

Learning for and from entrepreneurship

Bengt Johannisson

Entrepreneurship
Entrepreneurship

Växjö university

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How come that

- Swedish children are as playful, passionate and creative as any children?
- Swedish university students - in contrast to their US peers - are unable and uninterested in starting business?
- Swedish as well as US researchers in entrepreneurship dramatise numbers and words but seldom community involvement?

What is Academic Knowledge Creation about?

- Teachers and students in arts and media turn ideas into images
- Teachers and students in management turn everyday words into special words
- Teachers and students in entrepreneurship (should) should recognise learning as an entrepreneurial process

Crossing boundaries between

- University and community
- Researcher and subject
- Public and personal domiciles

Social research is interactive research

- Narrative research
- Action research
- Provocative research
- Enactive research

The Anamorphosis Project

- Team crystallising out of personal networks
- Instant commitment via direct and indirect ties
- A trial-and-error process driven by passion
- A budget as a tranquiliser and legitimising device
- An indifferent professional community

Lessons from the Enactment

- Intuition triggers action and affects, gives promises
- Failure is a necessity for learning
- Venturing is about crafting self-identity
- Indifference, not resistance, kills human initiative and passion
- The origin of entrepreneurship is in everyday life

The Växjö story

- 1970s: Small business management (administrative support to entrepreneurs)
- 1980s: Master in small business management - submission to managerialism
- 1990s: Entrepreneurialisation that failed
- 2000s: EBD - incorporation of corporate entrepreneurship but in managerial clothes

Rigging for learning as an entrepreneurial process

- A heterogeneous group of international students consulting with a diverse group of budding entrepreneurs
- Dramatised teaching of management and entrepreneurship as contrasting discourses
- Building substantive knowledge bridges between students and entrepreneurs
- Joint presentation of a change agenda to a panel including practitioners

Conclusions

- Both research about and learning for entrepreneurship demand that the barrier between university and community is broken
- The limits to academic entrepreneurship are set by existing social and mental barriers
- As much as entrepreneurial processes brings life beyond previous experiences, learning for entrepreneurship must be driven by desire