Indigenous Entrepreneurship Pathways in Ontario

ONCAT-Funded Pathway Development Project

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Acknowledgements

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Executive Summary

Through funding received from the Ontario Council on Articulation and Transfer (ONCAT), this report outlines research and recommendations for pathways that reflect Indigenous entrepreneurship Vocational Learning Outcomes (VLO).

In collaboration with Mohawk College, Algonquin College as the lead institution researched and analyzed outcomes from more than a 100 Ontario post-secondary programs in order to propose new Indigenous outcomes that support and connect with entrepreneurship programming. Ontario institutions such as Algonquin and Mohawk Colleges can in turn use this information to support further enhancement of their respective entrepreneurship programs that also aim to target a growing Indigenous learner population.

The benefits of entrepreneurship are well documented as determining factors of economic vitality at all levels of society. Developing pathways that combine both Indigenous and traditional entrepreneurship outcomes gives learners the essential skills and independence they need to start new and innovative business ventures that support sustainability within their communities. Moreover, offering learners the opportunity to achieve Indigenous learning outcomes can be an extension of traditional practices that can help strengthen self-identity and culture.

Designed in three phases, the project methodology focused on a content analysis of approved VLOs and ministry-approved program content: 1) a review of the literature and environmental scan, 2) an evaluation for reciprocal pathways, and, 3) development of Indigenous entrepreneurship outcomes. Content analysis methods provided the participants valuable opportunities to analyze and validate relevant outcomes.

The program comparison and analysis revealed a variety of differences between Ontario credentials and their related outcome sets. Most programs had content specific to traditional business, entrepreneurship or Indigenous cultural studies. None had specific outcomes related to Indigenous entrepreneurship. The project also provided an opportunity to propose outcomes that reflect Indigenous entrepreneurship and that would be distinct from traditional entrepreneurship found in the business programs reviewed. These outcomes would have the potential to inform the development of a bridging program that learners could apply when laddering between credentials.

The model used to Indigenize entrepreneurship outcomes was the medicine wheel. As part of Indigenous cultures across the centuries, the circle shape of the medicine wheel represents the interconnectivity of all aspects of one's being, including the connection with the natural world. The medicine wheel provided a foundation from which to Indigenize traditional entrepreneurship outcomes. Overarching outcomes that align with the four directions that are distinct from traditional entrepreneurship were developed. Going forward, these outcomes can inform a bridging program reflecting Indigenous entrepreneurship.

It was apparent that understandings about Indigenous entrepreneurship pathways are diverse and complex. The vision that this project was aiming for simply had not been realized in the Ontario post-secondary system. Modifications of the project scope allowed for additional reflection and analysis that was required to better understand the complexities. Ultimately, the deliverables produced in this project offered a deeper understanding and practical information required in order to advance Indigenous programming and pathways that support learner mobility in Ontario.

Project Purpose and Goals

As mandated by ONCAT, the overarching purpose of this project is to improve student mobility within the public postsecondary education system in Ontario.[1] The mandate fulfills two primary goals: 1) to create innovative educational opportunities for students, and, 2) to act as a resource for future projects by sharing methodologies, best practices, and lessons learned. In achieving ONCAT's mandate, the project aims to develop Indigenous entrepreneurship learning outcomes that can then be delivered via innovative and flexible program pathways.

The Truth and Reconciliation Commission (TRC) Report (2015) emphasizes the need for meeting the learning needs of Indigenous people in Canada.[2] However, few Ontario colleges infuse, or "Indigenize" Indigenous knowledge into program standards.[3] Nor are they oriented to meet the demand for Indigenous entrepreneurs who seek to develop the skills of self-reliance and knowledge required for non-traditional job markets. Developing innovative packaging of Indigenous entrepreneurship pathways will advance the Truth and Reconciliation Commission's recommendations as well as support future employment opportunities for an under-represented population.

The following intended goals help achieve the purpose of this project:
1. Analyze outcomes from Ontario college and university programs against Indigenous ways of knowing in order to create outcomes that support Indigenous and non-Indigenous learners.
2. Explore potential Indigenous entrepreneurship pathways between programs.
3. In the future, develop flexible programming that supports proposed pathways.

Developing pathways that combine both Indigenous and traditional entrepreneurship outcomes gives learners the essential skills and independence they need to start new and innovative business ventures that support economic, social and environmental sustainability within their communities. In addition, pathways between credentials that focus on entrepreneurship are valuable for individuals who possess the motivation to improve their workforce skills. Ultimately, these pathways will give learners access to practical training that will help them get into the job market faster.

Methodology

Supported by a review of the literature, the project methodology primarily focused on a content analysis of approved VLOs and ministry-approved program content. Content analysis methods provided the participants valuable opportunities to analyze and validate relevant outcomes that would ultimately contribute to developing pathways that reflected Indigenous entrepreneurship outcomes. The content analysis is divided into three phases:

Phase 1 – Review of the Literature and Environmental Scan

A review of the literature and environmental scan were conducted in order to better understand the research related to industry demand. An environmental scan of existing Algonquin and Mohawk programs also revealed the current state of entrepreneurship programming at each college and opportunities for pathways. The literature review provided a theoretical framework from which to propose and validate program outcomes.

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[1] See http://www.oncat.ca/.
[2] Truth and Reconciliation Commission of Canada (2012) *Truth and Reconciliation Commission of Canada: Calls to Action.*
[3] Program standards in Ontario reflect the essential learnings that graduates must achieve. Components include vocational learning outcomes, essential employability skills and general education.

Phase 2 – Evaluation and Recommendation for Reciprocal Pathways

Seventy-nine programs of study and VLOs for all Ontario college programs and thirty-eight programs across Ontario universities were reviewed in order to identify relevant pathways and Indigenous entrepreneurship outcomes.

Phase 3 – Development of Indigenous Entrepreneurship Outcomes

Using the medicine wheel teachings as a guiding model, new outcomes were developed as a basis for enhanced VLOs in Indigenous entrepreneurship. These outcomes were applied to the analysis of program pathways.

Review of the Literature

Entrepreneurship

The benefits of entrepreneurship are well documented throughout the literature as critical determining factors of economic vitality at the local, regional, and national levels.[4] As such, there is an intensified demand for skilled workers to enter the workforce with a blend of skills that are traditionally associated with entrepreneurship.[5] Given this intensified demand, post-secondary institutions can play a key role in developing graduates who possess entrepreneurial skills for both the current and future economies.

Entrepreneurship is not just about starting a new business venture; it is about affecting change by recognizing opportunities and seeking solutions to improve society. An underlying characteristic common to all entrepreneurs is the compulsion to solve problems. Entrepreneurs engage in a process of discovery to find solutions that resolve problems as well as create value for their organizations and communities.[6] In essence, entrepreneurship is about recognizing opportunities, which can lead to change and growth for society.

Entrepreneurship can be framed around a mindset that is curious, flexible, creative and uses critical thinking, problem-solving, and collaboration skills to address problems. Many entrepreneurs have been recognized as catalysts for change.[7] Often referred to as changemakers[8], entrepreneurs are considered to be action oriented[9], innovators, and providers.[10] The ability to perceive problems as opportunities, create potential solutions, implement, assess the outcomes, and redesign if necessary are key entrepreneurial activities[11]. Unlike personality traits that are largely fixed, there is the belief that an entrepreneurial mindset can be taught and honed.[12] This notion suggests that most all learners can enhance their entrepreneurial skills if given the opportunity.

Future Skills for Success

According to RBC's *Future Skills Report*, within the next decade 25% of all Canadian jobs will be significantly disrupted by technology and more than 50% will need to adjust their required skills.[13] Therefore, there is a need for a mobile, skilled workforce that is continually learning, training, and upgrading their skills. In response, post-secondary institutions need to rethink how they view

[4] Sá, C., Kretz, A., Sigurdson, K., "*The state of entrepreneurship education in Ontario's colleges and universities",* (Toronto, Higher Education Quality Council of Ontario, 2014).

[5] Information and Communications Technology Council (ICTC), *Digital talent: Road to 2020 and beyond*, (2016).

[6] NISOD Publications, *An interdisciplinary approach to creating entrepreneurial learning environments,* (Texas, University of Texas, 2018), 2.

[7] Lerner, J., & Sahlman, W., *Reviving entrepreneurship,* (Harvard Business Review, 2012), 116-119.

[8] Books, D., *Everyone a changemaker*, (The New York Times, 2018).

[9] Lynch, M., et al., *The language of successful entrepreneurs.*

[10] RBC, *Humans wanted.*

[11] Singer, S., Amorós, J. E., & Arreola, D. M., *Global entrepreneurship monitor 2014 global report,* (London, UK: Global Entrepreneurship Research Association*,* London School of Business, 2014).

[12] Lynch, M., Kamovich, U., Andersson, G., & Steinert, M., *The language of successful entrepreneurs: An empirical starting point for the entrepreneurial mindset,* (Proceedings of the European Conference on Innovation and Entrepreneurship, 2017), 384-391.

[13] RBC, *Humans wanted: How Canadian youth can thrive in the age of disruption*, (2018)

employment outcomes for their graduates. For example, assisting learners to understand foundational skill clusters such as solvers, providers, facilitators, technicians, crafters, doers and to identify where they fall within these clusters will help them to better prepare for and succeed within a disruptive economy.[14]

There is consensus on the critical skills needed to be successful in a disruptive skills-based economy. The World Economic Forum offers a framework for employability skills required for the 21st century (see Figure 1).

Figure 1: 21st-Century Skills[15]

Note: ICT stands for information and communications technology.
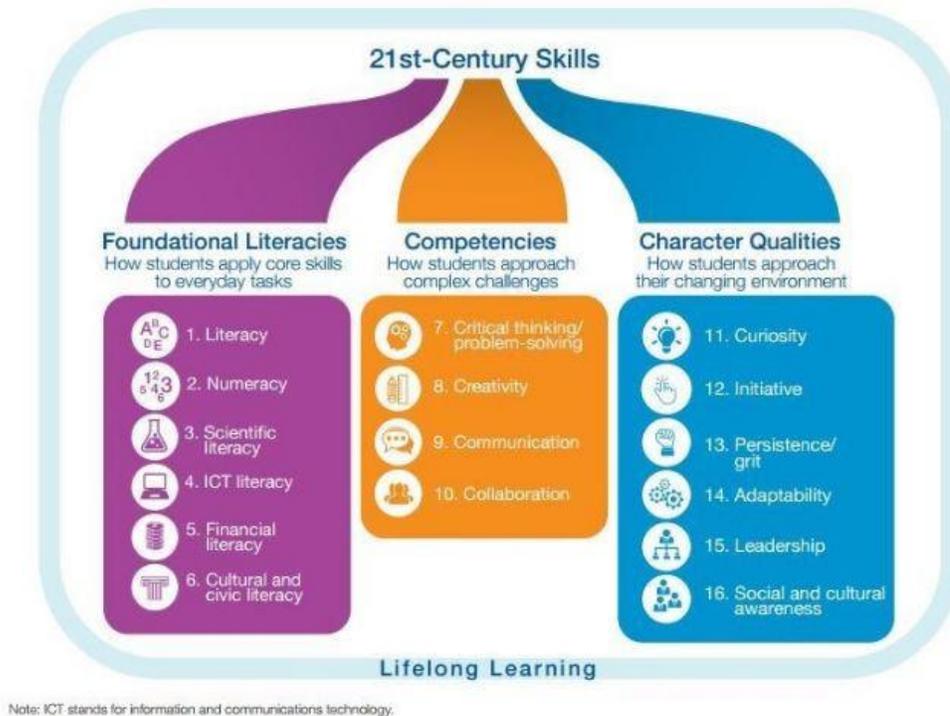
This framework supports the earlier assertion that there is an intensified demand for skilled workers to enter the workforce. Several of these skills (i.e., critical thinking, problem-solving, and curiosity) are viewed as congruent with the skills of a strong entrepreneurial orientation.

Common Themes for Future Employability Outcomes

Common themes surrounding future employability outcomes congruent with notions of entrepreneurship found within the literature are: adaptability, problem-solving, risk-tolerance, global and cultural intelligence, collaboration, digital literacy, and client/service orientation.

Adaptability

The theme of adaptability centres on the need for a skilled workforce that is resilient, mobile, growth-oriented, and committed to lifelong learning. Disruptive technologies such as automation and artificial intelligence demand a digitally skilled workforce that can adapt to the changing needs in a knowledge and skills-based economy[16]. Therefore, learners need to develop an affinity for lifelong

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[14] Ibid.

[15] Soffel, J., *What are the 21st-century skills every student needs,* (World Economic Forum, 2016).

[16] ICTC, *Digital Talent.*

learning in order to anticipate what comes next. They will need to be mobile and able to leverage the advancement of their skills to move within and between jobs.[17]

Problem-Solving

One of the most predominant themes in future employability outcomes is the cognitive skill of problem-solving. Problem-solving has been identified as being the skill cluster that will see the highest growth in demand within the workplace over the next decade.[18] When provided with opportunities that support the development of problem-solving skills, learners become more aware of their individual strengths, what motivates them, and what their potential may be. They also develop a greater sense of confidence in how they can impact society as change-makers.[19]

Risk Tolerance

Risk tolerance is reflected in future employability. Learners need to learn about responsible risk-taking and how to deal with failure in the right way.[20] By definition, iteration is a process in "in which repetition of a sequence of operation yields results successively closer to a desired result".[21] Through an iterative process of experimentation, reflection, and adaptation implies that a certain amount of risk-taking and willingness to fail in order to eventually arrive at the best possible solution is necessary.

Global and Cultural Intelligence

Canada is a multi-cultural society, which is reflected in the workplace. Despite this, there is a growing concern that graduates entering the workforce lack the global skills necessary to effectively communicate and collaborate with each other.[22] In a mobile skills-based economy, the majority of new ventures and innovative ideas that will help grow the Canadian economy are likely to be global in nature[23]; therefore, there is a need to emphasize the development of cultural intelligence and interpersonal skills to support this globalization of the workplace.

Collaboration/Associational Thinking

Woven throughout the literature is the importance of collaboration in all aspects of entrepreneurship. Strong collaborative skills enable learners to leverage the knowledge, skills, and experiences of others to support their innovations.[24] Similar to collaboration is the cognitive skill of associational thinking[25], which is the ability to connect ideas and/or problems that others find unrelated. Both collaboration and associational thinking involve interactions with others, which implies the need for strong interpersonal and networking skills.

Digital Literacy

The adoption of technology is important to innovation and maintaining Canada's competitive edge; yet despite its importance, there is a shortage of skilled workers with the ability to assess and implement technological innovations.[26] Industry wants graduates who are not only problem-solvers, but are also digitally literate and have the analytical skill to work with data[27]. Skilled talent needs to be developed in order to leverage new and emerging technologies to maintain and increase Canada's global competitiveness.

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[17] RBC, *Humans wanted*.
[18] Ibid.
[19] Flannigan, S. L., *Infusing social entrepreneurship.*
[20] Minogue, S., *How Ryerson is using.*
[21] Iteration. (2018). In *Merriam-Webster's* online dictionary.
[22] RBC, *Humans wanted.*
[23] Lerner, J., & Sahlman, W., *Reviving entrepreneurship.*
[24] Lynch, M., et al., *The language of successful entrepreneurs.*
[25] Dyer, J., Gergersen, H., & Christensen, C. M., *Five discovery skills that distinguish great innovators*, (Harvard Business School, 2011).
[26] Information and Communications Technology Council (ICTC), *Digital talent.*
[27] RBC, *Humans wanted.*

Client/Customer Service Oriented

Research indicates that entrepreneurs have a clear understanding of the needs of their customers and tend to exhibit a win-win type mentality in their attempts to find solutions that fulfill these needs.[28] Through innovation that is customer focused, it is possible to address a wide range of social issues for the betterment of society as a whole.[29]

Indigenous Identity(ies)

The term Indigenous is generally used to describe a population of people who are descendant from those who inhabited a region prior to later inhabitants; are subject to geographical, political, and/or economic domination by later inhabitants, and who maintain distinctive culture.[30] In Canada, the term "Indigenous" mirrors the use of the term "Aboriginal Peoples" as defined by section 35 of the Constitution Act (1982) that includes the Indian, Inuit and Métis Peoples of Canada.[31]

The problem with formal definitions, however, is that they do not encapsulate the full spectrum of those who self-identify as Indigenous Peoples.[32] In order to capture the diversity of Indigenous Peoples worldwide, the United Nations instead refers to an understanding of what is meant by "Indigenous" based on the following:

- Self-identification as Indigenous peoples at the individual level and accepted by the community as their member
- Historical continuity with pre-colonial and/or pre-settler societies
- Strong link to territories and surrounding natural resources
- Distinct social, economic or political systems
- Distinct language, culture and beliefs
- From non-dominant groups of society
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities (1).[33] (United Nations Permanent Forum on Indigenous Issues, direct quote)

For the purpose of this literature review, the UN's broader understanding of the term, with an emphasis on self-identification, will define the term Indigenous. However, in direct quotes, the original term used by the author(s) is used.

Cultural Values

The socioeconomic culture of an Indigenous community is informed by their worldview and framed through the foregrounding of social, cultural, and environmental values over economics.[34] Most commonly shared core values amongst Indigenous Peoples are protection of ecological balance, solidarity, cultural preservation, holistic worldview, social economic equity, sharing, loyalty, and generosity.[35]

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[28] Lynch, M., et al., *The language of successful entrepreneurs.*
[29] Lerner, J., & Sahlman, W., *Reviving entrepreneurship*
[30] Peredo, A.M., Anderson, R.B., Galbraith, C., Honig, B. and Dana, L.P., *Towards a theory of Indigenous entrepreneurship*, (International Journal of Entrepreneurship and Small Business, 2004), 1–19.
[31] *Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (UK), 1982, c 11.
[32] Gallagher, B., & Lawrence, T. B., *Entrepreneurship and Indigenous identity: A study of identity work by Indigenous entrepreneurs in British Columbia*, (International Journal of Entrepreneurship and Small Business, 2012).
[33] United Nations Permanent Forum on Indigenous Issues, *Fact Sheet*, (n.d.).
[34] Colbourne, R., *Indigenous entrepreneurship and hybrid ventures.* (Emerald Publishing, 2017), 93-149.
[35] Curry, J. A., Donker, H., & Michel, P., *Social entrepreneurship and Indigenous people.* (Journal of Co-Operative Organization and Management, 2016), 108-115.

Indigenous Peoples have a collectivist-oriented culture, which emphasizes the individual's socioeconomic interdependence within the community. This collectivist approach is significantly different from Western worldviews that promote the needs, wants and desires of the individual as most important.[36] [37] Table 1 displays the different characteristics of these two worldviews.

Table 1: Collectivism versus Individualism[38]

Dimension	Indigenous Collectivism	Western Individualism
Social structure	Group achievement Emphasis on inclusion, mutual support and interdependence	Personal achievement Emphasis on competition, economic or class stratification
Power	Sit within a complex ecosystem of relationships; power with	Sit on top of a series of relationships; power over
Rights	Mutually interactive	In competition
Change	Cyclical and harmonious	Linear process of progress and development
Knowledge	Journey towards knowing Relational and context sensitive	Asset to be accumulated Rational and fixed
Moral imperative	Stewardship Sacred trust with responsibilities to future generations	Nation or international economic interests Job creation
Goals	Group interest	Personal interests
Accounting over time	Ancestors through to 7 generation	Present and next generation
Environment/resource orientation	Gifts from the creator	Commodities or assets to exploit
Resource use	Sustainable development	Unrestricted exploitation
Land use	For sustenance For social ends	For profit For personal means
Wealth	To be shared or given away	To be accumulated

Sources: Harper (2003), Henry (2007), Holder and Corntassel (2002), Peredo and McLean (2020), Tassell et al. (2010) and Thornton et al. (2011).

Indigenous identity and culture are inextricably linked to their value of traditional lands and practices.[39] It is important to note that not all Indigenous communities share the same socioeconomic values. Therefore, the unique social relationships, governing institutions, and values of the communities in which they are based will affect entrepreneurial activities.[40]

Indigenous Entrepreneurship

Some Indigenous Peoples see economic development through entrepreneurial activities as the key to success; however, their participation in the global economy needs to be on their own terms and respectful of their social, cultural, and environmental values. In order to understand what is meant by Indigenous entrepreneurship, it is important to understand what the term entrepreneurship means both on its own and within an Indigenous economic development context.[41]

In the context of economic development, this definition can be narrowed to refer to entrepreneurship as the "identification of unmet or under satisfied needs and related opportunities, entrepreneurship as the "identification of unmet or under satisfied needs and related opportunities, and the creation

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[36] Braun, K. L., Browne, C. V., Ka'Opua, L. S., Kim, B. J., & Mokuau, N., *Research on Indigenous elders: From positivistic to decolonizing methodologies* (The Gerontologist, 2014), 117–126.
[37] Colbourne, R., *Indigenous entrepreneurship.*
[38] Ibid.
[39] Colbourne, R., *Indigenous entrepreneurship.*
[40] Ibid.
[41] Diochon, M., *A baseline study of entrepreneurship among First Nations women in the Atlantic region,* (Journal of Small Business and Entrepreneurship, 2014), 89-112.

of enterprises, products, and services in response to these opportunities" (3)[42]. It is when self-identifying Indigenous Persons participate in this process that the concept of Indigenous entrepreneurship emerges[43].

Differences between Two Forms of Entrepreneurship

Indigenous entrepreneurial activities differ from Western paradigms of entrepreneurship in that they prioritize environmental, social, spiritual and cultural objectives over economic value creation. Western entrepreneurial activities, on the other hand, value the economic objective of profit generation over all others. Figure 2 illustrates the difference worldviews reflected in Indigenous and Western socioeconomic objectives.

Figure 2: Indigenous Versus Western Socioeconomic Objectives[44]
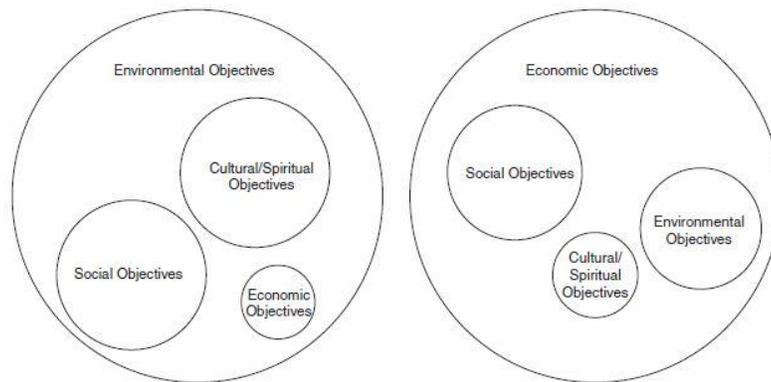
Furthermore, Indigenous entrepreneurship is different from Western entrepreneurship in that it must be:

a) Accountable to the Indigenous community within which they operate.
b) Community-centric with a focus on value creation in a manner that both reflects and leverages the community's resources, assets, and culture.
c) Appropriately matched to the community's socioeconomic needs and objectives.
d) Able to leverage organizational and governance structures.[45]

Therefore, it is a form of entrepreneurship that is more in line with social entrepreneurship, where the emphasis is on creating/innovating for the benefit of societal change, as Indigenous entrepreneurship achieves a unique blend of social, cultural, environmental and economic value creation that is of importance to the community in which it is embedded.[46]

Benefits of Indigenous Entrepreneurship

Entrepreneurship can positively contribute to Indigenous economic development and strengthen Indigenous identities.[47] Aboriginal Affairs and Northern Development Canada (AANDC) identify entrepreneurial activities as becoming a key driver of economic opportunity within Indigenous

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[42] Hindle, K., Anderson, R. B., Giberson, R. J., & Kayseas, B., *Relating practice to theory in Indigenous entrepreneurship: A pilot investigation of the Kitsaki partnership portfolio,* (The American Indian Quarterly, 2005), 1-23.
[43] Gallagher, B., & Lawrence, T. B., *Entrepreneurship and Indigenous identity.*
[44] Ibid.
[45] Colbourne, R., *Indigenous entrepreneurship.*
[46] Ibid.
[47] Gallagher, B., & Lawrence, T. B., *Entrepreneurship and Indigenous identity.*

communities.[48] However, in order for Indigenous entrepreneurial activities to be successful, there needs to be sufficient support within the community. Table 2 describes the factors within Indigenous communities that will either support or act as barriers to the economic viability of entrepreneurial activities.

Table 2: Economic viability of business located in Aboriginal Communities – the Standing Committee on Aboriginal Peoples (2007).[49]

Opportunities for economic development	Barriers to economic development
Stable leadership and vision Willingness to form partnerships with other Aboriginal communities and with the private sector in the pursuit of economic opportunities Legitimacy of economic activities to the community Strategic use of available resources Qualified labour pool Appropriate interplay between politics and business	Legislative and regulatory aspects of the *Indian Act* Limited access to lands and resources and capacity to develop those resources Lack of institutional mechanisms to support economic interactions Insufficient education and training Limited access to capital Non-competitive physical infrastructure

* Adapted from the Standing Senate Committee on Aboriginal Peoples, 2007, ix.

Through successful implementation and ongoing growth, Indigenous entrepreneurial activities can help address complex socioeconomic issues (such as high unemployment rates) by prioritizing, balancing, and blending social, cultural, economic and/or environmental value creation activities.[50] [51] [52] [53] Many see entrepreneurial activity as a way to support the dual objective of rebuilding their communities on a traditional and culturally grounded foundation while at the same time creating social-economic value.[54] The key is that Indigenous entrepreneurship does not need to be individualistic; it can be both an expression and an extension of traditional Indigenous practices.[55]

To successfully engage in global economics, Indigenous communities "need to transform economic actors on their own terms" (28)[56]. Entrepreneurial activities need to function in "an environment where business must market to a global economy while preserving traditional values, beliefs and other cultural elements" (1).[57] Manitobah Mukluks (https://www.manitobah.ca/collections/mukluks) is an entrepreneurial success story that demonstrates how Indigenous entrepreneurs can drawn on their unique identities, worldviews and experiences to develop innovative products or services that can make positive contributions back to their communities through celebrating and revitalizing Indigenous values, culture and traditions.[58]

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[48] Aboriginal Affairs and Northern Development Canada (AANDC) (2010). *Backgrounder_Aboriginal women's entrepreneurship. Key issues.*

[49] Lemelin, R. H., Koster, R., & Youroukos, N., *Tangible and intangible indicators of successful Aboriginal tourism initiatives: A case study of two successful Aboriginal tourism lodges in Northern Canada*, (Tourism Management, 2015), 318-328.

[50] Colbourne, R., *Indigenous entrepreneurship.*

[51] Curry, J., Donker, H., & Krehbiel, R., *Development corporations in Aboriginal communities: The Canadian experience,* (Journal of Developmental Entrepreneurship, 2009), 1-19.

[52] Curry, J. A., Donker, H., & Michel, P., *Social entrepreneurship and Indigenous people.*

[53] Diochon, M., *A baseline study of entrepreneurship among First Nations.*

[54] Anderson, R., Honig, B., & Peredo, A. M., *Communities in the global economy: Where social and Indigenous entrepreneurship meet,* (Cheltenham: UK, Edward Elgar, 2006), 56-78.

[55] Gallagher, B., & Lawrence, T. B., *Entrepreneurship and Indigenous identity.*

[56] Anderson, R., et al., *Communities in the global economy: Where social.*

[57] Curry, J., Donker, H., & Krehbiel, R., *Development corporations in Aboriginal communities,* (2009).

[58] Colbourne, R., *Indigenous entrepreneurship.*

Rationale for Indigenizing Entrepreneurship

Some purport that Indigenization is the process of creating supportive and comfortable spaces within which Indigenous people can succeed.[59] From a curriculum perspective, Indigenizing entrepreneurship learning outcomes means to adapt or modify traditional paradigms in order to infuse Indigenous ways of knowing.

There is much debate, however, in the research about the potential negative impacts of entrepreneurship on Indigenous cultural identity caused by the incongruence between traditional values and business demands,[60] [61] This negative relationship has been contested by other studies which have found no inherent incompatibility between entrepreneurship and traditional Indigenous culture and identity.[62] [63] According to one researcher, collectivist and individualist cultures neither inherently promote nor inhibit entrepreneurial activities, rather, particular worldviews translate into cultural and social norms, which act as guiding principles for the creation of entrepreneurial ventures through facilitating/constraining, encouraging/discouraging or framing/directing opportunity recognition, venture creation and/or venture structure within Indigenous and non-Indigenous communities (99).[64]

Summary

What is evident from this review is that employers are becoming concerned about graduates entering the workforce without the skills needed to succeed in today's skills-based economy. Entrepreneurship is critical for the continued vitality of Canada's economy. It is no longer sufficient to add entrepreneurship on the periphery or as an add-on/stand alone course within a program of study. Entrepreneurship needs to become an underlying core value of how post-secondary educational institutions operate, design, and deliver educational programs.

This review also offered a better understanding of how Indigenizing entrepreneurship can support the revitalization of communities. Entrepreneurship is viewed as a way to support the dual objective of rebuilding Indigenous communities on a traditional and culturally grounded foundation while at the same time creating social-economic value. Despite some fears that entrepreneurial activities may have negative impacts on Indigenous culture based on Western paradigms, Indigenous entrepreneurship can help strengthen Indigenous self-identity and culture.

Environmental Scan

The importance of entrepreneurial education in sustaining and growing Canada's economic vitality is well documented. In Ontario, virtually all colleges offer some type of entrepreneurship education in the form of individual courses, events and/or full programs of study.[65] [66] Between and within institutions, however, there is often differing conceptualizations of how entrepreneurship and best pedagogical approach to provide entrepreneurship education that coexist.[67]

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[59] Bopp, M., Brown, L., Robb, J., *Reconciliation within the academy: Why is Indigenization so difficult?* (Four Worlds Centre for Development Learning, 2017).

[60] Peredo, A. M., & Anderson, R. B., *Indigenous entrepreneurship research: themes and variations*, (Oxford: UK, Elsevier, 2006), 253-273.

[61] Hindle, K. & Moroz, P., *Indigenous entrepreneurship as a research field: developing a definitional framework from the emerging canon*, (International Entrepreneurship Management Journal, 2009), 357–385.

[62] Foley, D., *Does Business Success Make You Any Less Indigenous?* (Swinburne University of Technology, 2006).

[63] Hindle, K. & Lansdowne, M., *Brave spirits on new paths: toward a globally relevant paradigm of Indigenous entrepreneurship research*, (Journal of Small Business and Entrepreneurship, 2005), 131–141.

[64] Colbourne, R., *Indigenous entrepreneurship.*

[65] Sá, et al., *The state of entrepreneurship.*

[66] Kuratko, D. F., *Entrepreneurship: Theory, process, practice.* (Mason, OH: South-Western, 2014).

[67] Sá, et al., *The state of entrepreneurship.*

Currently, the majority of entrepreneurship educational opportunities are concentrated within business and management programs.[68] [69] However, research indicates that the educational system needs restructuring in order to provide entrepreneurial competencies as important skills for all learners, not just business students, if we want to develop a stronger entrepreneurial culture.[70] Figures 3 and 4 below illustrate the most common college credentials offered with entrepreneurship course requirements and the most frequent sub-topics of college level entrepreneurship courses.

Figure 3: Most Common College Credentials with Entrepreneurship Course(s) Requirements[71]
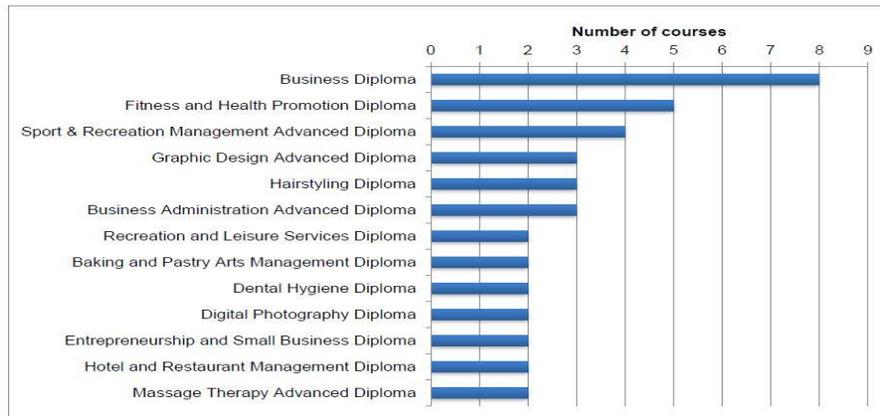
Figure 4: Most Frequent Sub-Topics of College Entrepreneurship Courses[72]

College Course Topic Area	Frequency
Introduction to/Principles of entrepreneurship	28
Business plan development	15
Small business	13
Marketing for entrepreneurs	10
New venture creation	8
Social entrepreneurship	7
Global entrepreneurship	7

Despite the significant number of entrepreneurial programs and individual courses available within pot-secondary institutions, Canada's educational system is still inadequately designed to support today's skills based economy.[73] It has been found that many entrepreneurial programs lack connection with their local business and investor community, as well as having a lack of access to incubator facilities.[74] As such, there is a need for post secondary educational institutions to develop more effective means of cooperation between educators, employers, and the local community to mitigate the skills and competency gap.[75]

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[68] Industry Canada, *The teaching and practice of Entrepreneurship within Canadian higher education institutions,* (2010).
[69] Sá, et al., *The state of entrepreneurship.*
[70] Singer, S., Amorós, J. E., & Arreola, D. M., *Global entrepreneurship*
[71] Sá, et al., *The state of entrepreneurship.*
[72] Sá, et al., *The state of entrepreneurship.*
[73] RBC, *Humans wanted.*
[74] Sá, et al., *The state of entrepreneurship.*
[75] Information and Communications Technology Council (ICTC), *Digital talent.*

Pathway Development

Program Comparison and Analysis

Outcomes Analysis

Seventy-nine programs of study and VLOs for all Ontario college programs and thirty-eight programs across Ontario universities were reviewed in order to identify relevant pathways and Indigenous entrepreneurship outcomes. No relevant university programs were identified. Of the college programs, nine were identified and shortlisted for potential pathway development (see Appendix B).

Algonquin College – Current State

Algonquin College is committed to infusing entrepreneurship into all aspects of college life. A review of the program inventory at the college revealed that 193 courses related to entrepreneurship and business skills were included across programs. Two programs were identified that could be used to create a pathway for Indigenous entrepreneurship:

- Entrepreneurship Acceleration Graduate Certificate
- Business – Management and Entrepreneurship Diploma

The college also has supports that help learners who seek to develop themselves as entrepreneurs. The Executive-in-Residence (EIR) Program was created by the Algonquin Students' Association to foster entrepreneurship at Algonquin College. The Innovation and Entrepreneurship Office provides entrepreneurial information, resources, programming and education to help young entrepreneurs, faculty and staff navigate the complex world of entrepreneurship. In particular, the college hosts SUMMIT, a 10-week summer intensive program (non-credit) aimed at helping learners aged 18-29 start-up a new business enterprise. The program offers of 40 workshops and hands-on experience and guidance from veteran entrepreneurs and mentors.

Recently, Algonquin invested $44.9-million dollars into the construction of a new building called the DARE district. The aim of the DARE district, which is an acronym for Discover, Applied Research, and Entrepreneurship, is to centralize innovation and entrepreneurial activities. The district also represents Indigenous culture and identity with a focus on Indigenizing entrepreneurship. To support this goal, the college hosted the inaugural Global Summit on Indigenizing Entrepreneurship. The summit gathered experts from across Canada and around the world together to share best practices, stories, and perspectives on how Indigenous values, histories, and ways of knowing can be infused into entrepreneurial thinking.

Mohawk College – Current State

In analyzing data from 2017, of the 154 programs offered at Mohawk College:

- There are 20 courses that actively include an entrepreneurship component
- There are 34 programs of the 5 Schools, that include entrepreneurship courses as part of their curriculum, representing 22% of all of Mohawk's course offerings or just over 1 in 5
- Of the 34 programs that offer entrepreneurship, the Small Business and Entrepreneurship is offered through Continued Education; however, this program is being suspended
- An additional 31 programs include courses that could be modified to include an entrepreneurship component
- Aboriginal Small Business Management Certificate, offered through day school; however, this program is being suspended
- Enrollment trends for programs offering entrepreneurial courses have doubled since the 2014/15 academic year to present

During the reporting period of 2017, SURGE, an Ontario Centre for Excellence (OCE) funded Entrepreneurship Connector at Mohawk has offered/involved in (non-credit):

- Served over 10,000 learners since 2014
- Mentored over 115 clients since 2014
- Launched 15 start-ups since 2014
- 9 events and conferences
- 8 events and seminars
- 4 competitions and contests
- 43 start-ups coached and supported

Mohawk also offers other key programming that supports an entrepreneurial mindset (non-credit hours):

- A 2 hour self directed on-line module that can be integrated into any course/program. It is a foundational introduction to entrepreneurship and intrapreneurship.
- The Agency – an experiential learning facility where learners collaborate and develop real world marketing and communications solutions
- Idea Works – Active Hub of applied research and innovation, supporting needs of small businesses and
- MEDIC – bridges gaps between innovative small and medium enterprises and digital health needs
- Additive Manufacturing Innovation Centre – supports innovation using new manufacturing technologies by offering start-ups a collaborative and low risk environment
- Stoney Creek Marshall School of Skilled Trades – offer top technology and professional facilities for the skilled trades

Conclusions

The program comparison and analysis uncovered challenges and opportunities when identifying pathways. Specifically:

a) The analysis revealed a variety of differences between Ontario credentials and their related outcome sets. Most programs had content specific to traditional business, entrepreneurship or Indigenous cultural studies. None had specific outcomes related to Indigenous entrepreneurship. Hence, identifying pathways between programs whereby learners interested in honing Indigenous entrepreneurship skills was a challenge.

b) Mandated changes to ministry program standards for any existing graduate certificate programs in the area of entrepreneurship management require colleges to modify titles and VLOs to meet the new standards.[76] To meet this requirement, some colleges are in the process of executing program suspensions or updates, which also limited the ability to identify clear pathways between credentials (e.g., proposed suspension of Mohawk's Small Business and Entrepreneurship program and Aboriginal Small Business Management).

c) The project provided an opportunity to propose outcomes that reflect Indigenous entrepreneurship and that would be distinct from traditional entrepreneurship found in the business programs reviewed. These outcomes would have the potential to inform the development of bridging program for Indigenous entrepreneurship that learners could apply when laddering into or from a credential.

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[76] Colleges of Applied Arts & Technology (CAAT), Ministry of Advanced Education and Skills (MTCU) code 70231. Changes to graduate certificates to be implemented by colleges by September 2018.

Indigenous Entrepreneurship Outcomes Development

Indigenous entrepreneurship has existed for thousands of years. During pre-colonial times, Indigenous Peoples maintained strong economic trade networks that relied on skills that today are considered part of an entrepreneurial mindset. However, as the review of the literature illustrated the difference is that entrepreneurship was not as explicit as it is today. Therefore, the purpose for developing new outcomes is to deliberately illustrate what is distinct from Western views of entrepreneurship with the goal of presenting an approach to Indigenous entrepreneurship.

Community feedback gathered for this project suggested that the medicine wheel be used as the guiding model for the development of Indigenous outcomes. The medicine wheel has been a part of Indigenous cultures across the centuries. Medicine wheels are believed to be the circle of awareness of self and frame the circle of knowledge that provides the power individuals have over their own lives (see Appendix C). Because it so rooted in Indigenous culture, a medicine wheel has been used as a tool to conserve and transmit teachings.

For the purpose of this project, the medicine wheel is the tool used to Indigenize entrepreneurship outcomes. Figure 5 is a representation of the Indigenization of entrepreneurship mindset outcomes in the form of a medicine wheel.

Figure 5: Indigenization of Entrepreneurship Outcomes
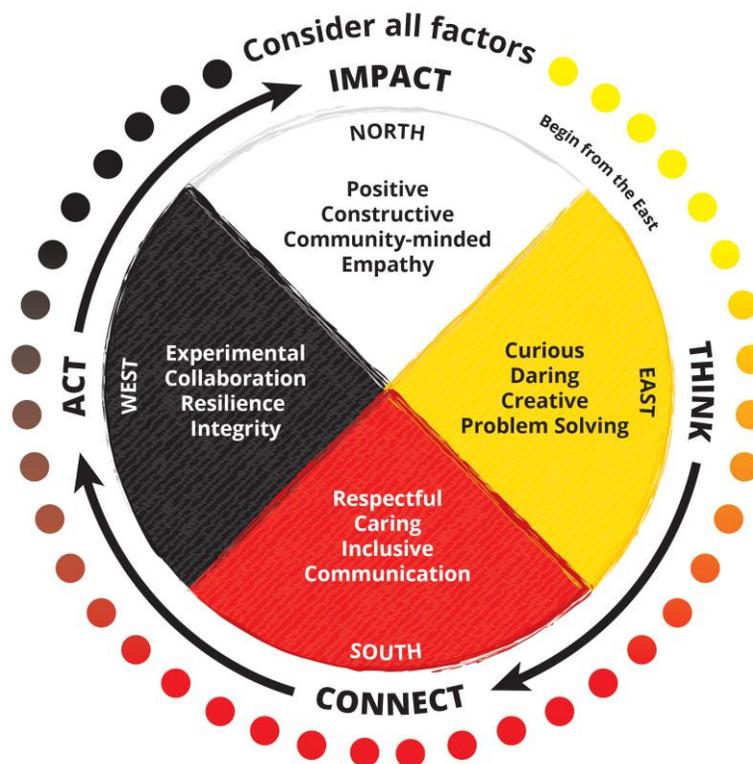
Source: Graphic developed by André O'Bonsawin, Algonquin College (May 2018).

As mentioned previously, Indigenous identity and culture are inextricably linked to traditional lands and practices. Developing entrepreneurship outcomes whereby learners can realize the unique social relationships and values of the communities in which they are based will shape the approach to Indigenous entrepreneurship. Table 3 outlines Indigenous entrepreneurship learning outcomes developed based on community feedback gathered for this project. The intent of these outcomes is

to potentially inform a bridging program in Indigenous entrepreneurship. It is recommended that these outcomes continue to be validated with relevant subject matter experts.

Table 3: Indigenous Entrepreneurship Outcomes Framework

Entrepreneurial Question(s)	Proposed VLO	Direction
What entrepreneurial opportunities exist that help revitalize the community? Why is this important?	Apply skills of creative thinking, risk-taking, and problem-solving when identifying needs in the community.	East
Whom can I look to for trusted wisdom? What networks will offer collective value and guidance? How can I acknowledge people/communities in order to grow as an Indigenous entrepreneur?	Identify Elders or Knowledge Keepers to ensure that business activities support the revitalization of the community.	South
How do my actions affect others and how do others affect me? How can I ensure my relationships are fair, authentic and trustworthy? What can we learn from each other?	Develop skills of compromise, reliability, and teamwork in implementing entrepreneurial activities.	West
How is the activity a value-add for the community? How will I gather feedback about the effectiveness of the entrepreneurial activity from the community?	Apply empathetic design to evaluating entrepreneurial ventures.	North

Promising Practices and Lessons Learned

On the outset of the project, it became apparent that notions about Indigenous entrepreneurship were diverse and complex. It was important to execute a methodical approach to the project plan and team support to help navigate the complexities and address challenges as they arose. In the case of this project, there were few examples of pathways that could be used as a model. What the project vision was targeting simply has not occurred in the Ontario post-secondary system.

Initially, staffing vacancies, administrative turnovers and the Ontario college faculty work stoppage created some implementation delays with the course mapping and validation process. In order to ensure that the project was able to proceed, goals were modified to support the overall aim of the project. Ultimately, these modifications allowed for additional reflection and analysis.

As separate institutions, Algonquin and Mohawk College have strategic goals that are different yet strive to support a growing student population. Each college has different timeframes for program approvals and implementation. As well, each college has a different approach to enlisting internal stakeholder feedback. Luckily, through collaborative efforts contingency plans were established to support the efforts of both institutions.

We would have preferred to have a program reflecting Indigenous entrepreneurship outcomes be fully developed. However, because of the wide scope and complexity this was the best outcome that could be achieved from this project. Additionally, this project has also led to better communication and collaboration between the two institutions, which will be beneficial for the continued work on the project. Ultimately, the deliverables produced in this project have offered a deeper understanding and practical information required in order to advance Indigenous programming and pathways that support learner mobility in Ontario.

Appendix A – Partner Profiles

Algonquin College

Algonquin College of Applied Arts and Technology was established in 1967 and was named after the First Nations people who lived in the area. With a clear focus on student success, Algonquin College's guiding principle is demonstrated through the quality of its programs, staff, the continual expansion of its facilities, and by forging strategic partnerships. Every action since the College was established has been to ensure learners have access to the education and skills training demanded by the marketplace to launch a rewarding career.

The Centre for Continuing and Online Learning (CCOL) is committed to positioning Algonquin College as the leading Canadian college for high quality, accessible, flexible and personalized online learning and services. CCOL offers flexible learning options to give learners the opportunity to further their education on their own time, without the constraints of a typical on-campus schedule. The Centre began developing off-campus learning courses in the late 1960's, which evolved into the start of Online Learning in the mid 90's. Since the launch of the first three full-time online programs in fall 2008, the Centre has grown to offer 19 full-time online programs, 60 part-time online programs and hundreds of courses. CCOL is dedicated to providing high-quality, accessible, flexible, and personalized online learning and services.

Mohawk College

Mohawk's (2016-2021) strategic plan supports the goal of enhancing established leadership in Indigenous education by broadening the understanding about the Indigenous community and experience and be the placement school of choice for the College's Indigenous partners. Strategic outcomes:
- Increased visibility of Indigenous culture
- Adoption and implementation of the Colleges and Institutes Canada Protocol
- Commit to making Indigenous education a priority
- Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities
- Support learners and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples
- Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research
- Measurable growth in Aboriginal enrolment

The Articulation Agreement with Six Nations Polytechnic is an established academic collaboration that allows Six Nations and Mohawk to serve more fully the Indigenous peoples in Ontario. This partnership encourages excellence in education that will prepare graduates to make full and meaningful contributions to their communities and society through maximizing their individual personal potential and achievements. Objectives:
- Improved Aboriginal persons' accessibility, retention in and graduation from post-secondary programs that are appropriate to the needs of the learners and their communities
- Increased employment opportunities for Aboriginal peoples by improving the skills and education of individuals and preparing them for increased service to their communities, including the area of economic development
- Opportunities to gain the skills required to be fully productive members of their communities

Appendix B – Relevant Programs (Shortlist)

College	Program Title	Credential
Fanshawe	Business Fundamentals – Entrepreneurship	Ontario College Certificate
Mohawk	Small Business & Entrepreneurship	Ontario College Certificate
Mohawk	Aboriginal Small Business Management	Ontario College Certificate
Fanshawe	Business – Entrepreneurship & Management	Ontario College Diploma
Algonquin	Business – Management & Entrepreneurship	Ontario College Diploma
Algonquin	Entrepreneurship Acceleration	Ontario College Graduate Certificate
Georgian	Social Entrepreneurship in the Non-profit Sector	Ontario College Graduate Certificate
Confederation	Indigenous Governance & Public Administration	Ontario College Graduate Certificate
Humber	Business Management – Entrepreneurial Enterprise	Ontario College Graduate Certificate

Appendix C – Medicine Wheel

North
Physical
Wisdom
Character
Integrity
Doing
Action
How?

West
Mental
Healing
Intellect
Knowing
Reflection
Knowledge
What?

BODY

MIND HEALTHY COMMUNITY SPIRIT

HEART

East
Spirit
Kindness
Spiritual
Vison
Seeing
Why?

South
Emotion
Nature
Patience
Being
Relationship
Who?
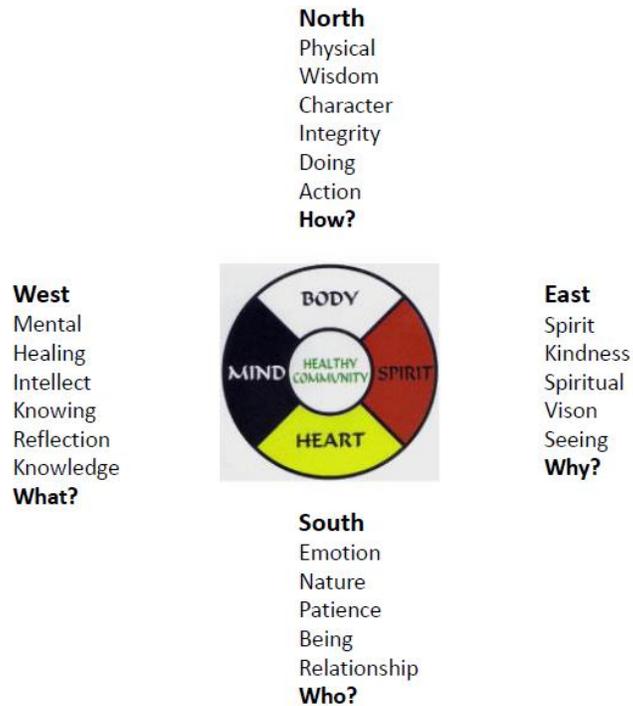
Source: Dr. Gus Hill: Medicine Wheel Drawing – February 21, 2016 – Kenjgewin Teg Educational Institute – Wilfred Laurier University

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