

Entrepreneurship discontinuity, under the conditions of: task

[Literature](#), [Russian Literature](#)



Entrepreneurship and the Entrepreneur An attempt to define Entrepreneurship is not new in the literature. For example, Kent, Sexton and Vesper, 1982, defined it as " the creation of new business enterprises by individuals or small groups, with the entrepreneur assuming the role of society's major agent of change, initiating the industrial progress that leads to wider cultural shifts". Kuratko, 2005, defined it as " dynamic process of vision, change and creation", pp. 578. Though Kuratko, simply defines the term without implicating the person who carries that process, Kent et al., mentioned that person as an entrepreneur.

Schumpeter, 1936, defined the entrepreneur as a " person who carries out new combinations causing discontinuity", (p. 74). He argues that the function of an entrepreneur is to reform or revolutionize the pattern of production by exploiting an innovation or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganization an industry and so on", (p. 132). Though the attempt to define entrepreneurship preceded and continued even after Schumpeter, Bull and Willard (1993) asserted that the Schumpeter's definition remains the most consistent. They further theorized Entrepreneurship stating that: " A person will carry out a new combination causing discontinuity, under the conditions of: task related motivation, expertise, expectation of personal gain and a supportive environment". We argue that this theory is stable to understand Entrepreneurship education and entrepreneurial attitudes that will be

discussed in the following section. Entrepreneurship education, Entrepreneurial attitudes and Intention.

Entrepreneurship education refers to “ any pedagogical program or process of education for entrepreneurial attitudes and skills”, (Fayole, Gailly, and Lassas-Clerc, 2006, p. 702). Entrepreneurship education programs have been increasing in different parts of the world with an aim to equip students with knowledge and competences necessary to create economic value and jobs, Duval-Couetil, (2013). Some programs Entrepreneurship education are designed for creating awareness about entrepreneurship as a career option, others designed to prepare for aspiring entrepreneurs or for management training for existing entrepreneurs, (Jamieson, 1984). Linan, 2004 added another aspect of entrepreneurial dynamism and asserted that Entrepreneurship education designed to increase awareness is the one that fits for students who had no experience for starting a business and who are in the process of choosing a career. Attitude refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal over something (can be on another person, a certain behavior or an object), Ajzen, 1991.

Allport, 1935 (as cited in Regan & Fazio, 1977) defined attitude as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related”. Despite a vast literature on the relationship between attitudes and behavior, very few revealed any consistency in the relationship, Regan & Fazio, 1977.

Entrepreneurial intentions, are defined as the desire to own a business

(Crant, 1996) or to start a business (Krueger, Reilly, & Carsrud, 2000).

According to the TPB (Ajzen, 1991), if the subject has a positive attitude towards a behavior (to create own-employment), the subjects' intention to start a own-employment will increase. In the Theory of Entrepreneurship (Bull and Willard, 1993), the attitude is seen as a task-related motivation and expectation of gain for self. Entrepreneurial education's function of raising awareness among students, will in that process change the students' attitudes (allowing students to see the benefits of entrepreneurship) towards entrepreneurship and therefore trigger entrepreneurial intentions (willingness to start entrepreneurial ventures), (Bae et al.

, 2014). Entrepreneurship Education and Entrepreneurship There is a vast literature on Entrepreneurship Education and its influence on entrepreneurial intentions and how the latter is translated into Entrepreneurial ventures, (Bull & Willard, 1993; Kuratko, 2003, 2005; Sawyer, 2006; Bae et. al, 2014; Sanchez, 2013).

For example, Bae et al. conducted a meta-analysis of 73 studies with a total sample of 37, 285 individuals and found a significant but small correlation between entrepreneurship education and entrepreneurial intentions ($p = .143$).

Fayolle & Gailly, (2013); Lena & Wong, (2004); Bae et. al, (2014) researched on the relationship between entrepreneurial competences and intention on one hand and the growth of entrepreneurial ventures on the other hand and

found a positive relationship. However, Lena & Wong were cautious to confirm a causal relationship between the two variables. Methods of teaching entrepreneurship
The field of teaching methods of entrepreneurship curriculum has been studied by many scholars (Esmi, 2015; Sawyer, 2006).

Sawyer, 2006 seemed to be worried by a low attention that educators paid to the changing mechanisms of economy in the world from traditional economy to knowledge based economy. He argued that, entrepreneurship educators should not that shift at adopt new methods of teaching that could develop the modern knowledge, skills and competences relevant to the current economic trends. For that he proposed the use of collaborative knowledge-building activities in entrepreneurship classes. In a more descriptive way, Esmi, (2015) proposed three teaching-learning methods which also reflect the idea of collaborative activities in classrooms: (1) Direct teaching-learning methods: this approach includes methods such as inviting guest entrepreneurs - Mentoring - Official speech-seminars - Video watching and recording - Training in extracurricular activities - Training in specialized lessons - Small businesses mentoring-Entrepreneurship tutoring.

(2) Interactive teaching-learning methods include process-oriented learning - Learning from mistakes - Interviewing entrepreneurs - Bilateral learning - Group discussion - Networking- Discussion - Problem-oriented learning - Active learning. (3) Practical-operational teaching learning methods include Role-playing - Training workshops - Site visiting - Class practice - Research projects - Internship - Business planning- Starting business - Studying nature - Investment projects - Practical experience.