



Teaching How to Fish

Developing Entrepreneurial Knowledge

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Introduction

- Rural tourism businesses
- Entrepreneurship knowledge
- Entrepreneurship knowledge cases
- Entrepreneurship education
- Entrepreneurship training
- Conclusions
- Implications

Rural Tourism Businesses

- Suffer from rural drought
 - Urbanisation, globalisation, industrialisation
- Low barriers to entry
 - Encouragement and incentives
 - *Give a man a fish and he will eat for a day*
- Increasingly diversified and demanding markets
- Small, innovative and entrepreneurial businesses
- Business failure and success
 - Management skills and entrepreneurial behaviours

Entrepreneurship Knowledge

- Success
 - Management skills
 - + Entrepreneurial behaviours, attitudes and skills
 - Pro-active and innovative change management
- Born or learnt?
 - Appreciation of formative entrepreneurial experiences
 - Behaviour based within social dynamics, can be learnt

Entrepreneurship Knowledge Cases

- Development of entrepreneurial behaviours, attitudes and skills
 - *Teach a man to fish and he will eat for a lifetime*
- Personalisable environment for learning
- Education – student classes
 - Waiariki Institute of Technology, New Zealand
- Training – industry workshops
 - North Midland Counties, Ireland

Entrepreneurship Education

- Rotorua
 - 200 level elective unit
 - Tourism Management degree
- Tourism in Rotorua
 - Small-scale operations
 - Mature tourist destination
 - Little tourism or business specific education

Entrepreneurship Education

- Personalised entrepreneurship learning
 - Entrepreneurship diary (assessed)
 - Local case studies
 - Three Rotorua Maori tourism entrepreneurs
 - Films
 - *Jerry Maguire* and *Spotswood* (aka *The Efficiency Expert*)
 - Fieldtrip
 - Interviews (assessed)
 - + Role plays
 - Opportunity report (assessed)
- All related and discussed in conceptual context

Entrepreneurship Training

- North Midland Counties, Republic of Ireland
 - Voluntary workshop training
 - Subsidised by European Union
- Tourism in Republic of Ireland
 - Small-scale operations
 - Under-developed tourist destinations
 - Highly skilled but not in tourism

Entrepreneurship Training

- Personalised entrepreneurship learning
 - Based on and presenting research participants were involved in
 - Independent resource guidebook, flexible for individual's business and learning needs
 - Self-directed and assessed exercises

Comparing Cases

- Differences
 - Students receptive to new concepts, entrepreneurs less receptive
 - Students use information at later stage, entrepreneurs need to practice next day
- Similarities
 - Operating in similar environment
 - Required innovative techniques
 - Valued personalisation of subject
 - Enhanced tertiary institution and industry relationships
 - Development of entrepreneurial behaviours, attitudes and skills

Implications

- Opportunities to strengthen entrepreneurial learning
 - Use of innovative techniques to improve and personalise attitudes, behaviours and skills
 - Personalable and authentic learning experiences
 - Appreciation, identification, evaluation and inclusion of formative and life experiences
 - Enhancing synergies between tertiary institutions and industry
- *Teach a man to fish and he will eat for a lifetime*

Conclusions

- Increased emphasis on entrepreneurship
- Need to foster entrepreneurial drive effectively
- Reduce extent of business failures
- Role of education in embedding entrepreneurial behaviour early on in an individual's lifecycle
- Role of training in supporting entrepreneurial development towards mature cycle
- Contribution to sustaining tourism livelihoods and population flows

Further Information

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