



UNDERSTANDING OF ENTREPRENEURSHIP EDUCATION THROUGH ENTREPRENEURIAL MINDSET PROFILE SURVEYS IN JAPAN AND THE U.S.

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Abstract

Entrepreneurship Education is a concept of education started in the 1930s and spread in the 1970s to develop student's entrepreneurial skills and enhance knowledge of entrepreneurship. Entrepreneurship Mindset Profile (EMP) is an assessment instrument developed by a team of psychologists and researchers at the Eckerd College of Leadership Development Institute (LDI). It is based on the belief that the patterns of thought and behavior associated with entrepreneurial mindset would be helpful to those leaders charged with driving growth and innovation with the organizations. EMP was applied to a joint research project to assess and compare the entrepreneurship education in Japan and the United States. This is the first time that EMP was introduced and applied outside the United States. The EMP survey results were assessed and interpreted culturally, behaviorally and statistically by the authors. The results show that the ecosystem of entrepreneurship education in the U.S. is more effective and sustainable than the one in Japan due to various factors that will be discussed in the paper. The paper contributes to the comparative study of entrepreneurship education in a new and global perspective

Keywords

Entrepreneurship Education, Entrepreneurship Mindset Profile, Seven Personality Scales, Seven Skills Scales, American Entrepreneurship Education Bottom-up Model, Japanese Entrepreneurship Education Top-down Model

Research Background and Methodology

Dr. Chien Wen Yu, Professor of Management and Marketing at Bridgewater State University (BSU) is a board member of BSU Center for Entrepreneurship & Small Business (CESB) and certified EMP practitioner. Being involved with the BSU Center for Entrepreneurship and Small Business, Dr. Yu has been working on an initial Bridgewater research project with two other Bridgewater professors and certified EMP practitioners. During the month of April 2024, Dr. Yu was on sabbatical leave from BSU with a grant and opportunity as a visiting scholar at Kansai University (KU) in Japan. He took the EMP concept beyond his initial project and extended the research scope globally for a comparative study of the U.S. and Japanese entrepreneurship education.

As a visiting scholar at Kansai University, he teamed up with KU business professor Dr. Taehoon Park for joint research. Prior to his Japan trip, Dr. Yu had completed the EMP surveys on 38 American students in two of his classes *MGMT 288 Introduction to Entrepreneurship* in the 2023 spring and fall semesters at Bridgewater State University. In the 2024 spring semester at Kansai University, he conducted a new EMP survey on 13 Japanese students in Dr. Park's class *Introduction to Innovation*. The survey respondents in these classes are capable and comparable to represent the American and Japanese students

because of the similar class rank of junior and senior students, content and nature of business classes, and knowledge exposure to entrepreneurship and innovation. The survey as a research methodology reveals diverse views of entrepreneurship and entrepreneurial mindset of the undergraduate students from their own countries and cultural background. The two group survey results are compared, analyzed and interpreted in detail in the paper.

In addition to the EMP survey methodology, the authors interviewed the Japanese professors and students in Tokyo and Osaka. They asked the 13 Kansai University students for their career goals and thoughts on entrepreneurship and start-up business before the EMP survey started in the classroom. Out of the 13 students in the class, 11 students wanted to work for large Japanese corporations or major conglomerates. There was only one student who wanted to start up her business. Another student said he did not want to work at all because he could get money from his family and lay flat after graduation from university. The career preferences and plans of these students were influenced by the Japanese society, culture, traditions, parents and families.

A typical Japanese parent often does not support his or her child's aspiration of becoming an entrepreneur. Parents tend to want their children to go to an elite public university and join the bureaucracy or a major conglomerate (*Keiretsu*) such as Mitsubishi, Mitsui or a well-known publicly traded firm like Toyota or Hitachi. Due to the historical patterns of lifetime employment (*shushin koyo*), many parents still believe these career paths present the most stable careers, the highest cumulative pay and the most prestige (Wharton Staff, 2013).

Japanese women are often not only represented as being interested in entrepreneurship but are also seen to inhibit their husband's desire to set up his business as being labeled a "wife blocker". The derogatory term was coupled with the phrase "parent blocker", which refers to parents who reject their children's efforts to be entrepreneurial (Yokoyama, 2020). Start-up business is not considered a popular career path for the Japanese students and young people. Therefore, entrepreneurship education is needed to change the bureaucracy roles, traditional culture, attitude and behavior on entrepreneurship and start-up business in Japanese society.

Literature Review and Assessment of Entrepreneurship Education

Entrepreneurship education—the teaching of skills and cultivation of talents that students need to start businesses, identify opportunities, manage risk, and innovate during their careers—is now a staple of American higher education. According to the Japanese Ministry of Trade and Industry research group, entitled the *Group for the Creation and the Development of Start-ups* (2008), the definition of entrepreneurship education is education provided to train people to develop "entrepreneurship" and "entrepreneurial skills" and to be able to find their own mission, discover themselves what to do with it, and carry it out themselves (Yokoyama, 2020).

Entrepreneurship education began in the 1930s and is claimed to have originated in Japan (Bell et al., 2004; Kuratko, 2005). It evolved in the USA in the 1970s and spread across the world (Kanama, 2021). In 2001, the United States offered entrepreneurship education at more than 1,500 baccalaureate degree-grant universities and colleges. The ecosystem of entrepreneurship education in the U.S. is characterized by relatively scientific and systemic teaching and research (Yu, 2018). In Japan, several entrepreneurship courses and seminars were established in graduate schools during this time (Ogura, 2011). Universities and colleges have much to contribute to stimulating innovative and growth-oriented entrepreneurship. Students with more positive attitudes and strong subjective norms have stronger entrepreneurial intentions (Refaat, 2009).

The U.S. places a strong emphasis on entrepreneurship education, with numerous universities and institutions offering dedicated and integrated entrepreneurship programs and courses, such as Babson College, Massachusetts Institute of Technology, Stanford University and others. These educational opportunities equip aspiring entrepreneurs with the knowledge, skills, and networks they need to succeed. Additionally, the U.S. offers a wealth of networking opportunities for entrepreneurs through industry conferences, trade shows and professional organizations. The country's strong economy, diverse and skilled workforce, supportive infrastructure, favorable government policies, culture of innovation, global influence, technological advancements, intellectual property protection, and entrepreneurship education all contribute to making the U.S. the world's most dynamic entrepreneurial business ecosystem (Calimanu, 2023).

The U.S. is mainly committed to creating an entrepreneurial atmosphere through the legal, financial and regulatory systems to guarantee the implementation of entrepreneurship education. In process management, the organization has the characteristics of self-management. At the social level, the American society has high value recognition and positive social atmosphere for entrepreneurship (Huang, 2017). The American entrepreneurship education is mostly based on the government's entrepreneurship support agencies and relevant supportive policies. The U.S. Small Business Administration's purpose is to provide venture capital and loan guarantees for small businesses and disadvantaged groups to help them overcome difficulties. At the same time, with the participation of the venture capital firms, the government encourages more investment funds to compensate for the lack of support for the system of entrepreneurship education at American universities. Thus, a U.S. university entrepreneurship education project model has gradually formed – the university provides talent, enterprises provide the project, the private foundation provides money, research centers provide guidance, advice and models of entrepreneurship for collaborative research and projects (Zhang, 2011).

The American entrepreneurship education “bottom-up” model entails universities playing an important role in entrepreneurship education and seeking funds from government and industry to create entrepreneurship programs according to their individual needs, time and situation of each university or college. There is no uniform U.S. government policy or any organized effort to create any entrepreneurship campaigns and university consortiums. The U.S. government provides more favorable services and social atmosphere than money and funds to support university initiatives. Industry cooperates and volunteers to give advice and create both co-op opportunities and internships for university students.

In Japan, entrepreneurship in terms of willingness to take the risk of setting up a business is at the lowest level in international comparison surveys, such as the Global Entrepreneurship Monitor (GEM) (Shinato et al., 2013). Japan has a shortage of entrepreneurs in its economy compared to the United States, which may be contributing to different economic growth rates in recent decades. Despite being a “developed nation” for a longer time than Japan, the United States has overall had a larger economic growth rate since 1995 (Chattergoon, 2018). Realizing its problems in low level of entrepreneurship and slow economic growth, the Japanese government implemented a series of entrepreneurship education policy initiatives including EDGE (2014) and EDGE-NEXT (2017).

EDGE is an abbreviation for Enhancing Development of Global Entrepreneur Program. Through this program, the government provides financial incentives to universities that meet the criteria for fostering entrepreneurship among its students. The focus is on university programs that emphasize more practical rather than theoretical and dynamic universities that show a willingness to change. The second policy, EDGE-NEXT, is the next-generation entrepreneurship training project—entrepreneurs for the next generation. This policy is aimed at further improving the initial results obtained by universities on the EDGE program. The policy seeks to reward universities that help students acquire knowledge of entrepreneurship, business know-how, problem solving capabilities and broad perspectives through active learning and problem/project-based learning initiatives. The goal is to foster individuals who can form start-ups and work with a sustainable innovative ecosystem (Yokoyama, 2020).

The Japanese government has tried to create a relaxed entrepreneurial environment. The government has promulgated the “technology promotion law”, which promotes the system reform of education and scientific research system. It provides more preferential treatment and convenience for college students in legal regulations and entrepreneurial business registration (Huang, 2017). With the Japanese “top-down” model, the government is leading the effort and allocating funds and resources for entrepreneurship education. Following the central government policies, universities are collaborating with industries and local governments to set up entrepreneurship programs and innovation centers to help students and young people establish new businesses. University consortiums are also formed to share experiences of entrepreneurial activities and help each other in jointly planning programs. Successful entrepreneurs and industries come to universities to promote entrepreneurship initiatives and to serve as judges on entrepreneurship competitions/contests. Good changes of attitude towards entrepreneurship and innovation have taken place at universities and in Japanese society.

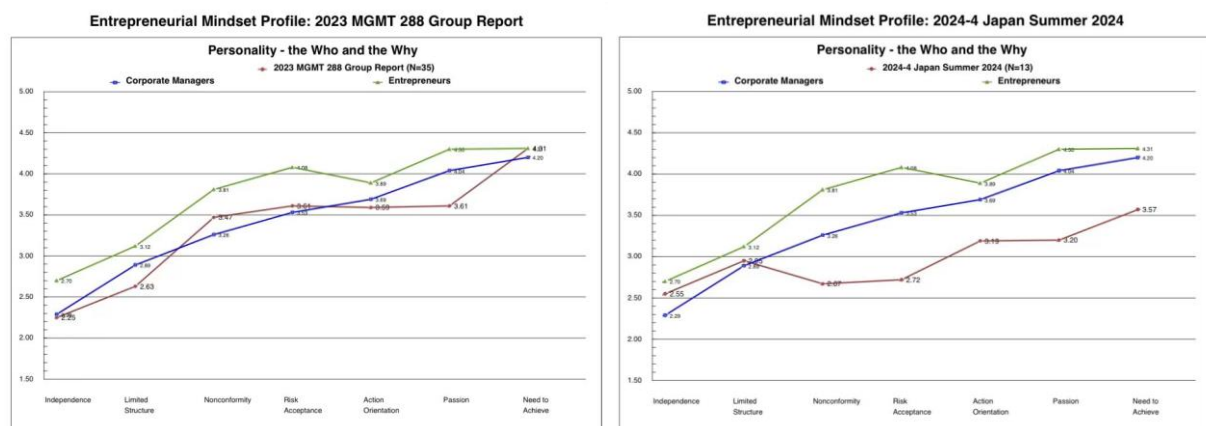
Although the American entrepreneurship education “bottom-up” model is lacking the funding from the government and investment in the entrepreneurship initiatives, it is effective and sustainable in supporting entrepreneurship centers, incubators, infrastructure and services. It has produced the best entrepreneurs and cutting-edge technologies in the world today.

The Japanese entrepreneurship education “top-down” model is popular and helpful in funding the Japanese universities for entrepreneurship and innovation programs and in changing the attitude and

behavior on entrepreneurship and innovation. However, the outcome of the Japanese government-led initiatives is less than satisfactory in producing the expected number of entrepreneurs in Japan and creating the innovative technologies for the world. The tangible benefit of the entrepreneurship education is limited, partly because of the bureaucratic Japanese government and corporate systems and regulations, traditional collectivist culture, and low entrepreneurial mindset of the Japanese students and people.

Comparative Analysis of Entrepreneurial Mindset Profile

The EMP surveys on 38 American students in *MGMT 288 Introduction to Entrepreneurship* classes were conducted at Bridgewater State University in the 2023 spring and fall semesters. An EMP survey was conducted on 13 Japanese students in the business class *Introduction to Innovation* of Professor Taehoon Park at Kansai University. There are 70 questions in the survey that need to be answered by individual students. The survey takes about 30 minutes to complete, depending on each student's level of English and understanding of the subject and wording. If there were a question that Japanese students did not understand during the survey, AI translation from English to Japanese on mobile devices would be allowed for use and reference.



The survey respondents are assumed to be capable and comparable to represent the American and Japanese students and people because of the similar class rank of junior and senior students, content and nature of the classes, and knowledge exposure to entrepreneurship and innovation. The survey results demonstrate different views of entrepreneurship and entrepreneurial mindset of the American and Japanese undergraduate students from their own countries and cultural perspectives. The “Red Line” represents the EMP survey result of the American students in the 2023 Group Report for MGMT 288 as well as the Japanese students in the 2024-4 Group Report for Japan Summer. The “Blue Line” represents the entrepreneurial mindset of Corporate Managers. The “Green Line” represents the entrepreneurial mindset of Entrepreneurs. Entrepreneurs and Corporate Managers differ significantly from one another on each of the EMP's 14 scales. Evidence to date and from our reports supports the view that EMP is a valid and reliable measure of entrepreneurial mindset through Seven Personality Scales and Seven Skills Scales.

Entrepreneurial Mindset Profile: Group Report Summary for 2023 MGMT 288 Group Report

	Group Low Score	Group High Score	Group Score	Corporate Norm	Entrepreneur Norm
Independence	1.00	3.20	2.25	2.29	2.70 *
Limited Structure	1.20	3.80	2.63	2.89 *	3.12 *
Nonconformity	2.33	4.67	3.47	3.26 *	3.81 *
Risk Acceptance	2.60	5.00	3.61	3.53	4.08 *
Action Orientation	2.67	4.83	3.59	3.69 *	3.89 *
Passion	2.40	5.00	3.61	4.04 *	4.30 *
Need to Achieve	3.00	5.00	4.31	4.20 *	4.31
Future Focus	1.80	4.40	3.17	3.27 *	3.37 *
Idea Generation	1.60	5.00	3.68	3.56	4.17 *
Execution	1.60	4.80	3.35	3.79 *	3.94 *
Self-Confidence	2.20	5.00	3.54	3.70 *	3.82 *
Optimism	2.20	4.60	3.67	3.92 *	4.19 *
Persistence	2.80	5.00	4.06	4.26 *	4.49 *
Interpersonal Sensitivity	2.20	5.00	3.74	3.88 *	3.79

Entrepreneurial Mindset Profile: Group Report Summary for 2024-4 Japan Summer 2024

	Group Low Score	Group High Score	Group Score	Corporate Norm	Entrepreneur Norm
Independence	1.60	3.40	2.55	2.29 *	2.70 *
Limited Structure	1.80	3.80	2.95	2.89	3.12 *
Nonconformity	1.83	3.83	2.67	3.26 *	3.81 *
Risk Acceptance	1.60	4.00	2.72	3.53 *	4.08 *
Action Orientation	1.67	4.17	3.19	3.69 *	3.89 *
Passion	2.00	4.20	3.20	4.04 *	4.30 *
Need to Achieve	2.40	4.60	3.57	4.20 *	4.31 *
Future Focus	2.00	4.20	2.78	3.27 *	3.37 *
Idea Generation	1.60	3.20	2.54	3.56 *	4.17 *
Execution	2.20	4.20	3.00	3.79 *	3.94 *
Self-Confidence	2.00	3.80	2.95	3.70 *	3.82 *
Optimism	2.20	5.00	3.42	3.92 *	4.19 *
Persistence	2.80	4.40	3.62	4.26 *	4.49 *
Interpersonal Sensitivity	2.80	4.60	3.69	3.88 *	3.79 *

Seven Personality Scales

Independence

The Japanese students score 2.55 on Independence which is higher than the American students score 2.25 on this scale. Japan pays special attention to the personality building and value of independence since kindergarten. Japanese students start doing part-time jobs at high schools and living by themselves after graduation from college. Ezra Vogel (1980) argues his book *Japan as Number One: Lessons for America* that the Japanese system of education and Japanese political system provide examples of successful constructions which the United States of America would do well to emulate (Chattergoon, 2018). Japan and the U.S. influence each other in education, culture and politics. Being independent, the Japanese and American people prefer to have the freedom to set their own directions. Both the American and Japanese may enjoy being part of a team, but probably only when the team is comprised of competent and largely autonomous individuals. If the responsibilities are not equally shared in a team, more Americans and fewer Japanese would speak out and question the team members.

Preference for Limited Structure

The Japanese students also score a little higher (2.95) than the American students (2.63) on Preference for Limited Structure. The Japanese students are not in the habit of asking questions in class or participating in class. They enjoy working quietly on tasks by themselves without clear parameters and can flourish in highly ambiguous situations. The American students are good at asking questions for assignment and work clarification and participating actively in class discussions. Rubrics or guidelines are always requested of the professors to provide for class and homework assignments in advance.

Nonconformity

The American students score surprisingly higher (3.47) than the Japanese students (2.67) on Nonconformity. The Americans are more likely to take an unpopular stand and to challenge a commonly held view. Japan is often seen to be a conformist culture that puts an emphasis on stability and success with a collectivist mentality that results a lack of role models. In a society that appreciates a conformist attitude, not following the usual path of becoming a salaryman – a company employee – is seen as too risky or even reckless (Oi, 2015). The Japanese have limited ability to develop awareness of what is required to set up a business and there is no one to look to for support and advice.

Risk Acceptance

The American high scorers (3.61) on Risk Acceptance are willing to take risks to achieve desired outcomes, particularly if the potential payoff is significant. Compared with the Japanese low scorers (2.72), the Americans may or may not actually enjoy risk more. Some of them may simply accept risk as a necessary component of success. The entrepreneurial spirit runs deep in the U.S., fostering a culture that celebrates innovation and risk-taking. From legendary entrepreneurs, such as Steve Jobs, Bill Gates, Mark Zuckerberg, Jeff Bezos, Elon Musk and Sam Altman to countless success stories emerging from every corner of the country, the U.S. culture encourages individuals to pursue their dreams and disrupt traditional industries (Calimanu, 2023). Japan is believed to provide a less welcoming cultural and social environment for entrepreneurs than other advanced countries.

Action Orientation

The Americans who score high (3.59) on Action Orientation like to take quick and decisive action to solve problems and make things happen. Compared with the Japanese score (3.19), the Americans tend to feel comfortable making decisions even under conditions of uncertainty. They are likely to see greater danger in failing to act quickly than in acting based on incomplete information. Many of these successful entrepreneurs and role models even give up their elite university education and drop out of universities to pursue their entrepreneurship passions and dreams. Bill Gates and Mark Zuckerberg were Harvard University dropouts. Sam Altman was a Stanford University dropout.

OpenAI CEO and billionaire technology entrepreneur Sam Alman discussed his startup journey and the future of artificial intelligence at an event in Memorial Church in Cambridge, Massachusetts on May 5, 2024. During the event, Altman reflected on his journey from being “more on the nerd side” in high school to beginning as an undergraduate at Stanford University to dropping out and founding his first company (M. Josephy et al., 2024). When asked to give advice to students, Sam said: “You don’t need to wait; you don’t

need to get permission. You can—even you’re totally unknown in the world, with almost no resources—you can still accomplish an amazing amount.” (Pasquini, 2024). From *Japan as Number One* (1980): “Within Tokyo University, the ablest students enter the Law Faculty, with secondary emphasis on political science and law. The top graduates of the Law Faculty enter the most prestigious government ministries and agencies” (Chattergoon, 2018). In Japan, dropping out of elite universities like Tokyo University and Kyoto University to pursue entrepreneurial dreams is unthinkable as role models and heroes.

Passion

The American high score (3.61) on Passion and find work highly engaging and enjoyable. Compared to the Japanese low score (3.2), the Americans are more likely to spend long hours working effectively and to feel both challenged and fulfilled by their own work. Central to the Japanese belief system are the concepts of mutual obligation, indebtedness, hard work, self-sacrifice and loyalty, all of which reinforce the very important notion of harmony for the common good (Dana, 2007). In Japan, the individual is always conscious of belonging to a group and follows the work schedule and group ritual of going for drinks after work. Many workers may go back to work longer before going home. Their work efficiency, especially returning to work after food and drinks, is highly questionable.

Need to Achieve

The Americans score high (4.31) on Need to Achieve and have a strong desire to excel in their chosen fields. They have very high standards for themselves and do not consider mediocrity an option. They strive to be among the best—if not the best—at what they do. Compared to the Japanese low score (3.57), the Americans are more likely to set aggressive goals for themselves and then push themselves to achieve them. For many with the entrepreneur character type, creating or accumulating wealth isn’t the point, it is a means to an end. They reinvest the resources to take even more risks and grow more. Wealth is viewed as secondary, a way to keep scoring. They’re driven by something else and have a unique ability to survive mistakes, failures, and overcome obstacles (Dogan, 2004).

Seven Skills Scales

Future Focus

The Americans score 3.17 on Future Focus while the Japanese score 2.78. The American higher scorers tend to prefer strategic, long-term thinking to tactical, short-term action. Compared to the Japanese, the Americans are more likely to ask themselves how their vision for the future impacts what they should be focusing on right now. Japan is also future-oriented with its large R&D spending rate surpassing that of all other OECD (Organization for Economic Co-operation and Development) countries and running on average around 3% of GDP. Japan has a considerable patent advantage in Asia, particularly in renewable energies. Given the March 2011 nuclear accident, the impetus to find renewable, eco-friendly sources of power has become more urgent, and there will likely be more Japanese patents in this area. This vast storehouse of patents could serve as the foundation for dozens of enterprises in the new economy. However, Japan’s patent base is considerably underutilized and has not translated into many start-ups or commercial products (Wharton Staff, 2013).

Idea Generation

The American score (3.58) on Idea Generation is much higher than Japanese score (2.54). The Americans find it easy to come up with lots of ideas, regardless of the situation or the nature of the problem to be solved. The higher the score on this scale, the more likely it is that the individual not only offers ideas in greater numbers than others, but also produces ideas of greater novelty. Innovators and big-league entrepreneurs have a lot of traits and qualities in common, which are unusual, strange, even deeply weird personalities like Howard Hughes, Soichiro Honda, Steve jobs, Jeff Bezos and Elon Musk. If they were average guys who never succeeded at anything, people would just think they’re strange and weird. Entrepreneurs aren’t normal. A healthy society needs to be able to tolerate abnormal personalities and give them room to experiment (Dogan, 2024).

Execution

The Americans score 3.35 on Execution while the Japanese students score 3.00. Individuals who score high are particularly skilled at taking an idea and making it a reality. Whether they implement their own idea or

someone else's, and whether it's a big idea or a relatively minor one, they are likely to have a reputation for "getting it done". To start up a business, there are plenty of resources to obtain funding and to seek financial support in the U.S., such as U.S. Small Business Administration loan guarantees, commercial bank loans, venture capitalists, angel investors, family and friends. In Japan, the most challenging task for start-ups is raising capital. Japanese entrepreneurs are largely unable or unwilling to turn to their family or friends for financial assistance. The structure, nature and composition of the Japanese venture capital firms act as a serious deterrent to the emergence of a vibrant start-up culture (Wharton Staff, 2023). Marketing plans for start-ups are much easier to execute in the U.S. than in Japan.

Self-Confidence

The Americans score 3.54 on Self-Confidence whereas the Japanese score 2.95. The Japanese learning culture may itself be hindering the development of entrepreneurship in the country. Vogel (1980) notes of the educational culture, "University education may be more important for certification than learning, and the social atmosphere may impede probing, but it does not impede groups of students from continuing to learn, nor does it impart such confidence that student can consider themselves expert before they begin their employment. Entrepreneurship itself requires a willingness to probe to create something new. The Japanese learning culture fails to instill individual confidence in the population and consequently indirectly reduces the incidence of entrepreneurship in the country. (Chattergoon, 2018).

Optimism

The Americans score 3.67 on Optimism while Japanese score 3.42. People who score high on this scale tend to see the bright side of life. They generally expect that things will go well for them—that people will do the right things, that challenges can be overcome, and that their needs will be met. Americans believe that they have the knowledge, skill and experience required to start a business. One Japanese professor disagreed with the EMP survey result and commented on Professor Yu's survey presentation: "The survey result may not be entirely correct or reflect the real level of Japanese students. It is true that the American students are optimistic and sometimes overconfident about themselves. However, the Japanese students are very modest and at the same time a little pessimistic, and not good at expressing their feelings and showing their entrepreneurial strengths."

Persistence

The Americans score 4.6 on Persistence while the Japanese score 3.62. The Americans who score high are likely to be seen as tenacious in pursuit of their goals. Compared to Japanese low scorers, the Americans are more motivated to find a way around obstacles, persisting in their efforts despite setbacks or even failures. This cultural aspect is a significant factor in the success of the U.S. entrepreneurial ecosystem, as it enables entrepreneurs to learn from their failures and iterate on the ideas. Society celebrates success stories and embraces failure as a learning opportunity. This culture fosters an environment where individuals are inspired to pursue their entrepreneurial aspirations, contributing to the overall vibrancy of the ecosystem (Calimanu, 2023).

Interpersonal Sensitivity

The American score (3.74) and Japanese score (3.69) on Interpersonal Sensitivity are similar and close to Corporate Managers score (3.88) and Entrepreneurs score (3.79). Contrary to the pattern, we see on the other 13 scales, entrepreneurs score themselves a little lower on Interpersonal Sensitivity than do Corporate Managers. Entrepreneurs tend to see themselves as relatively less interpersonally sensitive. They are likely to be especially focused on their actual work—the tasks that they see as critical to their success—and less focused on the feelings of people around them. Both the American and Japanese tend to be motivated by personal and career goals and strive to achieve their goals despite obstacles and prejudices. Interpersonal relationships and sensitivities are less important to them in the process.

This is the first time that the EMP concept was introduced outside the United States, and the EMP surveys were applied and completed in Japan. The above EMP survey results with authors' assessment and interpretations on the Seven Personality scales and Seven Skills scales reflect the cultural, social and business factors which cultivate the entrepreneurship mindset of the Japanese and American students and peoples.

Conclusion

The authors discuss the entrepreneurship education in Japan and the U.S. through literature review, personal interviews with professors and students as well as entrepreneurial mindset profile surveys. Their evaluations and perceptions on entrepreneurship education and entrepreneurial mindset profile are formulated from the survey data and different perspectives of culture, society and business of each country. In the paper, the ecosystem of the entrepreneurship education in the U.S. is described as more effective and sustainable than the one in Japan due to various factors. It is not the authors' intention to understate and criticize one country while overstating and praising another. It is the authors' realistic assessment of the strengths and weaknesses of two entrepreneurship education ecosystems in Japan and the U.S., which is hopefully without partiality or prejudice. The paper contributes to the comparative study of entrepreneurship education in a new and global perspective.

One American professor and one Japanese professor with similar teaching assignments and research interests in entrepreneurship and innovation were meeting in Japan and collaborating on the joint research project at the right place and right time while the U.S. and Japan reaffirmed to align and collaborate on future strategies, innovation and technologies. On April 10, 2024, The White House issued the United States-Japan Joint Leaders' Statement (President Joseph R. Biden, Jr. and Prime Minister KISHIDA Fumio). The section on Leading on Innovation, Economic Security and Climate Action states: "The United States and Japan aim to maximally align our economic, technology, and related strategies to advance innovation, strengthen our industrial bases, promote resilient and reliable supply chain, and build strategic emerging industries of the future while pursuing deep emissions reductions this decade" (The White House, 2024).

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