreneurial start-ups bring society result from effective teaching of initiator skills and mindsets (Kourilsky 1995). More recent research supports the claim that teaching entrepreneurship does positively impact societies. Nilsson (2012) found those who studied entrepreneurship are more likely to establish organizations, to form several organization, and to create larger organizations, all of which positively affect societal context in which entrepreneurial endeavors live and grow.

While teaching entrepreneurship in the business context is well established and researched, today's youth are looking for more than just an opportunity to make money. They want to align their hearts and their heads for greater impact; they want to work with purpose (Galinsky & Nuxoll, 2011). Taking this market-driven desire into consideration leading business schools began to look beyond traditional entrepreneurship to the rapidly growing field of social entrepreneurship. Recent research substantiates



the benefits derived by incorporating the study of social entrepreneurship in business curricula (Smith, Barr, Barbosa, & Kickul, 2008; Tracey & Phillips, 2007).

Social entrepreneurship, a relatively new but burgeoning field in academia (Short, Moss, & Lumpkin, 2009) – if not in practice—is defined by several scholars in unique, yet overlapping ways (S. Davis, 2002; Peredo & McLean, 2006). The key differentiating factor between traditional entrepreneurship and social entrepreneurship is the expectation the entrepreneur or initiator has from the outset. The social entrepreneur “neither anticipates nor organizes to create substantial financial profit for his or her investors Instead, the social entrepreneur aims for value in the form of large-scale transformational benefit that accrues either to a significant segment of society or to society at large” (Martin & Osberg, 2007, p. 34).

With the plethora of definitions in mind and the distinguishing factor between traditional and social entrepreneurs we converge on a demarcation of the concept. For the purpose of this paper, when discussing social entrepreneurship we emphasize the importance of creating and sustaining *social* value (Dees, 2001) while recognizing that creating *economic* value is critical to ensuring organizational and community sustainability (Mair & Marti, 2006). Incorporating these thoughts, we define social entrepreneurship as recognizing opportunities to solve societal problems by utilizing entrepreneurial concepts to create, organize and manage an enterprise, whether for-profit or not-for-profit, that improves society (Rowe & Conway Dato-on, 2012). At the heart of social entrepreneurship is the search for enduring solutions for societal problems,

which calls for a climate conducive to collaboration. Such a climate is created through the development and maintenance of an entrepreneurial ecosystem with multiple stakeholders (Wilson, et al., 2009). Within this ecosystem government, corporations, non-governmental (i.e., non-profit), and educational institutions all play critical roles.

Educational Methods

Having delineated definitions for key concepts in the entrepreneurial domain, described a model for teaching components of entrepreneurship, and highlighted recent trends in the study of social entrepreneurship we conclude the dialog of “what to teach” and “why it is important” and now turn to a discussion of “how to teach.” In other words, how can universities – particularly business colleges – apply social entrepreneurship pedagogy to teach students entrepreneurial processes that address local needs based on asset mapping of their own community?

Pedagogy such as grounded learning (Schwarz, 1985), service learning (Bringle & Steinberg, 2010) and experiential learning (Kolb, 1984) have been found particularly effective to support entrepreneurial education initiatives. Each of these approaches shares the concept of “learning by doing,” though the setting may differ. The four basic characteristics common to these approaches include: (1) real world experience, (2) learning transfer – from instructor to student and student to instructor as well as to-and-from university to community, (3) theory and practice integration, and (4) students taking responsibility for their own learning (Schwarz, 1985).

While a deep discussion of these pedagogies is beyond the scope of this paper, a few examples of how “learning by doing” has been successfully implemented at other business colleges seems appropriate. Conway Dato-on and Gassenheimer (2010) discuss positive results for students, professors, and community partners in their live class-based projects with local organizations. The authors outline specific methodology and learning outcomes for applying service-learning approaches to teach marketing management and market research while providing an excellent example of ecosystem development for continued networking among the essential partners in economic development (i.e., businesses, nonprofit organizations, and educational institutions).

Specific to the social entrepreneurship domain, Smith and colleagues (2008) explain the use of, Edun LIVE on Campus, as a “living” business that developed a partnership between the school and an existing social enterprise. The result “was the creation of a t-shirt business [on campus] which used shirts produced by Edun LIVE in sub-Saharan Africa through fair trade practices. As such, the students engaged in the real life experience of launching and developing a social venture from scratch” (Smith, et al., 2008, p. 346). Together these studies serve as models for developing sustainable, scalable partnerships that can lead to ecosystems of economic development that serve the needs of multiple stakeholders (i.e., students, universities, businesses, entrepreneurs, nonprofits, and society).

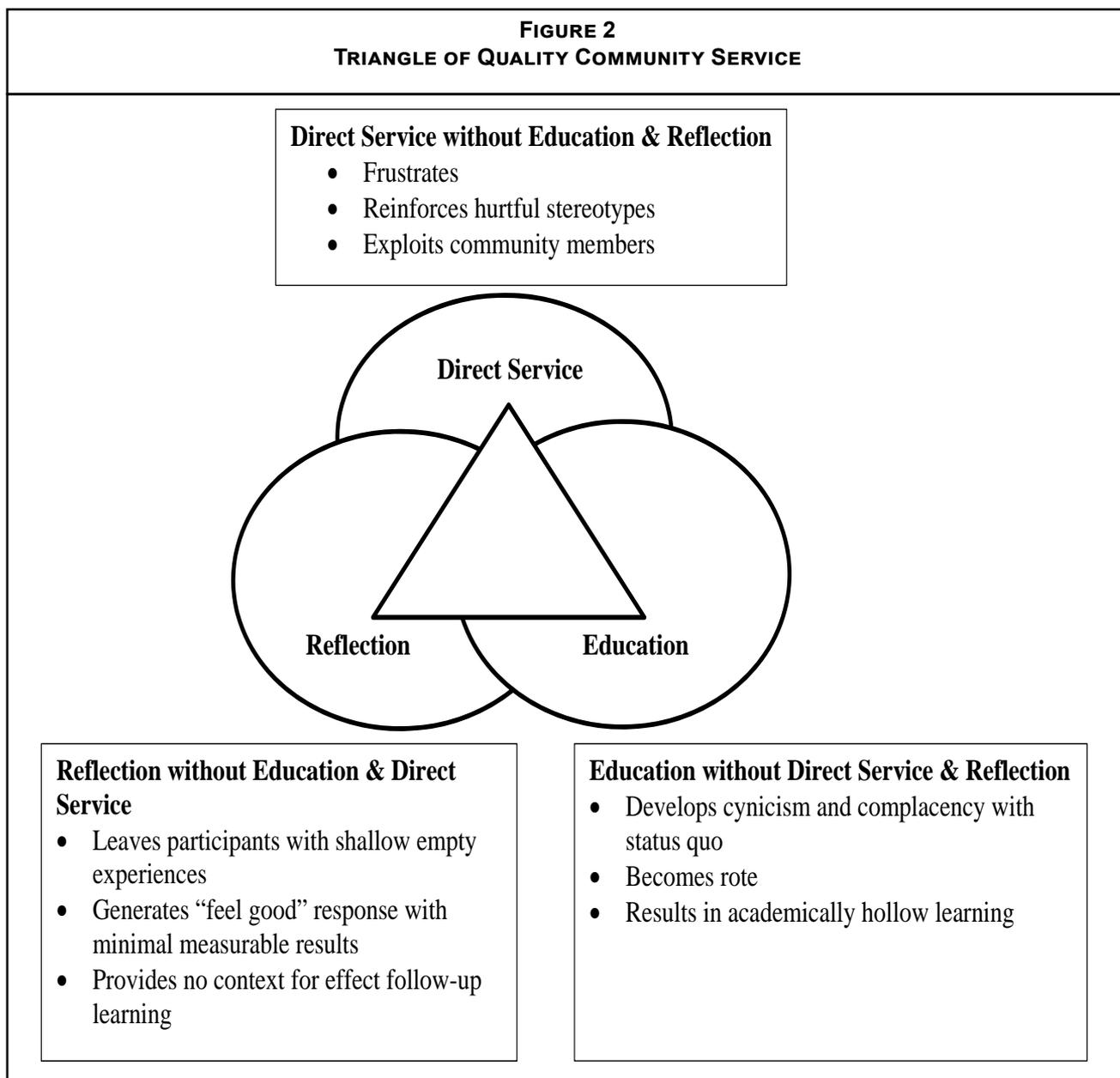
Recalling Davis’ (2012) comments about the heavy reliance on instructor-centered pedagogy in Iraq, “learning by doing” pedagogies—adapted for culturally appropriate application – seem to offer methods by which learning and teaching can become more student-centered. A pedagogical model for such instruction can be found in the triangular model of quality community service depicted in Figure 2. This model emphasizes the integration and overlap of the elements of direct service, education, and reflection – all of which are new pedagogical approaches for Iraqi business schools. This new education model will move students away from rote memorization and encourage them to question the status quo – essential first steps in developing entrepreneurs. To implement these pedagogies educators and university administrators require training and benchmarking of successful endeavors in order to restructure and employ them within their own context. To assist in the development of this new education model and implement changes across Iraq, the Global Links Program was developed.

THE GLOBAL LINKS PROGRAM: EMPOWERING WOMEN THROUGH EDUCATION AND OPPORTUNITY

In January 2011, Tupperware Brands executives along with other leaders of industry visited Iraq as a part of a Task Force for Business and Stability Operations (TFB-SO) and Business Executives for National Security delegation. Tupperware Brands’ leaders observed that as a previously centralized economy, Iraq did not have a small-to-medium enterprise (SME) sector or a robust entrepreneurial class. Believing that a peaceful and successful Iraq must cultivate a middle class and empower women, an underutilized human asset in the country, Tupperware Brands sought a solution through which a new ecosystem of on-going partnerships could be built. Based on the belief that educational institutions are a critical cog in this ecosystem and motivated by visits to Iraqi Universities, Tupperware Brands decided to sponsor a university professor to visit the United States in a year-long “learn and return” program. The professor would spend a majority of her time with the academic partner in the U.S. with a summer externship at Tupperware Brands. The “train-the-trainer” idea was envisioned to provide the Iraqi professor the guidance and skills in order for her to return to Iraq to teach and empower other women (students, fellow faculty, and community partners) to contribute to the future of their country. The program’s outcome would be a plan, developed by the professor in consultation with the U.S. university faculty mentor, for social entrepreneurship curricular and co-curricular activities and a career-development center based on the concept of “making” vs. “taking” a job (Kourilsky, 1995).

To enable the vision and build a sustainable solution, Tupperware Brands secured partnerships to combine resources and expertise. Trusted partners were needed both in Iraq and in the U.S. Since the initial visit in 2011 was sponsored by the U.S. government with the U.S. Department of State as a facilitator of many in-country arrangements, the Iraqi desk in the Department of State seemed like a logical, reliable partner to identify reputable Iraqi universities and screen applicants. In 2009, the Department of State’s Secretary Hilary Clinton had developed an Office of Global Women’s Issues (S/GWI) where the program found a strategic home. Under the leadership of U.S. Ambassador-at-Large for Global Women’s Issues Melanne Verveer, the S/GWI “seeks to ensure that women’s issues are fully integrated in the formulation and conduct of U.S. foreign policy. The Office of Global Women’s Issues works to promote stability, peace, and development by empowering women politically, socially, and economically around the world” (<http://www.state.gov/s/gwi/>).

FIGURE 2
TRIANGLE OF QUALITY COMMUNITY SERVICE



In searching for an academic partner in the U.S., Tupperware Brands’ CEO turned to his local partner, Rollins College, Crummer Graduate School of Business. Rollins was an ideal partner both because of its location near Tupperware Brands’ corporate headquarters in Orlando, FL and because the program aligned perfectly with the college’s mission to “educate students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers,” with the guiding principles of “excellence, innovation, and community” (<http://www.rollins.edu/why-rollins/mission.html>).

Furthermore, the Rollins MBA program was small, personal and motivated by its mission to “prepare students to be both managers and leaders who will add value to their organizations and communities” (<http://www.rollins.edu/mba/why-rollins/mission.html>), with an excellent reputation for international business knowledge, faculty, and partnerships. The three partners joined together with the identified scholar at the University of Babylon College of Administration and Economics to form an ecosystem through which the pedagogical and larger system wide changes could be made.

PROPOSITIONS

Based on the preceding discussion of Iraq's educational and economic context along with pedagogies of entrepreneurship we develop the following propositions for actions to be taken in Iraq with the long-term goals of developing a robust entrepreneurial class that can cultivate a middle class and empower women to improve economic stability in the country. The focus is on women, an underutilized human asset in the country, due to the severe challenges faced by the estimated one million Iraqi war widows and female heads of households (Kramer, 2011) and research demonstrating that educational investment programs targeting women have a greater impact across communities (Pralhad, 2005; Schwartz, 2012). The lessons, experiences, and skills the Iraqi scholar learned through her year-long participation in the Global Links Program form the foundation of the propositions and serve as the continued support through which actions can be taken and goals completed.

Proposition 1: The development of social entrepreneurship classes within Babylon University's College of Administration and Economics will increase the entrepreneurial self-efficacy and eventual entrepreneurial action of students who participate in the classes.

Proposition 2: The use of "learning by doing" pedagogies in social entrepreneurship classes within Babylon University's College of Administration and Economics will increase student engagement and retention of key concepts.

Proposition 3: The creation and delivery of career development skill seminars within Babylon University's College of Administration and Economics will improve preparedness of students for creation and acceptance of jobs in the private sector.

Proposition 4: The Global Links Program will create an ecosystem that brings together Iraqi educators and students as partners with nonprofit organizations to implement educational opportunities that improve the economic situation of targeted female artisans/entrepreneurs.

NEW LEARNING AND PLAN OF ACTION UPON RETURN TO IRAQ

The Global Links Program produced change for all partners in the ecosystem: the scholar, Rollins College, and Tupperware Brands, with the latter two experiencing both organizational and individual growth. The following paragraphs cover the main outcomes and next steps for each of the partners.

The scholar gained insights into pedagogy, program development, and business practices that will be applied in Iraq both within Babylon University and its surrounding community. For example, the scholar plans to implement curricular changes within her class to incorporate active learning as outlined in the pedagogy section of this manuscript and pictured in Figures 1 and 2. Among these strategies the scholar believes team work, case study, engaged problem solving, role playing, group discussion, and cooperative student projects for selected community partners are most applicable to the College of Administration and Economics at Babylon University. These instructional strategies that the scholar seeks to mirror Davis' (2012) call for a more student-centered pedagogical approach and can improve many skills for students such as creativity, motivation, retention, and self-confidence. Such skills are essential for success in today's competitive, decentralized, global marketplace as well as to assist in building a vibrant private sector in Iraq.

Beyond the classroom, the scholar looks to connect with the community in two profound ways. First, based on her experience at Tupperware Brands she will pursue her own entrepreneurial skills with a new business model in the local female community through direct selling. This kind of job is flexible and does not require higher education but it will necessitate training women (sales force) about interpersonal skills in order to build confidence – here she sees an opportunity to create service learning projects for her students. As Tupperware Brands confidently states in its company credo "With confidence comes influence, with influence comes change." The scholar states her vision as "women learning from other women and being inspired to look inside themselves and find their own source of confidence." Moreover, this model is very applicable to Iraq because it enables women to work individually at home or together in safe places, provides them with market-driven skills training, and links them directly as a unified sales force. This business model can contribute to creating economic opportunity for Iraqi women and to advance business innovation in Iraq while reducing poverty and spurring economic growth.

The scholar has also built a network to connect her experience in the United States to an international nongovernmental organization (INGO) in Iraq, Women for Women International (WfWI). Upon returning to Iraq, she will serve as project partner with WfWI in response to the U.S. Department of State's Economic Support Fund proposal sponsored, in part, by the Tupperware Brands Global Links Program. As a partner, the scholar will select students who have been taught in the newly developed courses outlined above to travel to WfWI's training centers in Karbala and Baghdad to mentor groups of new participants in advanced business topics. Under her academic

leadership, approximately 20-25 students per year from the University of Babylon College of Administration and Economics will serve as mentors and advisors to new project participants who wish to receive additional business coaching. Depending on the women's needs and interests, she may also engage student mentors from the University of Karbala and the University of Baghdad. These efforts to train and educate women to generate income and earn sustainable livelihoods will focus on Iraqi war widows and single female heads of households, numbering nearly two million, who continue to face severe social and economic exclusion (Iraq Ministry of women's Affairs, 2011). This initiative also strengthens the SME sector while helping build a robust entrepreneurial class.

Both Rollins College and Tupperware Brands have been fundamentally changed by this newly developed ecosystem social entrepreneurship. At Rollins, faculty and students alike gained through a deeper relationship with a leading corporate citizen, Tupperware Brands. The relationship will move into Global Links Program Phase Two with the intent to host students from the University of Babylon in the upcoming year. The selected students will work with Rollins MBA students to develop social enterprise business plans based on identified needs in Babylon's community. Tupperware Brands' leaders will serve as professional mentors to the teams to share a thorough understanding of appropriate, scalable business models based on peer-to-peer interface.

Additionally, preparations are being undertaken to standardize a Global Links Program blueprint to enable duplication across other private-public partnerships with different colleges and companies in various countries across the globe. The vision is to have new partners use the Rollins-Tupperware Brands partner platform to build their own Global Links Program in communities throughout the United States. Just as Tupperware Brands has successfully grown its sales force to a global powerhouse, so it envisions growing the Global Links Program into a powerful movement for empowering women through economic development.

Finally, the Global Links Program addresses the World Economic Forum report (2009) by increasing the visibility and availability of entrepreneurial education and social entrepreneurial enterprises within an ecosystem that has the capacity to build Iraq into a stronger nation, economically and socially. The Program provides a model through which new, learner-centered pedagogies can be employed to teach social entrepreneurship and other business topics to students eager to move from rote learning to applicable skill in order to "make" their career (Kourilsky, 1995).

PROPOSED OUTCOME MEASUREMENT

The primary purpose of this paper was to demonstrate how the Global Links Program creates a self-sustaining system of economic entrepreneurship with a focus on the educational initiatives and pedagogical development that will be required for the larger system to function efficiently. The outcomes of the Program itself must wait until the Global Scholar returns to Iraq and institutes new curricular and co-curricular activities learned through participation in Global Links (i.e., the learn and return model). As such, while this paper serves to describe the pedagogical and social entrepreneurial foundations necessary to develop an inclusive ecosystem in Iraq, it also serves as a platform for future empirical studies based on the propositions offered. The following paragraphs offer suggestions for this future research.

To measure Proposition 1 the Global Links Scholar, together with the Rollins College faculty mentor, will conduct survey research using measures of entrepreneurial self efficacy (Mueller & Conway Dato-on, 2008; Sequeira, Mueller, & McGee, 2007) Stephen L. </author><author>Conway Dato-on, Mary</author></authors></contributors><titles><title>Gender-Role Orientation As a Determinant Of Entrepreneurial Self-Efficacy</title><secondary-title>Journal of Developmental Entrepreneurship</secondary-title></titles><periodical><full-title>Journal of Developmental Entrepreneurship</full-title></periodical><pages>3-20</pages><volume>13</volume><number>1</number><dates><year>2008</year></dates><urls></urls></record></Cite></End-Note> with students taking the newly developed social entrepreneurship classes and compare results to control groups from other classes offered at Babylon University's College of Administration and Economics.

Proposition 2 will be measured in two ways. First, student evaluations and feedback on the use of new pedagogies in classes will be gathered to ascertain participants' reactions. Second, comparisons of test results on key course topics will be made to determine if differences exist in retention across the different pedagogical approaches. We anticipate that students who joined the "learning by doing" classes will have better comprehension and retention than those engaged in traditional, teacher-centric classes.

The third proposition involves an entirely new class both in format and subject area. To date, no courses specifically covering career management skills or topics have been offered at Babylon University's College of Administration and Economics. As such, we will have no comparison basis for students who complete this class. To measure results of the class we will use student feedback tools and track student interviews and hiring results. Overtime we

expect that those who successfully completed the course will have better results in terms of number of interviews, entrepreneurial endeavors, and job offers.

Proposition 4 deals with the creation of the ecosystem itself. The ongoing relationship between the University, WfWI, students, and artisans represents the ecosystem and measures must be developed to assess its effectiveness. Thus the final proposition will be measured using results derived from the planned project with Women for Women International (WfWI) and the Global Links Scholar. Process measures will include the number of WfWI female artisans partnered with students from classes at Babylon University's College of Administration and Economics as well as the length and nature of interactions between students and artisans. Outcomes to be evaluated in Proposition 4 include assessment tests given to artisans gauging their understanding of entrepreneurial topics covered in the partnership, changes in business operations post-interactions, comparative results in artisans' sales pre and post interaction, and increase in number of female artisans in the targeted regions.

REFERENCES

- Bringle, R. G., & Steinberg, K. (2010). Educating for Informed Community Involvement. *American Journal of Community Psychology*, 46(3-4), 428-441.
- Conway Dato-on, M., & Gassenheimer, J. (2010, May 26-29 2010). *Service Learning through NPOs: The New Service-Dominant Logic in Education?* Paper presented at the Annual Conference, Portland, OR.
- Davis, H. J. (2012). Investing in Iraq. *BizEd*, 11(3), 37-41.
- Davis, S. (2002). Social Entrepreneurship: Towards an Entrepreneurial Culture for Social and Economic Development.
- Dees, J. G. (2001). The Meaning of Social Entrepreneurship. Retrieved August 16, 2011, from http://www.seatduke.org/documents/dees_sedef.pdf
- Drucker, P. F. (1995). *Innovation & Entrepreneurship*. New York: Harper Business.
- Galinsky, L., & Nuxoll, K. (2011). *Work on Purpose: Echoing Green*.
- Katz, J. A. (2003). The Chronology and Intellectual Trajectory of American Entrepreneurship Education. *Journal of Business Venturing*, 18, 283-300.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Sources of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.
- Kourilsky, M. L. (1995). *Entrepreneurship Education: Opportunity in Search of Curriculum*. Ewing Marion Kauffman Foundation, Center for Entrepreneurial Leadership.
- Kramer, A. E. (Producer). (2011, October 12, 2012) After Nearly Nine Years of War, Too Many Widows. *New York Times*.
- Mair, J., & Marti, I. (2006). Social Entrepreneurship Research: A Source of Explanation, Prediction and Delight. *Journal of World Business*, 41(1), 36-44.
- Martin, R., & Osberg, S. (2007). Social Entrepreneurship: The Case for Definition. *Stanford Social Innovation Review*(Spring).
- Mueller, S. L., & Conway Dato-on, M. (2008). Gender-Role Orientation as a Determinant of Entrepreneurial Self-Efficacy. *Journal of Developmental Entrepreneurship*, 13(1), 3-20.
- Mueller, S. L., & Goic, S. (2003). East-West Differences in Entrepreneurial Self-Efficacy: Implications for Entrepreneurship Education in Transition Economies. *International Journal of Entrepreneurship Education*, 9(3), 199-220.
- Nilsson, T. (2012). Entrepreneurship Education—Does It Matter. *International Journal of Business and Management*, 7(13), 40-48.
- Peredo, A. M., & McLean, M. (2006). Social Entrepreneurship: A Critical Review of the Concept. *Journal of World Business*, 41(1), 56-65.
- Prahalad, C. K. (2005). *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits*. Upper Saddle River, NJ: Wharton School Publishing.
- Rowe, W. G., & Conway Dato-on, M. (2012). *Social Entrepreneurship Introduction to Nonprofit Management: Text and Cases* (pp. 399-432). Thousand Oaks, CA: Sage Publications.
- Sahlman, W. A., & Stevenson, H. H. (1992). *The Entrepreneurial Venture: Readings*. Boston, MA: Harvard Business School Publications.
- Schumpeter, J. A. (1975). *Capitalism Socialism, and Democracy*. New York: Harper.
- Schwartz, B. (2012). *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World* (1 ed.). San Francisco, CA: Jossey-Bass.
- Schwarz, R. (1985). Grounded Learning Experiences: Treating the Classroom as an Organization. *The Organizational Behavior Teaching Review*, 11, 16-29.

- Sequeira, J. M., Mueller, S. L., & McGee, J. E. (2007). The Influence of Social Ties and Self-Efficacy in Forming Entrepreneurial Intentions and Motivating Nascent Behavior. *Journal of Developmental Entrepreneurship*, 12(3), 275-293.
- Short, J. C., Moss, T. W., & Lumpkin, G. T. (2009). Research in Social Entrepreneurship: Past Contributions and Future Opportunities. *Strategic Entrepreneurship Journal*, 3(161-194).
- Sikhi, A. H. G. (2008). *Study System in Iraq*. New Delhi: Ministry of Higher Education and Scientific Research Department of Cultural Relations and Scholarship.
- Smith, B. R., Barr, T. F., Barbosa, S. D., & Kickul, J. R. (2008). Social Entrepreneurship: A Grounded Learning Approach to Social Value Creation. *Journal of Enterprising Culture*, 16(4), 339.
- Tracey, P., & Phillips, N. (2007). The Distinctive Challenge of Education Social Entrepreneurs: A Postscript and Rejoinder to the Special Issue on Entrepreneurship Education. *Academy of Management Learning and Education*, 6, 264-271.
- U.S. Commercial Service. (2012). *Doing Business in Iraq: 2012 Country Commercial Guide for U.S. Companies*: U.S. & Foreign Commercial Service and U.S. Department of State.
- USAID. (2011). Sme and Microfinance Is Not Well Developed in Iraq. *Iraq Business News*, (11/20/2011). Retrieved from <http://iraq.usaid.gov/node/336>
- Wilson, K. E., Mariotti, S., Rabuzzi, D., Vyakarnam, S., & Sepulveda, A. (2009). *Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century*. Geneva, Switzerland: World Economic Forum.