

Reflections of the Lived Experience and Lessons Learned from a Graduate Course in Entrepreneurship

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Abstract

Numerous collegiate courses provide a basis for understanding business administration in both its practical and theoretical forms. Among graduate business programs, courses in entrepreneurship provide a basis for understanding the basic concepts of business ownership and the autonomy of self-employment. This essay represents a solitary case study that describes the perceptions of a Chinese graduate student who completed an entrepreneurship graduate course at a regional American institution of higher education. Therefore, this paper highlights various facets of his lived experience.

Key Words: business administration; case study; Chinese; entrepreneurship; graduate student; higher education.

1. Introduction

Andersson (2011, p. 627) indicates that various organizations, deemed as “born global” entities, may enter global competition soon after being formed. Globalization has produced a variety of opportunities for small and medium businesses to enter a worldwide stage of competition (Svante & Ingemar, 2003). Gabrielsson, Kirpalani, Dimitratos, Solberg, and Zucchella (2008) indicate that the emerging and maturing of such organizations occurs throughout a three-stage process: 1) introductory, 2) growth, and 3) accumulation of resources. Regardless of status, all organizations are subject to the wiles of economic systems and their respective market influences (Kakabadse, Kakabadse, & Lee-Davies, 2008). Both for-profit and non-profit organizations continuously must seek revenue diversification strategically toward fulfilling their long-term and short-term goals and objectives (Allen, Henley, & Doss, 2014; Hasenfeld, 2010).

All economic systems must address three primary issues: 1) what to produce, 2) in what quantity to produce, and 3) for whom to produce (Doss, Sumrall, McElreath, & Jones, 2013). Answering these questions necessitates considerations of the primary economic inquiry of how to satisfy the unlimited wants and needs of humans with respect to the availability, accessibility, and potential of scarce, limited resources (Doss, Sumrall, McElreath, & Jones, 2013). These economic influences permeate all markets, including unique, niche markets and well-

established markets for common products and services (McConnell, Brue, & Flynn, 2011). These notions are tautologies for any competitive market, ranging from educational services and products to those of automobile manufacturing and service (Doss, et al., 2016; Doss, et al., 2015; Lin, Chen, & Nguyen, 2011). During modern times, given the effects of globalism, economies around the world exhibit stronger integration and greater dependencies than were experienced by preceding generations (McElreath, et al., 2014).

Regarding the preceding economic notions, globalization and integrated economies have generated a variety of entrepreneurial opportunities and activities (Allen, 2012). Entrepreneurial opportunities and activities may exist most anywhere among economic systems. Many famous products and services started as small ventures wherein someone possessed and pursued a vision with entrepreneurial insight and relentless vigor. For instance, Apple Computer, started by Steve Jobs and Steve Wozniak in a garage, eventually became a global enterprise that exhibited the highest financial valuation worldwide (Brennan, 2013; Kopytoff, 2015; Levi, 2016). Certainly, no guarantees exist that any certain entrepreneurial activities or ventures will produce identical results. However, studying entrepreneurship provides insights for business ventures and pursuing vision.

This paper is the result of such an academic experience. Through the course of a Master of Business Administration (MBA) program, the participant experienced an entrepreneurship class that heightened his curiosity toward eventually owning and operating a business someday. Being a Chinese student within the American higher education system, this course provided insight that may be helpful for the participant when someday bridging and transcending cultures, nations, and business environments as an entrepreneur. The learning experience facilitated three perspectives of entrepreneurship that affected the participant's understanding of business and entrepreneurship. These views are: 1) requisite knowledge of starting and running a business, 2) ways in which the course experience changed business views, and 3) practical application of the knowledge gained over the semester. The course experience facilitated two perspectives: 1) perceptions of entrepreneurship before and after the course and 2) perceptions of the overall course experience. This essay addresses both the learning experience and the overall course experience regarding the participant's personal views of the entrepreneurship course. Thus, it embodies the expressing of responses to various inquiries about the subject's lived experience.

2. Relevant Literature

Rusinovic (2006) indicates that satisfying the unique wants and needs of a niche market is indicative of entrepreneurship. Market opportunities exist across a variety of needs and wants ranging from medical services to food products and from the energy sector to space exploration. Colleges and universities enhance their competitiveness by offering courses to serve the needs and wants of unique, niche markets (Davies & Hammack, 2005; Doss, et al., 2016). Among many academic institutions, courses emphasizing entrepreneurial studies exist that satisfy the wants and needs of individuals that desire to be entrepreneurs. Entrepreneurship represents a "dynamic process of vision, change, and innovation" (Kuratko, 2014, p. 5). Vision represents a future expectation and realization of a potential, desired state of being that is hoped for, aspired to, and sought after methodically through time (Doss, et al., 2016; Doss, Guo, & Lee, 2011; Doss, Sumrall, Jones, 2012). Metaphorically and conceptually, vision may be likened unto someone asking a little child what he or she desires to be after becoming an adult (Doss, Sumrall, McElreath, & Jones, 2013). Entrepreneurs must have a vision for their future (Kolb, 2015). Entrepreneurship involves considerations of vision, strategy, goals, objectives, and contingencies. Although a vision may exist, entrepreneurs must craft strategy and business plans with detail. Strategy represents the overall plan that contributes toward the fulfilling of vision through time (Thompson & Martin, 2005).

Within the strategic context, goals and objectives must exist that contribute toward the periodic fulfilling of vision and that are components of exercising strategy (Berner, 2000). Objectives and goals are not identical. Objectives are quantitative aspects of strategy whereas goals are qualitative aspects of strategy (Khan, 2009). Although one may look to the future with respect to strategy and vision, no one can forecast and speculate the future with full certainty and accuracy. Unforeseen events and consequences may occur that were unimaginable throughout planning processes (McElreath, et al., 2014; McElreath, et al., 2013). In other words, contingencies may occur that necessitate strategic adjustments. Entrepreneurs must be mindful of contingencies that may neutralize or necessitate the changing of plans and activities. Business concepts may be learned practically or academically. Some entrepreneurs learned business practically via experiential means. Examples of this category include the famous millionaires Joe Hirshhorn and Clem Stone (Gunther, 1972). Hirshhorn dropped out of school, and became a millionaire by the age of 30 in the mining and oil businesses (Gunther, 1972).

Stone became a millionaire after dropping out of high school, owning a successful business, and was a millionaire by the age of 30 (Gunther, 1972). However, their respective ascensions to prominence involved much luck and good happenstance mixed with entrepreneurial characteristics. Few entrepreneurs achieve such high levels of success despite many who aspire to fortune and favor. Others opt to pursue some study of entrepreneurship academically for starting their own business, to satisfy curiosity, or for general knowledge. The academic category forms the basis for this case study.

3. Academic Overview

The setting for this research consisted of a rural, four-year teaching institution in Alabama. The host institution exhibits accreditation from the Southern Association of Colleges and Schools. Its business school possesses accreditation from the Accreditation Council for Business Schools and Programs. At the time of this study, among graduate students, the average Graduate Management Admissions Test (GMAT) score was 510. The host institution enrolled approximately 5,000 students overall, and a total of 312 students were enrolled within the College of Business and Technology. Among the 312 business and technology students, a total of 85 were graduate students aspiring to earn the MBA degree. The entrepreneurship course was completely a graduate experience; no undergraduates were allowed for enrollment. The course was taught at the master's level of instruction and research. The institutional catalog description of the entrepreneurship course is stated as follows (University of West Alabama, 2016): This course introduces venture business concepts within the contexts of different competitive environments and diverse national economies. Topics include demand analysis, funding, product development, product pricing, marketing organization, foreign representation and distribution systems, promotion, advertising, sales, service, and regulatory issues as they relate to international venture projects.

4. Design and Methodology

Qualitative design and methodology are appropriate for performing case study research. Yin (2014) and Woodside (2010) indicated that case studies are empirical inquiries for investigating the realistic contexts of contemporary phenomena, indicates that case studies may examine individuals, and indicates that single-case studies serve purposes of revelation. Remenyi (2012) indicates that case study design may be invoked as narratives, be considered within a certain context, and may involve less depth than historiography. Clark (1986) indicated that case studies exhibited a richness of details and descriptions, and were capable of providing debates, analyses, and discussions among several topics. Doss, Glover, Goza, and Wigginton (2015) indicate that qualitative approaches are useful for understanding the intangible aspects of humanity. Anastas (1999) indicates that qualitative case studies usually examine solitary instances of unique scenarios. Wolcott (2008) indicates that the goal of understanding behaviors from a participant's reference frame is achievable via the use of a qualitative research method. The research design consisted of a qualitative approach involving the interviewing of a solitary graduate student. Thus, a single case study is used within this research endeavor. Regarding the participant, the primary purposes of this study were to gain insight and understanding of the lived experience concerning perceptions of entrepreneurship before and after experiencing a graduate entrepreneurship course, to gain insight regarding the participant's perceptions of how the class enhanced his knowledge and understanding of the subject, to gain insight regarding the participant's perspective of future vision affecting his decision to someday own a business as an entrepreneur, to gain insight regarding how the participant believes knowledge gained within the course will be beneficial for his future, and to gain insight regarding the participant's overall graduate course experience.

The methodology consisted of a solitary case study for examining the academic experience of a Chinese graduate student who completed a graduate entrepreneurship course at an American institution of higher education. Personal interviewing was used to glean information from the respondent. The course occurred over a period of 16 weeks during the fall, 2014 semester. The investigator interviewed the participant after the completion of the entrepreneurship course. Regarding entrepreneurship, this paper examines three primary questions: 1) How has the entrepreneurship class enhanced your future vision of starting and running a successful business? 2) How has future vision changed your ideas about starting your own business? 3) How can knowledge learned this term be applied to your specific situation in life? Additional, secondary inquiries were as follows: 1) what are perceptions of entrepreneurship before and after the course? 2) What are the perceptions of the overall course experience? The interviewer questioned the participant and kept notes regarding his responses to each of the posed inquiries. This

case study involved considerations of understanding a solitary instance of learning that occurred within a graduate entrepreneurship course.

In order to examine facets of learning, the aforementioned questions were posed with respect to the levels of Bloom's Taxonomy regarding the course content and participant's responses to the posed inquiries. The contents of the participant's responses were judged according to the descriptive levels of Bloom's Taxonomy. Conclusions and recommendations were provided following the assessing of the participant's responses to the posed queries.

5. Constraints and Limitations

Acknowledging the limitations of a research endeavor contribute toward enhancing its trustworthiness and bettering the understanding and interpretations of readers (Glesne & Peshkin, 1992). Denzin and Lincoln (1994) indicate that the generalizability of single case studies is limited with respect to other environments. Although generalizability may be limited, transferability of a single case study is applicable when someone desires to understand certain depths, but not to determine "what is generally true of many" (Merriam, 1998, p. 208). This case study was limited to a single instance of a graduate student who completed a course in entrepreneurship. Therefore, it lacks generalization and has practically no universal application. However, it serves as a mechanism for understanding the depth of perception that exists regarding the participant's graduate course experience. In this sense, this study exhibits transferability.

6. Overview of the Participant

The considered graduate student was named Yaozong Ma. His American name was Steven. He hailed from Dalian, China, and was 24 years of age at the time of this interview. He completed a dual undergraduate degree program that was jointly offered between the University of West Alabama and the Dalian University of Technology. The first two years of undergraduate study were completed in China at the Dalian University of Technology, and the last two years of undergraduate study were completed in the United States (U.S.) at the University of West Alabama. Before entering the dual degree program, Steven had never experienced an American lifestyle because the entire of his life was spent in China. Upon the completion of the necessary business courses, Steven received separate undergraduate business degrees from both institutions. After completing his undergraduate studies, Steven opted to remain in the U.S. to pursue a graduate degree at the University of West Alabama.

Steven's early years and childhood were typical; he experienced no tragedies. He expended time and effort toward studying and generating excellent performance academically. His high school period encompassed three years. Similarly, he aspired to excellence academically. When he attended college, Dalian provided him with a choice of two majors: finance or accounting. Steven chose finance. This decision provided a foundation for participating in the joint degree program between the universities. Before coming to the U.S., Steven possessed some work experience. He worked as an instructor for an international software exposition, and later in the human resources department of an Internet company. Transitioning to the U.S. environment was challenging for Steven. He left behind an old existence to begin life anew. He made new friends, became acclimated to a new culture, and began a new existence. The urban lifestyle of China was replaced by an existence within the rural, sheltered community of Livingston, Alabama. Upon completing his undergraduate studies, Steven remained at his alma mater to pursue the MBA program. Steven expected that experience the graduate entrepreneurship course would provide some initial knowledge that would contribute toward his eventual owning, sustaining, and maintaining of a business.

7. Considerations of Future Vision

Regarding a requisite knowledge of business and entrepreneurship, the following question was posed: How has the entrepreneurship class enhanced your future vision of starting and running a successful business? Although this question may be answered from a variety of perspectives, Steven indicated that vision and inspiration were the catalysts for any entrepreneurial ventures. As a child, it was Steven's dream to become a successful businessman. He indicated that he wants to someday start a unique hotel and restaurant chain after returning to China. Steven indicated that he plans to differentiate the business endeavor by making it a beachfront resort. In order to make it a memorable experience and generate repeat clientele; Steven indicated that people will remember their feelings associated with the experience over time.

By inculcating positive feelings and emotions about his envisioned business, Steven hopes people will desire to repeat the experience thereby generating repeated sales and referrals. After someday returning to China, he

intends to clarify via a market survey of potential consumers. At the age of 24, Steven has not surrendered his childhood dream of owning a successful business. Instead, after completing the entrepreneurship course and applying his newfound knowledge, his dream has the possibility of becoming a reality. Steven gained a stronger understanding of entrepreneurship and future perspective from the class experience.

Resulting from the course experience, Steven indicated that he learned how to build entrepreneurial skills within his chosen discipline while enhancing the potential of career success within any industry. Steven indicated that entrepreneurship influences economies worldwide. With respect to creating new ventures, Steven indicated that it accommodates recognizing opportunities, innovation, and creativity. Entrepreneurship facilitates the transforming of intangible, visionary ideas into physical realities through time. After completing the course, Steven indicated that the essentials of entrepreneurship are thinking and action. Steven summarized his thoughts as follows: "Before any action occurs, someone must have some idea of the eventual destination – the future vision. Similarly, before someone runs a business, they should know what is desired of the business with clarity. Entrepreneurs should craft a detailed, straightforward plan for guidance throughout the business venture. The plan acts as a guide for eventually fulfilling future vision."

Every famous enterprise was set up by some great entrepreneur (Charantimath, 2006). Strauss (1994, p. 91) indicates that an old proverb says that "it is better to do well than to say well." Steven was asked about these two notions with respect to his opinion of the entrepreneurship course. His response was: "Based upon my course experience, the proverb is applicable for any entrepreneur. If someone is merely thinking without taking any action, then everything will be lost. After someone thinks, they must enact their plan to bring their thoughts to fruition. Their dreams will never become reality unless action is taken toward making them become reality. By considering this one proverb, I realized that this course taught me how to become an entrepreneur. I learned that entrepreneurs are people who recognize opportunities, and are people who organize and manage businesses. I learned that entrepreneurs are people who assume various types of controlled and uncontrolled risk for the sake of potential return. I learned that entrepreneurs create value for consumers. For instance, Steve Jobs and Steve Wozniak started Apple Computer with nothing, and it eventually became the world's most valuable company. After experiencing the MBA entrepreneurship course, I believe and know that entrepreneurs may have different reasons to start and continue their businesses, and to share the common focus of generating value for others and sustaining value."

8. Considerations of Business Ownership

Within the context of entrepreneurship, regarding the concept of future vision, another question was addressed: How has future vision changed your ideas about starting your own business? After experiencing the entrepreneurship course, Steven identified five reasons that he believed would influence his ideas and would facilitate the starting of his own business. These reasons are given as: 1) new challenges, 2) quality of life, 3) legacy, 4) money, and 5) owning decisions. The first reason involves new challenges. For every challenge that is met and problem that is solved, new challenges are generated in due time (Nicholls, 2006). Steven was asked to elucidate his opinion regarding this issue with respect to future vision. Steven's response was, "For individuals whom are dissatisfied with the monotony of a daily routine, starting a new business venture represent a form of liberation wherein someone exercises a greater degree of control over life. After experiencing the entrepreneurship course, I realize that owning and starting my own business will be the gateway to future opportunity. Otherwise, without such an endeavor, life will become a stagnant experience. Despite the hardships and challenges of business ownership, I believe the potentials of entrepreneurial opportunities outweigh the costs of stagnation."

The second reason involves an improved quality of life over time. Setting and achieving one's desired goals contributes to enhanced happiness and satisfaction (Emmons, 2003). Business ownership contributes to perceptions of status involving quality of life (Sirgy, Phillips, & Rahtz, 2013). Steven was asked to succinctly express his thoughts about these matters. He indicated, "I believe that business ownership and fulfilling its associated goals provides opportunities for an enhanced quality of life. They will contribute toward the achieving of happiness in the future by owning my own business." The third reason involves legacy. Entrepreneurism and business ownership provide the basis for leaving a legacy for future generations of family (Poza & Daugherty, 2014). Passing along a business, over generations, provides some continuance of heritage and tradition (Carlock & Ward, 2001). Steven was asked about his thoughts regarding these matters.

His response was simple and straightforward: “Owning and sustaining a business provides a legacy for any children and succeeding lineages that I may have throughout future generations. After I’m gone, the business will still be here – and it will continue.”

The fourth reason involves profitability. Organizational employees, who do not own an interest in a business, are limited to the wage structures provided by their employers (Wagner & Hollenbeck, 2015). However, an entrepreneur who owns a business has a better earning potential than would be experienced as a corporate employee (Riehm, 1992) does. In light of such realities, Steven was queried about his profitability expectations. He responded, “Although some corporate experience will familiarize me with white-collar, professional settings, the earning potential of such employment is limited. After experiencing the entrepreneurship course, I desire to eventually own my own business as a method of maximizing my profitability potential.”

The last reason involves considerations of both personal and professional freedom regarding organizational decisions and control. Corporate employees are subject to the auspices and authorities of their respective superiors within an established managerial hierarchy (Wagner & Hollenbeck, 2015). Steven was asked whether he would prefer the dependency of a corporate environment or the liberty of owning a business. He expressed a desire for autonomy and control regarding future business ownership. His response was, “By owning a business, one enjoys the autonomy of control and freedom of decisions that affect the organization. Essentially, although one has a responsibility to make decisions that are in the long-term, best interests of the organization, an entrepreneur who owns a business is the boss – the ultimate owner who renders final decisions.” Steven’s comments may be considered regarding the notions of Sumrall, Cox, Doss, and Jones (2008) and Sumrall, Doss, and Cox (2007). Basically, by owning his business and participating directly in decisions, he exhibits a stronger level of organizational commitment thereby impacting its potential for success (Sumrall, Cox, Doss, & Jones, 2008; Sumrall, Doss, & Cox, 2007).

9. Considerations of Practical Value and Application

Another question was posed as: How can knowledge learned this term be applied to your specific situation in life? Steven provided a thoughtful response:

“In this semester, I did a project about Steven Jobs. I learned something about being a successful entrepreneur when I was doing research about him. The first thing is to get creative. The reason why Jobs was great and famous is that he had the ability to mix the charm of arts with the miracle of technology. He said creativity is to connect different concepts and ideas. It means that people with a wide range of life experiences can often perceive something that other people don’t see. Although he was visionary, his foresight was often a double-edged sword.

For instance, when other people misunderstood his ideas, he was often deemed as controversial or outlandish. The second thing I learned is to be dissatisfied. Jobs found mediocrity to be unacceptable. He influenced and motivated others to higher levels of performance and higher standards when he was dissatisfied or unhappy. Most people referred to such events as an instance of his reality distortion field occurring. The third thing I learned is to be detailed in everything. Detail was essential for Jobs. He found even the smallest product defectiveness to be unacceptable. I think, as an entrepreneur, emphasizing details helps to generate a work setting wherein employees are dissatisfied with defectiveness and mediocrity. By understanding details, people waste less time, and can spend their time toward more productive efforts within an organization. So, in my life, after this class, I try to think about the long-term, think about striving for excellence, and I pay more attention to details.”

10. Perceptions of Entrepreneurship Before and After the Course

Experiencing an academic course supposedly generates some changed amount of knowledge regarding the subject matter. Steven was asked about how his perceptions of entrepreneurship had changed from the beginning to the end of the course. His response is as follows:

“Before taking the entrepreneurship course, my knowledge of entrepreneurialism came from what little I read from books and magazines. I also saw television shows about it. I’d say that I understood it about as much as anyone – probably common knowledge that most people have. After I finished the course, I had better perspectives of both business and entrepreneurship. I had a greater appreciation for careful work and planning. I understood more about optimizing resources and saving time. I learned that business and entrepreneurship are both an art and a science, with a little luck tossed in for measure.

I learned that I'll have to be patient as an entrepreneur. I expect that starting and running my own business will be much harder than I originally thought at the onset of the class. I know I'll need a plan. I know I'll need a good work ethic and commitment. But, at the end of the day, by owning and running my own business, I'll have the sole responsibility and accountability."

Steven also gained a better understanding about the differences between American and Chinese business environments. Steven was asked about the most prominent difference he perceived after completing the course. He stated, "In China, the government often has an ownership stake of a corporation whereas someone can own 100% of their corporation in the U.S. Basically, the Chinese businesses are not always completely owned by entrepreneurs whereas they can be completely owned by entrepreneurs in the U.S. The U.S. business environment has a better sense of fairness regarding ownership and reaping the benefits of entrepreneurial labor and effort. In the U.S., it's much more equitable for owners and entrepreneurs."

11. Perceptions of the Course Experience

Judging the experience of any happening is subjective to the views of the participant. Upon the completion of the course, Steven was asked about his perception of the entrepreneurship course and the course experience. His response was:

"Being an international student, I brought different insights to the course environment. I saw types of businesses in China that made for interesting discussion. The course was enlightening for my classmates and me. We learned from each other. I believe the students and professor bonded over the semester. During the course, reading and writing quickly were challenging because English was not my primary language, and I required more time to generate materials of high quality. Some of my classmates, whose English skills were good, ended up plagiarizing." However, Steven perceived the course as a good experience, overall. Steven was asked what he felt about his potential for starting a business after having the course experience. His response was:

"We had mock interviews to give us some idea of what interview sessions would be like. Interviews aren't always for jobs; they can be to persuade investors to provide capital. I bonded with my classmates. I feel they are good resources for future networking and assistance. I hope I'll have the opportunity to start a business in China – a unique hotel and restaurant of my own design. China has such a huge population with opportunity to serve needs and wants. However, I'll need so much money to get started. After the project we completed in the class, I have a stronger ability to write a detailed business plan that expresses the business operations and future vision. I know there will be hardships to starting and maintaining my own business, but I think it will be worth the effort over the long run. This course was a good starting point for me to better understand entrepreneurship and to begin making my vision a reality."

12. Considerations of the Case Study and Bloom's Learning Taxonomy

Although the purpose of this case study was not to understand the course experience of many students, it was to understand various facets of the experience of a solitary graduate student. Steven's responses to the posed inquiries may be considered from the perspective of Bloom's Taxonomy. Bloom's Taxonomy addresses cognitive aspects of learning (Moore & Stanley, 2010). Listed from the lowest level to the highest taxonomy level, these taxonomic attributes is highlighted within Table 1.

Table 1: Levels of Bloom's Taxonomy

Level	Title	Descriptions of Bloom's Taxonomy Level
1	Knowledge	Remembrance of learned concepts via the recall of terms, facts, primary concepts, and so forth (Moore & Stanley, 2010).
2	Comprehension	Demonstrating an understanding of factual concepts and ideas via organization, comparing, translating, interpreting, and so forth (Moore & Stanley, 2010).
3	Application	Application of knowledge toward problem solving and addressing different situations (Moore & Stanley, 2010).
4	Analysis	Examining and decomposing information; making inferences; generalizing; and so forth (Moore & Stanley, 2010).
5	Synthesis	Compiling information toward the generating of new concepts and ideas (Moore & Stanley, 2010).
6	Evaluation	Present and defend opinions; judging based on criteria (Moore & Stanley, 2010).

Throughout his responses to the posed inquiries, Steven exhibited several characteristics of learning that satisfied both the tenets of Bloom's Taxonomy and the course learning outcomes. Regarding Level 1 of Bloom's

Taxonomy, reflecting knowledge, his responses showed a basic understanding of fundamental entrepreneurial concepts that referenced notions of vision, goals, long-term interests, strategic planning, the reality of hardship that comes with business ownership, and human resource issues.

Level 2 of the taxonomy represents comprehension. Within his responses, Steven compared and contrasted the business environments of China and the U.S., and stated factually the expected ownership percentages of businesses that may be held by entrepreneurs. Steven also demonstrated comprehension by indicating that vision was a catalyst for entrepreneurial activity.

Level 3 of the taxonomy represents the application of knowledge regarding different situations and problems. The entrepreneurship course did not mandate the forming and exercising of an actual business. Thus, from the practical application of knowledge within a working business operation, his knowledge was undemonstrated. However, Steven's responses mentioned a class project that was a mandatory course component. In the academic sense, he was required to apply his knowledge to complete the class project which examined the entrepreneurial attributes of Apple Corporation's founder, Steve Jobs. Successfully completing the class assignment showed some amount of knowledge application to solve classroom problems.

Level 4 of the taxonomy represents analysis involving examinations of information, the deriving of some type of generalization, and making inferences. Within his responses, Steven indicated that he learned that entrepreneurs were people who recognized opportunities, and were people who organized and managed businesses. He learned that entrepreneurs were people who assumed various types of controlled and uncontrolled risk for the sake of potential return. He also learned that entrepreneurs were responsible for creating value for consumers. Each of his responses was generalized statements; no single person or organizations were referenced specifically. Within his responses, Steven showed generalized learning of entrepreneurial concepts.

Level 5 of the taxonomy represents synthesis to produce new ideas. Satisfaction of this level was demonstrated via Steven's foresight regarding the uniqueness of his intended beachfront hotel and restaurant operations. He delineated the necessity of a market survey to determine client needs and wants to better satisfy market consumers. By doing so, he recognized opportunity, and acknowledged methods whereby he could exploit and capitalize upon the envisioned opportunity.

Level 6 of Bloom's Taxonomy represents evaluation with respect to presenting and defending opinions or some form of judgment. Steven's responses indicated that he believed the overall course experience to be beneficial and enlightening. He substantiated his opinion by stating he had gleaned various lessons ranging from detail orientation to business planning concepts. Thus, he demonstrated some type of evaluation of his experience via judging the course and establishing his opinion.

13. Conclusions and Recommendations

This case study provides insight regarding the knowledge gained and opinions formed by an international student who experienced an entrepreneurship course at an American regional institution of higher education. Based on his responses, it is concluded that Steven gained an understanding of future vision and its significance for entrepreneurship. Steven's responses showed foresight toward starting his own hotel and restaurant business, including an acknowledging of potential challenges and hardships. It is concluded that Steven gained an understanding of business ownership within the context of entrepreneurship. Steven's responses indicated the uniqueness of products and services to satisfy the wants and needs of niche markets. His responses highlighted the market needs of his locality within the Chinese market. Thus, it is concluded that he exhibited an understanding of generating practical value within his intended competitive market. This study also considered the course experience as well as the knowledge exhibited by the participant upon completion of the course. Steven's responses exhibited some perplexity with the course's English aspects, such as needing longer times to produce quality assignments. His responses revealed some academic misconduct by his peers. Given his Asian origin, he brought different, first-hand perspectives of international business to the entrepreneurship classroom. Cumulatively, his responses indicated a positive, enlightening, and beneficial experience. Regardless, overall, Steven's responses showed some amounts of conformance to the various tenets of Bloom's Taxonomy. Thus, some form of learning occurred regarding the course experience.

Although this study lacks generalizability, its transferability provides insight regarding the learning experience. Through the questions and considerations of Bloom's Taxonomy herein, some understanding of the lived experience is generated via Steven's perceptions and responses. Various recommendations may be provided given the potential of transferability. The university may use Steven's thoughts with respect to a future determination of how to improve its entrepreneurship course or for developing additional courses in entrepreneurship. It is recommended that this study be repeated using other members of the same course to investigate their respective perceptions of the course experience.

It is recommended that this study be repeated to determine what knowledge level is exhibited by peer course members with respect to Bloom's Taxonomy. By doing so, the host institution may gauge how well its students absorb, retain, synthesize, and conceptualize the intended entrepreneurship concepts thereby facilitating an understanding of whether learning outcomes are achieved academically.

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