
Editorial

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Biographical notes: Ilan Alon is Petters Professor of International Business and Director of Rollins China Center at Rollins College. He has taught in Europe, Asia, and America, and has over 100 published papers in books, conference proceedings, and leading international journals. Among his books are *Globalization of Chinese Enterprises* (Palgrave MacMillan, 2008), *Service Franchising: A Global Perspective* (Springer, 2006), *Business Education and Emerging Market Economies: Perspectives and Best Practices* (Kluwer Academic Publishers, 2004) and *Chinese Economic Transition and International Marketing Strategy* (Praeger, 2003).

Business and entrepreneurship education has increased the advanced resource endowment of both developing and developed countries. This type of education has helped prepare countries for competition in the 21st century, enabled individuals to meet personal goals, and positioned companies and universities as unique knowledge creators necessary for the competitiveness of nations. The special issue encapsulates various global critical dimensions on business and entrepreneurship education in both emerging and industrialised markets alike.

The first paper in this volume, written by two American Professors, Ilan Alon (Rollins College) and John McIntyre (Georgia Tech), provide a panoramic view of business and entrepreneurship education in emerging markets. According to the authors, higher education has become the basic education of the knowledge economy. Yet in transitioning, emerging and developing countries, resources for higher education and indeed higher educational systems themselves, remain inadequate. Urgent action is needed to expand and diversify the supply of educational avenues to meet the fast rising demand. Business education is seen as a building block for the integration of emerging markets in the global economy. This review paper, based on the ongoing research of the authors, defines business education as the collection of skills and abilities given by the business disciplines and enabling the development of an entrepreneurial society. The paper discusses commonalities and disparities in the provision of business education and credentials as well as the underlying educational models that have evolved across the developing world, with particular emphasis on linchpin country cases in emerging markets. The authors assert that home-grown business learning programs and schools in emerging economies must rise to the challenges of producing a steady stream of knowledgeable and competent managers able simultaneously to respond both to local

needs and global standards. The relationship between economic development and higher education is often considered self-evident but remains controversial at the lower levels of economic development while the literature suggests significant gaps on the role of professional training in areas such as business and management. The authors contend that the institutionalisation of world-class management programs to produce a continuous and self-renewing stream of intellectual capital and its retention in the emerging economies of the world is possibly the most significant challenge faced by business and management education in the coming generation.

The second paper, written by Senior Fellow Paul Dragos Aligica of George Mason University's Mercatus Center and a Research Fellow Bogdan Florian of National School for Political and Administrative Studies in Bucharest, discusses in more detail the link between international development and entrepreneurship education. According to the authors education and entrepreneurship are commonly considered major factors or conditions of economic development. If that is the case, one would expect that the international development organisations' agendas give a special attention to initiatives promoting education on entrepreneurship (teaching entrepreneurial values, skills, attitudes and ideas) and entrepreneurship in education (promoting the entrepreneurial initiative in providing, maintaining and developing education services). The study is an exploratory attempt to answer if and in what measure the inter-linkages between entrepreneurship and education are acknowledged and explored in the international development practice by the major international development organisations and what kind of policy applications are built on that. The study finds that the policy agenda has not started yet to incorporate the basic insight regarding the link between the two factors and concludes that the existing situation creates opportunities for developing a very rich analytical and policy agenda in the area of education and entrepreneurship.

Both the first and second papers suggest that the link of business and entrepreneurship education should be further explored and given a priority in policy circles. Having established the importance of business and entrepreneurship education at the macro level, the third paper in the volume describes the approaches for teaching and learning entrepreneurship in an educational setting. Paula Kyrö from the Helsinki School of Economics, Finland, continues the dialogue that entrepreneurship education has gained strength and has moved the discussion from one of content to one of process. In other words, "what should be taught and how?" She develops a conceptual framework for combining both enterprising/entrepreneurial learning and teaching models to foster individual meta-competencies and compiles a theoretical framework for planning, conducting and evaluating teaching interventions. The author suggests that, besides cognition, we should also include affection and conation in enterprising/entrepreneurial learning. The result is a theoretical framework that holistically synthesises the aspects of learning process, individual learning competences and teaching process for entrepreneurship education. Thus it provides a new approach to plan, conduct and evaluate the outcomes and impact of entrepreneurship education.

Pontus Bergh of Umeå School of Business, Umeå University in Sweden, develops a model of inter-organisational learning networks, which dovetails with the previous paper. Instead of focusing on educational institutions, the paper looks at education from an applied perspective of SME managers. The purpose of his paper is to explore the relevance of inter-organisational learning networks to support managerial competence development in SMEs. Based on findings from a national Swedish competence

development project, known as krAft, his study focuses on answering the following question: “What learning outcomes emerge when managers from SMEs participate in a constructed inter-organisational network?” Utilising, adult learning theories and action learning, the networks that comprise the project are coordinated by a University consortium made up of four Universities in Sweden. Managers from SMEs are combined into various networks, where a primary focus is placed on learning. The study is primarily based on interpretations of data from interviews with participants from one of these learning networks. Similar to previous research, results from this study depict, constructed inter-organisational network as an effective method to support learning of managers from SMEs. This paper presents a new way of categorising learning outcomes from learning networks. Categorising outcomes as cognitive (knowledge), psychodynamic (emotion) and social (collaboration) a synthesis of these three types of learning outcomes can be used to further develop ones business. The analysis demonstrates that the network method in relation to more traditional learning methods has strengths in developing psychodynamic and social outcomes.

Also focusing on outcomes is Jean-Charles Cachon’s paper from Barry Cotton, School of Commerce and Administration in Laurentian University (Canada). The author studies the long-term effects of active entrepreneurial training on business school students and graduates attitudes towards entrepreneurship. Each year, at the Laurentian University, all undergraduate second-year Business (Honours bachelor of Commerce) students are required to complete an entrepreneurial active learning experience: the preparation of a comprehensive business plan over the academic year in groups of three to five. Students are expected to develop an original business idea, perform all necessary market research, and prepare a detailed business plan. Pedagogically, this activity involves active learning, collaborative learning, small group learning and “learning by doing” Professor Cachon hypothesises that Personal Objectives, Attitude towards Risk, Internality and Perceptions on Tutoring variables were associated with a high Entrepreneurial Orientation and that highly entrepreneurial students had developed attitudes similar to those of self-employed graduates. Comparisons were also attempted between self-employment rates among Laurentian graduates as compared to the general population and to other university graduates. Results showed that personal attitudes of students towards the business plan project related to the strength of their entrepreneurial orientation. Laurentian graduates also had a high rate of self-employment of more than 20%, almost double the general population’s rate and several times the rate amongst most other business school’s graduates.

The last paper in this volume, written by Warren Martin, Barbara A. Wech (University of Alabama at Birmingham School of Business) and John Sandefur (Computer Builders Warehouse) examines the differences in attitudes towards business training by African American female and male small business owners. This is an important topic since entrepreneurship rates were shown to vary by gender, race and ethnicity throughout the world. The results show that females preferred different training methods and topics. The results of the study are discussed in terms of human and social capital theories. Implications of the results are offered, as well as suggestions for future research and training methods.

Taken together the compendium of papers compiled in this special issue contributes to the literature of entrepreneurship education, both at the macro and micro levels. Critical issues discussed include global approaches, impacts on development, approaches to teaching and learning (both university based and business based), and the effects of

this type of education on attitudes and entrepreneurial orientations. Global critical perspectives from the USA and Canada, emerging markets, Sweden and Finland provide an overview that allows readers to better comprehend how entrepreneurial education may be applied in their specific national markets, universities and businesses. Collectively, these researchers have developed a foundation from which additional insight will surely be gained.