

Chapter 23

Proposal of a Comprehensive Model of Teachable Entrepreneurship Competencies (M–TEC): Literature Review and Theoretical Foundations

Geraldina Silveyra

Tecnológico de Monterrey, Mexico

Angel Herrero-Crespo

Universidad de Cantabria, Spain

Andrea Pérez-Ruiz

Universidad de Cantabria, Spain

ABSTRACT

This chapter presents a literature review of the term competency given the importance of the term in a wide variety of domains, specifically in the education and training. More specifically, the concept is analyzed within the entrepreneurship domain since it has used it as a framework to study entrepreneurs and their performance with new venture creation and later its growth. The chapter also presents a review of entrepreneurship competency models which have been proposed by previous research under the iceberg model. In the end, a model of entrepreneurship competencies is introduced, paying close attention to the behavioral level competencies which can be developed throughout education basing on past research and in the iceberg model.

INTRODUCTION

The assumption that formal education develops specific competencies in young people has rapidly increased the number of entrepreneurship programs and courses in universities around the world (Fayolle & Gailly, 2008; Oosterbeek et al., 2010; Bell et al., 2015; Edwards-schachter et al., 2015; Piperopoulos & Dimov, 2015; Hatt, 2018). In spite of it, and according to different researchers, the entrepreneurship education field is in its early stages since there is no universal theoretical framework nor best practice as to how to educate or train entrepreneurs (Vesper & McMullan, 1988; Gorman et al., 1997; Hills, 1988; Fiet, 2001; Gibb, 2002; Bechard & Gregoire, 2005; Kuratko, 2005; Matlay, 2006; Rasmussen & Sørheim, 2006; Fayolle & Gailly, 2008; Bruton, 2010; Bagheri & Pihie, 2011b; Albornoz, 2013; Fayolle, 2013; Gedeon, 2014; Ghina, 2015; Hatt, 2018).

Entrepreneurship education takes relevance under two assumptions. The first is regarding the fact that those entrepreneurs who create an enterprise within a university environment have a more significant impact on the economic development of their ecosystem (von Graevenitz et al., 2010; Wurthmann, 2013), and they perform much better (Shane, 2003; Godsey & Sebora, 2010). The latter is due to the fact that institutions provide entrepreneurs with skills, attitudes, and knowledge which allow them to be alert to business opportunities and create a business from them (Ali et al., 2012; Piperopoulos & Dimov, 2015). Besides that, it has been established that entrepreneurship education plays a fundamental role in the development of more and better entrepreneurs (Martin et al., 2013; Hatt, 2018). The second assumption affirms that entrepreneurs can be nurtured. This is, there is not entrepreneurial gen, one is not born an entrepreneur (Gorman et al., 1997; Kuratko, 2005; Neck & Greene, 2011). There is sufficient evidence that entrepreneurship can be taught or at least encouraged through entrepreneurship education (Solomon, 2007). Stating that entrepreneurs can be “made” (Sánchez, 2013) whether through formal education or training has significant implications. Amongst them, the theoretical framework of what should be taught and how should it be taught (Kuratko, 2005); even the place where it should be educated (Hindle, 2007).

In the context of the entrepreneurship education, one consistent stream of research focuses on how to develop competencies among students. In this regard, the competency-based approach has become more often a way to study the characteristics of effective entrepreneurs (Man et al., 2002). Explicitly, by competency, is understood all those attributes possessed by an individual which are suitable to perform a specific function (Chell, 2013). This way, if the feature concerns the creation of a company, then, the competencies a person should develop are those concerning entrepreneurship. The development of entrepreneurship competencies amongst youngsters would increase their perceived feasibility, therefore, their entrepreneurial intentions (Sánchez, 2011; Obschonka, 2017).

The relevance of competencies in the promotion and success of the entrepreneurial process has yielded to an extensive line of research leading to numerous definitions and entrepreneurial competency typologies (Chell, 2013; Tehseen & Ramayah, 2015). However, the typologies and classifications proposed so far are heterogeneous, and there is no consensus among scholars as to which are the relevant competencies required within the field of entrepreneurship. On the other hand, not all skills associated with entrepreneurship are susceptible to be learned or acquired through education (Man & Lau, 2005) since most of them are strictly related to personality traits, motives or attitudes, which are all very stable throughout time and turn out to be difficult to modify (Le Deist & Winterton, 2005). As a consequence, the literature on entrepreneurship competencies is characterized by the absence of an integrated framework about the typologies of relevant skills for entrepreneurship and more specifically on which are

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/proposal-of-a-comprehensive-model-of-teachable-entrepreneurship-competencies-m-tec/212023

Related Content

The Role of University, Structural, and Social Support Means on the Intention of Entrepreneurship: An Empirical Study on the Sample of University Youth

Redouan Ainous (2021). *Sustainable and Responsible Entrepreneurship and Key Drivers of Performance* (pp. 166-176).

www.irma-international.org/chapter/the-role-of-university-structural-and-social-support-means-on-the-intention-of-entrepreneurship/282915

Knowledge Creation, Management, and Dissemination in Impact Communities

Ana Melroand L dia Oliveira (2019). *Social Entrepreneurship: Concepts, Methodologies, Tools, and Applications* (pp. 809-823).

www.irma-international.org/chapter/knowledge-creation-management-and-dissemination-in-impact-communities/224785

A Simulation Framework for P2P Queries Routing for E-Business

Anis Ismailand Aziz Barbar (2012). *International Journal of E-Entrepreneurship and Innovation* (pp. 29-50).

www.irma-international.org/article/simulation-framework-p2p-queries-routing/67541

Social Media Influencers' Effect on Chinese Gen Z Consumers: Management and Use of Video Content Platforms

Rob Kim Marjerisonand Songcheng Gan (2020). *Journal of Media Management and Entrepreneurship* (pp. 1-18).

www.irma-international.org/article/social-media-influencers-effect-on-chinese-gen-z-consumers/264417

Framework for Creating Mass Entrepreneurial Intention in India

Sandeep Ganpat Kudtarkarand G. Ramesh (2023). *Handbook of Research on Designing Sustainable Strategies to Develop Entrepreneurial Intention* (pp. 326-347).

www.irma-international.org/chapter/framework-for-creating-mass-entrepreneurial-intention-in-india/328351