



Role of Education in Entrepreneurship Development

Fardin Vakili^{1*}, Nemat Tahmasebi², Sairan Tahmasebi³, Delaram Tahmasebi⁴

^{1*}Department of Management, University of Tehran, Sanandaj, Iran

²Department of Management, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

³Department of Management, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

⁴Department of Management, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

Abstract: Introduction: *Entrepreneurs are creative, innovative, risk taking, dynamic, flexible, and brave, opportunity recognizer, and leadership potentiality, and network builder, independent and self-reliant people. Entrepreneurship is a key factor on (1) Economical Growth and Development of countries (2) Providing employment and job opportunity (3) Enhancing productivity and production capabilities (4) Contributing to the high levels of creativity and innovation and (5) Creating wealth and providing educate welfare. All new ideas and knowledge should be converted to profitable and useful products and services. And education for creativity, innovation and entrepreneurship should start from very early stages of childhood. This research is about role of education in Entrepreneurship development. This research is consisted of a main hypothesis based on There is a meaningful relation between education and Entrepreneurship development. Method and materials:* This research has been done based on researching the key words *Entrepreneurship, Education, Entrepreneurship Education, Entrepreneurship Process, Entrepreneurship Typology, Education Strategy and Virtual Organization. It also includes the researcher's manual attempt in journals and related materials. Conclusion:* This research is a descriptive research. Based on the results of research, *entrepreneurs needs be determined by Education Process., finally, has been observed that there is an average and upwardbetween, Entrepreneurship Education and Entrepreneurship development Process.*

Keywords: Education, Entrepreneurship, Entrepreneurship Education, Entrepreneurship Process, Education Strategy, Entrepreneurship Typology, Virtual Organization

Introduction

Nowadays, entrepreneurship is considered as a growth and development force of organizations and societies; therefore, world's great universities have taken education and development of entrepreneurial thinking into account in their curricula, and developing entrepreneurial skills and innovations has become a major academic educational concern in different societies. Entrepreneurship in each society is linked with a large number of benefits either independently or within an organization; therefore, this concept is highly significant. These benefits include economic growth and development, productivity, and creation of new technology (Aggarwal & Eposito, 2001, p24). Therefore, promoting

entrepreneurship is inevitable in order to align activities in societies with modern world, and education this process is considered as one of the most important components of entrepreneurship development. In modern societies where complexities are increasing day by day, progress is impossible without necessary educations. In proportion to development of working skills in the current situation, the education system in each society needs to be promoted qualitatively and quantitatively, and policymaking and planning in entrepreneurship education is one of the most crucial areas, because it leads to development of human capital which is the most decisive factor in development or underdevelopment of societies.

Statement of the Problem

Since the role and effect of entrepreneurship on job creation and economic growth of developed countries revealed, there has been increasing attempt to educate and teach knowledge and spirit of entrepreneurship to managers, businessmen, and students. Nowadays, educating and improving human resources is one of the inevitable responsibilities of organizations and institutions. Peter Drucker believes that the rarest resource in any organization is efficient humans. Long-term university educational programs and short-term practical trainings are among means to improve human resources, the entrepreneurs' real capitals, and social and cultural capitals. Entrepreneurs make good use of the opportunities, and create new ones by making changes (Hezar Jaribi, 2004).

An important challenge of entrepreneurship in today's world is the challenge of correct defining needs, opportunities, gaps, and more importantly education of active entrepreneurs who need to learn appropriately to their career life span (Moghimi & Ahmadpour Darayani, 2001). In this regard, the issue of continuous learning which is called life long learning (L.L.L.) is proposed. LLL was given much attention by Peter Drucker who stated that illiterates of the 21st century are not those who cannot read or write, but they are those who cannot learn or relearn (Khanifer, 2006). Nowadays, the importance of entrepreneurship education is well understood in universities, because it is seen as an opportunity to relearn (Charney and Libecap, 2003).

Researchers refer to today's world as change era, which means that past experiences and solutions are not useful for current organizational issues. Therefore, spirit of entrepreneurship need to be institutionalized in organizations in order to be able to participate in the global competition (Kuratko and Hodgetts, 2001).

Definition of Entrepreneurship

Entrepreneurship is derived from the French word "entreprenre" and the German word

"unternehmen" meaning undertaking. That is, an entrepreneur is someone promises to organize, handle, and undertake risks of an economic activity (Ahmad Poordariani, 2002). Entrepreneurship can be thought as the skill of providing solutions and creating a responsive tool aimed at better productivity in different industrial and governmental fields (Aggarmall and Esposito, 2001). In management sciences, entrepreneurship is considered to focus on 4 factors of decision making, strategy and performance, organizational design, and risk-taking (Shane and Ulrich, 2001). The concept of entrepreneurship refers to the future when old and current principles and concepts of management will change under new conditions. Also, it is a process through which something new with almost new values is obtained by spending enough time and endeavor and by taking into account financial and social risks and achieving financial awards and job satisfaction (Aisrich and Peters, 2005).

In most definitions of entrepreneurship, there is an agreement that we are discussing a type of behavior that:

1. Is innovative,
2. Organizes or reorganizes economic-social mechanisms in order to convert the situations and resources into practical cases, and
3. Undertakes risk or failure (Sharpero, 1998, p 178).

Entrepreneurship is the ability to create knowledge out of nothing, the capacity to understand how to find, organize, and control the resources which are mostly in hands of others (Timmons, 1999, p 2-4).

Entrepreneurship Process

Entrepreneurship is a complex multidimensional concept that has drawn lots of attention over recent years (Shane and Venkataraman, 2000). Like other words dealt with in humanities, entrepreneurship can be analyzed and explained when a clear definition or definitions can be provided for it. Here, entrepreneurship is one of the words that has no single definition.

Since its proposal, different definitions have been proposed for it from different viewpoints. The way scholars cope with entrepreneurship is like the way the blind deal with a creature and each of them describe it from their viewpoint (Hezar Jaribi, 2004).

Typology of Entrepreneurship

According to the level of entrepreneurship activity, divided different types of entrepreneurship into five groups.

Administrative Entrepreneurship: In this type of entrepreneurship, developing new products, processes, and methods or developing the current cases have top priority and are considered as new investment among technical-scientific personnel, managers, and executives. Management needs to preserve resources and facilities, and the technicians should try for new beliefs. Culture gives higher value to innovation than bureaucracy conditions.

Opportunistic Entrepreneurship: This approach puts emphasis on evaluating and

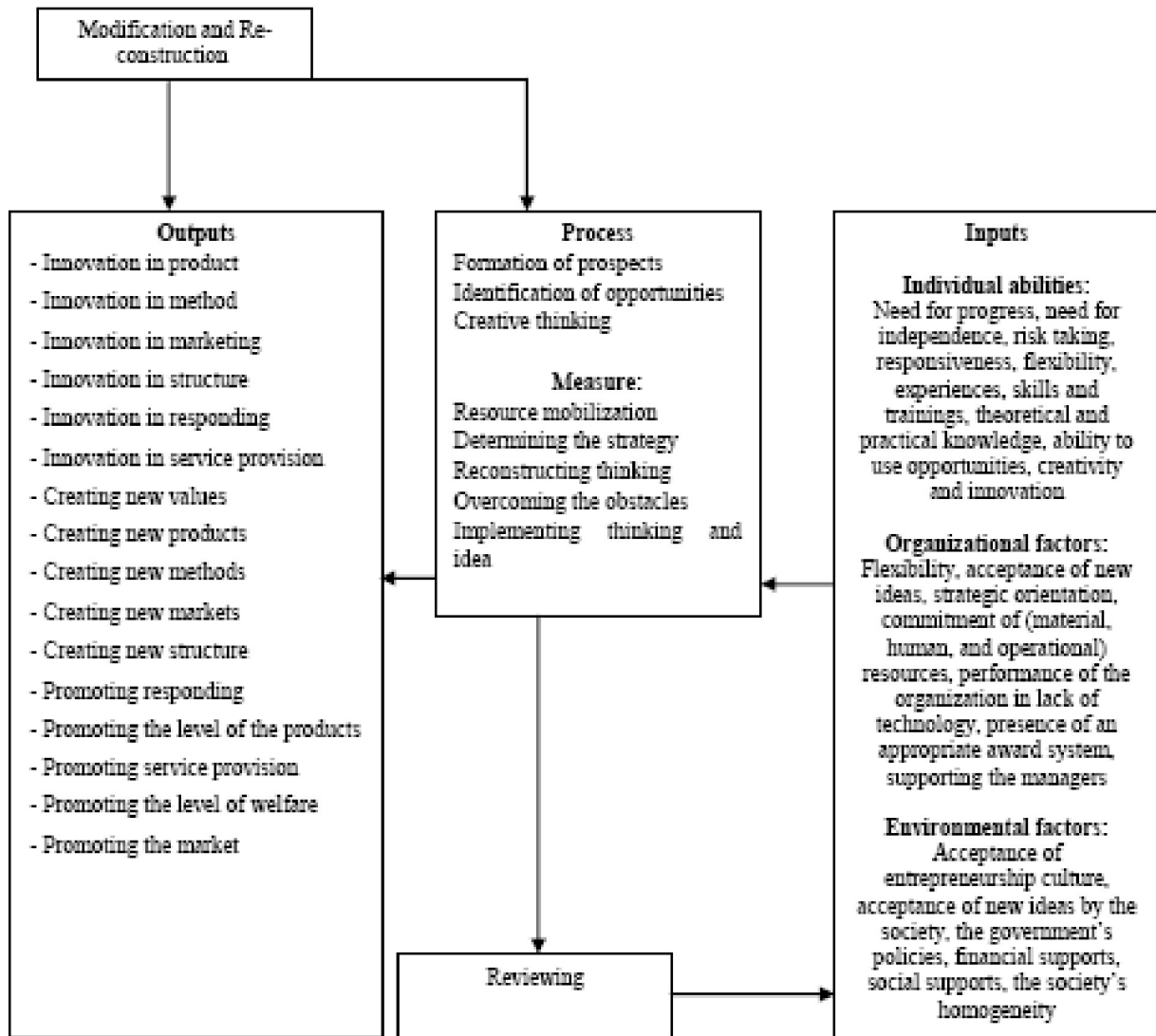


Fig. 1. The combine model of entrepreneurship

developing domestic and foreign technological innovations. Presence of a superior product is the sign of opportunistic approach toward domestic entrepreneurship.

Acquisitive entrepreneurship: In this case, entrepreneurship happens by acquiring technical abilities from other companies through cooperation, consultation, or closure of contractions with them in order to obtain their technology.

Incubative entrepreneurship: In this case, companies need to create semi-autonomous units focusing on thinking, establishing, and promoting new companies. Given the high risks of innovation in business activities, semi-autonomous units help the domestic entrepreneurship.

Initiative entrepreneurship: In this approach, entrepreneurship is limited to imitating or making simple change in product design (Moghimi, 2004).

Typology of entrepreneurship is important in that it shows the direction according to which entrepreneurship should be implemented. Any type of entrepreneurship has its unique characteristics and specifications and requires special educational courses, and depending on the organization's need for a special type of entrepreneurship, necessary trainings should be provided in order to obtain maximum results from the educational courses.

Each type of entrepreneurship focuses on some individual, organizational, and environmental characteristics. To understand entrepreneurship typology better; however, a combine model of entrepreneurship is needed to provide a comprehensive view with regard to appropriate policy of entrepreneurship education.

Role Learning in Entrepreneurship

The application of entrepreneurship education was proposed by Professor Shigeru Fujii of Kobe University, Japan in 1938 (Vesper, 1985).

In the late 1960s, entrepreneurship increased at a rising speed. Decades 1980s and 1990 witnessed an unexpected growth of demand for entrepreneurship education.

Gourmont (1997) refers to the work done by Bandura who argued that education can be a basic principle in relation to establishing or starting a business, through which it is expected that knowledge transfer and acquisition and also development of entrepreneurial skills lead to an increase in efficiency and effectiveness of the potential entrepreneurs. It is also stated that this basic principle can be developed in order to include individuals to be prepared for management of small businesses.

Hisrich and Peters (2003) stated that entrepreneurship is not a congenital matter, but it is acquirable and trainable; therefore, the environment, institutes, and all educational levels play an important role in this regard (Hisrich, R.D and Peters, M.P, 2003).

Dershuis stated that entrepreneurs have characteristics such as risk-taking, obtaining wealth, having different experiences in the market and economic situation, business smartness, family background in business activities, and physical and educational characteristics. He considered education as one of the main determiners in creating entrepreneurship spirit (Dershuis.Van.Justion, 2003).

Lazer (2003) also believes that individuals with balanced skills and familiar with different fields and professions are more likely to become entrepreneurs. In his studies, he concluded that entrepreneurs are mostly old men who have participated in entrepreneurship courses (Lazer.p.Edvard, 2003).

Three important themes and formats for entrepreneurs include knowledge, skill, and attitude.

In most formal educations, the first issue is comprehensively and analytically dealt with, the second one is impartially focused on and cannot easily be seen in educational system, and the last one is not considered at all.

Why is entrepreneurship education important?

1. Strengthening the capacity to create ideas and innovation, 2. Accelerating business application of these ideas and innovations and extending these capacities, and 3. Creating entrepreneurship education programs, which causes those who graduated in the past also become interested in up-to-date and transferable entrepreneurship programs (Cooperetal, 2004).

Entrepreneurship education puts emphasis on imagination, creativity, and risk acceptance in business, on the contrary, traditional views put more emphasis on quantitative techniques than development of creative skills (Porter, 1994).

Roach (1999) referred to some goals of entrepreneurship education courses as follow:

1. Promoting an individual entrepreneur's personal knowledge, 2. The ability to distinguish business opportunities, 3. Enhancing main knowledge and skills in order to create an effective and flexible program for a risky business, 4. The ability to identify types of business within the strategies available for entrepreneurship, and 5. Understanding the required skills and current methods of collecting data needed for the marketing of a new business (Roach, 1999).

Other aspects that can be promoted through entrepreneurship education include: communication, problem-solving skill, team work, self-management, and planning. (Fones, 2004).

Educational strategies

First, helping the learners to learn how to learn. Learning how to learn refers to the reflection of learning processes that the learners need to observe (Mezirow, 1990). Learners make decisions. They need the reflection of their decisions in the processes, and then they learn from these processes. Learners need to be informed about how to obtain knowledge

or reconstruct it, or how use this knowledge to achieve such decisions.

Second, important knowledge consists of both knowledge transfer and knowledge reconstruction. Education is more about transferring subjective (abstract) knowledge (Cunningham, 1992). Knowledge can be reconstructed in interaction with the physical or real world.

Third, providing conditions under which the learners can practically work on issues. This point that better learning occurs when the learners get involved with issues in real environments is extensively accepted by everybody (Revans, 1998).

Fourth, helping the learners to develop the frameworks and models of their decisions. Frameworks and models are tools that motivate thinking and support creativity (Lane, 1994). They help the learners with integration of various ideas.

Fifth, persuasion of cooperative learning. Hansen et al (1999) stated that explicit knowledge requires to be transferred through face-to-face communication, because written documents cannot transfer the depth and richness of the knowledge.

Sixth, persuasion of thinking systems, which is considered as powerful tools to understand and promote business measures (Vail, 1996). Thinking systems help the learners to form and solve issues by discovering communications and mutual dependence among them. Individuals in organizations need to understand issues in a systematic way. Learning should be beyond certain details.

Virtual organizations

There was no clear image of virtual organizations until recently, and the concept of such organizations was proposed abstractly. However, these organizations have recently become one of the realities of today's modern world. Relying on information technology and

by breaking down time and space boundaries, these organizations are able to govern extensive networks all over the world. The topic of virtual organizations was first proposed by Mowshowitz in a quite academic way in 1936. Afterwards, other researchers started different discussions of virtual organizations, including the debate of virtual firms by Fogehl and Koldman, virtual performance by Heidegger, and virtual factories by MacAfei and Abtoon (Rasoulzadeh, Tadbir, No. 141).

Virtual organizations are temporary networks of independent institutes that cooperate with each other in order to enhance their efficiency and achieve a unified goal. In other words, virtual organizations are defined as organizations that unify with other organizations in order to take relative advantages from other organizations so as to achieve more profits. These organizations are created based on different models, and create a fast, cheap, and easy communication among themselves (Rahab Beigi et al, Tadbir, No. 151).

Virtual organizations as organizations beyond space dimension: In this regard, Charles Henry states, "Organization exists, but you cannot see it, because this organization is a network, not an office" (Henry).

Virtual organizations as organizations beyond time dimension: By utilizing IT capacities and advanced electronic systems, virtual organizations have become boarding organizations which can operate continuously and round-the-clock.

Comparative Examination of Entrepreneurship Education Studies

This section presents some studies that focused on entrepreneurship education and relevant issues (Gary and Dennis, 1997).

Kolb's (1978) proposed a 4-step learning model and personality characteristics of entrepreneurship.

Donckels (1991) and Kantor (1982) stated that the individuals' entrepreneurial thinking can be enhance through education.

Gass (1985) proposed the importance of identifying and enhancing potential entrepreneurs.

Leclerc (1985) emphasized the importance of communication between universities and small businesses and its advantages.

Fairfield-Sonn (1987) proposed the importance of education and development in SAME to obtain competitive advantages.

Bures and Champion (1987) stated that decision-making procedures for education and development (D & E) in small businesses are different from those of big businesses.

McMullan and Long (1987) and McMullan (1988) put emphasis on the importance of entrepreneurship education in economic development and education of entrepreneurial view as a part of the society's supportive infrastructures.

Ulric and Cole discussed the importance of learning style selection in enhancing learning experience and entrepreneurship influence.

McMullan and Long (1987) and Vesper and McMullan (1988) emphasized that entrepreneurship education programs should be different from traditional programs of management education.

Scott and Twomey provided evidence for how entrepreneurship education can be carried out in a purposive way and with multiple goals.

Curran and Stanworth (1989) proposed an extensive framework for entrepreneurship and education of small businesses.

McMulan and Ray (1989) referred to the limitations of the present models, and the effect of education of businesses on accelerating entrepreneurship.

Skipton (1989) described a framework for classifying customers, markets, and services and improving the skills.

Tait (1990) focused on management education from the perspective of the decision-makers.

Plaschka and Welsch proposed two types of framework for entrepreneurship education programs.

Gass (1990) proposed evaluation of direct effects of an educational program of entrepreneurship on profits and suggestions.

Clouse (1990) stated that entrepreneurship education courses influences the individuals' decision-making with regard to starting a new business.

Kirby (1990) stated that educational courses should deal with the needs of certain groups of clients, their issues, and also organization-related issues.

Bechard and Toulouse (1991) extracted a framework for 4 different types of education from education sciences.

Ivancerich (1991) proposed entrepreneurship as a mechanism for enhancing entrepreneurial behaviors and filling the gaps existing in functional areas.

Stanworth and Gray (1992) stated that attitudes toward education has shifted from formal education to informal education.

Price and Gray (1992) figured out that educational programs have positive effects of the entrepreneurs' growth and development in their businesses.

Hood and Young (1993) proposed a theoretical framework that included 4 fields that successful entrepreneurs need to develop.

Harrison and Leitch (1994) discovered the relationship between entrepreneurship education and leadership.

Wright (1994) stated that most educational programs developed for small businesses focus on the needs of the personnel rather than organizational performance.

The number of schools that included entrepreneurship in their educational programs constantly increased during the late 1960s until 2004. Sixteen business schools in 1970 and 1500 universities and schools in 2000 offered

entrepreneurship courses. By proposing the need for reform in success and identifying this need as a quality of entrepreneurship, MakLand and Vinter (1971) considered it equal to tendency to start a company. The studies carried out by Myren and Makleland (1979) showed that the effect of training the need for success on starting a new company is more than that of business trainings. Broom and Lank Langer (1979) believe that there is not much information on the process through which individuals start risky activities, the share of the educational system in the beginning of such activities, or the level of their achievement in the future. Valden (1979) suggested that more time needs to be spent on training the principles of entrepreneurship in vocational education.

Vespehr(1981)introduced three factors that cause entrepreneurship to start: 1. Feasibility of starting the business activity, 2. Familiarity with entrepreneurs as an assignment, and 3. Acquisition of scientific skills and entrepreneurship-related information. Nelson Wank identified 18 important factors for training small companies: planning, marketing, advertising, insurance, investment, control, etc. Lenderberg and Westkat(1982) believe that some essential questions need to be answered: What topics should be taught in entrepreneurship education courses? What should be the applied and practical methods to teach these topics? and What researches are useful and appropriate for improving these educational courses? Gass and Garnier (1985) identified cases that managers of small companies considered necessary for entrepreneurship, including tax laws, computer knowledge, pressure tolerance and time management, readiness to start alternative activities, leadership, motivation of the staff, proficiency in English, negotiation skills, evaluation of staff, etc. According to Lepsen (1988) stated that the main focus of entrepreneurship education should be the content of the course, usefulness of the concepts of the course, and quality of learning. According to Katen (1990), development

of entrepreneurship is aimed at training self-confident individuals who are aware of opportunities and more willing to start independent businesses. Macmalen (1990) believe that the following individuals are appropriate for entrepreneurship education: a) entrepreneurs, 2) individuals who support and encourage entrepreneurs, and 3) individuals who have entrepreneurship spirit. Black and Stamp (1992) believe that if individuals who undergo entrepreneurship education are homogeneous in terms of goals, content, and teaching methods, better results can be obtained from educational attempts (Jafarzadeh and Bazargan, 2004, pp 224-227).

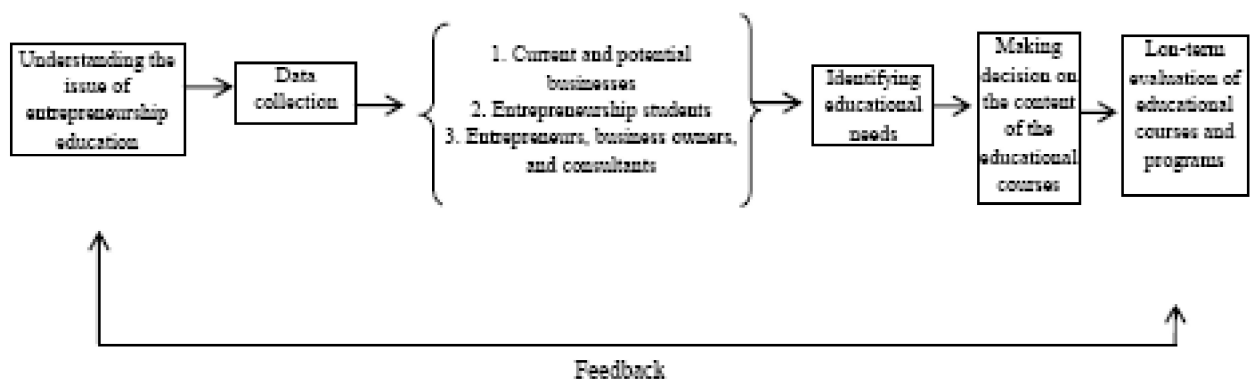
The Proposed Model

The first step in the model is collecting data that help understand entrepreneurship education issue. Using market research to develop entrepreneurship courses includes obtaining data from 3 main groups including the current and potential businesses, entrepreneurship students, entrepreneurs, and business owners, and individuals that constantly provide consultation to the business owners and entrepreneurs. The data collected in the previous phase from the business students and owners and entrepreneurs about their perceived educational needs can help with decision making on important topics of the content of the entrepreneurship educational courses. A significant point is that important topics of the educational courses should

be taken into account according to time restrictions. Another point is related to the method of presenting the topics in the course. Finally, in order to evaluate the effectiveness of entrepreneurship courses, long0-term planning need to be figured out.

The Results of Entrepreneurship Education

- **Maximizing the productivity of human resources:** Entrepreneurship education and development in human resources can cause productivity to maximize in order to achieve the organizational goals, such that it seems that individuals try to achieve their individual goals.
- **Developing (improving) human resources:** Entrepreneurship education and development make it possible to provide an extensive opportunity or structure for developing behavioral and technical skills among the human resources, which helps the organization's personnel achieve a certain level of growth.
- **Developing functional skills:** Entrepreneurship education and development help enhance the individuals' functional knowledge and skills at any level, and lead to expansion of their personality and mental horizons.
- **Increasing the level of productivity:** Entrepreneurship education and development help the individuals' level of productivity increase, which helps the organization achieve more long-term goals.



- **Team spirit:** Entrepreneurship education and development help with creating team spirit and lead to an increase in cooperation within the team, which leads to deeper learning and internalizing it among the personnel.
- **Organizational culture:** Entrepreneurship education and development help create and improve healthy and effective organizational culture and leads to creation of learning culture in the organization.
- **Organizational climate:** Entrepreneurship education and development help with understanding and feeling the organization. The personnel receive this feeling from their leaders, subordinates, and co-workers.
- **Quality:** Entrepreneurship education and development help with improvement in work and working life quality.
- **Healthy task environment:** Entrepreneurship education and development help with creation of healthy task environment. It creates good workers for the organization, and aligns individual goals with organizational goals.
- **Health and safety:** Entrepreneurship education and development help with organizational safety and health, and protect the organization against hazards.
- **Conscientiousness:** Entrepreneurship education and development help conscientiousness to rise among the workers.
- **Reputation (credit):** Entrepreneurship education and development help with creating better reputation and image for the organization.
- **Profitability:** Entrepreneurship education and development help with improving profitability and positive thoughts in tendency toward more profit for the organization.
- **Organization development:** Entrepreneurship education and development help with development of the organization. For example, organizations make more effective decisions while dealing with problems. It also helps with better understanding of organizational procedures.

- **Developing work and communication skills:** Entrepreneurship education and development help with development and improvement of leadership skills, motivation, loyalty, positive and constructive thoughts, and other aspects that personnel and managers can successfully show.

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