

## Entrepreneurship Education and Training: A Survey of Literature

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**Abstract:** Entrepreneurship education and training have gained much attention from the academia in recent years. The study brings together a good number of empirical as well as conceptual studies on entrepreneurship education and training, and organizes them in a systematic way, which offers a broad picture of entrepreneurship education and training in light of its multiplicity and confusing nature. The paper is solely based on secondary literature published in various journals or books. It spots light on the definition, objectives, and contents of entrepreneurship education. It also highlights the approaches of teaching entrepreneurship and the role and features of the facilitators in the program. This paper is expected to facilitate researchers to conceptualize the notion of entrepreneurship education and training so that they can initiate research in various aspects of the area. Any Institution interested to introduce or revise its curriculum regarding entrepreneurship education or training may also find it of immense value.

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### 1. Introduction

In recent years researchers, academicians and policy makers put much emphasis on Entrepreneurship education. In the face of crisis in the corporate world and heightened unemployment, many governments emphasize on entrepreneurship as an alternative way out. Moreover, unprecedented enthusiasm is also observed from the demand side as well. Educated youths as well as dropouts from high schools or colleges are found interested to equip themselves with entrepreneurship knowledge and skill, viewing it as a lucrative career alternative. As a result, intervention in the form of entrepreneurship education and training has become a common scenario in almost all countries, developed or developing (Azim 2013).

Based on the observation that the entrepreneurial role can seemingly be culturally and experientially acquired, Garavan and O’Cinne’ide (1994) points out that it might also be influenced by education and training interventions. It has long been the conventional wisdom that some people are born entrepreneurs and will succeed with or without education, while no amount of education can provide business success for those who lack the “entrepreneurial spirit”. But, experience demonstrates that people are entering business schools to learn about entrepreneurship, and there is a growing acceptance that elements of entrepreneurship can be taught and learned (Gottlieb and Ross, 1997). Entrepreneurial education has firmly established a

foothold in academia as a result of a shift in academic thinking about the value of this field. It is now recognized that entrepreneurship is an important educational innovation that provides the impetus to *learning about learning* (Charney and Libecap, 2003). In arguing for entrepreneurship education, Onstenk (2003) articulates that even if it does not turn students into entrepreneurs, it will prepare them better for employability and active citizenship.

This paper attempts to synthesize the existing literature on the entrepreneurship education with special focus on the definition, objectives, contents, approaches of delivery, and the characteristics of the facilitators of entrepreneurship education programs.

### 2. Definition of Entrepreneurship Education

Entrepreneurship education is rendered with multiple objectives ranging from personal skill development to innovative venture creation and target audiences are drawn from diversified backgrounds and levels of education which results in multiplicity of its definitions. There is also some semantic confusion regarding the term used to mean entrepreneurship education in different places. Gibb (1997) points out, for example, that the term “entrepreneurship education” is commonly used in Canada and the US but is much less commonly used in Europe. The preferred term in the UK and other European countries is “enterprise education/training” rather than “entrepreneurship education”.

Bechard and Toulouse (1998, p. 320) define entrepreneurial education as “a collection of

*formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development.*" Gottlieb and Ross (1997) define entrepreneurship education in terms of creativity and innovation applied to social, governmental, and business arenas. According to them, "Entrepreneurship education should be viewed broadly in terms of the skills that can be taught and characteristics that can be engendered in students that can help them develop new and innovative plans. It focuses on the features that are needed to conceive of and start up a brand new business venture." According to David A. Kirby (2004) "Entrepreneurship education refers to activities aimed at developing enterprising or entrepreneurial people and increasing their understanding and knowledge about entrepreneurship and enterprise."

Broadly speaking, the notion of entrepreneurship education may include two different elements or concepts:

- A broader concept of **education for entrepreneurial attitudes and skills**, which involves developing certain personal qualities that may be applied in practice within the domain of self-employment, business initiation or employment in the large organization and is not directly focused on the creation of new businesses; and
- A more specific concept of **training in how to create a new business**.

### 3. Can Entrepreneurship be taught?

Garavan and O'Connide (1994) rightly remark that despite exponential growth in the entrepreneurship education and training (EET), the debate on whether entrepreneurs are *born or made* and whether entrepreneurship can be taught or not still rears its head from time to time. Some biographies of successful entrepreneurs often read as if such people entered the world with an extraordinary genetic endowment. Their personal characteristics, family heritage or exceptional opportunities etc are believed to be instrumental for transforming them into great entrepreneurs. Entrepreneurial education has also been criticized for attempting to teach what, until recently, has been considered "unteachable". It is also argued that much entrepreneurial learning is 'implicit', being hard to verbalize, occurring incidentally, and drawing on intuition and 'tacit' skills (Marsick and Watkins 1990) and hence it is difficult to transmit from facilitator to the students.

Contrary to the above propositions there are many arguments and evidences that speak for the contribution of entrepreneurship education and training in developing entrepreneurs and

entrepreneurial people. Henry et al. (2005b) maintain that there are many counter stories of those who hit on the entrepreneurial jackpot without the benefits of genetics. The entrepreneurial traits and genetics do not fall into any sensible pattern for start-up successes. Banfe (1991) suggests that there is a serendipity of unpredictable events that does not have much to do with family heritage.

Most of the proponents of entrepreneurship education take a mid-way considering the teachable and non-teachable aspects of entrepreneurship. Miller (1987) believes that not all aspects of entrepreneurship can be taught, and that educators cannot create entrepreneurs any more than they can produce foolproof, step-by-step recipes for entrepreneurial success. However, Miller (1987) believes that educators can provide an understanding of the rigorous analytical techniques required to set-up a new business and an appreciation of the limitation of those techniques. He also claims that many of the entrepreneurial characteristics, like self-confidence, persistence and high energy levels, cannot be wholly acquired in the classroom. Stuart Meyer, professor at the J.L. Kellogg Graduate School of Management at Northwestern University comments on teaching entrepreneurs; "They either have it or they don't. I can't teach students the personality traits necessary to take risks, but I can teach them to analyze those risks, to be analytical about their choices, and to learn from mistakes made in the past" (cited in Farrell 1984 p. 63). John R. Thorne, professor at the Graduate School of Industrial Administration at Carnegie-Mellon University agrees, "We can't teach entrepreneurship, but we can teach the mechanics of starting a new business, and impart practical knowledge to our students" (cited in Farrell 1984 p. 63). David Rae (2005) maintains that while education can provide cultural awareness, knowledge and skills for entrepreneurship, the "art" of entrepreneurial practice is learned experientially in business rather than the educational environment.

Gorman et al. (1997) report that the findings from the studies indicate that entrepreneurship can be *taught*, or if not taught, at least *developed* by entrepreneurship education. This supports the findings of Vesper's (1982) US based study of university professors, which demonstrated an overwhelming consensus that entrepreneurship can be taught. Supporting this view, Kantor (1988) claims that, based on his study of 408 entrepreneurship students in Ontario, most generally believed that the majority of entrepreneurial *traits* and *abilities* can be taught, with *abilities* perceived as being more teachable than *traits*. This concurs with the findings of the study conducted by Clark et al. (1984), which indicates that teaching

entrepreneurship skills aided the creation and success of new businesses.

Thus many factors are unrelated to genetics and support the counter paradigm that “entrepreneurs are often made, not born”. However, the success of an education program in developing entrepreneurs and entrepreneurial people or in other words, the answer to the question, whether entrepreneurship can be taught or not is not a mere ‘yes’ or ‘no’, rather it is inextricably linked with the objectives, content, structure, pedagogy and approaches of teaching of entrepreneurship programs.

#### 4. Objectives and Contents of Entrepreneurial Education and Training

Depending on the duration, target audience, resource availability and perceived efficacy of the program multiplicity of objectives for different entrepreneurship education and training programs can be observed. Objectives, in turn, determine the contents of the program. Addressing the difficulty in deciding the objectives and contents of

entrepreneurship education, Garavan and O’Cinneide (1994) postulate that while virtually every career in business involves some combination of knowledge, technique, and people skills, few involve the integration and combination of all functional knowledge and skills to the extent that entrepreneurial activities does. In entrepreneurship, however, it is argued that, while there is a good deal of fundamental business knowledge required which can be taught in a classroom, there is not yet a guiding theory to assist the would-be entrepreneur in dealing with the uncertainties which surround any new business venture. And even if there were, the real test is performance under actual conditions, with all the real world pressures over a period of several years. Consequently, different scholars have put forward different objectives, contents and modalities for entrepreneurship education programs to be effective. The following table summarizes the objectives of the EET programs as mentioned by different scholars in this field.

**Table# 1: Summary of the objectives of the EET program as mentioned by different studies**

Study	Objectives
Hills (1988)	<ul style="list-style-type: none"> <li>▪ to increase the awareness and understanding of the process involved in initiating and managing a new business, and</li> <li>▪ to increase students’ awareness of small business ownership as a serious career option.</li> </ul>
Sexton and Kasarda (1992)	<ul style="list-style-type: none"> <li>▪ convince his/her student to become actively involved in entrepreneurship;</li> <li>▪ understand the dynamic nature of the world of entrepreneurship; and</li> <li>▪ slow down the reality shock of the real world by means of formal or informal tuition.</li> </ul>
Garavan and O’Cinneide (1994)	<ul style="list-style-type: none"> <li>▪ to acquire knowledge germane to entrepreneurship;</li> <li>▪ to acquire skills in the use of techniques, in the analysis of business situations, and in the synthesis of action plans;</li> <li>▪ to identify and stimulate entrepreneurial drive, talent and skills;</li> <li>▪ to undo the risk-adverse bias of many analytical techniques;</li> <li>▪ to develop empathy and support for all unique aspects of entrepreneurship;</li> <li>▪ to devise attitudes towards change;</li> <li>▪ to encourage new start-ups and other entrepreneurial ventures.</li> </ul>
Hisrich and Peters (1998)	<ul style="list-style-type: none"> <li>▪ Develop various skills required by entrepreneurs.</li> <li>▪ Technical skills</li> <li>▪ Business management skills</li> <li>▪ Personal entrepreneurial skills</li> </ul>
Roach (1999) at North Georgia Technical Institute:	<ul style="list-style-type: none"> <li>▪ knowledge of the characteristics of an entrepreneur;</li> <li>▪ ability to recognize business opportunities;</li> <li>▪ basic skills and knowledge to create an effective feasibility plan for a business venture;</li> <li>▪ ability to identify the various business entry strategies available to entrepreneurs; and</li> <li>▪ understanding of the skills needed and means available to collect the market information needed to evaluate the feasibility of a new business concept.</li> </ul>
Carolyn Brown (2000)	<ul style="list-style-type: none"> <li>▪ Learn to develop ideas</li> <li>▪ Prepare to start a business</li> <li>▪ Build a viable business</li> </ul>

Ulla Hytti (2000)	<ul style="list-style-type: none"> <li>▪ To learn to become an entrepreneur or to develop an individuals' own entrepreneurship</li> <li>▪ To learn more of entrepreneurship, to get some information of entrepreneurship</li> </ul>
Vesper and Gartner (2001)	<ul style="list-style-type: none"> <li>▪ Personal Development</li> <li>▪ Enterprise Development</li> </ul>
Jeroen Onstenk (2003)	<ul style="list-style-type: none"> <li>▪ To build enterprising key skills</li> <li>▪ To grow the entrepreneur as manager;</li> <li>▪ To develop the entrepreneur as entrepreneur.</li> </ul>
Hytti and O'Gorman (2004)	<ul style="list-style-type: none"> <li>▪ Learn about entrepreneurship,</li> <li>▪ learn to become entrepreneurial</li> <li>▪ Learn "how to" be an entrepreneur by learning how to start a business.</li> </ul>

The above table indicates that different scholars have come up with different objectives of an EET program. In most cases the objectives are overlapping. However, considering the wider spectrum of the issue, it seems that the objectives mentioned by Hytti and O'Gorman (2004) are the most convincing set of objectives for an EET program as it reflects both employability of the participants as well as creation of a venture.

Similarly, from the multifarious notes on the contents of an EET program forwarded by various scholars, a summary can be drawn as follows.

**Table # 2: Summary of the contents of an EET program mentioned by different studies**

Study	Contents
Timmons et al. (1987)	Business plan
Johannisson (1991)	<ul style="list-style-type: none"> <li>▪ the know-why (attitudes, values, motivations),</li> <li>▪ the know-how (abilities),</li> <li>▪ the know-who (short and long-term social skills),</li> <li>▪ the know-when (intuition) and</li> <li>▪ the know-what (knowledge).</li> </ul>
Noll (1993)	<ul style="list-style-type: none"> <li>▪ by researching customer insights, conducting a self-assessment of personal creativity, conducting a feasibility study, and identifying various business entry strategies.</li> <li>▪ by assessing personal resources and financial status, researching and evaluating the risks necessary to get started, writing a working business plan, and approaching others for money and other resources.</li> <li>▪ by learning to allocate resources, using various marketing strategies, and managing money and personnel.</li> </ul>
Garavan and O'Conneide (1994)	<ul style="list-style-type: none"> <li>▪ The formation stage - Emphasis: General business knowledge Content: The business world, the nature of entrepreneurship, the characteristics of effective teams and the nature of business transactions and activities.</li> <li>▪ The development stage - Emphasis: skills and attitude. Content: business planning, market selection, financial planning, product identification and making financial presentations.</li> <li>▪ Implementation stage- Emphasis: general knowledge and attitude Content: Financial planning, managing company growth, management functions and attitudes and making the transition from entrepreneur to manager.</li> </ul>
Kourilsky (1995)	<ul style="list-style-type: none"> <li>▪ Opportunity recognition: The identification of unfulfilled needs in the marketplace and the creation of business ideas. Observation of the market, insight into customer needs, invention and innovation.</li> <li>▪ Marshalling and commitment of resources: Willingness to take risks as well as skills in securing outside investment.</li> <li>▪ The creation of an operating business: financing, marketing, and management skills.</li> </ul>
Rae (1997)	<ul style="list-style-type: none"> <li>▪ communication skills, especially persuasion;</li> <li>▪ creativity skills;</li> <li>▪ critical thinking and assessment skills;</li> <li>▪ leadership skills;</li> <li>▪ negotiation skills;</li> <li>▪ problem-solving skills;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ social networking skills; and</li> <li>▪ Time-management skills.</li> </ul>
Hisrich and Peters (1998)	<ul style="list-style-type: none"> <li>▪ Technical skills: includes written and oral communication, technical management and organizing skills.</li> <li>▪ Business management skills: includes planning, decision-making, marketing and accounting skills.</li> <li>▪ Personal entrepreneurial skills: includes inner control, innovation, risk taking and innovation.</li> </ul>
Vesper and Gartner (2001)	<ul style="list-style-type: none"> <li>▪ Concept of entrepreneurship</li> <li>▪ Characteristics of an entrepreneur</li> <li>▪ Value of entrepreneurship</li> <li>▪ Creativity and innovation Skills</li> <li>▪ Entrepreneurial and ethical self-assessment</li> <li>▪ Networking, Negotiating and deal making</li> <li>▪ Identifying and evaluating opportunities</li> <li>▪ Commercializing a concept</li> <li>▪ Developing entry strategies</li> <li>▪ Constructing a Business Plan</li> <li>▪ Finding capital</li> <li>▪ Initiating the Business</li> <li>▪ Growing the Business</li> <li>▪ Harvesting Strategies</li> </ul>
Jeroen Onstenk (2003)	<ul style="list-style-type: none"> <li>▪ Motivation, need for autonomy and independence, creativity and originality, taking initiative, risk taking, looking for possibilities, posing challenging objectives, self-confidence, internal locus of control and endurance.</li> <li>▪ Operational management, personnel and organization, financial administration, marketing, financial management, and making a business plan.</li> <li>▪ Recognizing business opportunities, interpretation of market information and the development of customer orientation to the development and effective operation of relation networks and the building of an innovative organization</li> </ul>

The above table shows that the researchers in this field have spotlighted the contents of an EET program from a very specific area of business plan (Timmons et al. 1987) to a comprehensive one that covers contents right from the opportunity recognition to creation and management of a business including the three essential aspects of entrepreneurship such as, *entrepreneur*, *enterprise* and *environment* (Onstenk 2003, Vesper and Gartner 2001, Kourilsky 1995).

### 5. Approaches to Teaching Entrepreneurship

The efficacy of an education/training program largely depends on the mood of delivery of the educator/trainer. McLuhan's (1967) famous argument that the "medium is the message" emphasizes the importance of the learning methods in relation to the content. The methods employed in entrepreneurship education and training programs vary considerably from lectures, presentations and handouts to video and case study-based learning, with group discussion and role-plays. Hytti et al. (2002) in their study of 60 European Entrepreneurship Education and Training programs identified a variety of teaching methods like lectures, taking written exams, Workshops, Counseling/ mentoring, Study

visits, Setting up a business, Games and Competitions, case study, computer assisted simulation and internship.

Some commentators, such as Davies and Gibb (1991) for example, are critical of the adoption of traditional education methods, which focus mainly on theory and a didactic approach, suggesting that they are "inappropriate" in the teaching of entrepreneurship. Young (1997) supports this view when he questions the relevance and value of a theoretical approach to a subject which deals almost exclusively with activity, suggesting that the experience and practical skills used by entrepreneurs are possibly not something that can be acquired through conventional teaching methods (Henry et. al. 2005).

Kourilsky and Carlson (1996) emphasized that a crucial part of an enterprise education program is actual decision making which requires learners to bear the consequences of their decisions. Kourilsky (1995) emphasized that students must personally experience the search for a market opportunity and the generation of a new business idea. They must also personally experience the challenge of securing resources over which they have no control, in a

context of uncertainty. The students should also understand the risk of investing their own resources, time and even reputation in a venture that has no guarantee of success.

In Australia, Breen (1999) formulated a “best practice model” for delivering enterprise education that stipulated that initiatives should be based on a broad definition of enterprise education, use role models, have community and business links, involve hands-on activities, involve the teacher as a facilitator, and have students learning under conditions of uncertainty. Other contributions to the best practice model include the suggestion that programs aiming to effectively assist in the development of enterprise need to be predominantly learner driven. Here the student needs to be the active agent, and such programs should explicitly promote transference. Kearney (1996) described the “transference capacity” as the ability of students to transfer skills they learnt in enterprise education programs to other settings or contexts (Lewi and Massey 2003; Azim 2008).

Gibb (1987) suggests that the education system should emphasize a set of values and abilities which is inimical to an entrepreneurial spirit. Davies and Gibb (1991) suggest that using traditional education methods to develop entrepreneurs could be interpreted as teaching “to drive using the rear mirror”. According to them the students of entrepreneurship program should be encouraged to cope in new ways with the real world by emphasizing: (1) learning by doing; (2) encouraging participants to find and explore wider concepts relating to a problem from a multidisciplinary viewpoint; (3) helping participants to develop more independence from external sources of information and expert advice, and to think for themselves – thus giving ownership of learning; (4) encouraging use of feelings, attitudes and values outside of information; this, in general, will place greater emphasis on experience-based learning; (5) providing greater opportunity for building up of networks and contracts in the outside world linked with their learning focus; (6) helping participants to develop emotional responses when dealing with conflict situations, and encouraging them to make choices and commitments to actions in conditions of stress and uncertainty.

According to Kirby (2004), to succeed in entrepreneurship education, it will be necessary to create a learning environment that changes the way students learn and reinforces the development of entrepreneurial skills. He considers the role of two hemispheres of the brain viz. left side and right side in human thought process and actions. The left side handles language, logic and symbols. It processes information in a step by step fashion. Left-brain thinking is narrowly focused and systematic,

proceeding in a highly logical fashion from one point to the next. The right side takes care of the body’s emotional, intuitive and spatial functions. It processes information intuitively, relying heavily on images. Right-brained thinking is lateral, unconventional, unsystematic and unstructured. It is this right-brained lateral thinking that is at the heart of the creative process. The preliminary research by Nieuwenhuizen and Groenwald (2004) on the brain preference profiles of entrepreneurs appears to confirm the right brain thinking preferences of successful entrepreneurs. It, to some extent, explains why many successful entrepreneurs are known not to have succeeded in the formal education system (Kirby, 2002). It may also clarify why Gibb (1987), has argued that to develop entrepreneurs or more enterprising individuals, the focus of the education system needs to be shifted away from the traditional to what he terms “the Entrepreneurial” (Table 3).

**Table# 3: Traditional Vs. Entrepreneurial Focus**

Traditional focus on	Entrepreneurial focus on
The past	The future
Critical analysis	Creativity
Knowledge	Insight
Passive understanding	Active understanding
Absolute detachment	Emotional involvement
Manipulation of symbols	Manipulation of events
Written communication and neutrality	Personal communication and influence
Concept	Problem or opportunity

Source: Gibb (1987)

Godtfredsen (1997) believes that the young entrepreneurs are impatient. They have often what is called a “fire-in-the-belly”. They want to make their mark, pursue opportunities, and express their independence. This becomes a major challenge for educators who rely on the traditional educational methods such as on lectures only to convey information and who depend on end-of-the-semester examinations. Such approaches to learning/teaching are unlikely to encourage entrepreneurial thinking. According to Godtfredsen (1997) entrepreneurship is by nature participatory. Success in an entrepreneurial venture cannot be measured by a written examination at the end of the year. It might be measured by the quality of a business plan, but even in that case it should be participatory, problem oriented, and structured to be immediately implemented. Thus Godtfredsen (1997) argues that how “classes” are structured, the nature of the subject matter, the methodology of the “lecturer” etc. need to be reconsidered in order to build a more practical and effective program. Educators need to re-learn how to teach if they want to be effective. Day to day

participation and involvement must be highly valued rather than end of the year exams.

Godtfredsen (1997) has rightly remarked that the “teaching” methodology used in the classroom resembles sometimes that of an art school where students are encouraged to develop their creativity. In fact it may be more accurate to refer to entrepreneurship as an art rather than a discipline. This is particularly true in the idea development stage. Case studies are used extensively to function as tools for problem solving and creative thinking. The educator needs to be skilled not on providing the “right” answer but in helping students explore alternatives and thinking them through. Students can be engaged in group work and learn how to work through problems through cooperation, brainstorming, utilizing multiple group tasks, etc.

The choice of methodology and materials is numerous. One very valuable method mentioned by Godtfredsen (1997) that is to get students to select an entrepreneurial firm and evaluate it as a group. This brings reality into the classroom and much excitement, especially if the firm CEO and leaders come into the classroom to witness the evaluation. Also live cases bring an enthusiastic response from students. Live case discussion deals with a firm that is now functioning with all its problems and opportunities. The entrepreneur can be present or can listen to the discussion in another room and then surprise the class at the end and responding to their criticisms and suggestions.

In an attempt to assess alternative approaches to teaching entrepreneurship, McMullan and Boberg (1991) compared the case method of teaching with the project method, by conducting a survey amongst current MBA students and alumni at the University of Calgary. They discovered that the students felt the case method was effective in developing analytical skills and the ability to synthesize information. However, courses based on the project method were perceived to develop and enhance knowledge and understanding of the subject area, as well as the ability to evaluate, and were felt to be more effective in teaching entrepreneurship.

Even though the emphasis on learning methods within entrepreneurship education has been to encourage an active approach, some argue that it should not necessarily be at the expense of theory. For example, Fiet (2000a), who advocates that those involved in teaching entrepreneurship should increase the theoretical content of their courses if they wish to develop in students the cognitive skills necessary to make better entrepreneurial decisions, believes that this can be achieved via theory-based activities (Fiet, 2000b).

Thus, the major challenge of education and training in relation to entrepreneurship is the appropriateness of curricula and the approaches used for teaching/training. It is well documented that the traditional didactic method of teaching based on lecture and written tests are not adequate to serve the purposes of making participants either entrepreneurial or entrepreneur. The commentators now approvingly speak for entrepreneurial focus on the teaching method and stress the significance of non-traditional pedagogy like workshop, case study, project, simulation, competition, role play, creative exercise, experimentation, internship, mentoring/counseling, interaction with the entrepreneurs etc. as the more suitable methods in teaching entrepreneurship to be effective.

## **6. Role of “Teacher/Trainer” in Entrepreneurship Education and Training**

One very plausible area of concern regarding Entrepreneurship Education/Training is the role of teacher/trainer in the program. Fiet (2000a) highlights the critical role of the “teacher” in the pedagogy of entrepreneurship training as a facilitator to bring about attitudinal and behavioral modification in the participants for business start up. Teacher’s motivation, skill, experience and values are all important ingredients for program success.

Meyer (2001) postulates that the experience and interpretations of faculty and administrators in the traditional control-oriented finance and accounting disciplines creates an ideological gap with teachers and researchers of entrepreneurship. The value systems tend to be quite different between the two groups of scholars. Entrepreneurship teachers (should) value the creation process, which is in alien juxtaposition to those who find control all important. And control is the fundamental basis of bureaucracy. Of course, there is a needed balance between structure and chaos, but freedom is necessary for entrepreneurship and creation to thrive. These conflicting value systems will also determine approaches to teaching and learning (Meyer, 2001). Lewi and Massey (2003) point out that the emphasis on student-centered learning, and the strong “ownership” of the Entrepreneurship learning experience by the student poses a problem for many teachers who have been trained in more traditionally didactic methods.

Garavan and O’Cinneide (1994) identified a multiplicity of roles to play by the program facilitators in entrepreneurship training. The key roles usually adopted are those of counselor, coach, mentor, consultant, role model and guide. Some of the roles are performed simultaneously. Their study of six European entrepreneurship training programs found

that *role model*, *counselor* and *consultant* were the dominant roles played/performed by the associated facilitators.

The entrepreneurship educator must have skills that may stand outside the usual mode of teaching. As the very nature of an entrepreneur is to be flexible, imaginative, willing to take risks, make constant revisions as circumstances merit it, and willing to experiment, the teachers/facilitators also must be prepared to abandon the rigid role of information provider, lecturer, and one who knows all the answers. In fact, without the enthusiasm and active involvement of teacher/trainer it is unlikely that much progress would be achieved in this area. A lack of motivated and trained teachers thus creates a barrier to the implementation of entrepreneurship courses and programs. Given the central role of facilitators in the process of entrepreneurship training some scholars raise the questions: "Can people without business experience facilitate entrepreneurial education successfully?" (Godtfredsen, 1997). Considering the crucial role of teacher in Entrepreneurship Education/Training and their scarcity in the traditional didactic education system of Business schools Godtfredsen (1997) feels that a teaching culture needs to be developed within the business schools. Special recognition, financial rewards, teacher workshops, visitations, case writing for teaching, case research, and collegial cooperation can form part of such a culture so that teachers have to want to learn new ways (Godtfredsen, 1997).

The above notes on facilitators indicate that for making an Entrepreneurship Education/Training program successful, a facilitator has immense role to play. It is important that he/she should be sufficiently motivated, have practical exposure to business, have adequate education and training and more importantly he/she should have strong conviction about entrepreneurship as a viable career option for the participants. Simultaneously the facilitator should wear multiple hats of teacher/trainer, counselor, mentor, coach, guide and role model.

## 7. Conclusion

The subject of entrepreneurship is receiving increased attention. Recent changes at global, societal, organizational and individual levels warrant more entrepreneurial behavior on the parts of the individuals (Gibb and Cotton, 1998). It has many positive offerings to the development of most sought after entrepreneurial skills in the participants. Considering the multiple objectives ranging from personal skill development to innovative venture creation, Bygrave (1994) convincingly highlights the contribution of entrepreneurship education and training as he said: "We cannot ensure that

*entrepreneurship training would create a Bill Gates or any other successful entrepreneur that you know of, as a physics professor would not be able to guarantee you an Albert Einstein, but give us a student/course attendant with an orientation towards business and we can improve the performance of such an individual".*

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