PROVOKING ENTREPRENEURIAL THINKING – GENDERED EMBODIMENT AND ENTREPRENEURSHIP EDUCATION

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Better understanding of the meaning of the body in today’s entrepreneurship education (EE) → Entrepreneurial identity cannot exist without the body.

To address critical feminist viewpoints to EE and challenge the existing generalizations there might be concerning entrepreneurship and EE.
Curiosity

How perceptions of male and female entrepreneurs differ from one another and how those perceptions or representations affect students?

Female connotes with "mother" and is restrained to body, whereas male connotes with heroic entrepreneur.

Discovery

For instance: in entrepreneurial identity literature embodiment has been taken for granted, which has left the entrepreneur disembodied (Kasperova & Kitching 2014).
Discovering something new always requires knowing what already exists.

A narrative review → to accomplish a general picture of the previous research concerning EE and gendered embodiment.

Ebsco, Science Direct and two different Finnish thematicspecific journals.
Findings

In the end eight articles that namely introduce the viewpoint of gender or/and the body in EE.
Findings


Conclusion

The authors of the feminist branch of EE particularly focus on narrations, representation and discourses in entrepreneurship (education).

It can be concluded that the research on the theme is somewhat scattered. However, based on the sampling segregation between genders concerning entrepreneurship, entrepreneurial behavior and traits exists and it has implications to EE as well.

The entrepreneur in EE is in fact usually disembodied and this is because the ideal entrepreneur is usually seen as a male, whereas females do not fit the criteria.
Conclusion

The body has significant meaning in terms of entrepreneurship and power. In the end, the impact of the disembodied entrepreneurs are seen in the working life (i.e. number of women in startup management).

By naming entrepreneurship programs for women or men, we might end up replicating or reinforcing segregating stereotypes. But, unless the gender is addressed, the entrepreneur might become male by default. It might not be enough to practice EE aimed for all genders alike, because the gender bias is structural.
Possible future directions

We should be asking how or why rather than what. Asking why is a way of questioning our existing stereotypes. It provides new viewpoints to issues we often take for granted.

The future research could include studies that take into consideration some of the intersectional positions of the entrepreneurial identities or use different ways of gaining insights to EE.

Practical implication would be in general to take gender viewpoint into consideration when planning and conducting entrepreneurial education without replicating the existing stereotypes.

Ideas are welcome!
Questions or comments?
Thank you for attention!

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