

**SWP 57/90 MBA ATTITUDES TOWARDS POST-GRADUATE
EDUCATION IN ENTREPRENEURSHIP**

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MBA ATTITUDES TOWARDS POST GRADUATE EDUCATION IN ENTREPRENEURSHIP

Sue Birley and Andy Bailey

Since the 1960's there has been a dramatic upsurge in the demand for, and availability of, entrepreneurship courses (Vesper, McMullan & Ray 1989; Chusimir, 1988), whether as integrated components of existing MBA programs or as direct entrepreneurship or innovation courses. The favoured approach has been one of integrating these courses into existing MBA programs on an elective basis. Indeed, Chusimir (1988) reports that few of the American AACSB accredited Graduate Schools of business consider entrepreneurship to be an essential topic, although recently a few schools have offered MBA or equivalent programs in entrepreneurship or with a large entrepreneurship content.

Entrepreneurship entails a non standardised approach to non standard problems; it involves innovation, investment, and expansion into new markets, using new products and new techniques (Zeithamal & Rice, 1987). It requires the aspiring entrepreneur to identify and exploit gaps in the market through creative, innovative insight. The definition of problems, and the procedures employed in their solution, are often dissimilar to those taught in more traditional MBA education where specifically defined problems emerging from specific functional specialisms are approached and solved in systematic and well structured ways.

In practice, the entrepreneur and the manager differ in both the constraints they face and in their objectives. For example, Loucks (1982) notes that the manager is not restricted to the finite life span in which the entrepreneur must achieve their goals; the manager must attempt to optimise the use of the capital available to him whilst the entrepreneurs aim is to minimise the capital needed to establish a profitable venture; and the majority of managers are functional specialist whilst the entrepreneur is a primarily a generalist.

Given these differences between the manager and the entrepreneur, the necessary inter-functional nature of entrepreneurial education does not fit easily into the standard framework and prevailing paradigm of the Business School (Hall, 1988). It is not surprising, therefore, that Birley, McMullen and Myers (1989) found the academics involved in teaching entrepreneurship to be nearer to the profile of their practising colleagues than of their academic colleagues. Nevertheless, they found a strong belief that entrepreneurship can be taught, a view echoed by Vesper (1982) and by Stevenson, MacMillan, Birley and Timmons (1990) in their address to the 1989 Forum of the European Foundation for Entrepreneurship Research.

In his survey of 15 Professors of Entrepreneurship Hill (1988) reports that there was general agreement about the required output of an entrepreneurial programme. Unlike general management courses, where

the graduate usually embarks on an induction programme on entering an organisation, the entrepreneurship graduates must become productive almost immediately if they enter or start their own venture. It is, therefore, reasonable to build experientially orientated course work into an entrepreneurship courses and to enable some form of practical exposure. For example, Vesper et al (1989) suggest that a productive means of entrepreneurship education may be to allow the student to design and be responsible for their own education, a real life experience in designing a new venture. This preference for projects, exercises and live case studies was found by Birley, McMullen and Myers (1989) to be common amongst practising academics both in the United States and the United Kingdom.

The option to customise learning and incorporate practical activities such as business plans and start-up projects can introduce a real life venture experience and enable a more vocational approach to be achieved. Increasing practical aspects of the course may allow students to develop a portfolio of experience in the venture field, whether through practical academic exercise or actual experience of venture involvement. The opportunities to have active "hands on" experience of ventures have obvious benefits (McMullan & Long, 1987) and academic recognition of these activities could enable active integration of the practical and the theoretical. Additionally the encouragement of entrepreneurs to participate in classes along side MBAs may enhance a fuller understanding of the subject they study whilst the entrepreneurs may benefit from student input into their ventures (Vesper, 1988).

Whether or not it is possible to adequately teach entrepreneurial skills in a traditional MBA programme, along side the functional specialism that this entails, there are clearly specific needs which must be met if a successful attempt at attaining these goals is to be made. Aspects of both entrepreneurial education and traditional MBA education are useful to both. It is only the emphasis that these are given which is potentially at odds. With the differentiation of business courses concentrated entrepreneurship programs are beginning to emerge. Although research has attempted to assess the impact this will have on faculty (Vesper, 1988; Hill, 1988) and their response to these changes in terms of course design, business school structure, and general academic standards, little research has focused on the customer for these courses - the students.

To date, exploration of entrepreneurship education has tended to be American based and to concentrate on the attitudes, opinions, and expectations of the professionals within the enterprise field (Chusimir, 1988) and upon the appropriateness of the business school environment for such education (Vesper et al, 1989). Here we hope to add to this debate with a preliminary exploration of the opinions and attitudes of the customers for these courses in Britain.

This research is part of an international study by Ed McMullen at the University of Calgary, into the attitudes of MBA students towards entrepreneurship education. This paper presents the findings of a questionnaire survey of 126 full time and executive MBAs at Cranfield School of Management.

The survey explored student attitudes towards entrepreneurship education, the types of courses possible, the structure and weighting of these courses, basic content and student composition, and, finally, entrepreneurial activities of their teachers. In the true spirit of entrepreneurship research, their responses are related to family background and personal characteristics, to past experience and to future employment intentions.

RESULTS

Personal Characteristics

The respondents age ranged from 25 to 40 years, with a mean age of 31. Fifty-eight percent were less than 32 years of age. Ninety three percent of the sample were male. 28.4% held other Masters degrees, and 7.4% Doctoral degrees.

Employment Experience

As incubator experience is seen as important in the development of an entrepreneur and integral to success and progression on an MBA programme, length of employment history and previous experiences were explored.

Fifty percent of the sample had less than 9 years work experience, but only 3.3% had less than 3 years experience. The length of work experience ranged from 1 year to 23 years. Table 1 shows the level of experience in five areas of management particularly relevant to entrepreneurship. Interestingly, whilst they perceived themselves to be strong in the areas of leadership and new technologies, they had limited experience in the crucial areas of negotiations and very little of raising money.

Table 1

Type of Experience	None/Very Little	Level of Experience Some	Quite a Bit/a Lot
Leadership	9%	27%	64%
Negotiations	2%	43%	35%
New Technology	19%	20%	61%
International Setting	30%	26%	44%
Raising Money	71%	11%	18%

Entrepreneurial Characteristics

Forty nine percent of the surveyed MBA students considered themselves to be entrepreneurs despite the fact that relatively few had direct experience of business ownership. Although 36.7% described themselves

as having come from a family background, only 16.7% had previously owned their own business. Of these, the mean length of time of ownership was 2.6 years with 73% claiming to have owned a business for 2 years or less. Whilst the mean number of businesses owned was 1.17, the vast majority (83%) had owned only one business.

Future entrepreneurial intention: More than three quarters of respondents (78.6%) indicated an intention to start their own companies. Of these, the mean length of time after completion of the MBA within which they intended to establish their firm was 5.9 years, with 74.1% indicating it would be within 5 years of completion.

Entrepreneurship Courses

The results which follow relate primarily to MBA students who expressed a predominant interest in enterprise education.

Primary purpose for enrolment on the Cranfield MBA programme: Fifty one percent of the MBAs indicated that the primary reason for enrolling upon the Cranfield MBA programme was to enhance their career prospects in a large or medium sized organisation and 35% indicated that enrolment was to develop knowledge and skills for enterprise. The remaining 14% were not primarily committed to either one of these two objectives.

Structure of the Cranfield MBA programme: Sixty four percent of respondent indicated that up to 20% of the MBA programme should be dedicated to independent enterprise education [dividing 34% for up to 10%; and 30% for between 11 and 20%]. In relation to the subject matter of the course 48% felt it was in need of "some change" and indeed 10% felt it was in need of "considerable change" in order to fully develop their skills and knowledge as entrepreneurs. The majority (52%) considered that the MBA classes should be held primarily with fellow entrepreneurship students or practicing entrepreneurs. Table 2 show the relative weighting given to factors which were seen as important for advanced entrepreneurial education.

Table 2 Factors considered important for advanced education in entrepreneurship

Factor	Least Important	50/50	Most Important
Provide useful knowledge	21%	18%	61%
Assist in skill development	15%	21%	64%
Provide useful role models	30%	19%	51%
Assist in opportunity identification	12%	17%	71%
Assist in contact formation	27%	15%	58%
Provide experience in venture development	14%	8%	78%

The degree to which courses should emphasize working with real business ventures: The students clearly valued practical, current input in their courses. Sixty nine percent thought there ought to be a high level of emphasis placed on working with real businesses, 27% favoured a medium emphasis, with only 4% favouring low levels of emphasis.

Similarly, the majority of respondents indicated a preference for a "hands on" clinic option in the MBA programme, with only a small percentage showing any inclination to pursue the option of converting their work into a doctorate. See Table 3.

Table 3 Preference for Types of Clinic Option

Clinic Option	Yes	No
"Launching an innovative high growth venture either individually or as part of a team"	85%	15%
"Understudy one or more successful entrepreneurs, including a thorough study of their enterprise"	79%	21%
"Thesis option in preparation for Ph.D."	7%	93%
"Arranging for new technology joint-venture to be set up between foreign growth firms and local or domestic enterprises"	56%	44%

Given the opportunity to design an entrepreneurship programme requiring 20 courses, the MBA students show an interesting disinclination to take control of their own learning, the majority preferring both management and entrepreneurship courses to be "required". Surprisingly, in view of their responses shown in table 3, the majority preferred only one or two clinic courses to be included. See Table 4.

Table 4 Respondent designed 20 Course Entrepreneurship Programme.

Course Type						
Required management courses (Eg finance, marketing, accounting etc)	4 or below 6.8%	5-8 60.1%	9-12 27%	13-16 2.7%	17-20 1.4%	Courses % MBAs
Required entrepreneurship courses (Eg. opportunity identification, new venture financing, creative thinking etc.)	4 or below 25.7%	5-8 70.2%	9-12 16.2%	13-16 0%	17-20 0%	Courses % MBAs
Optional management courses	2 or below 72.2%	3-4 22.2%	5-6 5.6%			Courses % MBAs
Optional entrepreneurship courses	2 or below 69.4%	3-4 26.4%	5-6 4.2%			Courses % MBAs
Clinic courses (as described above)	2 or below 60.8%	3-4 28.4%	5-6 8.1%	10 2.7%		Courses % MBAs

Changes in intention towards running own business: 58% indicated that their intention towards running their own business had not changed since starting the MBA; 38% indicated that they were now more likely to pursue their own business; and only 4% were less likely to pursue this direction.

The Educators: Opinion towards the entrepreneurial status of entrepreneurship academics varied, though the majority considered them to be in need of being "more entrepreneurial" (46%) or indeed "much more entrepreneurial" (25%).

Entrepreneurial Degree Selection

Asked to describe the factors which they considered to be important in the selection of a degree programme in entrepreneurship, the reputation of the faculty emerged as the premier factor followed by the reputation of the university and the type of courses offered. Students were also prepared to travel. Proximity to their home, and attractiveness of the community where the university was located were rated least important (See Table 5). Indeed, only 15.4% of the MBAs were unwilling to travel outside their own region for the "right type" of entrepreneurial education; 41% were prepared to travel anywhere within their own country; 10.3% anywhere on their own continent; and 33% anywhere in the world!

Table 5 The importance of factors in the selection of an entrepreneurial degree programme

Factor	Least Important	Not Really Important	50/50	Important	Most Important	Mean *
Reputation of the university	---	---	12%	38%	50%	4.39
Reputation of entrepreneurship faculty	---	1%	1%	18%	80%	4.76
Quality of students	3%	11%	14%	23%	49%	4.04
Number of courses in entrepreneurship	5%	13%	25%	27%	30%	3.64
Type of courses in entrepreneurship	---	3%	13%	30%	54%	4.37
Opportunity to work with a variety of new businesses	3%	4%	16%	35%	42%	4.14
Opportunity to be involved in international joint-venture	17%	14%	17%	24%	28%	3.30
Opportunity to receive assistance in launching your own business	8%	---	15%	25%	52%	4.14
Amount of tuition	5%	18%	27%	31%	19%	3.41
Proximity to where you currently live	67%	9%	13%	7%	4%	1.72
Attractiveness of the community where the school is located	62%	17%	14%	3%	4%	1.70
Opportunity to make productive contacts	3%	9%	13%	32%	43%	4.04
Opportunity to understudy successful entrepreneurs	5%	9%	15%	34%	37%	3.88
Opportunity for an international learning experience	18%	12%	18%	26%	25%	3.28

<3 Unimportant 3> Important

* The numbers show the mean value of the five point scale shown in the table rather than the seven point scale on which the questionnaire was based.

STATISTICAL ANALYSIS

Chi-squared analysis was undertaken to identify any significant differences between respondents with regard to personal details, experience, and future intentions.

Entrepreneurial Perception

Response to the question "Do you consider yourself to be an entrepreneur ?" was used to classify individuals into "entrepreneurs" and "non entrepreneurs" and significant differences emerged between motivations and experiences of the two groups. See Table 6.

Table 6 Statistically Significant Differences Between "Entrepreneurs" and "Non Entrepreneurs"

Observation	Chi-Squared	Degrees of Freedom	Significant Level
Primary reason for enrolling on the Cranfield MBA	24.97	4	0.001
Have you owned your own business	4.83	1	0.027
Do you intend to start your own business	18.22	1	0.001
Within how many years do you expect to start your own business	4.43	1	0.035
Have you experience in Direct Sales	15.95	2	0.001
Have you experience in Negotiations	11.37	2	0.003
Have you experience in New Technology	8.17	1	0.004

The majority of "entrepreneurs" enrolled on the MBA programme primarily to develop knowledge and skills for enterprise whilst "non entrepreneurs" enrolled for management reasons. As anticipated those individuals having previously owned their own business accounted for 77% of the "entrepreneurs".

A majority of both "entrepreneurs" and "non entrepreneurs" indicated their intention to start their own business, but with "entrepreneurs" exhibiting a significantly greater propensity (97.6% and 58.5% respectively). For both groups the predominant expected time scale for establishing a business was within 5 years of completing the MBA, although again a significantly larger proportion of "entrepreneurs" (82.9% compared to 57.1%) proposed this time scale.

"Non entrepreneurs" tended to have had "little or no experience" of direct sales (65.9%), whilst "entrepreneurs" were more likely to have had "quite a lot of experience" of this kind (45%).

"Entrepreneurs" had significantly higher levels of experience of negotiation (50%) whilst again "non entrepreneurs" were dominated by individuals with lower levels of this type of experience (34.1% compared to 9.5%). A similar trend was exhibited with regard to new technology, 78% and 45.5% of "entrepreneurs" and "non entrepreneurs" respectively having high levels of experience.

As expected the majority (53%) of those intending to start their own business enrolled on the MBA programme to develop knowledge and skills in enterprise. Significantly more of those at present not considering this option, primarily enrolled to enhance their prospects in management (72.2% compared with 24.2%).*

Family Business Background

Significant differences emerged between those from family business backgrounds and the rest of their colleagues. See Table 7.

Table 7 Statistically Significant Differences Between "Family Business Background" and "Non Family Business Background"

Observation	Chi-Squared	Degrees of Freedom	Significant Level
Importance of "Providing useful knowledge" for advanced education in entrepreneurship	6.23	2	0.044
Importance of "Assist in skill development" for advanced education in entrepreneurship	7.09	2	0.028
Course allocation for "Required entrepreneurship course"	1.47	1	0.225
Importance of the attractiveness of the community in which the entrepreneurship course is located	8.97	2	0.011
Importance of "Opportunity to understudy a successful entrepreneur in selection of an entrepreneurship course"	9.09	2	0.010
Intention to start business in the future	3.62	1	0.057

The majority of respondents saw the provision of useful knowledge for advanced education in entrepreneurship as being important. However this was emphasized significantly more by those who were not from a family business background (71.4% compared to 45.2%).

Assisting in skill development was seen by the majority of all respondents as important for advanced education in entrepreneurship, although there was a greater tendency for those individuals from family business backgrounds to see this factor as not important (25.8% as compared to 4.7%).

In designing their own 20 course entrepreneurship programme the overall and predominant trend was to allocate the compulsory entrepreneurship component over five courses. The majority (82.8%) from family business backgrounds allocated 5 to 12 courses as did those from non business backgrounds (70%).

The attractiveness of the community within which the school was situated was generally reported to be unimportant. However, significantly more respondents from family business background considered this

* Chi-Squared = 14.51, DF = 2, SL = 0.001

aspect to be "reasonable important" (37.9% compared to 9.3%), while significantly less of this group, compared to those of non family business backgrounds saw it as not important (31% compared to 53.5%).

Over 65% of individuals in both groups saw the opportunity to understudy a successful entrepreneur as being important in their choice of entrepreneurship programme. Interestingly, the vast majority of individuals from a family business background saw this opportunity as "most important" (51.7% compared to 25.6%), whilst significantly more of those not from a family business background saw this opportunity as "important" (46.5% compared to 13.8%).

The majority of both groups indicated the intention to start their own business, yet sizably more being those from family business backgrounds (90% and 72.2% of family business and non family business backgrounds, respectively).

Work Experience

The majority of those with "some" or "quite a lot" of experience of direct sales enrolled on the MBA programme to develop knowledge and skills for enterprise. Those with "little or no" experience tended to enrol to enhance their career prospects in management (Chi-Squared = 11.28, DF = 4, SL = 0.023).

Not surprisingly over 80% of those with "some" or "quite a lot" of experience in international settings saw the opportunity to be involved in an international joint venture as an important aspect in the choice of entrepreneurship programme. Moreover the greater the level of experience the greater the level of importance this opportunity was attributed, with significantly more of those with "quite a lot" of experience seeing the opportunity as "most important" and the majority of those with "some" experience seeing it as "reasonable important" (Chi-Squared = 17.54, DF = 4, SL = 0.001).

Marketable Factors for Advanced Education in Entrepreneurship

When examining the importance of factors in the selection of a post-graduate entrepreneurship degree programme, assuming students are in the market to select, differences emerged between individuals dependent upon experience of previous business ownership, intention to start a company in the future and primary reason for MBA enrolment. T-Tests were used to examine differences in the importance attributed to factors in the selection of an entrepreneurship degree programme.

Previous Business Ownership: While the reputation of the university within which an entrepreneurship programme was set was seen by both groups as important, it was significantly more important to those having previously owned their own business (See Table 8). The above trend was also true in relation to the relative importance of the quality of students as a factor in the selection of an entrepreneurship programme.

While both groups again regarded this factor as important those with experience of previous business ownership allocated it significantly more importance.

Table 8 **Marketable Factors of Entrepreneurship Degree Programme by Previous Business Ownership**

Factor	HAVE YOU OWNED YOUR OWN BUSINESS	
	Yes Mean Rating	No Mean Rating
Reputation of the university	6.07	5.51*
Reputation of entrepreneurship faculty	6.00	6.12
Quality of students	5.93	5.07*
Number of courses in entrepreneurship	4.64	4.80
Type of courses in entrepreneurship	5.50	5.59
Opportunity to work with a variety of new businesses	5.29	5.24
Opportunity to receive assistance in launching own business	5.07	5.43
Attractiveness of the community where the school is located	3.14	2.19*
Opportunity to make productive contacts	5.29	5.03
Opportunity to understudy successful entrepreneurs	5.14	4.93
Opportunity for an international learning experience	5.07	4.17*

<4 Unimportant 4> Important * = Significant Difference at 0.05 Level (T-Test)

The attractiveness of the community within which the school, offering the entrepreneurship programme, is located, was seen as unimportant by both groups, but, interestingly, was seen as significantly more important by those who had previously owned their own business.

Opportunity for an international learning experience was viewed as an important factor in programme selection by those with previous business ownership experience, yet only mildly important by those without this experience. In the case of the other factors both groups did not significantly differ in their agreement as to there relative importance.

Future Entrepreneurial Intentions: Individuals intending to start their own business in the future perceived the number of courses in entrepreneurship as an important factor in the selection of an entrepreneurial programme (See Table 9), while those not intending to pursue this option regarded this factor to some degree as unimportant. For both groups the type of courses in entrepreneurship offered was allocated a similar level of importance, but as expected this factor was deemed to be significantly more important by those intending to start their own business. All but two of the other factors were seen to be important to both groups. The attractiveness of the schools location being jointly rated as unimportant, while the opportunity for an international learning experience was rated as mildly important by those with the intention of starting their own businesses but just unimportant by those not.

Table 9 **Marketable Factors of Entrepreneurship Degree Programme by Future Entrepreneurial Intention**

Factor	INTENTION TO START OWN BUSINESS	
	Yes	No
	Mean Rating	Mean Rating
Reputation of the university	5.66	5.00
Reputation of entrepreneurship faculty	6.06	6.00
Quality of students	5.25	5.00
Number of courses in entrepreneurship	4.97	3.71*
Type of courses in entrepreneurship	5.65	4.86*
Opportunity to work with a variety of new businesses	5.35	5.71
Opportunity to receive assistance in launching own business	5.37	6.14
Attractiveness of the community where the school is located	2.39	2.14
Opportunity to make productive contacts	5.10	5.29
Opportunity to understudy successful entrepreneurs	4.97	5.43
Opportunity for an international learning experience	4.36	3.57

<4 Unimportant 4> Important * = Significant Difference at 0.05 Level (T-Test)

Primary Reason for Enrolment on MBA: Most of the marketable factors of the MBA programme, for example, opportunities for varied work, networking, understanding entrepreneurs, as well as, assistance in launching future/intended businesses were seen as being important by both groups of respondents (See Table 10). The exception was the attractiveness of the schools location, which was seen to be least important. However two significant differences emerged whereby those respondents, whose primary reason for MBA enrolment was to gain knowledge and skills for enterprise, allocated higher importance to the number of entrepreneurship courses and the quality of students, than did management orientated MBAs.

Table 10 **Marketable Factors of Entrepreneurship Degree Programme by Primary Reason For Enrolment on the Cranfield MBA Programme**

Factor	PRIMARY REASON FOR MBA ENROLMENT	
	Enterprise	Management
	Mean Rating	Mean Rating
Reputation of the university	5.57	5.53
Reputation of entrepreneurship faculty	6.05	6.06
Quality of students	5.34	4.50*
Number of courses in entrepreneurship	4.95	4.19*
Type of courses in entrepreneurship	5.61	5.24
Opportunity to work with a variety of new businesses	5.33	4.81
Opportunity to receive assistance in launching own business	5.25	5.59
Attractiveness of the community where the school is located	2.64	2.14
Opportunity to make productive contacts	5.14	5.20
Opportunity to understudy successful entrepreneurs	5.02	4.73
Opportunity for an international learning experience	4.47	4.07

<4 Unimportant 4> Important * = Significant Difference at 0.05 Level (T-Test)

CONCLUSION

A widespread intention among the MBAs was the desire to start their own businesses, even among those who primarily enrolled to advance their positions in medium or large organisations. This would seem to give credence to the general inclusion of an enterprise component within MBA programs, a point emphasised by the finding that, since commencing the course, over one third of the MBAs had altered their position and were more likely to start an independent business in the future, even though the majority had enrolled to enhance their prospects in medium or large organisations. Further, nearly one quarter of the management MBAs indicated their intention of running their own firms. Those enrolling on the MBA to gain knowledge and skills for enterprise were dominated by those individuals perceiving themselves to be "entrepreneurs" and by those intending to run their own businesses in the future. This being so an enterprise component on a regular MBA programme may both satisfy the evident demand and also broaden the outlook of future managers, instilling some awareness of innovation and enterprise, qualities much in demand in the present rapidly changing business environment.

Whatever their eventual fate, these results support the view that entrepreneurship education should be included as a required component in all MBA programmes. For example, up to 20% of the total MBA programme was designated to entrepreneurship education, even by management MBAs. Similarly, the benefits of traditional management education were given high priority by enterprise orientated MBAs. The value of entrepreneurship education is expressed clearly by the customer but so is the need for change. A general guide to possible course structures and curriculum emerged, in which similar weighting for entrepreneurship and management courses was advocated. The prevailing desire in the design of the entrepreneurship course was for the adoption of a more practical approach, particularly an emphasis on experience in real business ventures, the possibility of launching individual or group ventures, assistance with the launch of a future business venture, and the provision of successful role models. The latter option was viewed as particularly important by those with specific insight, those from family business background, who had some prior exposure to an entrepreneur and an awareness of the complexities of ventures. Aspects of change were not restricted to the course content alone, the entrepreneurship educators were also perceived as being in need of being more entrepreneurial!

With the "Europeanisation" of the British Business School, the possibility and necessity of providing opportunities for international experience becomes ever more important. The general trend would seem to favour guided international exposure, a point emphasised particularly by those with international experience. In a period when the European market is poised to influence the level of business success, guided exposure may assist in developing both an awareness of opportunities and the appropriate skills, besides providing a forum for contact formation essential for productive social networking.

In the marketing of an entrepreneurship post graduate programme various factors emerged as important. In general terms the most important factors identified were the reputation of the entrepreneurial faculty and the reputation of the university, factors not easily changed. However other factors are more easily manipulated. The type of entrepreneurship course and the actual number of courses offered were allocated high importance as was the quality of the other students. Again as above, practical content of the course was stressed, notably the opportunities to gain practical experience, working with a variety of new businesses, understudying successful entrepreneurs, make productive contacts, and receiving assistance in launching their own business.

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