Figures

2.1 Entrepreneurship learning and radical change 15
2.2 Structuring dreams and the formation of identity 19
2.3 Cycles of design and redesign of structuring and activity dreams 20
2.4 The six steps of the dreaming process and the entrepreneurial learning cycle 25
2.5 Acquisition of entrepreneurial knowledge, epistemology and ontology 28
4.1 Entrepreneurship as a pursuit of opportunities 57
5.1 Positioning corporate entrepreneurship (CE) programs on a two-axis grid 88
5.2 The three building blocks of corporate entrepreneurship programs 89
5.3 The missing building block of corporate entrepreneurship programs 90
5.4 Result of a teamwork session on ‘How can one guarantee the strategic alignment of intrapreneurial projects and initiatives without killing them?’ 93
6.1 The entrepreneurial process 104
6.2 The business model 109
6.3 Essential generic elements of a strategic vision 111
8.1 The lines of development of the entrepreneurial culture 136
8.2 CRÉACTIV’NANTES program 139
8.3 The project negotiation areas 140
8.4 The tensions imparted to the CRÉACTIV’NANTES project 143
9.1 A conceptual model of the interdisciplinary teaching approach 152
10.1 GEM conceptual model 171
10.2 Comparison of the strength of the educational system in terms of entrepreneurship across several EU countries 177
14.1 NPI learning cycle 235
17.1 The theory of planned behaviour 267
17.2 The global model 271
17.3 Outcomes valued for career choice and outcomes expected from starting a business 273
17.4 Self-efficacy toward tasks that are critical to the entrepreneurial process (‘Do you think you are capable . . .’) 274