Entrepreneurship and Management: Differing But Complementary Processes

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Abstract

This paper highlights the differences between managers and entrepreneurs. It shows that the self-awareness attributes of managers and entrepreneurs differ considerably. Know-how is also different, with managers' know-how being focused on resource organization and entrepreneurs' know-how on defining contexts. The paper discusses the consequences of these differences on education. Management education should help students understand organizational context so that they can operate efficiently and effectively, whereas entrepreneurship education should focus on defining and architecturing contexts.
ENTREPRENEURSHIP AND MANAGEMENT: DIFFERING BUT COMPLEMENTARY PROCESSES

INTRODUCTION

The need to develop programs, courses and training activities in entrepreneurship seems to be increasing yearly in a growing number of countries. Questions often raised by people developing these programs are: What is different in management and entrepreneurship? What should an entrepreneurship education program contain? What courses should be offered? How should the courses be given? This paper does not set out to answer all the questions. What it does is to present a certain number of guidelines developed to meet education needs. It is based on a decade of experience in entrepreneurship research and the design and management of undergraduate and graduate university-level small business and entrepreneurship education programs.

MANAGEMENT AND ENTREPRENEURSHIP: SOME DIFFERENCES

Timmons (1978), Hornaday (1982), Brockhaus and Horwitz (1986) and Hisrich (1986) made a survey of the literature on the common characteristics often attributed to entrepreneurs. These characteristics are presented in Table 1 below.

| TABLE 1 |
| Common Characteristics of Entrepreneurs |
| Tenacious |
| Able to tolerate ambiguity and uncertainty |
| Good users of resources |
| Moderate risk-takers |
| Imaginative |
| Results-oriented |

These basic characteristics can be found in self-employed people, small business operators and entrepreneurs in general. However, other characteristics were identified that are common to successful entrepreneurs (Filion, 1991). They are set out in Table 2.

| TABLE 2 |
| Characteristics of Successful Entrepreneurs |
| • Entrepreneurial values and culture acquired through contact with at least one entrepreneurial model in their youth |
| • Experience of business |
| • Differentiation |
| • Intuition |
| • Involvement |
| • Hard-workers |
| • Realistic dreamers (visionary) |
| • Leaders |
| • Moderate networkers |
| • Relations system of their own with employees |
| • Controllers of behaviour among people around them |
| • Learning patterns of their own |
Wortman and Birkenholz (1991) offer a condensed overview of the field of entrepreneurship. Our concern is not as much with the psychological characteristics of entrepreneurs as with the differential aspects of how they operate: in other words, with how they conceive, design and operate their human activity systems.

Mintzberg (1975), Boyatzis (1982), Kotter (1982) and Hill (1992) all examined the work of managers. These studies reveal considerable differences in the operating methods of managers and entrepreneurs, as Table 3 shows.

### TABLE 3
Differences in the Activity Systems of Managers and Entrepreneurs

<table>
<thead>
<tr>
<th>Managers</th>
<th>Entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on efficient and effective use of resources to reach goals and objectives</td>
<td>Set a vision and objectives and identify resources to help realize them</td>
</tr>
<tr>
<td>Key is adapting to change</td>
<td>Key is initiating change</td>
</tr>
<tr>
<td>Work pattern implies rational analysis</td>
<td>Work pattern implies imagination and creativity</td>
</tr>
<tr>
<td>Operate within an existing framework</td>
<td>Define tasks and roles that create an organization framework</td>
</tr>
<tr>
<td>Work centred on processes that take the environment into account</td>
<td>Work centred on the design of processes resulting from a differentiated view of the environment</td>
</tr>
</tbody>
</table>

Managers pursue objectives by making effective and efficient use of resources. They normally operate within frameworks previously defined by someone else.

The organizations created by entrepreneurs, however, are really an extrapolation of their subjective worlds. What entrepreneurs do is closely linked to how they interpret what is happening in a particular sector of the environment. Their own knowledge of a specific market or the development of a new product or manufacturing process will lead them to envision and market something different. They define ways of doing things that reflect what they themselves are, and their success depends on how appropriate and different what has been defined is and how it meets changing needs. Not only do entrepreneurs define situations, but they imagine visions of what they want to achieve. Their main task seems to be to imagine and define what they want to do and, often, how they are going to do it.

Generally speaking, management is associated with rationality and entrepreneurship with intuition, although in both cases these should be considered to be predominant rather than exclusive attributes. Entrepreneurial activities require a systemic framework that includes concepts [Peterson, 1981; Drucker, 1985], although on a different level to management, and managerial activities also demand elements of intuition and imagination. However, the
conceptual activities and skills of the two groups being different, their educational requirements should also be different.

ENTREPRENEURIAL AND MANAGERIAL EDUCATION

These basic differences between managers and entrepreneurs demand fundamentally different educational and training methods. In education generally, emphasis is placed on knowledge acquisition, whereas in management education it is placed on acquisition of know-how, and in entrepreneurship education, on self-awareness [Gasse, 1992]. Table 4 examines the consequences of the differences listed in Table 3 on educational approaches.

TABLE 4
Key Differences between Managerial and Entrepreneurial Education

<table>
<thead>
<tr>
<th>Managerial Education</th>
<th>Entrepreneurial Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation culture supported</td>
<td>Leadership culture supported</td>
</tr>
<tr>
<td>Centred on group work and group communication</td>
<td>Centred on individual progression</td>
</tr>
<tr>
<td>Works on the development of both sides of the brain with emphasis on the left side</td>
<td>Works on the development of both sides of the brain with a strong emphasis on the right side</td>
</tr>
<tr>
<td>Develops patterns that seek abstract, general rules</td>
<td>Develops patterns that seek concrete, specific applications</td>
</tr>
<tr>
<td>Based on the development of self-awareness with emphasis on adaptability.</td>
<td>Based on the development of self-awareness with emphasis on perseverance.</td>
</tr>
<tr>
<td>Focused on acquisition of know-how in management of resources and own area of specialization</td>
<td>Focused on acquisition of know-how directed towards the definition of contexts that lead to the occupation of a market space</td>
</tr>
</tbody>
</table>

This limited comparison brings out two complementary concepts: know-how and self-awareness. Both are manifested differently in managers and entrepreneurs. In terms of self-awareness, many authors insist on the adaptability of managers [Archambault, 1992; Hill, 1992], whereas for entrepreneurs one of the key words is perseverance [Hornaday, 1982; Filion, 1991]. In terms of know-how, managers must use rational approaches, but within a pre-defined working framework. Entrepreneurs, on the other hand, must take an imaginative approach and define their own working framework. They must identify a niche and then imagine a vision, or a space to be occupied on the market and a type of organization needed to do so. Research on entrepreneurial activity systems shows that an entrepreneur's work consists mainly of defining contexts and working frameworks [Filion, 1990].

The following sections examine some specific aspects of entrepreneurial education and suggest approaches that could be used to provide better support for the particularities of the discipline.
In any educational program, what is important is not just what is learnt, but how it is learnt; in other words, the learning pattern established. Participants in an educational program should feel comfortable and ready to play the new role for which they are being prepared. An entrepreneurship program should therefore concentrate on the development of self-awareness and the acquisition of know-how rather than simply on the transmission of knowledge. The self-awareness to be learnt should focus on autonomy, self-confidence, perseverance, determination, creativity, leadership and flexibility [Timmons, 1978; Hornaday, 1982; Brockhaus and Horwitz, 1986; Hisrich, 1986]. The know-how developed should focus mainly on how to define situations; this, as we saw earlier, is the main activity of entrepreneurs: knowing and understanding markets, identifying business opportunities, selecting targets, imagining visions, designing and structuring organizations and animating those organizations. Basic management know-how is also useful: in addition to the PODC subjects (planning, organizing, directing and controlling), it could include accounting, finance, marketing, information systems, etc. Care is needed, however, because all too often entrepreneurship and small business programs take on a management perspective, because this is what the program designers are used to. They are familiar with it. In some cases, existing management courses will be included in an entrepreneurship or small business program with no attempt to adapt them to reflect the entrepreneurial or small business context.

Here, contingency is vital if participants are to leave the program properly prepared to succeed in their new entrepreneurial roles. Specialists in the field have already shown that entrepreneurship programs should be different from administration programs [Gibb, 1987; Brown and Burnett, 1989; Kirby, 1989; Thorpe, 1990; Johannisson, 1991; Filion, 1992; Ulrich and Cole, 1992]. Béchard and Toulouse (1993) even developed a sophisticated grid to classify entrepreneurship education approaches as such. Table 5 sets out some guidelines for the development of entrepreneurship education activities and programs, and Appendices 1 to 7 show how these guidelines can be applied to program, course and case design.

| TABLE 5 |
| Guidelines for Entrepreneurship Education Activities |

- Each course should be designed to allow participants to identify what they want to learn and to define the framework within which it is to be learnt [Filion, 1989].
- Include multi-instruction strategies.
- Be concrete and practical.
- Introduce material that will be useful in practice once the course is over.
- Each course should be seen by participants as a learning activity and not just as the transmission of knowledge by the teacher.
• Each course should include interaction with real entrepreneurs through case studies, videos, meetings with entrepreneurs in the classroom and field work in which at least one entrepreneur is studied in depth.

• Each course should include personal follow-up of each participant's learning objectives. Entrepreneurship education resembles leadership education in that it requires at least a minimum of individual follow-up.

• Case studies should be properly adapted to the characteristics of the field. They should help participants learn to understand contexts and define situations.

Program details will depend on institution level: elementary, secondary, college, undergraduate or graduate university level, entrepreneurship centers and adult education services with no prerequisites and offering non-credited tuition. At the elementary and secondary levels, programs should focus mainly on self-awareness. The aim here is to develop "entrepreneuriability" [Fortin, 1992]; that is, preparing students to create their own jobs by launching their own enterprises. At the college and university levels, the focus should be on both self-awareness and know-how.

Given the learning needs involved - understanding contexts and defining situations - experience tends to show that entrepreneurial self-awareness and know-how are best taught using exercises in which students define contexts (Appendix 5), work from written and personal testimonies and descriptive cases based on edited interviews with entrepreneurs (Appendices 6 to 7).

More than a decade of research into entrepreneurial activity systems and experience in entrepreneurship education has taught the author the importance of adapting entrepreneurship education to reflect what entrepreneurs are and what they do. This means considerable differences in, for example, the use of cases in entrepreneurship education as compared with management education. The teaching objectives in the two fields are quite separate. In both, if the use of cases is to be valid, it must reflect the context of the discipline itself and the types of self-awareness and know-how required by the people doing what the students are being trained for. Entrepreneurs are often "deviants", playing very different business roles from managers. For them, self-awareness means identifying with models and understanding how to develop and express their differences, whereas for managers it means learning to adapt to existing organization methods and cultures. Managers need to learn how to understand organizational contexts and adjust to them; entrepreneurs must identify opportunities and conceive a way to exploit them. For managers, know-how means mastering their specialty areas; for entrepreneurs it means defining contexts from latent elements. Potential entrepreneurs - or students - clearly have much to learn from listening to experienced entrepreneurs describing how they succeeded by imagining something new. Appendix 7 shows some of the advantages of using edited interviews as cases in entrepreneurship education. The same applies to other type of educational material.

Here, both the design and the use made of educational material are important. For example, a case may be used to teach students to assess the strengths, weaknesses and coherence of the entrepreneurs studied. However, it is as interesting to use it to teach them how to define contexts by having them
draw up a questionnaire or exercise that help them develop their own approach and framework for understanding and defining contexts. They can then go on to make a comparative study of how entrepreneurs did it and how they themselves would have done it. For instance, looking for elements of similarity in the detection of opportunities is always stimulating. Defining the characteristics of their environment, imagining a vision and the type of enterprise they need to realize their vision, and comparing all this with how a real entrepreneur did it, provides a fascinating learning experience for students.

**CONCLUSION**

Experience shows that as we become more specialized in an area of education, we like to develop better-adapted teaching material. Entrepreneurship education should focus on the learning of self-awareness and know-how that will allow future entrepreneurs to develop an entrepreneurial mental framework. In an education program, what matters is not only what is taught but also the learning pattern established with the learning process involved. For students of entrepreneurship the learning pattern acquired should stimulate them towards continuous learning and make them more comfortable with the new entrepreneurial role they will be playing. Once they have acquired this basis, they will themselves define the managerial know-how they need to learn if they are to realize their vision.

**REFERENCES**


APPENDIX 1

An Entrepreneurship Education Program

<table>
<thead>
<tr>
<th>Basics of Entrepreneurship</th>
<th>Entrepreneurship Options*</th>
<th>Small Business Management Options*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial awareness</td>
<td>Management of family business</td>
<td>Management of SB</td>
</tr>
<tr>
<td>Entrepreneurial progression</td>
<td>Partnership</td>
<td>Marketing of SB</td>
</tr>
<tr>
<td>Entrepreneurial competencies</td>
<td>Self-employed</td>
<td>Finance of SB</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Homebased business</td>
<td>Operations Mgt for SB</td>
</tr>
<tr>
<td>Strategy</td>
<td>Intrapreneurship</td>
<td>Information systems for SB</td>
</tr>
<tr>
<td>New Venture Creation</td>
<td></td>
<td>Accounting for SB</td>
</tr>
</tbody>
</table>

APPENDIX 2

Entrepreneurial Awareness

Description

This course is intended for people who are not sure if they want to become entrepreneurs. It offers both an introduction to and awareness of the world of entrepreneurs.

The length of the learning activity or course will vary depending on the institution's own requirements. At university in Québec, the length of courses for undergraduate and graduate levels is 45 hours (15 hours = 1 credit). It is presented in fifteen three-hour sessions. The syllabus is as follows:

1. Presentation of the course
2. Meeting with two entrepreneurs (1.5 hours each)
3. Role-play: case study of an entrepreneur.
4. Discussion on the case (GW-4)
5. What is entrepreneurship?
   Enterprise case study (GW-4)
6. The role of the entrepreneur in economic development:
   Part 1: General, including the increasing economic role of small business
   Part 2: Regional (IE-1)
7. Characteristics of entrepreneurs
   Video (IE-2)
8. Competencies of entrepreneurs
   Presentation and discussion of research results (IE-3)
9. Individual meetings with participants
10. Competencies of entrepreneurs
    Leadership: role play and discussion (IE-4)
10. Competencies of entrepreneurs
    Negotiation: role play and discussion (IE-5)
11. Competencies of entrepreneurs
    Imagination: scenarios, exercises and discussion (IE-6)
12. Meeting with small business operators (manufacturing, retail, service)
13. Meeting with self-employed people (at least one home-based)
14. Presentation of field work (GW-2)
15. Presentation of group work on social entrepreneurship

**Delivery**

The delivery of this course - as should be the case for all entrepreneurship courses - is a mix of instructional strategies (Ulrich and Cole, 1992), including instructor-centred strategies (usually the first half of each session), interaction (the second half), individual learning (through exercises), and experiential learning (through group and field work).

At the entrepreneurship center, learning activities (or courses) were designed by professional teachers but are delivered by entrepreneurs who are graduates. They follow the instructor's guidelines. We tried to achieve the best of both worlds: to offer the basic structure of a professional instructor and the dynamics of a practitioner. Whoever delivers the activity is invited to apply the "ten steps to entrepreneurial teaching" (Fillon, 1992).

**Evaluation**

- Report:
- Role play and presentation of case studies (GW-4) 20%
- Individual exercises (IE) 6 x 5% 30%
- Field work (GW-2) 20%
- Social entrepreneurship 20%
- Participation 10%

**TOTAL** 100%

**APPENDIX 3**

**Entrepreneurial Progression**

**Description**

The objective of this course is to prepare participants to think and act like entrepreneurs. It could also be called "Entrepreneurship Thinking and Practice". Participants study entrepreneur cases. They establish their own entrepreneurial model based on the development of their vision and a support relations system. They assess their own learning needs required to do what they want to do, and then select an entrepreneur accordingly. They build a questionnaire with two sections: the first relating to the entrepreneur and the enterprise, and the second fulfilling their own learning needs. At session 11, after the fieldwork is completed, they present their case studies (in groups of 2).
Each member of the team then explains how the study fulfilled their learning needs.

The syllabus is as follows:

1. Presentation of the course
2. Meeting with an entrepreneur
   Case study of an entrepreneur
3. Entrepreneurial culture
   Case study of an entrepreneur (GW-4)
4. The field of entrepreneurship
   Case study of an entrepreneur (GW-4)
5. Entrepreneurial model
   Discussion on an individual exercise (IE-1)
6. Innovation
   Discussion on an individual exercise (IE-2)
7. Creativity
   Discussion on an individual exercise (IE-3)
8. Individual meetings with participants
9. Opportunity detection
   Logic of selection of a particular domain (IE-4)
10. Vision
    Discussion on an individual exercise (IE-5)
11. Entrepreneurial activity systems
    Presentations by students of a case drawn from an entrepreneurial field study (GW-2)
12. Relations
    Discussion on an individual exercise (IE-6)
13. Support for entrepreneurship
    Invited guests: bankers, consultants, small business specialists, civil servants
14. Entrepreneurial alternatives: self-employed, homebased business, intrapreneurship, small business
15. Synthesis and entrepreneurial planning (SEP)
    Individual presentation of entrepreneurial plans

**Delivery**

This course is delivered using the approaches described in Table 6. The first part of each session includes a presentation by the teacher and discussion among participants of a practical application of entrepreneurship thinking and practice. The second part consists of group discussions based on action learning. There are about ten questions to be prepared by participants on the topic of the day. Participants also have individual exercises to do between sessions. The last session consists of presentations by participants of their own entrepreneurial planning: their vision, how they are going to implement it, their learning pattern, how they are going to use and improve it, and the relations system they need to develop to help them realize their vision.

**Evaluation**

- Report and presentation of case studies (GW-4) 2 x 10% 20%
- Individual exercises (IE) 6 x 5% 30%
Students who already have an enterprise project love this course. At the end, they say they have matured as entrepreneurs. They have absorbed an entrepreneurial thinking framework. In fact, the course is designed on the basis of my own research on entrepreneurial activity systems (Filion, 1990a, 1993). After this course, students are really ready for the start-up course.

APPENDIX 4

Entrepreneurial Competencies

1. Presentation of the course
2. Meeting with two entrepreneurs
3. Commitment
4. Information gathering
5. Opportunity detection
6. Self-confidence and tenacity
7. Persuasion
8. Individual meetings with participants
9. Defining ambiguous situations
10. Defining tasks and roles and combining the two
11. Social responsibility and ethics
12. Presentation of field work
13. Each participant presents a competence identified as relevant to his or her project and explains how it will be translated into action
14. Same as 13
15. Monitoring

Delivery

Same as two previous learning activities (Tables 6 and 7). Exercises are set, to be done individually before each class. Presentation and discussions on the subject of the day in the classroom. Videos and role plays are also used.
APPENDIX 5

Visionary Exercises

Exercise 1: General Exercise

The first visionary exercise consists in identifying what you believe tomorrow's society will be. The best results are obtained by including details for fields in which you have more knowledge or greater interest.

1. Describe what society will be like in 10, 20 and 50 years.

2. How will children be conceived and born?

3. What will education be like? What will the teacher's role be? What learning methods will be used, and what will be the goals? What place will computers occupy? What use will be made of courses given on computer screens or television?

4. How will children develop? How will they live? What will they own? What will they do? What will they think?

5. What type of family will exist, and how will it operate?

6. What will be the place of the State?

7. Will what you have or what you are be most important? What will people own? What will be the place of religion, ideas and social aspects?

8. What type of work will people do? Will we witness a continuation of the trend currently seen in the most developed countries, where there are growing numbers of smaller work units and self-employed workers?

9. What will be the place of leisure activities? What leisure activities will people choose?

10. What methods of transportation will be used? Will oil prices continue to rise, and will public transport continue to grow in popularity? How will people travel between continents?

11. What will we eat and how will we eat it? What will we drink?

12. What will the media be like: television, radio, cinema, newspapers, books and computer software?

13. What messages will the media convey? What sort of films and television programs will be offered?

14. Will the rate of change in society continue to increase, or will it diminish or stay the same? What changes do people have to adjust to during their lives today? What changes will they have to adjust to in 10, 20 or 50 years, and how quickly will the changes occur?
15. In what political state will the world find itself? Will there be peace everywhere? Will there still be wars?

16. In what ecological state will the world find itself? What natural resources will have been exhausted?

17. What will be the place of domestic animals in people's lives?

18. What will be the place of computers and robots in people's lives?

19. Will there still be racial conflict, or will the races be living more harmoniously?

20. Select a sector of activity and describe two possible scenarios for development. For example, you could choose the sports sector and look at how it will develop, in terms of professional hockey or leisure activities, and the consequences of that development for consumption.

Exercise 2: Personal Life

In this exercise, you will be asked to select one or two possibilities for your own personal development in the society of the future. The exercise might require considerable effort on the part of some students, especially those who have not been used to thinking about the future.

You should first reflect on your present situation and describe it with respect to each of the questions asked, before going on to identify future possibilities. The first six questions are concerned with self-awareness, the next four with possessions and the last five with how things will be done.

1. What will I be like? What kind of life will I be leading in 10, 20 or 50 years?

2. What will my spiritual life be like? What dominant ideas will guide my choices?

3. What will my social life be like: my family life, my life with my friends? What kind of friends will I have?

4. What kind of work will I be doing? What place will my work and my other activities occupy in my life?

5. What leisure activities will I practise? What place will they have in my life?

6. Will I be involved socially or politically? Will I be a passive member of society, or will I be contributing to a society that lets me do and achieve what I want?

7. What will my attitude to possessions be? What will it enable me to achieve in terms of personal fulfilment?

8. How will I live in material terms?
9. What kind of lifestyle will I have?

10. What will my social status be?

11. How will I do things? What professional activity will I be involved in for my personal fulfilment?

12. What will I have as secondary activities - social, sporting or leisure activities - that will help me achieve personal fulfilment?

13. Write down the list of activities that you will have in each sphere of your life: family life, professional life, leisure life.

14. Establish the relative place of each activity (in terms of number of hours per week, for example) and the inter-relationship between them. For example, if you have a sedentary job such as office work, you will need some physical activity in the form of exercise sessions or a sport, whereas if you have a manual job you will need time to rest. Another example: if you travel extensively during the week, you will need more time with your family and friends on weekends. The aim of this question is to establish realistic and fairly balanced lifestyles for harmonious self-fulfilment. What you are in fact doing is establishing an activity system that reflects your planned lifestyle.

15. Where applicable, establish different possibilities in terms of the relative importance of each activity. Look at the consequences of each scenario on the relationships between the activity systems.

Exercise 3: Professional Activities

You can now move on to the third exercise, in which you will be asked to identify one or more possibilities for your future professional life; in other words, how you think you will be working and earning a living in your society of the future. The more you envision and the more you plan on the basis of your vision, the more likely you are to have control over where you want to go. As the old Chinese proverb says, "If you don't think about the future and plan it, and if you don't change direction, you have a very good chance of ending up where you are heading now."

1. What have I achieved in the past? Which of these achievements has contributed most to my personal growth?

2. Are there sectors that are related to or separate from what I am presently doing that I think might offer better possibilities for fulfilment or success?

3. What existing opportunities will develop in these sectors (my present sector and any others identified in question 2) in light of the scenarios envisaged in Exercise 1?
4. What are my emerging visions of products or services in light of the scenarios envisaged in Exercise 1 and the opportunities identified in question 2 above?

5. Which of these emerging visions could develop into a central vision that would lead to the creation of an enterprise or to self-employment? Why? Explain the logic of your answer.

6. Describe your external central vision, that is, the place on the market you want to see occupied by your product or service.

7. Describe your internal central vision, that is, the type of organization you will need to build in order to realize your external central vision.

8. What complementary visions, management activities and other elements will be needed to support the realization of this central vision?

9. What are my entrepreneurial models and what would be the ideal model for the entrepreneur I want to become? The central vision you want to realize should be coherent with your ideal model, and the same thing applies to all trades and professions. Given the central vision identified, described and sought, specify the place to be occupied by professional activities in the lifestyle described in response to questions 14 and 15 of Exercise 2.

10. Is there anything obvious that I have not thought of and that could logically emerge from my capacities or interests? Here, you are invited to go back over the exercises and look carefully for anything that might have been forgotten, while thinking of other possibilities.

APPENDIX 6

Content of Edited Interviews with Entrepreneurs as Cases in Entrepreneurship Education: Subjects Covered

- Key elements in the entrepreneur's personal history
- The circumstances that led the entrepreneur to develop an interest in the field
  - The entrepreneur's personality and personal attributes
  - Identification of opportunities
  - Vision of the niche to be occupied
  - Vision of the type of organization needed to occupy the niche
  - Difficulties encountered and means used to overcome them
  - Present situation
  - Vision of the future
APPENDIX 7

Edited Interviews with Entrepreneurs as Cases in Entrepreneurial Education: Some Advantages

- The process is structured by the entrepreneur's own progression rather than by the precepts of case designers.
- The entrepreneur's enthusiasm is reflected in the case and arouses student interest in entrepreneurship as a career.
- Students see how each entrepreneur's own self-awareness develops and are better able to situate themselves in terms of their own entrepreneurial characteristics.
- Students are often fascinated by how entrepreneurs have used their deviances to develop something different. They learn that they can be themselves and still succeed.
- Students see how the entrepreneurs understand their environment and define their own business context.
- Entrepreneurs and potential entrepreneurs often need concrete examples in order to learn. They know that the cases contain real-life situations, and this seems to stimulate their learning.
- The imaginative dimension expressed by entrepreneurs seems to provide a powerful reference point for potential entrepreneurs in terms of how to direct their thought and perception processes.