

# Assessment Of Innovative Entrepreneurship Education In

In the context of the changing nature of universities, this book discusses the progression of enterprise and entrepreneurship education, and conceptualises 'best practice' with the aim of enhancing teaching and support for entrepreneurs. Including an overview of entrepreneurship, teaching entrepreneurship, enterprising universities and industrial ecosystems, the author also discusses stakeholder theory and analysis, concluding with a perspective on effective and enterprising learning spaces. An insightful read for researchers, educators and policy-makers, this comprehensive overview provides up-to-date literature and case studies to describe the need for entrepreneurship education, its growth, the influence of key institutional stakeholders, and the future of programme delivery and assessment.

The Innovative Business School formulates a blueprint for the innovative business school of the next decade, with proposed areas of innovation which will train executives to transform the coming technological disruptions into an avenue for world economic development and prosperity. Offering a new model of

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business education, the book maps the way forward for business school innovators in exploring questions related to innovation and strategy needed on the part of academic and industry leaders and educators across demographic divides. The chapters cover an overall international and cross-cultural approach in examining the factors at play for business schools of the future and the challenges they face across a range of megatrends affecting today's business environment. The authors impress the need for stakeholders to strategically engage others in the business and education ecosystems through commitment to experimentation, innovation, and sustainable business strategy. Identifying such opportunities for development of a new model for business schools is important to educators and policymakers in preparing to leverage and contribute to existing megatrends to create shared value for regional economies and in new directions. The Innovative Business School is written for business schools' management and decision-makers, related stakeholders, universities, accreditation agencies, and postgraduate students.

The Global Innovation Index ranks the innovation performance of 143 countries and economies around the world, based on 81 indicators. This edition explores the role of the individuals and teams behind the innovation process. It sheds light on different aspects of human capital required to achieve innovation, including

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skilled labor; the intersection of human, financial and technological capital; talent retention; and the mobilization of highly educated people.

These proceedings represent the work of researchers participating in the 3rd International Conference on Innovation and Entrepreneurship - ICIE 2015, which is being co-hosted by The University of KwaZulu Natal, Durban and the Ethekewini Municipality, Durban, South Africa on the 19-20 March 2015. The ICIE Conference constitutes a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in many different branches of innovation and entrepreneurship in business and management. At the same time, it provides an important opportunity for researchers and managers to come together with peers, share knowledge and exchange ideas. ICIE builds on the now well established European Conference on Innovation and Entrepreneurship, and allows universities outside the European Boundaries the opportunity to host an academic conference on these important topics. In addition to the presentations of research the conference will feature a knowledge cafe, led by Dr Shawren Singh looking at this topic How can academics focus research efforts to better serve the business and public sector communities?. The second day will open with a panel discussion looking at Smart cities: Opportunities for

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Entrepreneurship and Economic growth. Following an initial submission of 85 abstracts that have undergone a double blind peer review process, 26 research papers, 3 PhD research papers, 2 work-in-progress papers are published in these Conference Proceedings, representing research results from the Czech Republic, Denmark, Italy, Kazakhstan, Kenya, Lithuania, Nigeria, Poland, Saudi Arabia, South Africa, Sweden, The Netherlands, UK, USA and Zambia. This volume explores two aspects of change within higher education: macro factors governing and influencing the institutional environment, and micro issues taking place within the institutions themselves. The first part of the book examines some of the micro issues that influence business and economics pedagogy. It presents reflections and analyses of teaching roles and values, the enhancement of the student learning experience with technology and real world experiences, and what students want and need to learn. The second part of the book looks at the wider institutional environment of change – the shifts in values, new stakeholders, and a change of focus toward developing skills students need to succeed in business. The book highlights the inter-related nature of these changes and shows that both aspects are important in motivating and inspiring students to be able participants in a 21st century global society. Its focus on interdisciplinarity, curriculum structures, and changing stakeholders helps to

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analyse the roles and models of business and economics education in addressing the needs of today's global environment.

The rapid rise of knowledge-based economies has revolutionized the perceptions and practices of globalized business. Recent developments in engineering, electronics, and biotechnology have expanded the very definition of entrepreneurship in today's international market, weaving discussions of enhanced connectivity and communication, environmental sustainability, and government policy changes into a complex, multidimensional conversation. The Handbook of Research of Entrepreneurship in the Contemporary Knowledge-Based Global Economy provides a comprehensive survey of the most recent developments in the field of entrepreneurship, highlighting their effects on information technology, business networking, knowledge production, distribution, and organization. This timely publication features extensive coverage of the fast-developing entrepreneurial field, illuminating recent technological, social, and strategic innovations in language that is accessible for a worldwide audience of business educators, researchers, and students. This authoritative text showcases research-based articles on entrepreneurship for knowledge economies; academic entrepreneurship; women and entrepreneurship; entrepreneurship education; organizational learning ability; innovations in industry, agriculture, and

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management; and the evolution of a new, all-inclusive corporate culture. The book provides an overview of developments in the field of entrepreneurship education, with special reference to global perspectives on innovations and best practices, as well as research in the emerging economy context. It focuses on various experiments in curriculum design, review and reform in addition to the innovative processes adopted for developing new content for entrepreneurship courses, in many cases with an assessment of their impact on students' entrepreneurial performance. Further, it discusses the pedagogical methods introduced by teachers and trainers to enhance the effectiveness of students' learning and their development as future entrepreneurs. It explains the various initiatives generally undertaken to broaden the scope of entrepreneurship education by extending it beyond regular students and offering it to other groups such as professionals, technicians, artisans, war veterans, and the unemployed. The book is a valuable resource for researchers and academics working in the field of entrepreneurship education as well as for trainers, consultants, mentors and policy makers.

This proceedings set contains selected Computer, Information and Education Technology related papers from the 2015 International Conference on Computer, Intelligent Computing and Education Technology (CICET 2015), to be held April

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11-12, 2015 in Guilin, P.R. China. The proceedings aims to provide a platform for researchers, engineers and academics

This is the Proceedings of the Ninth International Conference on Management Science and Engineering Management (ICMSEM) held from July 21-23, 2015 at Karlsruhe, Germany. The goals of the conference are to foster international research collaborations in Management Science and Engineering Management as well as to provide a forum to present current findings. These proceedings cover various areas in management science and engineering management. It focuses on the identification of management science problems in engineering and innovatively using management theory and methods to solve engineering problems effectively. It also establishes a new management theory and methods based on experience of new management issues in engineering. Readers interested in the fields of management science and engineering management will benefit from the latest cutting-edge innovations and research advances presented in these proceedings and will find new ideas and research directions. A total number of 132 papers from 15 countries are selected for the proceedings by the conference scientific committee through rigorous referee review. The selected papers in the first volume are focused on Intelligent System and Management Science covering areas of Intelligent Systems, Logistics

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Engineering, Information Technology and Risk Management. The selected papers in the second volume are focused on Computing and Engineering Management covering areas of Computing Methodology, Project Management, Industrial Engineering and Decision Making Systems.

This two volume set (CCIS 623 and 634) constitutes the refereed proceedings of the Second International Conference of Young Computer Scientists, Engineers and Educators, ICYCSEE 2016, held in Harbin, China, in August 2016. The 91 revised full papers presented were carefully reviewed and selected from 338 submissions. The papers are organized in topical sections on Research Track (Part I) and Education Track, Industry Track, and Demo Track (Part II) and cover a wide range of topics related to social computing, social media, social network analysis, social modeling, social recommendation, machine learning, data mining.

These proceedings represent the work of researchers participating in the 6th International Conference on Innovation and Entrepreneurship (ICIE 2018) which is being co-hosted by Georgetown University and George Washington University and is being held at The University of the District of Columbia (UDC) on 5-6 March 2018.

This book explores the concepts for innovation and entrepreneurship through

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multiple lenses in the context of education. Mixing equal parts theory and practice, this volume takes a closer look on how innovation and entrepreneurship are approached around the globe as disciplines, methods, and mindsets.

Projektarbeit aus dem Jahr 2019 im Fachbereich Pädagogik - Schulwesen, Bildungs- u. Schulpolitik, Note: 1,7, Friedrich-Alexander-Universität Erlangen-Nürnberg, Sprache: Deutsch, Abstract: University educational institutions have long neglected to provide entrepreneurial programmes for technology-oriented students. The field of entrepreneurship education has provided evidence that research interest in technology entrepreneurship has steadily increased in recent years. However, research in this area remains in its early stages. This paper examines two areas of technology entrepreneurship education: pedagogical approaches and teaching models. The objective is to identify the teaching models and pedagogical concepts are already in use and any research gaps. A systematic literature search in the field of technology entrepreneurship education is carried out; 15 articles in 13 journals from an eight-year period are systematically analysed and weighed against each other. The results indicate a shift in entrepreneurship education from a teacher-centred to a student-centred approach. The "through" learning approach is becoming more important in teaching technology entrepreneurship and in entrepreneurship as a whole. In

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addition, a significant lack of teaching models for technology entrepreneurship was found. In this paper, a programme for technology-based entrepreneurship is developed and recommended on the basis of the literature research.

Amid the COVID-19 pandemic, small businesses are especially vulnerable. This is one of the first books that explicitly examines the linkage between crisis and entrepreneurship with a specific focus on small businesses. The book adopts a holistic approach and outlines strategies that small business owners can utilize as well as business opportunities that are available in these new market conditions. It also provides a comparative analysis of the current and future market conditions to enable a better understanding of how institutional structures can facilitate or hinder growth. The book also goes on to explain why and how creativity and innovation can help to mitigate the impact of such a crisis on business and highlights why business continuity is especially crucial to family-owned businesses. This timely publication will help to guide small business owners and entrepreneurs to maintain business continuity and build up their resilience in a challenging business climate.

This book provides new insights into the important field of Entrepreneurship Education. The editors pick up Fayolle's invitation: "How can we learn from 'institutional' culture?" and translate it to a variety of aspects of learning to start-

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up. From the perspective of Human Resource Education and Management (Wirtschaftspädagogik) the authors shed light into the socio-cultural system of entrepreneurship education. They start with mapping out its challenges. They discuss context factors like political regimes affecting entrepreneurial activities, consider goals including moral awareness, introduce ideas of modeling entrepreneurial and intrapreneurial competencies, suggest teaching-learning-strategies, discuss evaluation procedures and introduce case studies of entrepreneurship education in different countries for different study levels. All in all this book stimulates and supports the challenges of educators, students, and practitioners (human resource managers, consultants, principals, teachers, and trainers) to introduce into the varying contexts of entrepreneurship education content specific, procedural, causal elements necessary for starting and maintaining an enterprise.

This topical new book provides an illuminating overview of enterprise education, and poses the question as to whether current establishments have adequate systems in place to prepare students for the world of work. Addressing the increasing need for graduates with practical skills and expertise in the labour market, this collection of insightful chapters analyses the opportunities that are available for aspiring entrepreneurs to develop enterprise skills and experience

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key aspects of starting and running a business, whilst in a supported environment such as an educational program or incubator scheme. With comprehensive discussion of higher education initiatives and empirical examples of experiential learning in the workplace, this book is an important and timely read for those researching business enterprise, entrepreneurship and higher education more generally.

The higher education sector in The Netherlands offers excellent examples of what it means to be innovative and entrepreneurial, and promote entrepreneurial mind sets, entrepreneurship and knowledge exchange. Creating value from academic knowledge through innovative services, products, processes ...

New small business owners are constantly pressured to play a major role in the economic growth of their respected nation. However, revitalizing how individuals think, research, teach, and implement performance strategies to improve the operations of these small businesses is critical to entrepreneurial success. Reshaping Entrepreneurship Education With Strategy and Innovation is an essential reference source that discusses strategies to overcome performance barriers as well as implementation of effective entrepreneurial processes based on a wide range of global issues. Featuring research on topics such as authentic leadership, business ethics, and social entrepreneurship, this book is ideally designed for entrepreneurs, business professionals, scholars, researchers, students, and practitioners seeking coverage on innovative performance operations of small businesses.

This report presents evidence-based analysis on Poland's higher education transformation

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process towards an innovative, interconnected and multidisciplinary entrepreneurial system, designed to empower its students and staff to demonstrate enterprise, innovation and creativity in teaching ...

This book examines education in entrepreneurship through an action-learning environment that uses educational innovation tools. It explores various education tools, technology tools and pedagogical methods being implemented into university curriculums around the world.

Entrepreneurship in society is rapidly gaining popularity as entrepreneurial activities aimed to create social value are fundamental in the development of an innovative, sustainable economy.

This notion has been encouraging universities to incorporate entrepreneurship-related competencies into the curriculums of almost all subjects. Thus, developing an action-learning environment with educational innovation tools, technology tools and pedagogical methods is becoming increasingly important to universities. Students must be fully prepared to face the many challenges in the world and to help develop an innovative and sustainable economy.

Universities should therefore promote active learning through innovation so that students can become active participants in their learning. Featuring contributions and case studies from academics, researchers and practitioners from around the world, the is book provides international perspective into entrepreneurship education and innovation.

There are many factors involved in becoming an effective entrepreneur. The process of recognizing opportunities and nurturing new ventures must take into account both internal decision-making practice and external environmental influence.

This book analyses the importance of the entrepreneurial university, specifically in relation to the creation of entrepreneurial ideas and attitudes in students and entrepreneurial initiatives in

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academic institutions. The aim of the editors and contributing authors is to provide the reader with a set of experiences illustrating the advantages of communicating and encouraging entrepreneurship among students, thereby highlighting the “third mission” of the university: the need to adopt entrepreneurial strategy without disrupting the quality of teaching and research. Featuring initiatives from institutions around the world, the authors argue that the increasing importance of knowledge in the technical and social dimensions of today’s world provides greater relevance to the entrepreneurial university. In this context, universities transcend their traditional focus on teaching and basic research to carry out technology transfers, marketing ideas, and patent registrations, and incorporate spin-off companies that contribute to industrial innovations, economic growth, and job creation. In the teaching dimension, the entrepreneurial university represents a focus on programs which train students in the applications and most advanced practices in knowledge-driven fields. The book addresses such questions as: Can marketing ideas deteriorate the quality of research in the long term? What importance does the cultural framework have for an entrepreneurial education? What circumstances and programs facilitate spin-offs in universities? What are the key features of entrepreneurial universities? In reference to entrepreneurship education in its broadest sense, then, it corresponds to the framework of ideas and general features on which entrepreneurship is founded: in-depth knowledge of the projects or ventures which they wish to carry out, capacity to perceive the relevant characteristics of the environment, and the leadership and goal setting skills to achieve success.

The United States have them, European countries long for them, and universities are supposed to provide them"entrepreneurs are ubiquitously wanted because of their supposed

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impact on innovation and economic growth. The underlying mechanism is developed in Schumpeter's (1912) Theory of Economic Development: Based on her exceptional personality and skills the entrepreneur initiates a process of creative destruction and hence acts as ultimate source of economic progress. Against this background, this paper poses the question if entrepreneurship can be taught, and finds some answers in the data of a rich German student survey. The empirical analysis assesses the impact of higher education at universities on the students' entrepreneurial intentions. We choose this focus for two reasons. First, we are interested in entrepreneurship that contributes to economic development. Since we consider innovation as driver of growth, we consequently concentrate on highly skilled individuals who have a comparatively high probability of being innovative. Second, entrepreneurship courses and professorships become increasingly popular at universities and especially business schools. Hence it is relevant to evaluate their impact in order to derive implications for future education measures. As potential goals of an entrepreneurship education, we consider the provision of technical, practical, and social skills that improve an individual's entrepreneurial abilities. These abilities are not predetermined but result from investments in entrepreneurial skills as known from the more general human capital investments. Controlling for endowments from school, socialization and parental role modeling as well as personal characteristics like risk attitude and cognitive capability, we are able to identify the actual influence of university education on entrepreneurship. Our data provides information about structural changes in the entrepreneurship education at 29 German universities over a time period of 23 years. Particularly, we investigate the impact of the introduction of entrepreneurship-courses, the creation of entrepreneurship counseling offices and the establishment of chairs for

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entrepreneurship on the students' self-reported desire to become an entrepreneur. Using a differences-in-differences approach our analysis evaluates the effectiveness of these different instruments of entrepreneurship education. A comprehensive assessment of associated technical, practical, and social skills rounds up our results.

This authoritative and comprehensive Handbook showcases the nature and benefits of a new wave in entrepreneurship education emerging as a result of revised academic programs developed to reflect new forms of entrepreneurship. The new paradigm of entrepreneurship education is explored, whilst traditional schooling in the field becomes the subject of reflection and revision. Distinctive material on the specific content of entrepreneurship education is also provided.

Innovation and Entrepreneurship in Education Emerald Group Publishing

This volume discusses entrepreneurship education in Europe on the basis of in-depth case studies of related activities at twenty higher education institutions. Based on a model of entrepreneurship education, the analysis addresses curricular and extra-curricular teaching, as well as the institutional and stakeholder context of delivering entrepreneurship education within higher educational institutions. The book offers both insightful entrepreneurship teaching practices and a discussion of potential organizational drivers and barriers. Accordingly, it provides a valuable resource for researchers, instructors, and managers of entrepreneurship education alike.

Entrepreneurship has a tremendous impact on the economic development of a country, so much that entrepreneurship is seen as a solution for the fast changing economic

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demands worldwide and has been recognized as a path to sustainable economic development. Despite recognition of entrepreneurship on the road to global economic development, a large body of research on the elements of entrepreneurship education remains unresolved. Are these behaviors inherent to human beings, their genetic code, their psychological traits, or can students, young children, and even adults, be taught how to become an entrepreneur? This book presents several chapters following different approaches to answer these questions. Researchers explore education programs in different countries, they show experiences in entrepreneurship education, explain how to teach entrepreneurial skills, cultural issues, and propose some orientations and reflections on entrepreneurship education.

This book forms part of the Three-theory System (i.e. Introductory Theory, Overall Theory and General Theory) of university-wide innovative entrepreneurship education. This system has three dimensions, with Introductory Theory focusing on system construction, Overall Theory on ontology interpretation and General Theory on the research of basic concepts. This book is to conduct a systematic research into ten basic concepts, which include essentialism, teleology, axiology, paradigm, methodology, evaluation, culturalism, history, disciplines and tendency. The focus of this book is upon the education objectives, namely all-inclusive, major-combined and talents cultivation. Its main purpose is to provide a general text for the theory research and practical innovation in the field of innovative entrepreneurship education of China. It

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will be of referential value for the cultivation of innovative and entrepreneurial talents in universities, and for the promotion of entrepreneurship through innovation and employment through entrepreneurship.

SMEs are significant job creators and drivers of innovation and competition in most economic sectors. Furthermore, the traditional constraints of small and medium enterprises, such as geographic operations, are now being dissolved by technological developments. This means that there are new opportunities for SMEs, and their fundamental principles are being redefined: the aims, competencies, strategy, management, practice, and scope of these businesses are changing, with wide-ranging implications. This is the second part of a two volume work that incorporates scientific chapters on SME business theory and practice. Authors provide a balanced perspective of the present and future of SMEs across all business disciplines, for example management, strategy, marketing, economics and finance. While Volume I focuses on the individual SME and internal issues such as innovation, quality, and digitization, this second volume explores external issues such as contextual forces, the effects of the financial crisis, and macro-economic effects.

Teaching Entrepreneurship advocates teaching entrepreneurship using a portfolio of practices, including play, empathy, creation, experimentation, and reflection. Together these practices help students develop the competency to think and act entrepreneur. Innovative Business School Teaching showcases the latest pedagogic innovations that

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actively engage the millennial generation in learning within the business domain. In the context of the contemporary macro issues facing higher education, this book presents the latest teaching practices and tools used in higher education business teaching, clearly illustrating the practical ways in which business teachers can confront current pedagogic challenges. All of the contributors to this edited book have outstanding track records in teaching, having won national and international awards for teaching excellence, as well as publishing widely on pedagogy. Best practice teaching from multiple jurisdictions across a broad spectrum of business schools is represented. Each contributor shares their innovative teaching tools and techniques in a manner that emphasises how these tools can be adapted to other contexts, thus providing readers with an invaluable teaching resource.

The importance of this volume is that it addresses the major pedagogical issues that inevitably arise in the context of entrepreneurship education. It represents a valuable source for those involved in the training and development of entrepreneurial skills and initiative. Economic Outlook and Business Review Can entrepreneurship be taught? Is it an art or a science? How is entrepreneurship learned? Another masterpiece by the European masters Fayolle and Klandt, this volume based on the 2003 Grenoble Conference will be useful for years to come, among educators and policymakers alike, especially those open to the emerging paradigm. Léo-Paul Dana, University of Canterbury, New Zealand This book discusses paradigmatic changes in the field of

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entrepreneurship education in response to economic, political and social needs, and the consequential need to reassess, redevelop and renew curricula and methods used in teaching entrepreneurship. Traditional and new questions and concerns are addressed, including: the development of business schools towards entrepreneurship education best-practice methods of learning and teaching entrepreneurship both inside and outside the classroom the design of effective teaching frameworks and tools the development of entrepreneurial behaviours and attitudes in students teaching the design and launch of new businesses. The issue of assessing the effectiveness of entrepreneurship education is also raised. A theoretical and methodological framework is used to measure the impact and effectiveness of entrepreneurship education programmes on the attitudes and behaviours of students. Now more than ever, the book argues, research in the field of entrepreneurship education has to be encouraged and facilitated, and should drive the activity of entrepreneurship education providers. As such, this fascinating book aims to provide researchers, practitioners, teachers and advanced students engaged in the field of entrepreneurship with relevant and up-to-date insights into international research programmes in entrepreneurship education. This Research Agenda aims to offer a coherent and articulate view on the future of entrepreneurship education from an internationally renowned group of scholars and educators.

The complex global environment for entrepreneurship has experienced significant

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change during the past decade. University based entrepreneurship is at the nexus of this environment. Students and faculty of entrepreneurship are uniquely positioned as agents in the movement of discovery and innovation.

Research Paper (undergraduate) from the year 2020 in the subject Business economics - Business Management, Corporate Governance, grade: A, , course: Business Administration, language: English, abstract: The paper is a record on the operation in development on the wider exploratory study right into Innovative entrepreneurship in Denmark, which aims to check out the arising patterns of Innovative entrepreneurship via the experience of people. Based on the literary works of Innovative entrepreneurship the emerging typology of academic entrepreneurship was established to help in choosing the sample. The analysis of the research study was divided right into the following groups: entrepreneurs academics, entrepreneurs scholastic experts, entrepreneurs scholars along instinctive entrepreneur. During the study few arising patterns of Innovative entrepreneurship in Denmark were acknowledged, which can be called 'design one', 'professional one' and also a 'stretched one' depending upon the instructional, expert along with the experiential history of the business owners. The established patterns will absolutely lay the structure for added growth of training and also educational programs for possible entrepreneurs, supplying specialized cross-disciplined programs not just for students taking a look at entrepreneurship, company economics or organization, but additionally for the trainees

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from numerous other techniques, therefore improving the opportunity for producing Innovative entrepreneur. It will definitely also allow establishing the ways of utilizing the Innovative ability of people along with attracting them right into entrepreneurship in non-extreme, favorable conditions. This academic write-up meant to recognize the understandings of the phenomenon of the development of small business offered in the literary works as well as the viewpoint of future study studies. A literature testimonial was conducted in significant Journals of Entrepreneurship and Local Company Management, along with in the internet site studies. The material was at first categorized right into a number of categories, which represent the definitions of advancement, antecedents, and consequences. Hereafter category, a technique on the complexity of the feeling as well as on the point of views of study studies existed. This edited volume aims to bridge persistent research and practitioner gaps in entrepreneurship education theory and practice, as well as its relationship to main stakeholders. In 16 focused chapters, authored by leading international authorities in this topic, it offers new and innovative conceptual frameworks, research directions and illustrative case studies.

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