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Rethinking and Reconceptualising Entrepreneurship Education

A Legacy from Alistair Anderson

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Abstract

This paper aims to extend the theoretical foundations of entrepreneurship education by integrating several of the most relevant lessons from Anderson's contribution into current conceptualisations. We identify three main dimensions of Anderson's work useful for our purpose: conceptualisation of entrepreneurship; network and social capital as mechanisms to explain entrepreneurship as a socially embedded phenomenon; and epistemological and methodological reflection. These dimensions enrich the debate on the strategic dimensions targeting, connecting and reflecting suggested by Fayolle (2013) to advance the field of entrepreneurship education. We highlight important implications that help us reflect on the value of entrepreneurship education by emphasising the role of the social dimension in teaching entrepreneurship, the importance of understanding entrepreneurship as a complex phenomenon to identify goals and more specifically tailor pedagogy, and the need to question methods of inquiry as the field evolves and expands its area of investigation.

Keywords: Alistair Anderson's legacy; entrepreneurship; entrepreneurship education; targeting, connecting, reflecting strategies in entrepreneurship education.

Introduction

*We have the privilege
and the power
to explain entrepreneurship*

(Dodd, Anderson and Jack, 2021)

In 1999, Sarah Jack and Alistair Anderson conceptualised entrepreneurship as a process involving both art and science. Art is related to the intrinsic originality of entrepreneurship, which requires innovation and creativity. Science, on the other hand, offers management knowledge that helps entrepreneurs to cope with day-to-day business concerns and is based on academic theorising from the entrepreneurs' experience. By questioning the approach to business creation that pervaded entrepreneurship education, their thinking opened up to a concept of entrepreneurship education as a pathway suitable for an entrepreneurial career in which students explore, reflect and become reflective practitioners.

Over the past 20 years since the contribution described above, entrepreneurship education has grown. Research has increased the theoretical and methodological rigour of the field (Ratten and Usmanij 2021), diverse and eclectic communities of scholars are now populating the field, conducting research, holding debates at entrepreneurship conferences, and reporting their findings in journals (Landström et al. 2021).

Yet the concerns addressed by Jack and Anderson in 1999 regarding the fundamental goals of entrepreneurship education and its impact on society have to be resolved. The value of entrepreneurship education continues to be debated. What entrepreneurship education is expected to provide to society (generally reflected by increased employment rates and a country's competitiveness) does not always align with—and can sometimes even hinder—individual

conceptions of entrepreneurship and personal aspirations (Loi et al. 2021). Furthermore, in the practice and theory of entrepreneurship education competing forces appear to be at work, according to Kuckertz (2021). One emphasises entrepreneurship education programmes as critical for universities achieving their third mission, which is linked to universities' roles in the social and economic development of territories; the other pushes toward pathways that support self-sufficient, self-starting, and responsible individuals. Kuckertz (2021) demonstrates that thinking about the higher-order aims of entrepreneurship education may be critical for addressing and reconciling the various perspectives influencing entrepreneurship education discussions.

In the same vein, we suggest that deliberating on the numerous nuances of entrepreneurship education that have evolved from current debates is critical in order to appreciate its worth and to balance the various expectations and ambiguities that characterise entrepreneurship education. Quoting Drakopoulou-Dodd, Anderson, and Jack (2021, 2) who stated, "*We have the privilege and the power to explain entrepreneurship*", we would like to extend this privilege and power to entrepreneurship education.

We argue that the lessons we can draw from Alistair Anderson's contribution to entrepreneurship and entrepreneurship education assist us to address the above challenge. His exploration of the dynamics between entrepreneurs as individual agents and their social context and his awareness of the complex nature of entrepreneurship with a constant reflection on the methods for achieving this understanding have made this feasible. As a result, this paper indicates how Anderson's work might foster theorising on how entrepreneurship education should progress toward effectiveness, relevancy and legitimacy. Particularly, we clarify the implications for entrepreneurship education to integrate the social dimension into its theoretical foundation, acknowledge the complexity of entrepreneurship to reorient research in entrepreneurship

education, and reflect on methods to investigate a field that is evolving and broadening its scope by incorporating his lessons into Fayolle's (2013) three-strategy framework, which was developed to highlight ways to overcome the weaknesses of entrepreneurship education as a research field.

We can identify two significant contributions to the literature on entrepreneurship education that the present work offers. First, inspired by Anderson's efforts to address fragmentation and ambiguity surrounding the concept of entrepreneurship (e.g. Anderson, Drakopoulou-Dodd, and Jack 2012; Drakopoulou-Dodd, Anderson, and Jack 2021), our goal here is to consider ways to increase awareness of the nuances of entrepreneurship education conceptualisations and practices¹. We argue that these possibilities should be discussed to complement existing contributions that have helped the field develop more explicit conceptualisations of entrepreneurship education, motivated by the need to lay the groundwork for comprehensive thinking about this subject (e.g. Neck and Corbett 2018).

Second, by providing a more comprehensive and articulated view of entrepreneurship education through Anderson's lens, this study contributes to the development of a *comprehending* theory of entrepreneurship education, which is considered necessary for challenging the ambiguity of a phenomenon and for guiding practice, according to Sandberg and Alvesson's (2021) definitions of theory. Current discussions have barely touched upon entrepreneurship education as a phenomenon embedded in a social context, focussing instead on an economic one (e.g. Fayolle 2018). This point of view broadens the function of this phenomenon in society by

¹The following sentence from Dodd et al. (2021, 10) exemplifies the importance of considering multiple perspectives in entrepreneurship: *'There are as many entrepreneurs as there are dances, and far more interesting dances than the elite's choreographed pirouettes.'*

emphasising its significance not for what it promotes (i.e., the establishment of new businesses), but for the process it encourages when novice entrepreneurs develop new projects.

The article is organized into three main sections: The first section discusses Alistair Anderson's contribution to entrepreneurship and entrepreneurship education. The second section discusses our thoughts on entrepreneurship education and incorporates lessons from Alistair Anderson's research into a conceptual framework that expands on current ideas. Concluding remarks are provided to summarize this work's contribution.

Exploring the lessons learned from Alistair Anderson

In our exploration of Anderson's publications², we identified theoretical, empirical, and epistemological advances for entrepreneurship and entrepreneurship education. Overall, three main areas of contribution emerge related to (i). the conceptualisation of entrepreneurship; (ii) a better understanding of the key components of entrepreneurship emphasising in particular network and social capital; and (iii) epistemological and methodological contributions with a focus on the relevance of reflexivity as a research posture. For each of the areas of contribution mentioned above, Table 1 lists Anderson's most recent publications (published between 2020-2021) and the most relevant publications (those receiving more than 100 citations through August 2021, according to the Google Scholar database).

Insert Table 1 here

²We searched for contributions by Anderson A.R. in both Web of Science and Scopus. We combined the results from each database and we obtained a list of 155 articles that is available upon request. While Table 1 lists the contributions we used to support our effort to reconceptualise the value of entrepreneurship education, Table 2 lists contributions to the development of other entrepreneurship-specific topics. To highlight the most relevant papers for both Tables 1 and 2, we used Google Scholar citations to avoid any differences due to the merging of contributions indexed in Web of Science and Scopus.

It is important to recognise that Anderson has contributed to entrepreneurship in other relevant ways beyond the areas identified in Table 1. Although this article focusses on the contributions highlighted in Table 1 because they are more relevant to our research goal of reflecting on the value of entrepreneurship education, we believe it is important to note all the other areas of contributions to specific topics of entrepreneurship as identified and reported in Table 2. For example, Anderson's work helped develop our understanding of family firms (e.g. Randerson et al. 2015) and women's entrepreneurship (e.g. James, Xiong and Anderson 2021). In addition, various other interests have emerged, for example, in regard to religion and entrepreneurship (e.g. Anderson, Drakopoulou-Dodd, and Scott 2000), rural entrepreneurship (Irvine and Anderson 2004), SMEs (e.g. Zontanos and Anderson 2004), and organisational processes (e.g. Li, Anderson, and Harrison 2003). Overall, publications listed in Tables 1 and 2 attest to Anderson's notable role in building a robust community of scholars working on entrepreneurship.

Insert Table 2 here

In the following paragraphs, we highlight lessons from Anderson's work for each area of contribution in Table 1. These areas are intertwined as, for example, reflexivity as a research posture or the relevance of social context in theorising entrepreneurship pervade Anderson's work. However, the distinction we have made helps us to provide emphasis and space to some of his conceptions central to our reflection on entrepreneurship education.

Figure 1 summarises the relevant issues that emerged from our analysis of Anderson's work, which we used to refine our conceptualisation of entrepreneurship education's value. In the following paragraphs, these relevant issues are illustrated in detail.

Insert Figure 1 here

Theoretical, methodological and epistemological advancements in entrepreneurship and entrepreneurship education

Conceptualisation of entrepreneurship

One of Anderson's significant contributions has been to advance the field through the construction and refinement of entrepreneurship as a theoretical and practical concept. Moving beyond the prevalent economic value of entrepreneurship and downplaying the role of entrepreneurs' personal characteristics, he highlighted the nuances of the concept of entrepreneurship by recognising its multiple meanings given the contingent and contextual nature of entrepreneurship (Anderson, Drakopoulou-Dodd, and Jack 2012). He defined *entrepreneurship* as the creation and extraction of value from the environment (Anderson 2000), conceiving entrepreneurs as agents, inseparable from (or embedded in) their geographic, cultural, political, social and economic contexts. Entrepreneurs' behaviour occurs within the boundaries of their social structures and, at the same time, promotes changes in and of these structures. This dynamic of social context influence and change is far from deterministic. Rather, entrepreneurs are agents who are constantly interpreting social cues and sometimes internalising them. Therefore,

entrepreneurs enact their environment by applying their own patterns resulting from having populated that environment (Korsgaard and Anderson 2011).

Two prevailing theoretical lenses guided Anderson's interpretation of entrepreneurship as socially embedded, specifically Giddens's (1984) structuration and social constructivism (e.g., Anderson, Drakopoulou-Dodd, and Jack 2009). Arguing that entrepreneurship is the result of multiple interactions between people and between individuals and institutions (political, economic, and social), Anderson's work is rooted in qualitative research approaches that allow light to be shed on the phenomenology of entrepreneurship. The study of metaphors, for example, becomes relevant in Anderson's theorisation of entrepreneurship, as they provide direct evidence of how entrepreneurship is a complex and socially constructed experience (e.g. Nicholson and Anderson 2005; Anderson, Drakopoulou-Dodd, and Jack 2009).

Anderson's efforts to explicate entrepreneurship have provided significant contributions to advancing our understanding, especially of the entrepreneurial process, a firm's growth, and an entrepreneur's legitimacy. The entrepreneurial process does not take place in a vacuum; instead, it is temporally and spatially defined (Anderson 2005), as are entrepreneurial growth (Tunberg and Anderson 2020) and legitimacy (Bensemam, Warren, and Anderson 2021). By examining entrepreneurial ventures in the periphery, he demonstrated that entrepreneurship is relevant not only in determining economic growth but also for creating social value for the places in which these ventures have been located (Anderson 2000). Moreover, he helped to show that growth is not simply an outcome that can be measured through increased sales or employees but is also a complex process that stems from necessity and reactions to events rather than strategic planning (Tunberg and Anderson 2020). Finally, his investigations were relevant for providing evidence that the legitimacy of an entrepreneur does not depend entirely on the economic value produced

through a business but on the entrepreneurs' ability to integrate the business into the local environment.

Overall, we learn from Anderson's work that entrepreneurship can be understood if we, as researchers, explore its multiple dimensions while accepting its complexity. Using social lenses and through the entrepreneurs' narratives, it is possible to appreciate this complexity and address the theoretical fragmentation that characterises the entrepreneurial phenomenon (Anderson, Drakopoulou-Dodd, and Jack 2012).

Consistent with the above representation of entrepreneurship, entrepreneurship education has several dimensions that, together, account for the complexity of teaching entrepreneurship. Acquiring specific knowledge (professional role), developing how to use this knowledge effectively (technician role), applying this knowledge (artisan role), and stepping back from this knowledge in order for creativity (artist role) to emerge are the role topologies that Anderson and Jack (2008) proposed for entrepreneurship education so that it would encompass the different roles involved in real-world entrepreneurship.

Key concepts for the theorising of entrepreneurship: Network and social capital

Anderson's definition of entrepreneurship as shaped by and within social dynamics is based on two explanatory concepts: network and social capital. Network and social capital are inextricably linked since the network or networking both supports and is fuelled by social capital. They are important because they contribute to an understanding of why entrepreneurship is socially embedded and, consequently, influenced by social dynamics.

The network, which is conceived "as a set of actors and a series of relationships that connect them" (Jack et al. 2010, 317), has two main components as suggested by the definition

above: one related to its structure (nodes and links), and the other focussed on relational aspects and, therefore, related to the relational qualities between nodes. Anderson's contribution is centered primarily on understanding the process of network formation and its development over time (e.g. Anderson, Drakopoulou-Dodd, and Jack 2010; Jack, Drakopoulou-Dodd, and Anderson 2008; Jack et al. 2010). These works had two main implications for entrepreneurship. First, they provided a means to understand network processes and, in particular, collect the content of network interactions that had been a neglected topic (Jack et al. 2010). Second, they extended the conceptualisation of the network by defining it as a viable living organism (Jack, Drakopoulou-Dodd, and Anderson 2008) or an organic structure (Jack et al. 2010) that changes, grows, and develops over time, evolving to meet the needs of its participants, which is also subject to cultural influences (e.g. Drakopoulou Dodd, Jack, and Anderson 2002). Concerning the evolving nature of networks, for example, in a six-year study examining a forum for potential entrepreneurs established by a local business agency, Jack, Drakopoulou-Dodd, and Anderson (2008) observed a shift in members' interactions from the instrumental concern of extending resources to the satisfaction of affective needs centred on reciprocity and mutuality. These findings guide future studies to continue exploring networks as a set of dynamic relationships instead of focussing only on their structure, suggesting a hybrid theory of entrepreneurial networking. This hybrid theory takes a co-evolutionary approach to how the environment is shaped and, at the same time, evolves through significant changes caused by entrepreneurs' creative actions (Jack, Drakopoulou-Dodd, Anderson 2008).

Another relevant contribution by Anderson was to refine the concept of social capital. Social capital studies aim to develop a better understanding of its nature, mechanisms, qualities of these mechanisms, and outcomes to counter and overcome a narrow perspective that sees

social capital as a resource that entrepreneurs can own or borrow and is consistently associated with positive outcomes (e.g. McKeever, Anderson, and Jack 2014). Social capital is a network phenomenon (Anderson, Park, and Jack 2007) and a process whose key characteristics are structural components and relational dynamics (Anderson and Jack 2002). As a process, social capital is conceived ‘[...] as a bridge-building process linking individuals, so that networks are a series of bridges that link numerous individuals. This account seems to explain the structural elements of social capital; the processing of social capital is the constructing of bridges’ (Anderson and Jack 2002, 207). Therefore, social capital can be investigated as a unit of analysis in itself rather than by looking at the structural elements of a network (nodes or links) (McKeever, Anderson, and Jack 2014).

Anderson, Park, and Jack (2007) developed a framework that defines social capital and its elements by examining previous conceptualisations of social capital and studying the interactions of entrepreneurs in high-tech enterprises. *Connectivity* is envisioned as the nature of social capital, based on an individual's willingness to interact with others and the quality of those interactions. Entrepreneurs must recognise the existence of other players and be drawn to them in order for social capital to exist. As a social capital working mechanism, *credibility* is what permits entrepreneurs to join a network, so building their connectivity. The *informal willingness to oblige* (i.e., to contribute without immediate reciprocity) is the mechanism that allows entrepreneurs to maintain vital connectivity. As a result, *business opportunities* arise from connectivity due to mutual trust, reciprocity and interdependence which are key characteristics that facilitate the operation of the above-mentioned mechanisms. The *network*, which contains and contextualizes social capital, is the medium that embodies the potential tangible

(information) and intangible (emotional support) resources that become visible through people's interactions.

Several theoretical lenses underlie Anderson's studies of networks and social capital and are key to explaining why networks and social capital are essential to understanding entrepreneurship as a social phenomenon. For example, Granovetter's view of embeddedness (1985) is used as a mechanism to explain why social elements, such as networks and networking, enable or constrain entrepreneurship processes (McKeever, Jack, and Anderson 2015). Process theories (Van de Ven and Poole 2005) are used to explain how networks are expected to evolve and change over time, demonstrating how entrepreneurs' behaviour can be shaped by their interactions with other people (Jack, Drakopoulou-Dodd, and Anderson 2008), and how networking can enable business growth through them (Anderson, Drakopoulou-Dodd, and Jack 2010). In addition, Barth's concept of value transfer across spheres (1963; 1969) and Putnam's conceptualisation of community (2000) provide insight into the mechanisms by which entrepreneurial agency might successfully achieve outcomes relevant to entrepreneurs and the communities in which they are embedded. This happens because entrepreneurs know the "rules of the game" that permeate a context and make the needs and capabilities of both the entrepreneur and the community align (McKeever, Jack, and Anderson 2015). Finally, Bourdieu's conception of *habitus* (1990) is also key to explaining how social capital and networks trigger opportunity creation and growth within firms and the community that hosts these firms. According to this theoretical lens, as Anderson, Drakopoulou-Dodd, and Jack (2010) argued, entrepreneurs form relationships with recognisable rules based on shared values and objectives. Thus, a *habitus* or *modus operandi* emerges, that explains how entrepreneurs work together and form an ongoing environment as a shared social construction. As most recent studies show, an institutional

environment can also hinder entrepreneurial development by contributing to creating an environmental place that can support or hamper entrepreneurial agency and innovation (e.g. Lamine et al. 2021).

Overall, Anderson's lessons teach us that networking and social capital are the mechanisms through which entrepreneurs can enact an environment by taking advantage of its latent resources. Entrepreneurship processes are embedded in social structures because entrepreneurs build networking practices that are compatible with other network members and, through social capital, actively discover and promote how to establish a stable entrepreneurial environment. According to this view, without connectedness, entrepreneurship cannot exist and become a long-term reality.

Epistemological and methodological contribution

Arguing that scholars' questions and points of view in conducting research shape the field and its scholarly advancement, a recurring concern in Anderson's work is how knowledge develops in entrepreneurship (e.g. Drakopoulou-Dodd, Anderson, and Jack 2021; Dood and Anderson 2007; Karatas-Ozkan et al. 2014; McDonald et al. 2015). Relatedly, reflexivity as a research posture and an explicit focus on methodology and methods adopted in the field embrace several key points of his thinking that we have gathered from his lessons and discussed below.

Reflexivity as a research posture emerges as an imperative to advance the discipline in various works by Anderson. Reflexivity is associated with highlighting critiques in current positions, and the use of both reflexivity and critiques helps preserve the heterogeneous nature of entrepreneurship rather than promoting restrictive conversations in the field (Drakopoulou-Dodd,

Anderson, and Jack 2021). Stepping back and reflecting are keys to scrutinising the current conceptualisation of entrepreneurship and shedding light on mainstream thoughts that, in a sense, limit the development of a complete picture of entrepreneurship. Anderson's works reveal three recurring themes of reflection and criticism.

First, the need to move beyond the centrality of the economic nature of entrepreneurship emerges consistently to recognise, instead, its complexity in terms of outcomes and the generative process embedded in social dynamics. In a recent paper Drakopoulou-Dodd, Anderson, and Jack (2021) reconceptualised entrepreneurship by rethinking its processes, its actors, and places where entrepreneurial activities take place. This rethinking effort is crucial for reorienting entrepreneurship studies towards what happens 'in-between', i.e. in everyday situations that are most often dissimilar to the dominant ideal types that have occupied the scene of entrepreneurship research thus far.

Second, Anderson questioned the emphasised account of objectivity and rationality as two fundamental elements of entrepreneurship to instead reflect on the need to investigate the moral dimension of entrepreneurship due to its embedded social nature (Nordstrom, McKeever, and Anderson 2020). This focus helps recognise a collective dimension of entrepreneurship that makes entrepreneurial processes possible because specific values are shared and accepted to guide entrepreneurial practices. This moral dimension contributes to making an entrepreneurial practice 'authentic' only when it aligns with those values that a community accepts as a way to guide behaviour (Anderson and Smith, 2007; Anderson and Warren, 2011).

Third, a better understanding of entrepreneurial practice requires an epistemological stance different from positivism that allows us to gather the social dynamics underlying the

entrepreneurial process, emphasise interpretive lenses and enrich unsophisticated psychological models rooted in the role of the entrepreneur as an individual (Anderson and Smith 2007; Anderson and Warren 2011; Drakopoulou-Dodd, Anderson, and Jack 2021).

Anderson's reflection on methodology and methods is instrumental in uncovering additional nuances in the concept of entrepreneurship by shedding light on the everyday experiences of entrepreneurs and appreciating the cultural dimension that incorporates the interaction between individuals and their local environment. Therefore, qualitative research is essential in entrepreneurship because it complements prevailing quantitative methods by providing a more complex and multifaceted picture of entrepreneurship (McDonald et al. 2015). For example, the narrative approach is addressed as a helpful research tool that allows for a greater understanding of the co-creation process that comprises entrepreneurship as a social phenomenon (Toledano and Anderson 2020). Entrepreneurs, as constitutive of the environment and constituted by it, participate in making sense of their entrepreneurial actions along with the sense given by other social actors, such as the media (Anderson and Warren 2011). In such a way, representations of what entrepreneurship is and being an entrepreneur are socially co-created. Consequently, narrative, where the storyteller together with the listener recounts his or her experience, is an appropriate approach that provides an in-depth understanding of how individuals interpret their lived events and indicates what is relevant to investigate to improve knowledge about entrepreneurship. Overall, in recognising the complexity of entrepreneurship, it is imperative for scholars to reflect on their methodological approach and question the appropriateness of their methods to *'[...] increase the quality of research across the field in each of the methodological perspectives by changing the focus of the discussion from, "which method*

is best”, to, *'which method is best to address this specific research question'* (McDonald et al. 2015, 309).

Rethinking entrepreneurship education from Alistair Anderson’s legacy

Fayolle (2013), in his *Entrepreneurship & Regional Development* article based on the keynote lecture he delivered when he received the 2013 European Entrepreneurship Education Award on 17 May 2013 at the University of Lund presented his personal view of the future of entrepreneurship education. He has indicated how the field could progress and overcome its main weaknesses based on a three-strategy framework consisting of targeting, connecting and reflecting (Fayolle 2013; 2018). As a strategic dimension, *Target* refers to building the theoretical foundations of entrepreneurship education and reflecting on its core meanings and objectives. Understanding how entrepreneurship education can incorporate the different developmental components to foster an entrepreneurial mindset and thinking was a priority in 2013. As a strategic dimension, *Connect* refers to the link between disciplines and communities. Fayolle (2013) proposed linking entrepreneurship education to disciplines such as education and teaching practice, emphasising the importance of focussing on problem-based learning pedagogy to make entrepreneurship education more effective and more critical in the design of teaching programmes. Regarding *Reflect* as a strategic dimension, Fayolle (2013; 2018) emphasised the need to increase critical thinking in entrepreneurship education, probably stemming from the lack of qualified scholars and experts continuously working on entrepreneurship education.

In the same vein as the existing effort that seeks to renew the field, we adopt the three-strategy framework above to integrate Anderson's perspectives into entrepreneurship education

and reinforce the targeting, connecting and reflecting strategies (Fayolle 2013; 2018) that we consider critical to guide research and our effort to reflect on the value of entrepreneurship education. This framework is helpful for easily illustrating the progress that studies have proven in the field throughout the years (e.g. Matthews and Liguori 2021), demonstrating how Anderson's lessons contributed to this beneficial path. Second, we can point to future research steps in conjunction with the three strategies by constructing and strengthening a well-known framework in entrepreneurship education. This is crucial to ensure that the reflections presented in this article can contribute to the ongoing debate on how to improve entrepreneurship education (e.g. Liguori et al. 2019).

In Figure 2, we depict how Anderson's key thoughts complement the current conceptualisation of entrepreneurship education and the implications that surround them.

Insert Figure 2 here

As represented in Figure 2, based on the embedded social nature of entrepreneurship, the social component should be integrated into entrepreneurship education theory, which entails taking into consideration the dynamics of co-creation that result from the interaction between the individual and the social context (e.g. Anderson 2000; Gaddefors and Anderson 2017). Furthermore, as Anderson highlighted the complexity of entrepreneurship in terms of social processes, outcomes, and dynamics, entrepreneurship education, as a discipline that focusses on how entrepreneurship develops from inception, plays an important role in shedding light on the various forms of entrepreneurship and the processes that surround them. Finally, emphasising the importance of epistemological reflections and the need to use an optimal approach for the given

study issue in Anderson's research approach, we highlight the grounds for extending these reflections to entrepreneurship education. The three strategies target, connect and reflect address over these issues in greater depth in the following paragraphs.

Target

Since Fayolle's contribution, in 2013, progress has been made in entrepreneurship education to integrate relevant components to foster entrepreneurial mindset, skills and practices required to start new businesses (Neck and Corbett 2018) and/or decide to embrace entrepreneurship as a career path (Fayolle and Gailly, 2015). Models focussed on entrepreneurial competences (Bonesso et al. 2018; Morris et al. 2013), cognitive and emotional dimensions (e.g. Aly, Audretsch, and Grimm 2021) have emerged, seeking to complement the prevailing focus on entrepreneurial intentions (Fretschner and Lampe 2019). Although competencies include interaction with the environment because being competent implies that an individual can orchestrate his or her knowledge and skills given a specific context, the social dimension as a building block of entrepreneurship (Drakopoulou-Dodd, Anderson, and Jack 2021) is absent in entrepreneurship education.³ More specifically, the co-construction process underlying entrepreneurship, which comes from the interplay between the individuals and the social setting that embeds them, is rarely addressed in entrepreneurship education.

We argue that incorporating the social dimension and the related process of co-creation into entrepreneurship education allows it to address relevant flaws and overcome important challenges, particularly the need to develop a 'character that accepts responsibility' (Kuckertz,

³See EntreComp: the European Entrepreneurship Competence Framework: <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8201&furtherPubs=yes> (Last access in August 2021).

2021) and ‘reflective practitioners’ (Jack and Anderson, 1999) who can actively respond to current social and economic transformations as entrepreneurial agents. This has significant consequences for enhancing entrepreneurship education's conceptualisation and guiding practices.

Current entrepreneurship education programmes have been criticised for appearing to be guided by unstated and unquestioned conventions based on specific entrepreneurial mindsets (Farny et al. 2016; Loi et al. 2021). This accentuated the de-contextualized process of enterprise creation and fuelled its placelessness. By contrast, by combining entrepreneurship education with the social context, it is feasible to compensate for the stigmatized version of entrepreneurship education by allowing for the diversity that arises from the unique interactions between potential entrepreneurs and their social contexts. This is possible because, first, the emphasis on interaction with the social context lays the foundations for integrating a moral dimension to entrepreneurship education, inviting an understanding of the explicit and implicit norms and values that embed place, which can encourage or prevent particular types of entrepreneurship (Anderson and Smith 2007; Nordstrom et al. 2020). Supporting aspiring entrepreneurs to understand the ‘rules of the game’ that govern local places, as well as those that govern the globalised market or customer perspectives, is one way for entrepreneurship education to help entrepreneurs be more successful in setting up their businesses and developing their personal projects within a known context. Second, entrepreneur-social context interaction broadens the profiles of possible ‘entrepreneurs’ and opens the door to numerous varieties of entrepreneurship that may arise from a specific interaction inside a specific environment, thanks to an adaptation between individual and environmental values. When entrepreneurship is viewed as a product of social interactions, it emphasises situated rather than generalized knowledge (Johannisson 2018), allowing personal

viewpoints to emerge and impact the entrepreneurial path. Third, it provides a vehicle for contextualising entrepreneurship education by encouraging the development of programmes that consider local conditions as challenges that may lead to business opportunities (Anderson et al. 2007). As a result, unique societal challenges become possible business development foci. Finally, it contributes to the progress of places not only economically, but also socially and personally. New entrepreneurs are more likely to develop settings and to hope to modify them for the better if entrepreneurship education fosters co-construction as a process for developing new business ideas and explains how individual success is tied to the social context (Anderson et al. 2010; Tunberg and Anderson 2020).

Connect

Extending Fayolle's (2013) perspective with Anderson's work, we propose to tie entrepreneurship education not only to education but specifically to entrepreneurship by clearly highlighting the complexity of the entrepreneurial process. Entrepreneurship is a complex phenomenon in the social sciences, as Anderson and other scholars have taught us (Bruyat and Julien 2000; McDonald et al. 2015). The interaction of at least four primary elements, namely persons, organizations, environment and processes, results in the development of entrepreneurship, which is achieved by a set of actions performed by individuals in launching a new venture (Gartner, 1985). As a result, entrepreneurship complexity relates to its heterogeneous and dynamic nature, which is contextually defined, dependent on various dimensions involved in its manifestation, broad in its impact, and influenced by temporal dynamics (e.g. Bruyat and Julien, 2000; Dodd et al. 2021; Gartner, 1985). The fact that entrepreneurship is socially embedded, in particular, adds

to relating this phenomenon to norms, attitudes, and limits unique to the times and places in which it emerges. As a result of this interplay, this process generates social and economic changes that affect local communities and, most likely, the society as a whole.

Entrepreneurship education cannot undervalue the complexity of entrepreneurship, either in theory or practice, because defining and conceptualising entrepreneurship is critical to setting goals and designing tailor-made pedagogies to attain them. Rather than using stereotyped concepts of entrepreneurship and monolithic ideas of how to be an entrepreneur, entrepreneurship education must recognise the complexity of entrepreneurship by employing a discovery approach to the entrepreneurial process. This method makes this discipline less myopic, in terms of the various types of entrepreneurship, that Anderson et al. (2021) have helped to identify.

As a result, entrepreneurship education must be viewed as a research field that sheds light on the various forms of entrepreneurship and the processes surrounding them. There is opportunity for research in entrepreneurship education to investigate how transformation processes occur, focussing on how novices become entrepreneurs, how they grow personally and professionally, what their goals are at the start of this experience, and how they evolve along the way. What are their main representations of entrepreneurship, and what do they like and dislike about it? What exactly is entrepreneurship for those who are just starting? Entrepreneurship education can provide a unique perspective into entrepreneurship, and it is time to use it for the benefit of these fields and the societal consequences that may follow.

Reflect

Efforts to improve critical thinking are noticeable in entrepreneurship education (Matthews and Liguori 2021), most likely as a result of the formation of a large community of scholars, as recent research has revealed (Landström et al. 2021).

Discourse on epistemology and methodologies, however, remains lacking in entrepreneurship education. This state is most likely the result of a lack of thought at the ontological level, which would require reflection on the theoretical lenses we employ to guide our studies (Fayolle 2018; Hlady-Rispal, Fayolle, and Gartner 2021). In addition, the prevailing focus on the effectiveness of entrepreneurship education (Gabrielsson et al. 2018; Loi, Castriotta, and Di Guardo 2016) has favoured a quantitative methodology as a means to understanding large-scale impacts (e.g. Haddoud et al. 2020; Nowiński et al. 2020; Sherkat and Chenari 2020).

A fundamental reorientation of study methodologies in entrepreneurship education is required since it refocusses on the interaction between individuals and their social settings and acknowledges the complexity of entrepreneurship. The field of study becomes broader and more multifaceted, necessitating new data collection and analysis methods. Qualitative methodologies are a viable choice, as Anderson proved through his qualitative work. Given the apparent evolution of entrepreneurship education as a research field (Landström et al. 2021), an informed reflection on methodology and approaches would certainly benefit the field and guide future research.

Concluding remarks

In this work, we illustrated how entrepreneurship education might benefit from Anderson's thoughts by drawing on his reflections, empirical investigations, and research perspective. Drawing on his works, we have proposed, in particular, the incorporation of individual-social context interaction into the theory and practice of entrepreneurship education, emphasised the importance

of understanding entrepreneurship as a complex phenomenon to reorient research in entrepreneurship education and identify goals and more effective tailor pedagogy, and emphasised the need to question methods of inquiry as the field evolves and expands its area of investigation.

Overall, we contend that the foregoing considerations contribute to ongoing debates regarding the value of entrepreneurship education by providing a more nuanced picture of entrepreneurship education's relevance at both the individual and societal levels. It can be assumed that entrepreneurship education fosters entrepreneurship as a conversation between the person and the environment (Bruyat and Julien 2000). Multiples actors besides new entrepreneurs play active roles in the process of business development and new venture creation, and many social dynamics are at play as Anderson's co-creation perspective of entrepreneurship suggests. As a result of this interaction, personal perspectives arise that are attentive to the particularities of the social context, because being in touch with the social environment and attuned to contemporary challenges is an intrinsic component of the entrepreneurial process. Thus, entrepreneurship education programmes may no longer be stereotypical and simply welcoming toward business creation; places may no longer be passive hosts to new enterprises; and social contexts may no longer succumb to the emergence of new ideas and innovative processes.

We believe that including how to deal with the social dimension in entrepreneurship education allows scholars to reflect on how entrepreneurship can create social and economic value in ways that balance and enrich the role of entrepreneurship and that significantly transform its representation as little more than a tool to combat youth unemployment. Scholars should, arguably, not debate the struggle to reduce unemployment. Rather, what must be called into question is

how researchers portray entrepreneurship. This type of thinking can have an impact on the social and economic development of entrepreneurship and entrepreneurship education.

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Table 1. A.R. Anderson's contribution to the theoretical, epistemological and methodological advancement of entrepreneurship and entrepreneurship education.

Macro areas of contribution	Impactful and recent papers	Main results	Scholar citations
Conceptualisation of entrepreneurship	Jack, S. L., & Anderson, A. R. (2002). The effects of embeddedness on the entrepreneurial process. <i>Journal of Business Venturing</i> , 17(5), 467-487.	Embeddedness as a mechanism for entrepreneurs to become part of the social structure in which their business operates and better leverage resources and opportunities.	1659
	Jack, S. L., & Anderson, A. R. (1999). Entrepreneurship education within the enterprise culture: producing reflective practitioners. <i>International Journal of Entrepreneurial Behavior & Research</i> , 5(3), 110-125.	Entrepreneurship is conceptualised as a process that involves both art and science. Entrepreneurship education should embrace both, becoming a pathway suited for an entrepreneurial career in which students experiment, reflect, and become reflective practitioners.	627
	Drakopoulou Dodd, S., & Anderson, A. R. (2007). Mumpsimus and the mything of the individualistic entrepreneur. <i>International Small Business Journal</i> , 25(4), 341-360.	Entrepreneurship as an individualistic practice is questioned and viewed as a persistent myth that prevents the development of a better understanding of the interaction between the individual and the context underlying the entrepreneurial process.	469
	Nicholson, L., & Anderson, A. R. (2005). News and nuances of the entrepreneurial myth and metaphor: Linguistic games in entrepreneurial sense-making and sense-giving. <i>Entrepreneurship Theory and Practice</i> , 29(2), 153-172.	Entrepreneurship is examined as a social construct as a set of beliefs that emerge from the myths and metaphors used in newspapers to talk about entrepreneurship and create meanings that actors interpret to guide their conduct.	428
	Anderson, A. R. (2000). Paradox in the periphery: an entrepreneurial reconstruction?. <i>Entrepreneurship & Regional Development</i> , 12(2), 91-109.	Entrepreneurship is defined as the creation and extraction of value from the environment. Periphery emerges as an interpreted environment in which entrepreneurs enact their view of possibilities that become new businesses.	414
	Anderson, A. R. (1998). Cultivating the Garden of Eden: environmental entrepreneuring. <i>Journal of Organizational Change Management</i> , 11(2), 135.	The commonalities between environmentalism and entrepreneurship are examined, showing the latter be a means of enacting the values of environmentalism.	327
	Korsgaard, S., & Anderson, A. R. (2011).	Entrepreneurship is seen as a social construction that has	251

<p>Enacting entrepreneurship as social value creation. <i>International Small Business Journal</i>, 29(2), 135-151.</p>	<p>multiple forms and outcomes that produce more than economic value. Social impacts that emerge in terms of personal growth, development of new forms of business, and social well-being are also relevant outcomes. Understanding them helps to better understand the entrepreneurial process.</p>	
<p>Chorev, S., & Anderson, A. R. (2006). Success in Israeli high-tech start-ups; Critical factors and process. <i>Technovation</i>, 26(2), 162-174.</p>	<p>Israeli high-tech startups was used as a case study to identify a framework that highlights critical success vs. failure factors and to show how team expertise and commitment, among others such as strategy, were critical to success.</p>	247
<p>Anderson, A. R., Drakopoulou Dodd, S. D., & Jack, S. L. (2012). Entrepreneurship as connecting: some implications for theorising and practice. <i>Management Decision</i>, 50(5), 958-971.</p>	<p>Conceptualising entrepreneurship as a complex adaptive system, whose component parts are interconnected, is seen as an epistemological effort to explain what we know about entrepreneurship and how knowledge can be improved to overcome theoretical fragmentation.</p>	236
<p>Anderson, A. R., & Jack, S. L. (2008). Role typologies for enterprising education: the professional artisan?. <i>Journal of Small Business and Enterprise Development</i>, 15(2), 259-273.</p>	<p>Teaching entrepreneurship requires a combination of theory and practice that aims to develop different skill sets and ways of thinking and doing that converge into four different role types, namely: professional, technician, artisan, and artist.</p>	180
<p>Anderson, A. R. (2005). Enacted metaphor: The theatricality of the entrepreneurial process. <i>International Small Business Journal</i>, 23(6), 587-603.</p>	<p>Entrepreneurship seen as performance and theatrical metaphor is used as a tool to understand entrepreneurship or to address its nuances and complexities. The dramaturgy and dramatism analysis help contemplate the temporal tensions that make entrepreneurship an evolving phenomenon involving actions anchored in the past and events that have yet to happen.</p>	156
<p>El Harbi, S., & Anderson, A. R. (2010). Institutions and the shaping of different forms of entrepreneurship. <i>The Journal of Socio-Economics</i>, 39(3), 436-444.</p>	<p>With a focus on differences across countries, the study shows how different institutional aspects could have different impacts on innovation (patents) and self-employment. This result has a clear implication for policymakers' decision on what outcomes they would like to achieve with their policy.</p>	150
<p>Diochon, M., & Anderson, A. R. (2011). Ambivalence and ambiguity in social enterprise; narratives about values in reconciling purpose and practices. <i>International Entrepreneurship and</i></p>	<p>By reflecting on the tensions behind the economic and social aspects of social enterprises, social entrepreneurs harmonize social welfare as the terminal value and the economic objective as instrumental and create value for their enterprises.</p>	124

- Anderson, A., Drakopoulou Dodd, S., & Jack, S. (2009). Aggressors; winners; victims and outsiders: European schools' social construction of the entrepreneur. *International Small Business Journal*, 27(1), 126-136. 121
- Bensemam, J., Warren, L., & Anderson, A. (2021). Entrepreneurial engagement in a depleted small town: Legitimacy and embeddedness. *Journal of Management & Organization*, 27(2), 253-269. 9
- Tunberg, M. and Anderson, A. R. (2020). Growing a small firm; experiences and managing difficult processes. *International Entrepreneurship and Management Journal*, 16, 1445-1463. 7
- Anderson, A. R., & Jack, S. L. (2002). The articulation of social capital in entrepreneurial networks: a glue or a lubricant?. *Entrepreneurship & Regional Development*, 14(3), 193-210. 886
- Anderson, A. R., & Miller, C. J. (2003). "Class matters": Human and social capital in the entrepreneurial process. *The Journal of Socio-Economics*, 32(1), 17-36. 580
- Jack, S., Drakopoulou Dodd, S. D., & Anderson, A. R. (2008). Change and the development of entrepreneurial networks over time: a processual perspective. *Entrepreneurship & Regional Development*, 20(2), 125-159. 478
- Anderson, A., Park, J., & Jack, S. (2007). Through an in-depth examination of the conceptualisation of 416

Entrepreneurial social capital: Conceptualizing social capital in new high-tech firms. <i>International Small Business Journal</i> , 25(3), 245-272.	social capital, a framework is presented that aims to clarify the concept by showing its nature (connectivity), process element (credibility), mechanisms to maintain the relationship, opportunities created by interactions, and the network as a means through which social capital evolves.	
McKeever, E., Jack, S., & Anderson, A. (2015). Embedded entrepreneurship in the creative re-construction of place. <i>Journal of Business Venturing</i> , 30(1), 50-65.	Communities, conceived as enduring, but not explicitly instrumental, relationships between actors, often with geographic boundaries, but which can range from local and regional to transnational and global communities, play a critical role in enabling entrepreneurship to create and rebuild places.	357
Anderson, A. R., Drakopoulou Dodd, S. D., & Jack, S. (2010). Network practices and entrepreneurial growth. <i>Scandinavian Journal of Management</i> , 26(2), 121-133.	Adopting the concept of <i>habitus</i> by Bourdieu (1992), the role of networking is examined to understand how it allows businesses to grow by showing that the process of growth is tied to shared values and rules about how to create and rebuild relationships (develop <i>modi operandi</i>) with others in a place.	346
Jack, S., Moulton, S., Anderson, A. R., & Dodd, S. (2010). An entrepreneurial network evolving: Patterns of change. <i>International Small Business Journal</i> , 28(4), 315-337.	Whether and how networks evolve and transform is examined over the course of six years by observing a forum for potential entrepreneurs established by a local business agency. A three-stage framework of process change emerged, showing a shift in members' interactions from the instrumental concern of extending resources to meeting the affective need focussed on mutuality and reciprocity.	293
McKeever, E., Anderson, A., & Jack, S. (2014). Entrepreneurship and mutuality: social capital in processes and practices. <i>Entrepreneurship & Regional Development</i> , 26(5-6), 453-477.	The study demonstrates the roles, function, and operation of social capital in the practice of entrepreneurship by observing a community located in Ireland. The findings help demonstrate that social capital is an emergent and ongoing process based on participation, belonging, and mutual understanding that may enable or retard the development of an entrepreneurial opportunity.	229
Drakopoulou Dodd, S. D., Jack, S., & Anderson, A. R. (2002). Scottish entrepreneurial networks in the international context. <i>International Small Business Journal</i> , 20(2), 213-219.	By interviewing Scottish entrepreneurs about their network through a telephone survey that replicated an interview administered in previous countries (Canada, Greece, Japan, Italy, Sweden, USA), the study shows that the nature and process of networking can differ across cultural boundaries.	119
Hardwick, J., Anderson, A. R., & Cruickshank,	Trust is examined in 11 biotechnology companies to show	113

- D. (2013). Trust formation processes in innovative collaborations: Networking as knowledge building practices. *European Journal of Innovation Management*, 16(1), 4–21. how it provides an effective mechanism for innovative collaboration. It has two components: one is technical trust and the other acts as a mechanism for trust between people to grow. The latter is particularly useful because it is linked to an increasing level of tacit knowledge exchange in innovation processes that makes virtual exchange effective.
- Xiao, L., & Anderson, A. (2021). The Evolution of Chinese Angels: Social Ties and Institutional Development. *British Journal of Management*. DOI: <https://doi.org/10.1111/1468551.12495> Looking at the Chinese venture capital environment, the study shows how personal and social ties retain their importance in shaping the venture capital decision in a changing institutional environment where regulation becomes stronger and less uncertain. 2
- Lamine, W., Anderson, A., Jack, S. L., & Fayolle, A. (2021). Entrepreneurial space and the freedom for entrepreneurship: Institutional settings, policy, and action in the space industry. *Strategic Entrepreneurship Journal*, 15(2), 309-340. With a 10-year longitudinal case on the aerospace industry, entrepreneurial space is introduced as a new theoretical concept that explains the dynamics between the role of institutions and the open possibilities or constraints applied to entrepreneurial agency. 1
- Epistemological and methodological contribution: Reflexivity as a research posture** Anderson, A. R., & Smith, R. (2007). The moral space in entrepreneurship: an exploration of ethical imperatives and the moral legitimacy of being enterprising. *Entrepreneurship & Regional Development*, 19(6), 479-497. Arguing that [...] *in contemporary times there are some serious questions to be asked about morality, individuals, change and the economy* (p. 479), this study develops a conceptualisation of moral space in entrepreneurship that involves the concept of "authentic" entrepreneurs whose means and ends are socially accepted. This implies that entrepreneurship means not only behaving entrepreneurially but also incorporating socially accepted values. 233
- Anderson, A. R., & Warren, L. (2011). The entrepreneur as hero and jester: Enacting the entrepreneurial discourse. *International Small Business Journal*, 29(6), 589-609. By problematising the concept of entrepreneurial identity as consisting of both a collective and an individual dimension, the study shows how entrepreneurship is the result of an interaction between collective expectations/stereotypes about entrepreneurship and the individual interpretation/enactment of these expectations. Narratives and discourses are indicated as valuable means to understand this co-constructed nature of entrepreneurship that permeates entrepreneurial identity. 227
- McDonald, S., Gan, B. C., Fraser, S. S., Oke, A., & Anderson, A. R. (2015). A review of research methods in entrepreneurship 1985-2013. *International Journal of Entrepreneurial* Through a literature review that investigated the most commonly used research methods in highly regarded entrepreneurship journals, this study highlights the need to underplay positivism and openly reflect on the epistemological 133

<i>Behavior & Research</i> , 21(3), 291-315.	level to improve entrepreneurship studies. It draws attention to the importance of adopting different methodologies and methods to account for entrepreneurial complexity.	
Gaddefors, J., & Anderson, A. R. (2017). Entrepreneurs and context: when entrepreneurship is greater than entrepreneurs. <i>International Journal of Entrepreneurial Behavior & Research</i> , 23(2), 267-278.	Through a 10-years ethnographic investigation, this study addresses the need to better understand entrepreneurship by adopting a critical stance about existing theorisation of entrepreneurship that have decentralized the role of context in the entrepreneurial process.	116
Toledano, N., & Anderson, A. R. (2020). Theoretical reflections on narrative in action research. <i>Action Research</i> , 18(3), 302-318.	Narrative as a tool is discussed in relation to action research. Discussing its ontological models and characteristics, the authors offered their viewpoint to support the usefulness of narrative approaches, especially for profoundly understanding the experience of individuals as members of society.	15
Nordstrom, O., McKeever, E., & Anderson, A. (2020). Piety and profit; the moral embeddedness of an enterprising community. <i>Entrepreneurship & Regional Development</i> , 32(9-10), 783-804.	The study shows how morality works in entrepreneurship through an 18-month observation of a Hutterite colony in Western Canada. The values of the investigated community is both the input that drives entrepreneurial practice and the outcome that allows those values to be maintained. Objectivity and rationality as the prevailing approaches that drive mainstream conceptions of entrepreneurship are contrasted with a collective dimension of entrepreneurship, where collectivity, reciprocity, mutuality and accepted common purposes are the main mechanisms that make entrepreneurial processes possible.	6
Drakopoulou Dodd, S., Anderson, A., & Jack, S. (2021). "Let them not make me a stone"—repositioning entrepreneurship. <i>Journal of Small Business Management</i> , 1-29. DOI: https://doi.org/10.1080/00472778.2020.1867734	Reflexivity as a research attitude to reposition the concept of entrepreneurship is considered imperative for entrepreneurship scholars. With this in mind, in this essay, the unquestioned assumptions of entrepreneurship are interrogated and used to reposition entrepreneurship studies by reflecting on principles, aims, values, places and people involved in entrepreneurship.	0

Table 2. A. R. Anderson’s contribution to specific entrepreneurship topics.

Macro areas of contribution	Most impactful and most recent papers	Scholar citations
Family business and Women entrepreneurship	<p>Anderson, A. R., Jack, S. L., & Dodd, S. D. (2016). The role of family members in entrepreneurial networks: Beyond the boundaries of the family firm. In <i>Entrepreneurial Process and Social Networks</i>. Edward Elgar Publishing.</p> <p>Randerson, K., Bettinelli, C., Fayolle, A., & Anderson, A. (2015). Family entrepreneurship as a field of research: Exploring its contours and contents. <i>Journal of Family Business Strategy</i>, 6(3), 143-154.</p> <p>Ojediran, F. O., & Anderson, A. (2020). Women’s Entrepreneurship in the Global South: Empowering and Emancipating?. <i>Administrative Sciences</i>, 10(4), 87.</p> <p>Anderson, A., & Ojediran, F. (2021). Perspectives, progress and prospects; researching women’s entrepreneurship in emerging economies. <i>Journal of Entrepreneurship in Emerging Economies</i>. DOI: https://doi.org/10.1108/JEEE-07-2020-0214</p> <p>James, I., Xiong, L., & Anderson, A. R. (2021). Mobilising Identity; Entrepreneurial Practice of a ‘Disadvantaged’ Identity. <i>European Management Review</i>. DOI: https://doi.org/10.1111/emre.12451</p>	<p>532</p> <p>158</p> <p>9</p> <p>0</p> <p>0</p>
Religion, Organizational processes, Culture, Rural entrepreneurship and Tourisms	<p>Zontanos, G., & Anderson, A. R. (2004). Relationships, marketing and small business: an exploration of links in theory and practice. <i>Qualitative Market Research: An International Journal</i>, 7(3), 228-236.</p> <p>Jin-Hai, L., Anderson, A. R., & Harrison, R. T. (2003). The evolution of agile manufacturing. <i>Business Process Management Journal</i>, 9(2), 170-189.</p> <p>Pyysiäinen, J., Anderson, A., McElwee, G., & Vesala, K. (2006). Developing the entrepreneurial skills of farmers: some myths explored. <i>International Journal of Entrepreneurial Behavior & Research</i>, 12(1), 21-39.</p> <p>Li, J. H., Anderson, A. R., & Harrison, R. T. (2003). Total quality management principles and practices in China. <i>International Journal of Quality & Reliability Management</i>, 20(9), 1026-1050.</p> <p>Anderson, A. R., Li, J. H., Harrison, R. T., & Robson, P. J. (2003). The increasing role of small business in the Chinese economy. <i>Journal of Small Business Management</i>, 41(3), 310-316.</p> <p>Irvine, W., & Anderson, A. R. (2004). Small tourist firms in rural areas: agility, vulnerability and survival in the face of crisis. <i>International Journal of Entrepreneurial Behavior & Research</i>, 10(4), 229-246.</p> <p>Anderson, A. R., Drakopoulou-Dodd, S. L., & Scott, M. G. (2000). Religion as an environmental influence on enterprise culture—The case of Britain in the 1980s. <i>International Journal of Entrepreneurial Behavior & Research</i>, 6(1), 5-20.</p> <p>Tehseen, S., & Anderson, A. R. (2020). Cultures and entrepreneurial competencies; ethnic propensities and performance in Malaysia. <i>Journal of Entrepreneurship in Emerging Economies</i>, 12(5), 643-666.</p>	<p>265</p> <p>235</p> <p>234</p> <p>202</p> <p>178</p> <p>165</p> <p>161</p> <p>5</p>

Figure 1. Synthesis of the lessons learned from Anderson' work

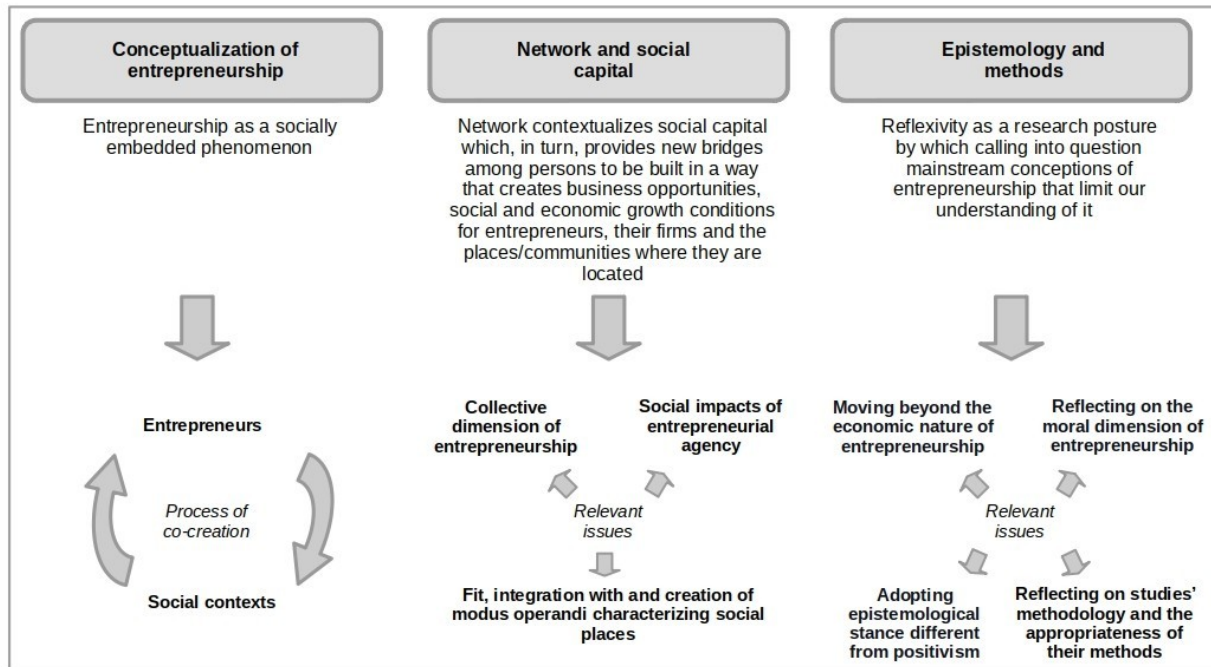


Figure 2. Reconceptualising entrepreneurship education from Anderson's legacy

