

# **Khmer Krafts: A Case Study of Integrating Social Entrepreneurship in Cambodia with Entrepreneurship Education in America**

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**ABSTRACT.** Applied entrepreneurship education puts students in a real business situation, coupling academic training with actual, hands-on, experiential learning. This case study describes a situation where students are challenged to help start and run a company in another country that helps to improve the lives of people in that country. Students learn about the poverty and social problems that exist in Cambodia following the Killing Fields and years of civil war and are challenged to invent a business solution that will provide a living for poverty-stricken girls in Cambodian villages who otherwise would be faced with a life of hardship and hunger or even prostitution. This case study offers hope and gives an example of social entrepreneurship at work, reaching across the boundaries of countries and cultures to give a “hand up” rather than a simple “hand out.”

**RÉSUMÉ.** L’enseignement appliqué de l’entrepreneuriat combine la formation générale et l’apprentissage par l’expérience en plaçant les étudiants dans de réelles situations d’affaires. Cette étude de cas décrit une situation où les étudiants furent mis au défi de contribuer au démarrage et à l’exploitation d’une entreprise dans un autre pays aidant à améliorer la vie des gens qui y résident. Cela permet aux étudiants d’apprendre au sujet de la pauvreté et des problèmes sociaux présents au Cambodge à la suite des champs de la mort et les années de guerres civiles et d’inventer une solution de commerce qui permet aux filles pauvres provenant de villages cambodgiens de gagner leur vie. Autrement, ces dernières connaîtraient la misère et la faim et devraient peut-être se tourner vers la prostitution. L’étude de cas offre une lueur d’espoir et est un exemple concret d’entrepreneuriat social qui traverse au-delà des frontières et des cultures afin de donner un coup de main et non pas simplement de la charité.

## **Marketing Manager’s Dilemma**

She was two years into the job and realized there was still nothing that made the organization markedly different from their competitors. The good things that did happen were often not relayed to her by staff in time to get good marketing mileage. “I need to do something unusual and different that I can control,” she thought. Thus was born the idea of starting a college-level business track program at this private boarding high school.

After recently finishing her MBA, Debra McCarver, Director of Marketing and Recruitment, was a business advisory board member with SIFE (Students in Free Enterprise) at a local university. She had been a judge for the SAGE (Students for the advancement of Global Entrepreneurship) competition, a high school level SIFE-sponsored organization, and knew that she could put together a team that stood a good chance of winning in the State of Idaho, thus taking a project to a national-level competition. As Debra thought this through, she conceived a business track program that would take students through a college-level course while integrating the projects needed for SAGE as experiential learning for the class. This plan gave her a unique program while offering endless public relations and

marketing opportunities. Now, all she needed was a business project that would capture the imagination of students.

### **Enter Cambodia and Khmer Krafts**

Debra got a call from Bob Petrik, a businessman in Baker City, Oregon. Bob and his wife, Kay, financially supported a trade school in Battambang, Cambodia, that trained young women in sewing. This provided desperately impoverished girls with a livelihood that gave them choices other than prostitution or a life of poverty and hunger. Now, Bob was sharing a plan with Debra about starting a company that would employ the graduates of the trade school to make purses and handbags that could be sold in Cambodia and the U.S. The goal was that as the company became profitable, the funds would go back to support the trade school, creating a self-supporting cycle of economic development and opportunity for the girls and for others in their community. More to the point, would Debra and her students be able to help?

### **History of Cambodia**

Cambodia is one of the poorest nations in the world with over 4.3 million people—or one-third of its population—living in complete poverty. Cambodia is still recovering from the ‘Killing Fields’, where from 1975-1979 nearly 3.5 million people from the educated classes were exterminated by Pol Pot and his armies. What was once the Paris of South East Asia is now a country struggling to feed, clothe, educate, and employ its citizens.

In 1993, the government of Cambodia was re-established and by 2004 the garment industry was thriving in the capital city of Phnom Penh, a source of income for some 260,000 Cambodians, mostly women and girls. In January of 2005, the United Nations ended the quota for the garment industry in third-world countries. This resulted in the loss of some 60,000 jobs in 2005, as more and more of the garment industry moved to China and Vietnam. The young women receiving training and skills as seamstresses at the Battambang Trade School were having a hard time finding jobs. The need for an industry to employ the graduates of the school was urgent.

### **Starting a New Company with a Group of High School Students**

Debra loved the idea of partnering with the Petriks to establish a business and began to recruit a student business team that would work on the project. Debra’s belief was that by having students participate in an applied entrepreneurship program in a developing country, particularly one with the characteristics of this particular project, the student participants would have afterward a broader sense of social entrepreneurship and its value. As the plan evolved, a trip to Cambodia to set up operations over 10 days in February 2006 was put on the schedule. Plans needed to be made and funds raised to implement the project in six short months.

Over the coming weeks, students worked hard with fundraisers and speaking events to raise the \$17,000 needed to support their initiatives and the Cambodia project. In addition to starting Khmer Krafts, as the business was to be called, the team had plans to do several humanitarian projects while in Cambodia including giving out school supplies to children, visiting an orphanage and providing toys, and distributing rice to starving villagers.

As the team began laying plans for Khmer Krafts, it was decided to partner with the trade school to provide space, leadership, and employees. A vacant building on the trade school site was offered for space, and the director of the school was available to oversee

the operation part-time. The school and Khmer Krafts were sister organizations and would go hand-in-hand.

Given the unstable availability of electricity in Cambodia, the trade school taught sewing on trundle machines that were operated by foot peddles. Khmer Krafts could easily obtain more trundle sewing machines to get the company started. A fair working condition was important to all involved and it was decided to pay better-than-fair market wages of \$40.00 a month while also providing lunch and a clean, positive environment for the employees to work in.

Because of the partnership with Battambang Trade School, it was possible to employ the first group of girls and start the company ahead of the February visit. This allowed student leadership to help set up systems and fine tune operations, as well as focus on marketing and exporting the product once they were in Cambodia. The students would use their second suitcases to take back the first shipment of purses to the U.S., saving very costly shipping fees.

### **Cambodian Culture**

As there are significant cultural differences between Cambodian and Western cultures, it was important for students to gain an understanding of how the Cambodian culture may affect the new company. In Cambodia, in particular, the Killing Fields play a huge part in the recent history and have rocked the country at its core. It was the entire educated population that had been exterminated in the late 1970s, and this left a huge gap in every system and infrastructure. Imagine losing a generation of doctors, teachers, business people, and engineers. Imagine a country further torn apart by 20 additional years of civil war. Imagine anyone 34 and older living through the horror of killings and concentration camps. Imagine poverty, hunger, and hopelessness and you might begin to have a picture of the culture of current-day Cambodia. Beyond these extreme circumstances, the American business students also needed to learn that the Cambodian culture is much like other Asian countries. Relationships are important to establish before business is conducted. Saving face and pleasing those around you are critical, and time and deadlines are not considered important, as in the American culture. Not only were these students a world apart in distance, but in cultural experiences as well.

### **Management and Operations**

Finding the right person to run the operation was very important. Finding a Cambodian who also understood some Western ways and both English and Khmer was essential, so Setan Lee, whose organization directed the trade school, was asked to act as a liaison/consultant on the project. Setan had grown up in Cambodia, lived through the Killing Fields, and escaped to Thailand where he immigrated to Colorado and began a new life. In 1995, when Cambodia began to open back up to the outside, Setan and his wife, Rhonda, returned to see what could be done for their country and to search for family members. Setan now spends half of his time in Cambodia running a ministry organization that includes the Battambang Trade School.

A director was also needed and Chhavan Yos, director of the trade school, was asked to oversee the project. Chhavan, having grown up in Cambodia, was three years old during the Killing Fields and grew up under the Khmer rule. Chhavan spoke very little English but had knowledge of all the graduates of the trade school, knew where to get fabrics and materials, and had a good track record. Chhavan created designs and taught the first

employees how to make several styles of purses, and they began to work on them in late 2005.

To further ensure a competent staff, two of the sewing instructors were allowed to work with Khmer Krafts part-time when not teaching. This helped insure that quality was maintained.

Khmer Krafts was to be funded, managed, and marketed from the United States. Bob and Kay Petrik, who also owned a large insurance agency, would fund and operate the company. Students would assist with marketing the product in the U.S. and with writing a business plan. It was a very diverse team and, in a sense, it was a complex multinational corporation; but with these individuals in place, Khmer Krafts was born.

### **Visit to Cambodia**

While in Cambodia, Debra's student team of five high school students and one college-aged SIFE mentor took on the task of organizing the operations of the company. As the girls had already started making product, there was a lot to do. Students worked for hours to inventory what was in the backroom, piled in cabinets in no particular order. Names were given to styles and photos were taken to be used later for a website. Students actively worked on discussing and writing a business plan for the company and, as they asked for sales figures, quickly realized the banking/accounting was in need of organizing and streamlining. A copy of a computer accounting system was purchased at the market for future use.

### **Finances of Khmer Krafts**

As students set up a budget, it was determined that between salary expense and materials, a minimum of \$2,000 a month was needed. Current money practice was for the owners to send a wire over for whatever funds were needed that month. Expenditures were not, however, being tracked, as Cambodia operates largely on a cash basis. Where this money went once it hit the bank could not be tracked. Money received from any local sales was simply used to buy fabric or pay bills. The director would put it in her pocket and later take it out to buy fabric in the market. In addition, the bank account was used very little. This was a significant issue, so students made recommendations for changes. The goal was also to have the business cash flow positive each month to cover expenses so that the Petriks would not be sending additional cash each month. But as anyone who has started a business learns, it is quite common for a business to operate cash negative for 1-3 years. The students got a peek at this as they saw the owners sending funds each month to cover expenses.

As students looked at projecting future sales, it was determined that a market existed for sales to tourists in Cambodia. Students promptly took the opportunity to sell to tourists. A table was set up with product and purses were sold for \$10 each. This price was relatively inexpensive to tourists, but actually fairly expensive for Cambodia, where you might find something in the market for \$5-8. Students sold over \$800 worth of product in a short amount of time to a large group coming from several countries as part of the sister ministry. Students also approached the owner of a major hotel about carrying the product in his gift shop; further follow-up would be needed by the Cambodian staff.

### **Pricing the Product**

As students sold to tourists and looked at prices marked on the purses, it became apparent there was really no pricing structure. Chhavan was questioned as to the costs on average

of producing each purse. She estimated a cost of \$4 per purse. Therefore, with shipping costs that would be incurred in the future, a cost of \$5 was determined. Working with the students, Bob, Kay, and Debra decided they needed to set a wholesale price to sell to other organizations and businesses and a retail price. Wholesale was set at \$10 a purse and retail, initially, at \$18 a purse. Purses sold in country would go for \$10 because of the cost of other Khmer products in the market and they would not incur shipping costs.

### **Returning Home**

Upon leaving Cambodia, each team member packed their second suitcase full of purses to take back to begin the U.S. inventory of products available for sale. With a team of 10 in total, including adults, it was possible to take back a couple of thousand purses. These were sent to the company headquarters in Baker City, where Bob and Kay would conduct the U.S. operations. Accounting, inventory control, and shipping were all done out of the Baker City office. Debra and her team were sold a stock of purses on credit. As the students returned home, tried to recover from jet lag (Cambodia is 14 hours ahead of the U.S.), and started back to classes, they also needed to prepare for the SAGE competitions for the State of Idaho in a few short weeks. In this competition, students were given 10 minutes to present their projects, covering nine judging criteria. Khmer Krafts was just one of the projects that the students had completed to meet the guidelines. A PowerPoint presentation and script were created and students spent hours practicing. When the competition arrived, the team carried the State of Idaho with ease. With excitement they realized they were on their way to National-level competitions in New York City in two months.

### **The Next Level**

Although Debra felt the team had done a great job, she realized that they would need to take Khmer Krafts to a new level before the competition to have a chance at winning the U.S. national competition. As she discussed with her students what needed to be done, it was decided that the students needed to establish 10 retail outlets for the product before the competition. So in less than six weeks and between classes, work, and everything else in a teenager's life, Debra took student teams to visit stores they thought might be a good fit. Most of these were owner-operated gift or specialty shops. By the time of the national competition, Khmer Krafts products were carried in 11 shops in the Northwest ranging from Spokane to Denver, but mostly localized in Boise, ID.

### **Telling the Story**

The Khmer Krafts team of students and advisors found that when they could get up in front of a group and tell the story of Cambodia and Khmer Krafts, the purses would fly off the shelf afterward. The purses meant something to purchasers now and they knew they were helping someone. This is still the case with Khmer Kraft sales. The students presented to several groups and sold over \$3,000 worth of product.

### **Website**

Like everyone else that has tried e-commerce, the student team felt they needed to move the product on-line to accelerate and expand sales. Therefore, Bob and Kay invested in a website that was up and running before the national-level competition in May 2006. It soon became apparent, however, that just because you have a site and a product, it does not mean that your product will automatically sell. Sales of less than 10 purses were all that the website generated in the first six months.

### **National-Level Competitions**

For a business club in their first year of operation it was a significant accomplishment to go to Nationals and Debra used both the project and the competition as avenues to promote and market the private high school. She was able to garner several prime time news stories on the NBC affiliate and also be the spotlight for a major front page run in the business section of both major papers in the Boise market. It was just as she had suspected—doing something unique that she had control over would increase her marketing and public relations opportunities. Going to Nationals in NYC was just another of these opportunities.

As the student team presented at Nationals, they were impressed with the quality of projects done by other state team winners throughout the United States. They were unsure if they could win, but Debra knew that the scope and magnitude of the project should compete well against the other teams, and it did. At the end of the day, the students had taken first runner-up in the United States! It was certainly a great victory, but it was three points shy of going on to represent the U.S. at the “World Cup” competition in China. The school year and the various competitions were over, but Khmer Krafts was still in operations. Without the student’s enthusiasm, what would the future hold for the young company?

### **Where Does Khmer Krafts Go Now?**

Although the students were out for the summer and busy with their lives, the 20 girls employed by Khmer Krafts in Cambodia were still very much busy with the operation of the business. Bob and Kay Petrik were also sending well over \$2,000 a month to cover payroll and materials expenses, and were committed to continuing the company. Debra wanted to see Khmer Krafts turn a profit and continued to work with Bob and Kay. The challenge was that each of them had other full-time work that kept them busy and were doing what they could on the side.

### **Marketing/Sales/Naming Issues**

Debra continued to work on several marketing ideas, one of which was to create tags for each of the employees with a short bio that could be attached to the purses. This gave it a very personal touch, as the new owner could see exactly who they were helping by buying the purse. A new logo and brochure were designed at the same time to better represent the product and tell the story. A name change was discussed in detail, but a suitable name was never agreed upon. In the beginning, the name had been Khmer Kountry Krafts but was changed as the KKK initials left a poor reminder in some people’s minds.

As Debra worked to find outlets for the product, she was invited to a managers’ meeting at the corporate headquarters of a national chain of bookstores that she had approached months back to carry the Khmer Krafts product line. Debra was invited to pitch the product to all 22 of the store managers. Khmer Krafts was initially ordered and picked up in 6-8 locations. It was interesting to note that it was the female managers who were interested in the product, whereas the largely male group of managers did not appear to have as strong an interest.

### **Khmer Krafts as a Fundraiser**

The idea of selling wholesale to an organization that could then sell the products at retail for a fundraiser was a business model that hadn’t been pursued, although the students raised

several thousand dollars this way. That all changed when Kay made a contact in Baker City, OR, with the Soroptomist club leader. The Soroptomist leader loved the project and the fact that by selling these purses they were already helping women, not to mention the profits made which was given partly back to Khmer Krafts and partly to a local women's shelter. At the end of August 2007, Bob and Kay were invited to present the fundraising project at the Northwest Soroptomist meeting and the purses are sold as fundraiser now for clubs all over the Northwest. Through this organization, thousands of dollars have been raised to help women around the world. Additionally, a couple of youth groups and a medical doctor in northern Washington have sold the purses to raise funds for other worthy causes. This model is one that perhaps could be marketed and expanded in the future.

### **Debra's Visit in January of 2007**

After leaving the private high school because of the need to move to another state for her spouse's job, Debra started her own consulting business, which included two Cambodian clients. She spent January 2007 in Cambodia working with these clients and sat down with the management team of Khmer Krafts to discuss some issues and changes. The three biggest issues were switching to an order-based system, getting the accounting system up and running, and upgrading the fabrics used to make the purses. Since inception, Bob and Kay had been wiring a set amount of funds each month to cover the costs of the company plus any extras that might come up. Because there was still a lack of accounting coming back to them each month, they did not have a clear enough sense of the operations of the company. Cambodian management often sold purses and pocketed the cash to use next time they were in the market buying fabric, with no record of the transactions. These sales did not correspond to a decrease in the amount of money needed by Bob and Kay each month. It was decided to go to a system where they ordered what they needed each month and paid for these items only. A plan was set up to have an accounting system installed and training done by an accountant.

Another issue was the type of product being sent from Cambodia. Often a certain purse would sell well and Bob and Kay would email for more, but it was repeatedly hard to get more of this same product. The team in Cambodia would send whatever they had been working on. It was decided that with the switch to an order-based system, an order form complete with style names and pictures would be used to indicate what the team in Cambodia should make and ship. This continued to be an issue six months later, even though it was talked about, made clear, and apparently accepted. Again, culture plays a significant role and creates challenges in areas like this.

The third area Debra addressed was upgrading the fabric and styles of purses. She took time to let the management team in Cambodia know which fabrics sold well and which did not by simply going through the inventory and saying "no" to the products that were not selling and "yes" to the good sellers, with the assistance of an interpreter. In this area, change has been successful, with beautiful silks being incorporated and also fabrics that are uniquely Asian.

Each of these issues was reinforced two months later when Bob and Kay visited for three weeks and worked with the team in Cambodia.

### **Khmer Krafts Current situation**

Owners Bob and Kay Petrik sold their insurance business in 2008 and are currently devoting all their efforts to running Khmer Krafts. Debra has also changed positions and

is teaching in the Center for Entrepreneurial Studies at Washington State University and is the Sam Walton Fellow and faculty advisor to the SIFE (Students in Free Enterprise) team there. In the fall of 2008, WSU SIFE voted to take on the Khmer Krafts project and has been partnering with the Petriks to take the company to yet another level. The students and the Petriks agreed that a wholesale contract to sell purses to another retail operation would be a way to stabilize income and, ultimately, Khmer Krafts. In late 2008, the Great American fundraising company sent a representative to Cambodia to see the Khmer Krafts operations. A contract for 40,000 purses was signed and a deposit made. Price per purse is very low, around a dollar each, but because of volume this has made a huge difference in the bottom line. Now fulfilling the second year order and signing for another year as of May 2009, Khmer Krafts is able to employ 40-50 women. Khmer Krafts has also rented a new location in Battambang for \$800 a month. Chhavan is working for Khmer Krafts full time and they are currently looking to integrate a business plan written by WSU SIFE in 2009 to open their first retail outlet in the form of a hotel gift shop. At this point, the purses are being sold in the hotel and the full gift shop will be put in play as the hotel's occupancy rises. Also in 2009, students in a WSU management information systems class also worked for a semester to create a prototype website that would enable e-commerce for Khmer Krafts products. This site is up and running and can be seen at [www.khmerkrafts.com](http://www.khmerkrafts.com). Khmer Krafts received NGO (Non-Governmental Organization) status in Cambodia and are working to assemble a Cambodian board of influential up and coming business people. They also have started a non-profit sister organization in the U.S. called Lydia to allow for donations to Khmer Krafts and other socially responsible projects they may take on in Cambodia.

Khmer Krafts now packages and ships its products from Cambodia to the U.S. via an expeditor on container ships and is pursuing a second wholesale contract in addition to continuing whatever retail sales they fill in the U.S. Khmer Krafts still operates at a small loss and hopes a second contract can make them profitable for the first time in late 2009. WSU SIFE students took first place in the nation for the "Market Economics" category with their work with Khmer Krafts and WSU students involved over this past year are clearly seeing first-hand the role that revenues and cash management play in growing a business.

### **How Did This Experience Impact the Original Students? 2009 Follow-up**

In the spring of 2009, almost four years after the original group of high school students traveled to Cambodia to start Khmer Krafts, we checked in with the student team to see how this experience had affected their lives. Currently, all five of those original students have gone on to colleges to pursue advanced degrees. While none of them are currently majoring in business, one student stated she is thinking of studying marketing in the future. Each student gained a passion for reaching out to help others in difficult social situations. For example, while in Cambodia for this project, one of the students found her passion for working in medicine to help in Third World countries and is now training to be a nurse with the plan of going to a Third World country upon graduation. She said:

"I know I'll need the business skills I learned in operating my own clinic in a Third World country. The lessons I learned with Khmer Kraft will allow me to make a greater impact both economically and medically."



Another student participant summed it up as follows:

“This experience has changed my life forever! From the experience, I was able to walk away with renewed skills in teamwork, communication, and logic. The memories our team made are unforgettable and the connection we have will last a lifetime. The outcome of the whole project gave me the most satisfaction, as I am able to look back and say, wow, I made a difference in the lives of our Khmer Kraft women. I have become fully aware of the need for social entrepreneurship and I must honestly say: I wish more schools, organizations, and entrepreneurs would involve themselves in community service through business. I believe social entrepreneurship is the greatest form of business that is alive today.”

As far as lessons learned, one student commented:

“Cash flow is important. Businesses need to make a profit, and when starting a business you don’t always make a profit right away. Accounting and marketing are essential and the process of entrepreneurship is tough but extremely rewarding.”

The original group of high school students, and those from WSU involved more recently, first and foremost wanted to be involved in order to help in tangible ways real people living in another country to have a better life. Simply put, the students wanted to make a difference. The work of the students itself contributes directly to the well being of the young women in Cambodia and the lives of the people around them. In addition, the company and its products multiply the potential for positive social responsibility and impact since other people can then become customers and purchase handbags because they, too, want to make a difference.

### **Implications for Entrepreneurship Education**

This case study presents a snapshot of student involvement in an ongoing business that continues to provide a source of learning for students, as well as income for Cambodian girls. As a vehicle for entrepreneurial learning, Khmer Krafts provides a real, living classroom from which students learn simultaneously from several perspectives.

As with other entrepreneurial ventures in which students participate, Khmer Krafts enables students to learn what it means to run a real business with: a manufacturing unit, employees, payroll, overhead, sales, profits and losses, and so many other functions that come together to create success and, ultimately, a profit. For as much help as students wanted to give to Cambodian girls, they learned that the company is not sustainable until it becomes profitable. Perhaps one important lesson for the students, then, is that even for a program intended to have great social benefit, it also has to be financially sustainable. This is the next hurdle to cross over, as the company is currently running just short of being profitable.

Because this firm is international, the students are learning invaluable lessons about the business, legal, and social issues surrounding global business. We live in an interconnected world and as students go out into the workforce they will be better for this experience. This company, and this case, point out the challenges of working across cultures and boundaries where our ways are not necessarily their ways, and this teaches students to anticipate and adjust to the ever-changing nuances of different countries and cultures. There is no better mechanism for doing this than for students to learn “in situ,” within a different culture working on real issues with real people.

What separates this company from other student projects is the power of bringing together three important, pressing, real-world learning outcomes: learning to be a successful entrepreneur and to manage innovation well, learning to lead successfully in a global environment, and practicing impactful social responsibility in all we do. These are the three pillars of business education within our program at WSU.

### **Lessons for Educators**

This project is not without its challenges. For example, the fact that the critical manufacturing arm of this firm is located in Cambodia, while the company headquarters and the students are located in the United States creates myriad of difficulties in coordination and communication. With these global challenges layered on top of the typical challenges associated with any start-up or small business, this project is not for the timid. For those committed to attempting a similar project, we advise ample pre-planning and adequately setting expectations for everyone involved about the scale, scope, and timeline of the enterprise. In addition, do as best you can in apriori identification of markets, even to the extent where you should have contracts in hand for product sales before launching the enterprise.

Clearly, this case study can be used for in-class discussion to prepare students for participation in global start-ups, service-learning projects, international experiences, and for projects in social responsibility. In addition, we believe that this case study can be useful reading for faculty, staff, and /or administrators from any part of a university or college who are contemplating similar kinds of learning experiences or research projects.

In closing, we believe strongly that this difficult journey has been well worth the time, effort, and expense. Aside from the clear learning outcomes for our students and for us, and aside from the opportunity we have created for enabling customers to perform a social good with their purchases, the best outcome by far has been that we are helping these young women in Cambodia to improve their lives. More important, these women are learning to help themselves and they are setting a good example for those men and women there who will follow.

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**Appendix 1. Financials for Khmer Krafts**

Sales made in U.S.		
	2006	2007
Jan	\$ -	\$ 1,964.00
Feb	\$ -	\$ 2,122.00
Mar	\$ 433.00	\$ 2,056.00
April	\$ 580.00	\$ 4,701.00
May	\$ 2,872.00	\$ 1,240.00
June	\$ 1,418.00	\$ 3,614.00
July	\$ 961.00	\$ 2,300.00
Aug	\$ 2,796.00	
Sept	\$ 3,070.00	
Oct	\$ 5,219.00	
Nov	\$ 3,433.00	
Dec	\$ 7,333.00	
<b>TOTAL</b>	<b>\$ 28,115.00</b>	<b>\$ 17,997.00</b>

**Appendix 2. New Logo for Khmer Krafts-2007**



**Appendix 3. Original Student Team that worked on project-2005-2006**



**Appendix 4. Professional photos of several of the styles of purses -2007**



**Appendix 5.  
2009 partial Khmer Kraft team picture with owners Bob and Kay Petrik**



## Contributors

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