



# The future of entrepreneurship: Policy and Practice

April, 8<sup>th</sup>-9<sup>th</sup>, 2019, Paris conference

## **The role of entrepreneurial education and support in business growth intentions: the case of Canadian entrepreneurs**

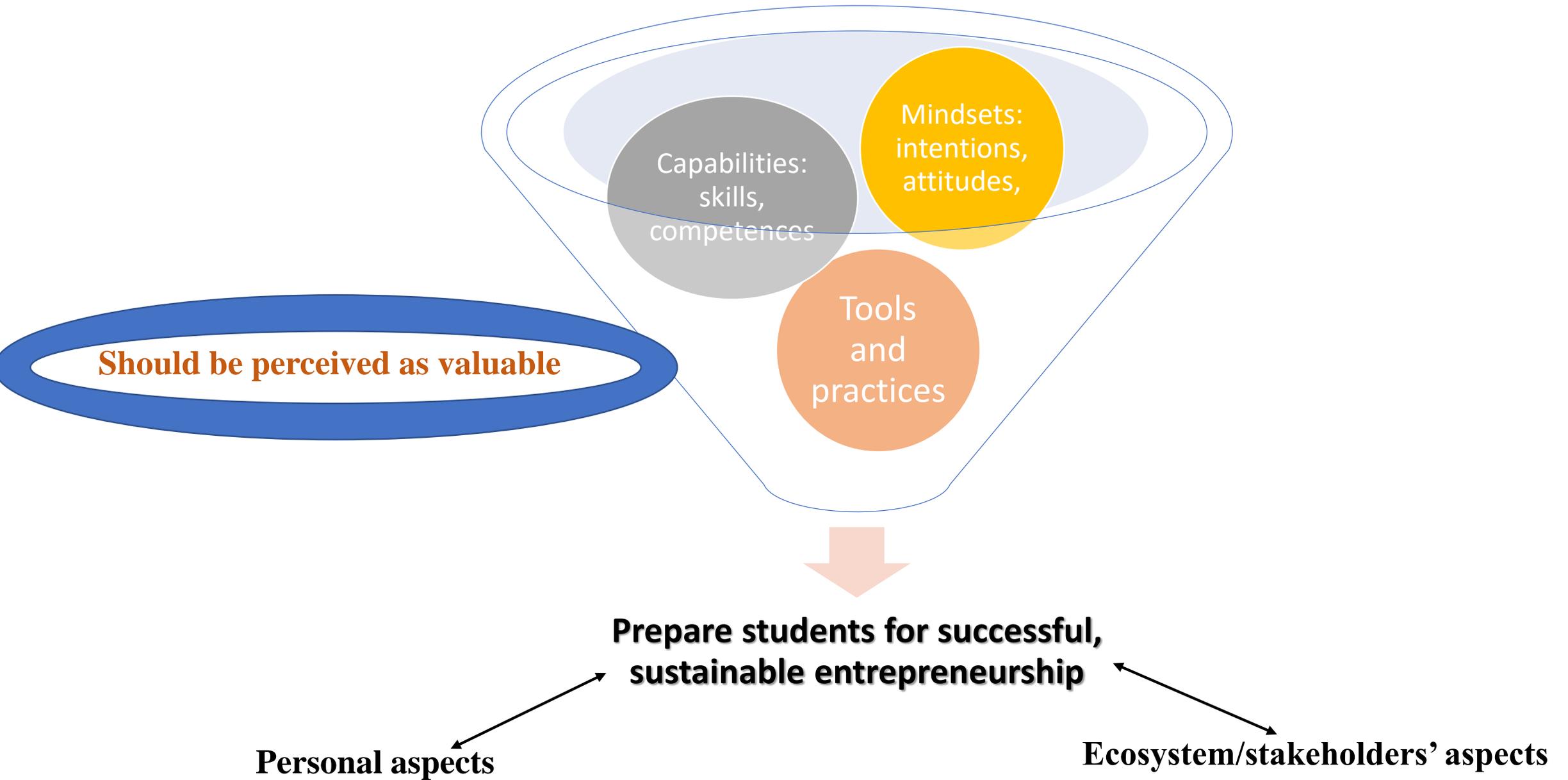
Dafna Kariv, Luis Cisneros, Mihai Ubanesco

College of Management Academic Studies, Rishon Lezion, Israel and

HEC, Montreal, Canada

# What is important about entrepreneurship education (EE)?





# Entrepreneurial education



## Academic programs

- ☺ Based on content and knowledge
- ☺ Focused on management skills
- ☺ Deepen a general, conceptual understanding of the field
- ☺ Provides professional, though theoretical, expertise of verticals (e.g., IoT, AI, social entrepreneurship)

## YET

- Theoretical;
- Limited opportunities for hands-on; ‘learning-by-doing’

## Non-academic programs

- ☺ Supportive services
- ☺ Accessing funds
- ☺ Mentorship and access to experts
- ☺ Tools for the new venture creation process
- ☺ Advice in financing, business plan, ideation
- ☺ Networking for recruitment and partnerships

## YET

- Still depicted as vague and sporadic

# The conceptual framework of EE *(Valerio, Parton, and Robb 2014)*

- (a) Entrepreneurial **mindsets**, such as growth intentions
- (b) Entrepreneurial **capabilities**, e.g., knowledge, skills
- (c) Entrepreneurial **status**, e.g., intending to start a business, started a business
- (d) Entrepreneurial **performance**, such as, innovation, profits, personal income

<https://openknowledge.worldbank.org/bitstream/handle/10986/18031/9781464802027.pdf?sequence=1>

## *Growth intentions*

1. **The definition:** A thinking process of ‘what is to come’
2. **The action:** Identification and deployment of the desirable resources to grow a business (i.e., fulfill those intentions)
3. **The outcome:** Business growth depends on entrepreneurial growth intentions
4. **The representation:** Manifested in motivations that push towards entrepreneurial-growth behaviors
5. **Adaptability:** it is echoing the irregularity of the entrepreneurial business growth flow

# Optional relations

Growth intentions of the entrepreneurial business

Perceived value gained from **academic programs**

Perceived value gained from **non-academic programs**

Growth intentions of the entrepreneurial business

Growth intentions of the entrepreneurial business

Perceived value gained from **academic programs**

Perceived value gained from **non-academic programs**

Growth intentions of the entrepreneurial business

Growth intentions of the entrepreneurial business

Perceived value gained from **academic programs**

Perceived value gained from **non-academic programs**

Growth intentions of the entrepreneurial business

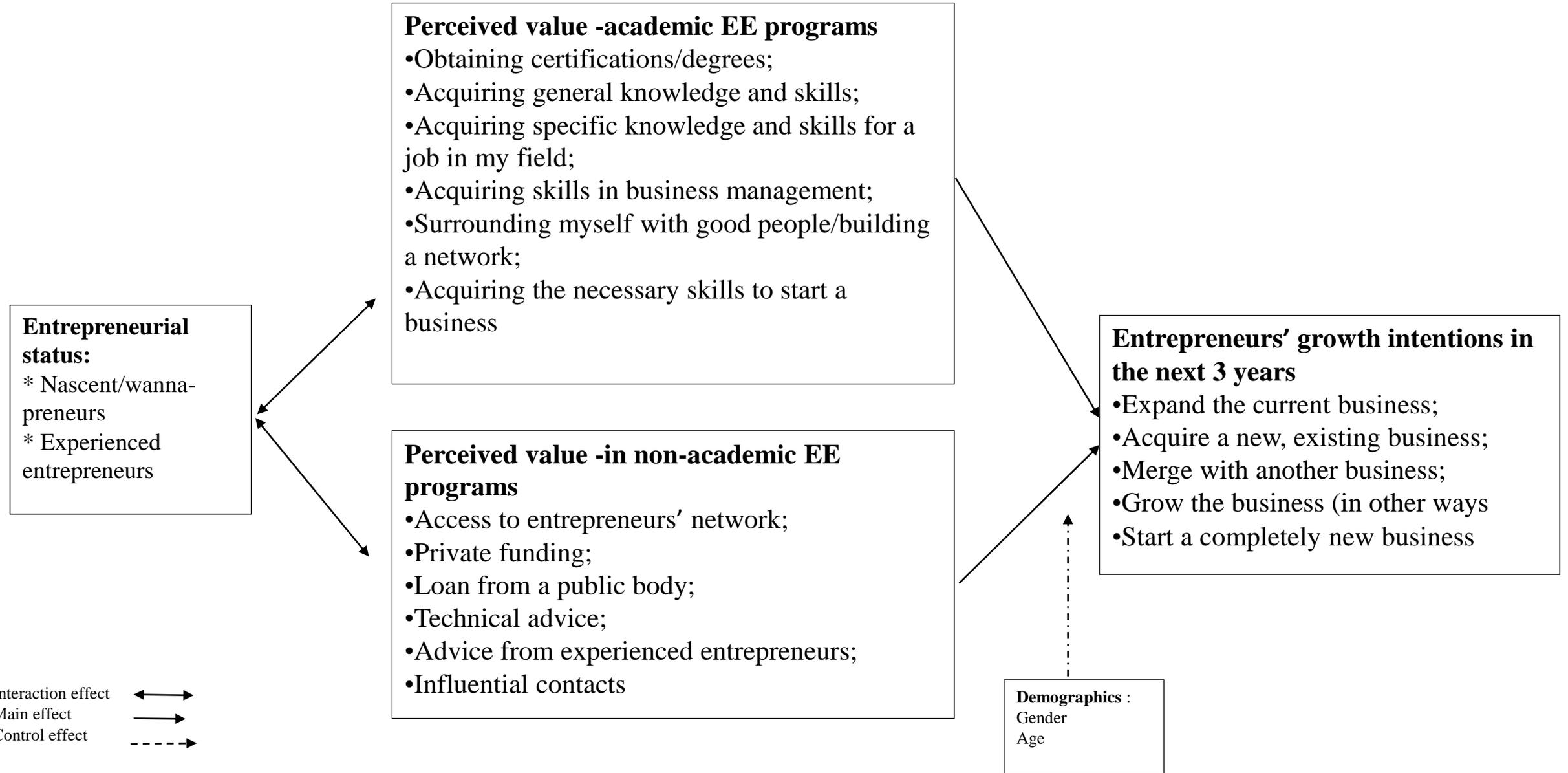
Growth intentions of the entrepreneurial business

Perceived value gained from **academic programs**

Perceived value gained from **non-academic programs**

Growth intentions of the entrepreneurial business

# Research model





# Theoretical ground

## *Entrepreneurial self-efficacy (ESE)*

- The individual's belief in his or her capabilities to manage situations (regardless of the objective situation)
- ESE recognized as a leading component prompting entrepreneurial intentions
- ESE is an important originator to entrepreneurial action
- Education can influence the individual's level of ESE

## *The theory of planned behavior*

- Intentions constitute the main signal in people's determination and willingness to put effort and resources into the behavior that they are planning as the outcome (Ajzen, 1991),
- Entrepreneurial intentions are the crucial creator to actual entrepreneurial actions
- EE enhances awareness of entrepreneurship as a mindset, such as growth intentions

# Methodology

- In collaboration with Léger Marketing and La fondation de l'entrepreneurship (FDE), the Institute for Entrepreneurship National Bank/HEC Montréal has been conducting one of the largest surveys on entrepreneurship in Quebec, the IEQ (Quebec Entrepreneurial Index).
- The 2609 respondents were Canadian residents of at least 18 years of age.
- The respondents were invited, by email, to respond to the questionnaire, and a quota method was chosen to obtain a minimal number of responses for specific categories.

## Data collection was designed as follows:

- (a) *'wanna-preneurs'* – individuals who intend to create a new business or take over an existing one (alone or with other people);
- (b) *nascent entrepreneurs* – individuals who, over the past 12 months, alone or with other people, have taken steps to create a new business or take over an existing one (e.g., searching for equipment or a location, organizing a team, developing a business plan, starting to save money, or any other activities that would help start a business);
- (c) *experienced, owners* – individuals who are concurrently business owners; (d) *experienced, closing* – individuals who have already closed or ceased the activities of a business that they owned and managed (not including sale of the company).
- (d) *experienced, closing* – individuals who have already closed or ceased the activities of a business that they owned and managed (not including sale of the company).

**In this study, we used two statuses: *nascent/wanna-preneurs* (a+b) and *experienced* (c+d).**



# **Research hypotheses**





## Perceived Value gained by academic program on growth intentions

Intentions in the next 3 years	Expand current business (in numbers of products, employees, clients))		Acquire a new, existing business		Merge with another business		Grow the business (innovation, strategic collaboration)		Start a completely new business	
	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)
<b>Perceived value from academic EE</b>										
Obtaining certifications/degrees	-.047 <sup>b</sup>	-2.09*	-.040	-1.684*	-.063	-2.686**	-.159	-6.853**	-.085	-3.6**
Acquiring general knowledge and skills	.081 <sup>b</sup>	-2.171*	.080	1.948*	-	-	.190	4.901**	.077	1.941*
Acquiring specific knowledge and skills for a job in my field	.196 <sup>b</sup>	-5.053**	.088	2.647**	.124	3.054**	.196	4.856**	-	-
Acquiring skills in business management	.087 <sup>b</sup>	-2.773**	-	-	.162	4.927**	-	-	.129	3.884**
Surrounding myself with good people/building a network	-	-	-	-	-	-	.044	2.053*	-	-
Acquiring necessary skills to start a business	-	-	-	-	-	-	.044	2.128*	-	-

## Perceived Value gained by EE Non-academic program – growth intentions

Intentions in the next 3 years	Expand current business		Acquire a new, existing business		Merge with another business		Grow the business (innovation, strategic collaboration)		Start a completely new business	
	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)
Access to entrepreneurs' networks	.096	5.105**	.138	6.876**	-	-	-	-	-	-
Private funding	.237	11.756**	-.05	-2.25**	.140	6.6**	-	-	.137	6.422**
Loan from a public body	.289 <sup>b</sup>	14.804**	.114	5.516**	-.100	-4.872**	-.082	-4.022**	.044	2.098*
Technical advice	.196 <sup>b</sup>	9.56**	-	-	.056	2.607**	.080	3.758**	-	-
Advice from experienced entrepreneurs	-	-	-	-	-.055	-2.641**	.036	1.777*	-	-
Influential contacts	-	-	-	-	-	-	.041	1.97*	-.047	-2.197*
<b>Demographics</b>										
Age	-.099 <sup>b</sup>	-5.452**	-	-	-.038	-1.966*	-	-	-	-
Gender	-	-	-	-	-.039	-2.037(<.06)	-.070	-3.730(<.01)	-	-



## Perceived value from Non-academic EE - Nascent entrepreneurs

Intentions in the next 3 years	Acquire a new, existing business 		Merge with another business <sup>4</sup>		Grow the business (innovation, strategic collaboration) 		Start a completely new business <sup>6</sup>	
	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)
<b>Perceived value from non-academic EE</b>								
<b>Nascent entrepreneurs</b>								
Access to entrepreneurs' network	-	-	-	-	-	-	-	-
Private funding	.120	4.118**	-.072	-2.586**	-	-	-	-
Loan from a public body	.277	9.026**	-	-	-.264	-9.128**	-	-
Technical advice	-.436	-4.736**	-.407	-4.596**	.090	3.357**	-	-
Advice from experienced entrepreneurs 	.160	6.331**	-	-	.080	3.341**	-	-
Influential contacts	-.051	-2.016*	-	-	-	-	-	-

## Perceived Value gained by EE **academic program** – *experienced entrepreneurs*

Intentions in the next 3 years	Acquire a new, existing business		Merge with another business <sup>4</sup>		Grow the business (innovation, strategic collaboration)		Start a completely new business <sup>6</sup>	
	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)
<b>Perceived value from academic EE</b>								
<b>Experienced entrepreneurs</b>								
Obtaining certifications/degrees	-	-	-.055	-2.34*	-.163	-6.906**	-	-
Acquiring general knowledge and skills	-	-	.230	3.00**	.225	4.842**	-	-
Acquiring specific knowledge and skills for a job in my field	-	-	-	-	-.261	-3.377**	.22	3.12*
Acquiring skills in business management	.101	2.821*	.190	5.457**	-	-	-	-
Surrounding myself with good people/building a network	-	-	-	-	.044	2.012*	-	-
Acquiring necessary skills to start a business	-	-	-	-	.043	2.082*	-	-

## Perceived value from **Non-academic EE** - Experienced entrepreneurs

Intentions in the next 3 years	Acquire a new, existing business		Merge with another business <sup>4</sup>		Grow the business (innovation, strategic collaboration)		Start a completely new business <sup>6</sup>	
	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)	Beta	T (sig.)
<b>Experienced entrepreneurs</b>								
Access to entrepreneurs' network	-	-	-	-	-	-	.121	1.67*
Private funding	-	-	-	-	-	-	-	-
Loan from a public body	-	-	-	-	-	-	-	-
Technical advice	-.131	-1.851*	-.422	-6.118**	.15	1.9*	-	-
Advice from experienced entrepreneurs	-	-	-	-	-	-	.18	1.9*
Influential contacts	-	-	-	-	-	-	.13	1.79*



# Findings and conclusions



## Nascent/wanna-preneurs:

### For academic attributes

Knowledge and skills + growth intentions

Networks + growth intentions

**When lacking prior experience, entrepreneurs treat educational activities: academic knowledge and networking with people introduced by academia, as reliable**

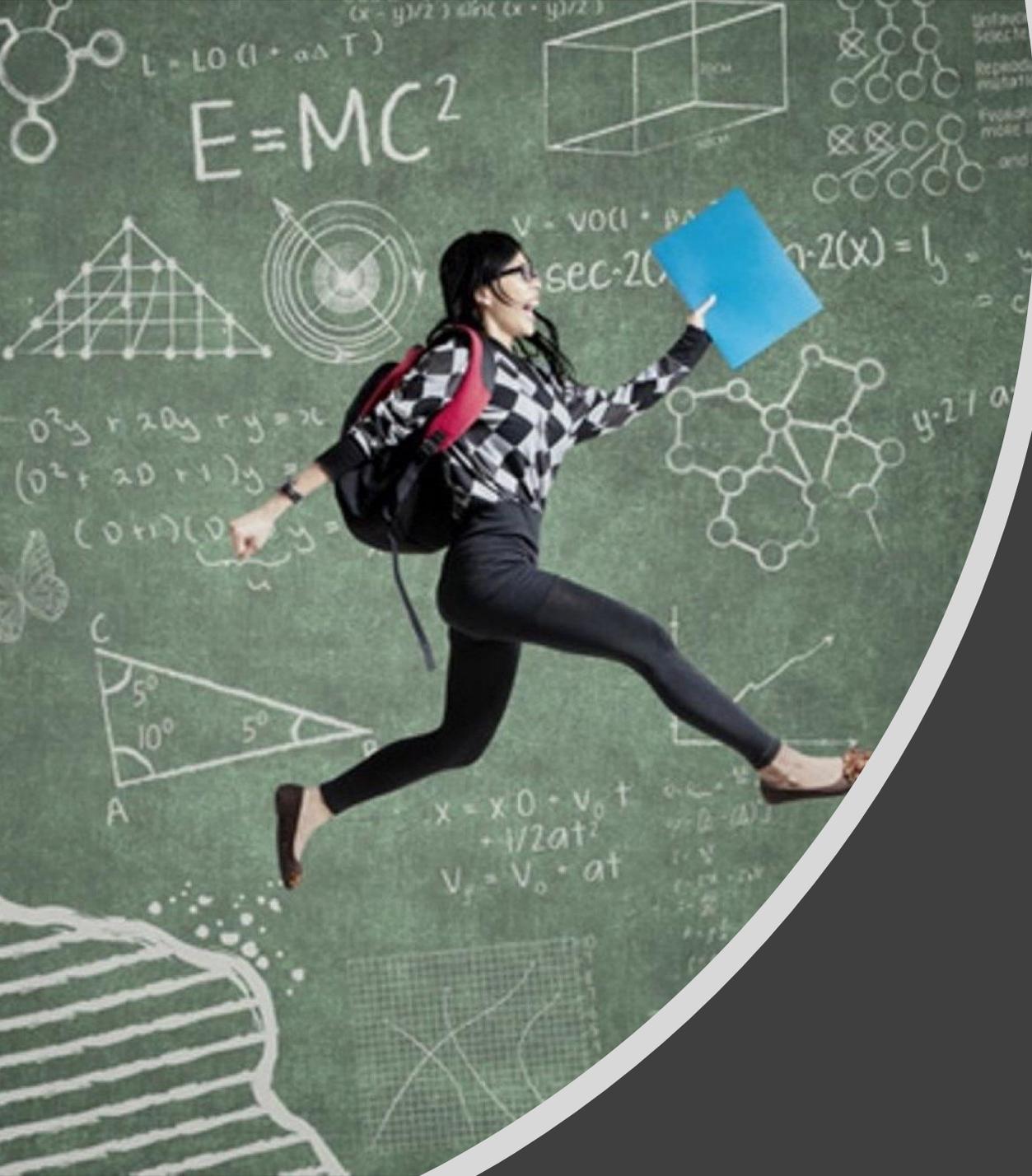
### For non-academic education

Funding attributes + growth intentions

Advice + growth intentions

**Seen as facilitating access to both tangible resources(funding) and intangible (advice)**





## Experienced entrepreneurs

Academic EE appears to be more significant than non-academic EE + growth intentions

**Experienced entrepreneurs appreciate EE attributes that add value to that which they have *already experienced and known* during the course of their lives**

# Research implications

- Our findings reinforce the roles of both academic and non-academic EE programs for entrepreneurs
- HE programs should take into consideration the students (entrepreneurs) experience, nascent or experienced, to develop the most accurate program
- Courses and programs should focus/adjust through the types of growth intentions, to introduce the most significant value to students
- Growth intentions could be considered as a reliable measure for the impact and measurement of EE

