Title – Illuminating Entrepreneurship

Program of Study – Business

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Category – Applied

Central Research Question – To what extent do the survey response data from entrepreneurs and faculty and interview responses from program directors converge?

Methods – This mixed methods research will address the disconnect between entrepreneurship education and practice. A convergent parallel mixed methods design will be used. This type of design collects both qualitative and quantitative data in parallel, analyzed separately, and then merged. In this research, survey data, will be used to examine the perceived competencies necessary for effective training and development of entrepreneurs. The interview data will explore program design of top entrepreneurial education entities. The reason for collecting both quantitative and qualitative data is to converge experience of entrepreneurial practitioners and structure of entrepreneurship instruction.

Results/Conclusions – Results of both the survey and interviews will be collected and analyzed in the month of March.

Possible implications of your research and future work – Implications of research include increasing the effectiveness of teaching entrepreneurship in relation to entrepreneurs and top entrepreneurship

programs. The result of this study will specifically impact the School of Business and the way that the entrepreneurship cognate is taught. Other schools may find value in the research in order to better their programs. Future work includes being able to apply this research to other cognates within the school of business. These same factors could also be looked cross culturally. The results from this study can show the difference generationally between entrepreneurs as well as between male and female entrepreneurs.

Abstract

Bridging the gap between post-secondary entrepreneurship education and practicing entrepreneurs is key in training future entrepreneurs. Ultimately this can be done by discovering which characteristics can be taught to equip students to become entrepreneurs. With literature reviews discussing the various teaching methods of entrepreneurial education, and discussing if entrepreneurial competencies can even be taught, there is reason to believe that some methods of teaching are more effective than others. There are numerous articles discussing if the skills needed to become a successful entrepreneur can be taught or if they are simply innate and need to be honed. For the purpose of this study, it will be assumed that the competencies needed to become a successful entrepreneur can be taught. But what warrants further examination is exactly what those competencies which can be taught are. This study focuses on the disconnect between entrepreneurship education and practice. Therefore, the central research question is, "To what extent do the survey response data from entrepreneurs and faculty and interview responses from program directors converge?" By studying this very question it allows the opportunity to look at ways in which to improve education for students interested in the entrepreneurial field. Because of this, the research has been funded by the Illuminate Grant for the Improvement of Teaching. Data collected from this mixed methods design will be used to converge the perceived competencies necessary for effective training and development of entrepreneurs with program designs of top entrepreneurial education entities.

A Review of the Professional and Academic Literature

Entrepreneurship Within the Practical and Theoretical Setting

Entrepreneurship, in general is a vast field that permits a great amount of room for growth, wellness, and innovation. While first studying the definition entrepreneurship, it may seem like the subject is confined to a practical setting. However, multiple studies have been conducted that permit the growth of entrepreneurship within a theoretical setting as well. In doing so, young students within the classroom are enabled to expand their original mindset by using a mixed methods approach where both quantitative and qualitative data are collected. Once the key factors of entrepreneurship are examined within the educational setting, they have the ability to be developed in both a formal and informal manner. By doing so, concepts of entrepreneurship are then understood through the achievement of goals in a timely manner. Although the scope of entrepreneurship may seem confined to the development of businesses around the world, the subject itself brings upon a new perspective towards the achievement of goals and tasks by permitting stakeholders to discuss their viewpoints from both a theoretical and practical standpoint.

Entrepreneurship

The key concept of entrepreneurship was portrayed with a large scope that outlined a variety of different factors. While some people thought that entrepreneurs were naturally talented in certain areas, it was often asked how entrepreneurs became successful over time. Time management skills, organizational skills, and collaborative skills were shown as some of the key factors that led towards the success of key entrepreneurs. As individuals had the ability to plan around a variety of different events and research techniques, time management skills were imperative in any given setting. By working around a solidified schedule, this inhibited

greater room for learning and growth among entrepreneurs in order to come up with the most sufficient theories that exemplified how businesses were initially started. Finally, organizational skills were often the most important set of skills that individuals had while businesses were started. While such business ideas were initiated, established, and executed, they were often built upon a variety of effective principles (Azadegan, Patel, & Parida, 2013, p. 3).

In regards to organizational skills, entrepreneurs often had the ability to lead others without a set of established directions. Such individuals often developed theories ahead of time that displayed leadership with a purpose. Furthermore, a lot of these theories were developed from personal experiences within a variety of different settings. As change was initiated within the workplace and beyond, entrepreneurs were often successful within the organizational setting and the competitive environment within the business world. Finally, individuals who worked well with others in both small and large environments tended to succeed through an entrepreneurial mindset. Furthermore, entrepreneurs developed broader visions of reality when they took practical techniques into the educational environment (Azadegan et al., 2013, p. 3).

The term entrepreneurship can have a variety of meanings depending on the subject it is being used for. That is why it is critical for one to define what they mean by "entrepreneurship" when it comes to their particular article. It should be noted that many scholars could not even come up to agree on a definition of entrepreneurship (Berglund, & Johansson, 2007). In looking at previous research, one article went as far as to state that entrepreneurship is a process that where a person or persons use innovation through an organized processes to pursue opportunities where value can be created (Coulter, 2001). This definition, although it may not be official, is one that encapsulates the primary essence of what exactly an entrepreneur seeks to accomplish in their endeavors.

With that being said, there seems to be a common theme of accompanying entrepreneurship with a trait. For example, one article tied entrepreneurship with enterprise. Enterprise can be stated as the skill of creating value through organized efforts. Some scholars will suggest that enterprise and entrepreneurship, although different, are closely related (Kobia & Sikalieh, 2010). Another trait that some scholars accompany entrepreneurship with is innovation (Landström Åström, Harirchi, 2015). It should be noted that innovation and enterprise seem to be closely defined with each other, but one particular article specifically discusses how entrepreneurship is often closely related to innovation. The study concluded by stating that although innovation and entrepreneurship have many interrelated aspects they are still two different fields. So one can conclude that entrepreneurship in itself is a field of study that needs to be studied in more depth.

As we proceed with this study, it will be important for us to acknowledge that although their may not be an official definition for entrepreneurship, we will have to come up with one that is relevant to our topic.

Entrepreneurship Education

While some scholars solely focused on events that occurred within the competitive environment, this did not display the ultimate needs that institutions wanted to portray. According to Bradley and Klein (2016), "At the same time many developing countries are experiencing a net rise in entrepreneurial activity, leading many to wonder about a specific aspect of the institutional environment" (p. 211). As individuals often assumed the key factors of entrepreneurship were simply techniques that brought upon economic profits overall, the educational setting placed a greater emphasis on the students themselves as humans, rather than workers in a competitive realm. By looking at entrepreneurship from a psychological standpoint,

entrepreneurial program directors asked questions that applied to a variety of different learning styles (Bjornskov & Foss, 2016, p. 300). For example, students who are more artistic may be more inclined to think of marketing techniques that can help them establish attractive surveys that draw in a variety of different participants. By implementing marketing techniques through this quantitative method, individuals have the ability to combine their own personal theories and ideas into one solidified study. On the other hand, auditory learners often have a greater ability to hear and listen to what others have to say.

Auditory learners have the ability to establish qualitative research methods such as interviews or focus groups where greater amounts of individual attention are required. While one auditory learner may think that certain interview questions are effective, another auditory learner may think differently. Because the educational setting for entrepreneurship is consistently growing, it is imperative for young entrepreneurs to listen to each other during the initial phases of their research. Seasoned entrepreneurs often help younger students within the classroom to develop both of these research techniques. In order to bring upon the best learning techniques within the classroom and beyond, seasoned entrepreneurs and program directors must continue to listen to the thoughts of others within the classroom. Altogether, with the increasing rate that society is changing, younger students in the classroom have the ability to bring upon the most successful ideas for generations to come.

The majority of undergraduate entrepreneurship programs tend to focus on the about and theory of entrepreneurship while graduate programs are more strongly focused to how and why of entrepreneurship. Common assessments used for both undergrad and graduate programs include in class assessment by professor through presentations, business plans/reports, tests or exams, and essays. The most used of these though are business plans/reports; while the least used

are tests or exams and essays. Courses and programs are also implementing the use of small business consulting as a method for course learning and assessment. Ultimately the different types of assessment are a combination of objective and subjective pieces. The three classifications that Edwards and Pittaway give for means of learning in a classroom are about, for, and through. The majority of programs are still strongly relying on the formal and traditional about classes that are mostly filled with theory and little practice/application. Classes that trend away from about forms of teaching have a greater likelihood of bringing in other stakeholders such as guest speakers or startups that need consulting. Often times these guest may offer their perspective when it comes to assessing students as well based on the job that the student does for them (Edwards, 2012).

The approach used to teach students entrepreneurship has been greatly researched and examined. Greene suggests that entrepreneurship can be taught from four major points of view: entrepreneurs, process, cognition, and method. Each of these holds its own specific way to teach a class, but method is the attempt to blend all of these together. Greene suggests that entrepreneurship needs to be taught as a well-rounded method instead of simply a cognitive ability. The theory of entrepreneurship is important but it needs to be connected to the process and entrepreneurship personality in order to create a well-rounded method. Method allows students to see all of the pieces of the puzzle fit together, as well as create an opportunity for a realistic approach of how entrepreneurship works in the "real world." Some example Greene gives of the method classroom are project such as starting business, serious games, and simulations directly related to entrepreneurship. Alongside these assessments students need time to reflect and learn from their mistakes before they take the theory into a real scenario. Overall Greene believes that entrepreneurship courses need to be taught in a new way with a new

mindset, but believes there is further research related to this that needs to be completed first (Greene, 2011).

Haase takes another approach in looking at how entrepreneurship is taught in the classroom and post education. Haase focuses on three main ways to teach entrepreneurship which are based on conviction, hard-facts, and soft skills. He also closely links these with motivation, knowledge, and abilities. Conviction is teaching from the perspective of raising awareness and motivation for business creation. The hard-facts area refers to theory on business creation and overall management of the business. Soft skills education should focus on main areas that an entrepreneur should be prepared for when it comes to leadership and management abilities of the internal and external stakeholders. Tied into this should be theory taught about negotiation, creative thinking, and technology innovation. Haase rests strongly on the idea that personality needs to be honed and created in entrepreneurship education. Haase speaks about the constant conversation of how entrepreneurship should be taught either through the lens of education about entrepreneurship or the lens of education for entrepreneurship. Haase holds a stance that says there should be two tracks of education for entrepreneurship. These tracks are education to potential entrepreneurs and real entrepreneurs. Ultimately Haase believes that professors should be promotors, facilitators, and managers for those that are truly pursuing a career in entrepreneurship (Haase, 2011).

There is an overall general agreement that programs need to be assessed and evaluated in order to understand how effective they are truly being. Because of the variety of the above ways that entrepreneurship can be taught there is much discussion over the best way to evaluate these methods. Henry suggests that true entrepreneurship can only truly be measured through economic growth, number of businesses started or saved, job growth and creation, revenue

growth and creation, and financial stability. The missing link here is that very few programs have been evaluated in comparison to these factors. Instead entrepreneurship education programs are measured through knowledge and skills of students, student evaluation surveys, and alumni surveys focused on employment and income (Henry, 2006). Ultimately there is a gap here that proves an opportunity for further research in the best way to evaluate an entrepreneurship education program.

<div align="center">Entrepreneurship Development</div>

Much research has been conducted in the area of entrepreneurship development. Often this research focuses on the topic of entrepreneurial competencies. These competencies range from the formal knowledge of entrepreneurship theories and literature, to the more informal skills such as creativity, persistence and entrepreneurial vision. Accordingly, the development of these competencies must also be split into formal and informal development.

Formal entrepreneurship development portrayed as a primarily curricular activity. This indicates that commonly, the formal knowledge and skills required to be an entrepreneur are taught within the traditional classroom setting. This setting is often referred to as an entrepreneurship course. These courses tend to primarily focus on the theoretical foundations of entrepreneurship. However, they also tend to contain group activities and simulations of business environments in order to develop other hard skills that are necessary for entrepreneurs. There are however controversies in the format of such education. Some have contended that these structures are too rigid, and that entrepreneurship development should take a more diverse approach. This means considering a variety of inputs, and applying them to a flexible system (Plaschka, 1990). However, development programs largely continue to apply formal theory and practice.

By contrast, informal entrepreneurship is far less rigid in structure. It is focused on the soft skills and mental competencies that are vital to entrepreneurship. One of the primary ways that this informal development occurs is through co-curricular activities. These activities include group work as well as students receiving funding and engaging in real-world entrepreneurship. Another common element of informal development are entrepreneurship clubs. The key to these clubs is described as the diversity of academic backgrounds from which members come (Bagheri, 2013). These clubs commonly work with faculty members to engage in entrepreneurial projects, thus developing both the competencies mentioned previously, and an additional benefit of interacting with practitioners of various disciplines, as they would as real-world entrepreneurs. Together, the informal and formal development of entrepreneurs are designed to prepare students to be successful entrepreneurs upon graduation from the program.

Entrepreneurship Self-Efficacy

A major concept in the literature surrounding entrepreneurship is self-efficacy. Most literature in the field would define self-efficacy as an individual's belief that he or she is capable of achieving the entrepreneurial goals they have set (Hao, 2005). Self-efficacy is the driving factor behind entrepreneurial achievement. Most research seems to indicate that self-efficacy has a major influence on an individual's desire to pursue goals, and affects success in many sectors of entrepreneurship. One of the major discussions in the topic of self-efficacy is whether or not it can be taught, or if it is something that is naturally present in individuals.

Self-efficacy in formal education is believed to be developed through four main concepts: "enactive mastery, role modeling and vicarious experience, social persuasion and judgement of one's own physiological states" (Hao, 2005). The first stage is theorized to be developed through exercises and simulations that develop an individual's confidence, and mastery of entrepreneurial

skills. Secondly, education is to provide a framework for individuals to learn from entrepreneur role models. This could be in the form of lectures, or a more formal mentorship program. Additionally, the formal education system can enable the final step in self-efficacy development by providing training for individuals to cope with stress or psychological arousal. In contrast to this view of self-efficacy development is the position that self-efficacy is a trait that comes more naturally to some individuals than other. It posits that individuals who are naturally more risk averse are more likely to have high self-efficacy. All in all, there are a variety of perspectives but it remains clear that self-efficacy is closely tied to entrepreneurial intentions.

Self-efficacy plays major roles in the process of creating a new business venture. Bird's Contexts of Entrepreneurial Intentionality suggests that a combination of rational analytic and intuitive holistic thinking affects the intentions of entrepreneurs. Self-efficacy is ultimately an outcome of these processes. Boyd suggests that this self-efficacy in entrepreneurs is developed through experiences, feelings of mastering the topic, observing, and perceptions of physiological well-being. If an entrepreneur can hone in and master these specific pieces that lead to self-efficacy, then they can begin to develop their own level of self-efficacy. Self-efficacy is also directly linked to an entrepreneurs' self-perception about their ability to achieve or fail (Boyd, 1994).

Entrepreneurial Intent

The greatest predictor of actual entrepreneurial behavior is entrepreneurial intent. People who looked at risks to develop perseverance were displayed to be more intrinsically motivated overall. Through this motivation, positive goals were established (Urban & Richard, 2015). Businesspeople may ask, "What drives this person so much on a daily basis?" While it

seems like a simple answer, the motivations and intentions behind entrepreneurs have a lot of components to them.

Entrepreneurs who had the ability to innovative, worked well with others, and who were willing to take risks were shown to be key stakeholders that were motivated in a variety of different manners. While some entrepreneurs were motivated by monetary outputs, others were motivated as a way that helped their families flourish survive. Others were driven by the learning experience overall. Furthermore, individuals often had to take risks in order to get started on a plan for the future (Robinson & Stubberud, 2014).

Also, motivations revealed how willing people were to pursue certain ventures after they had taken into account the internal and external factors. If external and internal factors were needed to be overcome, perseverance was necessary (Urban & Richard, 2015). A key factor to motivate an individual is perseverance, and thus is linked with intentions. There is a link here because intention displays a person's desire to go through with an action even though there may be many challenges. Similarly, motivation displays the reasons that the person will preserve through any hardships in order to accomplish the task they want to.

It was also important to look at the "grit" of a person. "Grit" was displayed as an individual's tendency to stay committed and interested in long-term goals even when trouble came about. It was also said to be a good factor in determining how well an individual would succeed in entrepreneurship (Urban & Richard, 2015). Accordingly, businesspeople may ask, "How do entrepreneurs stay motivated with good intents?" To increase students' entrepreneurial intentions, it was recommended that universities created courses that showed entrepreneurship as a choice of a career (Urban & Richard, 2015). Also, one study showed that many students at the beginning of a two-week entrepreneurship course did not view themselves as creative or

innovative. However, the study showed that many students' innovation ratings increased by the time that the course was complete. Finally, a lot of students left their comfort zones and took more risks than they initially planned to (Robinson & Stubberud, 2014). This shows how many students are able to learn the different aspects of intent and motivation, which are often two of the greatest predictors of actual entrepreneurial behavior.

It was recommended to increase student's levels of perseverance educators should expose students to the maximum variety of situations an entrepreneur can face. Through simulations or intuitions, perseverance was taught. Institutions, such as educational ones, were available to help improve students' competencies and intentions for starting a business venture (Sušanj, Jakopec, & Krečar, 2015). Furthermore, establishing the link to intent and perseverance, institutions were shown to play a great importance in entrepreneurial intentions. This was because institutions affected one's perceptions on how feasible and desirable entrepreneurship looked (Sušanj, Jakopec, & Krečar, 2015).

Altogether, entrepreneurial intent has many components. Entrepreneurial intent is directly linked to the motivations that individuals have to progress in the real world. Because of this, entrepreneurial education does have a purpose. Whether it is through creativity or perseverance, elements that make an entrepreneur successful can be taught both from a theoretical or practical standpoint overall. Furthermore, entrepreneurial intentions and motivations can be developed both inside and outside of the classroom.

<div align="center">Entrepreneurship Outcome Expectations</div>

Entrepreneurship for education was displayed as beneficial for students in order to start their own business, but there was often a need to further develop "innovative entrepreneurship" (increasing student's innovative skills), which was developed in educational settings by

successful entrepreneurs such as program directors. The reason for this was because students could benefit the most from learning such innovative skills (Anne Støren, 2014).

One can see there were potentially be two types of learning outcomes. The first type of learning outcomes related to the ability to increase students' innovative skills. In this type of outcome, teachers often asked, "How can the students become motivated in this practice?" They also asked, "What factors will help the students feel like their intent or purpose in this study is truly worth it?" The more that teachers had the ability to understand what motivated the students, the more that their innovative skills were brought out (Anne Støren, 2014). Also, outcomes tied to competencies and activities such as skills, knowledge, attitudes, graduate careers, self-efficacy, intentionality, competitiveness, and practical learning correlated with motivational factors. For example, students who felt better about themselves were more motivated than students who had lower self-confidence (Maritz & Brown, 2013). In order to build upon outcome expectations sufficiently, it is beneficial to understand what the outcomes are.

When discussing entrepreneurship outcome expectations, it was always important to have a working definition of what outcomes were available. It was also important to understand which outcomes were practical and which were unrealistic. Research showed that there was a clear disconnect of stakeholders' interests and the outcomes of actual entrepreneurs. Although entrepreneurial education recently increased, outcomes and motivational factors had to be established carefully in order to keep a positive success rate among young entrepreneurs graduating in this field (Anne Støren, 2014).

Entrepreneurial education in higher education ranged from focusing on the development of the abilities and skills of individuals to strong economic orientation. Specifically, in the

United Kingdom, some policy makers and entrepreneurship education support bodies saw this type of education as a solution for many social and economic issues. Needless to say, this was very unfair and unrealistic for educators to have this pressure placed on them (Henry, 2013). Because entrepreneurial educators usually had small teams and limited resources, it was difficult for them to develop new assessment tools and teaching methods that were effective overall (Henry, 2013). In order for entrepreneurial educators to be ultimately successful for themselves and for their students, they often had to motivate themselves during harder times like these in order to remain positive.

Outcomes often included the factors of leadership, self-confidence, complexity management, and relationship building. One often questioned how these could be measured, as measuring many of these outcomes depended on the student already being in the workplace (Henry, 2013). Altogether, it is important to understand how entrepreneurial educators are motivated to teach regardless of how realistic or unrealistic their outcomes may be. It will also be important to look at entrepreneurs and see if what they learned while in school really prepared them for their time in the workplace. By looking behind the true intent and purpose that entrepreneurial educators have, this helps individuals further understand both practical and theoretical applications inside and outside of the classroom. By having a better understanding of both types of applications, entrepreneurs of all ages have the ability to become successful in a variety of different settings around the world.

<div align="center">Goal Directed Activity</div>

Goal directed activities are those tasks a person is on track to complete because of a specific objective laid before him or her. There have been many studies and research down on goal directed activity. A couple of the ones to look at specifically are the mind-sets in goal

directed activity, importance of challenge in goal directed activities, and listening as a goal-directed activity. All of these point to different theories, motivations, and ways that goal directed activities are communicated and completed.

The mindset behind completing a goal directed activity involves the way that a person uses their cognitive skills to create a strategy to complete the activity. Oftentimes, these mind-sets are not consciously thought of by the person, but instead the person is unaware that they are developing a mind-set behind completing the activity. Mindsets can have a significant effect on judgments, comprehension, and decision making (Wyer, 2010). All of these will ultimately affect the way an individual completes an activity.

Listening can be seen as a means to complete a goal directed activity. Also, listening can be considered a specific goal directed activity for those who have the motivation to see and apply the value of carefully listening. The difference that is being explored in relation to goal directed activities is whether listening is simply habitual or if it is a goal-driven choice made in order to complete a specific activity. Listening as a goal directed activity often changes based on the situation that a person is placed into. It is also dependent upon the interactive component in connection with functions of empathy, perspective, and depth (Bodie, 2014).

Goal directed activities should be challenging in order to allow those who are intrinsically motivated to complete a task or activity to be engaged. Ultimately, the link between challenge and enjoyment in goal directed activities for individuals who are highly intelligent and highly motivated was deeply connected. If a person is not being challenged in his activity of choice, then he is less likely to enjoy the activity or soak up the information involved in reaching that goal. The reason they are less likely to enjoy or gain knowledge is because it does not feel challenging enough to the person. Goal directed activities need to be challenging in order to

properly motivate the person to complete the goal. If this is done then ultimately the person will enjoy the goal directed activity they need to complete (Abuhamdeh, 2012).

Whether an individual has an optimistic or pessimistic attitude can greatly determine whether or not their goal directed activities will be fulfilling or not. When optimistic individuals have goal directed activities they view them more fulfilling and congruent with their values. When pessimistic individuals have goal directed activities they view them as less fulfilling, important, and congruent with their values and even goals. IT should also be noted that optimists had less stress when it came to these activates. They felt more in control of these activities, and felt that they mastered these goals, more than the pessimists (Jackson, Weiss, Lundquist, & Soderlind, 2002).

This is important in this study, because we have to take into account the attitude future students will have and how to maximize their learning. This may mean we have to look at ways to make sure all the students have the same optimistic attitude, since attitude does play such an important role in goal-directed activities and learning.

One study showed the results of goal-directed learning in a physical education setting. The study had children use goal directed learning enhanced their learning more than children who did not. This study shows the positive effects that goal directed learning can have on an individual. With students having attainable goals in mind over time they can reach each goal and learn continuously (Platvoet, Elferink-Gemser, Kannekens, de Niet, & Visscher, 2016).

Social Cognitive Theory

Social cognitive theory creates a connection between human development and agency realms. The three modes of agency included in the social cognitive theory are personal agency, proxy agency, and collective agency. Ultimately these three agencies are what affects a person's

decision making depending on the circumstance, and agent, they find themselves surrounded by. Social cognitive theory seeks to explain the way that groups of people rely on one another, depending on their circumstance, to complete a goal that has been given to them, personally or as a group. Being able to properly function socially is the ability of a person to blend all three of these agents together to create a positive outcome (Bandura, 2002). A core value of the social cognitive theory is a person's self-efficacy. Closely linked to self-efficacy is the outcome expectations and goals linked to a person or team (Brown, 1994). No matter the agency that surrounds a person they must have a level of self-efficacy that causes them to believe that they can accomplish a specific goal. Strong self-efficacy allows a person to positively function through four different processes: cognitive, motivational, affective, and decisional. Efficacy has been proven to continually affect a person's ability to function in a social setting. Part of this in a social setting is understanding the perceived collective efficacy. Understanding how efficacy is perceived in a group will affect one's understanding of how a goal can be effectively and efficiently met (Bandura, 2002).

Social cognitive theory has been explored in many different aspects. These aspects include cross-culturally, moral implications and agency, control, human agency, environmental sustainability, academic functioning, and linking behavior (Bandura, 2002). All of these areas are sufficiently researched, but there still leaves room for how the social cognitive theory connects directly to students preparing to enter the workforce and the way they are prepared and make decisions in the workplace. Lent, Brown, and Hackett suggest that there are two key connections to the social cognitive theory. These connections are interest development and career choice. Interest development looks specifically at self-efficacy, outcome expectations, interests, values, and aptitudes. In career choice interest, choice, and action are linked together. These two areas

combine to establish the performance or level of accomplishments of a person. Also taken into consideration is the personal experiences and other inputs that a person would bring to their personal level of performance (Brown, 1994).

Conclusion

As entrepreneurship is studied around the world, individuals from all different ages are coming up with new ideas to understand the underlying meaning of what it entails to open and manage a business. Although certain factors and theories of entrepreneurship are often misperceived as tedious and timely, these factors can be carefully examined and explored through surveys, interviews, and applied research. By using a mixture of quantitative and qualitative research techniques to further understand the concepts that may be involved within the field itself, businesspeople have the ability to understand and apply successful techniques that will be applicable for either the practical or theoretical setting.

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