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Book Review

Entrepreneurship Education

Marguerite R. Faulk

Patricia G. Greene and Mark P. Rice, eds., *Entrepreneurship Education*, Cheltenham, UK: Edgar Elgar Publishing Limited, 2007. 543 pages, \$225.

Entrepreneurship Education is the ninth book in the series entitled *The International Library of Entrepreneurship*. Edited by Patricia Green, provost of Babson College, and Mark Rice, Murata Dean of the Olin Graduate School of Business at Babson, this book is a comprehensive collection of outstanding articles on entrepreneurship education written over the past 15 years. Readers already actively engaged in teaching entrepreneurship will recognize many familiar names throughout this collection. As the editors state in their introduction entitled “Entrepreneurship Education: Moving from ‘Whether’ to ‘What’, ‘How’ and ‘Why’,” the focus of this collection is on entrepreneurship education, rather than entrepreneurship learning. This book is a must-read for anyone teaching this subject at the collegiate level.

The “Whether” section of this book contains nine articles collected in Part I, “Perspectives on Entrepreneurship Education.” The perspectives are diverse, covering not only historical perspectives with the first two articles encompassing 10 years of literature on the subject, but also perspectives on the lack of doctoral programs in entrepreneurship by Brush et al., lack of theoretical links between entrepreneurship educational research and the educational field itself, and entrepreneurial education for engineering and science students. Of particular note are the articles exploring successful entrepreneurs’ views on education and African American students’ views on entrepreneurial education.

If you have ever wondered just where your entrepreneurship program belongs in your educational setting, the last article in Part I is for you. For those of us who have experienced our entrepreneurship classes buried in our business curriculums and relegated to the elective status, rather than as a core curriculum, Hindle’s “Teaching Entrepreneurship at University: From the Wrong Building to the Right Philosophy” will give you the tools to design your entrepreneurial curriculum. This highly readable article suggests that “vocational transcendence,” rather than an “overly vocational and mechanistic curriculum design” is the key to designing an effective, reflective curriculum (p. 153, 154).

Part II of this interesting collection encompasses the “What” of education: what knowledge, what skills, and what attitudes have been and are currently being taught in our educational institutions. Those engaged in institutional effectiveness and charged with creating specific course objectives or competencies will find Bird’s article, “Learning Entrepreneurship Competencies: The Self-Directed Learning Approach,” particularly helpful. An interesting parallel between management studies, especially team leadership, is drawn in the article in this section by Harrison and Leitch (1994). These authors suggest that entrepreneurship education and traditional management education are not mutually exclusive, but instead can enrich each other.

The last article in Part II draws on failure, rather than success, as a means to educate future entrepreneurs. Shepherd (1994) notes that if entrepreneurs are invited as guest speakers in classrooms, these invited guests are usually those who have been highly successful. This author believes as much or perhaps even more can be learned from studying failed entrepreneurs, particularly in helping our future entrepreneurs process the emotions they experience if their entrepreneurial venture is not successful.

Part III of the book details how entrepreneurship has been taught in higher education over the past decade. After completing the eight articles in this section, you as a reader will feel as if you’ve enjoyed an in-depth, pedagogical conversation on this subject. You may find it interesting to reread the earlier mentioned article from Part I by Hindle after you complete this section of the book.

The last section of collected articles is entitled simply “Assessment.” Here you will find not only perspectives on entrepreneurial education in the United States, but also international perspectives. Two articles by Garavan and O’Cinneide (articles 24 and 25) present European perspectives. You may find it interesting to go back and read article 22 again, which discussed European University entrepreneurial training of engineers. A study at the University of Arizona involving 2,484 business graduates forms the basis of Charney and Libecap’s article on U.S. educational models. Both entrepreneurship graduates and nonentrepreneurship graduates were included in the study. The study results indicate that entrepreneurial education enhanced the likelihood of graduates becoming primarily engaged in an up-start business by 25 percent over general business graduates.

The last article in the "Assessment" section addresses the issue of ranking entrepreneurial education programs. If you look at the date of this article and decide not to read it because the study was conducted a decade ago, you will miss seeing how timely its content remains. Perhaps the question of how one measures progress in entrepreneurship education is even more critical in 2007 than it was in 1997.

In their conclusion, editors Greene and Rice raise four primary issues as future areas of research. All four are equally intriguing. One is the issue of larger questions needing to be asked and these questions needing to encompass not only whether students can be entrepreneurs, but whether they should be. Another intriguing issue for future discussion is the question of exactly who should be teaching entrepreneurial education. The editors suggest the need for a marriage between pure academics and entrepreneurial practitioners. They include in their discussion of entrepreneurial practi-

tioners both the successful ones and the failed ones as suggested by Shepherd in Article 15.

The other two questions for future discussions encompass the need for integrating entrepreneurship education with other disciplines, as discussed in several articles in the pedagogy section of this book. The final question is one of global conversations concerning entrepreneurship. Whether a new venture is going to be multinational, national but facing international competition, or utilizing manufacturing facilities in another country, entrepreneurial students must understand the global nature of business today if they are going to be successful.

Although at 543 pages, *Entrepreneurship Education* may seem like a long read, it is well worth it. This book is a welcome addition not only to *The International Library of Entrepreneurship*, but also belongs on every entrepreneurial educator's bookshelf.



About the Author



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