# Entrepreneurship

## Demand for Entrepreneurship Curriculum

Since more people than ever before are starting their own businesses, educational institutions including colleges/universities, community colleges, and high schools are encouraging the study of entrepreneurship through the addition of entrepreneurship courses and majors.

 People define and use the term entrepreneurship differently. Some focus solely on the development of an entrepreneurial spirit or mindset, while others approach it from an ideation standpoint. Still others incorporate small-business management strategies and techniques.

### Our Approach to Entrepreneurship

Our approach to entrepreneurship incorporates ideation, business planning, and business operations. Examples of skills students acquire include the ability to recognize opportunities and to act on them, determination of needs, identification of markets, use of marketing research, identification of sources of capital, and management skills.

Entrepreneurship is an option in any business career. Its curriculum is an integral part of all four business-related clusters. Therefore, MBA Research addresses entrepreneurial skills in the Business Administration Core. Here, you will find a Standard specifically for Entrepreneurship as well as Performance Indicators at the Owner curriculum planning level that address small-business management skills. These performance indicators can be used to develop an entrepreneurship program of study.

In addition, we recognize that there is know-how associated with owning a certain type of business, such as an ad agency or an accounting firm. We address these skills and knowledge in the Cluster Cores and, more specifically, in the various Pathways through the Owner curriculum planning level performance indicators. The addition of these performance indicators to an entrepreneurship program of study will result in a more specialized entrepreneurship program of study.

We view entrepreneurship as an advanced curriculum—not as an exploratory program. In all other programs, we encourage teachers to build their curriculum from simple to complex. If we pursued that approach with development of a high school entrepreneurship program of study, the result would be a general business program since there are so many performance indicators at the first three levels of the Business Administration Core. To distinguish the entrepreneurship program from general business, we disregarded the building-block approach to curriculum development. In effect, students bypass foundational skills and knowledge so that they can focus on those needed by entrepreneurs. For a more detailed discussion of the entrepreneurship program of study, please go to your [State's Connection](http://statesconnection.mbaresearch.org/) page and/or to the resources available in the [MBA store](http://mbashop.org/).