The Entrepreneurial Shift: Americanization in European High-Technology Management Education. *By Robert R. Locke and Katja Schöne.* New York: Cambridge University Press, 2004. xiii + 250 pp. Index, figures, references, tables. Cloth, $70.00. ISBN: 0-521-84010-4.

Reviewed by Susanne Hilger

In the last two decades, "Americanization" has reappeared as a subject of interest to business historians. Scholars such as Gary Herrigel, Jonathan Zeitlin, Ove Bjarnar, and Harm Schröter are exploring various aspects of Americanization in the aftermath of World War II.

The authors of *The Entrepreneurial Shift*, Robert Locke and Katje Schöne, do not regard Americanization as "a contested historical project" (as Jonathan Zeitlin once put it), but, rather, as the "yardstick" for entrepreneurial behavior in general. Their book continues in the tradition of surveys on the transatlantic transfer of know-how between the United States and Europe after World War II. Other historians have ploughed this ground. Terry Gourvish, Nick Tiratsoo, and Matthias Kipping, for example, have studied the impact of U.S. consultancies on European business.

In this book, Robert Locke returns to the subject of his earlier studies, the educational innovations of the "high-tech age," which he begins in the 1970s. In time span and subject matter, this book goes beyond his earlier work in dealing with the spread of entrepreneurial studies and start-ups in France, Germany, and the Czech Republic during the past ten to fifteen years and in discussing the Americanization of European business education in order to give some recommendations to politics.

The authors' thesis is that European countries show a "lack of entrepreneurship," which they attribute to the fact that American best practices in management education had been ignored for a long time (p. 140). This is demonstrated by the emergence of "entrepreneurship studies" as a research subject and as an educational curriculum in various European countries: "To have Americanization going on in a country's entrepreneurship studies means to be in the process of transforming a system of higher

education from one that separates the elements essential to entrepreneurship with being one of them, into one that promotes through research, teaching and outreach the effective combination of the transversal elements that contribute to entrepreneurial synergy" (p. 114).

Based on secondary sources and interviews with experts, the book consists of six chapters. In the first, the phenomena of "Silicon Valley" and the "second Americanization" are introduced. The authors overlook current research that shows not only two waves of Americanization after World War II but also former waves in the late nineteenth century and during the 1920s. The second chapter deals with the consequences of technical and organizational development after World War II for U.S. management education and the emergence of entrepreneurial studies. The next three chapters give a broad historical overview of the development of academic education in Germany and France and focus on the spread of entrepreneurship studies and of high-tech start-ups. The Czech Republic, discussed in chapter six, took a different path of development from that of Germany and France due to its socialist political system. As a fitting case of Americanization, it could have received more attention in this book, including a comparison with other former members of the Eastern bloc.

Although this mix of European cases is not quite balanced, the book breaks new ground because of its comparative historical perspective. The survey of the traditions and development of the various nations' educational systems is useful not only for historians but also for politicians aiming for educational improvement.

Locke and Schöne doubt the ability of European academic institutions to introduce the entrepreneurship courses necessary to meet the challenges of high-tech management. The reason they give for this skepticism is the traditional gap between academic education and practical entrepreneurship in Germany and above all in France. Academic education in Europe is depicted as having a hostile attitude toward business practice. The authors propose as a solution to this problem the appointment of more managers to teaching positions in entrepreneurial education.

From a European point of view, however, the book seems too "American centered" (pp. 142–44) with its largely positive portrayal of American-style capitalism and "the modern comforts" of the Silicon Valley Age (p. 126). Thus, the authors only

briefly consider the tarnished image the Americanized “new economy” suffered after the dot.com, Enron, and WorldCom debacles.

Likewise the importance of the entrepreneurial principle is not generally controversial in Europe (p. 114). Not only American but also European traditions created the modern market economy. Rather than arguing about the acceptance and meaning of entrepreneurial activities (p. 215), it would be more profitable to explore ways of initiating and supporting entrepreneurship.

Susanne Hilger is associate professor of economic history at the University of Duesseldorf. She is the author of numerous books and articles on Americanization, including Die “Amerikanisierung” deutscher Unternehmen nach dem Zweiten Weltkrieg *(2004) and “‘Reluctant Americanisation?’ The Americanisation of the German Consumer Chemical Industry after 1945—Henkel as a Case Study,” in* America as Reference? German and Japanese Industry during the Boom Years*, edited by Akira Kudo, Matthias Kipping, and Harm Schröter (2003). At present she is researching the impact of American firms on European markets in the twentieth century.*