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Preface

Without doubt, entrepreneurship and the education of entrepreneurial leaders represent some of the most interesting problems which have engaged for many years the attention of contemporary researchers who are interested in the broadly conceived educational activities. Even though the representatives of many disciplines embrace various dimensions of entrepreneurship and its role in contemporary societies, one may easily observe that the opinions about the essence of being an entrepreneurial person and about the education of entrepreneurial leaders of many researchers do not vary that much. The vast majority – as one may suppose – realize that one cannot accept the opinion according to which the entrepreneurial type of professional personality is allegedly socially oriented but the goal “is merely to attain the goals of the organization or to attain one’s personal economic gain”¹. Experts on the subject make a clear point that entrepreneurship must be based on a broadly conceived humanistic attitude which prevents the process which is referred to by Guy Claxton as *building learning power*² from stagnating. A holistic approach to man, flexibility in action and openness to new challenges are just some of the properties which are necessary to make it in the world, which becomes not only increasingly unpredictable but also unknowable³. Therefore we can no longer settle for activity based merely on the logic of prediction, which proves to be an efficient tool in certain or almost certain situations, when we can rely on data which was heretofore collected. The logic of predic-

¹ *Kwestionariusz predyspozycji zawodowych*. Red. E. KOS, M. KULESZA. Łódź 2010, p. 26.

² G. CLAXTON: *Rozwijanie potencjału uczenia się. Jak pomóc młodym ludziom, aby stawali się lepszymi uczniami*. Przeł. L. WOLLMAN. Stowarzyszenie Nauczycieli Edukacji Początki, Katowice 2005.

³ D. GREENBERG, K. MCKONE-SWEET, H. WILSON: *The new entrepreneurial leader. Developing leaders who shape social and economic opportunity*. Berret-Koehler Publishers, Inc. San Francisco 2011.

tion must be complemented by the logic of creation based on the generation of data which heretofore did not exist or was not available⁴. From the pedagogical point of view it seems that the most important thing is the thesis put forward by researchers who explore various problems associated with the education of future leaders. According to this thesis, the new logic of entrepreneurship which is based on the mutual complementation of the logic of prediction and the logic of creation is an efficient tool not only in business but in any other field of human endeavour.

The factors which favour creativity in business management which were mentioned by Richard Luecke⁵ may be transferred to pedagogical situations. These include the following: ingenuity, the ability to have fun, focusing on the exploration of possibilities, openness, the ability to cope with failure and learning from one's failures, intelligent taking of risks, active listening, acceptance of differences, acceptance of ideas, collaboration, focusing on mutual benefits, tolerance for ambiguity, tolerance, flexibility, perseverance, internal focus (disregarding the things which other people may think), appreciation of one's creative potential, sense of security. Moreover, Jerome S. Bruner⁶ mentions such conditions of creative activity as the extension of the field of experience and non-conformism, whereas Andrzej Góralski claims that "creativity occurs when there is a balanced therefore structured and harmonious influence and co-operation of *opportunity and necessity* and when the product of this influence and co-operation of *enracinement in the world endures*, at least in a casual manner"⁷.

Entrepreneurship is a peculiar instance of creativity in the activities of an individual and a social and economic group. The purpose of the problems associated with entrepreneurship which are engaged in this work is to direct the reader's attention to its purposefulness and relevance in the instruction and education of an individual, to emphasize not only its pragmatic merits but also its humanistic and praxeological dimension. The texts featured in the monograph engage the problem of entrepreneurship according to the selected historical (Beata Gdak), philosophical (Malwina Rolka), sociological (Lucjan Wroński), political (Dariusz Juruś), economic (Andrzej Suwałski), social (Danuta Kurzyna-Chmiel), pedagogical (Bogusław Śliwerski) and educational approaches (Tomasz Kopczyński, Danuta Kocurek, Erkki Nevanperä Lidia Wollman, Renata Raszka, Beata Oeszlaeger-Kosturek). The purpose

⁴ Ibidem, p. 26.

⁵ R. LUECKE: *Zarządzanie kreatywnością i innowacją*. Przeł. G. ŁUCZKIEWICZ. Czarnów 2005, p. 77.

⁶ J.S. BRUNER: *O poznawaniu. Szkice na lewą rękę*. Przeł. E. KRASIŃSKA. Przedm. B. SUCHODOLSKI. Warszawa 1971.

⁷ A. GÓRALSKI: *Teoria twórczości*. Warszawa 2003, p. 11.

of the publication is to *inter alia* direct the reader's attention to the value of education toward entrepreneurship in the broad understating of the educational activities of teachers and pupils and the indication of this innovative dimension of education in Poland after the systemic and political transformations of the 1980s.

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