

Higher Education Educator Roles in Developing Entrepreneurship

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Abstract

In universities, there has been a strong tradition of knowledge development in recent decades, where the emphasis in education has been on knowledge transfer rather than skill development. In the labour market, by contrast, the focus is increasingly on skills enhancement. Where is the balance, taking in mind that the educator is part of the educational environment and different stakeholders of the system expect different roles from them? What is an excellent teacher like, in our modern world, who is ready to face these challenges, invests energy, shows interest in students and excels in shaping the learning environment around them in a positive way? What are the approaches that are most needed in entrepreneurship education? Our paper seeks to continue the dialogue around these burning questions and comes to the conclusion that educators are important stakeholders in entrepreneurship education. Clarification and development of their roles, their job-fitness, needs more attention and further research.

Keywords: higher education, educator, roles, entrepreneurship

JEL codes: A00, A23, L26

Introduction

Working at two different universities of Hungary, in two different cities – one is the capital city, Budapest, and the other is the second biggest city, Debrecen – the authors have curiosity about the role of higher education educators (further on HE educators) in the 21st century, with special regard to entrepreneurial competency development. This paper is a literature review from the perspective of the authors' experience. It is more of

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a subjective truth from their viewpoint, with the aim to continue dialogue about the topic, to find functioning patterns and, based on the findings, do further research.

Pink (2009) characterises the process of socio-economic change as follows: the agricultural age (farmers); the industrial age (factory workers); the information age (knowledge workers); and the conceptual age (creators and empathisers). Other literatures (OECD 1996; ILO 1998) also call attention to the global economic and technological changes since the mid-1980s, which have led to the emergence of a 'knowledge economy', 'knowledge work' and an increase in high-skilled employment.

The process of economic restructuring is attributed to the interactions between the following four key factors:

- The accelerating pace of global scientific and technological innovation (Drucker, 1993)
- The emergence of a new techno-economic paradigm known as the 'information mode of development' (Castells, 1996, 2001)
- The scale and impact of global multinational activity, which has led to a less hierarchical division of labour and the emergence of new occupational profiles (Bartlett & Ghoshal, 1993)
- The global process of industrial convergence, which is blurring the boundaries separating traditional industries (Coffee, 1996)

The demands of the knowledge economy have forced employers to look for wider evidence among their employees of their ability to develop the capability to use knowledge effectively in the workplace.

The socio-economical changes of the last decades brought about the increase of the world's population as well. Above people and profit, these changes also have a strong effect on the planet and the issue of sustainable development. In 2015, the Sustainable Development Goals created a comprehensive plan for a sustainable world by 2030. The 17 goals cover a wide range of issues that involve people with different needs, values, and convictions. There is a vision of what needs to happen, but progress along this vision has so far been disappointing. The inner capacity to deal with our increasingly complex environment and challenges is lacking. Modern research shows that the inner abilities we now all need can be developed. This was the starting point for the 'Inner Development Goals' initiative (IDG). This is in line with the "Theory U framework". The gift of this framework is that the "*quality of results produced by any system depends on the quality of awareness from which people in the system operate*". (Scharmer & Kaufer, 2013, p. 18)

1. Knowledge, skills and attitude/values

The “knowledge economy” is assumed to be dependent on education and training, and there is a positive relationship between investment in education and training, economic growth and employability (OECD, 1996). As per some authors, knowledge is a stable phenomenon: it exists either as a mental entity that resides in people's minds or as data that can be found on websites. According to other authors, knowledge is an embedded entity and they assume that it can be found in social, cultural, technological and organisational contexts. Still others argue that innovation depends on the successful acquisition and exploitation of tacit knowledge (Nonaka & Takeuchi, 1995; Spender 1996). Some have recognised that much knowledge is now encoded in the design of products and services or in computer symbols and signs (Zuboff, 1988). The last decade has seen a number of major developments that have reinforced the shift towards knowledge-based work in the EU economy.

Knowledge comprises of two closely related but distinct building blocks: content and skills. Content covers facts, ideas, principles, evidence and descriptions of processes or procedures.

And how do skills relate to the knowledge economy and work? Traditionally, the concept of skills has served two purposes (Darrah, 1994). It has provided the basis for analysing both the characteristics of jobs (e.g. task and role requirements) and the attributes of the people who fill them (e.g. skills, talents and aptitudes). As a result, some common assumptions about the relationship between work and skills have emerged in the social science and educational literature.

One of the main assumptions underpinning the traditional understanding of skills has been that jobs are fairly stable, can be broken down into elements, and that the resulting distinctive sets of “skills” are essential for doing certain forms of work. Another view was that the identified “skills” were necessary, and that if they were lacking, the job could not be done. Darrah (1994) assumes that workers not only have the necessary skills, but that some jobs must be done by skilled employees if they are to be done successfully. They also assumed that people can be separated from the environment in which they work. Models of skill and/or competence development (Jessup, 1991), tended to treat the workplace as a backdrop for action.

It is widely accepted that organisational and occupational change has led to an increased demand from employers for a broader range of skills (Green et al, 1999; Kämäräinen & Streumer, 1998). Most general conceptions of skills mention “teamwork”, “flexibility” or “problem solving” as necessary skills. In the UK, the term “key skills” is used to describe generic

skills that are assumed to be relevant to most forms of modern work and that can be developed in education.

The identification of changing concepts of skills is rarely acknowledged by the various contributors to the debate on generic skills. Addressing the problem of how to prepare young people for routine and novel work activities involves two separate, yet interrelated issues. The first problem is how to help young people develop context-free skills in context-specific situations (Young, 1999b). This is not easy, as it is extremely difficult to identify the very different characteristics of learning potential in the workplace (Guile & Young, 2003). The second issue is how to design a curriculum that provides young people with the opportunity to combine “codified” knowledge acquired in formal studies with “everyday” knowledge acquired in the workplace in order to develop new knowledge and skills (Guile & Griffiths, 2001). Rethinking these challenges will lead to greater attention being paid to the role of work experience in education. In part, this is because work experience provides young people with the opportunity to “connect” different learning modes and in, doing so, develop new knowledge and new skills.

The European Qualifications Framework (2020) consists of eight levels based on learning outcomes. The descriptions of learning outcomes reflect two dimensions: levels and fields of study. The dimension “fields of study” distinguishes between “knowledge”, “skills”, “competences” and “autonomy and responsibility”, thus allowing for the different types of qualifications to be classified at the same level.

The skills required in a knowledge society are as follows (McLaughlin, 1995):

- **Communication skills:** traditional communication skills - reading, speaking and writing coherently and clearly - and communication skills in social media.
- **Self-learning skills:** taking responsibility for figuring out what you need to know and where to find that knowledge.
- **Ethics and responsibility:** needed to build trust (particularly important in informal social networks).
- **Teamwork and flexibility:** although many knowledge workers work independently or in very small firms, they depend heavily on collaboration and knowledge sharing with others in related organisations.
- **Thinking skills** (critical thinking, problem solving, strategising, creativity, originality): these are the most important skills needed in the knowledge society.

- **Digital skills:** most knowledge-based activities depend heavily on the use of technology. The use of digital technology must therefore be embedded in and assessed through the knowledge base of the discipline.
- **Knowledge management:** this is perhaps the most comprehensive of all the skills. Knowledge management is a core competence in our modern society: how to find, evaluate, analyse, apply and disseminate information in a given context.

As Eric Hanushek, Professor Emeritus of the Hoover Institution of Stanford University pointed out in his public lecture entitled “Education in a changing World” held at MTA on 27th February 2023, skills do pay out in today’s labour market. Individuals who know more earn more and countries with a more skilled population grow faster.

We know a lot about skills and skill development from research (Bates, 2014):

- Skill development is context-dependent
- Learners need practice to master a particular skill
- Skills are often best acquired in relatively small steps
- Learners need regular feedback to acquire skills quickly and effectively
- Skills can be acquired by trial and error, without external intervention, but skill development can be greatly enhanced by appropriate interventions
- Skill development is more closely linked to specific teaching methods and technologies

2. Role of universities in the knowledge economy

Are universities teaching the skills needed in the knowledge economy? One view is that they are: they help develop critical thinking, problem solving, research skills and encourage original thinking. The other view is that university educators are responsible for the sheer discovery of new knowledge and ideas, and for passing on the love of knowledge to the next generation (Bates, 2014). Knowledge can primarily be gained from a list of perspectives (Monllor-Satoca et al., 2013): “know-what” (concept), where we strive to access the facts and descriptions of phenomena (natural or social); “know-how” (procedure), where the methods and the procedures for their application are explained; and “know-why” (competence), where general principles and laws explaining both the facts and their application are looked for. These three are strongly related.

Some questions about skill development in universities:

- What skills are we trying to develop? Are we communicating these to students?
- To what extent do they correspond to the skills required by knowledge-based workforce? Is there a need to complement or adapt existing skills?
- What teaching methods are most likely to lead to the development of these skills?
- What opportunities should we provide for feedback on practice and skills development?
- How do we assess such skills?

Overall, we can see that universities in recent decades have had a strong tradition of knowledge development, i.e. the emphasis in education has not been on skills development but on knowledge transfer. In the labour market, on the other hand, the focus is increasingly on strengthening skills. Where is the balance between the two? Does current higher education serve the purpose of helping students find themselves?

Higher education has undergone a major transformation over the past few decades. Educators face and respond to very different challenges than before. Long gone are the 1960s and 1970s, when the importance of factual knowledge was paramount. In general, the following four main trends can be identified in today's higher education:

Students are much more diverse:

The main drivers of differences between students include racial and income segregation, structural inequalities, inequalities in access to resources and the recent COVID-19 pandemic (Bradley University). Overall, while much progress has been made, colleges and universities are still not doing enough to truly embrace diversity. However, a deeper examination of these factors will give us a better understanding of what teaching skills are really needed in our changing world.

New educational technologies have been introduced:

The integration of new technologies into the educational process has changed its fundamental characteristics (Requerey, 2009) In the past, both the teacher and the student had to be present in person at the same time, in the same place, i.e. they interacted directly. The old model, characterised by synchronicity between student and teacher, has been replaced by a model based on new technologies, in which geographical constraints have disappeared and both teacher and student can work from home in their own environment, without necessarily having to meet face-to-face.

Teachers are more accountable:

In most countries, reform efforts over the last 25 years made it a goal to ensure greater predictability in the educational process and greater accountability of teachers (Mihály, 2002). So who should take responsibility? Of course, the institution within which the action takes place and the person who is acting. An educator or a group of educators can therefore be held responsible for an act, but liability can also arise where an individual or a group of individuals encourages others to act.

Educators in general demonstrate a higher degree of professionalism:

How professional can we consider today's university lecturers? According to early authors (Samuels, 1970; Leiter, 1978), teaching is a semi-professional job, since teachers are expected to meet certain standards in accordance with the instructions of their superiors. Consequently, the individual autonomy and decision-making power of teachers is limited. According to other authors (e.g. Stevenson et al., 2007), professionalism is an ideological construct used to exercise professional control over teachers. Phelps (2006) identifies the concept of professionalism as the highest standard for teachers. Overall, therefore, professionalism in teaching is defined as conformity to certain standards and is related to competence. It is also clear that, in general, teachers have demonstrated an increasing degree of professionalism over the years.

3. Role of educators

But what is an excellent teacher like, in our modern world, one who is ready to face these challenges, invests the energy, shows interest in students and excels in shaping the learning environment around them in a positive way? At the United States' Penn State University, experts have developed a special program identifying teachers having a lasting, significant and positive impact on the way students think, act and feel, and encouraging students to be motivated to learn efficiently, matching high standards (Penn State University). The key teacher roles and their characteristics identified based on the university's model are the following:

Subject matter expert:

He has an in-depth knowledge of the subject matter and shows a high level of enthusiasm for his subject. He has a keen interest in his subject and a passion for it. He explores and develops important and original ideas in his field. He has his own ideas about his discipline, analyses them and assesses their quality. He continually monitors the development of his discipline and the related fields. He demonstrates a keen interest in broader issues and his intellectuality is looked up to.

Pedagogical expert:

He identifies appropriate learning objectives and communicates them clearly. He demonstrates a positive attitude towards learners: trusts them and works continuously to help them overcome barriers to their learning. He assesses and grades students' work fairly and quickly. He motivates students to think and be creative, encourages them to develop their ideas and express their opinions freely. He helps create an atmosphere of integrity, courtesy and respect. He develops students' problem-solving skills and helps them discover themselves. He sees teaching as an academic activity. In addition to his personal success, he is committed to his community. He gives constructive feedback to his students and helps them develop into a community.

Excellent communicator:

He communicates effectively both verbally and in writing. He demonstrates a high level of organization and planning skills. He also helps to develop students' communication skills. He is an attentive listener, accessible and approachable. He uses teaching tools appropriately and effectively. He simplifies and clarifies complex topics, resulting in provocative insights. He eliminates language and cultural barriers.

Student-centred mentor:

His top priority is to help students learn. He has an experimental personality. He encourages students to learn in a variety of ways, motivating them to actively participate. He helps students connect their experiences and develop self-awareness. He encourages them to understand and apply concepts beyond the understanding of facts. He encourages students to practice lifelong learning. He helps them reach higher intellectual levels and supports them until the end. He connects easily with his students, is understanding and kind.

Systematic and continual assessor:

He develops and applies appropriate student performance assessments, aligned with course objectives. He takes a systematic approach to evaluating teaching. He keeps class material up to date, making changes as needed. He sets clear objectives, indicating the thinking and action expected of students. He encourages constructive feedback from students to the instructor. His teaching style supports the achievement of objectives for the successful learning of the students. He confronts and learns from his own limitations and shortcomings.

In his research, Harmer (2007) distinguishes eight types of teacher roles based on a different set of criteria, namely:

Information provider or lecturer:

Depicts the traditional role of the teacher who seeks to impart information, knowledge, and understanding of a subject to students. It is seen as the traditional role of the teacher, someone who acts as a transmitter of information in a lecture.

Controller:

The teacher is fully responsible for the lesson, the students' activities, what they say and how they express themselves. He assumes this role himself.

Prompter:

Encourages students and gives them suggestions on how to progress in an activity. Helps students only when necessary.

Resource:

The teacher is a kind of walking resource centre (monitor), who is ready to provide assistance to students when they need it. He is available to his students, they consult him when they want.

Assessor:

In this role, the teacher sees and evaluates how well students are doing or how well they have done. He organizes and implements feedback and correction.

Organizer:

Perhaps the most difficult and important role that a teacher can play. The success of many activities depends on good organization and on the students knowing exactly what to do. The formulation and delivery of instructions is vital in this role.

Participant:

This role enhances the classroom atmosphere, with the teacher participating in an activity. The teacher takes the risk, however, that he will take the lead in carrying out the activity.

Tutor:

The teacher takes on a coaching role during students' project work or self-study. He gives advice and guidance, helps students to clarify ideas and optimize the amount of work.

Nagypál (2014), summarising the roles of adult educators in Hungary, found the following main roles based on her research: subject matter expert, methodological expert, educational (class leader) expert, school leader, school organizer, planning specialist, measurement and quality assurance specialist, innovation (proposal writer and entrepreneurship) specialist, counsellor, child and youth protection responsible and leisure organiser. The novelty of her model *"lies not in the matching of roles and the tasks and competences assigned to them, but in its specific approach, which assumes that teachers are able to change their roles flexibly and quickly in response to the challenges of a rapidly changing world."*(Nagypál, 2014, p. 91). The 10 role elements were put together based on the models that have been used to describe teacher roles to date (Kraiciné, 2004).

In her 2018 doctoral dissertation, Kardos distinguished between two main approaches to teaching: teacher-focused and student-focused. Their main criteria are the following:

Teacher-focused approach

Criteria:

- Knowledge: the teaching "transmitted" by the teacher is centric
- Student participation: passive
- Teacher role: leader/author
- Role of assessment: low – for grading purposes
- Emphasis in learning: learning the correct answers
- Assessment methods: one-dimensional
- Academic culture: individualistic and competitive

Student-focused approach

Criteria:

- Knowledge: constructed by the individual, learning centred
- Student participation: active
- Teacher role: facilitator, learning partner
- Role of assessment: increased - continuous feedback
- Emphasis on learning: deeper understanding
- Assessment methods: multidimensional
- Academic culture: collaborative and supportive

The importance of the above listed educators' roles differs depending on the selected approach.

3.1. Roles of entrepreneurship education educators

These two approaches also lead us to the approaches needed to teach students in entrepreneurship education. Competition is present in every field in the world today. In order to compete in this evolving world, today's students need to develop entrepreneurial skills, take risks, and be able to tolerate considerable uncertainty (Singh, 2003). They need to have strong interpersonal and communication skills. It is a challenge for educators to develop these skills in their students. These challenges can be addressed with the help of competent educators. We need to develop the entrepreneurial skills of our students. Teaching entrepreneurship is a way of imparting the knowledge and skills needed to build a very successful career. We need to prepare students for critical real-life situations, such as the problems that people face in developing businesses, the leadership problems that people face. Teachers can make students aware of useful courses to help them understand financial and other business issues. They can give young people the confidence to achieve their goals of setting up their own business, so that the economy can grow and people's living standards can improve.

There is a concern regarding the emergence and growth in entrepreneurship education at university level, namely that it has been faster than educators' understanding of what should be taught, and how outcomes might be assessed (Hatt, 2021).

Petheó (2022) characterizes the first era of the Entrepreneur course as a traditional, standard frontal teaching class – taking in mind the above mentioned approaches, it was teacher-focused –, with all the cons like formal classes, final exams from the book, student who are supposed to be listeners only. He mentions the role of the first two professors' as a driver for change. They had to figure out how to keep up with the demand. „*János Vecsenyi was a real showman, a fantastic actor, who was a trainer/mentor, and used his skills to make the class as entertaining as possible. He made role-plays in class, challenging students with questions, sharing his fantastic experience from his managerial business life*” (Petheó, 2022, p. 112).

Aulet (2013, p. 4) explains the MIT's success in entrepreneurship with the combination of spirit and skills. “At MIT there is a culture that encourages people to start companies ... Role models are everywhere, and they are not abstract icons, but rather very real people no different from you. An aura of possibility and collaboration so pervades the very air at MIT that students quickly adopt the mindset that »yes, I can start a company too«.”

The educator plays an important role due to the direct contact with the student in form of teaching, mentoring, etc. Also, the educator is often the link between the student and the external organisation as well as the com-

munity. Often, the student’s contact with and perception of the institution goes through the educator. It is the responsibility of the educator to determine the appropriate approach, including course material when planning a course. The role of the educator pertains to (Wraae and Thomsen, 2018):

- Educator as a trainer, teaching the students the required skills to perform a job.
- Educator as participant in outreach activities, working both with students and the general public.
- Educator as a creator of an entrepreneurial learning environment, creating a stimulating context.
- Educator as assessor, assessing the outcomes of entrepreneurship in the classroom.

Special skills are needed to teach entrepreneurs. Wraae, Brush and Nikou (2020) add an additional approach to the two main approaches of Kardos (2018) presented earlier, creating a triad of teacher-focused, student-focused and network-focused teaching approach to entrepreneurship education. The main characteristics of these are summarised in the table below:

Table 1: Entrepreneurship educator continuum of roles. (Wraae et al., 2020)

Source: own construction

Perceptions	Teacher-focused	Network-focused	Student-focused
Perception of educator role	<ul style="list-style-type: none"> • Is the centre of attention- Is responsible for a wide range of activities from designing the framework to asking questions, supervision and to get the process going 	<ul style="list-style-type: none"> • Considered to be more a consultant or a facilitator • Their main role is to guide and provide support for the student 	<ul style="list-style-type: none"> • Their role is defined based on the students’ demand and expectations • Students have the central role
Perception of student role	<ul style="list-style-type: none"> • Must be independent • Must be active and take a leading role • Learn about life and business • They need to be critical • They must be opportunity seekers 	<ul style="list-style-type: none"> • Person with responsibilities and an obligation • Contributing to business community and sets framework 	<ul style="list-style-type: none"> • They need to be open-minded • They have to take responsibility for their own learning <ul style="list-style-type: none"> • Should have entrepreneurial mindset • They are at the centre • They are the judges

Table 1 (continued)

Perceptions	Teacher-focused	Network-focused	Student-focused
Perception of learning objectives	<ul style="list-style-type: none"> • Gaining knowledge for business life • Passing the exam • Teaching students to learn and do something about the public sector • To create someone with entrepreneurial mindset 	<ul style="list-style-type: none"> • See people grow Teaching different skills and mindset– Skill development 	<ul style="list-style-type: none"> • Innovation management • Student success • Student satisfaction
Core values and emphasis	<ul style="list-style-type: none"> • Values tradition, discipline, and equality • Emphasis on curriculum, learning, knowledge, and processes 	<ul style="list-style-type: none"> • Values achievement, student success, creativity • Emphasis on processes, relationships, and role development 	<ul style="list-style-type: none"> • Values environment, equality, creativity, and peace • Emphasis on learning, innovation, facilitation
Background information	<ul style="list-style-type: none"> • Female oriented, below 50, mostly business and having teaching experiences 	<ul style="list-style-type: none"> • Male oriented, below 50, mostly business and having both teaching and entrepreneurial experiences 	<ul style="list-style-type: none"> • Mixed gender, below 50, business and having both teaching and entrepreneurial experiences

In terms of developing students in entrepreneurship education, the role of facilitator is a key one among teaching roles. What exactly does this mean? The general role of the facilitator is to manage the student innovation process at a methodological level, helping students while making decisions, applying methods and planning the process (University of Copenhagen, 2023).

The facilitator helps students make quality decisions and move along in the process, building on milestones and outcomes. He does not need to be an expert in the subject area of the course, but should be familiar with innovation and methods, have a deep understanding of the learning objectives of the course, and should be able to guide students to apply the appropriate methods. How can a teacher become a facilitator? As EU Business School’s 2022 article points out, it is now generally accepted that the traditional lecture format, which has been the leading teaching method in European universities since 1050, is outdated and ineffective. It

is not enough for teachers to stand up in front of their students anymore and read from their notes. Today's teachers need to be facilitators as well as teachers.

Looking at the most important features of facilitators, based on the articles of Chew (2023), Acorn (2023) and the EU Business School (2022), we can summarize them as follows:

- Clear and positive communication
- Active listening
- Creating positive and possibly new group dynamics
- Agenda setting
- Uidance
- Taskmaster,
- Effective time management
- Motivation
- Empathy
- Displaying patience
- Maintaining neutrality when necessary
- Keeping spirits and energy levels up

And what good facilitators do not do (Acorn, 2023): they do not transfer knowledge in the traditional sense. They do not function as technical or content experts. They do not impose their own opinions on the group. They do not take ownership of the learners' results. They do not actively teach students. They intervene when students lose their path, or appear to have got lost. Their aim is to steer students in the right direction, not to tell them the specific results they need to achieve.

The teacher plays a prominent role in developing entrepreneurial students to become successful, ethical, integrated individuals with a deep social sense (Singh, 2003). He empowers students to commit themselves to the upliftment of society, to protect and sustain their environment, and to be able to improve their standard of living. He develops case studies of entrepreneurship practices to give students an insight into entrepreneurship, learn about their own role as a driver and equip themselves with the skills of a successful entrepreneur and as an agent of social change. In order to develop entrepreneurship education, teachers deliver the curriculum in a way that helps students become effective entrepreneurs and successful leaders throughout their lives. This will indirectly help the economic development of the nation. Thanks to the teaching material, entrepreneurship education is attracting more and more students, thus helping them show more interest in starting their own businesses. Teachers support their

students in understanding the future challenges of starting and running a business. In this way, students go through each stage of entrepreneurship and their risk-taking and decision-making skills are greatly improved. The teacher will present examples of individuals who have become successful leaders in entrepreneurship. They will become role models for the students, and the students will want to become such effective and successful entrepreneurs as well. The educator will guide students to find their place in other people's businesses or to decide to start their own. In this way, students will be able to create the best version of themselves, the national economy will grow and people's living standards will improve. The teacher develops self-confidence, reduces fear of taking risks and increases students' ability to create more successful businesses.

Hatt (2021), in her research, examined the educators' perspectives on effective ways of educating in entrepreneurship as well. Educators proposed six pedagogical approaches to develop an understanding of entrepreneurship in students, which worked best within a framework for engagement, which created both a desire and an enabling context. These were identified as:

- Opportunities for real-life learning,
- Opportunities for reflection,
- Failure as a valuable learning experience,
- Closing the theory–practice gap,
- Teamwork
- Teaching knowledge content

As per our own experiences, the key roles of higher education educators in developing entrepreneur and entrepreneurial competencies are the following: create a supportive environment, foster critical thinking, provide real-world experiences, teach business skills, promote entrepreneurship and connect students to resources.

Conclusion

Higher education has experienced significant changes in the past few decades. Educators are facing very different challenges than before. Although their main role is still focusing on research and dissemination of knowledge, the demand for their service is changing. Stakeholders of the learning ecosystem have different requirements toward the direction of the educator. Academic educators are judged on their research and not on their teaching. Students are now longing for colourful teacher personalities and diverse teaching methods. An earlier study of the author (Katonáné Kovács, 2021) has shown, that stakeholders have the opinion that facil-

itating learning plays an important role, alongside providing information and change providing information with co-producing information is also a requirement.

This change is even more present in entrepreneurship education. Educators are expected to be student- and network-focused, ready to facilitate student engagement. Aulet (2019) defines that entrepreneurship education offerings should be focused more on doing than leaning back, listening, and reflecting. Hands-on work and achieving results is one of the key tenets of an entrepreneur. He calls attention to understand that there will most likely be a time delay between an action and the full effects of that action. This is daunting when teaching, since it makes it difficult to assess the success of any one program.

Based on the results gained so far, we agree with the need (mentioned by Pittaway et al., 2023) to conduct supply-side research in entrepreneurship education. Candidate Threshold Concepts (Lucy, 2021) provides a good framework to build on. We also agree with Pittaway et al. (2023) that the next step could be to study educator development in doctoral programs. The data of Pittaway et al. (2023) shows that students had expectations that they would be socialized into the profession including all aspects of the role, although many also recognized that programs would focus predominately on the research parts.

As the roles required from the educators' side are diverse, one possibility for future research can be examining job-fitness, the personal characteristic of the educators and the roles they should play.

This is in line of our final suggestion for future research. Although it is partly mentioned in the article, authors believe, that future entrepreneurship educators should follow the "U theory framework" (Scharmer, 2013) and the initiative of IDGs. As F. Várkonyi (2016) writes, being an educator is also a helping profession and a teacher is a professional whose professional effectiveness depends on the impact of his or her personality. Educators should have important role as a coach, learning themselves and facilitating students relating better to themselves as well.

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