

Developing African Entrepreneurs for Global Dominance from Late 21st and Through Out 22nd Centuries.

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Ogundele, O.J.K¹, Hassan, A.R²

Abstract-The paper considers all the processes of nurturing the entrepreneurial personality, right from childhood to the time of retirement from active entrepreneurial practice, if ever possible, as development. It also specifies development as a construct used to explain economic expansion. It posits an agenda of developing the entrepreneur from cradle to the grave which involves active participation of virtually all forms of institutions in the society. Two models are used as vehicle for conveying the demands and processes of developing African entrepreneurs for global dominance from the 21st and throughout the 22nd centuries. The paper contends that the era of relying on natural entrepreneurs for economic development, based on the experience from South East Asia is gone. Therefore, if we hope to have great and dynamic economy, we must develop indigenous entrepreneurs by equipping them with necessary capacity to face the challenges of the 21st century. This calls for active involvement all economic, social, political, technical institutions and offices. It also demands the development of multiple skills in our entrepreneurs. Twenty eight of such skills are outlined for future trainers of indigenous entrepreneurs in Africa.

I. INTRODUCTION

The entrepreneur in the context of this paper is the originator or creator of a profit seeking organ of the society or economic organization established for the purpose of providing goods and services for the consumption of the society, in which such organization is located. The entrepreneur is often referred to as the agent of economic, technological and social changes, because of the multi dimensional roles that he plays in the economic, technological and social systems (Ogundele and Olayemi, 2004). Entrepreneurship is considered as the processes of emergence, behaviour and performance of entrepreneur (Ogundele 2004a). The formal processes of equipping the entrepreneur with necessary insights and skill are through formal education, entrepreneurial training and development. Education is commonly considered as formal process of learning in school, college or university. The purpose of education is to develop the individual and it is broad in scope.

Udo-Aka (1987) considers education as involving the acquisition of general knowledge and development of basic mental capacity. Therefore, the main burden of education falls upon our formal school system, since education is concerned with increasing general knowledge and understanding of the total environment (Flippo, 1966). It is to be noted that business firms, religious, institutions and other forms of social organizations are also involved in the educational process. Training is considered as the organized procedure by which people learn knowledge and/or skills for definite purpose (Beach, 1975). The objective of training is to achieve change in behaviour of the trained. Yoder (1963) notes that training means to educate somewhat narrowly, by instruction, drilling, discipline and other methods of modifying behaviour. Learning is another related concept, which is the human process by which skills, knowledge, habits and attitudes are acquired and utilized in such a way that behaviour is modified. Thus education as used here is inclusive of training and learning processes. Development in the general sense is many-sided process. At the individual level it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well being (Rodney, 2005). The achievement of any of those aspects of personal development is very much tied in with the state of the society as a whole. At the level of social groups development implies an increasing capacity to regulate both internal and external relationship. Rodney (2005) is of the view that the tool with which men work and the manner in which they organize their labour are important indices of social development. Rodney (2005) notes further that development when used exclusively in economic sense is in relation to how members of a society increase, jointly their capacity for dealing with the environment. This capacity is dependent on the extent to which they understand the laws of nature (science) and on the extent to which they put (technology) and on the manner in which work is organized. All these are assisted by the processes of formal education, training and development in the society.

II. CONCEPTUAL FRAMEWORK

The developmental theory developed by Singh (1986), has as its foundation massive education, training and development of the entrepreneurs from childhood, on the need for achievement motive. Singh (1986) notes further that entrepreneurial performance is influenced by three factors. First factor is his or her attitude towards his/her

About¹. Department of Business Administration and Management Technology, (Marketing Unit), Lagos State University, Ojo Nigeria
Phone: 08055415293

E-mail: oludelekayode@yahoo.co.uk

About². Department of Business Administration and Management Technology, (Marketing Unit), Lagos State University, Ojo Nigeria

E-mail: doyinhassan200@yahoo.co.uk

Phone: 08023249232, 08036634405.

occupation. Second, the role expectations held by the sanctioning groups. Third factor is the operational requirement of the job. He notes that society's values are most important determinants of the first two factors, education, training and development is crucial for the third. Rao, Wright and Mukherjee (1990), note that the focus of development approach is entrepreneurship skill. These skills include: (1) development of entrepreneurial spirit, characteristics and personality (2) development of technical, technological and professional competencies needed for productive work employment (3) Development of enterprise-building and small business development, capabilities to initiate and start one's own business or self-employment and (4) Development of Managerial capability to run the business and other self-employment activity successfully.

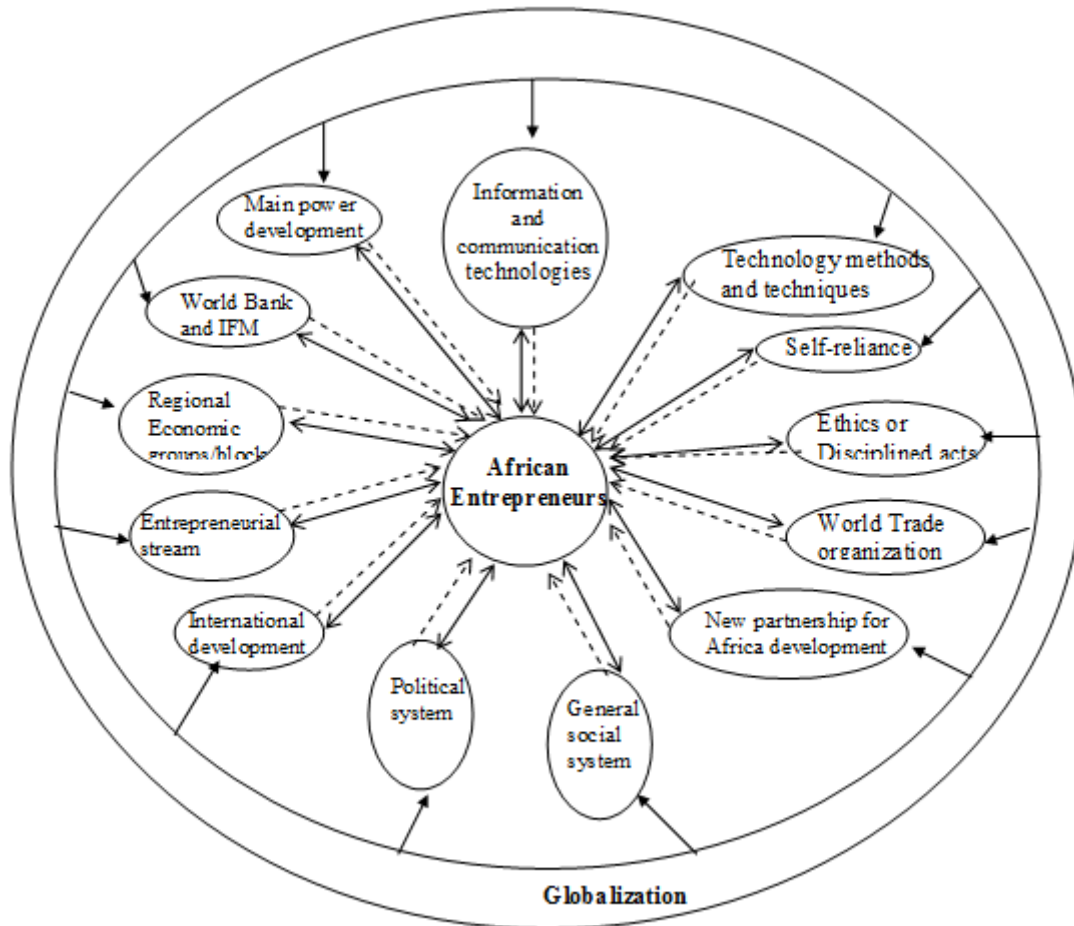
III. MODEL OF AFRICAN ENTREPRENEUR IN A GLOBALIZED SYSTEM

Figure 1 below depicts the entrepreneur in the center of a cobweb like circle of the global system with 13 relevant environmental elements ranging from technology, political system, international agencies to regional blocks and others. The number of elements could be expanded to include all relevant factors. Globalization and each of the relevant environmental elements create challenges of endless list for the entrepreneur. The African entrepreneur will need to be adequately equipped to cope with the challenges. If so how should he/she be developed to cope and to have appropriate and adequate responses to these challenges? In Figure 1 below, the central circle surrounded by the thirteen elements stand for African entrepreneurs. The outer circle represents globalization. From it, arrows branched out to each of the other elements impacting on entrepreneurial development. This is to show that globalization has its own distinct effects on each of the elements. The inner double-edged arrows show impacts of the various elements on African entrepreneurs and that of African entrepreneurs on each of them. The inner arrows with broken lines stand for the challenges posed by various elements to African entrepreneur. An examination in brief of the impact of globalization and the challenges of some of the elements are given below:

IV. ENVIRONMENTAL CHALLENGES TO THE AFRICAN ENTREPRENEURS

A look at Figure 1: Model of Globalized system and some elements of the environment, reveals that each of the elements poses separate and distinct challenges to the entrepreneurs. Self-reliance one of the elements means autonomy, independence, full use of ones talents and capacities, and growth in all directions. In short self-reliance is challenging the African entrepreneurs to make full utilization of all available resources to be self-dependent to a reasonable level. This will imply that human talents are being effectively utilized with the result that there will be minimal level of unemployment. The African entrepreneurs will need to develop skill in self-reliance for global effectiveness. The globalized system has the political system in operation within a specified geographical area, which determines desirable patterns of economic development as another element. In Nigeria we are operating a Federal democratic system of government. The Federal government in the early 'part of 2004 put forward the National Economic Empowerment and Development Strategy (NEEDS) as the vehicle for the Nations economic development. NEEDS is a completely home made response to Nigeria's past efforts at economic development which have failed to produce the desired result. Ethics or disciplined behaviour is a value concept, which has to do with rightness or wrongness of action. It has relevance in a globalized system. Ogundele (2000) reported that acts of indiscipline was the second most important problem facing indigenous entrepreneurs in Nigeria. Frimpong and Jacques (1999) edited collections of academic works that emphasized the entrenchment of corruption in Sub-Saharan Africa. Therefore the African entrepreneur is confronted with challenges of unethical behaviour, of government agencies, competitors and customers. It is a challenge that is slowing down the rate of meaningful capital flow into the continent outside South Africa and North Africa. The inclusion of re-orienting the value system of the populace as one of the major thrust of NEEDS in Nigeria is a step in the right direction. This will provide opportunity for developing valued behaviours in African entrepreneurs.

Figure1. The globalized system, environment elements and African entrepreneurs.



Source: Developed by the author and Adapted from O.J.K. Ogundele (2004 globalization and development, multidisciplinary journal of Research Development. Vol. 3, No. 2., p.3.

Each of the other elements in Figure 1 above, have their distinctive challenges. The World Bank and International Monetary Fund (IMF) have their conditionalities which are concrete blocks against any meaningful development programmes by the poor African countries. How can the African entrepreneurs wriggle themselves out of the net of World Bank and IMF for meaningful economic growth? The solution for this also rest on developing in African entrepreneurs appropriate skills in self-reliance, foresightness and global business operations. Also the regional economic groups' e.g. Economic Community of West African States (ECOWAS) throws up wider market opportunities to the African entrepreneur. It thus challenges their capacities, and initiatives in coping with the environmental opportunities. This requires skills in cross-national business operations; it again emphasizes the needs for global executive's skills. The lists of executive challenges given above are merely illustrative. They show the need for manpower development as it affect the general social system, and also providing or developing global skills in the African entrepreneurial stream. The entrepreneurial stream stands for various groups of entrepreneurs of diverse descriptions in any given geographical area. They are the

torch bearers for any meaningful progress and development. Therefore, equipping the African entrepreneur with necessary skills for global effectiveness should be of concern to government, academicians, human resource consultants, educational institutions, government agencies, international groups that are interested in the development of Africa.

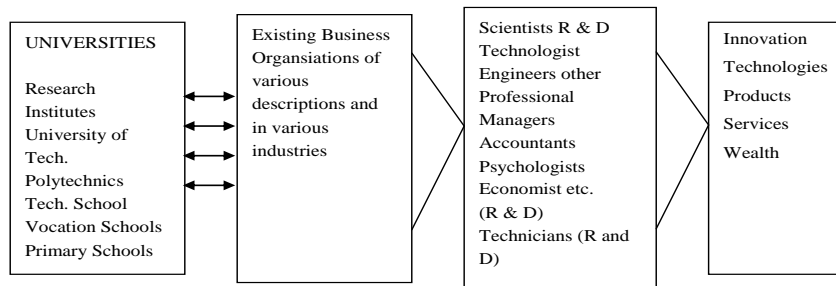
V. INTERACTIVE MODEL OF SOCIO-ECONOMIC DEVELOPMENT

The Interactive Model of self-reliant socio-economic development is intended to complement the model on entrepreneurial development with a view to producing technologically innovative and result oriented entrepreneur who have practical training in relevant industrial sectors of the economy. In Figure2 below, the principal institutions of development are the school and factory. In the model, they are sandwiched together by the double-headed arrows. Ascending arrows in the school system depict academic career growth whereas descending ones emphasize the role of the higher institutions to provide instruction to the lower levels. The sandwiched institutions give students at all level opportunities to match their classroom learning with practical work experience in industry. Workers in the

industry will, also continue their school learning part time. This will eliminate unemployment. It will also ensure that learning and research are made relevant to the development needs of African countries (Ogundele 2005a). Figure 2 below is modified version of the proposal by Ekpo-Ufot (1990) with the focus on developing indigenous technology. The operations of the experiment depicted in the model are

through the Ministries of Education and Science and Technology in each African country The Ministry of Science and Technology has the most important responsibility to discharge. These are in planning and executing the experiment. The operators are:

Figure 2: An Interactive Model of Self-Reliant Socio-Economic Development



Source: Adapted from Ogundele (2005c).

(1)The school system

(2)Existing business sector of the economy. They will contribute fund to the national R and D, which must be compulsory in each country.

(3)National, State and local governments will also contribute which will be used to establish R and D Corporation, with three major divisions suggested in the case of Nigeria these are, instructional and scientific equipment, and motor vehicle and food processing. The development activities will involve students in formal educational systems, and other forms of training and development on short term basis provided for the general public. This is a form of massive evangelistic entrepreneurial education, training and development in various forms of social institutions e.g. schools, clubs, corporative societies, churches, mosques etc. each country will set its own area of important priorities. The lesson that we have learnt from the Asian Tigers is that effective entrepreneurial education, training and development are the only sure path to national economic development. African countries can tread this path through the collaborative and interactive efforts of the educational institutions, the government, business organizations and other relevant social institutions listed above. The end result will be mass turnout of creative agents of development – the entrepreneurs. The products of the interactive model would be technologists, innovators, scientists, engineers, accountants, technicians who are entrepreneurs in their own rights. Hamilton (2006)

in an interview with an indigenous entrepreneur in Nigeria states that Durojaiye (the entrepreneur interviewed) reported that waste management idea first came to him in 1991, but he built his first set of mobile toilets on a wagon in 1996. He imported his first set of plastic mobile toilets in 1999. He started manufacturing the same in Nigeria in 2002. That he used to import plastic mobile toilets into the country, but now he exports to other countries in the spate of about eight years. Durojaiye notes that until, now waste management had been seriously neglected to the background and he stated that if as a nation Nigeria puts her priorities right and decide to manage waste properly, it can become the biggest income generating source, next to oil. He puts up a challenge – “give me N100 million today, I will sign an undertaking for you to tie me up to a pole and get the firing squad to shoot me if I am unable to create, 200,000 jobs in two years, with 150 million Nigerians generating faeces everyday, more mobile toilets are needed”. This is the type of entrepreneur are the ones needed for African dominance of the global economy before the close of this century and beyond.

1) *Massive Evangelistic Entrepreneurial Education, training and development a Must for National Development in Africa*

Recent developments in South East Asia have clearly shown other Third World Countries and Africa, that a nation's progress and economic development is not essentially

constrained by the levels of natural resources it possesses, but by the human capacity and capability in responding to challenges in the environment. The Asian Tigers have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging patterns both near and far. Because of appropriate entrepreneurial education, training and development, right from childhood every six out of ten people in Indonesia are entrepreneurs. The truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tigers. That is why their economies are the fastest growing and developing ones in the world today. Consequently, entrepreneurship development has equipped the Asian Tigers with the competencies of turning their economies to very dynamic ones for national development. For African countries to move into the club of great and dynamic economies, there must be massive evangelistic entrepreneurial education training and development (Ogundele, 2005b). The outline of the desirable and proposed entrepreneurial educational, training and development agenda for Africa entrepreneurial and the continent's development is provided below.

2) *Installing Educational, Training and Development Programmes for Entrepreneurial Development in Africa.*

It must be stated here, that the levels of formal education will affect entrepreneurship (Ogundele, 2000). In addition, the levels and types of technical, vocational, managerial and other forms of specialized education, training and development will equally affect entrepreneurship. The other side of the coin is that the lack of appropriate and necessary education, training and development would adversely affect the pace of emergence, patterns of behaviours and consequently lead to a slow pace of performance of the economy. Therefore, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students at various levels of Africa nation's educational systems and for the adults in other forms of social institutions of which they are members. At the primary level, it is not enough to teach pupils the skills of reading, writing, calculating and elementary science. They must be taught how to apply these skills in solving the problems of society or have the skills that can be used to provide goods and services to the society. There is also the need for entrepreneurial education at the secondary level in Africa. In Nigeria for example, if the 6-3-3-4 educational policy in Nigeria is made functional there would have been little problems in building on the foundations which would have been laid at the primary schools level. During the first three years teachers at the secondary school level will have to build on, and further develop the skills of intuitive sensitivity, self-awareness, risk taking, visionary consciousness and multicultural responsiveness whose foundations should have been laid at the primary school level. At secondary school level the last three years of the students will focus efforts in areas where they have exhibited the best competences to contribute most to the societal development. Those who are not best suited for pure

academic pursuit would at this level branch out into relevant vocational areas for them. The tertiary level includes the colleges of education, the polytechnics, the universities at graduate and post graduate levels and other forms of private initiatives designed to promote entrepreneurship. The best practice will be to ensure that students take at least a course in entrepreneurship in every year of their academic pursuit at the tertiary educational level, under varying titles such; as entrepreneurship development, small business management, management of small scale industry, managing your own business etc.

3) *Skills to be developed in Entrepreneurs and the general populace for Africa Development in the 21st Century*

The demands of globalization have shown that African entrepreneurs must have multiple skills if they are to be agents of national development. Ogundele (2005b) presents three broad categories of such skills which have twenty eight elements. The first is Management Development Perspective Skills. There are thirteen elements in this category they are; time managements, entrepreneurial self-development; managing change for competitive success; Decision-making; human resources environment of business; helping people to learn; team building; project management; re-engineering or business process redesign; total quality management, organizational development, corporate excellence and people skills. The second is *interpersonal skills*. There are also twelve elements in this group they include; leadership; subordinate development, delegation and counselling; information technology, re-engineering entrepreneurial values for the 21st century; entrepreneurial effectiveness; motivation and entrepreneurship ventures; managing information; employee empowerment; conflict management; negotiation; and communication skills. The third category is *cross-sectional skills*. This group consists of four elements which are innovation/creativity, planning, organizing and Kaizen skills. Apart from the 28 skills areas listed above, other areas where skills development are necessary for Africa entrepreneurs are in cultural adaptation, managing knowledge for organization success, creating participative organization, quality customer service, managing ones health, physical, mental, job specific, technical, transfer of knowledge and human relations skills. These skills must be developed in African entrepreneurs so as to be able to face effectively the challenges of globalization and other environmental factors, which will lead to national development. The above outlined educational and developmental programmes and areas of skills development constitute the proposals of evangelistic agenda for entrepreneurship education training and development. The adaptation and implementation of these proposals should be the sure foundations for rapid African development in the 21st century which will develop African entrepreneurs for global economic leadership in the late 21st and throughout 22nd centuries. In summary, modern entrepreneurship can be defined as anticipating the future requirements of society

and successfully meeting these with new, creative and imaginative combination of resources. Other critical resources are information, superior organization, talented and professionally trained people and last but not the least, time itself. These requires organizations as well as individuals with entrepreneurial skills to foresee the future needs of the society and develop new and better ways of fulfilling needs these individuals must be developed now in Africa to meet the challenges of the 21st century and beyond. The entrepreneurial decisions to be made now and in future are strategic decisions on the direction in which entrepreneurs shall follow into an always unknown and uncertain future. Analysis and information no matter how good, will never make these decisions for the entrepreneurs, entrepreneurial decision must of necessity be made on inadequate information. African entrepreneurs must have an acute sense of timing to be able to lead the global economy later in this century and into the next century. Therefore Africa has to develop her tomorrow's business leaders today. Tomorrow's African entrepreneurs and business leaders will need to be able to organize for entrepreneurship. It requires being capable of making effective economic decisions regarding the future.

There is also the need to build in our entrepreneurs the capacity for systematic innovation. They have to know how to anticipate innovation and how to make innovation effective – rapidly and profitably. The organization they will build and lead will essentially be an organization of knowledge workers, highly educated people who put to work knowledge and concepts. The African business entrepreneurs of tomorrow will have to be able to run business that operate across national boundaries and are truly “multi-national”. The African entrepreneurs now and in future must know much about other institutions of the society, especially about government, government agencies, educational institutions and others relevant social constituencies and the global environment. The four categories of developing the entrepreneurs call for massive propagation, at local state and federal government levels. Other relevant actions that will complement the approaches listed above include the follows:

- 1). Commonly accepted slogan on dignity of owning your own business should be developed around which all propaganda is build. This should be propagated in all major African languages.
- 2). The mass media must be actively involved in mobilizing the masses for effective entrepreneur activities to promote national development
- 3). High employment salaries e.g. paid in oil sector, bank and especially politicians are disincentives to entrepreneurial development. Government should therefore create fund to assist genuine entrepreneur before their ventures begins to yield returns e.g. graduate and those thrown out of jobs consequence upon current economic reforms.
- 4). Electronic commerce has been used by all developed countries to achieve greater strides in taking advantage of globalization and attendant competition. This should be positively employed in Africa.

5). Women should be used as a special group in this proposed programme they are in the majority and they need more flexibility in the use of their time than men.

6). Rural areas must be properly integrated in the programmes it should not be an urban affairs we must bridge in gap between aging retiring entrepreneurs and their young successors to minimize the problem of entrepreneurial succession.

7). Government is to concentrate more on infrastructure development at all levels, local, state and federal. Abercrombie, Hill and Turnor (2000)

8). There is the need for moral entrepreneurs championing the restoration of proper moral values, as a crusade against unethical business actions on the part of beneficiaries from the proposal entrepreneurial development evangelistic agenda.

VI. CONCLUSION

Education training and development play very crucial roles in entrepreneurial development and skills acquisition. It is the position of this paper that the hope for any meaningful development that will produce great and dynamic economy in Africa in all aspects of its peoples endeavours lies in rigorous and massive entrepreneurial education, training and development, right from childhood and continually until one retires from gainful employment. At the primary school level the “catch them young concept” should be the central objective. At the secondary and tertiary levels students are to be provided with some form of background knowledge on entrepreneurs and based on model 2 in figure 2, this should be complemented with industrial experience by the learners. For example, at secondary, polytechnic, undergraduate and graduate levels students presently are being provided with conceptual skills and technical skills which entrepreneurs require to perform in specialized functional areas such as accounting, marketing, production, personnel etc. The dynamic global environments require that skills should be upgraded constantly hence the need for expansion as provided in the 28 listed skills area. Several private and government agencies in Nigeria e.g Administrative staff college of Nigeria (ASCON) and Centre for Management Development (CMD) have programmes for developing indigenous entrepreneurs to upgrade their skills. The methods of training and development and the course contents in all these institution need to be refocused and upgraded based on the discussion in this paper. There is need for a “people change approach” if we are to have great and dynamic economy in the 21st century. We need to show that man and not materials should be the focus of development for a purposeful great and dynamic economy in Africa. The models presented outlined the various levels that are relevant for people change approach to African development. The various groups and area for training and development have been specified. Governments as well as private organizations' supports are required urgently to produce needed positive changes. The other important ingredients are values reorientation, disciplined behaviour and leadership by example. All these are components of entrepreneurship education, training and development for

African development in the 21st century which will result in Africa entrepreneurs' global dominance of world economy in the late 21st and throughout 22nd centuries.

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