CONTEMPORARY TERTIARY ENTREPRENEURSHIP
EDUCATION IN NEW ZEALAND: AN EMPIRICAL STUDY OF
USEFULNESS

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ABSTRACT

Entrepreneurship teaching programs need to be challenged to ensure that they are delivering value. Educational programs should be designed to help entrepreneurs to realise their potential.

A survey was conducted during 2006 to obtain data from 24 participants, 12 of which participated in an in-depth interview. It is concluded that emerging entrepreneurs benefit most from negotiation, leadership and communication skills to solve problems. It also appears that successful entrepreneurs see legal and ethical issues as something emerging entrepreneurs should learn and understand. A strong case emerged for tailoring education programmes to specific country needs.

INTRODUCTION

New Zealand is rated as one of the most entrepreneurial countries in the world. There are 444,000 entrepreneurs in New Zealand, or 17.6% of the population source. However, New Zealand rates very low when wealth creation is measured. There is anecdotal evidence that New Zealand entrepreneurs do not have the same level of self-confidence as entrepreneurs in for example, the United States of America, and are not comfortable with the entrepreneurial process, which is a key to wealth creation. Individuals need self-confidence and self efficacy to succeed as entrepreneurs.

Entrepreneurs depend on their own behaviour and characteristics to achieve and also possess a higher level of locus of control when compared to business managers in general. They do not always understand the theoretical foundations of entrepreneurship and neither do they invest in learning to understand the entrepreneurial process. Therefore, exactly what entrepreneurs perceive as useful learning needs to be investigated.

Entrepreneurship is at the leading edge of change (mostly positive), both within governments, businesses and for individuals. Therefore it is important to look at innovative methods to encourage people to find their entrepreneurial flair through learning and self-development as it applies to the particular country they operate in. It is probably also dangerous to merely transplant successful educational programmes from one country to another in the hope that it will also be successful in the recipient country.

Mueller et al (2006) makes the claim that entrepreneurship education has been identified as a critical factor in preventing future high levels of long term unemployment and there is also evidence of a strong correlation between educational level achieved and high income over a lifetime. Dana (2001) confirms that entrepreneurship creates wealth and reduces unemployment. Entrepreneurs contribute to industrialisation as well as to economic growth, they improve living standards and tax revenues from their businesses contribute to a nation’s coffers and well being.

The traditional education systems sometimes stultify rather than develop requisite attributes. Educators should therefore move from a culture of teaching "about" to a culture of teaching "for" entrepreneurship. It is thus critical that teaching translates into learning that leads to improved entrepreneurial performance.
In this paper the characteristics of entrepreneurship and thereafter entrepreneurship education is focused on in the literature review as it is identified in various country contexts. Thereafter the research methodology is discussed which is used to execute the survey in New Zealand to collect the data. In the final section the results are discussed and a number of recommendations are then made.

**LITERATURE REVIEW**

In this section the literature on the characteristics of entrepreneurship is reviewed followed by entrepreneurship education.

Entrepreneurship is an academic discipline, and for the past 20 years and more, there has been a focus by entrepreneurship researchers to find out exactly how to define entrepreneurship. Low and McMillan (1988) as well as Wallener (2006) observed that the lack of agreement in the literature raised a concern over what exactly entrepreneurship as a field of study constitutes. Researchers tend to use personal perceptions instead of making use of other researchers’ work (Kikooma, 2006).

Concerning a definition of entrepreneurship various approaches can be followed. While the innovator is described by Schumpeter (1947) as an opportunity creator, Kirzner (1973) argues that an entrepreneur might simply identify an opportunity to generate some profit i.e. as a means to an end. This could be reflected in education for entrepreneurship where both approaches ought to be covered under ideal conditions. On the one hand there is the process of generating opportunities and on the other hand there is exploiting these opportunities to create and realise wealth. This means that an entrepreneur could also benefit from education in general and management training in particular Dana (2001, p.405).

It is useful to distinguish between entrepreneurial skills which would include innovation and creativity under the Schumpeterian (1947) model, but also the managerial skills needed for the successful managing of a small business in order to be successful as an entrepreneur. Both approaches would be relevant as these characterise the New Zealand business landscape very comprehensively in a macro context.

**Characteristics of entrepreneurship**

Although it is not the focus of this paper, the importance of the meaning of entrepreneurship is an important factor in understanding what entrepreneurs believe new up and coming entrepreneurs should learn. The focus should also be what the characteristics are and what education in this field of study should encompass (Newton and Henricks, 2003 & Steyaert and Hjorth, 2003). On the other hand Parker (2003) found that entrepreneurship is multi-dimensional, with four key aspects:

- The co-coordinating role involved in running a business firm with hired labour (Schumpeter, 1934).
- Motivation (Leibenstein, 1968), measured by work effort.
- Risk-taking in the sense of depending on uncertain employment contracts.
- Innovation may play a role, although this effect has to be treated with caution because of measurement issues.

Conversely, Parker (2003) found little evidence to support the notion that entrepreneurship is about maintaining or developing a profit-oriented business. He concludes that entrepreneurship should be encouraged, with emphasis on employment creation. Hytti and Gorman (2004) also argue people should be prepared to be entrepreneurs to run their own businesses. Businesses need to change and adapt constantly, and business owners should be equipped with the skills to manage and drive change to create a competitive advantage over competitors (Davenport and Dolezalek, 2007).

Van Dyk, Nel, Loedolff and Haasbroek (2001) however write that the skills needed for successful entrepreneurship and self efficacy includes:
• Personal (feeling-based) skills – Personal skills provide entrepreneurs with a link to the market place. The complex economy today offers a wide variety of choices regarding the total operation of entrepreneurial businesses. These choices include marketing techniques, decision making techniques, management initiatives to encourage innovation and creating an entrepreneurial culture within businesses. Indifference and skepticism in the marketplace demand greater competencies in human relations and communications. These competencies are required to deal successfully with suppliers, customers, communities and employees.

• Judgmental (knowledge-based) skills – Also called cognitive skills, it refers to the reasoning and logical thought processes. Individuals may not have been born with these skills, and it might not be easy for individuals to attain these skills, but they can definitely be developed.

• Mechanical or movement-based skills – This refers to the manual dexterity in performing physical activities such as computing numbers.

Timmons (1999) suggests that all three of these entrepreneurial skills outlined above can be improved through entrepreneurship education.

Bandura (1997) postulated the concept of self-efficacy, and has repeatedly reported on the means one can use to change self-efficacy. His work and that which has followed has made it clear that people, even if their general self-confidence is quite high, can still be hesitant or afraid in specific domains. They can therefore be assisted to overcome even serious anxieties by teaching them to perform very specific tasks in the face of their doubts. The general point is made that entrepreneurship education must enhance entrepreneurial self-confidence and needs to be given importance equal to the formal presentation of knowledge.

Rae (1997) also suggested that various skills should be part of an entrepreneur’s toolkit. These include, amongst others:

• Communication skills – presentation
• Creative skills – design
• Critical thinking skills – exploring
• Assessment skills – opportunity analysis and scanning
• Leadership skills – ability to manage and lead by example
• Negotiation skills – persuasion
• Problem-solving skills
• Social networking skills
• Time management skills

McGrath and MacMillan (2000) sum it up by detailing that entrepreneurs:

• Passionately seek new opportunities. They stay constantly alert and are always looking at opportunities to profit from change and disruption in the way business is conducted.
• Pursue opportunities with enormous discipline. They not only spot opportunities, but act on them, while keeping a register of opportunities that were not exploited.
• Constantly focus on adaptive execution. They get on with it.
• Engage the energies of all those around them. They involve many individuals, whether in the same firm or not, in the pursuit of opportunities. They create and sustain networks making the most of intellectual and other resources people have to offer.

Having some or all of the skills discussed in this literature review may significantly improve the level of self-confidence of individuals by preparing them to be entrepreneurs. Although self-confidence is not a skill, but a characteristic of the entrepreneur, it can be boosted by acquiring certain skills. This view is supported by Lessem (1998) who says that through acquiring certain skills, characteristics like commitment, drive, orientation, initiative, sense of humor, bootstrapping control and attitude can be developed. The curriculum of education programmes should therefore include these aspects to contribute to the enhancement of entrepreneurial activities of entrepreneurs.
Entrepreneurship education

Entrepreneurship is the fastest growing area of the curriculum in US Business schools (Birley, 1998 & Kirby, 2004). It is suggested that entrepreneurship will follow management that was “professionalised” in the twentieth century, as students (amongst others) increasingly need to create jobs and not solely depend on employment (secured) from large corporations. However, it can be questioned what and how entrepreneurship should be taught, especially if there is no consensus around the meaning of entrepreneurship. Dnovsek and Erikson (2004) clearly define the role of entrepreneurial education by claiming that individuals can be trained to envision and set realistic entrepreneurial goals through new business planning projects. They also argue that individuals can be provided with self-perceptions of their business venture capabilities, which potentially increase entrepreneurial behavior and may lead to action and establishment of new ventures. Gibb (1999) further explains that the role of education in entrepreneurship is a three-step process: Understand entrepreneurship, learn to become entrepreneurial and learn how to become an entrepreneur. Hytti and Gorman (2004) also observe that the objective of entrepreneurship learning courses is to prepare individuals to be entrepreneurs and to manage new businesses.

Countries such as India, Indonesia, Malaysia, Philippines and Singapore according to Dana (2001, p. 402) have different programmes regarding entrepreneurship education to enhance entrepreneurial activity. While some have tried to create wealth without reference to race or religion, other educational programmes have focused on redressing inequities.

Lucas and Cooper (2006) point out that the United Kingdom, on the other hand, has given priority and substantial funding to the promotion of entrepreneurship to enhance innovation and economic growth. The key element in the national strategy is the engagement of tertiary institutions to use education to increase entrepreneurial knowledge, skills and intention among students. Furthermore, the self-efficacy factor in entrepreneurial endeavour is a strong predictor of the ultimate success of an entrepreneur and should therefore be enhanced by effectively designed educational programmes. Lucas and Cooper (2006) also claim that the nature of the curriculum is considered by means of the lens of the theory of self-efficacy in order to identify the relative contributions of practices generally believed to be important in entrepreneurial learning.

Jones (2006) also points out that designing enterprise curriculums is a challenging task in the United Kingdom where three areas require considerable attention. First, understanding the factors that influence students to become entrepreneurs. Second, the quality of entrepreneurship educators influences the learning process. Third, the importance of placement programs that expose students to the entrepreneur’s way of life cannot be underestimated. It is clear that entrepreneurship education is not just an extension of management education. It should therefore not be taught from a traditional lecture-focused perspective. In fact, lecturers should also become entrepreneurs to provide role models for students.

According to Dana (2001) in Asia, clan associations and other ethnic networks became important mediums through which entrepreneurial knowledge and skills were transferred from successful to budding entrepreneurs. An informal vocational education system – stemming from ethnic networks – provides mentors as well as on-the-job training. On the other hand most networks provide entrepreneurs with mentors and focused training as well as access to business ideas, market information and technical assistance. A network can teach individuals a great deal about sourcing, regulation, production, marketing, distribution logistics, customer service and even taxation. Lyer and Shapiro (1999) suggested a model for ethnic business, providing a framework that is useful when considering entrepreneurial learning and training in networks and related social capital accumulation. While individuals can actively learn from formal or informal networks, due to restrictive practices not all entrepreneurs can have access to one. In India, for example individuals from certain families had no access to business networks and related training activities. Due to the effects of the castes system for this reason, concerted efforts have been made to formalize at least some forms of vocational and education training for small business owner-managers and their workforce in India.

Seet, Koh and Seet (2006) believe that higher education, age and gender may not be the factors determining success of businesses since it may be due to the experience and the competency level of the entrepreneur which seems to be the most influential to the future success of new ventures. In this
case, factors that determine competency levels may or may not necessarily be high education, but rather some inborn traits of the entrepreneur or skills acquired through experience.

Education is still important in their business except that one has to know how to apply the knowledge attained through education in order to achieve success. Thus the notion is that theories learnt in education are of little use in entrepreneurship if one does not have the necessary experience and knowledge of how to apply the theories.

Mueller et al. (2006) report on the results of the Students in free Enterprise (SIFE) project stating that it stimulates students emotionally while developing critical managerial skills in the context of demonstrable outcomes. Students show extraordinary commitment to this action-learning work, mainly being motivated by the opportunity to meet and impress potential future employers, dedicating hundreds of hours to teach entrepreneurship principles to members of their communities. They feel that their expectations have been met or exceeded and they are willing to recommend this work to other students.

Entrepreneurship education is clearly essential to promote an entrepreneurial culture in a country, but to be truly successful education programmes should be relevant to the host environment. It would be foolhardy to assume that what is successful in one environment will have a similar effect elsewhere. Therefore there is a real danger in the belief that effective education programmes can be easily translocated from one country to the next. Care must be taken not to arbitrarily accept training and education programmes from a country and to apply it in full in New Zealand, for example, as conditions most certainly differs from that of other countries in the Asia Pacific region. Identifying education needs under local conditions and providing education in that context would have a much higher potential for success than would otherwise be the case.

In transitional economies, private enterprise is often concentrated in the informal sector. This is illustrated by the large numbers of self-employed vendors in the profitable distribution of goods and services. Many entrepreneurs approach business in some transitional economies, in an informal and barter manner. New elements of formality and impersonal structure will have to be introduced and internalized before new institutions can function effectively.

Dana (2001) raised the issue some years ago as to how educational assistance can be provided in various countries. He clearly indicates avoidance of the translocation of Western-style “expertise” in a careless manner. In the case of Asia’s emerging transitional economies, Western “experts” should remember that it would not suffice to teach managerial methods. It is important to keep in mind the fact that people in transitional economies are usually accustomed to be told exactly which procedures to follow. The result is that some targeted economic training and development programmes have failed to assist those it was designed to help and educate. Various researchers (Dana, 2001; Erasmus 2006; Jones, 2005 & Pollitt, 2007) point out that perhaps financial assistance programmes in countries seeking help should come with relevant short- and medium-term education programmes, not only in finance, tax and payroll topics, but also in entrepreneurial attitudes and mindsets.

It is possible to assume that to create an environment that encourages entrepreneurship to flourish, steps must be taken to focus the educational system to encourage greater creativity and innovation in the context of local conditions in a particular country.

From the context outlined above it seems clear that more emphasis ought to be placed on entrepreneurial skills and self employment in the education process in New Zealand in particular. This is due to the small business phenomenon, since most businesses employ less than 10 employees which thus warrant special attention in the New Zealand context.

**METHODOLOGY**

In order to understand what should be taught to develop more New Zealand entrepreneurs, a study was conducted of issues directly influencing entrepreneurial actions. A sample of New Zealand individuals, that meet the definition of a successful entrepreneur, was evaluated in order to determine what New Zealand entrepreneurs believe new up and coming entrepreneurs should know. The meaning of entrepreneurship, the importance thereof and the role of education in the discipline of entrepreneurship was discussed and tested against three hypotheses for the research, namely.
• People who had entrepreneurship education are more successful than those who did not.
• Entrepreneurship teaching is useful.
• Certain skills improve entrepreneurship.

In order to qualify as participants in the survey, entrepreneurs had to meet the following criteria as determined by the researchers in terms of the research literature (Erasmus, 2006). They are:
• founders of businesses, employing less than five employees. Because more than 80% of all businesses in New Zealand employ less than five. By limiting the number of employees to five, the researcher was able to interview participants that represent the majority of business owners in New Zealand.
• founders of businesses that were established between 1999 and 2002. This allowed the researcher to interview respondents that have been owners for four to seven years and have gone through various stages of growth, such as start-up phase, growth phase and raising capital phase;
• business owners that were nominated for awards celebrating business success. These business owners can effectively be used as representatives of New Zealand entrepreneurs in general, as they have started new ventures.

Care was taken to select a range of respondents whose views reflected those of the broader population. Interviews were conducted in Auckland, where the majority of New Zealand businesses are located. The researchers used the Bank of New Zealand Waitakere Enterprise Awards and Westpac North Shore Enterprise Awards databases to identify enterprising entrepreneurs. The names of 40 entrepreneurs were on the list and 24 were to be selected. They were listed alphabetically and by the role of a dice (number) the first respondent was identified and thereafter every second name was selected. The remainder was obtained by repeating the process for those not selected the first time.

The 24 participants were requested to complete a questionnaire. Every second participant was requested to take part in an in-depth interview to tell their entrepreneurial story.

The data collected was sorted and categorised to determine respondents’ needs with respect to areas such as the team development, innovation, leadership, networking, social skills, creativity and self-confidence. The interviews enabled entrepreneurs to share their experiences during planning stage, start-up stage and growth stage, and they provided information, either positive or negative on those experiences. For the purpose of this paper the results of the questionnaire for all 24 participants are presented and discussed. Where applicable the in depth interview results are referred to as well.

Participants were asked to score each of the skills that were identified and a medium score as an average for all participants for each set of skills was recorded. The results are presented in Table 1.

TABLE 1
RESULTS OF THE RESEARCH PROJECT

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative skills</td>
<td>4.92</td>
</tr>
<tr>
<td>Creativity skills</td>
<td>5.33</td>
</tr>
<tr>
<td>Skills to raise funds</td>
<td>5.50</td>
</tr>
<tr>
<td>Financial management skills</td>
<td>5.67</td>
</tr>
<tr>
<td>Time management skills</td>
<td>5.75</td>
</tr>
<tr>
<td>Social networking skills</td>
<td>5.92</td>
</tr>
<tr>
<td>Skills to think in a critical manner</td>
<td>6.08</td>
</tr>
<tr>
<td>Skills to assess issues</td>
<td>6.33</td>
</tr>
<tr>
<td>Skills to solve problems</td>
<td>6.33</td>
</tr>
<tr>
<td>Communication skills</td>
<td>6.50</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>7.08</td>
</tr>
<tr>
<td>Negotiation skills</td>
<td>7.17</td>
</tr>
</tbody>
</table>
DISCUSSION OF THE FINDINGS

The findings were used to compare with and critique literature, and to propose what emerging entrepreneurs should know. In addition, the findings were used to propose what individuals should be taught to create the desire for entrepreneurial action and develop more effective entrepreneurs. The results are discussed the order listed in Table 1:

Administrative skills. The ability or skills to perform administrative duties were scored the lowest. The majority of participants said that they employ someone to perform the administration duties. It was interesting to note that most small businesses, those employing less than five staff, would perform the administration part as a joint responsibility, often with family members. When owners of larger businesses were interviewed, it was apparent that they did not know, or were even interested, in the administration of the business. They hired qualified staff to take responsibility for administration.

Creativity skills. Surprisingly, creativity was also recorded as an unimportant skill. Again, there was a distinct difference between small businesses and larger businesses. Smaller businesses see creativity as medium, whereas larger businesses expressed the view that their staff should have the confidence to approach them with creative ideas and scenarios that, when implemented, could add value to the operations of the firm.

Skills to raise funds. When the participants were asked how they rate the skill or ability to raise funds, small business owners did not see too much need for that, while the bigger groups said that this is one skill that emerging entrepreneurs should have. It appears that high growth is not possible without the ability to approach potential investors to raise capital. It was eminent that entrepreneurs need the confidence to approach people, whether equity fund managers or private investors, to sell their ideas and visions and to influence the potential investors to share their vision.

Financial management skills. The results show that financial management is a skill that is not seen as critical in the make-up of entrepreneurs. It did become clear, however, that a general knowledge of more complicated financial issues may be very beneficial. These include the mechanics of equity funds, public listed processes and financial structures in a company. The smaller business owners indicated that they needed skills to perform financial tasks. In contrast, larger business owners said that they prefer to hire these skills, that is appoint people with the knowledge and skills to present financial reports and manage day to day financial operations.

Time management skills. Time management is considered a skill, and respondents acknowledged the importance of time management, but it was found that there was a difference of the degree in importance between small business owners and larger business owners. The latter see themselves as being more freely available and adaptable as far as time management is concerned. They did, however, acknowledge that their staff should have the skill to manage time so as to be productive to the maximum.

Social networking skills. This result was surprisingly low in terms of the literature survey where networking was regarded as important (Dana 2001). Although respondents said during the interview process that it is important to have this skill, they scored it low in comparison with other skills during the questionnaire part of the interview. It is deduced, based on these results, that social networking is not perceived as a skill required for emerging entrepreneurs. Larger businesses scored this skill as more important than the small business owners. It is further deduced that it can contribute to the confidence of emerging entrepreneurs if they feel comfortable during social networking occasions.

Skills to think in a critical manner. Respondents said that it is important to look at situations and circumstances and make critical decisions. Therefore we argue that this is a skill important for emerging entrepreneurs. Secondly, when discussing funding with potential investors, discussing potential relationships with other stakeholders and being in conversations that can have an impact on the entrepreneurial venture, the skill to think on the spot is of the utmost importance.

Skills to assess issues. Emerging entrepreneurs need to assess situations within a flash, enabling quick decision making. These issues may include mergers, supply chain contracts, acquisitions or the process to begin any of these issues. Respondents suggested that this is one of the most critical skills, that are not only to enter into agreements, but this skill will enhance the confidence of the entrepreneur when in
discussions with others. These comments once again concur with the literature (Rae 1997 & Parker 2003) 

Skills to solve problems. This ability is something entrepreneurs can not really learn, but participants said that this skill comes with confidence. They indicated that this ability, together with skills like critical thinking and assessment of issues, as a package, boost confidence and prepare them for better negotiations and lucrative conversations in a business environment.

Communication skills. This skill scored at the higher end of the scale, and participants indicated that entrepreneurs should be comfortable while communicating with others. Communication has two sides, namely on the marketing side where communication plays an important role and where entrepreneurs buy experience, for example communication managers. On the other hand entrepreneurs need to communicate and again the magic word “confidence” comes into play.

Leadership skills. The research results show that leadership ability is seen as one of the most important elements of successful entrepreneurship. Among the small business owners, this relates more to leading staff, motivate and encourage them, and leading from the front. Among entrepreneurs in larger businesses, leadership relates to decision making capabilities when, for example, being on a board of directors in high level negotiations, in societies and communities, and influencing stakeholders. Leadership, it is deduced, is something that emerging entrepreneurs should be comfortable with if they intend to create high wealth and fast growing businesses.

Negotiation skills. Together with leadership, negotiation skills are the key to successful entrepreneurial activity. The research findings are clear and participants all agree that this is the most important skill to boost the confidence of emerging entrepreneurs in a country like New Zealand. All aspects of new venture creation require entrepreneurs to negotiate with staff, business partners, investors, governments, competitors and banks.

CONCLUSIONS AND RECOMMENDATIONS

The results provided insight into what emerging entrepreneurs should learn to be more effective entrepreneurs. The findings also shed light on the characteristics of entrepreneurs and compares existing learning content with the perceived learning needs of successful entrepreneurs in New Zealand.

It can be concluded that certain skills are most important in the make-up of emerging entrepreneurs, but that confidence is what makes or breaks new ventures. The three most important skills to boost confidence as indicated by the respondents are negotiation, leadership, and communication skills.

Although the compilation of entrepreneurship education programmes was not the subject of investigation, the outcome of the study suggests what skills educators should take note of for entrepreneurs to be potentially more successful.

The following practical advantages are possible as the result of implementing more relevant content into learning resources:

- Development of more successful entrepreneurs.
- More individuals may realise their own potential as entrepreneurs and start new ventures.
- The new entrepreneurial capacity created may assist corporate businesses to adopt an entrepreneurial culture; a prerequisite for growth and competitiveness.

It is recommended that the proposed approach outlined in this paper, could perhaps be used to help fill the gap in the area of entrepreneurship education. It must, however, be remembered that it is not universally accepted what exactly entrepreneurship is and how it should be taught. Furthermore it is also clear that even if there is agreement on some aspects that are proven in one country that it may not be successfully applied in another country. When compiling an entrepreneurship education program it should reflect the country context and peculiarities of the local environment. Such an approach would perhaps increase the chance of successful education for entrepreneurship to be better than would otherwise be the case. The current results being executed in New Zealand may perhaps provide some
indication as to what should be taken cognizance of in this country regarding entrepreneurship education in order to improve entrepreneurial endeavours.

The question, however, remains whether educational institutions can effectively teach people to be entrepreneurs. Furthermore, whether these institutions can effectively execute their educational task to teach skills like negotiation, leadership and communication to boost confidence with appropriately practically experienced staff as was indicated by various researches (Antonites and Van Vuuren 2002, Jones 2006, Rifia 2007 & Salaran 2007). What educational institutions perhaps need to do is that potential entrepreneurs need to be trained for entrepreneurship instead of being taught about entrepreneurship.

Entrepreneurs have an important role to play in the future of a prosperous New Zealand. Yet, the question of what and how entrepreneurship should be taught remains partially unanswered, not only in New Zealand, but amongst academics around the world as well.

REFERENCES


