

A review of Entrepreneurship Programs and the Modern University

Different agents at different levels have realized the importance of the role of the university in society. Thereby, many efforts have been made to transform the university in an institution that embraces entrepreneurship as a key factor to educate the students. These actions are clearly supported in Peter Drucker's point of view who recognizes that the entrepreneurial behavior is not mysterious and it has not related to genes; in contrast it could be learned (Drucker, 1985). In this sense, much has been written about universities and their involvement in activities to foster the entrepreneurial behavior among students (Bergevoet and Woerkum, 2006; Dickson *et al.*, 2008; Hamidi *et al.*, 2008; Kuratko, 2005) among others. Universities have adapted its curriculum and programs toward an entrepreneurial education (Kuratko, 2005). However, despite all the efforts made in entrepreneurship education the field is still open to debate and to create challenges to make effective the education of entrepreneurship at the university.

This book is in entrepreneurship field of knowledge linked to higher education. Contributors of this volume are prominent researchers in the field of entrepreneurship. Michael Morris is based at Warrington College of Business Administration at the University of Florida. Donald Kuratko is based at Johnson Center of Entrepreneurship and Innovation at Indiana University. And, Jeffrey Cornwall is based at Center for Entrepreneurship at Belmont University. This book is based on their teaching experiences at their own universities and others. Thereby, this book is US-based, for instance, almost all best practice university examples are from American universities. Authors set out to illustrate several practical examples of how entrepreneurship could be implemented in university. By highlighting key areas, the text could be useful for designing entrepreneurship programs at universities by academic managers.

This text is made up of 16 chapters organized in five main parts. In Part I (three chapters) authors focus on "the entrepreneurial imperative within universities"; followed by Part II (three chapters), where "developing the entrepreneurship curriculum is focussed; in Part III (five chapters) authors point out "co-curricular entrepreneurship support programs", in Part IV (three chapters) "outreach programs in entrepreneurship" is presented and in Part V (two chapters) authors present "supporting campus-wide programs in entrepreneurship". As mentioned above, authors draw upon their experiences that have occurred in their universities. Moreover, it is clear the breadth of audience the text is intended for.

As mentioned before, the book is predominantly US-based. The book is interesting for university managers who wish modernize and embrace entrepreneurship as a major. Even, the way of writing and explaining the content of the book are easy to read and understand. Some chapters included notes located at the final of chapters. This often indicates the web sites of universities from which many materials have been taken. Moreover, this book could be used at different levels in higher education such as undergraduate and graduate courses. Also, several practical models related

to entrepreneurship education could be found throughout the book. These examples could encourage other universities in the USA and guide others around the world.

Part I of the book begins by examining the evolution of entrepreneurship in universities, the structure of entrepreneurship programs, and then, assessing programs outcomes. Morris, Kuratko, and Cornwall examine the emergence of entrepreneurship in the academic field in Chapter 1. This is interesting because authors explain the academic path of entrepreneurship overtime. Also, some patterns in the development of programs are identified. Chapter II presents several kinds of organizational structures for entrepreneurship programs. This chapter is supported by several examples of universities that have created a structure for entrepreneurship program. Moreover, authors highlight that assessing the programs created is important for universities in order to see how the programs are worked. Thereby, three points pivot around students are highlighted to assess entrepreneurship programs: the knowledge, the thinking and ability to do. Then, authors argue that the assessment of outcomes must be linked to the goals and the objectives of programs. A great deal of learning can come from this first chapter which will be helpful for people involved in managing universities who want begin with some initiatives related to entrepreneurship programs in their universities.

Part II of the book is related to the heart of the entrepreneurship program, the curriculum; how degrees are structured and how important the experiential learning is for students. Maybe, this part is the most objective and practical bringing examples for a major in entrepreneurship. Authors identify the types of courses that should constitute the curriculum in a major of entrepreneurship. The development of the curriculum is based on three main frameworks, the business plan, entrepreneurial process and stages of venture development. Continuing in this line, authors examine how courses are organized and structured into the university programs in Chapter 5. In this section is showed several examples at undergraduate, master and doctoral programs. Authors give examples from American universities. Moreover, the experiential activities of students are examined in Chapter 6. In this chapter is provided a conceptual framework to understand the students learning styles and connecting them to experiential activities in entrepreneurship education. The experiential learning approach stated by Kolb (1984) is used for their conceptual framework. This approach is based on four-stages that includes experiencing, reflecting, thinking/conceptualizing and acting. Considering that, authors distinguish a way to organize the entrepreneurship program: activities that occur in the classroom or in conjunction with a course, campus-based co-curricular activities that are not attached to a course, outreach and community-based experiences and international experiences. These four kinds of experiences are developed giving rich information and using practical examples.

As the previous Part has focussed on the heart of entrepreneurship education at university, in Part III, Morris, Kuratko and Cornwall turn their attention to more practical issues for students in entrepreneurship major. This means students put their hands in action. In this sense, in Chapter 7 some programs that support the entrepreneurship education are examined. Clear description of hatcheries, accelerators and incubators is presented depicting real examples. Surprisingly, the case of Aalto University accelerator is presented as example. Also, authors critique the efficiency of incubators saying that ventures tend to stay long time, justifying the reason why accelerators have been created. The development of relationship with the community incubators, accelerators and co-working spaces is remarked by authors as important factor that can be a bridge until entrepreneurs and their businesses get to walk alone. Then, these programs are alternative kind of

support for student entrepreneurs as they start and grow their businesses. In addition, the process of establishing and operating a student-run venture program is examined in Chapter 8. Authors pointed out student-run ventures are another kind of program in the university that can be a powerful option to enhance the experiential learning of students. Based on previous experiences from Belmont University, it is described how students initiated ventures inside the university, how they found financial support and how they operated these businesses. In this line, some advantages and disadvantages of operating student-run ventures through the curriculum are highlighted.

In a continuing effort, Morris, Kuratko and Cornwall examine other pedagogical tools for supporting entrepreneurship education. In Chapter 9 the use of business plans, business models and elevator pitch competitions within entrepreneurship programs are reviewed. Authors highlight the difference between plans and planning, they argue that planning has positive feature that changed the way in which business plan is conceptualized. In this chapter, a basic outline of a business plan is provided and tips for students in preparing business plan are described. Also, the process of business plan competition is described. As an alternative tool, differences between business plan and business models are explained. Moreover, an interesting guide of how formulated a business model is depicted in detail. Also related to this process, a qualitative feature of the entrepreneur is contemplated. In this sense, the elevator pitch is described and some critical issues related to its structure are examined. Other kind of acquiring relevant experience by entrepreneur students is highlighted in Chapter 10. The inclusion of mentoring programs, entrepreneurship clubs and learning communities are described in detail. This chapter is interesting because authors treat options beyond what can be offered in the classroom. The relationship between mentors and students in the community are beneficial for the education of students as well as the entrepreneurship clubs. Interesting is the formation of learning communities in college campuses through which students are empowered. Moreover to enrich this information authors have used many examples of each program. In Chapter 11, authors reinforce the relevance of the experience acquire in study abroad as a component of university entrepreneurship programs. Morris, Kuratko and Cornwall highlight important points to be considered when implement an entrepreneurship study abroad. This part is structure in an easy way telling the readers the types of study-abroad programs. Many of these programs are examples developed in American universities.

Part IV provides an overview of programs linked to entrepreneurship not only at university level, but also the community is considered. Chapter 12, for example, presents the technology commercialization linked to entrepreneurship. Authors describe the development of technologies and patents using examples of some universities. Also, they highlight the importance of cross-disciplinary teams working in technology at university. The technology developed by these groups is commercialized bringing benefits for the community. This chapter, also, brings practical examples. Furthermore, Morris, Kuratko and Cornwall point out the link of university with the community in Chapter 13. This chapter is interesting because presents some initiatives to be developed within the community. They remark that these initiatives could leverage the alumni entrepreneurs universities have. Interestingly, authors have not cared in telling the readers only the entrepreneurship programs linked to technology commercialization and also the engagement of community; they also have considered an interesting issue related to entrepreneurship which is the funding. Thereby, Chapter 14 explores the various models for seed grant programs offered in the university. This chapter brings good examples on

how some universities manage the seed funding for start-up businesses by students. Interesting examples are described throughout the chapter.

In the last part of the book, authors argue about what is the entrepreneurial university and also they investigate how universities can generate resources to support entrepreneurship initiatives. Thereby, Morris, Kuratko and Cornwall examine the conceptualization of university-wide entrepreneurship and also describe ways in which entrepreneurship is manifested within the campus in Chapter 15. Moreover, authors argue about the governance structures for universities-wide entrepreneurship. Four examples of structures are described based on previous experiences from American universities. Particularly I found interesting these experiences for universities that would like to structure entrepreneurship program within their campus. Furthermore, authors have cared of describing how universities can generate resources for build entrepreneurship programs in Chapter 16. They have considered five ways to revenue sources based on previous experience of a university. Moreover, non-financial resources are highlighted in building an entrepreneurship program such as, for example, faculty and staff.

Truly I enjoyed reviewing the book. I think it offers several strategies for beginning initiatives related to entrepreneurship within the university. I believe the best practices at universities described throughout the book could serve as a guide to enhance and/or develop entrepreneurship programs in educational institutions. Thereby, university students and community together will build an entrepreneurial culture.

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