Do Entrepreneur Courses “Matter”? An Investigation of Students from Mälardalen University, Sweden

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**ABSTRACT**

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Problem    Does the course provide competency to become an Entrepreneur?  
Purpose    The purpose is to investigate the relationship between Entrepreneur perspectives and education objectives in order to explore students’ attitudes towards the course and also their expectations to become an Entrepreneur.  
Method     This thesis is based on qualitative study focusing on face to face interviews through semi-structure interview method with Entrepreneur program’s co-founder and lecturers and focus groups with students enrolled in the program IB&E in 2007-2008.  
Conclusion The paper shows that perspectives on Entrepreneur affect Entrepreneur Education’s objectives amongst different respondents. Therefore, the perspectives are the key criteria by which Entrepreneur course is judged and subsequently decides whether the course provide competency in becoming an Entrepreneur. Since the empirical data shows that students’ perspectives on Entrepreneur is broadened by the end of the course, the answer to the question is therefore a two sided coin – a yes or a no will depend on how students define the term Entrepreneur.  
Keywords   Entrepreneur, Entrepreneur Education, Competency, Skills.
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List of Abbreviations

EDU07 Entrepreneurship Education 2007
EE Entrepreneur education
EECM Entrepreneur Education Competency Model
IB&E International business and Entrepreneurship
ITEC Institute of Technology Entrepreneurship and Commercialization
MDH Mälardalen University
MIT Massachusetts Institute of Technology
TTO Technology Transfer Office
CHAPTER 1: INTRODUCTION

1.1 Background

In recent years, the term “Entrepreneur” is increasingly mentioned in the world. Entrepreneur is everywhere, as suggested by Brockhaus, “In the united states over 20 million business tax returns are filed each year and another 20 million of unreported micro entrepreneurs are believed to exist. If you subtract the number of very young and very old, perhaps as high as one in four or five adult Americans have some form of business. There are five million businesses with more than one employee. At the same time the number of new employees in small businesses has increased by over two million. Similar trends are reported in almost every major industrialized country.” (Brockhaus, 2001 pp13)

The importance of Entrepreneurs contributing to both the economy and standard of living has been realized in the last two decades, therefore there have been more and more people who want to become Entrepreneurs. They are eager to be Entrepreneurs to improve either their incomes or their living standards, so the growing trend attracts the academic world’s attention about Entrepreneurial Education which offers the teaching of Entrepreneurship. Thus, the world is now offering different kinds of Entrepreneurial Education on different levels. Sweden is now doing the same entrepreneurial promotion as well.

However, different universities seem to have different objectives when it comes to Entrepreneur Education. Mälardalen University (Sweden) was founded in 1977. At present, the university is known as one of Sweden’s largest institutes of higher education. Out of all courses taught to the international master students, International Business and Entrepreneurship is one of the most popular courses taken by many foreign students. The course international business and entrepreneurship is continuously developing. There has been an initiation of advance level within this 2007-2008 academic year. At present, the aim of the course is to enhance student participants to the specialization of international business with particular focus on entrepreneurship to prepare them for professional work in an international business setting and for further academic studies.

Taking into consideration, the importance and the growing trend of Entrepreneur Education and the differentiated objectives of Entrepreneur Education at MDH, there raises the motivation to explore deeply in to the area so that best practice in Entrepreneur Education can be identified and embedded in the future.
1.2 Motivation
As mentioned above, different universities have different objectives when it comes to Entrepreneur Education. As the students of the program at MDH, we realize that unlike any other universities, MDH undertakes theory based approach as the mean for Entrepreneur Education. Hence, we believe it would be beneficial to throw some light on the area of Entrepreneur Education, especially the course at MDH by reflecting voices from students who in this case are treated as the customers regarding the usefulness of the programme. As suggested by Calvin A. Kent: “Never be satisfied with your program: This represents the true spirit of Entrepreneurship”, therefore, we believe that although there could be positive result at the end of study, there would always be room for improvement within the area.

1.3 Research Question
The curiosity in action above leads us to the research question – Does the Entrepreneur Course at Mälardalen University provide competency in becoming Entrepreneur? In other words, we want to investigate whether the approach taken by the university is proved useful to the students.

1.4 Research Purpose
The purpose is to investigate the relationship between Entrepreneur perspectives and education objectives in order to explore students’ attitudes towards the course and also their expectations to become an Entrepreneur.

1.5 Target Group
As the study involves the topic of Entrepreneur Education in University level, we believe that the paper will mainly be beneficial to the academics, for instance, universities’ personals responsible for structuring Entrepreneur programme, universities lecturers, both present and future students of the programme and researchers within the area. Besides, as the paper provides perspectives of Entrepreneur, it can in turn prove useful to the non-academics audiences as well, for instance, Entrepreneurs. However, the conclusions and recommendations of this research are mainly for the academics who are directly involve within the area.

In the case of students, there is evidence that more and more students are interested in taking up Entrepreneur course in the future; they come from all over the world and they are becoming interested in those Entrepreneurial programs, hoping that they will someday be able to run their own business in the future or obtain greater Entrepreneurial competencies.

On the other hand, universities or teachers who are offering the Entrepreneurial Education, as well as educators want to find the right way to give their knowledge about Entrepreneurship to the students in the proper methods, with the hope that the students can really learn some useful Entrepreneurial competencies from the programs.
Non-traditional audiences could also benefit from Entrepreneurship education (Harold P. Welsch 2001); to give an example, the case of many people who are in the process of their own business can be mentioned; they need to know more about how to approach their success and how to solve their front problems in either short or long term, looking forward to being able to get some useful solutions or views from enrolling the education.

1.6 Disposition

This section explains the development of this thesis’ flow. In the following Theory part, we aim to explain three theories that are the base of the thesis. First, there is a discussion about different perspectives of Entrepreneur; providing two different streams, economic perspective as mainstream connecting Entrepreneurs to the economic dimension and non-economic perspective emphasized on “other” values.

Secondly, the theory of Entrepreneur Education is highlighted and we discussed about different perspectives on Entrepreneur Education as well. As Entrepreneur Education developed, the concept of Entrepreneur Education has been expanded into broader ways. After reviewing the history of Entrepreneur Education in the world and in Sweden, there is a shifting stage from teaching skills to competency. In addition, after the review with Mälardalen University we find that different perspectives influence different teaching objectives, and competency is here again emphasized in Entrepreneur Education.

Lastly, the theory of competency as the concept of Entrepreneurial competencies relates to Entrepreneurs’ performance (Draganidis and Mentaz, 2006). There are three elements of competency that can be taught: Skills, Knowledge and Experience with its respective teaching approaches. Furthermore, the model involving the relationship of the above mentioned theories will be presented to give the reader a comprehensive view.

In the Empirical findings’ chapter, empirical views with the analysis from the qualitative approach conducted with the academic and students respondents will be provided. Right after that, the analysis of these data follows.

In the subsequent chapter “Conclusions and Implications” we will present the results of our research with suggestions regarding to the topic. In the final chapter, the implications for future research will be presented mainly target at the academic audiences.
CHAPTER 2: RESEARCH METHODOLOGY

2.1 Methodological Approach

To begin with, we have to say that we have used the Dialogue; The dialogue is a discussion addressed to the exploration of a subject or the resolution of a problem, and with this definition, we share relevant information in order to arrive at mutually agreement to commitment. Perhaps the goal is not to collect data but to share our viewpoints.

This paper undertakes qualitative approach to gain in-depth insights. From both focus groups and in-depth interviews, it is witnessed that there are different perspectives of Entrepreneurship amongst respondents. We will divide the respondents into two different groups, the academic personals and the students. The academic personals refers to the teacher, researcher and co-founder, Peter Vaigur, Carina Holmgren and Karin Berglund; on the other hand, the student group involves the students who enrolled in Entrepreneur Course in MDH.

Considering the advantages of face to face interview, this kind of interviews are the most frequently used format and are used to obtain information from one person about particular situations, problems and topics. The face to face interview provides a free exchange of ideas between the moderator and the respondent and leads itself to asking more complex questions and getting more detailed responses. Furthermore, it permits more complex questions to be asked than in other types of data collection.

According to Morgan (1998), focus group interviews are “methods for collecting qualitative data to be analysed and related to research questions, also focused efforts for gathering data on specific topics and group discussions to generate data across a range of experiences and opinions”. The focus groups rely on interaction within a group, rather than a question-and-answer format. Moreover, interviewees may feel more at ease and spontaneous in a group situation.

In addition to the primary data, the external sources of the secondary data include published books and journal articles. For our purpose both are important. The main source of the secondary data for the development of the literature review comes mostly from journal articles from an electronic and also paper format sources such as books from the university library.

To sum up, the research methods which are appropriate to the objectives of our study are Literature review, Face to Face Interview and Focus Group Interview; Instead of a quantitative approach such as survey or as questionnaire.
2.2 Reasons for choosing that approach

In this paper, we gathered the data by using both primary data and secondary data in order to make our thesis reliable and suitable for the time limitation. However, both primary and secondary data have advantages and disadvantages that we have taken into consideration and we have selected the most appropriate way to do our thesis.

Ghauri & Gronhaug (2002) emphasize that the enormous saving in time and money is the first and foremost advantage of using secondary data. There are two types of secondary data named internal sources and external sources. Internal sources include information on customers, suppliers, employees, marketing plan and, sometimes, even on the competitors while external sources include published books and journal articles. When secondary data are not available or are unable to help to answer our research questions, collecting other data which are relevant to particular study and research problem is necessary (Ibid). The data are called primary data including observations, experiments, survey and even interviews. The main advantage of primary data is that they are collected specifically for the particular study.

2.3 Methods data collection

In this section, the way we obtained the data is described for the reader because often there are different methods that we can use to investigate a research problem and knowing how the data was collected will help the reader to evaluate the validity of our results. How the information is analyzed to obtain the results will also be explained in the last chapter.

2.3.1 Primary data

To fulfill the research purpose, it is necessary to address to the questions of how and why and therefore, qualitative approach has been selected to gain deeper insight to those questions. From Face to Face Interview, we aim at exploring the motivation for the formation of course and to clarify the course objective with Berglund and Holmgren. Berglund is one of the co-founders of the Entrepreneur Course as well as a researcher in MDH University. Holmgren is the researcher who is doing the doctoral thesis in MDH University. She mainly deals with different projects in the compulsory and secondary level. Vaigur is the teacher of Entrepreneur Course in MDH.

In the field of Focus Group Interview, we aim at exploring the motivation for choosing Entrepreneur course and their expectation towards the course both before and after attending it, with the students enrolled in our program. We divided Focus Group into two sections. Section one contains six students, who used to be working in the following fields: accounting, business journal; besides that, others students are just fresh graduates with no working experience from their bachelor education. The second section contains five students. Four out of the five students used to work in the following fields: logistics, legal department. One out of the five students is doing his bachelor course in our University.
In both qualitative approaches, projective technique is used to in-depth interview with regards to the abstract concept, for instance, skills and the concept that needs imagination to gain the most in-depth knowledge. *(Please address yourselves to the Appendix for discussions guides for face to face interviews and focus group interviews conducted).*

### 2.3.2 Secondary data

From literature review, we relate competency to Entrepreneur definitions based on economic perspectives, then we pin down the elements of competency for Entrepreneurship (as cited by most literature) and other section to pull out how this elements of competency are mostly taught in the university.

The literature review have been collected from mainly source and database such as Mälardalen University through the library and Electronic library information navigator which integrates data from several publishers, databases and e-print open archives (ELIN@). Furthermore, the other data base such as Emerald and Google scholar have been used.

### 2.4 Data Analysis

The process of analysis in this paper is through data collection from the literature review; using different theories such as Entrepreneur, Entrepreneur Education and Competency. The search is done through the main key words such as Entrepreneur, Entrepreneur Education, Competency, Skills, Knowledge, Experience and collected these theories from different data base said above. For the purpose of this study the empirical findings come from different interview with professor, lecture and student in order to extract the most useful information to provide a conclusion.

#### 2.4.1 Criticism of sources

The qualitative research has the ability to study a specific phenomenon. Instead of using a qualitative method, it had been more appreciate to start with a quantitative study in order to establish a sample of respondents and then using qualitative research to look deeply. Myers (2002) argues “for the value of every single study providing that parameters are guided by the goals of the study” but he says that "The ultimate aim of qualitative research is to offer a perspective of a situation and provide well-written research reports that reflect the researcher's ability to illustrate or describe the corresponding phenomenon. One of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions." (Myers 2002) However, we believe that although we do not have the percentage to complete the whole picture of the study, the deep exploration of the qualitative would be able to give us explanation about issues involve within the paper.
2.4.2 Data Limitation

Besides that, we relate that quantitative approach is as important as the qualitative approach in the sense that it provides the tangible results through figures, and because there is a problem in following up the questionnaire, so the alternative of qualitative approach is taken as a measure to prevent the time deadline. Moreover, the amount of needed people to make it and the number of answers expected were unknown.

For the development of this paper, we come across the limitations in finding resources regarding competency in Entrepreneur Education. Firstly, because the area is comparatively new and exhibits limited resources of the issue; secondly, because most of the resource are available in Swedish language; One important limitation of our literature review, the book Entrepreneurial Learning by Westlund and Peterson 2006 is in Swedish, and this book has encouraged practitioners to consider competencies instead of focusing purely on traits and skills.

2.5 Reference System

There are many different systems for the citation of references. In this paper Harvard system is used. In this system the author's surname and year of publication are cited in the text and besides that a reference list is included at the end in alphabetical order by authors referred to in the citations of the text. The reference list includes details such as the author’s surname, the publication year, title, publisher, volume and number of pages.
CHAPTER 3: LITERATURE REVIEW

3.1 Entrepreneur

3.1.1 The Mainstream definition of Entrepreneur

Over the years, there are many theories and discussions relating to the issue of whom or what exactly is an Entrepreneur. From different literature, there exhibit many perspectives of Entrepreneur. To capture the whole picture, the thesis reviews definitions of Entrepreneur over years.

Firstly, the paper discusses the early contribution by Cantillon, Say and Marshall. Next, the paper discusses the more recent theories of Entrepreneurship concentrating on Schumpeter, Knight, Kirzner, and Schultz. Lastly, the paper also includes some more recent contributions made by Shane and Venkataraman(2000) and Casson.

The earliest definition of Entrepreneur is of Cantillon in year 1730. For him, Entrepreneur is as the person who buys at a certain price and sells at an uncertain price (Cantillon 1755). This definition only gives importance for the price. Besides, the skill in bearing of risk – engaging in business without an assurance of the profits is derived. Later, Jean-Baptiste Say has a different perspective on Entrepreneur. Say sees Entrepreneur as the main agent of production in the economy. Rather than emphasizing on the risk-bearing role of the Entrepreneur, Say stresses that the Entrepreneur's "...principle quality is to have good judgment." (Hebert and Link, 1988). Say regards Entrepreneur as a manager of a firm; an input in the production process. The Entrepreneur acts in the static world of equilibrium, where he assesses the most favorable economic opportunities. The payoff to the Entrepreneur is not profits arising from risk-bearing but instead a wage accruing to a scarce type of labor. Say highlights, in that way, that the role of the Entrepreneur is separated from that of the capitalist.

From Cantillon’s emphasis on pricing scheme to Say’s Entrepreneur as the main agent for production in economy, we can see that both definitions from the earlier years, the perspectives of Entrepreneur has been rooted in economic arena.

Later, the early neo-classical economist, Alfred Marshall devotes his attention to the Entrepreneur. In addition to the risk bearing and management aspects emphasized by Cantillon and Say, Marshall introduces an innovating function of the Entrepreneur by emphasizing that the Entrepreneur continuously seeks opportunities to minimize costs (Marshall, 1964). This definition exists in "Principles of Economics”.

Schumpeter opposes the existing views of the Entrepreneur as a risk bearer and a manager of a company. Instead, Schumpeter argued that envisioned that Entrepreneurs “created” opportunity by using “innovative combinations”. For him, an Entrepreneur is
an innovator—an individual who carries out one of the following five tasks: 1) the creation of a new good or a new quality; 2) the creation of a new method of production; 3) the opening of a new market; 4) the capture of a new source of supply; or 5) the creation of a new organization or industry (Swedberg, 2000).

Schumpeterian Entrepreneur was a nonconformist, who used novel combinations proactively to respond to unfulfilled opportunity, which would eventually lead “creative destruction” of passive and lethargic industry to practices, if not the industry and industry members. Schumpeterian Entrepreneur was not, therefore, an imitator or emulator, rather, an innovator (Galunic and Roden, 1998).

Other author, Knight’s (1921) suggested that Entrepreneurs were concerned with the “Efficiency” in economic factors by continually reducing waste, increasing savings and thus creating additional value. This reconfirmed the Austrian economics’ notion of value.

An important contribution of Knight was to recognize the distinction between risk and uncertainty. The latter is uninsurable since it relates to unique events, e.g., a shift in consumer taste. According to Knight, the main function of the Entrepreneur is to assume the uncertainty related to these events, thereby shielding all other stakeholders against it. Knightian theory of Entrepreneurship is a refinement of the theory by Cantillon (Hebert and Link, 1988). He showed that the Entrepreneurs assume risky decision because of the state of uncertainty in which they were working.

Kirzner (1973) says that Entrepreneurs possessed “Alertness” to identify opportunity and exploited them accordingly. In some cases, the Entrepreneur simply “saw” perceived price-quality disparities but an Entrepreneur should be able to “see” opportunities, and take advantage of those opportunities. And actual irruption “Entrepreneurs use innovation to exploit or create change and opportunity for the purpose of making profit. They do this by shifting economic resources from an area of lower productivity into an area of higher productivity and greater yield, accepting a high degree of risk and uncertainty in doing so.” (Burns 2005).

Casson (1982) synthesizes and extends previous work by Schumpeter, Knight, Kirzner, and many others. Defines the Entrepreneur as “someone who specializes in taking judgmental decisions about the coordination of scarce resources”. The Entrepreneur is someone who has a comparative advantage in making decisions. He throws new light on: Proprietorship and Entrepreneurship and the risk-bearing as an Entrepreneurial function. And also he made an interesting attempt to develop a theory linking Entrepreneurs with economic development. He emphasized the aspect of resource coordination and decision-making.

Carland (1984), add an Entrepreneur is an individual who establishes and manages a business for the principal purposes of profit and growth. The Entrepreneur is
characterized principally by innovative behavior and will employ strategic management practices in the business. Baumol (1993) extends previous work by Schumpeter.

Deakins (1998) suggests that concerns with Entrepreneurial personality divert attention away from the learning and development process in Entrepreneurship, namely that the individual gains skills and attributes from undertaking Entrepreneurship rather more innate abilities. We will use that consideration to explain our purpose.

Recent theories of Entrepreneurship build on the works described above. Shane and Venkataraman (2000) state that "Entrepreneurship involves the nexus of two phenomena: the presence of lucrative opportunities and the presence of enterprising individuals" (Shane and Venkataraman, 2000). Their theory is inspired by the Kirznerian Entrepreneurial discovery process but they emphasize that prior information is needed to complement the new information in the discovery of business opportunities. In this respect, they are similar to Schultz who argues that human capital is an important determinant of Entrepreneurial ability.

Casson (2005) tries to encompass both the Schumpeterian and the Knightian definitions by arguing that Entrepreneurs are individuals who specialize in decision making. The Schumpeterian Entrepreneur applies information about inventions to create new combinations and is ultimately the one who decides if the new combinations are profitable. The Knightian Entrepreneur assesses the unique situations arising in the future and makes decisions about how to exploit these situations to make a profit.

However, while it is true that both the Knightian and the Schumpeterian Entrepreneurs are decision makers, many decision makers are not Entrepreneurs according to their theories.

According to Berglund and Holmgren (2008); Economic Entrepreneurship is something good for society as well as for people, also Entrepreneurship solves the problems of the structural change of the business sector, Entrepreneurship leads to economic growth and the creation of jobs and Entrepreneurship develops society in an accurate direction.

To conclude, we can see that many Entrepreneur definitions have been developed over years. While some add on to the other definitions, the other provides critics on the agreeable versus non agreeable part. But whatsoever, one thing is clear that all definitions reviewed above are all based upon economic perspectives.

3.1.2 Other perspectives of Entrepreneur

From above, there exhibits the evidence that in earlier years all the definitions of Entrepreneur has been derived from perspective of economists and thus rooted in that arena. However as the years past, most research and study are conducted and the perspectives of Entrepreneur are broadened. Therefore, it is necessary to be mentioned that exist different approaches of Entrepreneurship, economic, social and environmental
approach. We assume for our discourse the economic approach, and also as the mainstream, in order to explain this approach, and according to Berglund and Holmgren (2008); Economic Entrepreneurship is something good for society as well as for people, also Entrepreneurship solves the problems of the structural change of the business sector, Entrepreneurship leads to economic growth and the creation of jobs and Entrepreneurship develops society in an accurate direction.

Often there seems to be as many stories to tell about Entrepreneurship as there are Entrepreneurs engaged in changing communities, revitalizing societal structures, starting businesses, initiating change processes within organizations, developing ideas, or introducing Entrepreneurship to the school world. Hence, Entrepreneurs are now more than just the economic perspective. Social, Corporate and environmental perspectives are as well developed from Entrepreneur researchers simultaneously which are nonmainstream, the mainstream is still connecting Entrepreneurs to the industrial sphere and the economic dimension (Hjorth, 2003), which puts “other” values such as social and environmental to the second place (Steyaert and Hjorth, 2004).

The social Entrepreneurship refers to innovative activity with a social objective in either the for-profit sector, such as in social-purpose commercial ventures (e.g., Dees and Anderson, 2003; Emerson & Twersky, 1996) or in corporate social Entrepreneurship (e.g., Austin et al 2004); or in the nonprofit sector, or across sectors, such as hybrid structural forms which mix for-profit and nonprofit approaches (Dees, 1998). Other approach of social Entrepreneurship typically refers to the phenomenon of applying business expertise and market-based skills in the nonprofit sector such as when nonprofit organizations develop innovative approaches to earn income (Reis, 1999; Thompson, 2002). Common across all definitions of social Entrepreneurship is the fact that the underlying drive for social Entrepreneurship is to create social value, rather than personal and shareholder wealth (e.g., Zadek & Thake, 1997), and that the activity is characterized by innovation, or the creation of something new rather than simply the replication of existing enterprises or practices. The central driver for social Entrepreneurship is the social problem being addressed, and the particular organizational form a social enterprise takes should be a decision based on which format would most effectively mobilize the resources needed to address that problem.

Ecopreneurs (Pastakia, 1998) may be divided into two broad groups based on their objectives: Commercial. An individual/ group or corporation that seeks to maximize personal (organisational in the case of a corporation) gains by identifying green business opportunities (eco-friendly products and processes) and converting them into viable business ventures may be referred to as commercial ecopreneurs or ecopreneurial corporations respectively. Commercial ecopreneurs show their concern for the environment through a conscious and consistent preference for ecofriendly business.

Social Entrepreneur. An individual that seeks to promote an eco-friendly idea/product/technology either through the market or non-market routes may be referred
to as a social ecopreneur. An institution which seeks to achieve the same objective may be called a social ecopreneurial organisation.

The corporate Entrepreneurship is the term used to describe Entrepreneurial behavior in established, larger organization. The objective of this is simple- to gain competitive advantage by encouraging innovation at all level in the organization. Also the Green paper of the European Commission (2003), consider why is Entrepreneurship important? Because Entrepreneurship contributes to job creation and growth, Entrepreneurship is crucial to competitiveness and also Entrepreneurship to unlock personal potential.

Keeping on the European Commission: “Encouraging the enterprise spirit is a key to creating jobs and improving competitiveness and economic growth throughout Europe.” (European Commission, 2004b). We assume that Entrepreneurship seems to be good for society and for people. Entrepreneurship is as the grand solution to economic growth and development as it is what creates jobs, contribute to growth and competitiveness.

From the discussion above, the paper derives a model that there are two types of Entrepreneur the mainstream and the non mainstream or the one containing other values. But both contribute to the society and economic and therefore it rises to the emphasis on education that will be discuss in the next chapter. (Please refer to chapter 4, see figure 2: Entrepreneur Perspective Model, page 29)

3.2 Entrepreneur Education

Deakins (1998) suggests that concerns with Entrepreneurial personality divert attention away from the learning and development process in Entrepreneurship, namely that the individual gains skills and attributes from undertaking Entrepreneurship rather more innate abilities. Therefore, in this part, the paper discusses different perspectives of Entrepreneur Education, as the concept of Entrepreneur Education develops, we find it contains more dimensions such as social and governmental though the economic dimension is still the mainstream. After viewing the history of Entrepreneur Education in the world and Sweden we find that Entrepreneur Education has been growing and changing in high pace in the last decades, especially in Sweden, there is a shifting stage from teaching skills to teaching competency. In addition, we find that with the study of Lund University and Mälardalen University, different emphasizes of different perspectives influence different teaching objectives.

Entrepreneur Education from the words we can firstly guess it should be involved in the education teaching about Entrepreneurship. We can see those definitions in the order of publishing years about Entrepreneur Education below:

Kourilsky (1995) defines Entrepreneurial education such as “opportunity recognition, marshalling of resources in the presence of risk, and building a business venture”.
We can see that Kourisky seems only to focus on Entrepreneur Education in economic dimensions; the aim of his Entrepreneur Education is to “build a business venture”. However, in the year 1997, we find a quite forecasting definition:

Entrepreneurial education has also been defined in terms of creativity and innovation applied to social, governmental, and business arenas (Gottleib and Ross, 1997).

From that we see that Gottleib and Ross have very broad views of the term Entrepreneur Education, they opened the traditional definitions which were in economic dimensions only, however from the later definitions of Entrepreneur Education, we find that although Gottleib and Ross opened the definition broader, the economic dimensions are still to some extent the mainstream. For example, one year after Gottleib and Ross’s definition,

Bechard and Toulouse (1998) define Entrepreneurial education such as “a collection of formalised teachings that informs, trains, and educates anyone interested in business creation, or small business development”. They point out that Entrepreneurial education focuses on combining and carrying out a new combination of business elements while education for small business ownership focuses on the skills needed to reproduce or acquire an existing business.

Shane (2003) points out: “the level of interest in Entrepreneurship among business school students is also extremely high ... every university campus, it seems, has a wealth of courses about how to start and finance new business”.

In the year 1998 and 2003, Bechard, Toulouse and Shane believe that Entrepreneur Education is in the economic dimension which refers to the “skills to reproduce or acquire an existing business” and ” how to start and finance new business”. However we find the following one two years after Shane’s:

Entrepreneurial Education can be viewed broadly in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans. (Colin Jones and Jack English 2004)

According to Matlay and Westhead (2005), Entrepreneurship Education is also promoted as an effective way to facilitate the transition of a growing graduate population from education and into work.

This definition above seems to be considered as some kind of work oriented promotion ways which can promote graduates into work in a faster method, and of course work involves quite a lot, not only in economic dimensions but can in other dimensions as mentioned above “social and governmental” also. Next, the paper presents another definition which is formed in 2006:
Hannon (2006) argues that: “Entrepreneurship Education is now part of the HE landscape … of a broader aim to embed the notions of enterprise and Entrepreneurship throughout the education system from primary, secondary and through tertiary levels.“

From what Hannon said, we can see that he thinks Entrepreneur Education is the education in those levels teaching about enterprise and Entrepreneurship, which are still in the economic perspective.

From those definitions, we see that although there are many definitions about Entrepreneur Education, still most of them are in the economic dimension which emphasis on the start-up courses. (Shane 2003, Kourilsky 1995, Bechard and Toulouse 1998) At the same decade, Entrepreneur Education seemed to have grown a little bit into other areas such as social, governmental. (Gottleib and Ross 1997, Matlay and Westhead 2005). In addition, we find that as time passes by, not only more concepts were involved in Entrepreneur Education, but more levels such as primary and secondary are involved in it. And as previous part mentioned, Hjorth (2003) finds out that the mainstream is still about economic perspectives, which is our main focus as well.

In order to learn more about the changing phenomenon of Entrepreneur Education, the following part exaggerates about the history about Entrepreneur Education.

**History about Entrepreneur Education around the world**

Entrepreneurship education is hardly a 21st century phenomenon. First, the paper discusses the EE in USA where the education is pioneered. It shows that Entrepreneur Education is really a new phenomenon which mainly involves skills about small or start-up venture in the last decades. However it expands or grows pretty fast in the recent years. Gary (2006) even points out that Entrepreneur Education is the fasters-growing course of study on campuses national wide. And it mainly teaches about the mainstream—economic perspectives especially in the transferable skills of starting up business or ventures.

The Massachusetts Institute of Technology (MIT) starts up its Entrepreneurship Center 16 years ago. Other research universities introduced their own courses in Entrepreneurship during the 1990s. Even Harvard Business School, the epitome of education for future leaders of traditional corporations, has a mandatory course on Entrepreneurship. (Gwynne, 2008)

In the past two years, however, the pace has quickened significantly. According to the National Consortium of Entrepreneurship Centers, about 160 academic centers now teach the subject. "I would describe the situation more as a new phase in Entrepreneurship education than a new awareness," says Jonathan Rosen, executive director of Boston University’s Institute of Technology Entrepreneurship and Commercialization (Gwynne, 2008)
With that expansion, there is a similar increase in the field of Entrepreneurship Education. The recent growth and development in the curricula and programs devoted to Entrepreneurship and new-venture creation have been remarkable. The number of colleges and universities that offer courses related to Entrepreneurship has grown from a handful in the 1970s to over 1,600 in 2005 (Kuratko 2005).

McMullan and Gillin (2001) point out that although universities have been offering courses in Entrepreneurship for over thirty years, graduate programs are only seven years old.

Currently 1,992 two- and four-year colleges and universities offer at least one course in Entrepreneurship, up from about 300 in the 1984-1985 school years, according to a new survey by the Ewing Marion Kauffman Foundation, which promotes Entrepreneurship education. Today Entrepreneurship is the fastest-growing course of study on campuses nationwide (Gray, 2006).

According to Vesper and Gartner (1997) the number and variety of Entrepreneurship programs has expanded considerably during the past two decades, both in Europe and elsewhere.

New Entrepreneurship programmes have been emerging at business schools in Australia and overseas. In the USA, they have been launched at such prestigious institutions as Harvard, Stanford, Northwestern, and the University of Chicago. In 1999, there were 170 American universities offering courses in Entrepreneurship. Less than half of them existed three years earlier (Lord, 1999). Similarly, a growing number of Australian universities are offering Entrepreneurship programs in response to developments in overseas universities and accelerated by the Australian Federal Government’s innovations statement. The rise of these programs has also been fuelled by unprecedented student demand as students look for a style of business education that will provide them with the transferable skills (Cooper et al., 2004)

Besides that, according to the definition mentioned below, Colin Jones and Jack English view Entrepreneur Education as terms of skills that can be taught and the characteristics that can be engendered in individuals. It is the same as what Cooper (2004) said, Entrepreneur Education aims at transferable skills.

Entrepreneurship Education for business people is becoming a key imperative at some Canadian universities, Grant Isaac, dean of the Edwards School of Business at the University of Saskatchewan, observes that educating for Entrepreneurship has meant an expansion of focus from managing wealth and creating managers, to wealth creation and fostering both the skills and the visioning necessary to create new enterprises, The three universities covered in this article - Saskatchewan, Laurier and Waterloo - are leaders in the field, each with a unique offering that is clearly striking a chord with students who want to start their own enterprises or become part of an Entrepreneurial corporate culture. (Anonymous 2007)
Chia (1996) finds out that Traditional business school programs emphasize the large established corporation over the small or start-up venture and nurture the follower and steward over the leader, creator and risk taker.

We can see that Entrepreneur Education was really a new phenomenon which mainly involves skills about small or start-up venture in the last decades. However it expands or grows pretty fast in the recent years. Gary (2006) even points out that Entrepreneur Education is the fasters-growing course of study on campuses national wide. And it mainly teaches about the mainstream—economic perspectives especially in the transferable skills of starting up business or ventures.

European Commission 2004b says that “Entrepreneurship teaching will aim to foster in the students those personal qualities such as creativity, spirit of initiative and independence that contribute to the development of an Entrepreneurial attitude, which will prove useful in their life and in every working activity.”

The description above stresses that students must be encouraged to develop personal qualities that relevant to Entrepreneurship, such as creativity, a spirit of initiative, risk-taking and responsibility (Berglund and Holmgren, 2008). These qualities are now seen as the fashion word “skill” as well.

We can see that here European Commission even highlighted that Entrepreneur Education should provide the skills of creativity, spirit of initiative and Entrepreneurial attitude. As well as Berglund and Holmgren (2008) add risk-taking and responsibility skills.

As our findings in this chapter, we can see that there are a lot of researches and articles showing within the history of Entrepreneur Education, it grows a lot in its numbers as well as its contents. (Gwynne, 2008, Kuratko 2005 and Gray, 2006) besides that, it’s really a world wide thing, not only in Europe or USA, but all over the world. (Gartner and Vesper (1994) In addition, the world seems to be highlighting the word “skills” when they are doing Entrepreneur Education. (Chia, 1996,Cooper et al., 2004, Gary 2006). So after reviewing the environment of Entrepreneur Education in the world, we may ask ourselves, what’s it like in Sweden? It is the same as the world? In order to know it, we then take a look at the Entrepreneur Education in Sweden in the same way we viewed Entrepreneur Education in the world.
3.2.1 Entrepreneur Education in Sweden

As mentioned before, all over the world is doing Entrepreneur Education as well as in Europe. Since Sweden is a part of Europe, it also provides programs and courses in Entrepreneur Education.

According to Sweden Career Guide 2006, (Sweden Career Guide 2006). The Swedish government has also launched many actions to stimulate Entrepreneurship and innovation in Sweden, both on a national and regional basis. In its 2004 budget bill, the Swedish government recognized the need for specific actions to stimulate growth, such as tax relief for small companies and increased investment on research in the IT and telecom sectors. The growth of business parks and business creation close to university areas are other signs of the major focus on Entrepreneurship in Sweden. Universities are also now concentrating on how to act more commercially as institutions, and how to train students in the tactics of Entrepreneurship. The concepts of Entrepreneurship and innovation are present in many recurrent educational programs at the universities. Students may combine their university degrees with shorter courses in Entrepreneurship and business development. University programs entirely focused on Entrepreneurship have also been established at some universities. There are educational institutes specialized on Entrepreneurship and business creation; one example being the Stockholm School of Entrepreneurship. For professionals there are a number of seminars and courses available on themes related to business creation and Entrepreneurship.

History of Entrepreneur Education in Sweden

Initial efforts to stimulate Entrepreneurship at the lower levels of the Swedish educational system were made by two private organizations in 1980. Ten years later, in the end of the 1990s interest in Entrepreneurship in the educational system reached the policy sphere and became an industry and trade policy question.

During 2004, an extensive study of Entrepreneurship education was conducted within the Nordic countries: Creating Opportunities for Young Entrepreneurship. (Lundstrom 2005) the purpose of this study was to map, evaluate and analyse activities already ongoing in the area of young Entrepreneurship, with a particular focus on Entrepreneurship education. Since there was a lack of a common definition of what Entrepreneurship education is about, the focus in the surveys was on the use of the words Entrepreneurship and/or enterprising (Berglund and Holmgren 2008). That means till then, the content of this education remained, however, a mystery.

Since then there was no advice conforming the current knowledge about the Entrepreneurial process, and more perspectives of Entrepreneurs had come out during that time, for instance, social perspectives or environment perspectives, a better pedagogical approach which refers to the “New School (Ronstadt in Kent 1990) needs to improve the Entrepreneurial Education. The “New School” provides some new perspectives about Entrepreneurs in that time, for instance, “successful Entrepreneurs
are critical thinkers, as well as action-oriented. And “Any age can be the right age, but the odds of career continuance favour starting earlier, during the late 20s and early 30s”.

Similarly in the Swedish Government’s Proposition knowledge and quality - 11 steps to develop the upper secondary school” it is, for instance, argued that Entrepreneurship is more a perspective than a separate educational goal:

“The education should bring about knowledge that prepare for employment, starting and running a business as well as actively participate in society. A competence that is often requested is Entrepreneurship, meaning the competence to initiate and carry through different activities and projects. Through an Entrepreneurship perspective the students’ capability of initiative, creativity and spirit of enterprise can be stimulated.” (Spinosa, Flores and Dreyfus, 1997). In order to get known more about the question, a research project called “Entrepreneurship Education 2007”(EDU07) was launched during autumn 2006 in Sweden, which aims to regard what Entrepreneurship education means as well as how it is performed in the school world (Berglund and Holmgren, 2006).

In the EDU07, researchers focus on the earlier stages of the educational system, as well as on what teachers do when they do Entrepreneurship education.

Berglund and Holmgren (2008) argue that Entrepreneurship education should be about learning to make something of what you already have, to navigate from the position that you hold.

From that, we could see that from the teaching history of Entrepreneur Education in Sweden there is a shifting stage of Entrepreneur Education from blind to a little bit clear, which means the goal of Entrepreneur Education was a mystery in the past(Berglund and Holmgren 2008), and it developed to what is Entrepreneur Education after later researches and courses, and then it developed like now: it should be about learning to make something of what you already have. (That refers to the concept of Competency in the later part)

As mentioned in Entrepreneur Education in Sweden, there was a shifting, as we can see in the model, there is a broken line going from Skills to Competency. In order to explain the next model more clearly, we would like to describe it as following:

Basically when the world is talking about skills in Entrepreneur Education dimension, it often concerns to what is an Entrepreneur, people use the skills to describe what Entrepreneurs are, they have such certain skills, so that they perform better in being Entrepreneurial. They have the skill of creativity, they have the skill of innovation, they have the skill of risk-taking and so forth. And we can see that there is a line going from Entrepreneur Education to Skills.

But after lots of researches of Entrepreneur Education in Sweden, scholars have changed their minds. Scholars think that people are not like superheroes with whom have those skills born, besides that Berglund and Holmgren (2008) argues that it is better to look at what people really do when they are doing Entrepreneurship. That is to
say, in their point of view, it is not so useful if people only know what an Entrepreneur is, what is more important is to know what Entrepreneurs do. So instead of skills, Berglund presents Competency for the action of “what Entrepreneurs do”. She believes the action in between people and how they act is more important in Entrepreneur Research. So the Swedish Entrepreneur Education to some extent needs to shift from skills to competency instead. So we can see there is a line going from Skills to Competency.

As a conclusion, this paper provide a model, if people are talking about what Entrepreneurs are, it concerns to skills. However if people are talking about what Entrepreneurs do, it concerns to competency instead. Here we are not really judging which side is better or worse, they both are involved in the Entrepreneur Education, not only in Sweden, but in the world. Sweden is moving from skills to competency has its reason, while some other place may want to stick on skills, they might also have their points. (Please refer to chapter 4, see figure 3: Entrepreneur Education Model, page 30)

Besides that, in our research, although we know that there was a shifting stage from Skills to Competency, we do not know what exactly the reason is, because mostly the theories and articles talking about Competency are Swedish, and that is one of our limitations as mentioned in Methodology part. However, we partly know that perhaps the Swedish Education System really now emphasizes more on Competency since it is “what to do”. If we are looking for the relationship between skills and competency, or why there are such debates, the next Competency chapter will clarify that.

3.3 Competency

The answers to the questions such as ‘what is skill and what is competency’ will be seen presented in this chapter. About competency, since we mentioned in the EE part that the EE in Sweden is shifting from skills to competency and it must also explain the questions written before. To start with, the main point of this section is Competency, and two different approaches are explained, the work approach related to work task and performance, and Entrepreneur approach. Furthermore, this paper provides three different elements of competency, which are Knowledge, Skills and Experience.

Starting with the definition of competency, it must be said that there are more than one definition of it. The first definition provided, defines competencies as “competencies as underlying characteristics that are casually related to effective and/or superior performance in a job” (Boyatzis 1982 cited in Man 2006). Although during the last years the studies about competencies have increased, further more definitions of competency exist, such as “the ability and willingness to perform a task” (Burgoyne 1988 cited in Man 2006). Both definitions are focused in the work approach, referring to performance in a job and to perform a task. Albanese and North keep on the same perspective, considering competency like “a skill and/or personal characteristic that contributes to effective managerial performance” (Albanese 1989) or such as “the ability to performance the activities within an occupation”, under North’s (1993) view.
Another approach, which more focused on the Entrepreneur himself/herself, is the point of view of Hornby and Thomas (1989), they says that “competence is the knowledge, skills and qualities of effective managers/leaders”. Even in Entrepreneur’s perform, the Entrepreneur is assumed to be both the owner and the manager, and it is believed that the areas of Entrepreneurial competencies are broader than managerial competencies (Johnson & Winterton, 1999). Thereby “the concept of Entrepreneurial competencies relates to Entrepreneurs' performance” (Draganidis & Mentaz, 2006).

While there is no universally accepted list of Entrepreneurial competencies, this study follows Entrepreneurial competencies as a theoretical framework led by Man (2005). Man defines Entrepreneurial competencies as “individual characteristics, including personality traits, knowledge, and skill” (Ibis). Further investigation of this issue is intended through the use of the competency approach in studying the Entrepreneurial characteristics.

In general, the competency approach, which takes into account both work approaches and Entrepreneur approach, “seeks to identify long-lasting individual characteristics leading to success or performance in a job and subsequently, in an organization” (Thomas and Herrisier, 1991 cited in Man 2006). However, focusing on the characteristics leading to competencies, Boyatzis said “it can be a motive, trait, an aspect of the person’s self-image or social role, skill, or a body of knowledge upon which he or she draws” (Boyatzis, 1982 cited in Man 2006). Another point of view which is similar to Boyatzis made is the classification that Bartlett and Ghoshal (1997 cited in Man 2006) did. They identified three different categories of competencies, the first of them considers attitudes/traits, the second category deals with knowledge/experience; and the last one talks about skills/abilities.

The definition of competencies by Spencer and Spencer (1993 cited in Nab et al 2007) is rather similar to all that has been said before, but this definition brings different elements together: “the definition of competencies combines several Entrepreneurial elements : 1) motives and intentions, 2) attributes, 3) self-concept (attitudes), 4) knowledge and 5) skills”. This definition assembles many of the elements from Entrepreneurial theoretical perspectives.

With the literature review about competencies, Man and Lau (2005) suggest that “Entrepreneurial competencies comprise of components that are more deeply rooted in a person’s background (traits, personality and attitudes) as well as those that can be acquired at work or through training and education (skills, knowledge and experience)”. Once given the different competency definitions, it is considered to prove that the competency can be taught, because competencies are changeable and learnable, and interventions in terms of education can contribute to this process. Moreover, “competencies can be improved through education and training” (Burgoyne, 1993; Parry, 1998 cited in Man 2006) and also the experience has shown that “training programmes for Entrepreneurship can largely achieve their aim of developing

Taking all that into account, it is accepted that knowledge and skills can be learned and can be taught; the self-concept is changeable, but not without large difficulties, and attributes are open to changes and can be changed by educators by influencing thoughts, feelings and behavioural intentions.

The most adequate definition of competency for our study is cited by Man and Lau (2005), and suggests that “Entrepreneurial competencies comprise of components that are more deeply rooted in a person’s background (traits, personality and attitudes) as well as those that can be acquired at work or through training and education (skills, knowledge and experience)”. In order to visualize the picture of the definition of Man and Lau (2005), it can be drawn as competency in the top, with two different roots, competency as person’s background and competency acquired through training and education. The former root defines each of us and gives us our own inner characteristics, that is why it cannot be taught. We assume, in that sense, that only following the latter root the elements of competency can be acquired through education and training, and they can also be taught. Those elements are skills, knowledge and experience. (Please refer to chapter 4, see figure 4: Competency Model, page 31)

To sum up, the different elements competency has are shown and also the assumption that the competency can be improved through education has been deeply explained. In the next sections of this paper more information will be provided in order to explain the three different elements of competency, Knowledge, Skills and Experience.

3.3.1 Knowledge

As mentioned before, knowledge is an element of competency, which is also necessary to achieve competent performance. Using knowledge base, the student can incorporate theoretical concepts, even more substantial and deep ideas in many different areas; in our precise case, it refers to the field of Entrepreneurship.

From Penrose (1959), there are two types of knowledge: objective knowledge, which can be coded, taught, learned, or transmitted by other people; and experience, which is the result of learning from personal experience, and cannot be transmitted, as it produces a change in individuals that cannot be separated from them.

According to our study, the ability to learn is essential in developing Entrepreneurial capabilities (Rae and Carswell 2000 Cited in Man 2006). We consider learning as a mind work of acquiring and structuring knowledge, and it includes different attempts to demystify the process of Entrepreneurial learning. Even in the economic perspective/context some of the opportunities are generated by knowledge. Therefore rich knowledge could generate more Entrepreneurship.

Considering that the term knowledge is wide meaning, for this study we relate knowledge with teaching theory, because theory provides knowledge. The professors
are obligated to teach theory because it is closer to the truth than observation alone. The truth is the knowledge of the things as they are, the things as they were and the things as they shall be (Fiet 2001). Even theory is used to explain what is not obvious through observation. Barney (1997 cited in Fiet 2001) says: “it is insufficient to transmit and apply present knowledge. It is the function of university education to advance the state of knowledge as well”. In that sense, some authors assume that teaching theory is boring for students but the acquisition of relevant knowledge must be done through theory. The teaching of theory must be done in a way that can be understood and later be applied by students.

As Bill Bygrave (1993 cited in Fiet 2001), the Director of Entrepreneurial Studies at Babson College, noted “there are two ways to ruin an Entrepreneurship course. The first way is to have it consist entirely of the practical application and analysis of cases. The second way is to have it be entirely theory”. The second way refers to a course consisting only of theory. Stevenson and Jarillo (1991 cited in Pyysiäinen et al 2006) say “that more knowledge is needed about the “how” of Entrepreneurial behaviour. Generating this kind of knowledge makes it possible to teach Entrepreneurship they argue”.

As mentioned above, the knowledge is taught through a theory-based learning, and this methodology is based on the assumption that it is the teacher who initiates the transfer of knowledge; in the extent of the fact that it works in that way, the students tend to practice less and acquire fewer competencies (Fiet, 2001). Having acquired the competencies, thereby the students gain knowledge through theory and it gives them the chance of applying the knowledge they have previously acquired. In this sense, from the point of view of Entrepreneurship, the knowledge is linked to the creation of a body of theory-based learning in the process (Ibid).

We assume the knowledge as an element of competency and including competencies in learning process provides a framework for understanding the elements affecting Entrepreneurial learning. To finish with, it cannot be forgotten that the learning methodology to transfer knowledge is a theory-based methodology, that is, it is a methodology which consist of transmitting theory.

3.3.2 Skills

Skills are other element of competency; we consider skills as the ability or talent to be developed. Entrepreneur Skills are necessary for Entrepreneurial actions and behaviours must be developed and encouraged in order to maintain competitiveness within the global enterprise economy. Again, there are many definitions on skills.

For the exploratory study; “Entrepreneurial Skills Assessment” (Smith, et al 2007). They consider that for Entrepreneurial activities different skills are required. Their study examines a particular set of seventeen skills defined in four major categories: The first category is called “Technical Skills”. These technical skills are described as the “skills necessary to be successful in one’s line of business”( Lyons, 2002 cited in Smith
Another category is “Managerial Skills”. Lyons described managerial skills as “the skills needed to organize the work on a day-to-day basis” (Ibid). “Entrepreneurial Skills” is the third category, and it described Entrepreneurial skills as “the skills needed to develop innovative products and services and to generate solutions to emerging needs in the marketplace” (Ibid). The final category, “Personal Maturity Skills”, described personal maturity skills as “the skills needed to attain self-awareness, emotional maturity, ability and willingness to accept responsibility, and creativity” (Ibid).

According to Smilor (1997) and Kilby (1971 cited in Pyysiäinen et al 2006) Entrepreneurial skills refer to those activities, or practical know-how. This point of view is similar to the point of view of Lyons. They talk about the different courses that do not offer or focus on the development of the same skills, for example, a course entitled “Entrepreneurial skills for small business” offers the following list of Entrepreneurial skills:

Personal skills:
- Innovation
- Initiative
- Risk-taking
- Ability to deal with the unknown with ease
- Accepting challenges
- Taking responsibility
- Seeking opportunities in change

Interpersonal skills:
- Interacting with others effectively
- Communicating effectively
- Negotiating
- Influencing
- Demonstrating leadership

Process skills:
- Ability to plan and organize
- Ability to analyse synthesise and evaluate
- Ability to execute the plan.

Entrepreneurs are generalists who are good at a variety of skills, and the Entrepreneurial skills are essential for value-added business. An Entrepreneur must use his skills to take advantage of emerging opportunities, but nobody have the DNA of an Entrepreneur. Looking at all the literature review above, we can see that there are many explanations on Entrepreneur skills. To scope down, we would include all those skills that are most cited from the above literature review as Innovative, Creative, Confidence, Organization, Problem solving, Analyse, Self-awareness, Networking, Interactive,
Take responsibility, Planning, Responsibility, Leadership, Initiative, Risk taker, Seeking opportunities and Communication. Although there are many different set of skills, the purpose of this paper is not exploring which skills are judged relevant by Entrepreneurs.

As many writers have noted (Weinrauch, 1984; Bechard and Toulouse, 1998; Gorman et al., 1997 cited in Galloway et al 2005) the practice of entrepreneur education is one that requires a blend of knowledge, skills and attitudes, which recognises the synergistic links between management theory and Entrepreneurial practice. It therefore acknowledges the need for the development of both "hard" and "soft" skills simultaneously throughout the period of education and beyond. That is to say, the period of practice of entrepreneur education can simultaneously impact the development of both ‘hard’ and ‘soft’ skills.

It is expected to analyze practice and to perform practice-based learning with different kinds of activities. Together with that, it is also expected to apply and assimilate knowledge from theory to practice, developing their skills. Using information technology to manage information with technical and Entrepreneurial skills will definitively facilitate the learning of students.

The concept of skills implies the possibility of learning, and consequently the matter of being possible to teach them; Gibb (1996 cited in Pyysiäinen et al 2006) “makes the point that the overriding aim of entrepreneur education is to develop enterprising behaviours, skills and attributes”. In academic discussions, the concept of Entrepreneurial skills is related to the debate on whether Entrepreneurship can be conceived as something teachable or not. Katz (1991 Pyysiäinen et al 2006), for example, suggests that, “most likely, there are some skills which can be taught and some that cannot”.

3.3.3 Experience

The last element of competency is Experience. In this paper does not enter in details about definition of experience, but it however provides three mainstreams of relevant experience.

Based on the Wood and Bandura’s (1989 cited in Erikson 2003 ) perspectives, three mainstreams of experiences are identified; Mastery experience, Vicarious experience and Social experience.

The first one, Mastery experience, explains that the most effective way for individuals to develop a strong sense of self-efficacy is through mastery experience. i.e. from practical experience and from repeated performance accomplishments. The achievements have reinforced their self-efficacy, which contributes to individuals aspirations and future accomplishments and repeated accomplishments increase individual’s capability.
The second one, Vicarious experience, points out that observational learning from role models is the second way to strengthen self-belief. Role models affect self-efficacy through a social comparison process, because people partly judge their capabilities in comparison to others.

The last one, Social experience, is the third way to strengthen the sense of self-efficacy. If the people receive positive encouragement, they will be more likely to exert greater effort.

The experience comprises events in the life of the learner, those arising from the learner's participation in activities implemented by teachers. Moreover, the experience has shown that training programmes for Entrepreneurship can largely achieve their aim of developing Entrepreneurial competencies (Wallace, 1998; Kirby and Mullen, 1990).

By participating in different kinds of simulations, games or role playing, the students have the opportunity to formulate their own responses to issues in a specific situation according to the kind of practice. Another different way can be through analyzing case studies and proposing different solutions and alternatives. The experience-based programs permit this type of involvement. Therefore, the objective is to find ways to supplement the standard textbook and lectures with experience-based activities and learning (Calvin 1990). The inconvenient is mostly that the experience is acquired once the student starts to work.

Cohen and Walker (1993 cited in Andresen et al 1995) assume that “experience is the foundation of, and the stimulus for, learning and learners actively construct their own experience.” McDermot’s (2001) contributions are considerations about experience based learning, as “Ability to apply knowledge, the expectation of the need to undertake lifelong learning, and capacity to do so and acquiring effective problem solver.”

To sum up, from the literature review above the elements of competency regarding skills, knowledge and experience, basically we can see that knowledge can be acquired through theory-based learning (Fiet, 2001); skills can be acquired through practice-based learning and experience can be acquired through experience-based learning. (Wood and Bandura 1989 & Wallace, 1998; Kirby and Mullen, 1990 and Calvin 1990), however it is still hard to clearly distinguish them from each other since they are related to each other in some way, that is to say there are always overlaps between them. The clearest example is the knowledge which adds to each teaching approach.

According to Penrose’s perspective (1959), there are two ways of knowledge, objective knowledge and experience; however, Bartlett and Ghoshal (1997) differentiate knowledge and experience as two elements of competency. Form that we could see that both terms of knowledge and experience are tricky and therefore there is some overlap part between them, since we can always see in the reality life that some gains experience as well as knowledge at the same time. Jones-Evans, Williams, Deacon (2000) in their article show that the practiced-based learning enhances the knowledge as well. Besides that, Fiet (2001) showed that skills can be acquired through theory-based learning; however theories are some kind of knowledge as well. Thereby, it is proved
that occasionally teaching skills are overlap with knowledge. Furthermore, sometimes there might be a possibility that certain theories are developed from experiences. Dispelling the ‘Theory vs. Practical Experience’ Debate, it can be said that ‘practical experience contributes to the development and refinement of an individual’s theories’ (Anon 2007).

Therefore, reviewing the above literature the different teach methodologies are shown; In the moment which Knowledge is taught, in education the approach refers to Theory-based learning; in the case of the teaching of the Skills, the methodology is Practice-based learning. The last teaching methodology comes from Experience, which refers to Experience-based learning.

Concluding, the general view of the Competency model is made up for the three elements of competency such as Skills, Experience and Knowledge. Each element can be acquired through different based learning. This paper suggests that it is necessary to consider an integrated set of skills, experience, and knowledge constituting learning behaviours in the context which facilitates the development and the use of such behaviours, in order to lead to the desirable learning outcomes. *(Please refer to chapter 4, see figure 4: Competency Model, page 31)*
CHAPTER 4: MODEL OF ANALYSIS

4.1 EECP (Entrepreneur, Entrepreneur Education, Competency Model)

In this chapter, the paper provides a picture of the complete model – the EECP. From the top, it mainly explains the relationship between perspectives of Entrepreneur (economic perspective as mainstream and non economic perspectives) and Entrepreneur Education (Course contents and teaching approaches). The paper locates the relationship between the emphasis on Entrepreneur Education in Sweden that has been shifted from skills to competency as the result of the shift from Entrepreneur perspectives. Then, competency will be explained by describing three elements of competency. Those elements are skills, knowledge and experience. Each one of those elements which can be taught has its teaching approach (please refer to the literature review).

For reader convenience, the next section breaks down and explains the EECP step by step and later on the analysis is done as an integration of empiric data and the EECP. (Please refer to chapter 6, Data Analysis, page 39)
ENTREPRENEUR EDUCATION COMPETENCY MODEL; EECM

Figure 1: EECM
To begin with, the paper starts with the discussion of Entrepreneur. Here, the model shows that there are two types of Entrepreneur - the mainstream or the economic rooted perspectives and the non mainstream or the one containing other values. Due to the fact that both perspectives are perceived to contribute positively to the society and economy, entrepreneur education has been emphasized internationally. Therefore, entrepreneur education develops rapidly and changes with time (Pleases refers to the Entrepreneur section).

As we can see in the model, the broken line shows the trend shifting from skills to competency; however, we are not saying here in the left side of the model that skills cannot be taught. What we are trying to pointing out is that according to the literature review we found, many parts of the world are still focusing on skills, but Sweden has shifted its focus from skills to competency and treats skills as one element of competency.

**ENTREPRENEUR PERSPECTIVE MODEL**

![Entrepreneur Perspective Model](image)

**Figure 2: Entrepreneur Perspective Model**
Entrepreneurship is becoming more and more popular all over the world, and together with that, a great interest is growing in the academic fields, both in research and in practice. As the European Commission says:

“To integrate entrepreneurship education into all schools’ curricula and provide schools with proper support to allow them to put in place effective and high quality education scheme”. (European Commission, 2004a, cited in Berglund et al 2008)

“Encouraging the enterprise spirit is a key to creating jobs and improving competitiveness and economic growth throughout Europe”. (European Commission, 2004b, cited in Berglund et al 2008).

Therefore, the entrepreneur is good for both the society and for the economy, as many authors coming next have mentioned.

As mentioned in Entrepreneur Education in Sweden, there was a growth and a shift, as it can be seen in the model, there is a broken line going from Skills to Competency. The model discusses that EE is shifted from skills dimension, which deals with what an Entrepreneur is and means, to Competency, concerning what an entrepreneur does instead. (Please refer to the Entrepreneur Education section).

**ENTREPRENEUR EDUCATION MODEL**

![Entrepreneur Education Model](image)
Including competencies in learning process provides a framework for understanding the elements affecting Entrepreneurial learning. The elements of competency in our study mean Knowledge, Experience and Skills. This paper suggests that it is necessary to consider an integrated set of skills, experience, and knowledge constituting learning behaviours in the context which facilitates the development and the use of such behaviours, in order to lead to the desired learning outcomes. Combining the elements of competency with its teach approaches, Practice-, Experience- and Theory-Based learning, the next model provides a wide vision of the model of competency (Please refer to the Competency section).

COMPETENCY MODEL

![Competency Model Diagram]

**Figure 4: Competency Model**
CHAPTER 5: EMPIRICAL FINDINGS

Through the EDU07, Berglund and Holmgren (2008) were able to reach groups of teachers at different schools, at different locations and on different levels in the educational system. And later information will show that Entrepreneurship education has been emphasized differently at the selected schools. That is to say, different schools offer different Entrepreneurial Courses which are involved in Entrepreneurial Education and aims at different objectives. For instance we would consider Lund in the case here as the university offer Entrepreneur course like MDH, that is a one year programme course. In Lund case, after reading the objectives of Entrepreneur Education in Lund University, we can see that Lund University emphasis on the theories as well as using the knowledge and skills in practice. The programme aims to provide students both theories and actions where students initiate and carry out genuine Entrepreneurial projects. From that, we know that Lund University emphasis on both theories and practical knowledge and skills. (Please address yourselves to the Appendix for The program “Entrepreneurship” in Lund University Sweden aims).

5.1 Entrepreneur Education in Mälardalen University

We found Lund has emphasised on theories and practice both, now what about the Entrepreneur Education in Mälardalen University since Berglund and Holmgren (2008) point out different universities emphasis differently?

From the syllabus of the course “Organization theory and Entrepreneurship” which means the Entrepreneur course in Mälardalen University, we can find the following:

After reading the syllabus of the course, we find that it aims at providing a deeper knowledge and understanding of Entrepreneurship from an Entrepreneurial perspective. Here we can see that Mälardalen University emphasis on the deeper knowledge and understand from an Entrepreneurial perspective. We know that an Entrepreneurial perspective means the different perspectives in theories. As a conclusion of our finding of the course, mdh only focuses on the theory part in its Entrepreneur Education. In short, Mälardalen emphasises its Entrepreneur Education in different theoretical perspectives.

And after reading the teaching objectives and course content in Mälardalen University, we find that the objectives which are intended to be provided by mdh are to make students understand and explain different perspectives of Entrepreneurship as well as to made students analyse and conclude in theoretical fields. (Please address yourselves to the Appendix for course syllabus)

From the emphasised perspective and the objectives of Mälardalen University, we can see that when mdh emphasises on only theory concepts, it also aims to provide students only knowledge and skills in theory concepts field.
With the comparison of Lund University and Mälardalen University, we can see that if different universities emphasis differently, they would provide different objectives as their goals.

As mentioned in the methodology part, we would like to use qualitative approach to analyze our empirical data, including the interviews with Peter Vaigur, Karin Berglund, Carina Holmgren and focus groups with the students enrolled in our course. More information of those people can be found in the following parts.

Peter Vaigur, a part time lecturer of the Entrepreneur Course at Mälardalen University and a full time researcher within organizational field. Besides, Vaigur is a MBA graduate majoring in Entrepreneur arena. Therefore, to gain detailed and deep information about the course and about Entrepreneur, it is clear that he would be one of the most appropriate persons to ask.

Karin Berglund is said to be one of the co-founders of the Entrepreneur Programme in Mälardalen University, which make us think that her contribution could be appropriate for our paper; we could get important information regarding the Entrepreneur Course at Mälardalen University from her, such as the motivation and the objectives of the course.

Carina Holmgren is another person we thought of for our thesis because she is an active researcher within Entrepreneur Education arena. At present, she is working as a Research Assistant at Swedish Foundation for Small Business Research. At the moment, Holmgren is conducting a research on ‘Entrepreneur Education in Primary and Secondary level’. Besides that, she has the experience working together with Karin Berglund within Entrepreneur Education field. Therefore, to gain deeper insight on Entrepreneur Education, we think it would be beneficial to interview Holmgren.

To fulfil our purpose in exploring whether the Entrepreneur course provide enough competency in becoming an entrepreneur, we therefore need to speak to the students. Focus group approach is selected to gain deeper insight together with bouncing of new ideas within the group. To gain relevant information, the choice of the students who are actually enrolled in the Entrepreneur Course in Mälardalen University has been taken.

After those interviews with the people mentioned above, we collected the data and found some interesting findings which will be explained more deeply in the next part. We would like to list our findings in the following order: Interview with Vaigur, interview with Berglund, interview with Holmgren, and focus groups with the students who enrolled in the Entrepreneur Course in Mälardalen University.

### 5.2 Interview with Karin Berglund

Karin Berglund is the first one we interviewed, and before interviewing her, we viewed the article she recommended us to read. The article is entitled “who is an Entrepreneur?” Is the wrong question, wrote by William B. Gartner. Firstly, we were intended to figure out which entrepreneurial skills can be learnt from the Entrepreneur Course at Mälardalen University. However, through the article and interview with
Berglund, the emphasis has to be shifted from exploring the skills learnt to the competency gained from the Entrepreneur course. This is mainly due to Berglund’s perspective on Entrepreneur Education.

According to Berglund, the terms skills is considered abstract and is difficult to explore. She perceives that skill concept is more connected to who entrepreneur is rather than what they do.

“The skills or traits in definitions of Entrepreneurship are abstract. It is very hard to relate to the concept of what Entrepreneur really are rather than what they do.”

Besides, Berglund perceives that the skill concept in Entrepreneur Education is outdated. She believes that there has been a shift from emphasis of skills to competency in Entrepreneur Education. To her, competency connects what people really do when they are doing Entrepreneurship. Therefore, competency answers the question of what Entrepreneurs do rather than who they are.

“Entrepreneurship is much more relation, it is not inside of individual, it is about what happened in between individuals.”

The reason for the above reasoning given by Berglund is that skills are more about psychology, while competency is more related to something in between people. The most important thing in her research is “to figure out what those persons really do when they are doing Entrepreneurship.” That is why she was trying to open up our minds from considering Entrepreneur Education as teaching skills to teaching about entrepreneur competency. Also, she perceives that skills are in some kind of identity structure and those kinds of skills are not the same in different situations, it depends on how people perceive it and teachers cannot pour skills into individuals. Therefore, there is a shift of objective for Entrepreneur Education at Mälardalen University.

“When it comes to the development of Entrepreneurship course on MDH we rely also on other theoretical sources. We share, for instance, the view that the world (inducing people) is socially constructed which opens up for seeing creation processes as mainly social. Hence, creating a social setting - and teaching students how to do so - are more important than focusing on “inner” traits/skills”.

As a conclusion of her interview, it is clear that Berglund is not going with the mainstream views of Entrepreneur. Skills might be considered important for others but for her as it is considered to be outdated. Besides, skill involves traits and psychological factors and can not possibly be taught. Therefore, there is a shift of emphasis from skills to competency in Entrepreneur Education at the university.
5.3 Interview with Carina Holmgren

After the interview with Carina Holmgren, who is now a researcher doing her doctoral thesis for 3 years in Mälardalen University focusing on Entrepreneur Education, we get some interesting findings as well.

Holmgren is in charge of different projects in the compulsory and secondary level. She thinks that the Entrepreneur is someone who makes things come through. Due to her researching content, she did not talk much about Entrepreneur Education in the advanced level (master level). However, she did agree with the fact that there is a shifting trend in Entrepreneur Education in Sweden.

“The shift to competency in Entrepreneur Education was originally imported from Canada”

To her, a shift to competency involves more content and more contact with other people. Besides that, she also agrees that the world is still talking about skills while in Sweden Entrepreneur Education is shifting from skills to competency. The reason why the shift exists is that, similar to Berglund, skills can’t be taught.

“Skill is something inside, and it cannot be developed”.

Besides that, we get to know that Entrepreneur Education is becoming more and more important, because the policy makers think that Entrepreneurs are good for the society and for the economics.

As a conclusion of the interview of Holmgren, we found almost the same ideas as Berglund. Due to her research limitation, she did not show much about Entrepreneur Education in the master level. However she confirmed the shifting stage about the Entrepreneurial Education in Sweden, and she did not believe that skills could be educated.

5.4 Interview with Peter Vaigur

A couple of days after the interview with Berglund, we got the appointment with Peter Vaigur. Vaigur has been teaching in Mälardalen University for 2 years, besides that he was a student enrolled in such programs. Now he is mainly a researcher and a part time lecturer who teaches Entrepreneur course within 2008 semester.

In his point of view, he is quite a non economic perspective researcher in Entrepreneur Education as well; he thinks it is hard to explain what an Entrepreneur is; however, he can keep talking more about what Entrepreneurial is not. What is more, he also agrees that Entrepreneurs do not necessarily need to be in economic dimensions. For him, Entrepreneurship is more like an action, why people are doing things, rather than who they are. Actually for him, the word “Entrepreneur” or “Entrepreneurship” is just a fashionable word that in the world lots of people want to use and know; however, it is just like a label, people use it or talk about it because it is fashionable, perhaps some
time later, it would change to some other words, or some other fashionable label again. So he now prefers it to be actions rather than an explanation to what that label is.

In his point of views, Vaigur believes that people like to talk about “Entrepreneur” in economic dimensions because it is easier to evaluate the performance when compare to that of the non-economic perspectives.

“If we talk about social value stuff like that, it is hard to evaluate it. So it is easier to have short time expand for evaluate it. That is why economic it is easy or it is easy in economic sense because in some sense it’s easy to count money.”

Besides that, in his opinion, he is always sceptical about skills or Entrepreneurial skills, he believes skills are biological.

”Those skills are brought down to some source of biology or something physiological that some people born with, just like the DNA.” He does not believe in skills “for two reasons, the major one is…I do not think we as a researcher can research on those psychological traits, it is very hard. Do not you think we have social dimension when we see them when somebody is Entrepreneurial but it hard to go into someone’s brain and see what the DNA of these guys or girls. Once again see the action when somebody is Entrepreneurial.”

To sum up Vaigur’s point of view on Entrepreneur, we see that he is really non-traditional, he has the non-economic perspectives on “Entrepreneur”, plus he believes in using the actions to evaluate people whether they are Entrepreneurial or not. He is not interested in those skills because he believes that skills are like DNA, which is born with, and it is inside of human brains, which can not be opened and investigated.

Moreover, when it comes to Entrepreneur Education, Vaigur, as a graduate from such programs, thinks that it is an attractive course. It teaches him critical thinking and broaden his perspectives.

“It is not a program for starting your own business, it is an academic course, and it was more helpful for future researcher than for future Entrepreneur. Thanks for this program; I would never start my own business.”

In addition, he thinks Entrepreneur Education also involves both practical and academic sides. But for a one year program, theory is perceived to be the best approach.

“The most practical thing is the good theory and it is very hard to divide practical and academic sides in Entrepreneur Education.”

In addition, he is trying to teach students to be critical as his way of teaching. However, he agrees that being critical needs to be based on theories, so perhaps the “critical thinking” is to some extent seen as one of the overlap zones in Entrepreneur Education, because we can see that how to teach students being critical, itself, is passing the
knowledge to students, what is more, if the students gain it, it somehow becomes critical skills since students can apply the knowledge into some other ways.

Vaigur’s Entrepreneur Education part, he believes that it should be more academic, the practical part in the course is as well good theories. That is to say, he wants to teach the students knowledge, or even some so called practical knowledge which overlaps with the skills and knowledge. But in sum, he emphasizes the theories or knowledge in Entrepreneur Education.

As a summary of the interview with Peter Vaigur, he is very non-traditional in both perceiving Entrepreneur and Entrepreneur Education. He also emphasizes actions in perceiving Entrepreneur and knowledge in Entrepreneur Education.

5.5 Focus group with students

After the interviews with Berglund and Vaigur, we found that they were at the same side judging Entrepreneur or Entrepreneur Education, they both preferred competency to skills in Entrepreneur Education. In order to invest how the students know about teachers’ objectives, we started our interview with the focus group. Here are the interesting findings from the interview of those students who are enrolled in the Entrepreneur Course in Mälardalen University.

Basically before coming here to study the Entrepreneur Course, some of them worked in different companies or fields, some of them were fresh graduates. It shows that they come here with different experiences, however before studying the course, most of the students believed that it should be about business start-up, or at least managing the business, which means that most of them did not know what it meant to be taught here; but we also found that most of them did not check the syllabus of the course before, that is to say, in those students’ original point of view, the course should be about starting a business or managing the business. Besides that, equally part of them wanted to be Entrepreneurs before coming here for the course.

Let us see the later findings: After finishing the Entrepreneurial course in Mälardalen University, they find new knowledge through the course which mainly aims at different perspectives of Entrepreneur, is quite different from their expectations before studying it. The thing is, how do they feel about the changes? Most of them showed the positive impact on the knowledge of the understanding of Entrepreneur, however they didn't think that the change that the course brings them could be useful or applied in their lives, or the change did not help them become Entrepreneurs. Two out of them even feel scared of being Entrepreneur though they wanted to be Entrepreneurs before studying the course. In short, none of them wanted to start their own business immediately after the graduation.
To sum up, basically they think the course is good but it does not offer them enough for becoming Entrepreneurs even though they know there are more than just economic Entrepreneurs in the world. In addition, most of the students think that the aim of the course which only provides theories is not so practical.

For the students, those “magic and fashionable” terms such as “innovation, strategy and leadership” are not taught here being skills; however, the knowledge about the terms can be found.

Most of them showed that it is good to know more knowledge about Entrepreneur, but what they got from the course is too general. A few of them think that it is not necessary to attend a course. However, more people think that the course is good because it may tell them the directions in the future or the theories in the course can be used as a guide rule in the future. Improvements should be putting the theories into practices, or a combination of theories and work experience learning, or at least the theories should be those that can be applied in practice.

All in all, from the interview of the students, generally, those students were with various experiences before joining the course, and they did not know much about Entrepreneur or Entrepreneurial courses before studying the area. They expected it to be about starting a business or something related to business world. After studying the Entrepreneurial course they found the change of their minds regarding the understanding of Entrepreneur or starting their own business as an Entrepreneur in the future to different extent. The change cannot help them being Entrepreneurs. Most of them showed that it is interesting to know more knowledge or theories about Entrepreneur; however, they are more eager into practical theories or practical knowledge.
CHAPTER 6: ANALYSIS

In this chapter, the paper aims at analyzing the empirical data together with the EECM model. The paper discussion therefore follows the model flow together with the analysis of the information obtained from the interviews with Peter Vaigur and Karin Berglund or the paper refers to as the academic personals and then the finding from students. Please note that the analysis will not be done following the order regarding the interviews that are presented in the chapter 5, Empirical findings. However, the paper integrates relevant empirical data to the order of the model. Below represents the flow of the discussion.

The discussion starts by first understanding different perspectives on the term Entrepreneur possessed by both actors who are involved in Entrepreneur program at MDH, that is, the academic personals and the students. This is important because the literature review in the paper presents the idea that perspective is related to shifting on the objectives of Entrepreneur Education, for instance, the course objectives and structure as in the case of Swedish shifting of emphasis from skills to competency. (Swedish Government’s Proposition 2005 and Berglund and Holmgren 2008). For students, their perspectives can in turn be related to their objectives towards the Entrepreneur course. Finally, comparison of students’ objectives before and after taking the Entrepreneur Course can be done with the teaching approach in Competency theory to answer the question whether Entrepreneur Course provides competency to become an entrepreneur?

6.1 Different Perspectives on Entrepreneur

From the empirical data, it is clear that at the initial stage, meaning before attending Entrepreneur Course at MDH, the respondents, both the academics and the students possess different perspectives on Entrepreneur.

From the empirical data, both Berglund and Vaigur work in the field of Entrepreneur, may it be the lecturers or the researchers. Therefore, the academics being familiar with research and study of Entrepreneur and Entrepreneur Education have broader perspectives compared with the students. Together with that, they are often skeptical to the term within economic dimension.

To begin, Vaigur is an ex-student of Entrepreneur program, a full time researcher and a part time lecturer of Entrepreneur Course. Therefore, it is perceived that he is more involved within the field and has more ideas about Entrepreneur. For instance, Vaigur thinks that Entrepreneur definition is not confined to the meaning of being the owner of a business as projected by most of media nowadays but can appear in other context as well, for instance, as discussed in the literature review, the Ecopreneurs from Pastakia (1998) and the Corporate Entrepreneurship from Burns (2005).
Not only that, through the in-depth interview, it is perceived that Vaigur is skeptical about the Entrepreneurship in economic context. He perceives that the economic Entrepreneur is nowadays a fashion in Sweden. He believes that the Swedish people are being exposed to the Entrepreneur terms in their everyday life, for instance, in the news, in books and magazines. He perceives that such Entrepreneur often has positive meaning attached to it, for instance, entrepreneur is said to be economically productive and contributes a lot to the society and therefore the Government is trying to provide support to enhance Entrepreneurship. He knows that for example that the Swedish government has launched many actions to stimulate entrepreneurship and innovation in Sweden, both on the national and the regional basis. This data is in line with the evidence from Gwynne (2008) about Government’s budget increased to support Entrepreneur. Apparently, he perceives that it is his job as a researcher to be curious and to question the term Entrepreneur within economic context so to broaden up the entrepreneur term to other dimensions.

“I would be able to give you 2 days lectures on rather what an entrepreneur is not!”
(Peter Vaigur, Lecturer of Entrepreneurship Course)

Similar to Vaigur, Berglund who is an active researcher within Entrepreneur field and a co-founder of Entrepreneur program at MDH, believes that social network is also important when it comes to Entrepreneur. This is of course different when we refer back to entrepreneur definition in earlier age where entrepreneur is often a businessman with certain skills, for instance, innovative, creative and risk-taking (European Commission 2004b, Berglund and Holmgren 2008).

On the other hand, the focus group where none of the students were Entrepreneur before joining the course suggests that students mainly acquire perspectives of Entrepreneur through media and that mainly involve the term within economic sense.

From the groups that consist of students with varying types of experiences, for instance, students who have experience working as employees in both private and public companies, students with experience in running their own company and students with no working experience at all, it is found that before joining the course, they often understand the term Entrepreneur that is rooted from economic context. For instance, Entrepreneur is the business owner. This is in line with the Entrepreneur definition by Carland, 1984 in the literature review section. It says that Entrepreneur is about an individual who establishes and manages a business for the principal purposes of profit and growth (Carland, 1984). All in all, the students’ perspective connoted the idea about Entrepreneur in economic sense as suggested in literature review about Entrepreneur definition in the earlier age or what we referred to as the mainstream (Hjorth, 2003).

Therefore, unlike the academic personals who gain the perspective through their expertise within Entrepreneur area, the students gain information of entrepreneur through various media, for instance television, radio and magazines. The media is perceived to suggest the economic side of entrepreneur. Therefore, such information influences students and perceives entrepreneur within the economic arena.
“Entrepreneurs are those who can take the risk to start up his own business” (Male student, worked as a Senior Account Executive in a Shipping Company, India)

“For me, entrepreneur, at that time before I learnt is a person who has a lot of money and open the company and the company is big.” (Female student, worked as a legal personal in Chinese Law Company)

“Entrepreneurs are those who do business.” (Male student, no experience in working, Spain)

However, there are minority of students who before joining the course have no idea about the exact definition of Entrepreneur. Some of them confuse the Entrepreneur term with that of manager.

Thus, from the Entrepreneur perspective model (please refer chapter 4, see Figure 2: Entrepreneur perspective model, page 29), it is clear that people who are more familiar with the field which in this case are Vaigur and Berglund will have broader perspectives on the terms and are more skeptical towards entrepreneur within the mainstream side. Therefore, they possess non-economic perspectives on Entrepreneur. On the other hand, students who we consider here as a general people and are not familiar with the other value of Entrepreneur but the mainstream value which is economic, understand that entrepreneur is a businessman. This fits in with the economic perspective of the model.

In the next section, we will make a discussion on the impact of perspectives on Entrepreneur to the objectives of Entrepreneur Course in the university which in this case is Mälardalen University.

6.2 Impact of Perspectives on Entrepreneur to Entrepreneur Course objectives

The change in Entrepreneur perspectives affects Entrepreneur Education. This aligns with the literature review section on Entrepreneur Education. In the past, Entrepreneur Education around the world had the objective of teaching skills (Gibbs, 1993) but nowadays, Entrepreneur Education, especially in Sweden, is shifting the objective from skills to competency. As suggested by Berglund and Holmgren (2008) who argues that it is better to observe what people really do when they are doing Entrepreneurship.

So instead of skills, Berglund presents Competency for the action of “what Entrepreneurs do”.

From the empirical data through face to face interview with Berglund, who is a researcher in the field of Entrepreneur Education and Entrepreneurship focuses on Entrepreneur Education in Sweden, through the project EDU07 which focuses mainly on the earlier stages of the educational system, we have learnt that nowadays, in Sweden, Entrepreneur Education is changing from skills to competency. Berglund confirms that and according to her, skills are more about psychological which people are born with and can’t be taught whereas competency is more about social interaction and can be taught.
“The entrepreneurial skills inside individuals instead of that are related to whom I meet, and in what situation I am. You see the problem, it’s kind of related to psychological”. (Karin Berglund, co-founder of Entrepreneur Course at MDH)

The finding can be integrated to the Entrepreneur Education model. The Entrepreneur Education approach has two main perspectives which are Skills and Competency; for the first one, it is the approach which the Entrepreneur Education has focused on the last decades. On the other hand, it is the competency. This approach is new, and it is not totally established (please refer chapter 4, see Figure 3: Entrepreneur Education model, page 30)

Besides, this view is similar to Vaigur and Carina’s. They both are aware of the shift from skills to competency in Sweden as they have similar perception about skills that are related to the individuals and can not be taught. However, when referring back to the literature review, we can find the relevant information about competency is provided. Competency model shows that there are three different elements that can be taught, namely, Skills, Experience and Knowledge; these three elements respectively have a different way of teaching (please refer chapter 4, see Figure 4: Competency model, page 31).

The academics’ non economic perspective towards Entrepreneur influences the way Entrepreneur Course is structured at MDH. According to the course structure, the main objective of Entrepreneurship course is to introduce students to the Entrepreneur terms in non-economic contexts. According to the course lecturer, the Entrepreneur Course at MDH is unique in the sense that it does not aim at enhancing Entrepreneur from economic context, for instance, writing business plan, teaching students how to get funds, but aims at deconstructing the term Entrepreneurship and broadening it to some other dimensions which they believe can create more opportunities and in turn contribute to the society.

Therefore, their objectives are to teach students to think critically about the term Entrepreneur in some other contexts rather than typical male business owner (Burns 2005).

“If through Entrepreneur Education, we can learn that women can become entrepreneur, immigrant can, young people can, then that open up more opportunity and can contribute to society.” (Peter Vaigur, Lecturer of Entrepreneurship Course)

Refer back to different perspectives mentioned in the above section; the objective of the students is different from the academic personal. In addition to the economic perspective of Entrepreneur, the majority of students who enrolled in the entrepreneurship program want to become entrepreneurs – they want to be the owner and start their own business. Therefore, the majority of students expect the course to provide knowledge about the start-up of business which includes knowledge about management, innovation, risk taking and capital flow. This is reflected from the skills they often associated with entrepreneur in economic terms. Therefore, the objective of
the course for the students is not to broaden perspective about Entrepreneur but to gain skills for starting their own business.

Besides affecting the course objectives amongst the academics and students, perspectives on Entrepreneur also influence objectives of teaching approach. To fulfill the course objectives, the academics establish the course structure by emphasizing mainly on competency through teaching theories. Theories are believed by the academics to be able to enhance critical skills. (Fiet 2001) By this, MDH’s objective of Entrepreneur Course is to broaden perspectives of non-economic Entrepreneur as well as enhance critical thinking amongst the students through theory-based teaching approach.

Whilst for the students, as their objective is to gain skills to establish business. They expect to learn some methods through hands on approach, for instance, experiential and practice based learning, for instance, case studies and task assignments in other word, anything that is not theory. Together with that, theory is being perceived as not important when it comes to Entrepreneur Education.

“I expect to learn cases of successful entrepreneur to make you make right decision when you have your own company” (Female student, Accountant, China)

“In real life we don’t use theory. My mom never uses theory she learnt in school to run the business.” (Female student, owner of a business in Thailand)

“I don’t think entrepreneur is about study theory and you become entrepreneur, I already know that. You need to practice” (Female student, no experience in working, China)

To project the analysis in the model (please see Figure 5: EECM in MDH and Students, page 45), the depiction is clear that due to different perspectives, the academics personals and the students possess different objectives towards Entrepreneur course structure and the teaching approach. While the red arrows clearly show that academics personals on having non-academic perspective towards entrepreneur undertake the knowledge element of competency through the theory-based learning approach as they believe that entrepreneur is not about business practice but involves other dimensions. Therefore, the course mainly aims at broadening students’ perspective on Entrepreneur. However, the other side of the model, the green arrows shows students’ perception of Entrepreneur and their objective of the course that is totally opposite to that of the academics persons. Students believe in mainstream entrepreneur which is rooted in economic sense. Therefore, their objective of the course is the start-up of the business. Therefore, they expect to learn skills as shown by the arrow through practice based approach.

Therefore, from the model it would be clear that due to different perspectives, different objectives towards the course are created amongst respondents. From the model itself, we can point out that the majority of the students are not satisfied with the course and
believe that the course does not provide enough competency for becoming entrepreneur as it is not mainly about how to start a business, that is to say, the skills of the entrepreneurs.

Due to the fact that the result above was evaluated based on students’ perceptions before attending the course, interesting result is discovered when exploring the students’ perception after the course has been taken.

While the majority of the students who strongly hold the mainstream perspective about Entrepreneur and personally want to become Entrepreneur/business owner are still dissatisfy with the course due to the similar objective they hold before attending the course, the minority of students change their perception after the course. They comply with the objectives of MDH’s Entrepreneurship course and believe that there are many perspectives on entrepreneur. The interesting part is that, these students perceive that the course aspire them to become Entrepreneur from the other context that is not a businessman as rooted in economic dimension.

“I came to know many things about what entrepreneurship can be and it’s better I think, we have Entrepreneur Education in different views of entrepreneur. I can now become social entrepreneur in the future if I want to” (Male student, Logistic staff, Vietnam).

This result reflects the power of perception towards the objective of the course. Here, it is clear that the course has succeeded in broadening up the perspective of Entrepreneur to students. All students are aware that the Entrepreneur is not necessarily based on the mainstream perspectives or rooted in economic arena. Thus, we see that theory based learning helps broadening the perspectives. Due to the fact that the students’ perspective has been broadened, the objective has been changed. Therefore, we see that the minority of students see the usefulness of the program and divert their objective from becoming a businessman like Entrepreneur to some other type of Entrepreneur. It should however be noted that this affect only exhibits amongst students who have unclear idea about Entrepreneur at initial stage meaning they do not clearly understand the term Entrepreneur before attending the course. **(Please see the figure below)**

To conclude, we learn from the model that perception has strong influence on the objective of the course (both the structure and the content). While strong perception on Entrepreneur term is difficult to change that is the evident of the majority of students who do not change their objective of wanting to learn a start-up course both before and after the enrollment of the Entrepreneur program. Weak or unclear perception about Entrepreneur definition can alter the initial objectives.
Analysis of EECM in MDH

Figure 5: EECM in MDH and Students

Change in students’ perspectives after the course
CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

To conclude, the paper has fulfilled the research purpose by first establishing relationship between perspectives on Entrepreneur to Course objectives. Through analysis, it is found that perspectives on Entrepreneur affect Entrepreneur Education’s objectives amongst different respondents. Therefore, the perspectives are the key criteria by which Entrepreneur course is judged and subsequently decides whether the course provide competency in becoming an Entrepreneur. The answers to the question does Entrepreneur Course provide competency to become Entrepreneur appear to be a two sided coin answer.

The first side is “no”. From the analysis, we see that majority of students are more familiar with the mainstream perspective of Entrepreneur and have the background of wanting to becoming such entrepreneurs. Therefore, they expect to be taught an economic related entrepreneurship course, for instance, a start up course that emphasize on practice based learning. So, they perceive the competency which is provided through theory based learning does not provide them the competency to become entrepreneur in starting their own business.

However, after a thorough exploration, the “yes” does appear amongst minority of students after the course is taken where they see the course as being useful in broadening their perspectives about Entrepreneur. They see more importunity in becoming some other types of Entrepreneurs rather than the mainstream economic Entrepreneur. This offers them more alternatives and therefore is perceived to have enhanced competency in providing them with knowledge in becoming entrepreneur other than starting up their own business.

As a summary the answers to the research question would depend on how a person perceive the term Entrepreneur. If people perceive it more to be into business dimension which in this case majority of the students do, they would perhaps see more about the negative side of the answer, which is “no”, the course does not provide competency to become an Entrepreneur. However, if people have broader views of the term, which means they perceive it is not only to be into business dimension, they would see the positive side of the answer, which is “yes” and believe that they gain competency to become an Entrepreneur. In our point of view, it is really important that how people treat and perceive the term “Entrepreneur”.

Therefore, the information obtained from this study has help identify the key criteria for course judgement both prior and after attending the course. It is the fact that all students have least idea about Entrepreneur before they join the course. This is because through media, they tend to be familiar to the economic views of Entrepreneur than the non economic ones. Therefore, there exists expectation about teaching of skills and knowledge that involves in the mainstream perspective. And despite reading the course objective from the university’s website, majority of students still have the perception
that the course is about a start up course and perceive that theory-based learning is useless.

Therefore, the first recommendation for the personals responsible in structuring the programme is to take a step back and to look at the structure and the objectives of the course. It is true that the perspective of Entrepreneur is shifting from economic perspective to the non-economic which in turns impact the objective of Entrepreneur Education from skills towards competency. However, from the theory, it suggests that skill is still treated as one of the competency’s elements. Therefore, the elements of competency besides knowledge through theory based learning should be considered. As suggested by the Director of Entrepreneurial Studies at Babson College that “there are two ways to ruin an Entrepreneurship course. The first way is to have it consist entirely of the practical application and analysis of cases. The second way is to have it be entirely theory”. Therefore, there should be a balance amongst all elements of competency. The decision on the course structure using balanced elements of competency and their teaching methods could possibly attract more candidates.

As proved by the paper that theory based learning has succeeded in broadened up students’ perspective towards the term Entrepreneur, the last recommendation would be about the course improvement on the course advertisement. The university should develop strategic communication to educate students about benefit of theory based learning and other perspectives of Entrepreneur and the benefit of knowing more about Entrepreneur beyond economic boarder. This would help create an urge to learn amongst future candidates. Finally, the university could reduce unclear perspective on Entrepreneur prior the course and thus reduce bad judgement once the course is completed.

### 7.1 Implications

The implication mainly is applicable to the main target of the thesis, that is, traditional audiences.

The implication for the traditional audiences, the result of this thesis could help support University’s decision regarding Entrepreneur course structure involving both course objectives and teaching methods as mentioned by the recommendation.

For the students, the implication of the research is that perhaps they should gain more information about Entrepreneur in other values rather than pure economic perspective before approaching the Entrepreneurial field because that would open them to more opportunity. Also, hey should take caution in studying thoroughly about the university’s course objectives before joining so as to avoid false perception and judgment.

As for further research for both academic personnel’s and universities, there is a missing part that should be considered, namely the timeliness and the weighting.
From the paper, we learnt that all elements of competency are important and that all elements, namely, skills, knowledge and experience need to be balanced. The next question is what is considered to be a balance. This is one of the questions that are worth exploring.

The second question that needs to be considered is about the Timelines. From the study, the result might be negative now, at least amongst majority of students who perceived to be unsatisfied with the program as it offers different objectives than they expect. But what about in the future? Questions like, do students go back to their previous knowledge they received from entrepreneurship course at later stage? should be considered as there exhibits the idea from students that they might as well go back to the knowledge they received from their master degree in the future, when they are ready to become entrepreneur.
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Swedish Government’s Proposition 2003-2004 Knowledge and Quality-Eleven Steps to Develop the Upper Secondary School, Stockholm, pp140


APPENDIX A

25th April 2008

Interview Discussion Guide

for Academics (1 HOUR)

N.B. This guide is intended as a ‘checklist’ for the interviewer. He/She will treat this as a menu from which to select areas and guide the general flow of discussion. The guide will thus be a springboard for discussion; participants’ responses may often lead the discussion in new directions or change the order of topics. Some questions or issues may be skipped if issues have already been sufficiently covered at an earlier stage.

Material Required

- A tape recorder
- A table mentioned in sec2

1. Introduction (5 / 5 min)

- Respondents Introduction
  - Name
  - Age
  - Job title
  - How many years in the school
  - Responsibility
- Introduce the interviewer
- Explain detail of the interview.
  - Thesis background
  - Purpose
  - Research questions
  - methodology

2. Perception towards Entrepreneur and Entrepreneur Education (EE)(15 / 20 mins)

This section aims at exploring respondent’s perception towards Entrepreneur and EE to spot their thinking towards the elements important for it

- In your opinion, what is an Entrepreneur?
- How do you see it today?
- Has it been changed from the past? Why? Why not?
- Which are the skills important for it?
  - Where does this perception come from?
  - Can it be taught? Why? Why not?
- What about EE?
  - How do you think about the debate 'Is the entrepreneur born or made?'
- Who do you think would be interested in it?
- Why does it need to be taught?
- How do you see it today?
- Has it been changed from the past? Why? Why not?
- What skills/elements are important to it? Where does this perception come from?
- What about EE in Europe VS any other part of the world? Is it the same? Why? Why not?

3. Understanding the formation of the course at Malardalen University (15 / 35 mins)

This section aims to gain insight on how the course was created on which foundations.

- What about the Entrepreneurship course at Malardalen?
  - When was it created?
  - Why was it created?
  - Why combine it with the International business course?
- How was the course created? Base on which perception, theory, and structure?
- Why were such perception, theory, and structure?
- What are the aims and objectives of the course? Why?
- What is your expectation towards the course?

4. Definition Clarification (5 min/ 40min)

- You mentioned the skills taught by the school in the last section and because different people interpret such skills differently, what is the definition of this skills defined by the program?

5. Thesis Evaluation (15 min/ 55min)

SHOW THE Model and EXPLAIN ABOUT IT

- How relevant are the models mentioned…
  - In the Entrepreneur section
  - In the EE section

5. Conclusion and Recommendation (5 min/ 60min)

- Interviewer check if there is further opinions from the respondents
  - END -
Focus Group Discussion Guide

For Students (1 HOUR)

N.B. This guide is intended as a ‘checklist’ for the interviewer. He/She will treat this as a menu from which to select areas and guide the general flow of discussion. The guide will thus be a springboard for discussion; participants’ responses may often lead the discussion in new directions or change the order of topics. Some questions or issues may be skipped if issues have already been sufficiently covered at an earlier stage.

Material Required

- A tape recorder
- A table mentioned in sec2

1. Introduction (5 / 5 min)

- Respondents Introduction
  - Name
  - Age
  - Job title
- Introduce the interviewer
- Explain detail of the interview.
  - Thesis background
  - Purpose
  - Research questions
  - methodology

2. Perception towards Entrepreneur and Entrepreneur Education (EE)(20 / 25 mins)

This section aims at exploring respondent’s perception towards Entrepreneur to spot their thinking towards elements important to it

- Before the course, in your opinion, what is an Entrepreneur?
- Where did you get such idea?
- How do you see it today?
- Has it been changed from the past? Why? Why not?
- Which are the elements/characteristics important for it?
  - Where does this perception come from?
  - Can it be taught? Why? Why not?
- What about after the course, what is your perception towards entrepreneur?
3. Understanding the EE and their objective to course at Malardalen University (25 / 50 mins)

- What about EE?
  - How do you think about the debate ‘Is the entrepreneur born or made?’
- Who do you think would be interested in it?
- Why does it need to be taught?
- How do you see it today?
- Has it been changed from the past? Why? Why not?
- Why do you choose this course?
- Did you apply anywhere else? Why? Why not?
- What is your expectation towards the course? Why?
- After attending the course, what do you think about it?
  - The course content
  - The teaching method

3. Conclusion and Recommendation (10 min/ 60min)

- What if you are the founder of the programme? What would you have done to the programme structure?
- Interviewer check if there is further opinions from the respondents

- END -
APPENDIX B

The program Entrepreneurship in Lund University

“The basis of the programme is the belief that Entrepreneurship cannot be taught only by traditional forms of instructions but has to be assimilated and reinforced through real experiences. As such, the programme will provide students with a thorough grounding in theories related to the Entrepreneurial process, while at the same time encouraging their development and use of knowledge and skills in practice. This programme aims to provide students with a range of valuable skills and knowledge for recognizing and exploiting lucrative business opportunities with growth potential. It will provide students with a thorough grounding in theories related to the Entrepreneurial process, while at the same time encouraging their development and use of knowledge and skills in practice. The programme is characterized by an action-oriented pedagogy where students will initiate and carry out genuine Entrepreneurial projects with the goal of forming companies at the end of their master year. In developing their Entrepreneurial project students will get to meet and interact with qualified actors from both academia and industry. The knowledge and skills gained from this programme will be particularly useful for individuals interested in learning how to start up and manage their own new ventures. In addition, the program will provide valuable knowledge and skills for individuals interested in working with new venture projects (for example as development managers in established firms) as well as for individuals who will work close to new and small ventures (business advisors, consultants, TTO-managers etc).”

(Dean’s Office 2007 Lund)

Entrepreneur Course syllabus in Malardalen University

Objectives

The course Organization theory and Entrepreneurship aims at providing a deeper knowledge and understanding of Entrepreneurship and organizations from an Entrepreneurial perspective. Emphasis is put on the interplay of Entrepreneurship, organization and institutional conditions. The course aim is also to test different scientific perspectives on the empirical phenomena and to give an understanding of the perspectives effect on the knowledge produced. (MDH 2007)

Learning objectives

By the completion of the course the student shall have demonstrated:

- the ability to give interpretation and explanation of Entrepreneurship, theoretically and empirically, from actor-oriented-, organizational- as well as institutional perspective.
- the ability to design research studies autonomously, including gathering and interpretation of qualitative data and presentation of results that give contribution to knowledge of the relationships between Entrepreneurship and organisation.

- the ability to analyse and come to conclusions regarding theoretical as well as empirical issues.

- the ability to apply knowledge and understanding in relation to professional vocations regarding organization, management and change.

Course content

The role of Entrepreneurship and innovation in different organizational contexts is considered as pivotal in relation to economic, social, environmental and organizational change. The content of this course focus on Entrepreneurship, and the interrelationships between Entrepreneurship, organisations and institutions on the basis of theory and research in this area. The course comprise of task assignments that develops knowledge and skills in undertaking research as well as a professional approach in relation to vocational issues (MDH 2007).