

A Study on the Role of Training in Human Resources for the Development of Skills and Entrepreneurship

Hamid Saremi¹ and Shida Hanafi²

¹Department of Accounting, Quchan Branch, Islamic Azad University, Quchan, Iran

²Management Association of Iran, Khorasan Branch, Mashad, Iran

E-mail: ¹hadi_sarem@yahoo.com

Abstract—This study examines the role of training in human resources for the development of skills and entrepreneurial . Entrepreneurship training is a systematic, intentional and goal-oriented process in which non-entrepreneur human resources, but with the required potential is creatively trained .Indeed this type of training is considered as an activity used for transferring the required knowledge and information for the development of skills and entrepreneurial.

This would increase, improve and develop the skills and abilities of non-entrepreneur human resources. Entrepreneurship training may be considered as the main factor for the development of developing the abilities of creating economic value .Entrepreneur human resources training is an efficient tool for governments and universities to develop a knowledge-based economy. In fact, today entrepreneurial curriculums in developed countries have become one of the most important and most extensive activities in order to develop entrepreneurial skills and human resources. These curriculums often include entrepreneurship training objectives, entrepreneurial curriculums' content and appropriate methods for skills development.

The growth trend of entrepreneurship and the impact of entrepreneurship trainings in late 1980s followed by the development of special entrepreneurship trainings in 1990s show that entrepreneurship trainings not only lead to the quantitative growth of the development of skills in entrepreneurial human resources, but also lead to the transformation of entrepreneurial generations and the improvement of the entrepreneurial skills level.

Keywords: training, human resources, skills development, entrepreneurship

1. BACKGROUND

In the not too distant years, the main thinking was that learning, work and life are separate .For this reason ,training was considered optimal when given to people prior to the start of work .In this theory, a person would spend a time for training and then moved to living and work. He had no time for training [13]. Now this thinking has a place nor in the world, neither in different areas .Training has become the

integral part of the human existence .To achieve its objectives, each organization needs active employees being flexible with different conditions [26].

When the organization implements dynamic systems of training and optimization of the human resources, the manpower members would find the flexibility with different organizational conditions .In other words, training and optimization are efficient actions by the organizations' management in order to raise the level of competence of the organization's members [15]. Today the human resource is the most important producing factor .In the past it was believed that capital and material resources determine the trend of the country's economic and social development .But in today's world, efficient human resources play the main role.

Efficient human resources increase the capital, utilization of different resources of the community and ever-increasing manufacturing and production. In other words, efficient human resources guarantee the promotion of the community toward national development. A country that fails to develop its populations' skills and knowledge to use it effectively in the national economy would not be able to develop anything else [7].

The heads of various departments of the organization are mainly responsible for the promotion of the organization's place. One of the main ways in this respect is a higher level of the staff's knowledge .They believe that training courses may develop knowledge and skill competencies and appropriate attitudes in the employees (Shariatmadari, 1387). Studies show that if entrepreneurship trainings are combined with other facilitating actions, they would have a significant effect [19].

Some experts believe that the entrepreneurial science is based on a new inherited activity and thinking that are not teachable and learnable. This theory that was highlighted in 1960s and even 1970s completely rejected the impact of entrepreneurial

skills for the development this knowledge. But with the changes in the global economic atmosphere and the formation of a new generation of new-thinking entrepreneurs who have made the background of skills development in various markets by using the current knowledge, the bursting growth of entrepreneurial activities, quantitative growth of entrepreneurs in the economical scene followed by the heredity of entrepreneurship were replaced by training entrepreneurship [2].

The growth trend of entrepreneurship and the impact of its trainings in late 1980s followed by the development of special entrepreneurial trainings in 1990s show that entrepreneurial trainings not only lead to the quantitative growth of the entrepreneurs, but also transform the entrepreneurial generations and the improvement of the entrepreneurial skills level, especially in designing business strategies and agency management according to rapid changes in the optional scope [25].

Therefore the main reason for the development of knowledge-based skills, has been the emergence of knowledge-based innovation and entrepreneurship .Experiences of entrepreneurship training in some countries, regardless of their culture and religion show those entrepreneurs can be trained by entrepreneurial training. Entrepreneurship may be conducted by research [20]. On the other hand, employment requires entrepreneurship curriculums, particularly in higher educational environments.

Entrepreneurial reinforcement and making an appropriate background for its development is considered as one of the tools of the economical developments of countries, especially in developing ones, since an entrepreneurial activity with high effectiveness leads to economical development, employment, innovation and human resources competence [23]. The purpose of this study was to investigate the role of training in human resources for the development of skills and entrepreneurship.

2. ENTREPRENEURSHIP

Although many definitions have emphasized on the newness of products' shapes, processes and new markets as the basis for creating added value, Solomon, Weaver & ,Fernald, (2006) stated that the discovery and use of beneficial opportunities is a basic to add value with the help of entrepreneurship [8]. According to this view, the identification of opportunities is present in the center of entrepreneurship. In Persian, the word "entrepreneur" does not have exact equivalents. For example, in the five-volume English-to-Persian dictionary by Dr. Abbas Aryanpur, the equivalent of the word "entrepreneur" is "impetuous" including doing important, fearless and brave tasks in the establishment of a company, etc [18].

Entrepreneurship is the dynamic process of gradual wealth production. People produce this wealth that accept financial,

timely or job commitment risks. The product or service may be new or unique, but the fundamental point is hidden in the value given by the entrepreneur. The entrepreneur by appropriate locating of the skills and resources, the entrepreneur can create the above value [16]. The term "entrepreneurship" is derived from the French word "entreprenre" meaning "committing".

Economists were the first ones who explained the entrepreneur and the entrepreneurship in their economic theories. Wilson (2004) considers entrepreneurship as a dynamic process of the change of vision with creativity and innovation [24].

Hisrich and Peters (2002) defined entrepreneurship as the process of creating anything new and valued by taking time and effort by assuming having financial, spiritual and social risks and obtaining financial rewards, personal satisfaction and the consequential independence [6]. Ahmad Pourdaiyani and Erfaniyan (1386) believe that entrepreneur is the one with a new idea who presents a new product or service to the market by making a new business and the unification of resources with financial, social and identity risks [17]. There are four points in the above definition:

- The entrepreneur has a new ideas.
- The entrepreneur looks for business (not only writing a commercial scheme, but also collection resources, team-making and establishment of business).
- The entrepreneur accepts the risk. The risks tolerated by the entrepreneur are not necessarily only financial risks, but are more of it.
- The entrepreneur presents new a product or service to the market. In other words, the entrepreneur should see the result in the market [1].

Also, according to Webster's Collegiate Dictionary, the entrepreneur is someone who is committed to accept the risks of an economical activity and organize it. Entrepreneurship is an innovative way to do business in an innovative way with a focus on the customer and taking calculated risks. One of the complete definitions of entrepreneurship is provided by Schumpeter .In his book entitled "The Theory of Economic Development", he distinguished the meaning of the word "innovation" and "invention".

He knew innovation as the use of invention to make a commercial product or service. According to him, innovation is the factor of creating wealth and demand. Thus, managing entrepreneurs are owners who utilize invention by setting up a business-manufacturing unit. If they succeed, they make wealth for themselves and create jobs for others. Their success is due to their own ability, not the ownership of land and capital.

They also believe that innovations generate new demands and entrepreneurs bring innovations to the market. Newer

products and services destroy the existing market and create a new market. He calls this process "creative destruction". In his opinion, providing a new product or service, making method and a new production process, new markets, finding new raw materials and building organization and a new structure in the industry are some aspects of entrepreneurship. He adds that in addition to establishing economical agencies, enterprises, entrepreneurs can be employed by another organization [11]. Entrepreneur is a person who- apart from having knowledge in a specialized field- has the ingenuity, creativity and risk-taking power.

He can make productive/beneficial employment by using the facilities, opportunities and capabilities. In general, entrepreneurs are the ones who innovate, identify environmental opportunities and present a product, method or service by a new combination of resources and opportunities and accepting the risks so that besides permanence in an instable competitive environment, benefit from this innovation [14].

3. HISTORY OF ENTREPRENEURSHIP TRAINING

Katz (2004) conducted the most complete and most comprehensive work in the field of collecting the history of entrepreneurship training. While he mentioned the issues about the experiences and statistics of economics and agriculture in 1876 in his work, others collected lessons presented by Harvard university in 1947. But the reality of entrepreneurship training as a determinant of employment training schools began since the early years of 1970s in 20th century. In 1971, the University of Southern California opened up the field of the B.S. of economic management for the first time whose focus was on the topic of the role of human resources in entrepreneurship.

Since then, this training unit registered the first entrance of this major in 1972 whose number of majors was higher than its first years of establishment like other majors. Since then, this field has put itself among academic disciplines gradually. Before the beginning of the 1980s, the number of the training courses presenting lessons in relation to in entrepreneurship training (as well as in the field of small businesses) reached more than three hundred units. Before the 1990s, this figure rose to 1050 training units [21]. So we can say that the creation of this academic discipline dates originally back to 1980s.

Zeithamel & Rice (1987) conducted studies on some universities that were pioneers of the entrepreneurial training in the U.S. At the end of their investigations, they presented some suggestions about the future of research and development in the field of the development of skills and entrepreneurship including the following:

- There are opportunities for entrepreneurship curriculums that should be formed in such a way that are conformed to current imaginations about entrepreneurship.
- The conformation path considered in some of these curriculums is only accessible if many researches are conducted.

They believe that human resources training in the field of the development of skills and entrepreneurship has devoted the whole scope of implementing issues to itself. At that time, this vision was the closest vision about the common concept in relation to management training. However by the separation of various branches from economical training presented by them, they believed that due to having a mental and logical vision that is rapidly growing in the world, a field like entrepreneurship may open its location among the ones who wish to be active in executing, managerial and entrepreneurial affairs.

In addition, another researcher – “Ronstadt” (1987)- presented a scheme based on which the curriculums about the development of skills and entrepreneurship should be designed in such a way that the human resources are informed about the existing barriers at the beginning of their activities so that they can find a solution for it. He presented a two-chain model that was related to the curriculum of the development of skills and entrepreneurship. His pattern called the structured-unstructured model refers to numerous ways of sharing expertise and knowledge [17].

Among the methods examined by him include lectures, case studies and feasibility projects. He called his second proposal related to his recommended model as “the technical entrepreneurship knowledge - recognition of quantitative entrepreneurship. This chain has expressed that entrepreneurial success depends not only on knowledge, but also on a network of individuals who cooperate with entrepreneurship. They can play an important role. Ronstadt believes that an effective curriculum must show the human resources how to have a professional behavior in the field of the development of skills and entrepreneurship. In addition, it should introduce them to the people who can cooperate along the way to success [13],

In 1991, Robinson & Hayes conducted a research in which at least 100,000 students enrolled. They conducted the study at the University in order to determine the extent the development of skills and entrepreneurship training. In the survey, significant growth was registered in this area.

But two important problems were also mentioned:

- Development of the existing curriculums and working groups, i.e. rising the quality of entrepreneurship training. There are many barriers to achieve development and growth that must be overcome. The original issue can be raised such

that the problem is the lack of coherent and solid theoretical principles upon which the training models should be based.

There are concerns about the quality of curriculums that are going to be offered since then. Being more successful depends on to what extent the new curriculums are related to the formalized system of the entrepreneurship training [22].

4. HISTORY OF ENTREPRENEURSHIP TRAINING:

In the 1960s, psychologists and sociologists many studies conducted in human resources conducted many studies to distinguish entrepreneurial from non-entrepreneurial human resources. David McClay Land was among the first one who – assuming the high need for success in entrepreneurs- designed various curriculums in order to reinforce this need in entrepreneurs. He gained good results from the training of Indian businessmen.

In a brief review of the history of entrepreneurship training in the 1960s, psychologists and sociologists, conducted many studies to distinguish entrepreneurial human resources from non-entrepreneurial ones. B. Vesper (1982) believes that the human resources that are more likely to fail are those who have experience, but lack training.

The trend of training accelerated since the early 1970s by identifying the impact of education on the success of human resources, the extent of the trend of trainings on training the people for making new businesses and the clarification of the impact of skills and education on the companies' growth. Today entrepreneurship training has become one of the most important and most extensive activities. During the 1980 s, various curriculums were designed for public and private organizations according to the characteristics of trained groups and local, regional and national needs. European governments also had special supports of activities to encourage entrepreneurship among human resources. Canada and some Asian countries such as India, Malaysia and the Philippines have taken basic steps to support entrepreneurial activities [24].

In these courses, topics such as ideology and innovation, innovation management and entrepreneurial economy are taught. Until 1985, these trainings insisted more on managerial skills rather than training the improvement of entrepreneurship features.

After 1990, the issue of entrepreneurship became one of the main topics business entrepreneurship and business. Among the new topics extended in this course, was the development of intra-organizational entrepreneurship emphasizing on the development of skills and entrepreneurship and its training to human resources. The first center to have special courses in intra-organizational entrepreneurship was the Entrepreneurship Development Institute of India (i-edi) .[9].

In general various objectives of entrepreneurship courses may be classified into six categories: obtaining the knowledge of entrepreneurship, gaining skills in the analysis of economical opportunities and the combination of operational programs, capacity determination and reinforcement, entrepreneurship talent and skill, induction of risk-taking in analytical techniques, development of co-thinking and mutual support in unique aspects of entrepreneurship, reinforcement of visions toward the acceptance of change [5].

Landstorm believes that vast social changes occurred during the 1960s and 1970s that challenged the efficiency of big systems. These changes were made with entrepreneurship, industrial transformation and human resources employment. Of course maybe the main reason of the increased interest in entrepreneurship is hardly detectable, but it seems that a series of factors have been effective on it with mutual impact. He briefly describes them as below: oil crisis, economical stagnancy, changing the life style among the youth and the revitalization of small businesses in Europe and the U.S. [

In any case, the investigation of the past two decades show that human resources feel a great need to have entrepreneurial skills and abilities so that they can improve their ability in coping with the current changes of life and the future uncertainty. In addition, what enable human resources toward gaining the learning advantage of an innovative method for problem-solving is the easy conformation to changes, having more self-confidence and growing creativity via entrepreneurship study. Undoubtedly such cognition in any economical environment may have many benefits for the society. Based on this we can say that entrepreneurship has never been such important before [10].

5. THE ROLE OF TRAINING CENTERS ON ENTREPRENEURSHIP SKILLS AND DEVELOPMENT

It seems that human resources training is an undeniable necessity. However there is no agreement about the impact of these trainings and what trainings are appropriate for skills and entrepreneurship development. Therefore it seems better to mention some points from the entrepreneurship study on 14 European countries:

- The importance of the role of training on skills and entrepreneurship development should not be overlooked. The reality is that many trained people never succeed in establishing a new business. On the other hand, many people establish successful businesses without any formal training.
- Training is only a part of the system of skills and entrepreneurship development. Therefore skills and entrepreneurship development trainings are effective only when they are combined with other actions.

- The trainings designed for the improvement of skills and entrepreneurship development at universities must be flexible, applied and situational. Many post graduate degrees and other courses presented in various management schools lack the necessary flexibility to respond the special needs of human resources. Since the development of a business is a dynamic process, training courses should conform to the special needs of the participants.
- Facing any goal needs its special trainings. Although universities and management schools may play an important role in the improvement of the entrepreneurship culture and the solution of the related problems, these are the incubators that are established to help create new-coming companies and accept the responsibility of rapidly transforming new ideas to technological businesses. Therefore the trainings presented by the incubators may be more effective for human resources and guide them directly to the destination.

In other words, if our goal is creating new companies in a short period of time, informal trainings by the incubators and technology parks would be very more effective information than formal trainings by higher education institutes. Many believe that what the entrepreneurship human resources need is not obtained in the classroom. For this reason, for improving entrepreneurship, coaches and guiders should be grown who can be conformed to the entrepreneurs and guide them along the difficulties of the way by directly transferring their experience and technical knowledge.

One of the Gorilla park managers believes that when entrepreneurs decide to make entrepreneurship, they have no opportunity for formal trainings. They want to grow their ideas. Therefore they do not hesitate. For this reason, the suitable model for them is an incubator that helps them activate their project rapidly along with presenting the necessary support and advising.

Training courses are good for the ones who want to help the entrepreneur human resources, not for the entrepreneur! However this does not mean that management schools should not present entrepreneurship lessons, but the key point is that their curriculums should be conformed to the entrepreneurs' needs and should be totally different from the traditional managerial courses.

The other point is the close relationship of the management schools with incubators and other experienced organizations in the field of entrepreneurship. This cooperation may lead to courses that are completely harmonized with the entrepreneurs' needs. One of the experienced entrepreneurship coaches in France believes that university entrepreneurship courses that lead to the educational improvement are not suitable for entrepreneurs including general or technological entrepreneurs, because these human resources do not look for

a degree, but they want a tool with the help of which to rapidly grow their ideas.

He says: "In our school, we present courses for the entrepreneurs that do not lead to a degree. The entrance is optional. In addition, besides training, universities should grow the entrepreneurs. For this reason, we have made an incubator in our school that looks like private incubators with the exception that its budget is provided by the university using communications with outside".

6. THE RESPONSIBILITY OF THE TRAINING SYSTEM IN SKILLS AND ENTREPRENEURSHIP DEVELOPMENT

The training system, especially on the level of the higher education plays a very important role in skills and entrepreneurship development. The most important duties of universities in the field of skills and entrepreneurship development are described as below:

- Research schemes in the field of skills and entrepreneurship development should be seriously considered.
- Creating the training courses of human resources at various educational levels, especially the setting up entrepreneurship at universities
- Creating fundamental changes in teaching courses and the educational contents at all educational levels such that it leads to creativity and innovation in the learners
- Formation of research groups to investigate the researchers conducted in relation to skills and entrepreneurship development, especially in recent decades
- Detection of the features of human resources and the determination of the people who should be trained in overall specialized skills and entrepreneurship development scopes and skills and entrepreneurship development support responsibility change
- Due to the fact that skills and entrepreneurship development is the change motor in creating economical balance, the skills and entrepreneurship development and its rapid effective impact on the market must be examined.
- Holding specialized seminars on skills and entrepreneurship development
- Training teachers of entrepreneurship trainings
- Acknowledging the society, especially the university environments about skills and entrepreneurship development, entrepreneurs and their roles in the economical improvement and creating employment and welfare

- The government, especially the higher education should attempt to encourage the achievements of a larger part of the population toward entrepreneurship by using maximum facilities [3].

7. STRATEGIES OF REMOVING THE TRAINING BARRIERS IN SKILLS AND ENTREPRENEURSHIP DEVELOPMENT

In any way, shallow conceptualizations are barriers for skills and entrepreneurship development. Lui presents strategies for removing the above barriers:

Creating university legality: The lack of university legality may be solved via making genuine interest in university managers and policy-makers for making the background of entrepreneurship training and also finding sympathetic authorities who can guide the path of this training. A scientific strategy in this field is training the role and importance of entrepreneurship of policy-makers including the jury, managers and university training and education committees. If the university policy-makers do not understand the necessity of entrepreneurship trainings, would support them extensively. On the other hand, correcting the existing university codes and establishment of training regulations encouraging entrepreneurship lead to the increased tendency to entrepreneurship training at universities [8].

Presenting skills and entrepreneurship development trainings for new faculty: in some universities of the U.S. such as Bobson, curriculums were designed as tools for growing training standards in which non-experienced faculty are enrolled in these curriculums in these programs by inviting experienced teachers in the field of skills and entrepreneurship development. Of course this is done according to the agreement of other faculty. New faculty, especially in case of the impact of the above-mentioned training courses on their improvement would be welcomed.

Proper timing for entrepreneurship training: the timing of training classes at some universities such as Stersklide is different from the formal training classes of this university. Dr. Graham Hills believes that all undergraduate students should select two optional units during the 1st and 2nd years in relation to the courses being held by the university.

8. CONCLUSION

The role of training in skills and entrepreneurship development has devoted the whole scope of implementing issues to itself. At that time, this vision was the closest vision about the common concept in relation to management training. However by the separation of various branches from economical training presented by them, they believed that due to having a mental and logical vision that is rapidly growing in the world, a field like entrepreneurship may open its location among the ones who wish to be active in executing, managerial and entrepreneurial affairs. In addition,

entrepreneurship curriculums should be designed in such a way that the human resources are informed about the existing barriers at the beginning of their activities so that they can find a solution for it. Being more successful depends on to what extent the new curriculums are related to the formalized system of the entrepreneurship training. In general, skills and entrepreneurship development training is a systematic, intentional and goal-oriented process in which non-entrepreneur human resources, but with the required potential is creatively trained. Indeed this type of training is considered as an activity used for transferring the required knowledge and information for the development of skills and entrepreneurial. This increase would lead to the improvement of visions, skills and abilities on non-entrepreneurs. In these courses, topics such as ideology and innovation, innovation management and entrepreneurial economy are taught. Until 1985, these trainings insisted more on managerial skills rather than training the improvement of entrepreneurship features.

However pioneer entrepreneur universities make legality to these types of trainings by making the policy-makers interested in entrepreneurship, good curriculum planning and sufficient investments for the extension of entrepreneurship and its training to the young faculty members. Anyway, as a result, today the demand of human resources for entrepreneurship training is very much. In response to this ever-increasing demand, universities all over the world established the entrepreneurship management major. Skills and entrepreneurship development training is different from traditional managerial trainings. This necessitates the use of a special training strategy. Designing entrepreneurship training curriculums depends upon the human resources-based learning model in which human resources are more independent from the learning conditions.

REFERENCES

- [1] Abdolmaleki J Yousefi, Afrashteh, M., & Pymhammdi, D. (2009), A study on Relationship between Entrepreneurial Skills with Organizational Entrepreneurship. *Entrepreneurship development quarterly Journal*, 1st t year, Tehran, Iran.
- [2] Ahmadpur Dariani, M (2005). *Entrepreneurship, Ideas, patterns*. Tehran College
- [3] Alavi, S.A. (2013), *Entrepreneurship and the Mission of the University*. *Journal of Scientific and Research Policy Approach*, No. 29, Tehran, Iran.
- [4] Arasteh Zahra (2008), *Pioneers of Entrepreneurship and Small Businesses*, Sayeh Pub., Tehran, Iran.
- [5] Jafari Moghadam, S. (2010). *Barriers to entrepreneurship Training in universities*. *Research Letter* (43), the requirements of a culture of entrepreneurship's development, Strategic Research Center of the Expediency Council, pp. 87-135, Tehran.
- [6] Hisrich, R. D., & Peters, M. P. (2002). *Entrepreneurship*; McGraw- Hill.
- [7] Khosnives Zadeh, M. (2007). *The Importance of In-Service Training in Organizations*. *Ofoh Pub.*, Tehran, Iran.

-
- [8] Levie, J. (2002). Entrepreneurship: myth and reality. <http://www.entrepreneur.Strath.ac.uk/research/Leviespa.pdf>.
- [9] Matlay, H. (2008). Researching entrepreneurship and education Part 2: what is entrepreneurship and does it matter? *Education+ training*, Vol. 48 No. 8/9.
- [10] McKeown, J., Millman, C., Sursani, S., & Smith, k. (2006). Graduate entrepreneurship education in the United Kingdom. *Education + Training*, Vol. 48 No. 8-9.
- [11] Miri, Ali, M. (2010). Entrepreneurship Training: The Creation, Development, Trends and Challenges. *Journal of Entrepreneurship Development*, 1st year, 1st issue, Tehran, Iran.
- [12] Miri, Ali, M. (2010). Entrepreneurship Training: The Creation, Development, Trends and Challenges. *Journal of Entrepreneurship Development*, 1st year, 1st issue, Tehran, Iran.
- [13] Mirsepasi, Naser, (2009), *Human Resources Strategic Management & labor Relations*, Termeh Tehran
- [14] Moradi Hassan N (2003). Entrepreneurship New challenges of Learning Management. *Journal of Management in Education & Training*, No. 34-33.
- [15] Parsayyan Ali & Arabi Syed Mohammad (2011), *Principles of Organizational Behavior*, Tehran, Cultural Research Bureau
- [16] Ronstodt, R. C. (2000). *Entrepreneurship loover*. MA: lord publish (co. 1984), P. 28. Schumpeter, J. A. (2010). *The theory of economic development*. Cambridge. MA: Harvard University Press
- [17] Saidi Mehrabad, M., & Mohtadi, D (2008). The Impact of Entrepreneurship Education on the Development of Entrepreneurial Behavior. *Journal of Entrepreneurship Development*, 1st t year, 2nd edition, pages 57-73, Tehran, Iran
- [18] Shah Hussein, A. (2011), *Entrepreneurship*. Abizh Pub., Tehran, Iran.
- [19] Shahrak Pour B.S. (205). *The Position of Entrepreneurship in Universities*. Entrepreneurship Conference, Tehran, Iran.
- [20] Shariatmadari, D. (2007). *The Need to Improve Human Resources Training and its Development in the third millennium*, Ekan Pub. , Tehran, Iran.
- [21] Solomon, G., Weaver, K., & Fernald, L. (2006). Pedagogical methods of teaching entrepreneurship: A historical Perspective. *Simulation and Gaming*, 25(3), 338-353.
- [22] Talabi K. (2011), *Strategic Entrepreneurship*. Entrepreneurship Faculty, Tehran University, 1st edition.
- [23] Verhul, I. (2001). *An eclectic theory of entrepreneurship*. Tinbergen. Institute discussion paper institute for development strategies,. Indiana University.
- [24] Wilson, K. (2004). *Entrepreneurship education at European universities and business schools*. working paper, European Foundation for Entrepreneurship Research, Hilversum.
- [25] Yadolhi Farsi, N. (2010). *The Role of Universities in the Development of Entrepreneurship*, Entrepreneurship Conference, Tehran, Iran.
- [26] Zahedi, Sh. A. (2001), *Industrial Relations*, Tehran University Press.