

Chapter 2

Entrepreneurship Learning: A Case Study

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ABSTRACT

This chapter focuses on entrepreneurship having students as actors. Students were engaged in the development of a business project. They turned ideas into action in a creative and innovative process. The academic study was conducted at a Polytechnic Health school. They used the management common tools to develop the idea and they experienced the role of an entrepreneur. Conversely, one of the aspects that contributed to the motivation for this work lies into the existing gap concerning project management applied to entrepreneurship. The current literature focuses on the definition of the business plan, a static component of entrepreneurship, which is fundamental for financing domains, but it neglects the dynamic component essential for the development of a business idea. The student majors' rewards were related with the teamwork environment: collaboration, communication, and creativity. This chapter provides to entrepreneurship educators, valuable insights on how to improve the effectiveness of the business project requirements in entrepreneurship education curriculum.

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INTRODUCTION

Entrepreneurship education began in Europe in the early 1970s (Watkins, 1977; Morris and Watkins, 1982; Watkins and Stone, 1999). Then, across Europe, many European business schools have been running programs for the past decade. The European technical universities have been effective in turning out new enterprises to commercialize cutting edge technology and science.

Universities have different and multiple entrepreneurship programs. Fjeld (2016) presented a study comparing seven programs (at American Universities) in order to build a solid foundation in a framework and vocabulary for describing and comparing the programs. He argued that entrepreneurship education falls into three categories: theory-driven, case-based and experiential or learning-by-doing. The case described in this chapter follows the last category.

The entrepreneurship focus, in this chapter refers to an individual's ability to turn ideas into action, which includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Authors present an academic study conducted at a university level with students studying entrepreneurship course at a Polytechnic Health school. The context was settled in the understanding about the essential factors entrepreneurs should have to succeed and on the project management skills, as well as, on the suitable tools to use in order to achieve the better results on a project learning skills.

The major contribution of this chapter is to demonstrate that students in health care degrees learn entrepreneurship. They do not expect to be business/managers professionals or start up business leaders. They learn by doing the theoretical concepts and practical business analysis tools, and they experience how to create a new service or new product necessary to health technicians, doctors and nurses to improve their work conditions and the safety either of these users or for the patients who will benefit with it. The fundamental idea is to insert the learning capacity of self-organization in the creative process that leads to the success of the business project, typical of new start-ups. The better and consistent outputs of the students' projects have been presented either for patent registration or for companies' development in the market of healthcare.

This paper is organized as follows: Background section describing entrepreneur characteristics, entrepreneurship concept and learning skills and project management skills (an overview about the key knowledge areas and competencies identified in the literature); then, the methodology and approach focusing on the idea generation; and on it the practices to teach the entrepreneurship course. In development of a case section, a business project example in the area of Health Technologies in the curricular program of Bioentrepreneurship named ICA-Imunocorpantigen is presented, as well as, the design process and the business analysis tools that students followed during the project development.

BACKGROUND

This section presents the conceptual background taken into consideration to teach entrepreneurship course for health students' degrees: entrepreneur characteristics, entrepreneurship concept and learning skills, and project management learning skills. Authors did not find consistent definition of entrepreneur since an entrepreneur reflects the dominant values of his/her national culture. Our decision was to start from the classical authors' opinions, afterwards, the European Commission and the Organization for Economic Co-operation and Development (OECD) considerations about the theme, then, the focus

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