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## BOOK REVIEW

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### Abstract:

**Book Review of:** Jáki, E., & Huszák, L. (2022). *Quo vadis entrepreneurship education?* Corvinus University of Budapest, Budapest: Hungary. ISBN | 978-963-503-909-8

**JEL classification:** L26, I25

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The book "Quo vadis entrepreneurship education?" edited by Erika Jáki and Loretta Huszák provides a thorough appraisal on the Danube Cup international conference hosted by the Corvinus University of Budapest and the Budapest University of Technology and Economics in 2022. The conference's aim was to provide both a platform for entrepreneurship education research and the student startup pitch competition, giving a unique blend of theoretical and practical approaches to the subject. The book describes how, over the years, the Danube Cup transformed from being a student startup competition to a full-fledged scientific conference thanks to international cooperation. The book contains a survey by Krisztián Póta and Loretta Huszák, which aimed to collect information on entrepreneurship/startup development practices at the Danube Cup partner universities. Representatives of all partner institutions believe they can support students with business ideas by creating a student entrepreneurship hub, providing related education, and supporting students in attending international competitions. They also feel that sharing best practices between Danube Cup partner universities is the most needed form of cooperation.

The conference consisted of five sections: Startup/Entrepreneurship Research, Entrepreneurship from a Broader Perspective, Best Practice Sharing, Entrepreneur Education in Practice, "Ecosystem": Supporting Student Startups.

Section one was titled Startup/Entrepreneurship Research and contained presentations from venture financing, entrepreneurship education and managerial research fields. From the presentation of Patrícia Becsky-Nagy and Balázs Fazekas we learned that the participation of private venture capital investors in the Hungarian public venture capital programmes did not lead to better performance due to the issue of moral hazard. Then Natalia Vinogradova and Alexandra Novac gave an overview of how entrepreneurial higher education contributes to the entrepreneurial competencies of Moldovan students. Diána Dóra Beke, Andrea Sólyom, and Andrea Juhász Klér developed a model for organizational learning based on empirical experience from top technology startups from all around the world, which can be built into higher management education. Nikolett Deutsch, Ilona Hoffer, and Viktor Nagy-Borsi highlighted the main international trends in entrepreneurship education development and explored the focus of current programming activities. Péter Halmosi, Erika Jáki, Marta Aranyossi, and Patrícia Becsky-Nagy compared educational methods and practices applied in leading Hungarian business development masters programmes and examined the penetration of transformative new business and technology trends.

Section two was titled Entrepreneurship from a Broader Perspective and contained presentations about entrepreneurship from the managerial and ethical perspectives. The first presenter, Tamás Farkas introduced his literature review on the development of dynamic capabilities. Constanze Ruesga Rath talked about the emerging research field of intercultural entrepreneurship. Dániel Martin Baranyi and László Trautmann, in their presentation, argued that using constructivist pedagogy in economics courses can support the efficacy of the teaching process. Isaias Rivera analyzed a reform effort on the globalization process as an alternative to reach deglobalization. Anisha Shahani explored the problem of universities being unable to provide hands-on experience-oriented education to future entrepreneurs, and the need to move education beyond the classroom. Finally, András Bethlendi and Árpád Szűcs talked about the phenomenon of "unicorn" startups in the context of entrepreneurial higher education.

Section three was titled Best Practice Sharing and contained presentations about novel approaches in entrepreneurial higher education. To start, Benjamin Monsorno and Jakob Polish talked about the challenges of industrial business model innovation. János Vecsenyi, Pál Danyi, and Viktor Borbély showed the validity of a “learning by doing” MBA course concept and identified its key success factors. László Kállay presented his student-generated case study teaching concept as a novel way to balance theory and practice in entrepreneurial education. Attila Petheő gave an overview of his 20 years’ worth of teaching experience, showing the evolution of teaching methodologies from frontal lecturing to the case-study based Harvard Business School methodology ending with blended learning. Judit Csákné Filep and Gigi Timár presented their course, during which students in small groups create a solution and business plan for a certain problem in the span of a week. Finally, Anikó Grad-Gyenge and Vanda Orbulov introduced the HSUP programme, which is focused on innovation, startups, and entrepreneurial skills.

Section four was titled Entrepreneur Education in Practice and contained presentations exploring how to innovate in entrepreneurial education. Péter Tasi and Elinor Vettrano explored the team academy teaching method, which originated in Finland and its adaptations in different countries. Pál Danyi, Tamás Iványi, and János Vecsenyi segmented students into three categories based on various attributes and identified the course criteria that are most appropriate for the different groups of students. Márton Gosztonyi explored how a university course can serve as a tool for empowering disadvantaged communities. Rudolf Dömötör, Monique Schlömmer, Johanna Wiesner introduced a unique event series designed to connect students from different disciplines and help transfer their ideas into viable businesses. Finally, Balázs Horvath, Akos R. Wetters, and Alessandro Tomasi found that in order to maximize student teamwork performance, teams must be assembled with a high weight on the entrepreneurial archetypes of participants.

Section five was titled “Ecosystem”: Supporting Student Startups and contained presentations about improving the gender balance, startup centres, and the law support system of entrepreneurs. Nelly Rahimy and Kevin Koziol presented their female founders’ academy concept aimed at improving the ratio of female entrepreneurs in startups. Loretta Huszák and Katalin Oborni showed how formal mentorship and counseling can stimulate entrepreneurial ambitions in female students. Sean Patrick Sassmannshausen shared best practices on growing a startup center within a university of applied sciences. Rudolf Dömötör and Monique Schlömmer introduced the changemaker programme, which offers low-barrier entrepreneurship training for children. Finally, Kai von Lewinski highlighted the importance of entrepreneurial law clinics that help small enterprises and startups to avoid legal pitfalls.

The book titled “Quo vadis entrepreneurship education?” edited by Erika Jáki and Loretta Huszák documents well the evolution of the historic international entrepreneurial scientific conference and student pitch competition, the “Danube Cup”. It also provides a wide overview of the current research areas of entrepreneurial education, which were fascinating to experience due to the authors high degree of practical knowledge and innovative suggestions to improve several aspects of entrepreneurial higher education and fostering creativity and innovation in university students. Therefore, I suggest this book to anyone who wants to get a feel of where startup education research is headed.



## About the Author

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Endre Mihály Molnár has a PhD degree in Corporate Finance and works as an Assistant Professor at the Corvinus University of Budapest, Institute for Entrepreneurship and Innovation. He also works part time as a financial plan consultant for a large investment company. His teaching portfolio includes subjects related to venture capital, corporate finance, and business planning. His research areas are early-stage corporate financing and venture capital, and in connection with these fields he was involved in several research projects and is a reviewer in scientific journals.